

RESEARCH

Analysis on the influence of mental health education on career development planning for economics and management college students

Siyu Yang^{1*} and Chi Zhou²

¹School of Psychology, Qufu Normal University, Jining Shandong, China

²School of Management, Tianjin University of Technology, Tianjin, China

***Correspondence:**

Siyu Yang,
1007450996@qq.com

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As a mainstay of society, college students' mental health and career development plans complement each other and jointly determine their future development. The mental health status of college students affects their current learning tasks and also has a certain impact on their physical health. Career planning is a setting for every college student's future, which is related to their future employment development and prospects, and the level of achievement, which has a great impact on their deep self-analysis and self-development. Due to the concept that career planning and mental health are interdependent, this study empirically analyzes the relationship between career development planning and the mental health of college students based on the group of college students in economics and management. This analysis makes students' career planning and mental more healthy and sustainable. Specifically, this study uses the questionnaire survey method to collect data from 386 economics and management college students and conducts empirical analysis with the help of tools like Excel and Credamo. The results show that there is a significant positive correlation between the mental health level and the career planning level of these students. However, the major satisfaction of students has no significant correlation with their mental health and career planning levels. Therefore, it is suggested that society should create a good atmosphere for college students' career planning and mental health education. Colleges and universities need to carry out mental health education at specific stages, combine it with the employment environment and situation, and optimize the education to highlight the principal position of students. At the same time, students themselves should also actively participate in self-exploration and self-improvement activities to enhance their self-awareness and the ability to plan their careers.

Keywords: career planning, mental health, students in economics and management, employment development, empirical analysis

Introduction

With the shift of higher education from elite education to mass education, the number of college students is increasing continuously. The problem of college students' employment difficulty has become a focal issue of concern to the whole society. Although many colleges and universities have adopted various ways and new forms to improve the employment rate before graduation, and governments at all levels and all sectors of society have also paid great

attention to the employment issue of college graduates, the employment difficulties of college graduates are difficult to be fundamentally solved in a short time (1–3). Consequently, it is imperative that we conduct a thorough investigation into the issues pertaining to college students' employment. It is essential to integrate career planning throughout the entirety of university education and establish a comprehensive career planning system for college students. Over the past two decades, the mental health issues of college students have garnered significant societal attention and have

emerged as one of the focal areas of research within the field of psychology (4). Mental health is a crucial factor that influences college students' career planning and self-awareness. Only when in a healthy mental state can college students make accurate assessments and plans regarding their future and capabilities.

College students are in the transition period of their career life. During this stage, they form the concept of career planning, plan their career development direction, and strive to study and practice. At the same time, mental health is also an important influencing factor in college students' career planning. However, most students have not seriously considered what kind of work they are suitable for and in which fields they will develop in the future (5, 6). A large amount of data in recent years shows that the level of career planning and mental health of economic and management students is generally not very high, and there is a negative correlation between the two in most cases. That is to say, the higher the level of career planning of economic and management students, the fewer mental health problems (7–9). It can be seen that the level of career planning of economic and management students indirectly reflects their mental health status, and the correlation analysis of the two can be carried out based on this.

This study will start from the perspective of college students' career planning under the vision of mental health education (that is, career planning carried out in the interwoven career development framework, the fundamental task of which is to construct a complete personality, effectively adapt to society, and the ultimate goal is self-actualization). Data will be collected through the form of questionnaire surveys, and the empirical analysis method will be used to analyze the common psychological problems in the career planning of economic and management students and the relationship between the two. The psychological health problems exposed by college students in career planning are universal and diverse, including anxiety, irritability, inferiority, dependence, unclear employment choices, herd mentality, etc. Therefore, this study will propose effective solutions from three aspects: society, school, and individual, in a multi-level and multi-angle manner.

In conclusion, this study aims to emphasize the significance of mental health for the career planning of economic and management students, as well as the correlation between the two, through the analysis of actual data and conclusions drawn from previous research. By utilizing questionnaires to obtain a large amount of empirical data and conducting empirical analysis on their relationship, this study will elucidate and analyze the relationship between career planning and mental health among economic and management students as revealed by the empirical analysis. Accordingly, relevant suggestions and strategies will be proposed.

