



The Development of Management Guidelines for School to Promote Involvement of Primary Students' Parents in Mental Health Education at Zhuuhai Xiangzhou 1st Primary School, China

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Abstract

The purposes of this research were: 1) to investigate the problems and needs for school to promote involvement of primary students' parents in mental health education; and 2) to develop management guidelines for school to promote involvement of primary students' parents in mental health education. The samples were 371 students' parents and 106 advisor teachers, obtained through simple random sampling. The instruments used were questionnaires and a semi-structured interview form. The data were analyzed by descriptive statistics and content analysis.

The findings revealed that both primary students' parents and advisor teachers perceived the problems and needs for parental involvement in mental health education at the "highest" level. Key challenges identified included insufficient psychological staff and noisy physical environments. The results of the interview with five experts help enhance parents' guidance in the mental health education for primary school students. Consequently, the management guidelines were developed focusing on five core aspects: (1) goal setting and planning, (2) home-school-community collaboration, (3) building a support network, (4) constructing psychological environments, and (5) training and empowerment. The guidelines were also evaluated by five experts for their suitability and feasibility. Therefore, the guidelines can be used in school practice, and they can promote parents' involvement in primary students' mental health education.

Keywords: Management guidelines, involvement, mental health education, primary students' parents, advisor teachers

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Introduction

Driven by the emphasis on quality education, the pressure from family, school, and society on students has increased, leading to a series of unhealthy psychological problems among primary school students. Teachers often notice these psychological issues in different students. The student group exhibits a coexistence of independence and dependence, poor emotional and behavioral self-control, and psychological contradictions between openness and lock-in, which can lead to varying degrees of social problems (Su, S. 2023). Parents' values affect their children, and differences in family atmosphere can imperceptibly shape children's personalities and thinking, also leading to differences in children's sense of responsibility (Hao, X., Qu, Y., & Wang, G., 2023). Studies have shown that Chinese families often lack trust and understanding of children in their parenting style, and this style is the main factor leading to mental illness, such as neurosis and mood disorders (Li, B. 2020). Additionally, the effectiveness of school-based mental health programs is often limited by low parental engagement, which frequently stems from a lack of awareness about child development and time constraints. This gap can undermine children's psychological well-being and contribute to unresolved emotional or behavioral issues (Smith & García, 2021).

The sensitivity of adolescence and the high pressure of academic competition can have a profound impact on students' psychological and behavioral problems, such as anxiety, depression, loneliness, parent-child relationship conflicts, and internet addiction, which are constantly present in daily life (Su, S. 2023). As children age, they are more likely to experience "learning difficulties". By middle school, about 23% of them generally have learning difficulties, and even children with average academic performance still have varying degrees of learning difficulties. As for families, a considerable number of parents have difficulties in treating children with learning difficulties. Usually, they do not care about their children's learning and do not pay attention to abnormal phenomena during their learning process (Zheng, N., & Zhao, M., 2023). When facing setbacks and difficulties in learning and life, if they are not handled properly and do not receive proper and effective guidance and attention from their parents, it is easy for students to experience negative emotions, dislike, and skip school, and have a rebellious mentality (Su, S. 2023). Some studies indicated that benefits were multiplied and sustained if parents were also involved and trained to support the intervention (Shucksmith, J., al, 2010). Whether it is parents or teachers, they must communicate with each other and maintain good communication. Only by exchanging information promptly can students' growth issues be addressed. (Jiang, 2023). It was found that primary school students face many challenges in mental health projects. On one hand, because teachers or parents sometimes compare themselves to their classmates or friends, intentionally or unintentionally, it can easily lead to negative emotional experiences and feelings of inferiority. On the other hand, students often experience anxiety related to learning, high academic pressure, dissatisfaction with their academic performance, and fear of being scolded by parents (Luo et al., 2011).

At the annual "Two Sessions" meeting in Zhuhai, members of the Chinese People's Political Consultative Conference, including Yang Xiaoyue, Yang Tinghui, Li Chun, and Zhu Zhengxiang, submitted a proposal titled "Collaborative Efforts among Families, Schools, Medical Institutions, and Communities to Promote the Mental Health of Adolescents and Children in Zhuhai." The proposal pointed out that over the past three years, the number of outpatient and inpatient visits to pediatric mental health departments in Zhuhai has shown an upward trend, with a relatively high proportion of cases involving depressive and anxiety disorders (Yang et al., 2025).



