

Research on Early Warning Indicators of College Students' Psychological Anxiety

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ABSTRACT

This study aims to explore early warning indicators for psychological anxiety among college students. A questionnaire was administered to 215 university students, analyzing their emotional states, sleep quality, coping strategies for academic stress, social activities, dietary habits, physical health status, time management, and task management methods. The findings reveal that nearly 30% of respondents reported average or poor emotional states, with almost half experiencing mediocre sleep quality. Over 60% faced moderate to high levels of academic pressure. In terms of coping mechanisms, exercise and socializing with friends were the most common strategies; however, more than half opted to handle stress independently. Most students engaged in social activities for 5-8 hours per week, with significant variations in satisfaction levels. Sixty percent maintained a healthy and balanced diet, and the majority acknowledged that poor eating habits negatively impact mood and academic performance. Nearly 70% believed their physical health was good, yet the proportion of regular exercisers was slightly below two-thirds. Regarding time management, effectiveness ratings were generally low, with approximately 40% utilizing tools for managing time and tasks. Collectively, these results suggest that college students face considerable psychological pressures, with room for improvement in coping strategies, lifestyle habits, and time management. These factors could serve as early warning signs for anxiety, offering insights for enhancing mental health education in higher education institutions.

KEYWORDS: *Psychological Anxiety; Early Warning; College Students; Psychological Health Education*

1. INTRODUCTION

In today's society, the mental health of college students has been paid more and more attention. As individuals in the critical transition period of life, college students are facing pressures from their studies, employment, interpersonal relationships and other aspects. These pressures may lead to psychological anxiety and affect the overall development of individuals. Psychological anxiety not only affects students' learning efficiency, but also may lead to a series of psychological diseases, such as depression. Even in extreme cases, it may lead to suicidal behavior. Therefore, early detection and intervention of psychological anxiety of college students become very important. The purpose of this study is to explore the early warning indicators of psychological anxiety of college students, and to

provide a scientific basis for mental health education in Colleges and universities. In order to effectively prevent and reduce the negative impact of psychological anxiety on college students.

Previous studies have focused on the diagnosis and treatment of psychological problems, while the exploration of early warning and prevention strategies is relatively small. However, just as Ma Jianqing and Zhu Meiyan put forward the four-level linkage work mode. Through the management of schools, colleges, classes and dormitories, early detection and intervention of mental health problems can be achieved. With the development of big data, artificial intelligence and other technologies, psychological early warning systems, such as those proposed by

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Liang Juan, By analyzing the behavior data of college students in real time, it provides a new possibility for the early identification of psychological problems. For example, by analyzing students' Internet use behavior, learning behavior and social behavior, potential psychological problems can be captured.

This study first reviews the definition, characteristics, influencing factors of psychological anxiety, and the use of existing psychological assessment tools. On this basis, a comprehensive evaluation system is constructed. We will combine the existing theories, such as the depression rating scale for college students constructed by Zhao Jingbo. As well as the patient health questionnaire-depression scale used by Chen Dan, the depression symptoms of college students were screened. An anxiety-related scale, such as the Generalized Anxiety Scale (GAD-7), was introduced to comprehensively assess anxiety status. In addition, we will also consider multi-dimensional factors such as academic pressure, social pressure, material anxiety and so on. To explore their relevance to psychological anxiety.

In terms of research methods, we conducted an in-depth survey of 215 college students by issuing questionnaires. Data were collected on emotional state, sleep quality, coping styles with academic stress, social activities, eating habits, physical health, time, Data in many aspects, such as time management and task management mode. Through statistical analysis, we reveal the current situation of psychological pressure among college students. The possible early warning indicators are also discussed in depth. The results not only provide an empirical basis for understanding the current situation of college students' psychological anxiety, It also provides a direction for the future development of mental health education and intervention strategies in Colleges and universities.

The innovation of this study is that it not only pays attention to the individual performance of psychological anxiety, but also deeply explores the multiple factors affecting anxiety. And how these factors are reflected by behavioral data, thus providing a theoretical basis for the establishment of a more accurate early warning model. By integrating these indicators, we expect to build a model that can effectively predict psychological anxiety. It provides an operational tool for colleges and universities in order to identify and intervene early before the deterioration of psychological problems. And ultimately promote the mental health of college students.

2. Literature review

As a common psychological phenomenon, psychological anxiety has a long history of research,

involving many disciplines. Including psychology, sociology, education and so on. Early studies focused on the definition, classification and description of symptoms of anxiety. Such as Spielberger's State-Trait Anxiety Inventory (STAI), A distinction is made between transient, context-related anxiety (state anxiety) and chronic, personality trait-style anxiety (trait anxiety). Subsequently, researchers began to pay attention to the causes of psychological anxiety. It is found that it is closely related to individual cognitive evaluation, emotional regulation ability, life pressure and other factors.