Literature review

Career planning is defined as the process of devising and designing one's future occupation and career trajectory. It encompasses the selection of career objectives, the establishment of rational strategies to attain these goals, and the ongoing adjustment and refinement of these career aspirations (10). Career planning education holds a pivotal position within the educational activities of college students. In the contemporary era, as societal demands for talent continue to escalate, the career competition faced by college students is also becoming increasingly intense. A meticulously crafted career plan can significantly facilitate the enhanced development and advancement of modern-day college students (11). Furthermore, during the formulation of career development plans for college students, the significance of mental health education cannot be overstated. The effective integration of these two elements can substantially enhance the employability and development of college students, thereby genuinely nurturing the high-quality, well-rounded talents that are in demand by society (12).

Research findings indicate that the direct causes of mental health issues among college students are the various pressures within the school environment, such as academic pressure, emotional stress, and competitive strain. Studies both domestically and internationally have shown that employment or job-seeking pressure is a significant source of psychological stress for college students (13). Particularly in China, with the gradual deepening of the reform of the higher education system, the employment system for college graduates has shifted from the previous state-controlled "unified allocation" to a "two-way selection" and "self-employment" model through the talent market (14). The new system has not only granted college students greater autonomy in job-seeking but has also brought them increased employment competition pressure. Due to the large-scale expansion of colleges and universities, regional economic development imbalance, and lagging employment concepts, the employment pressure on college students has become prominent (15). It is a unique phenomenon that exists in a specific group during a particular period. The employment pressure faced by contemporary college students is unprecedented. Paying attention to the employment pressure of college students, guiding them in employment through scientific research, alleviating employment pressure, and maintaining their physical and mental health is of great necessity (16). Career planning education and mental health education for college students are essential subjects in the education of college students in the new era. Integrating the content of mental health education into career planning education and organically combining the two can not only cultivate new job-seeking and employment concepts but also promote their psychological development and form good psychological and

moral qualities, which can also make the career planning of college students more perfect (17). Therefore, this study aims to investigate the close relationship between career planning and mental health among economics and management college students.

Career planning requires college students to conduct self-assessment, including understanding their own interests, abilities, and values. The question we often ask ourselves, "Who am I," reflects our confusion about ourselves. Once we are aware of our interests, values, abilities, and other characteristics, we will not hesitate excessively when faced with choices. This process of self-cognition helps to establish a positive self-image and has a positive impact on mental health. Goals are needed to be transformed into motivation, and motivation is the driving force for moving forward. As the ancients said, "One who plans ahead will succeed, and one who does not will fail" (18). Effective career planning can help economics and management college students clarify their career goals and development directions, which helps to reduce anxiety and stress caused by uncertainty about the future, thereby promoting mental health. Career planning involves making important career decisions. Through planning, economics, and management, college students can learn how to make wise choices, which helps to reduce stress and anxiety in the decision-making process.

Career planning assists college students in preparing for the future, encompassing academic choices, internship opportunities, and the development of vocational skills. Every individual exists within a specific social context, and adaptation is essential for survival. Understanding society facilitates the adoption of effective measures to acclimate to the environment (19). Such preparation helps to enhance confidence in facing future challenges and reduce psychological stress. A lack of clear career planning may lead to mental health issues, such as depression, anxiety, and self-doubt. Conversely, mental health problems can also impact an individual's career planning and decision-making capabilities.

Career planning typically involves seeking and utilizing a variety of resources, such as career counseling, mentorship guidance, and online resources. These support systems can enhance mental health, particularly when facing career challenges. By analyzing oneself and society, we can anticipate potential issues and dangers in the future. Through career planning, one can be "forewarned and forearmed," avoiding being caught off guard (20). Career planning requires college students to adapt to the ever-changing occupational environment. This adaptability is also an essential component of mental health.

Failure to properly address the employment psychological issues of college students will impede the resolution of their overall mental health issues, inevitably leading to various conflicts and ultimately exerting a negative impact on the harmony and stability of society (21). A healthy employment psychology is an essential safeguard for

facilitating the smooth employment of college students. Adverse employment psychology in college students not only affects their state and behavior during job-seeking at graduation but also determines whether they can competently fulfill their occupational roles and create value for society (22). Therefore, the formation of a healthy employment psychology in college students enables them to more objectively analyze their own realities and employment realities, thereby forming rational employment concepts. When confronted with employment issues, they can remain calm, face difficulties and setbacks head-on, learn from experiences and lessons, and thus secure employment opportunities and positions (23).

