

THE RELATIONSHIP BETWEEN STUDENTS INTERPERSONAL RELATIONSHIPS AND MENTAL HEALTH AT GUANGXI TALENT INTERNATIONAL COLLEGE*

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Abstract

The objectives of this research were: 1) to study students' Interpersonal relationships at Guangxi Talent International College, 2) to study students' mental health at Guangxi Talent International College, and 3) to study the relationship between students' Interpersonal relationships and students' mental health at Guangxi Talent International College. This study adopts a quantitative method to explore the relationship between students' Interpersonal relationships and students' mental health. The accidental random sampling was 375 students at Guangxi Talent International College, selected according to Krejcie and Morgan table (1970). The research instrument was a self-designed questionnaire. The statistics used were frequency, percentage, mean, standard deviation, and Pearson product moment correlation coefficient.

The research results were:

1. Students' Interpersonal relationships at Guangxi Talent International College in 3 aspects were at a high level ($\bar{x}$ =3.95, S.D.=0.85). Considering the

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results of these 3 research aspects were as follows: the highest rank was “Family Relationships of students” ($\bar{x}$ =4.00, S.D.=0.87), indicates a high level, followed by “Peer Relationships of students” ($\bar{x}$ =3.94, S.D.=0.84), whereas “Teacher-Student Relationships” was the lowest rank ($\bar{x}$ =3.91, S.D.=0.85).

2. Students' mental health at Guangxi Talent International College in 3 aspects was at a high level ($\bar{x}$ =3.91, S.D.=0.95). Considering the results of these 3 research aspects were as follows: the highest rank was “Stress of students” ($\bar{x}$ =3.99, S.D.=0.90), indicates a high level, followed by “Depression of students” ($\bar{x}$ =3.96, S.D.=0.94), whereas “Anxiety of students” was the lowest rank ($\bar{x}$ =3.80, S.D.=1.00).

3. It is shown that the overall relationship between students' interpersonal relationships and students' mental health has a positive correlation at the high level with statistical significance at the .01 level ($r=0.60^{**}$).

Keywords: Students' Interpersonal relationships, students' mental health, Guangxi Talent International College

Introduction

Mental health has become a major concern in educational settings, as students increasingly experience stress, anxiety, depression, and emotional exhaustion. Academic competition, social expectations, and transitional life stages heighten vulnerability to psychological distress, which can negatively influence learning outcomes, motivation, and overall well-being. Consequently, educational institutions are responsible not only for academic achievement but also for cultivating supportive environments that promote psychological health (World Health Organization [WHO], 2022).

Interpersonal relationships, particularly with peers, teachers, and family members—are central to students' daily experiences and play a crucial role in shaping mental health. Positive relationships provide emotional support, security,

and a sense of belonging, all which function as protective factors. In contrast, social isolation, peer conflict, or inadequate support can intensify psychological distress (Hefner, J., & Eisenberg, D. (2025). Understanding how different relational contexts influence mental health is therefore essential for designing effective educational policies and student support systems (Meng, C. et to all., 2023; Zimin , Z., et to all., 2023; Zhonghua. et to all., 2023).

Existing research consistently demonstrates a strong association between interpersonal relationships and mental health. Supportive peer relationships are linked to higher self-esteem, life satisfaction, and emotional resilience, while reducing symptoms of anxiety and depression (Wentzel, 2017; Rubin, Bukowski, & Bowker, 2015). A sense of school belonging, fostered through positive peer and school interactions, has also been identified as a key predictor of psychological well-being and academic engagement (Allen et al., 2018). Similarly, teacher–student relationships significantly influence emotional outcomes. Students who perceive teachers as caring and supportive report lower emotional distress and greater school satisfaction (Roorda et al., 2011). Conversely, negative interpersonal experiences such as bullying or peer rejection are strongly associated with depression, loneliness, and even suicidal ideation (Hawker & Boulton, 2000; Arseneault, 2018)

Despite extensive research, gaps remain. Many studies emphasize peer relationships, while comparatively less attention is given to the distinct roles of family dynamics and teacher–student interactions (Liao et al. 2024). This limits the development of targeted interventions addressing specific relational domains. Moreover, cultural and contextual differences are often underexplored, reducing the generalizability of findings across diverse populations.

The rise of digital communication has introduced additional complexity (Beyens et al. 2024). Online interactions, particularly during and after the COVID-19 pandemic, have reshaped how students build and maintain relationships, potentially influencing mental health in new ways. Greater investigation is

needed to understand how traditional and digital relational experiences jointly affect psychological outcomes (Daming, H. et to all. 2023, Peihao, X. et to all., 2023, Xiang Hui, J. et to all., 2023, Yanting, C. et to all., 2023, Intarasompun, W., et to all. 2022).