School policies are very important. All school decision-makers should ensure that students and teachers have sufficient consensus on the policies that matter most when formulating and implementing them. Parents, teachers, students, and school leaders can get benefits from knowing and understanding the utility of such policies (Allen, Reupert, & Oades, 2021). The policy of the school should have fundamental management, which involves the coordination of four critical resources: Manpower, Money, Materials, and Methods, collectively known as the 4M management framework.

The school environment includes various institutions and social factors that influence it, usually expressed through language, customs, media coverage, and places that reflect cultural characteristics. In schools with a positive atmosphere, the relationships between teachers and students are more harmonious. In classrooms with a good atmosphere, students perform better. Therefore, in schools with a favorable environment and friendly classrooms, instances of individual difficulties are less likely to occur (Dryll, E. 2021). Wei, Runyu, Li, Shuqin, & Wan, Yuhui (2024) stated that the recent studies have shown that the impact of the environment on people's bodies is multifaceted, involving the regulation of multiple physiological systems.

For the collaboration, An, Y. et al. (2025) mentioned that a collaborative education mechanism between families, schools, and communities is an inevitable requirement for promoting the modernization of education governance in China. It is an effective response to 'what kind of person to cultivate' and 'how to cultivate people'. Dong, X., & Jiang, X. (2022) mention that schools and society should collaborate with family education to promote the mental health development of primary and middle school students. Parents' active involvement helps supplement school education. Through targeted guidance and support, it aids children in adapting to the transition from kindergarten to primary school, promotes their overall improvement in knowledge, skills, emotional attitude, social adaptability, and more, thereby achieving high-quality and efficient kindergarten-to-primary transition education (Deng, L. 2024).

Good interpersonal relationships between primary school students and their peers significantly affect their psychological and emotional health. Xie, H. (2025) states that most of the research results on the relationship between peer relationships and children's mental health, both domestically and internationally, confirm the positive predictive effect of peer relationships on children's mental health development.

In the face of challenges brought by new eras, the school should not choose to escape but face up to the advantages and disadvantages of teaching in the eyes, and better use them in future education work. Further advance guidance on mental health education for parents in primary and secondary schools. Lin, Shaodan (2024) suggested that the homeroom teacher can organize participation from parents and other organizations, such as organizing Mental Health Day, mental health lectures, mental health exhibitions, etc., to raise public awareness of mental health.

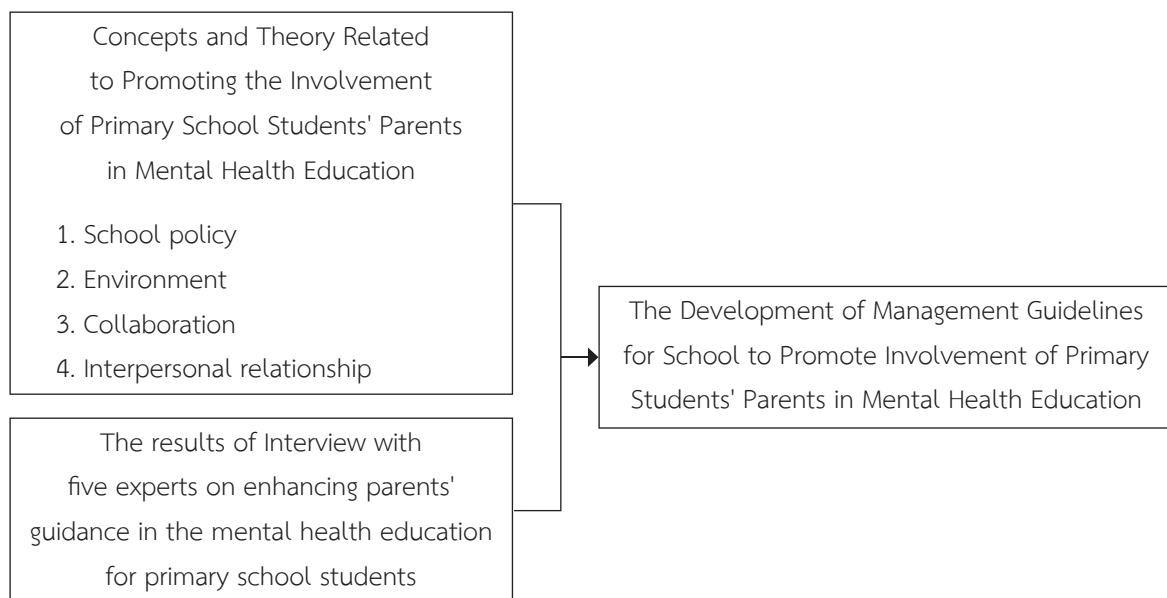
In conclusion, the school needs to develop management guidelines to promote the involvement of parents of elementary school students in mental health education, establish comprehensive and effective school policies, work together with families and the community to create a supportive environment, enhance the social skills of elementary school students, and promote their mental health education.



