

Research on the Collaborative Mechanism of Ideological and Political Education in Higher Education Institutions and Psychological Counseling for College Students' Employment from the Perspective of Moral Education and Talent Cultivation

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ABSTRACT Guided by the fundamental task of cultivating morality and nurturing talents, ideological and political education in universities and psychological counseling for college students' employment are important components of talent cultivation. The two systems are inherently compatible and complementary, jointly serving the goal of cultivating wellrounded socialist builders and successors. With intensifying employment competition, college students frequently experience employment-related psychological problems such as anxiety, inferiority, procrastination, avoidance, and frustration, which affect employment quality and physical and mental health. Ideological and political education provides value guidance, responsibility consciousness, and cognitive foundations for employment psychological counseling, while employment counseling focuses on regulating psychological states, strengthening psychological resilience, and improving job-seeking ability. This study analyzes the collaborative value, current difficulties, and operational logic of integrating these two systems from the perspective of moral education and talent cultivation. It constructs a full-chain collaborative mechanism involving value guidance, resource integration, team coordination, closed-loop process management, and evaluation feedback, aiming to bridge value education and mental health support in college employment guidance.

INDEX TERMS ideological education, employment counseling, psychological resilience, collaborative mechanism, higher education

I. INTRODUCTION

A. RESEARCH BACKGROUND AND SIGNIFICANCE

FACED with fierce employment competition, complex employment environment, cognitive biases, and insufficient abilities, more and more college students are experiencing various employment psychological problems, such as anxiety and confusion, inferiority complex and retreat, utilitarian restlessness, avoidance and procrastination, depression and frustration. Some students even experience psychological crises, which seriously affect their employment choices, job seeking behavior, and physical and mental health, and also pose severe challenges to talent cultivation in universities [1]. From the perspective of cultivating morality and talents, ideological and political education and psychological counseling for college students' employment

are not independent of each other [2-3].

This study is based on the fundamental task of cultivating morality and talents, integrating theories from multiple disciplines such as ideological and political education, psychology, sociology, and employment guidance. It systematically sorts out the inherent relationship, collaborative value, and collaborative logic between ideological and political education in universities and psychological counseling for college students' employment, constructs a scientific and perfect theoretical framework for collaborative mechanisms, enriches the theoretical system of cultivating morality and talents and innovative theories of ideological and political education in universities, fills the gap in current research on the collaboration between ideological and political education and psychological counseling for employment, and provides

theoretical references and paradigm references for similar research. At the same time, this study organically combines the value leading function of ideological and political education with the practical intervention function of employment psychological counseling, expands the practical dimension of ideological and political education and the ideological depth of employment psychological counseling, promotes interdisciplinary integration, and enriches the theoretical connotation of college students' mental health education and employment guidance [4].

B. TECHNICAL ROADMAP

This study follows the technical route of "theoretical foundation - current situation investigation - dilemma analysis - mechanism construction - path exploration - guarantee support - prospect summary", which progresses layer by layer and gradually deepens, ensuring clear research logic and complete content:

1. Preparatory stage: Clarify the research topic, review relevant literature and policies, define core concepts, review theoretical foundations, and develop research plans and plans;

2. Integrated Investigation and Analysis Stage: Utilize a mixed-methods approach involving a distributed questionnaire ($N = 500$) and semi-structured interviews with 20 career counselors. Statistical reliability will be verified using Cronbach's alpha ($\alpha > 0.8$) and exploratory factor analysis (EFA) to ensure data validity;

3. Dilemma and Cause Analysis Stage: Based on research data and case analysis, deeply analyze the core dilemma of collaborative development, and explore the underlying reasons for the dilemma (such as ideology, system, resources, team, etc.);

4. Mechanism construction stage: Based on the fundamental requirements of cultivating morality and talents and the actual situation of universities, clarify the principles and goals of building a collaborative mechanism, and construct a full chain collaborative mechanism;

5. Practical path design stage: Based on the collaborative mechanism, propose targeted practical paths to ensure the effective implementation of the collaborative mechanism;

6. Security system and outlook stage: Build a collaborative development security system, analyze future development trends, point out research shortcomings and future research directions;

7. Summary stage: Integrate the research content of the entire text, summarize the research conclusions, and form a complete research result.

C. RESEARCH INNOVATION POINTS

1. Theoretical innovation: Based on the fundamental task of cultivating virtue and talent, a full chain collaborative mechanism of "value guidance - resource integration - team collaboration - process closed-loop - evaluation feedback" has been constructed to systematically operationalize the 'Synergy Theory' within the specific context of employment

guidance, providing a structured cross-disciplinary framework that transforms scattered administrative practices into a verifiable theoretical model [5].