In recent years, literature research has gradually shifted from qualitative description to quantitative analysis, especially using big data and artificial intelligence technology. This paper explores the early warning of college students' psychological anxiety. Ma Jianqing and Zhu Meiyan's research emphasizes the importance of preventive intervention. Through the construction of the four-level linkage work mode of school-college-class-dormitory, the early detection and intervention of mental health problems have been realized. The implementation of this model provides a practical reference for mental health education in colleges and universities. Liang Juan and others advocated the application of big data to build a psychological early warning system by collecting and analyzing the behavior data of college students. Such as network behavior, consumer behavior, etc. , to achieve dynamic monitoring of mental health problems.

At the same time, the use of psychological assessment tools plays an important role in the study of psychological anxiety. The official version of the depression rating scale for college students constructed by Zhao Jingbo provides an effective tool for depression screening. Chen Dan used the Patient Health Questionnaire-Depression Scale (PHQ-9) to screen depression. The results showed that depression screening had high sensitivity and specificity in college students. In addition, the Generalized Anxiety Scale (GAD-7) is widely used as a screening tool for anxiety disorders.

The application of new media and social media in psychological anxiety assessment has gradually attracted attention. Zhou Jingjing and others used QR Code technology to assess mental health indicators such as depression and anxiety online. It advocates a convenient and efficient way of psychological screening. Zhang Jinwei and others tried to mine mental health information from microblog data by analyzing individual's personality, mood, and emotional expression. Construct the psychological early warning model. These studies show that the

analysis of social media data provides new ideas for the early detection of psychological problems.

For the early warning indicators of psychological anxiety, researchers have identified some possible clues. It includes academic pressure, social pressure, material anxiety, love anxiety and social anxiety. These factors may be captured by big data technology and transformed into early warning signals through individual behavior patterns and emotional reactions. However, most of the studies are still in the stage of theory and model construction, and need to be further verified and improved in practical application.

The literature review reveals the evolution of psychological anxiety research, from the early research based on qualitative description. Now it combines the quantitative analysis of big data and artificial intelligence, as well as the wide application of psychological assessment tools. Future research should continue to explore the effectiveness of early warning indicators, and at the same time, improve the accuracy and practicability of early warning models. In order to achieve early identification and intervention in the actual scene, and provide a strong guarantee for the mental health of college students.

3. Research methods

This study uses quantitative research methods to explore the early warning indicators of college students' psychological anxiety. In the research design phase, based on the existing theory and literature, we constructed a diversified questionnaire. It includes emotional state, sleep quality, coping style of learning stress, social activities, eating habits, physical health and time management. And task management methods. These dimensions cover the main sources of stress and living habits of college students. It is helpful to reveal the underlying psychological stress and anxiety.

The questionnaire survey takes the form of network distribution to cover a wider group of college students. We carefully designed the questions to ensure clarity and comprehensibility, using a five-point or seven-point scale design. It is convenient for interviewees to express their feelings and behaviors accurately. When selecting samples, we strive to ensure the representativeness of the samples and include college students of different genders, majors and grades. To reflect the diversity of the entire college student population.

After data collection, we use SPSS statistical software to sort out and clean the collected data. Eliminate invalid, incomplete, or obviously abnormal records to ensure data quality. Then, with the help of descriptive statistical analysis, we have a preliminary understanding of the distribution, concentration trend and dispersion degree of the indicators. Next, we use correlation analysis to explore whether there is a significant link between the indicators. And their relationship with psychological anxiety.

In order to deeply understand the effectiveness of early warning indicators, we use multiple linear regression, logistic regression or cluster analysis methods. Identify the key factors that have a significant impact on psychological anxiety. These statistical models can help us to establish a prediction model of psychological anxiety and predict the possibility of individual psychological anxiety. In addition, we will evaluate the stability and generalization ability of the model through cross-validation to ensure that in the context of new data, The model can still accurately predict psychological anxiety.

At the same time, we refer to Zhao Jingbo's depression rating scale and Chen Dan's PHQ-9 scale, combined with the actual survey data. In order to improve the efficiency and accuracy of psychological anxiety screening, the assessment tools of psychological anxiety were verified and adjusted. In the process of analysis, we strictly abide by data privacy and ethics, and all data are anonymized in the process of processing and analysis. Ensure the security of participants' personal information.

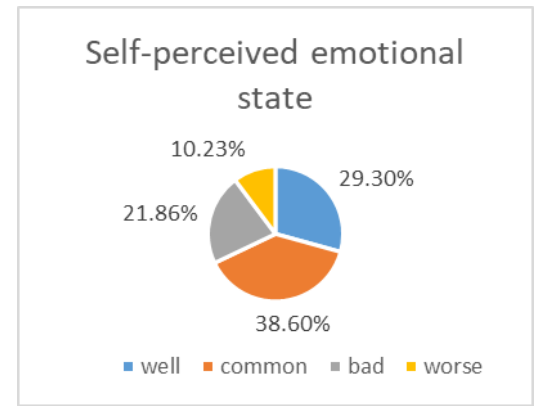
Through the research method described in this chapter, we expect to systematically reveal the early warning indicators of college students' psychological anxiety. Identify the underlying factors that affect mental health. These findings not only help to deepen the understanding of the sources of college students' psychological stress, It will also provide empirical evidence for mental health education in Colleges and universities, and promote the formulation and implementation of preventive intervention strategies. In order to identify and deal with psychological anxiety in advance, so as to promote the overall health of college students.