Research Objectives

1. To investigate the problems and needs of school to promote involvement of primary students' parents in mental health education.
2. To develop management guidelines for school to promote involvement of primary students' parents in mental health education.

Conceptual Framework



Research Methodology

Population and Sample Groups

Population: In order to further study and understand the current situation in promoting parental involvement in the mental health education of primary school students, especially the existing problems, the study surveyed the students' parents and advisor teachers of Zhuhai Xiangzhou No. 1 Primary School. There were 5,000 students' parents and 144 advisor teachers in this study.

Sample Groups: The sample groups consisted of 371 students' parents, and 106 advisor teachers. The sample groups were derived from Yamane formula (Yamane, 1973) and obtained through simple random sampling.

Research Instruments

1. Questionnaire for investigating problems and needs for school to promote involvement of primary students' parents in mental health education at Zhuhai Xiangzhou 1st primary school.

There are 3 parts of the questionnaire: 1) General Information, 2) Problems of management for the school to promote involvement of primary students' parents in mental health education, and 3) Needs of management for the school to promote involvement of primary students' parents in mental health education. The questionnaire was based on the research project to improve the involvement of primary students' parents in the mental health education management of Zhuhai Xiangzhou 1st Primary School.



There were two sets of questionnaires. They were evaluated for the Index of Item-Objective Congruence scores (IOC scores) by the three specialists. Each question in the questionnaire was evaluated with the range of IOC 0.67 to 1.00. The reliability for parents' questionnaire is 0.96, and the advisor teachers' questionnaire is 0.99 (Cronbach, L. J. 1951).

2. Semi-structured interview form

The semi-structured interview questions were constructed according to the problems and needs of parents and advisor teachers for school to promote involvement of primary students' parents in mental health education.

Data collection

For this research project, the researchers themselves collected the data and information from the sample groups. According to standardized procedures, collecting survey data mainly involves the following four steps:

1. The researcher submitted a letter of permission to the school director in advance to ask for permission to collect the data and information from the sample groups at Zhuhai Xiangzhou 1st Primary School.
2. The sample groups were informed of the purposes of data collection, and then were asked to make an appointment.
3. The researchers organized the data collection process and personally collected data from the sample group.
4. For the interview part, the interviews were conducted in the form of a roundtable meeting, inviting five experts to carry out semi-structured interviews. The invited experts included a child psychiatrist with a master's degree and supervisor qualification in medicine, extensive teaching and clinical practice experience; a university educational psychology professor with long-term research in psychological counseling and therapy processes; an experienced primary school principal; a psychologist specializing in parent-child relationships; and an educational expert focusing on children's psychological and behavioral studies.

Data Analysis

The data and information collected were analyzed by using descriptive statistics: frequency, percentage, mean ($\bar{X}$), and standard deviation (SD). The five-point Likert scale was used to evaluate respondents' problems and needs in mental health education management.

The criteria and define at the range of the mean scores (Wongwanich, 2005) were as follows:

- 4.61 - 5.00 = the highest level of problems and needs
 - 3.51 - 4.60 = the high level of problems and needs
 - 2.51 - 3.50 = the moderate level of problems and needs
 - 1.51 - 2.50 = the low level of problems and needs
 - 1.00 - 1.50 = the lowest level of problems and needs
- (Statistic used in the research)

The results of the interview were analyzed by content analysis. The five experts assessed the applicability and feasibility of methods to enhance schools' promotion of parental involvement in the mental health education of primary school students.



