

Mindfulness-Based Stress Reduction Mobile Application for Students: Needs Assessment and Development Proposal

*Cong Hieu Bui¹, Minh Luan Nguyen², Thi Thuong Pham¹, Duc Tai Nguyen¹, Thi Hoai Nguyen¹

¹Ho Chi Minh City University of Education, Ho Chi Minh City, Viet Nam

²Viet Nam National University Ho Chi Minh City, University of Science, Ho Chi Minh City, Viet Nam

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.1017PSY0019>

Received: 02 April 2026; Accepted: 07 April 2026; Published: 29 April 2026

ABSTRACT

This study investigates university students' needs for a mindfulness-based stress reduction mobile application. The aim is to provide a scientific basis for developing digital psychological support tools in response to increasing mental health pressures. A questionnaire survey was conducted with 428 students aged 18 to 25 who provided valid responses. The findings indicate that students are currently facing multiple overlapping stressors, with academic and examination pressure (68.0%) and anxiety about future careers (61.4%) as the primary contributors. Although 69.6% of the surveyed students reported basic awareness of mindfulness practices, the rate of regular practice is only 4.4%. This gap between awareness and action mainly stems from barriers such as boredom, difficulty concentrating, and lack of time. Furthermore, 67.2% of participants affirmed the necessity of a specialized psychological support mobile application, indicating a strong intrinsic demand for flexible technological solutions. In terms of aesthetic preferences, students favored minimalist interfaces with subdued color palettes (43.7%) or vivid, calming designs (34.3%). Based on these findings, the study proposes developing a technological solution integrating personalized pathways, a daily reminder notification system, and diversified content such as instructional videos and relaxation games. These features aim to help students overcome technical and psychological barriers and transform their interest into a sustainable habit of mental health self-care within the university environment.

Keywords: Mindfulness-Based Stress Reduction (MBSR), Mental health, Mobile application, University students, Needs assessment.

INTRODUCTION

Mental health (MH) plays a fundamental role in shaping individual stability and sustainable development. In Vietnam, the importance of this issue has been institutionalized through the 2023 Law on Medical Examination and Treatment and Decision No. 1660/QĐ-TTg approving the School Health Program for the 2021–2025 period (National Assembly, 2023; Prime Minister, 2021). However, in reality, university students are currently facing significant psychological challenges due to academic pressure and changes in their living environment. Studies by Phan Cam Phuong (2020) and Pham Hoang Yen (2025) have confirmed that stress, anxiety, and depression are prevalent issues that directly affect young people's health and academic performance. This alarming situation calls for timely, effective, and widely accessible intervention approaches within the contemporary university context.

In the context of digital transformation, the application of mobile technology in mental health care has become an inevitable global trend. Mindfulness-Based Stress Reduction (MBSR) programs integrated into mobile applications have demonstrated considerable effectiveness in helping students improve concentration and regulate emotions (Vu Xuan Hung, 2025; Huberty et al., 2019). Despite the significant potential of technological solutions, the development of such applications in Vietnam has not yet closely aligned with the specific needs and psychological characteristics of local students. For a technological solution to achieve practical value and

sustainability, a thorough assessment of users' expectations is a crucial first step. Based on this context, investigating students' needs for mindfulness-based stress reduction mobile applications is necessary to provide a scientific foundation for developing digital psychological support tools appropriate to the current setting.

METHODS

The questionnaire-based survey was the primary method used to assess students' needs and propose a mindfulness-based stress reduction mobile application. The questionnaire consisted of two sections: Section 1 examined the causes of stress, users' needs, and desired features of a mindfulness-based stress reduction mobile application, while Section 2 collected demographic information.

In Section 1, participants were asked about common stressors, activities they typically engage in when feeling overwhelmed, and their understanding of mindfulness-based stress reduction. The survey also explored reasons for discontinuing mindfulness practice, assessed the perceived necessity of a mindfulness-based stress reduction mobile application, and identified participants' preferences regarding features, interface design, and other functional aspects.