Overall, examining the nuanced connections between interpersonal relationships and mental health holds significant implications for educational policy and practice. By clarifying how various relational contexts and emerging social changes influence well-being, research can provide evidence-based strategies that foster supportive environments and promote holistic student development.

Objectives

1. To study students' interpersonal relationships at Guangxi Talent International College.
2. To study students' mental health at Guangxi Talent International College.
3. To study the relationship between students' interpersonal relationships and students' mental health at Guangxi Talent International College.

Literature Review

1. Students' Interpersonal Relationships

Grounded primarily in Social Support Theory, students' interpersonal relationships are conceptualized as structured relational systems that provide emotional, informational, and instrumental resources essential for psychological adjustment. In higher education contexts, these relational systems are typically embedded within three domains: peer relationships, teacher–student relationships, and family relationships. Peer relationships function as important sources of belonging, identity development, and emotional regulation (Bukowski

et al., 2018; Rubin et al., 2015). Teacher–student relationships provide academic guidance and emotional security, with warmth and responsiveness enhancing students’ engagement and perceived support (Roorda et al., 2011; Wentzel, 2017). From a family systems perspective, cohesion, communication, and parental involvement serve as enduring protective factors that promote resilience and adaptive functioning (Conger et al., 2016).

Within the framework of Social Support Theory, these three relational domains collectively constitute students’ social support networks. High-quality interpersonal relationships strengthen coping capacity and psychological resources, whereas relational conflict, rejection, or lack of support may reduce perceived belonging and increase vulnerability to maladjustment. Thus, interpersonal relationships are understood not merely as social interactions but as structured support systems that influence students’ psychological functioning (Liao et al. 2024).

2. Students' Mental Health

Consistent with contemporary psychological frameworks, students’ mental health is conceptualized as a multidimensional construct encompassing both psychological distress and positive functioning. The Dual-Continua Model distinguishes mental illness from positive mental health, emphasizing that well-being involves emotional vitality, social functioning, and life satisfaction beyond the mere absence of disorder (Keyes, 2014). Similarly, the Dual-Factor Model integrates low levels of psychopathology with high levels of subjective well-being, highlighting the coexistence of stress and adaptive functioning (Suldo et al., 2016).

Empirical research consistently identifies stress, anxiety, and depression as prevalent indicators of student psychological distress in higher education (Beiter et al., 2015; Auerbach et al., 2018). Within the Chinese educational context, mental health is often conceptualized as psychological balance under academic and social pressures, with stress-related responses viewed as central

dimensions of adjustment (Zhang Dajun, 2016). Integrating these perspectives, the present study defines students' mental health as a dynamic condition reflecting both vulnerability (stress, anxiety, depression) and adaptive functioning, consistent with multidimensional mental health theory.

3. Research Framework

Based on Social Support Theory as the principal theoretical foundation, this study proposes that the quality of students' interpersonal relationships significantly influences their mental health outcomes. Social Support Theory posits that supportive relationships buffer stress, enhance coping efficacy, and promote emotional regulation, thereby reducing psychological distress and strengthening well-being. In higher education settings, peer, teacher–student, and family relationships constitute primary sources of perceived support (Liao et al. 2024).

Empirical studies demonstrate that supportive relational environments increase belonging and resilience while mitigating anxiety, depression, and stress (Allen et al., 2018; Roorda et al., 2011; Wentzel, 2017). Accordingly, this research conceptualizes students' interpersonal relationships (peer, teacher–student, and family support) as the independent variable and students' mental health (stress, anxiety, and depression) as the dependent variable. The framework assumes that stronger perceived social support enhances psychological adjustment, thereby establishing a theoretically coherent model linking relational systems to mental health outcomes within vocational higher education contexts.

The research framework can be illustrated in the following figure:

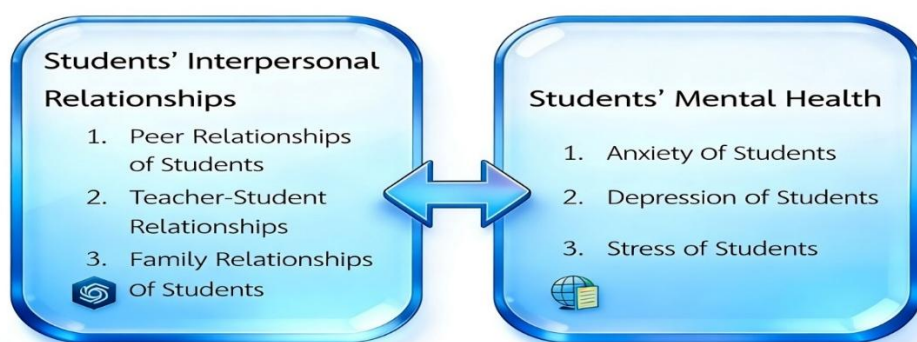


Figure 1.1 Research Framework

Methodology

This study adopts a quantitative research method to systematically explore the relationship between students' interpersonal relationships and students' mental health. The research process includes population and sample determination, research instrument design, data collection, and data analysis.