Research Results

1. The results of the investigation for the problems and needs of school to promote involvement of primary students' parents in mental health education

1.1 The results of the survey for the problems of school to promote involvement of primary students' parents in mental health education, as perceived by students' parents, are shown in Table 1

Table 1 Problems of school to promote involvement of primary students' parents in mental health education in four dimensions perceived by parents

Items	n=371		Level of problems
	$\bar{X}$	SD	
School Policy	4.68	0.39	Highest
Environment	4.63	0.41	Highest
Collaboration	4.63	0.49	Highest
Interpersonal Relationship	4.71	0.51	Highest
Total Statistics	4.66	0.45	Highest

According to Table 1, the research findings indicated that the problems of school to promote involvement of primary students' parents in mental health education in four dimensions as perceived by parents, were at the highest level ($\bar{X}$ =4.66, SD=0.45). The dimension of interpersonal relationship is at the highest rank. ($\bar{X}$ =4.71, SD =0.51). The second rank was school policy ($\bar{X}$ =4.68, SD=0.39). The third rank was environment and collaboration, ($\bar{X}$ =4.63, SD=0.41) and ($\bar{X}$ =4.63, SD=0.49) respectively.

1.2 The results of the survey for the problems of school to promote involvement of primary students' parents in mental health education perceived by advisor teachers as shown in Table 2

Table 2 Problems of school to promote involvement of primary students' parents in mental health education in four dimensions perceived by advisor teachers

Items	n=106		Level of problems
	$\bar{X}$	SD	
School Policy	4.73	0.41	Highest
Environment	4.52	0.37	High
Collaboration	4.60	0.42	Highest
Interpersonal Relationship	4.67	0.41	Highest
Total Statistics	4.63	0.40	Highest

According to Table 2, the findings indicated that the problems of school in promoting involvement of primary students' parents in mental health education in four dimensions, as perceived by advisor teachers were at the highest level. ($\bar{X}$ =4.63, SD=0.40). The school policy was at the highest level. ($\bar{X}$ =4.73, SD=0.41).



1.3 The results of the survey for the needs of school to promote involvement of primary students' parents in mental health education, as perceived by students' parents, are shown in Table 3

Table 3 Needs of school to promote involvement of primary students' parents in mental health education in four dimensions perceived by parents

Items	n=371		Level of needs
	$\bar{X}$	SD	
School Policy	4.65	0.45	Highest
Environment	4.71	0.47	Highest
Collaboration	4.74	0.45	Highest
Interpersonal Relationship	4.66	0.45	Highest
Total Statistics	4.69	0.45	Highest

According to Table 3, the results indicated that the needs of school to promote involvement of primary students' parents in mental health education in four dimensions perceived by parents were at the highest level, with an average score ($\bar{X}$ =4.69, SD=0.45). The needs of collaboration in the opinions of parents were at the first rank with the highest level ($\bar{X}$ =4.74, SD=0.45).

1.4 The results of the survey for the needs of school to promote involvement of primary students' parents in mental health education perceived by advisor teachers as shown in Table 4

Table 4 Needs of school to promote involvement of primary students' parents in mental health education in four dimensions perceived by advisor teachers

Items	n=106		Level of needs
	$\bar{X}$	SD	
School Policy	4.59	0.45	High
Environment	4.65	0.42	Highest
Collaboration	4.60	0.39	Highest
Interpersonal Relationship	4.63	0.45	Highest
Total Statistics	4.62	0.43	Highest

According to Table 4, the results indicated that the needs of school to promote involvement of primary students' parents in mental health education in four dimensions perceived by advisor teachers were at the highest level, with an average score ($\bar{X}$ =4.62, SD=0.43). The needs of the environment in the opinions of advisor teachers were at the first rank with the highest level ($\bar{X}$ =4.65, SD=0.42).