4. Analysis of questionnaire results

4.1. Emotional state and psychological anxiety

Emotional state is a significant predictor of psychological anxiety of college students. This chapter will explore the relationship between different emotional States and psychological anxiety. And the underlying mechanisms behind it. In our study, we collected emotional state data of 215 college students, and the results showed that:

The distribution of these four emotional States shows the diversity of college students' emotions. It also reveals that psychological anxiety may be more significant in students with greater emotional fluctuations. Students with poor and very poor emotional state are more likely to fall into psychological anxiety because of their weak emotional regulation ability. These students need more attention and intervention to prevent possible psychological problems.



Poor emotional state may be due to a variety of reasons, such as excessive learning pressure, interpersonal tension, life adaptation difficulties and so on. Excessive learning pressure may lead to students' high self-expectations and anxiety in the face of setbacks. Interpersonal relationship problems may stem from inadequate social skills or conflicts in communities, dormitories and other environments. All these may cause or aggravate psychological anxiety. Therefore, schools and teachers should provide psychological counseling resources to help students establish effective coping strategies. Such as time management skills and stress management techniques.

For students with poor emotional state, we put forward the following suggestions:

1. Provide psychological counseling: set up regular psychological counseling and counseling services. Let students have a place to seek professional help when they encounter emotional distress. Learn techniques for managing your emotions.
2. Conduct emotional management training: organize courses, lectures or workshops to teach students how to identify, express and regulate emotions. To enhance their emotional self-control.
3. Establish a support network: encourage students to participate in community activities and develop interpersonal skills. To relieve the emotional stress caused by interpersonal problems.
4. Personalized counseling: For students who are under too much learning pressure, provide personalized learning strategy guidance to help them set reasonable goals. Adjust learning methods and reduce psychological burden.
5. Regular assessment: Conduct regular mental health assessment to detect fluctuations in emotional state. Provide timely intervention support for students.

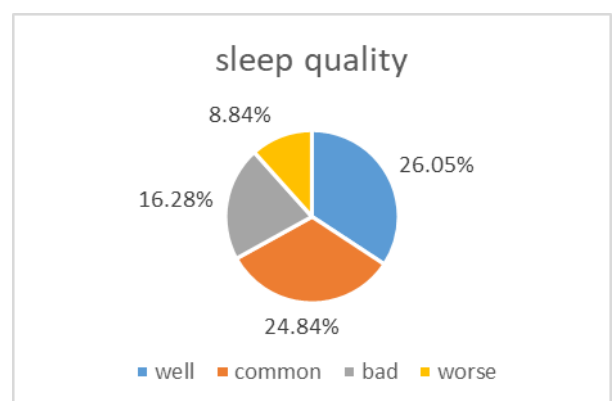
By understanding the relationship between emotional state and psychological anxiety, we can more accurately identify high-risk students. It also provides customized psychological interventions to improve their mental health and promote their all-round development.

4.2. Sleep quality and psychological anxiety in 4.2.

Sleep is the cornerstone of physical and mental health. For college students, good sleep is very important for their academic performance and psychological state. According to our survey data, the sleep quality of 215 college students shows a multivariate distribution, as follows:

There is a significant correlation between sleep quality and psychological anxiety. The study found that students with poor sleep quality had relatively high levels of psychological anxiety. This may be because sleep problems can cause students to feel tired in daily life and affect their emotional stability. Increase the pressure perception of study and life.

Sleep disorders may also indirectly exacerbate psychological anxiety by affecting cognitive functions of the brain, such as memory, attention and emotional regulation. For example, lack of sleep can lead to increased mood swings and difficulty concentrating, which can affect the effectiveness of coping, learning and social interaction. Further increase the psychological burden.



Improving the sleep quality of college students is very important to reduce psychological anxiety. First of all, schools should carry out sleep health education activities and popularize sleep hygiene knowledge. Such as going to bed regularly, avoiding caffeine intake, and keeping the bedroom environment comfortable. Secondly, sleep counseling courses or counseling services should be set up to help students identify and manage factors affecting sleep. Such as learning pressure, mobile phone dependence and so on. In addition, create a suitable sleeping environment, such as providing a quiet and dim dormitory environment to reduce noise and light interference. It is helpful to improve the sleep quality of students. For students with severe sleep problems, schools should work with professional medical institutions to provide more professional evaluation and treatment of sleep disorders.