In conclusion, career planning and mental health are interrelated and complementary. A clear and goal-oriented career plan can enhance the mental health level of college students, while good mental health is the foundation for successful career planning. Therefore, while colleges and career counseling institutions provide career planning guidance and assistance to college students, they should also pay attention to their mental health status. It is essential to ensure that career planning guidance for college students is conducted on the premise of a healthy psychological state. This guidance should be accurate, tailored to the actual situation of the students, and targeted.

Statement of the problem and hypotheses

Problem proposition

Career planning refers to the process where an individual combines personal and organizational perspectives. Based on an assessment, analysis, and summary of both subjective and objective conditions of one's career, a comprehensive analysis and balance of one's interests, hobbies, abilities, and characteristics are conducted. Taking into account the characteristics of the era and in accordance with one's career inclinations, the optimal career goals are determined, and effective arrangements are made to achieve these goals. Career planning holds significant importance and impact for college students. It can help them discover their potential, enhance their personal strength, and accurately recognize their personality traits, as well as existing and potential resource advantages. This process aids in repositioning and continuous self-enhancement, establishing clear career development goals and ideals. It also enables college students to clarify their professional role images, enhance their career competitiveness, and stand out in fierce competition. Furthermore, it helps in establishing career ideals and fostering a correct career perspective, allowing college students to focus their efforts on pursuing their career ideals and achieving their life goals. In summary, career

planning plays a positive and propelling role in the personal development of college students.

Concurrently, the mental health of college students is of paramount importance for their future development. Our society is advancing at an unprecedented pace, with an accelerated rhythm of life. Consequently, mental health issues are garnering increasing attention, particularly the healthy psychological development of adolescents, which has become a focal point of societal concern. Possessing a sound mental state is crucial for the future life trajectory of college students.

Existing literature has conducted numerous studies on college students' career planning and mental health separately, and some research has also explored the relationship between the two. However, there is a relative lack of research specifically focused on the group of economics and management college students. Moreover, the current research has not fully investigated the mechanisms of the mutual influence between the levels of career planning and mental health, as well as how external environmental factors affect this relationship. To fill these research gaps and better assist college students in addressing mental health issues, this study proposes to use the questionnaire survey method to deeply explore the relationship between career planning and mental health among economics and management college students. The research questions of this study are as follows: First, what is the nature of the mutual influence between the levels of career planning and mental health? Second, is the mutual influence between the levels of career planning and mental health affected by other factors in the external environment?

Research hypotheses

The college students surveyed in this study, majoring in economics and management, come from different grades and a variety of majors. The questionnaire data reveal that each surveyed student has a different level of satisfaction with their major. Moreover, due to regional differences and the influence of distinct social cultures in each province, the surveyed students have varying goals and expectations for their career development plans. Therefore, this paper proposes the following hypotheses:

Hypothesis 1: There is a positive correlation between the level of career planning and the level of mental health among college students majoring in economics and management. That is, the higher the level of career planning, the better the mental health.

Hypothesis 2: The mutual influence between the level of career planning and the level of mental health is affected by each student's satisfaction with their major, and this influence is positive. In other words, the more satisfied the college students are with their major, the more pronounced the

positive correlation between the level of career planning and the level of mental health.

Empirical analysis

Survey and data analysis methods

The survey employed a self-developed questionnaire titled "Survey on Career Planning and Mental Health of Economics and Management College Students." The questionnaire focused on the career planning status, mental health conditions, and the relationship between the two among college students. For instance, the study might involve the extent of students' understanding of their own career interests and the job market, as well as the mental health issues they encounter in career planning, such as the clarity of employment choices, conformity mentality, anxiety, and impatience. The entire questionnaire consisted of 33 questions. A total of 386 questionnaires were collected, and the data were analyzed and visualized using Excel and Credamo.

This study adopts a combination of stratified sampling and random sampling methods. First, students majoring in economics and management are divided into four strata according to their academic years: freshmen, sophomores, juniors, and seniors. This ensures that students from each grade are included in the survey in a certain proportion so as to reflect the situations of students at different learning stages. Then, within each grade, students are classified by their majors, and a certain number of students are randomly selected from each major to distribute the questionnaires. In this way, the representativeness of the sample in different grades and majors is guaranteed, and the overall characteristics of students majoring in economics and management can also be reflected.