The research sample met the following criteria: (1) aged between 18 and 25 years, and (2) currently enrolled as university students. A total of 460 self-report questionnaires were initially collected. After the screening process, only responses from participants who met the inclusion criteria were retained, resulting in 428 valid responses.

Table 1. Description of Participants

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	186	43,5%
	Female	242	56,5%
Age	18 years old	42	9,8%
	19 years old	58	13,6
	20 years old	104	24,3%
	21 years old	144	33,6%
	22 years old	58	13,6%
	23 years old	13	3,0%
	24 years old	2	0,5%
	25 years old	7	1,6%
Academic year	First year	60	14,0%
	Second year	79	18,5%
	Third year	201	47,0%
	Fourth year	73	17,1%
	Others	15	3,5%

Specifically, participants ranged in age from 18 to 25 years. The largest proportion was the 21-year-old group (33.6%), while the smallest proportion was the 24-year-old group (0.5%). The remaining age groups were distributed as follows: 18 years old (9.8%), 19 years old (13.6%), 20 years old (24.3%), 22 years old (13.6%), 23 years old (3.0%), and 25 years old (1.6%). Regarding gender, there was a difference between male (43.5%) and female (56.5%) participants. In terms of academic year, most participants were third-year students (47%). The remaining participants were distributed as follows: first-year students (14%), second-year students (18.5%), fourth-year students (17.1%), and others (3.5%).

RESULTS

Stressors Among University Students

Table 2. Stressors Among University Students

Causes	Frequency	Percentage (%)	Percentage by cases (%)
Academic pressure/examinations	291	24,5%	68,0%
Financial issues/part-time work	254	21,4%	59,3%
Relationships	207	17,4%	48,4%
Concerns about future/career	263	22,1%	61,4%
Peer pressure	173	14,6%	40,4%
Others	1	0,1%	0,2%
Total	1189	100,0%	277,8%

Based on the survey results regarding student stressors (Table 2), it is evident that the psychological pressure experienced by this group stems from a synergy of various factors, ranging from academic and financial issues to social relationships.

First, academic pressure and future orientation serve as the primary drivers. The data show that “Academic pressure/examinations” accounts for the highest proportion at 68.0%, reflecting the heavy burden of achievement expectations in the university environment. Concurrently, “Anxiety about future/career” also recorded a significant rate of 61.4%. This indicates that students face not only short-term academic challenges but also persistent insecurity regarding their post-graduation prospects. The combination of pressure to complete the curriculum and concerns about labor market competition creates a prolonged stress cycle, which can easily lead to burnout.

Second, financial burdens and social interactions are becoming major psychological barriers. Up to 59.3% of students confirmed that stress arises from “Financial issues and part-time employment”. In the context of rising living costs, balancing academic time with part-time work to cover expenses is a significant challenge. Additionally, factors such as “Relationships” (48.4%) and “Peer pressure” (40.4%) also represent substantial proportions. Notably, peer pressure in the digital age is often amplified via social media platforms, making students more susceptible to feelings of inferiority and inadequacy when comparing themselves to others' successes.

Significantly, the statistical results show that the total percentage by cases reaches 277.8%. This figure serves as scientific evidence that each student, on average, suffers from two to three sources of pressure simultaneously. The multifaceted and overlapping nature of these stressors makes emotional self-regulation through traditional methods increasingly difficult. This complex interplay of academic, economic, and social factors not only undermines mental health but also underscores the urgency of developing flexible psychological support tools,

such as mindfulness-based mobile applications, to assist students in self-regulating and managing stress in modern life.