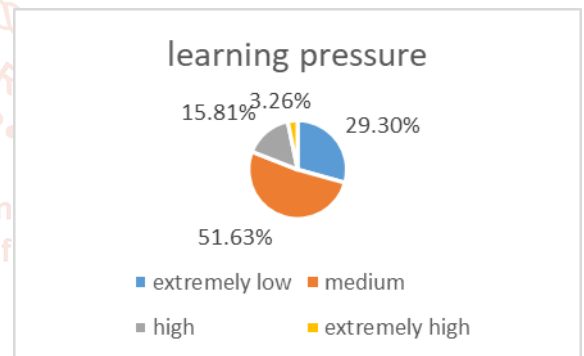
In terms of curriculum, sports courses can be taken as compulsory courses to encourage students to exercise regularly. Because studies have shown that exercise can help improve sleep quality and reduce psychological stress. For those students who tend to cope with stress alone, schools should provide psychological counseling resources. Teach them how to deal with academic stress in healthy ways, such as effective communication and time management skills.

By improving the sleep quality of college students, schools can reduce the risk of psychological anxiety and improve their learning efficiency. Promote physical and mental health. In practice, multi-disciplinary knowledge, such as psychology, physiology and pedagogy, is combined to develop a comprehensive sleep promotion strategy. It will be an important direction for future research and practice.

4.3. Learning affects psychological anxiety and coping style

4.3.1. Influence of learning pressure

In our survey, about the distribution of learning pressure, the results show that 29.3% of the students think that their learning pressure is very low. This means that they may have a relatively relaxed learning environment and be able to better balance learning and life. 51.63% of the students think that their learning pressure is at a medium level, which is the common experience of most college students. They may need to manage their time well to cope with their studies. 15.81 percent of the students said their academic stress was high, which could affect their daily lives. Worryingly, 3.26% of the students reported that their study pressure was extremely high, which undoubtedly posed a threat to their mental health.

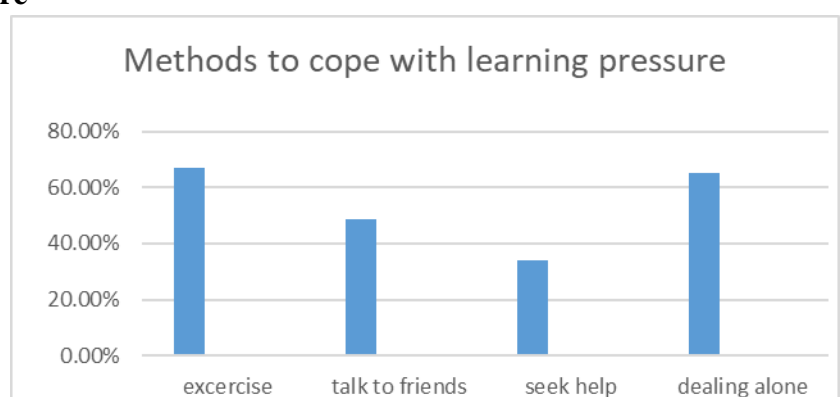


Through correlation analysis, we found that there is a significant positive correlation between study stress and psychological anxiety. The level of psychological anxiety of students with too much learning pressure is generally higher, which is consistent with Ellis's rational emotion theory. That is to say, the individual's cognitive evaluation of stress largely determines their emotional response. Learning pressure is not only an academic burden, but also a psychological challenge, especially for those students who can not effectively cope with the pressure. They may be more prone to psychological anxiety.

For students who are under too much pressure, they often need additional support, including the guidance of learning methods, psychological counseling and so on. Schools can teach students how to make learning plans and improve their learning efficiency by offering lectures on learning skills. Reduce the stress of ineffective efforts. The provision of psychological counseling services is also crucial, and professional counselors can help students adjust their expectations for learning. Learn stress management strategies to alleviate psychological anxiety.

4.3.2. Ways to deal with learning pressure

There are various ways to cope with the pressure of learning. The survey results show that 66.98% of the students choose sports to cope with the pressure. This is consistent with the Biopsychology view that exercise releases endorphins and produces positive emotions. 48.84% of the students chose to communicate with friends, which showed the important role of social support in coping with stress. 33.95% of the



students sought help, possibly from teachers, classmates or professionals, while 65.12% of the students chose to deal with it alone. This may reflect the limitations of their coping strategies and the need to guide them to seek external support more actively.

Exercise and communication with friends, two positive coping styles, have shown obvious effects in alleviating psychological anxiety. Exercise improves mental state, while social activities can provide emotional support and opportunities to share experiences. On the contrary, coping alone can exacerbate stress because it lacks effective external support and can easily lead to over-thinking.

In order to guide students to adopt healthy coping styles, schools can organize sports activities to emphasize the benefits of sports on mental health. At the same time, psychological counseling lectures are held to teach students how to establish and maintain healthy interpersonal relationships to cope with stress. In addition, the establishment of support groups, such as learning support groups or psychological support groups, is also an effective strategy. Students can learn effective coping strategies from others and receive emotional support in the face of stress.