2. The results of the development of management guidelines for school to promote involvement of primary students' parents in mental health education

Based on the high problems and needs levels of primary students' parents and advisor teachers in four dimensions revealed by the survey, in order to further transform the data into actionable, practical strategies,



this study subsequently conducted in-depth interviews with five experts in related fields, aiming to condense consensus and form specific guidelines. The specific interview results are as follows:

2.1 The result of interview with 5 experts for school to promote the involvement of primary students' parents in mental health education

The five experts strongly recognized the suitability and overall possibility of school to promote involvement of primary students' parents in mental health education, and the results received unanimous approval. There were four main points:

First, regarding school policies: all five experts emphasized that well-defined policies would be highly suitable as a foundation for systematic implementation, while also recognizing the strong possibility of increasing parental engagement through such formal frameworks. Second, regarding the environment, the experts unanimously suggested that schools should help create supportive physical and cultural environments. Third, regarding collaboration: all five experts emphasized the necessity of collaboration among schools, families, and communities. Fourth, regarding interpersonal relationships: the experts recommended that schools organize mental health training and activities to improve interactions between teachers, students, and parents.

2.2 The management guidelines for school to promote involvement of primary students' parents in mental health education

The development of management guidelines for mental health education was mainly due to two reasons. Firstly, based on the results of the survey questionnaire, and secondly, based on interviews with five psychological or educational experts. The management guidelines consisted of five key aspects: (1) goal setting and planning, (2) home-school-community collaboration, (3) building a support network, (4) construction of psychological environments, and (5) training and empowerment. The five guidelines have been evaluated by a group of 5 experts and professors, and all have been assessed for suitability and possibility. This paper also has certain limitations in its research. Firstly, the management guidelines constructed are mainly based on the results of the problem and need investigation, literature review, and expert interviews, without extensive long-term effectiveness evaluation. Secondly, the representativeness of the research sample has certain limitations. The interviewees and research subjects are concentrated in Xiangzhou District First Primary School, and their experiences and perspectives cannot fully cover the complex situation of schools with different cultural backgrounds. Finally, mental health education itself is a dynamic process of development, and the content of the guidelines is continuously adjusted and improved according to the needs of social development.

Discussion

1. The results of the investigation for the problems and needs of school to promote involvement of primary students' parents in mental health education

1.1 Problems of school to promote involvement of primary students' parents in mental health education

The problems of school promoting involvement of primary students' parents in mental health education, as perceived by parents and advisor teachers, were at the highest level.



In terms of school policy, parents and advisor teachers thought that there were not enough teachers in the field of school psychology. These findings align with Liu (2024), who argues that the dual burden of academic teaching and psychological counseling often dilutes the effectiveness of mental health support. She also stated that, when considering the actual situation of limited teaching staff at schools, some psychology teachers also need to take on teaching responsibilities in other subjects, making it difficult for them to focus solely on mental health education. The prevalence and early age of psychological problems among students have made teachers intuitively feel that more students need mental health services. Teachers' calls for the increase of school psychological teachers are a call for the healthy growth of students and the healthy development of the education industry.

In terms of the environment, the parents considered that the construction inside the school was very noisy and could affect students' sleep, causing them to be stressed and emotionally unstable. Therefore, the school should create a safe physical and mental environment, such as providing comfortable physical spaces and a positive cultural atmosphere. This view is consistent with the opinions of Xiang, Z., Luo, X., Zheng, R., Jiang, Y., Sun, Y., & Tao, F. (2022), who conducted a nationwide study in China assessing the association between surrounding greenery near schools and symptoms of depression and anxiety in adolescents and found that exposure to higher levels of greenery around schools was associated with fewer symptoms of depression and anxiety.

In terms of collaboration, parents and advisor teachers pointed out that it is necessary to break down the barriers between families, schools, and society, and establish a community that nurtures students. Parents have expressed concern over the insufficient number of psychological experts at the school's counseling center. The advisor teachers mentioned that the school lacks resources for providing guidance on mental health education. Schools can create communication platforms for parents and offer specialized training courses; parents need to proactively communicate with teachers about their children's mental health; society can provide professional psychological resources and support. This echoes the viewpoint of Yin, G., Cao, R., & Xu, L. (2014), who mentioned that schools, families, and society working together in mental health education is a key issue affecting the effectiveness of mental health education.