Stress Relief Activities Among Students

Table 3. Stress-Relief Activities Among Students

Activities	Frequency	Percentage (%)
Browsing social media/watching movies	223	19,7%
Sleeping	266	23,5%
Eating	201	17,7%
Talking with friends	173	15,3%
Exercising/Meditation	112	9,9%
Doing nothing	83	7,3%
Using mental health support mobile applications	70	6,2%
Others	6	0,5%
Total	1134	100,0%

The survey data regarding stress-relief activities (Table 3) reveal a notable trend in the current approaches and psychological coping mechanisms adopted by students. A majority of students opt for passive and temporarily avoidant coping strategies. Specifically, “sleeping” emerged as the most prevalent choice at 62.1% of cases, followed by “browsing social media/watching movies” at 52.1%. These activities are often prioritized due to their ready availability and their capacity to provide instantaneous entertainment, allowing individuals to temporarily disengage from stressors. However, the over-reliance on these forms of coping may lead to adverse consequences, such as circadian rhythm disturbances or time mismanagement, which indirectly exacerbate subsequent academic burdens.

Furthermore, activities involving social interaction and the fulfillment of physical needs also account for significant proportions. Approximately 47.0% of students choose “eating,” while 40.4% select “confiding in friends” as emotional outlets. Seeking empathy through social relationships is a positive indicator of the inherent need for emotional sharing. Nevertheless, students do not always have access to timely social support systems or maintain healthy dietary habits for sustainable stress regulation.

The most significant gap lies in proactive psychological regulation methods and the utilization of technology. Results indicate that the proportion of students engaging in internalized self-regulation activities such as “exercise/meditation” is only 26.2%, and the “use of supportive mobile applications” remains modest at 16.4%. These figures reflect a critical reality: despite facing immense pressure (as analyzed in Section 4.1), students lack the necessary skill sets and specialized solutions for sophisticated mental management.

Trends in Students’ Preferences for Mental Health Support Formats

Table 4. Trends in Students’ Preferences for Mental Health Support Formats

Format	Frequency	Percentage (%)
Mobile applications	255	27,5%
Handbooks/Manuals	165	17,8%

Websites, social media fanpages	179	19,3%
Instructional videos, relaxation games	182	19,6%
Online talk sessions, counseling	139	15,0%
Others	7	0,8%
Total	927	100,0%

The survey results regarding the preferred methods for stress reduction (Table 4) indicate a clear shift toward digitized and personalized mental health care. With a total percentage by case reaching 216.6%, it is evident that students do not limit themselves to a single approach but rather seek a diverse range of support sources to cope with pressure.

Notably, mobile applications have emerged as the most superior and preferred form of support. Statistical data show that 59.6% of students chose to use mobile apps to reduce stress. This overwhelming popularity can be attributed to the characteristics of “Gen Z” - digital natives whose lives are intrinsically tied to smartphones. Mobile apps offer undeniable advantages such as constant availability (accessible anytime, anywhere), high privacy (helping students avoid social stigma or hesitation regarding mental health issues), and the ability to customize content based on individual needs. This serves as a critical indicator affirming the immense potential for deploying mindfulness-based solutions on mobile platforms.

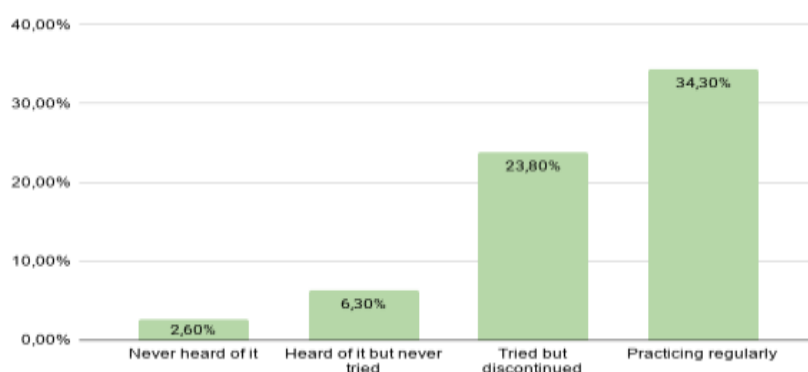
Alongside mobile apps, visual digital content also accounts for a significant proportion. Specifically, “Instructional videos and relaxation games” and “Websites/social media fanpages” recorded selection rates of 42.5% and 41.8%, respectively. This reflects students' demand for interactive and vivid approaches. Instead of dry theories, students tend to seek direct practice instructions or online communities to find empathy. Meanwhile, more traditional forms such as “Handbooks and guidebooks” still maintain a certain role (38.6%), indicating that a segment of students continues to trust official, systematic, and specialized information sources.