1. Population and the Sample Group

Population

The research population is 12,000 students from Guangxi Talent International College.

Sample

The sample group of this study is 375 students in Guangxi Talent International College according to Krejcie and Mogan table (1970) by accidental random sampling.

2. Research Instrument

The research instrument is a questionnaire with 3 parts:

Part 1: General Information. This section has 4 questions to gather background information on the respondent's gender, age, grade, type of registered permanent residence.

Part 2: Students' Interpersonal Relationships. This main section has 5 statements measured on a 5-point Likert scale ranging from "strongly disagree" to "the most agree". It is organized into 3 dimensions: 1) Peer Relationships; 2) Teacher-Student Relationships; 3) Family Relationships.

Part 3: Students' Mental Health. It has 3 rating Scales. This main section has 5 statements measured on a 5-point Likert scale ranging from "strongly disagree" to "the most agree". It is organized into 3 dimensions: 1) Anxiety; 2) Depression; 3) Stress.

All statements display consistency with the measurement target as evidenced by an average score of 0.67 to 1.00 on the acceptable consistency index (IOC). The reliability of a pilot test of questionnaires assessed using Cronbach's α , a statistic measuring internal consistency, with α value of 0.933, indicating excellent internal consistency.

3. Data Collection

To ensure the systematic collection of data, the researcher implemented the following procedures:

Distribution: The online questionnaires were distributed to students at Guangxi Talent International College via digital channels. Each respondent was informed of the research objectives, confidentiality, and their voluntary participation.

Platform Utilization: Data were collected through the "Questionnaire Star" (Wenjuanxing) online platform, which facilitated efficient data gathering and management.

Data Screening: Upon completion of the collection period, the raw data were screened. Invalid responses, such as incomplete forms or patterned answers, were excluded to ensure the integrity of the results.

Preparation for Analysis: The final valid datasets were coded and organized for statistical processing and analysis.

4. Data analysis

Part 1 To study students' interpersonal relationships at Guangxi Talent International College, data analysis uses mean and stand deviation.

Part 2 To study students' mental health at Guangxi Talent International College, data analysis uses mean and stand deviation.

Part 3 The relationship between students' interpersonal relationships and mental health was analyzed by using the Pearson Product Moment Correlation Coefficient (r).

Results

Part 1: Students' Interpersonal Relationships

Table 1 The mean ($\bar{x}$) and standard deviation (S.D.) of students' interpersonal relationships at Guangxi Talent International College in 3 aspects.

Students' Interpersonal Relationship	$\bar{x}$	S.D.	Level	Ranking
1. Peer relationships of students. (X1)	3.94	0.84	High	2
2. Teacher-student relationships. (X2)	3.91	0.85	High	3
3. Family relationships of students. (X3)	4.00	0.87	High	1
Total	3.95	0.85	High	

From Table 1 consideration, the overall average of factors influencing students' Interpersonal relationships at Guangxi Talent International College in three aspects was at a high level ($\bar{x}$ =3.95, S.D.=0.85). Considering the results of these 3 research aspects were as follows: the highest rank was "Family Relationships of students" ($\bar{x}$ =4.00, S.D.=0.87), indicates a high level. Followed by " Peer Relationships of students" ($\bar{x}$ =3.94, S.D.=0.84), whereas "Teacher-Student Relationships" was the lowest rank ($\bar{x}$ =3.91, S.D.=0.85).

Part 2: Students' Mental Health

Table 2 The mean ($\bar{x}$) and standard deviation (S.D.) of students' mental health at Guangxi Talent International College in 3 aspects.

Students' Mental Health	$\bar{x}$	S.D.	Level	Ranking
1. Anxiety of students. (Y1)	3.80	1.00	high	3
2. Depression of students. (Y2)	3.96	0.94	high	2
3. Stress of students. (Y3)	3.99	0.90	high	1
Total	3.91	0.95	High	

From Table 2 the overall average of factors influencing students' mental health of Guangxi Talent International College in 3 aspects was at a medium level ($\bar{x}$ =3.91, S.D.=0.95). Considering the results of these 3 research aspects were as follows: the highest rank was "Stress of students " ($\bar{x}$ =3.99, S.D.=0.90), indicates a high level. Followed by "Depression of students " ($\bar{x}$ =3.96, S.D.=0.94), whereas "Anxiety of students" was the lowest rank ($\bar{x}$ =3.80, S.D.=1.00).