2. Perspective innovation: Breaking through the limitations of "single dimension" research, taking the perspective of cultivating morality and talent as the core, organically combining the value guidance function of ideological and political education with the practical intervention function of employment psychological counseling, realizing the coordinated efforts of "ideological guidance" and "psychological protection", breaking the phenomenon of "two skins" between the two, and expanding the research perspective of ideological and political education and employment psychological counseling.

II. CORE CONCEPTS AND THEORETICAL FOUNDATIONS

A. DEFINITION OF CORE CONCEPTS

The fundamental task of universities in the new era is to cultivate students' moral character, ideals, beliefs, sense of responsibility, and patriotism, with the core connotation of "putting moral character first and educating students as the foundation" [6]. This means adhering to the guidance of socialist core values, cultivating students' moral qualities, ideals, beliefs, sense of responsibility, and patriotism, and nurturing socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, aesthetics, and labor skills. Moral education' involves the internalization of socialist core values and ethical standards, aiming to transform external ideological requirements into the internal character and subjective consciousness of students; 'Nurturing talents' emphasizes talent cultivation, focusing on the professional ability, practical ability, psychological literacy, and comprehensive literacy of college students, promoting their comprehensive development and growth [7-9].

B. THEORETICAL FRAMEWORK CONSTRUCTION

Collaboration layer: Taking the ideological and political education system and the employment psychological counseling system as the two core entities, integrating their goals, content, resources, and teams, building a full chain collaboration mechanism, and achieving deep integration and collaborative efforts between the two;

Practical layer: Supported by a collaborative mechanism, through specific practical paths, the value guidance of ideological and political education and the practical intervention of employment psychological counseling are integrated into the entire process of college students' employment, alleviating employment psychological pressure, cultivating correct employment concepts, and enhancing employment competitiveness;

Value layer: Through the coordinated development of the two, achieve the diversified unity of "educational value, practical value, and social value", implement the fundamental task of cultivating morality and talents, promote high-quality employment of college students, and promote the

improvement of talent cultivation quality and social stability development in universities [10-11].

This theoretical framework runs through the entire text, providing clear theoretical guidance for the subsequent construction of collaborative mechanisms, practical path design, and guarantee system construction, ensuring the systematic and scientific nature of the research.

III. THE SYNERGISTIC VALUE OF IDEOLOGICAL AND POLITICAL EDUCATION AND PSYCHOLOGICAL COUNSELING FOR STUDENTS' EMPLOYMENT

A. INTRINSIC CORRELATION: HIGH ALIGNMENT OF GOALS, CONTENT, AND FUNCTIONS

1) Goal alignment: jointly serve the fundamental task of cultivating morality and talent

The core goals of ideological and political education in universities and psychological counseling for college students' employment are highly consistent, both centered around the fundamental task of cultivating morality and talents, and jointly serving the comprehensive development and growth of college students. Cultivate healthy employment psychology and good professional qualities, enhance employment competitiveness, guide college students to achieve employment smoothly, and realize the unity of personal value and social value, as shown in Table 1 below [12].

TABLE 1. Connotation and Fusion Dimension of Ideological and Political Education and Psychological Counseling

Fusion Dimension	Core Content	Educational Orientation	Collaborative Function
Goal Collaboration	Moral cultivation and all-round talent training	Foster correct values	Unify talent training objectives
Content Collaboration	Professional ethics, career planning and emotional adjustment	Combine ideology and mental health	Make up for single educational deficiency
Team Collaboration	Teachers, counselors and psychological counselors co-work	Joint participation in education	Integrate human resources advantages
Carrier Collaboration	Curriculum, practical activities and online platforms	Diversified educational penetration	Expand collaborative education channels

From the perspective of cultivating morality and talent, the goals of the two are highly compatible: on the one hand, ideological and political education provides ideological guidance for college students' employment psychology, helps them establish correct employment and career views, fundamentally alleviates employment psychological pressure, and avoids psychological distress caused by cognitive bias; On the other hand, employment psychological counseling provides a practical carrier for ideological and political education, making it more closely related to the actual employment and psychological needs of college students [13-14].

2) Content alignment: complement and support each other
The content of ideological and political education in universities and psychological counseling for college students' employment have strong complementarity and correlation. The two complement and support each other, forming a complete system of educational content [15]. The content

of ideological and political education covers ideal and belief education, patriotism education, collectivism education, professional ethics

education, integrity education, gratitude education, career outlook education, etc. It focuses on guiding college students to establish correct value orientation and career pursuit, clarify their own responsibilities and missions; The content of psychological counseling for college students' employment includes regulating employment psychological pressure, correcting cognitive biases, enhancing psychological resilience, training job seeking abilities, and providing career adaptation guidance, with a focus on helping college students solve practical psychological problems and skill gaps in the employment process [16].