The correlation between learning pressure and psychological anxiety is obvious. Schools and relevant departments should provide necessary support, including the improvement of learning skills, psychological counseling and so on. At the same time, positive coping strategies such as sports and social activities should be promoted to help students better cope with academic pressure. Reduce the risk of psychological anxiety.

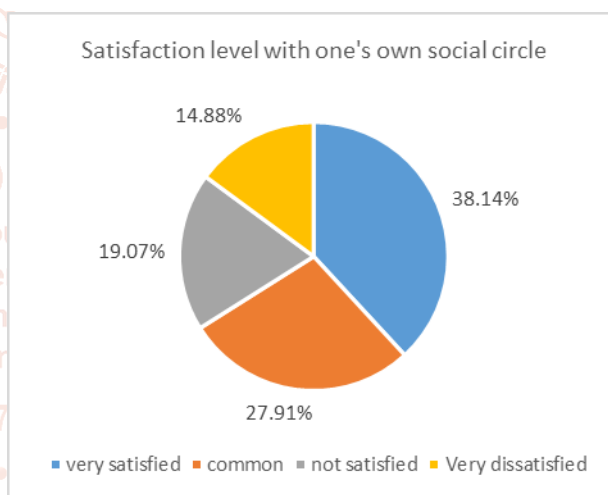
4.4. Social activities and psychological anxiety

In "Research on Early Warning Indicators of College Students' Psychological Anxiety", this chapter focuses on the relationship between social activities and psychological anxiety. In particular, how social circle satisfaction affects students' psychological state. According to the results of our questionnaire, 215 college students were divided into four categories of social circle satisfaction: "very satisfied" accounted for 38.14%; "General" accounted for 27.91%, "not very satisfied" accounted for 19.07%, and "very dissatisfied" accounted for 14.88%. These data revealed an association between different levels of social satisfaction and psychological anxiety.

Studies have shown that the satisfaction of social circles is negatively correlated with the level of psychological anxiety, that is, the higher the satisfaction of social circles. The lower the degree of students' psychological anxiety. A good social relationship is like a buffer, which provides emotional support for individuals and reduces the pressure of life. Help to resist the invasion of psychological anxiety. On the contrary, students with low social satisfaction often lack effective coping mechanisms in the face of stress, thus increasing the risk of psychological anxiety. Therefore, it is of great significance to improve college students' social satisfaction for reducing psychological anxiety.

In order to promote students' social activities, schools and relevant departments can take a series of measures. Firstly, organize various social activities, such as academic seminars, cultural festival celebrations, volunteer services, etc. Provide opportunities for students to interact and encourage them to get out of their comfort zone and expand their social network. Secondly, we should establish diversified associations, such as interest groups, sports teams and academic clubs. Let students find like-minded friends according to their personal interests and hobbies, and enhance their sense of belonging and self-worth. In addition, team building activities, such as outdoor development training and thematic discussions, can help students improve their team cooperation ability. Cultivating good interpersonal relationships is also conducive to reducing psychological anxiety.

In addition to physical social activities, schools should also pay attention to the construction of virtual social space. For example, the campus network platform is used to set up a psychological mutual assistance forum and create interest groups related to mental health. Let students share their feelings and seek understanding and support in an anonymous or semi-anonymous environment. At the same time, through online lectures and psychological counseling courses, students can improve their social networking skills. Avoid the psychological problems caused by network dependence.



Through these strategies, schools can create a supportive and inclusive environment to encourage college students to participate actively in social activities. Establish a stable social circle, so as to reduce the occurrence of psychological anxiety. In addition, schools should regularly evaluate students' participation in social activities and social satisfaction so as to adjust intervention strategies in time. Provide appropriate help and support to students in need.

The relationship between social activities and psychological anxiety can not be ignored, and good social relationship is the key to prevent psychological stress. By organizing diversified social activities, strengthening the construction of associations, and cultivating healthy social habits on the Internet, Schools can provide students with an environment conducive to the development of mental health. These measures can not only improve the social skills of college students, but also provide strong support for them to cope with psychological pressure.

4.5. Dietary habits and psychological anxiety

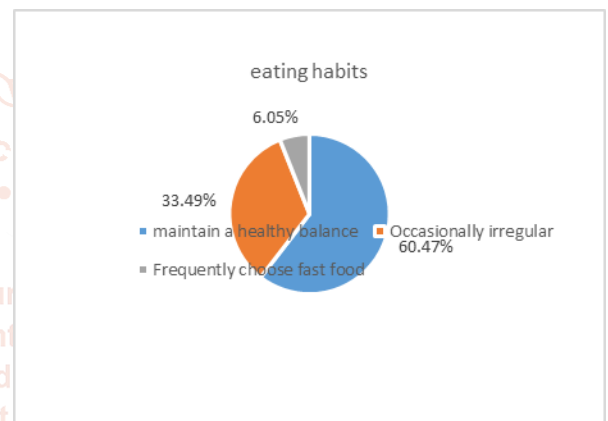
Dietary habits is a factor that can not be ignored to affect the mental health of college students. In our study, we focused on three main categories of eating habits: healthy balance, occasional irregularity, and frequent fast food. Statistics show that 60.47 percent of college students maintain a healthy and balanced diet. This shows that most students understand the importance of healthy eating, which has a positive impact on their mental health. However, about 33.49% of the students had occasional irregular eating habits. This may reflect their dietary management problems in the face of academic pressure. The most noteworthy thing is that 6.05% of students often choose fast food. This may be related to time management problems, too fast pace of life or insufficient attention to health.