The survey participants are undergraduate students majoring in economics and management, including full-time regular undergraduates. It is required that students should be able to understand the content of the questionnaire and complete it independently. Students who cannot participate in the survey normally due to special reasons (such as long-term suspension or exchange study) are excluded, as well as those who, upon preliminary judgment, have severe cognitive or language expression disorders and cannot understand the questionnaire content and answer the questions properly.

The time span of this survey is two months. During this period, the distribution, collection, and preliminary organization of the questionnaires are completed. Within four weeks after the questionnaires are distributed, the questionnaires are continuously collected, and the returned questionnaires are promptly screened to eliminate invalid ones, preparing for the subsequent data analysis.

Ethical statement

This research adheres meticulously to the ethical guidelines governing academic studies. Prior to the commencement of data collection, participants were provided with comprehensive information regarding the research objectives, procedures, and potential implications. Their voluntary participation was ensured through a thorough process of informed consent, which involved a detailed explanation of all aspects of the study.

Throughout the data collection and analysis stages, strict measures were implemented to safeguard the privacy of the participants. All personal information was treated with the highest level of confidentiality, and data were anonymized to prevent any possibility of individual identification. This approach was designed to minimize potential risks and ensure that the research had no adverse impact on the well-being of the participants, thereby fully respecting and protecting their privacy rights.

Survey results

Research subjects

As can be observed from **Table 1**, the majority of participants in this survey were first and second-year students, accounting for 39.12% and 35.75%, respectively. Third-year students made up 24.35%, while fourth-year students constituted only 0.78%. Moreover, all the participants were from economic and management majors, with industrial engineering and business administration being the predominant ones. This distribution aligns well with the characteristics of the survey targeting college students in the field of economics and management.

As can be seen from **Table 2**, “Major Categories of Survey Respondents,” the economics and management majors of the surveyed students in this study cover multiple fields. Among them, the number of students majoring in “Business Administration” is the largest, reaching 111, accounting for 28.76%. The “Industrial Engineering” major follows closely, with 108 students, accounting for 27.98%. There are 38 students majoring in “Marketing,” accounting for 9.84%. For other majors such as “Big Data Management and Application,” “Logistics Management,” and “Insurance,” the

number of students is relatively small, each accounting for less than 10%. This distribution indicates that the surveyed students have a wide range of majors, but there are differences in the number of students in each major. Such differences may be related to factors such as the scale of major settings in different schools and students’ preferences for majors. It also reflects to some extent that in the fields of economics and management, the degree of attention of different majors among students varies.

Reliability analysis

As indicated in the **Table 3**, the overall Cronbach’s α coefficient was 0.7528, which suggested that the internal consistency among the items was satisfactory and the

TABLE 2 | Major categories of survey respondents.

Category	Frequency	Percentage (%)
Big data management and application	30	7.77
Logistics management	14	3.63
Insurance	12	3.11
Financial management	24	6.22
Engineering management	17	4.40
Engineering cost estimation	15	3.89
Business administration	111	28.76
Business administration (high-level sports team)	0	0.00
Business administration (Sino-Foreign cooperative program)	10	2.59
Industrial engineering	108	27.98
Industrial engineering (Sino-Japanese cooperative program)	7	1.81
Marketing	38	9.84
Total	386	1

TABLE 3 | Reliability analysis results.

Variable name	Corrected item-total correlation (CITC)	Cronbach’s α if item is deleted	Cronbach’s α
Feeling anxious in life	0.6297	0.6836	0.7528
Lack of self-confidence	0.708	0.6659	
Difficulty controlling emotions	0.6391	0.686	
Difficulty integrating into groups	0.6216	0.6875	
Lack of proactivity	0.6193	0.6908	
Feeling lost about the future	0.6549	0.6777	

TABLE 1 | Grade categories.

Category	Frequency	Percentage (%)
Freshman	151	39.12
Sophomore	138	35.75
Junior	94	24.35
Senior	3	0.78
Graduate	0	0.00
Total	386	1

reliability of the data was relatively ideal. That is to say, the overall data reliability met the standard and was suitable for subsequent analysis.

Mental health status

As discerned from the **Table 4**, over 45% of the respondents rated their personal mental health status in the range from 6 to 8. Only 9.07% of the respondents gave a rating of less than 4. Moreover, the average rating of the respondents was 5.23. This indicates that the majority of the respondents were relatively satisfied with their own mental health status.