In terms of interpersonal relationships, parents feel that their relationship with their children is poor and do not know how to handle it. Advisor teachers believe that some students do not consider the feelings of their peers, and their interpersonal skills need improvement. Qualitative data from advisor teachers suggest that the rise of digital consumption and the emergence of "only-child" family structures have contributed to a deficit in students' peer-to-peer social skills. They are prone to crying, attacking, or retreating over trivial matters, and cannot solve problems through communication, negotiation, and compromise. As Xia Xushu (2025) pointed out, currently, many primary school students in our country commonly face issues such as a lack of interpersonal communication skills and frequent interpersonal conflicts. Parents and advisor teachers believe that schools should offer courses to improve students' interpersonal communication skills. Schools offering specialized interpersonal relationship courses can enhance students' comprehensive qualities and make up for the shortcomings of scattered education in students' families.

1.2 The needs of the school to promote involvement of primary students' parents in mental health education



The needs of schools to promote involvement of primary students' parents in mental health education, as perceived by parents and advisor teachers, were at the highest level.

In terms of school policy, the school provides mental health counseling for primary school students. Parents have expressed the need for the school to have more mental health professionals. Teachers hope that schools can provide psychological counseling services for students, which regard students' "mental health" as an equally important educational achievement as "academic performance", and also to cope with the increasingly severe and younger psychological problems of children. They deeply understand that a child who suffers from inner pain cannot truly devote themselves to learning, and a child who cannot manage their emotions finds it difficult to establish healthy interpersonal relationships. Teachers can detect abnormalities in children but lack the professional ability to intervene. This idea was supported by Xia Xushu (2025), who contends that a fundamental improvement in the interpersonal relationships of primary school students requires that relying solely on family or school education is no longer sufficient; comprehensive intervention measures are needed.

Regarding the environment, parents request that the school reduce construction noise and believe that the housing management department should amend building regulations to safeguard people's well-being and create a peaceful environment. This statement is consistent with the research findings of Su, Y. (2024). Whether low-frequency or high-frequency, prolonged exposure to noise has direct and indirect effects on human health, leading to similar physiological and psychological health issues, including stress and anxiety. The teacher believes it is necessary to hang some psychological art pieces in the classroom, as they can help students relieve mental stress. Cong J. (2025)'s statement perfectly echoes this viewpoint. Visual arts training, with its experiential nature and open-ended forms of expression, is regarded as an important means of promoting the development of self-esteem among adolescents.

In terms of collaboration, parents believe that teachers need to frequently visit homes, observe the students' home learning environment, and provide personalized parenting advice. Liu, L. (2024), whose viewpoint also confirms this point. In addition to parental visits to the school, it is also very necessary to arrange occasional home visits by teachers. Home visits can help teachers better understand students' family environments and daily habits, allowing them to provide more targeted guidance and education, making parents and students feel the care and attention of the teachers. From a teacher's perspective, schools can hold training sessions for parents, enabling them to become school volunteers and support students' extracurricular activities. Both groups emphasize breaking barriers between home, school, and community. They call for establishing communication platforms and utilizing external psychological resources to build a cohesive support system for student development. Xie, H., & Xiao, H. (2025) also put forward the same viewpoint as the teacher, that schools should hold a series of mental health lectures to popularize the psychological development laws, common psychological problems, and coping methods of primary and secondary school students to parents.

In terms of interpersonal relationships, parents generally believe that schools should actively introduce experienced psychologists to provide personalized psychological counseling services for teachers, students, and parents. Teachers hope that students can quickly improve their interpersonal skills in all aspects. Parents and teachers note students' poor social skills, such as difficulty in communication and resolving conflicts. They urge schools to offer systematic courses to teach listening, expression, and



cooperation abilities. Xie, H., & Xiao, H. (2025) had also put forward the same viewpoint. They pointed out that schools should be equipped with enough full-time psychology teachers, strengthen the construction of school counseling rooms, open the counseling rooms regularly, publicize the psychological help hotline, and ensure smooth channels for psychological crisis intervention information.