Part 3: The relationship between students' interpersonal relationships and students' mental health at Guangxi Talent International College.

Table 3 The relationship between students' interpersonal relationships and students' mental health.

(n=375)

Students' mental health (Ytt)	Students' interpersonal relationships (Xtt)			
	X1	X2	X3	Xtt
Y1	0.40**	0.40**	0.34**	0.81**
Y2	0.51**	0.58**	0.54**	0.91**
Y3	0.48**	0.55**	0.51**	0.89**
Ytt	0.81**	0.91**	0.89**	0.60**

** refers to statistical significance level at .01

From Table 3, it is shown that the overall relationship between students' interpersonal relationships and students' mental health has a positive correlation at the high level with statistical significance level at .01 ($r=0.60^{**}$).

Discussion

1. Students' interpersonal relationships at Guangxi Talent International College were at a high level, with family relationships ranking highest, followed by peer relationships, and teacher–student relationships lowest. The reason is that family relationships remain a foundational source of emotional security, guidance, and value formation for college students, particularly within cultural contexts that emphasize filial responsibility and strong family cohesion. This pattern reflects the enduring influence of family cohesion and parental support as foundational sources of emotional security and value formation (Conger, Conger, & Martin, 2016). Rubin, Bukowski, and Bowker (2015) further emphasized that family systems shape psychological stability and social competence across development. Although peer relationships contribute significantly to self-esteem and social growth, they often complement rather than replace family influence (Bukowski, Laursen, & Rubin, 2018). In contrast, teacher–student relationships in higher education are typically more formal and academically oriented, which may reduce emotional closeness despite supporting engagement (Roorda et al., 2011; Wentzel, 2017). Overall, the ranking pattern aligns with prior findings that family bonds remain central, peers provide daily interactional support, and teacher–student relationships, while important, may exert comparatively less intimate influence.

2. Students' mental health was also at a high level, with stress ranking highest, followed by depression and then anxiety. The reason is that stress is often the most immediately experienced and widely reported psychological

response among college students, particularly in competitive academic environments such as Guangxi Talent International College. Stress is often the most immediate response to academic workload, examinations, and career pressure in competitive environments (Pascoe, Hetrick, & Parker, 2020). The American Psychological Association (2018) notes that stress is commonly perceived as a normative reaction to external demands, which may explain its higher reporting frequency. Prolonged stress can gradually contribute to depression symptoms such as exhaustion and reduced motivation (Beiter et al., 2015), accounting for depression's second ranking. Anxiety ranking lowest suggests that although students experience pressure, it may not have developed into chronic or pathological worry (Auerbach et al., 2018). These findings are consistent with previous research indicating that stress is typically the most prevalent concern among university students and may precede more severe psychological conditions (Pascoe et al., 2020; Beiter et al., 2015; Auerbach et al., 2018).

3. A significant positive correlation was found between students' interpersonal relationships and mental health at the .01 level, indicating that stronger relational systems are associated with better psychological functioning. The reason is that interpersonal relationships provide essential emotional, social, and psychological resources that directly influence students' mental health. Supportive peer, teacher-student, and family relationships enhance belonging, emotional security, and resilience (Wentzel, 2017; Roorda et al., 2011). High-quality peer relationships foster self-esteem and coping skills, reducing vulnerability to stress and depression (Bukowski, Laursen, & Rubin, 2018). The Dual-Factor perspective further emphasizes that well-being is closely linked to supportive social environments (Suldo et al., 2016). Consistent with Auerbach et al. (2018), strong social support networks function as protective factors against anxiety and depression. Together, these theoretical and empirical perspectives

explain why improvements in relationship quality are likely to coincide with enhanced psychological well-being among college students.

Recommendation

The implementation of the research results is as follows:

1. Since teacher-student relationships ranked lowest among interpersonal factors, the college should strengthen supportive instructional practices and emotional communication between teachers and students. The college should provide professional development programs that enhance teachers' emotional responsiveness, constructive feedback skills, and inclusive classroom climates to foster students' sense of belonging and psychological security.

2. In addition, the finding that anxiety of students ranked lowest among mental health aspects suggests that preventive mental health strategies can be further strengthened before anxiety escalates into more severe distress. The college should implement early intervention workshops focusing on cognitive coping skills, emotional regulation, and growth mindset development to maintain students' positive functioning.

3. Finally, the significant positive correlation between students' interpersonal relationships and mental health, which indicates that stronger relational systems are associated with better psychological well-being, highlights the need for integrated relational and mental health programs. Institutional policies should combine peer mentoring, family engagement, and supportive teaching practices. Grounded in social support theory, a holistic campus support system can enhance resilience, reduce psychological distress, and promote sustainable student development.

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