Career planning

As shown in **Figures 1** and **2** below, 76.94% of the respondents made career plans for the future. Among them, 58.29% of the respondents considered their career plans to be somewhat clear, while 11.66% of the respondents reported that their plans were unclear or completely unclear. This result indicates that the majority of college students majoring in economics and management have formulated their own career plans and have a relatively clear understanding of these plans.

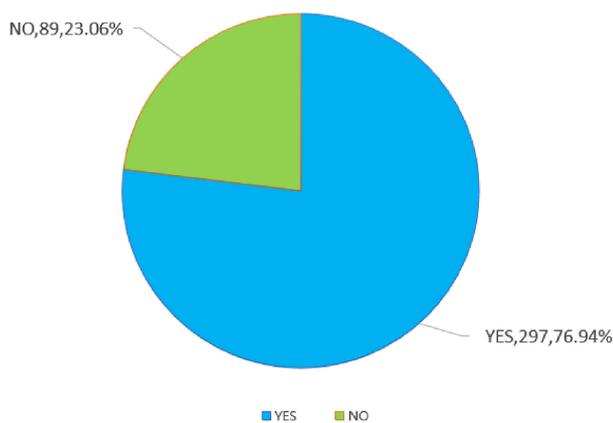


FIGURE 1 | Future career planning status of college students majoring in economics and management.

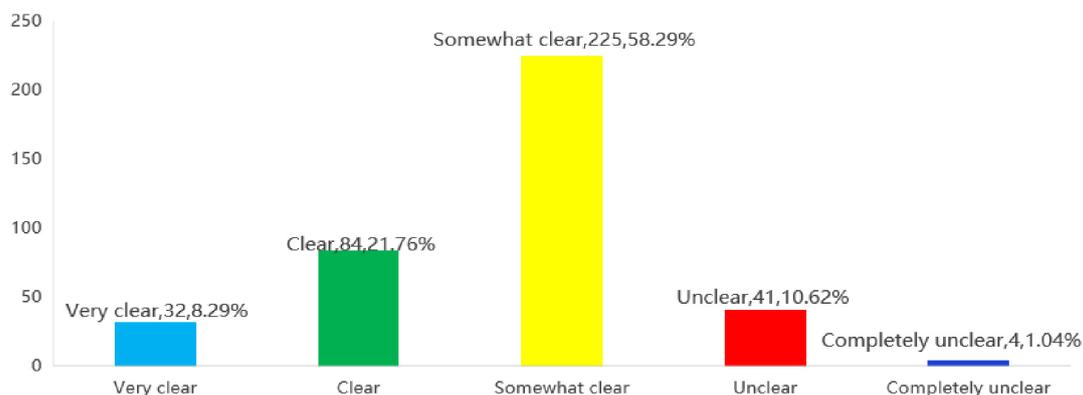


FIGURE 2 | Perception of career planning clarity among college students majoring in economics and management.

External factors affecting mental health

As observed from the **Table 5**, the factors affecting the mental health of the respondents, in descending order, are personal future prospects, academic performance, economic situation, interpersonal relationships, family environment, national future prospects, and romantic relationships. This indicates that the primary factor influencing the mental health of college students majoring in economics and management is personal future prospects.

Regression results

Regression analysis of mental health and career planning

As indicated in **Table 6**, the correlation coefficient between the mental health status of the respondents and unclear career planning is -0.5109 , with a p-value of 0.0256 . The correlation coefficient between the mental health status of the respondents and clear career planning is 0.4014 , with a p-value of 0.0198 .

A comprehensive analysis reveals that as the independent variable, career planning cognition, changes from unclear to very clear, the value of the dependent variable, mental health status, shows an increasing trend. Specifically, the lowest mental health status value corresponds to the condition where career planning is completely unclear, while the highest mental health status value corresponds to the condition of being very clear. Therefore, it can be concluded that among the subjects surveyed, the higher the degree of career planning cognition, the more likely the mental health status value is to be at a higher level. That is to say, there is a positive correlation between mental health status and the degree of career planning cognition.

Regression analysis of major satisfaction, career planning cognition, and mental health status

According to the results of the linear regression analysis, the R-squared value was only 0.012 as shown in **Table 7**. The coefficients and p-values of the independent variables

TABLE 4 | Psychological status score results of college students majoring in economics and management.

Sample size	Median	Mean	95% confidence interval	Standard deviation	Minimum	Maximum
386	5	5.26	[2.00,7.00]	1.42	1	7

TABLE 5 | Factors affecting mental health.