Dietary habits are closely related to emotional stability and learning efficiency. A healthy balanced diet rich in fruits and vegetables, whole grains, lean meat and low-fat dairy products can provide stable energy. It helps to maintain emotional balance and improve learning efficiency. A nutritionally adequate diet provides essential nutrients such as B vitamins, omega-3 fatty acids, and antioxidants. These are critical to brain function and mental health. Irregular eating, such as irregular meals or excessive intake of sugar, may lead to fluctuations in blood sugar and affect emotional stability. Make it difficult for students to concentrate on their studies. Although it is convenient to eat fast food regularly, it is usually high in calories and unbalanced in nutrients. It may lead to obesity, malnutrition and other problems, further affecting mental health.

Bad eating habits may not only affect physical health, but also increase the risk of psychological anxiety. Malnutrition may lead to emotional fluctuations and a decline in learning efficiency, while increased psychological pressure may lead to a vicious circle among students. Further deterioration of eating habits. Therefore, schools and relevant departments should recognize the key role of health education activities in the maintenance of college students' mental health.

Developing health education activities is an effective means to cultivate good dietary habits. Schools can promote healthy diet knowledge by offering nutrition courses and inviting nutrition experts to give lectures. Let students understand the impact of food on mood and learning efficiency. At the same time, school canteens can provide more balanced nutritional options to encourage students to choose. In addition, schools can organize cooking courses or workshops to teach students how to make simple and nutritious meals. Develop their ability to manage their diet.

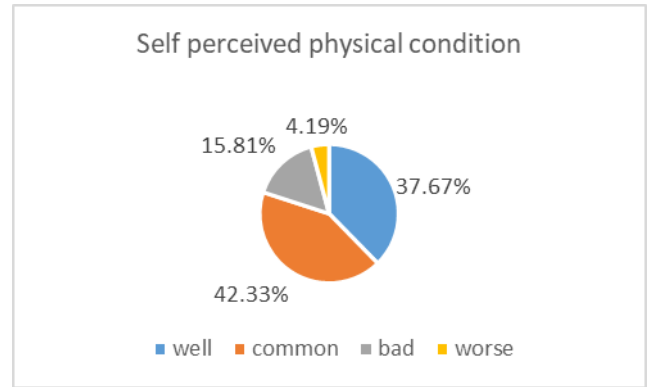
Emphasizing the cultivation of healthy eating habits can not only enhance students' understanding of mental health, but also improve their eating habits. Reduce the risk of psychological anxiety. Future research should continue to explore the specific association mechanism between dietary habits and psychological anxiety, as well as how to take intervention measures. Such as mental health education, dietary counseling and so on, to improve the eating habits of college students, so as to promote their mental health.



4.6. Physical health and psychological anxiety

4.6.1. Proportion of different levels of physical health and its relationship with psychological anxiety

Physical health is the cornerstone of mental health, this chapter will analyze the physical health of college students in detail. And its association with psychological anxiety. According to the survey, the physical health of 215 college students can be roughly divided into four categories: "very good" accounts for 37.67 percent; It presents a stable physiological state and provides a good foundation for psychological stability; "Average" accounts for 42.33%, which may have some minor problems, but can cope with daily life as a whole; "Poor" accounts for 15.81%, their physical condition may affect their daily life and study, and their psychological pressure will increase accordingly; "Very poor" accounted for 4.19%, and the physical discomfort of these students may become an important cause of psychological anxiety.



The study found that there was a significant positive correlation between physical health and psychological status. Physical discomfort, whether lasting illness or short-term discomfort, may lead to increased psychological stress. And then cause or aggravate psychological anxiety. For example, physical pain, chronic fatigue, and symptoms of illness may distract students from focusing on their studies. And then lead to increased learning pressure. Therefore, schools should attach great importance to the health of students and provide timely health care services, such as regular physical examination. So that health problems can be identified and addressed at an early stage.

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In order to improve the health of students, schools should take a series of measures. First of all, regular physical examination is necessary, which can help students know their health status in time, prevent and manage diseases. Secondly, health lectures are offered to enable students to understand basic health knowledge, including reasonable diet, adequate sleep and regular exercise. These are the keys to maintaining good health. In addition, schools should provide convenient medical services, such as setting up medical centers in schools and establishing cooperation with surrounding hospitals. To ensure that students can get timely treatment when they have health problems.