Finally, despite the advancement of technology, the need for direct interaction persists, albeit in a transformed format. Online talk sessions and counseling received interest from 32.5% of participants. Although this rate is lower than self-help methods via apps or videos, it proves that students facing high levels of stress still require professional intervention and consultation. However, the prioritization of the “online” format further emphasizes that geographical and time barriers are gradually being eliminated by technology.

In conclusion, the data suggests that an optimal mental health care solution for today's students must combine technological convenience with scientific content. This finding reinforces the proposal to develop a mobile application that integrates mindfulness exercises, instructional videos, and potential online counseling portals. Focusing on mobile app development not only meets current market tastes (59.6%) but also represents the most efficient path to integrating psychological therapies like mindfulness into daily campus life.

Current Awareness and Practice Levels of Mindfulness-Based

Figure 1. Current Awareness and Practice Levels of Mindfulness-Based Methods



In the context of escalating academic pressure, assessing students' readiness and practical experience with psychological support methods is essential. The survey results regarding awareness of "Mindfulness-Based Stress Reduction" (Figure 1) reveal a significant gap between theoretical knowledge and practical action, while highlighting core barriers to maintaining sustainable mental health.

Regarding awareness, the results show that a large portion of students have had initial exposure to the concept of mindfulness, yet their depth of understanding and experience remains relatively superficial. A total of 69.6% of surveyed students reported having heard of or knowing about this method. Within this group, the "heard but not tried" segment accounts for an overwhelming 44.9%. This suggests that information regarding mindfulness and meditation has achieved a certain level of dissemination within the student community, likely through mass media, social networks, or health forums. However, the 30.4% of students who have "never heard of it" is not insignificant, indicating a lingering gap in popularizing official and scientific psychological therapies among a substantial portion of learners.

The most noteworthy finding in the survey data is the bottleneck in transforming awareness into sustainable behavior. Despite the relatively high awareness rate, the number of students "practicing regularly" is extremely modest, at only 4.4%. Comparing this figure with the group that "tried but gave up" (20.3%), a concerning reality emerges: for approximately every five students who seek mindfulness, four are unable to maintain the habit. The fact that the dropout rate is nearly five times higher than the regular practice rate serves as scientific evidence of the lack of structured support tools and systematic guidance. While students can easily find information about mindfulness online, they often encounter difficulties during implementation due to a lack of discipline, the absence of a clear roadmap, or the perception that traditional methods are overly complex and time-consuming.

Based on this analysis, the demand for an in-depth and convenient practice support tool is clearer than ever. The gap between the 44.9% who are interested but have not tried and the 20.3% who have discontinued practice represents the primary target market for a mobile application. This application would not only provide knowledge for the 30.4% of unexposed students but, more importantly, resolve the sustainability challenge for the 65.2% who are either aware of or have unsuccessfully attempted the practice. With features such as daily reminders, practice roadmaps from basic to advanced levels, and a user-friendly interface, a mobile application stands as the optimal solution to transform mere interest into a sustainable mental health care habit.

Barriers and Reasons for Discontinuing Mindfulness Practice Among

Table 5. Barriers and Reasons for Discontinuing Mindfulness Practice Among Students

Barriers	Frequency	Percentage (%)
Lack of time/Exercises are too long	136	18,7%
Feeling bored/Difficulty concentrating	161	22,2%
No immediate results seen	131	18,0%
Inappropriate voice/instruction	87	12,0%
App is too complex/Too many ads	72	9,9%
Never tried	139	19,1%
Total	726	100,0%

To optimize the design of a stress-reduction support application, understanding the reasons why students discontinue or have not yet begun mindfulness practice is crucial. The statistical results regarding actual barriers (Table 5) point to core weaknesses in current approaches, thereby suggesting requirements for the features and user experience of the proposed application.