Option	Rank	Mean score	Score variance	1st	2nd	3rd	4th	5th	6th	7th
Economy	3	4.39	1.83	18.7%	10.9%	19.7%	16.1%	16.8%	11.7%	6.2%
Romance	7	2.40	1.65	2.3%	6.2%	4.1%	9.1%	14.8%	21.2%	42.2%
Interpersonal relationships	4	3.94	1.56	9.3%	6.5%	17.9%	23.6%	23.1%	17.1%	2.6%
Family	5	3.60	1.66	5.7%	8.8%	15%	20.7%	18.9%	21.5%	9.3%
Academics	2	5.20	1.45	17.4%	34.5%	19.9%	14%	9.1%	3.4%	1.8%
Personal future	1	5.61	1.58	36.3%	29.8%	15.5%	5.7%	4.7%	6%	2.1%
National future	6	2.87	1.99	10.4%	3.4%	7.8%	10.9%	12.7%	19.2%	35.8%

TABLE 6 | Regression results.

Parameter name	Coefficient	Standard error	t-value	p-value	[0.025	0.975]
Intercept	5.1938	0.0892	58.2353	0.0000	5.0185	5.3692
Unclear career planning	-0.5109	0.228	-2.2406	0.0256	-0.9592	-0.0626
Very unclear career planning	-3.1938	0.6778	-4.7123	0.0000	-4.5264	-1.8612
Clear career planning	0.4014	0.1716	2.3391	0.0198	0.064	0.7388
Very clear career planning	0.8374	0.2537	3.3004	0.0011	0.3385	1.3363

TABLE 7 | Regression results.

Parameter name	Coefficient	Standard error	t-value	p-value	[0.025	0.975]
Intercept	3.8378	0.3103	12.3668	0.0000	3.2276	4.448
Unclear career planning	0.066	0.2579	0.2557	0.7983	-0.4411	0.573
Very unclear career planning	1.319	0.7833	1.6839	0.093	-0.2211	2.8591
Clear career planning	0.0205	0.1944	0.1057	0.9159	-0.3616	0.4027
Very clear career planning	0.3187	0.2894	1.1011	0.2715	-0.2504	0.8877
Mental health status	0.0466	0.0568	0.8209	0.4122	-0.065	0.1582

indicate the extent and significance level of their impact on the dependent variable, major satisfaction. For the variables of career planning cognition levels, their respective coefficients and p-values show their relationships with the dependent variable, major satisfaction. In particular, the variables of “unclear” and “very unclear” career planning cognition did not demonstrate a significant impact on the dependent variable at the 0.05 significance level. As for the numerical variable of mental health status, with a coefficient of 0.047 and a p-value of 0.412, it is statistically insignificant in its influence on Q32 (which represents students’ major satisfaction). Overall, the Akaike Information Criterion (AIC) and Bayesian Information Criterion (BIC) of the model are 1431.215 and 1454.996, respectively, and the F-value is 0.892. This suggests that the overall model is

not robust. It can be concluded that there is no significant correlation between the major satisfaction of economics and management students and their career planning cognition as well as mental health status.

Research conclusions and policy recommendations

Research conclusions

This paper defines the levels of mental health and career planning among students majoring in economics and management and puts forward the research hypothesis that there is a positive correlation between the levels of career

planning and mental health among these students, as well as the mutual influence between the two levels is affected by each student's major satisfaction in a positive way. The paper employs (questionnaire survey method and statistical analysis method) to analyze 386 sample data and verify the research hypothesis. Finally, it analyzes the existing problems in mental health education for students in colleges and universities in the current society and puts forward corresponding policy suggestions.

Verification of the positive correlation between career planning and mental health

Through empirical analysis using Credamo, this paper demonstrates that there is a significant positive correlation between the levels of mental health and career planning among students majoring in economics and management; thus, Hypothesis 1 is established. In the data statistics, it is found that among the student group with clear and well-defined career plans, their scores on the mental health scale are generally high, while the indicators of negative emotions such as anxiety and depression are low. This indicates that a clear career plan can provide college students with a sense of psychological stability and direction, thus promoting the improvement of their mental health level.

Results of the correlation of professional satisfaction and directions for future research

According to the regression analysis results, it is found that the major satisfaction of students majoring in economics and management does not have a significant correlation with the levels of mental health and career planning. Therefore, further verification is needed for Hypothesis 2. However, considering that the sample selection in this study only covers some institutions, there may be sample limitations, which could lead to deviations in the results. Future research can expand the sample scope to cover economics and management students from different regions and different levels of institutions. Moreover, more accurate measurement tools and diverse research methods can be employed to conduct a more in-depth verification of this hypothesis.