4.6.2. The proportion of physical exercise participation and its effect on the improvement of psychological state

Physical exercise has been proved to be an effective means to relieve psychological pressure and has a significant effect on the prevention of psychological anxiety. The results showed that 65.12% of the students participated in regular physical exercise. It shows that most students realize the positive impact of sports on mental health. Students who participated in sports activities generally performed better in emotional management, sleep quality and coping with stress. Physical exercise releases endorphins, generates positive emotions, and distracts attention through exercise. Help students get away from heavy study and life, so as to reduce psychological anxiety.

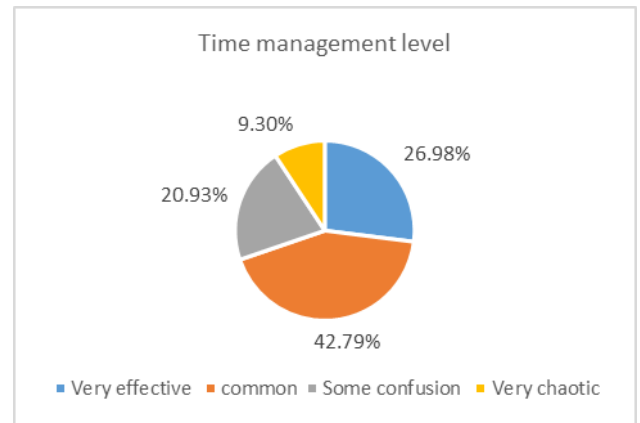
In order to encourage students to take an active part in sports, schools should provide various sports facilities. For example, gymnasiums, gyms, sports grounds and so on, to ensure that students can easily exercise in their spare time. Organizing sports competitions and activities, such as freshmen's games and campus marathons, can not only enhance team spirit, It can also stimulate students' enthusiasm for sports. In addition, schools can set up physical education courses or provide more options for physical education courses to make sports a part of students' lives. At the same time, lectures on sports and mental health are carried out to make students understand the importance of physical exercise to mental health. O as to spontaneously carry out sports activities.

By improving students' physical condition, active physical exercise can promote mental health and reduce the risk of psychological anxiety. Schools should take physical exercise as an important part of mental health education by providing a variety of resources and support. Promote students to develop good sports habits, so as to achieve physical and mental health.

4.7. Time management and psychological anxiety

Time management is an important factor affecting mental health in "Research on Early Warning Indicators of College Students' Psychological Anxiety". This chapter will explore its relationship with psychological anxiety. We evaluated the time management ability of 215 college students. The results are divided into four levels: "very effective", "average", "somewhat chaotic" and "very chaotic". According to the data, "very effective" time

management accounted for 26.98 percent of the students, showing the ability to use time efficiently; The proportion of "average" students is 42.79%, which indicates that most students' time management is at a medium level. There is some room for improvement; 20.93 percent of students are "somewhat confused" and may have difficulty with time planning and execution; The proportion of "very chaotic" is 9.3%, and these students have obvious problems in time management. It may affect your study and life.



The study found that there was a significant negative correlation between time management ability and psychological anxiety. Good time management skills help organize and schedule daily activities, reduce the accumulation of tasks, and help reduce stress. So as to reduce the level of psychological anxiety. Specifically, effective time managers are often able to plan ahead, allocate time reasonably, and avoid cramming and procrastination. This makes them more organized in the face of academic and life pressures, and the psychological burden is relatively small. On the contrary, students with disordered time management tend to feel too stressed and anxious when facing multi-tasks. Affect learning efficiency.

Therefore, time management training for college students is particularly important. By providing time management training, schools can help students master time planning skills, such as using time management tools. Set priorities and develop techniques such as the Pomodoro Technique to improve focus. In addition, training can also teach students how to identify and adjust bad time habits, such as reducing interference and improving self-efficacy. And enhance self-motivation. Through these trainings, students can not only improve their academic performance, but also reduce the psychological stress caused by improper time management. Reduce the risk of psychological anxiety.

In practice, schools can cooperate with psychological counseling centers to design and carry out systematic time management workshops. It ranges from elementary time planning techniques to advanced self-efficacy strategies. At the same time, the online education platform is used to provide video tutorials, interactive exercises and tracking tools to meet the learning needs of different students. In addition, students are encouraged to share time management experience and use peer influence to jointly promote the improvement of time management ability.

Good time management is one of the key factors to prevent psychological anxiety. Through systematic time management training, schools can enhance students' time management ability, thereby reducing their psychological anxiety. Improve learning efficiency and quality of life. Future research should further explore the effectiveness of time management training and how to optimize time management strategies according to individual differences. In order to achieve a broader mental health promotion.

4.8. Summary

The results of the questionnaire reveal that there is significant psychological stress in college students, which may be an early warning signal of psychological anxiety. Nearly 30% of the respondents were in a general or poor emotional state, reflecting their negative evaluation of their own psychological feelings. This may indicate potential psychological problems. The evaluation of sleep quality is not optimistic, nearly half of the college students' sleep quality is only average. Even nearly one in nine percent of respondents reported very poor sleep quality. Sleep problems, as a barometer of mental health, are often closely related to psychological stress and anxiety.