The most significant barrier lies in the students' internal experience during the practice process. According to the data, the most common reason for stopping practice is "Feeling bored/Difficulty concentrating" (accounting for 37.6% of cases). This indicates that traditional mindfulness exercises or existing applications lack appeal, interactivity, or sufficient flexibility to guide the minds of beginners - who are frequently bombarded by distractions in the digital environment.

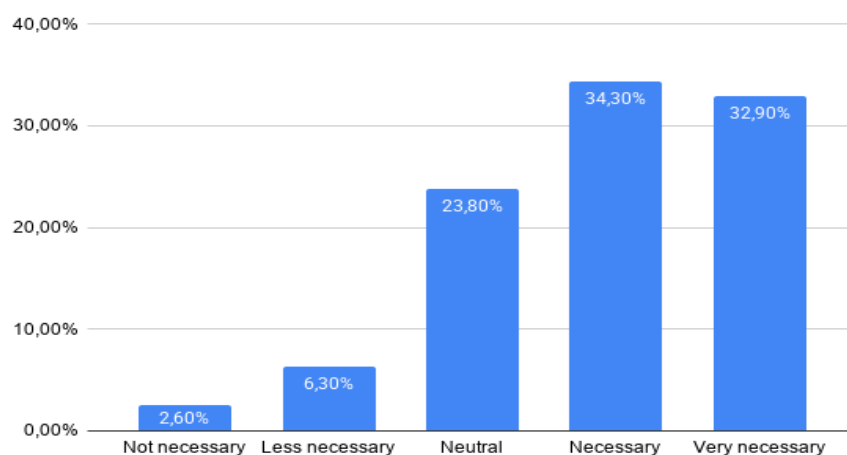
Secondly, psychological traits that prioritize speed and convenience among students also create significant barriers. Specifically, 31.8% of students reported they "Do not have time or exercises are too long," while 30.6% responded that they "Do not see immediate results". In the context of a hectic university life with a dense schedule, students often expect solutions that deliver rapid outcomes. The conflict between the nature of mindfulness (which requires perseverance) and the young generation's need for instant efficacy represents a difficult challenge.

Furthermore, technical factors and the format of instruction also serve as drawbacks in the user experience. Approximately 20.3% of students felt that the "Voice or instruction was inappropriate," and 16.8% encountered obstacles due to "Applications being too complex or containing too many advertisements". These figures provide direct evidence of students' sensitivity toward the quality of digital content. An application with an unrefined interface, excessive annoying notifications, or an instructional voice that fails to establish an emotional connection will be immediately removed from the user's device.

Synthesizing these reasons, it can be concluded that: For a mindfulness application to truly integrate into students' lives, it must simultaneously solve three problems: (1) content appeal to overcome boredom; (2) time flexibility to suit busy schedules; and (3) design sophistication to eliminate technical barriers. Understanding that 32.5% of students "Have never tried" this method also presents a major opportunity, provided the proposed application can create a friendly and personalized initial impression while completely removing barriers related to cost and operational complexity.

Perceived Necessity of a Mindfulness-Based Stress Reduction Mobile Application for Students

Figure 2. Perceived Necessity of a Mindfulness-Based Stress Reduction Mobile Application for Students



To affirm the practical value of this topic, the research conducted a direct survey of students' perspectives regarding the necessity of developing a mindfulness-based stress reduction mobile application (Figure 2). The results obtained provide strong empirical evidence of market demand and the readiness to adopt technological solutions for mental health care.