Research discussion

Exploration of new findings

In the process of exploring the relationship between career planning and mental health among economics and management college students, this study has uncovered some new findings. On one hand, although most students rated their mental health status relatively high, in the survey of career planning clarity, more than 10% of the students had unclear or completely unclear career plans. This group of students may face more psychological pressure in the future, indicating that there is still room for improvement in current

career planning education in helping students clarify their plans. On the other hand, personal future prospects ranked first among the factors affecting students' mental health. This indicates that students attach great importance to their future career development, and there is a close connection between career planning and mental health, further highlighting the practical significance of this study on exploring the relationship between the two.

Association between research results and literature

Previous studies have pointed out the mutual influence between career planning and mental health. However, this study, focusing on economics and management students, found a significant positive correlation between their career planning and mental health, further verifying and refining the conclusions of previous studies. Meanwhile, the result that major satisfaction has no significant correlation with the two differs from the viewpoints in some studies that major identity affects career planning and mental health. This may be due to the limitations of sample selection or differences in the measurement methods of major satisfaction, providing new directions for future research.

Research questions raised

There are some unresolved issues in this study. First, as the data mainly come from the economics and management students of one university, the representativeness of the sample is limited, making it difficult to generalize the results to students from different regions and levels of institutions. Future research needs to expand the sample scope. Second, since this study used cross-sectional data, it is impossible to determine the causal relationship between career planning and mental health. Future research can adopt a longitudinal research design to explore this in depth. Third, this study did not deeply analyze the internal mechanism of how career planning affects mental health, such as the roles of mediating variables like cognition and emotion. Future research can explore these perspectives.

Research advantages and disadvantages

This study has some advantages. It uses a self-developed questionnaire to collect data in a targeted manner and analyzes the data with software such as Excel and Credamo, ensuring the scientific nature of data processing. At the same time, the research process adheres to ethical norms to protect the rights and interests of participants. However, there are also some disadvantages. In terms of the sample, the lack of data from multiple universities and regions may lead to result deviations. In terms of methods, this study does not comprehensively use a variety of research methods, such as interviews and experiments, making it difficult to deeply explore the underlying reasons behind the phenomena. The control of variables is not comprehensive enough. The

impacts of factors such as family and society on the research results have not been fully considered, which may interfere with the accuracy of the research conclusions.

Policy Recommendations

Construction of a mental health education system covering the entire college stage

Colleges and universities should carry out mental health education at specific stages. At the beginning of enrollment, it is necessary to start guiding students to plan for future study and work in advance and to implement it earnestly in the future. At the same time, this stage is also a period when students' psychological state is relatively good. Mental health education at this time helps students to have a preliminary understanding of the background of the times and the future working environment and assists them in establishing correct views on labor and career choice. Therefore, it is required that colleges and universities provide corresponding psychological education when students enter school and deepen it with the passage of time to ensure that mental health education is implemented in every stage of college students' career planning.

Precise mental health education integrated with employment realities

Colleges and universities should carry out mental health education in combination with the employment environment and situation. Career planning for college students is a preparatory part for future employment and personal prospects. College students' career development planning is made on the basis of fully considering their own abilities, personal interests, and other factors. Therefore, mental health education must be based on the career planning of college students and focus on solving the psychological problems that may arise when college students make career choices. Mental health education includes many aspects. In order to ensure that graduates have a good psychological state when seeking jobs, targeted education should be carried out, so that students can recognize their own strengths and weaknesses. Therefore, when carrying out mental health education for college students, it is necessary to start with factors such as the employment environment and situation, so that students can master certain self-regulation methods.

Optimization of the student-centered education mode

Colleges and universities should optimize mental health education and highlight the principal position of students. Optimize and improve the curriculum system of mental health education and college students' career development planning and education. Set up scientific models and

continuously innovate forms to ensure that there are both theoretical lectures and practical interactions, enhancing effectiveness. When colleges and universities carry out mental health education related to career choice and employment, they must start from the actual employment of students, optimize the content of mental health education, reduce the traditional transmission of theoretical knowledge, guide students to participate, enhance interactivity, be good at listening to students' voices, and do their best to help them solve problems.

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