In terms of learning pressure, more than 60% of college students reported feeling moderate or higher pressure. This suggests that they may be coping with heavy academic burden, and long-term high pressure

may trigger or aggravate psychological anxiety. In the choice of coping strategies, sports and communication with friends are the first choice, but more than half of the respondents choose to deal with it alone. This may mean they lack effective stress management skills or are reluctant to seek help. This may also increase the risk of psychological anxiety.

The degree of participation in social activities reflects students' social anxiety to some extent. Most of the students spend 5-8 hours a week in social activities, but there is a significant difference in satisfaction. This shows that although college students have invested a certain amount of time in social activities, the quality of social interaction is not high. It may affect their social support network and lead to the accumulation of psychological stress. In terms of eating habits, although 60% of the respondents maintained a healthy and balanced diet, However, about 30% of the respondents said that their eating

habits may affect their mood and learning efficiency. This suggests that eating habits may be a potential threat to mental health.

Self-assessments of physical health were mostly positive, but the proportion of regular exercise was slightly less than two-thirds. This suggests that the implementation of healthy behaviors is not sufficient and may affect the physical and mental health of students. The effectiveness evaluation of time management is generally not high, and the proportion of using tools to manage time and tasks is less than half. This suggests that inadequate time management can be a source of psychological stress, especially in the face of complex tasks and urgent deadlines.

Psychological stress, poor coping strategies, satisfaction with social activities, eating habits, physical health, and Time management may be an early warning indicator of psychological anxiety. These factors are interwoven and jointly shape the psychological stress environment of college students. In order to prevent psychological anxiety, mental health education in colleges and universities should focus on these early warning indicators through education, counseling and intervention measures. Enhance students' stress management skills, improve living habits, and optimize time management to promote their mental health development.

5. Conclusions and recommendations

5.1. The conclusion of the study

In this study, through a detailed survey of 215 college students, a variety of early warning indicators of psychological anxiety were identified. Emotional state is an important predictor of psychological anxiety, and students with high emotional fluctuation and instability are at higher risk of mental health. Students with poor sleep quality also showed obvious emotional fluctuations and psychological stress, indicating that good sleep is essential for mental health. Excessive learning pressure is a common problem, which is significantly related to psychological anxiety. This emphasizes that schools and parents should pay attention to stress management in the process of student education. Positive coping styles such as sports and social activities can effectively relieve stress, while negative coping styles may aggravate anxiety. There is a negative correlation between the satisfaction of social circle and mental health, indicating that good social relationship has a positive impact on mental health. The negative impact of dietary habits on mood and learning efficiency can not be ignored, and improving dietary habits can help reduce psychological stress. Physical health is closely related to psychological state, and physical discomfort may lead to psychological problems. Regular physical

activity and effective time management have been shown to improve mental health and reduce anxiety. These conclusions provide the basis for early identification and intervention of psychological anxiety for universities and related departments.

5.2. Suggestions and measures

Schools and relevant departments: provide psychological counseling services for students and set up psychological hotlines. To ensure that every student in need can get timely help. Develop mental health education activities, popularize mental health knowledge, and enhance students' awareness of mental health. Organize all kinds of social activities, such as clubs, team building, etc. Encourage students to participate actively and establish a healthy social network. Improve dietary conditions, provide nutritionally balanced dining options, hold lectures on healthy eating, and guide students to develop healthy eating habits. Provide adequate sports facilities, promote physical exercise and encourage regular participation in sports.

College students themselves: develop good emotional management skills, learn emotional recognition and regulation skills. Establish regular work and rest to ensure high-quality sleep. Learn to deal with the pressure of learning effectively, such as through sports, communication, seeking help to relieve the pressure, and avoid coping alone. Actively participate in social activities to improve social satisfaction. Maintain a balanced diet, avoid fast food, and focus on nutritional intake. Regular physical exercise can enhance physical fitness and improve psychological state. Improve time management skills, learn to plan and execute, and avoid excessive stress.

5.3. Prospects for the research of "5.3"

Future research should further explore the causes and mechanisms of psychological anxiety. From the perspectives of neuroscience, social and cultural background, we can understand the emergence of psychological anxiety. Develop more effective early warning tools and interventions, such as psychological early warning systems based on big data and artificial intelligence. Achieve personalized intervention. Strengthen interdisciplinary cooperation, such as psychology, pedagogy and sociology, to build a more comprehensive mental health assessment system. In addition, research should pay attention to students of different genders, grades and professional backgrounds, and find out the possible differences in their psychological anxiety. To provide more targeted prevention and intervention strategies. Through the above efforts, we expect to be able to more effectively prevent and deal with the psychological anxiety of

college students, and promote their all-round development.

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