Statistical data reveal a very high level of consensus among the participants regarding the application's urgency. Specifically, up to 67.2% of students rated the availability of a supportive mobile application as "Necessary" (34.3%) and "Very Necessary" (32.9%). The fact that more than two-thirds of the survey participants supported this solution not only reflects the severe stress levels that students are facing but also demonstrates their trust in the supportive potential of digital tools. This high positive rating serves as a green light for developers,

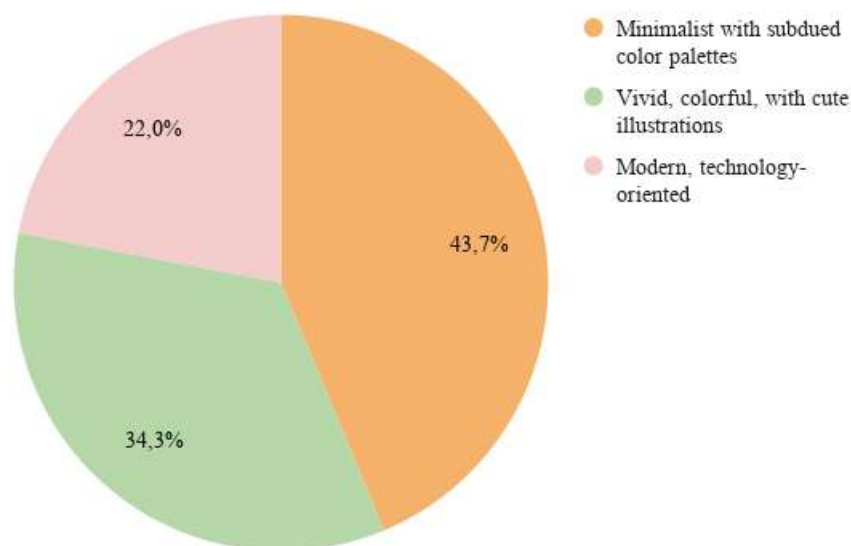
confirming that a mindfulness-based mobile application is not merely a theoretical solution but a genuine intrinsic need of today's student community.

Furthermore, the group of students maintaining a neutral attitude also presents potential opportunities for development. Approximately 23.8% of students rated the necessity at a "Normal" level. This may represent a target audience that lacks deep experience with mindfulness or has never utilized structured mental health support applications. Conversely, the proportion of students who rated it as "Not Necessary" and "Slightly Necessary" accounted for a very small fraction, at 2.6% and 6.3%, respectively. The overwhelming disparity between the supportive group (67.2%) and the negative group (8.9%) once again confirms that current stress-relief methods (such as sleeping or browsing social media) are exhibiting many limitations, leading students to yearn for a more specialized and scientific support tool.

The alignment between this urgent need (67.2%) and the habit of using mobile phones for stress reduction suggests that a mindfulness-based mobile application would be the perfect intersection between technological preferences and psychological therapy needs.

Analysis of Aesthetic Trends and User Interface

Figure 3. Aesthetic Trends and User Interface Preferences



In addition to content features, visual elements and user experience play a decisive role in attracting and retaining students for long-term mindfulness practice. The survey results regarding desired interface styles (Figure 3) revealed a clear preference among students for designs that evoke a sense of tranquility and sophistication.

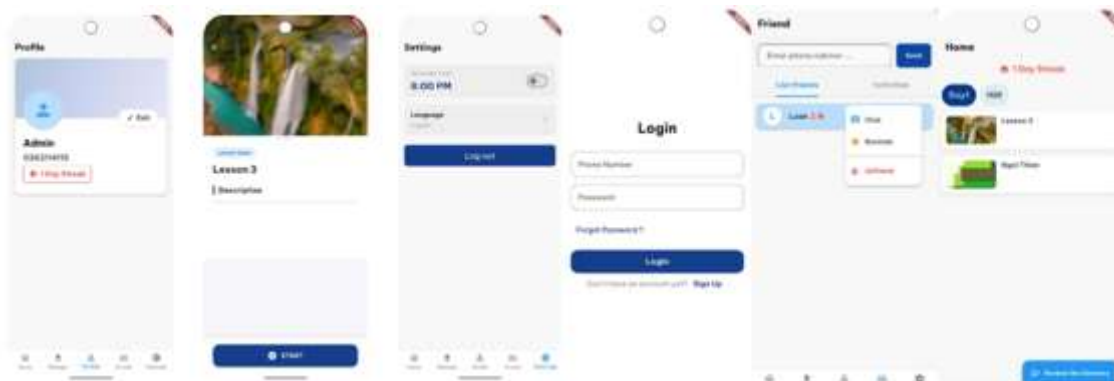
Minimalist design trends occupy a dominant position in student preferences. Specifically, up to 43.7% of survey participants selected the "Minimalist, subdued tones" style. This finding is perfectly consistent with the essence of mindfulness - which inherently aims for silence, the reduction of distractions, and the calming of the mind. The use of subdued tones (such as moss green, dark blue, beige, or neutral gray) combined with a layout containing minimal redundant details helps prevent information overload, creating a secure digital space where users can concentrate entirely on breathing and emotional regulation exercises.