2. The results of the development of management guidelines for school to promote involvement of primary students' parents in mental health education

2.1 The result of the interview with 5 experts for school to promote involvement of primary students' parents in mental health education

The five experts strongly recognize the suitability and overall possibility of school to promote involvement of primary students' parents in mental health education, and the results received unanimous approval. There are four main points:

First, regarding school policies: all five experts emphasized that well-defined policies would be highly suitable as a foundation for systematic implementation, while also recognizing the strong possibility of increasing parental engagement through such formal frameworks. Second, regarding the environment, the experts unanimously suggested that schools should help create supportive physical and cultural environments. Third, regarding collaboration: all five experts emphasized the necessity of collaboration among schools, families, and communities. Fourth, regarding interpersonal relationships: the experts recommended that schools organize mental health training and activities to improve interactions between teachers, students, and parents.

2.2 The management guidelines for school to promote involvement of primary students' parents in mental health education

The development of management guidelines for school to promote the involvement of primary students' parents in mental health education is based on two main reasons. First, the results of a survey questionnaire, and second, interviews with five psychological or educational experts. The guide emphasizes systematically integrating school, family, and community resources to create educational synergy. By establishing platforms through schools and providing professional training, it aims to promote parental involvement in mental health education for elementary school students. The goal of the management guidelines is to enhance parents' ability to respond to their children's mental health needs and, through a feedback mechanism, continuously improve the work. The management guidelines consist of five key aspects: (1) goal setting and planning, (2) home-school-community collaboration, (3) building a support network, (4) constructing psychological environments, and (5) training and empowerment. The five guidelines were evaluated by a group of 5 experts and professors, and all were assessed for suitability and feasibility.

Recommendations

Recommendation for Implementation

1. The school needs to comprehensively and systematically establish policies to promote parental involvement in elementary students' mental health education. It is recommended to pay attention to routine mental health screenings and early interventions for elementary school students, invest in the development of assessment tools and longitudinal tracking, and establish a key 'identify, assess, and



follow-up' mechanism.

2. To establish a multi-role collaboration model among class teachers, subject teachers, and psychological professionals in a school, the school should integrate mental health education into daily courses, and build a closed-loop support system of “screening evaluation curriculum home school cooperation tracking”. Besides, the teachers should let the older students serve as peer mentors, and they should introduce artificial intelligence for emotional assessment for the students.

3. From an environmental perspective, schools, families, and communities need to pay attention to optimizing the layout of physical spaces and fostering a friendly cultural atmosphere. It is recommended that families transform passive spaces into intentionally planned environments, which can create a home environment characterized by “functional zoning”. Schools can provide students with physical spaces and green environments for psychological relaxation. Communities can create child-friendly areas, showcase diverse family images, and transform public spaces from potential pressure zones into platforms for “space friendliness” and “child participation”. This method cultivates a sense of belonging and agency, which is crucial for mental health.

4. There needs to be integration and cooperation of psychological resources between schools, families, and communities. This is the third key recommendation. It is necessary to establish a “smooth and trustworthy communication mechanism between home and school”, which must be consolidated into clear and coordinated actions when children are in difficult situations. This ensures that families, schools, and communities do not conflict with each other.

5. Parents need to make good use of the resources provided by schools and society, focus on improving their children's emotional management skills, and enhance their social abilities. Parents should recognize that primary school students face various academic and interpersonal pressures, which often lead to emotional instability and poor stress resistance. Therefore, parents should use the power of schools and society to participate in training and learning, deepen their understanding of primary school students' mental health issues, intervene promptly, when necessary, provide emotional support, psychological guidance, and comfort, to enhance primary school students' sense of security, and improve their mental health level.

6. Schools, families, and communities need to collaborate for integrating resources, map out psychological resources, and build a multi-dimensional platform for managing psychological resources.

7. Parents should participate more in courses related to children's emotional coaching to better cultivate their children's interpersonal skills.

8. Providing effective mental health support for primary school students is a collective effort. By developing closed-loop school policies, establishing resource-rich support networks, designing and nurturing physical and social environments, establishing collaborative mechanisms of trust, and intentionally teaching interpersonal communication skills, transform fragmented support models into a flexible and truly supportive mental ecosystem. This is an educational upgrade, and even more, it is about creating an environment where children can thrive academically and emotionally, as well as a responsibility.

Recommendation for Further Study

1. Specific case studies and international best practices in school policy should be examined to inform improvement to the school policy system.



2. International experiences in community campus design and environmental psychology should be studied to help create a supportive physical environment and positive cultural atmosphere for students.
3. Factors affecting mental health education in the school should be studied.

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