However, a significant portion of students tends to favor emotional interaction through visual imagery. 34.3% of students expressed a desire for a "Vivid, colorful, and cute illustration" interface. This reflects the psychological traits of Gen Z - a generation inclined toward seeking comfort and healing through "healing" imagery or friendly symbolic characters. This style mitigates the perceived dryness of therapeutic exercises, fostering a sense of proximity akin to a companion. Meanwhile, the "Modern, technology" style garnered 22.0% interest, primarily serving the user group that prioritizes efficiency, sharpness, and a sense of professional operation.

Synthesizing these data, the research establishes the interface design orientation for the proposed application. With 78.0% of choices focused on “Minimalist” and “Vivid” styles, the application should be developed toward a minimalist layout featuring sophisticated illustrations. An optimal solution involves designing the default interface in a minimalist style to serve the majority and ensure mindfulness, while offering personalization options for colors or vivid illustrations. Understanding this divergence in preferences not only ensures the application meets aesthetic criteria but also significantly contributes to improving stress treatment efficacy: a suitable interface allows users to easily enter a state of relaxation from the moment the application is opened.

Proposed Model and Detailed Interface Description for the Mindfulness-Based Stress Reduction Mobile Application

Figure 4. Illustration of the Mindfulness-Based Stress Reduction Mobile Application for Students



The proposal to develop a mindfulness-based stress reduction mobile application arises from students' strong intrinsic demand, with 67.2% of participants rating this solution as truly necessary. In a context where students frequently face a synergy of multiple pressures simultaneously, such as grades (68.0%) and career anxiety (61.4%), the application is positioned as a safe “digital space,” helping individuals actively self-regulate their emotions. Specifically, the application structure is designed to bridge the gap between awareness and action, where 69.6% of students are aware of mindfulness but only 4.4% practice regularly. By leveraging the characteristics of the “digital native” generation, the application not only provides knowledge but also thoroughly addresses barriers related to discipline and boredom in traditional practice.

Regarding aesthetics and user experience, the application realizes the desire for an interface that is both minimalist and healing. According to survey results, 43.7% of students prioritize a minimalist style with subdued tones to reduce distraction, while 34.3% desire vividness with cute illustrations. Consequently, the application uses neutral colors such as light moss green, beige, and gray as the main themes, combined with sophisticated graphic icons to create an appealing feeling from the moment of access. The login interface is designed to be simple and secure via phone number and password, meeting the demand for high privacy - an advantage that helps students avoid social stigmas when seeking psychological support. Furthermore, a friend connection feature is integrated to utilize social support resources, allowing users to message or use the “Reminder” button to motivate each other to practice together, transforming peer pressure into positive motivation.

To overcome the biggest barriers of boredom (37.6%) and lack of time (31.8%), the practice process in the application is designed with a flexible personalized roadmap. Before and after each lesson, users go through an “Emotion Survey” interface to self-assess their current state (happy, sad, tired, etc.) and concentration level. Exercises are presented as visual instructional videos with gentle audio, making it easy for users to approach without feeling dry or complicated. The integration of a progress bar and short exercise durations (approximately 5 minutes) allows users to practice even during breaks between classes, directly resolving the conflict between a hectic lifestyle and the need for mental therapy.

Sustainability in mental health care is reinforced through habit management tools and internal feedback. The “Settings” interface allows users to set fixed reminder times, creating a biological rhythm for disciplined training. In particular, the “Learning Journal” feature is integrated directly below each lesson video for users to record

and reflect on their own changes daily. Tracking progress through the journal helps overcome the “no immediate results” mindset (30.6%), creating a positive feedback loop that helps retain users long-term. Overall, the application is not merely a technical tool but a formal psychological intervention solution, combining scientific content with technological aesthetics to enhance the quality of school life for the younger generation.

CONCLUSION AND RECOMMENDATIONS

Research findings indicate an alarming state regarding students' current mental health, as individuals frequently face a synergy of multiple simultaneous pressures. Among these, academic pressure and insecurity concerning future career orientation are the primary drivers, creating a prolonged cycle of stress. Notably, while most students have attained an initial awareness of mindfulness methods, the disconnect between knowledge and practical action is substantial, as the regular practice rate remains at a modest 4.4%. Evidence suggests that students' current coping mechanisms are primarily passive, such as sleeping or browsing social media, while specialized skill-support tools like mobile applications have yet to be effectively utilized despite high learner demand.

The lack of structured support tools has led to high dropout rates in mindfulness practice, with major barriers related to feelings of boredom and difficulty concentrating. Contemporary students, characterized as “digital natives”, crave mental health solutions that are personalized, flexible, and convenient. This is substantiated by the fact that over 67% of participants evaluated the development of a mindfulness-based stress reduction mobile application as truly necessary. This is not merely a theoretical solution but a powerful intrinsic need aimed at bridging the gap between mere interest and sustainable mental health care habits among the youth.

Based on empirical analysis, the study proposes a development direction for a mobile application focused on solving three core problems: content appeal, time flexibility, and user experience refinement. Regarding features, the application should design practice roadmaps ranging from basic to advanced levels, integrating daily reminders to help students maintain discipline. Specifically, the proposed model emphasizes personalization through pre-lesson emotion surveys and tracking progress via electronic learning journals. Content is diversified through instructional videos and relaxation games, while also integrating a peer support network via friend-connection features to enhance engagement and practice motivation.

In terms of aesthetics and interface, the application is oriented toward a minimalist yet sophisticated style, utilizing subdued color tones and “healing” illustrations to create a tranquil space starting from the login step. The harmonious combination of scientific content and aesthetic interface will be the decisive factor in helping the application not only attract but also retain users throughout their long-term mental training journey.

Based on these research findings, the authors recommend that educators and technology developers view mobile applications as formal and effective psychological intervention methods for students. Serious investment is required in the quality of instructional content, from vocal delivery to lesson roadmaps, to eliminate technical barriers and create an emotional connection with users. Simultaneously, the popularization of mindfulness-based psychological therapies through digital media channels must be further intensified to close the “awareness gap” for students who have never accessed these methods. Implementing a comprehensive technological solution will play a vital role in enhancing mental health and the quality of life for the younger generation in the context of high-pressure modern living.

REFERENCES

1. Huberty, J., Green, J., Gladden, C., Ransdell, L., Davidson, C., Bull, S., & Stewart, D. (2019). Efficacy of the mindfulness meditation mobile app “Calm” to reduce stress among college students: Randomized controlled trial. *JMIR mHealth and uHealth*, 7(6), e14273. <https://doi.org/10.2196/14273>
2. Pham, H. Y. (2025). Factors affecting university students' mental health and support solutions. *Journal of Psychology and Education*.
3. Phan, C. P. (2020). Stress, anxiety, depression, and related factors among students of Hanoi University of Languages and International Studies in 2019 (Master's thesis, Hanoi Medical University). Hanoi Medical University Institutional Repository. <http://dulieuso.hmu.edu.vn/handle/hmu/1059>



4. National Assembly of the Socialist Republic of Vietnam. (2023). Law on Medical Examination and Treatment.
5. Prime Minister of Vietnam. (2021). Decision No. 1660/QĐ-TTg approving the School Health Program for the period 2021–2025.
6. Vu, X. H. (2025). Effectiveness of mindfulness-based stress reduction on mental health and academic performance among university students. *North American Journal of Psychology*, 27(1), 149–158.