Specifically, vocational ethics education and integrity education in ideological and political education can help college students establish correct professional ethics and avoid psychological problems caused by utilitarian and impetuous employment attitudes; Ideal and belief education can enhance college students' employment confidence and psychological resilience, helping them maintain a positive and optimistic attitude in the face of employment setbacks; Career oriented education can guide college students to have a correct understanding of their own strengths and weaknesses, establish reasonable employment expectations, and alleviate employment anxiety. The cognitive guidance in employment psychological counseling can help college students correct their erroneous employment cognition of "only education, only high salary, and only stability", which is in line with the value guidance requirements of ideological and political education; Psychological resilience training can help college students improve their ability to withstand pressure, better cope with employment setbacks, realize their personal value, and demonstrate the educational effectiveness of ideological and political education [17]. The two contents permeate and complement each other, forming an educational content system of "ideological guidance+psychological protection".

3) Functional compatibility: Collaborative efforts and mutual benefits

From the perspective of functionality, ideological and political education can fundamentally solve the ideological roots of college students' employment psychology problems, help them establish a correct employment concept through value guidance, and reduce the occurrence of psychological distress; Employment psychological counseling can solve specific psychological problems of college students in the process of employment, alleviate negative emotions. Employment psychological counseling helps college students regulate negative emotions after setbacks, enhance psychological resilience, and work together to help them smoothly overcome the shadow of setbacks and achieve synchronous improvement in ideological growth and psychological maturity [18-20].

B. COLLABORATIVE VALUE: THE MULTI DIMENSIONAL UNITY OF THEORY, PRACTICE, AND EDUCATION

Ideological and political education focuses on cultivating college students' ideal beliefs, sense of responsibility, and moral qualities, helping them establish correct value orientations, clarify their own responsibilities and missions; Employment psychological counseling focuses on cultivating college students' psychological resilience, emotional regulation ability, and career adaptation ability, helping them maintain a healthy psychological state and enhance their employment competitiveness. By working together, the two can achieve a comprehensive improvement in the ideological and political qualities, psychological literacy, professional competence, and professional abilities of college students, help them establish correct employment, life, and values, cultivate a positive attitude towards life, enhance their sense of social responsibility and mission, and grow into a new generation of people with both morality and talent, mental health, and courage to take on responsibilities, contributing to the development of the country and social progress.

C. THE CORE LOGIC OF COLLABORATIVE DEVELOPMENT: VALUE GUIDANCE AS THE CORE, COLLABORATIVE EFFORTS AS THE PATH, AND EDUCATIONAL EFFECTIVENESS AS THE GOAL

Value guidance is the core of collaborative development. Through education on ideals and beliefs, as well as values, ideological and political education guides college students to establish correct employment, career, and value perspectives, fundamentally alleviating employment psychological pressure and providing ideological support for employment psychological counseling; Collaborative efforts are the path of collaborative development. By integrating resources, improving mechanisms, and optimizing processes, the two can break the situation of "fighting on their own", achieve goal synergy, content synergy, team synergy, and resource synergy, and form a joint force for educating people; The effectiveness of education is the goal of collaborative development. Through the joint efforts of the two, it helps college students alleviate employment psychological pressure, solve employment psychological problems, enhance ideological and political qualities, psychological literacy, and employment competitiveness, promote the comprehensive development of college students, and implement the fundamental task of cultivating morality and talents.

IV. ANALYSIS OF CURRENT SITUATION, CHALLENGES, AND CAUSES

A. RESEARCH ON THE CURRENT STATUS AND BASIC ACHIEVEMENTS OF COLLABORATIVE DEVELOPMENT

With the advancement of the fundamental task of cultivating moral character and highlighting the psychological problems of college students' employment, more and more universities have realized the importance of the coordinated development of ideological and political education and employment psychological counseling, and the awareness of

collaboration has begun to awaken. While initial pilot explorations in some universities have begun to challenge the traditional silos of ideological education and psychological counseling, these efforts remain localized and transitional. On a broader systemic level, the shift from 'independent operation' to 'synergetic integration' is still in its infancy, facing significant structural resistance. For example, integrating employment psychological counseling content into ideological and political theory courses and curriculum ideological and political education, conducting "ideological and political+psychological" theme lectures and practical activities, establishing communication mechanisms between ideological and political teachers, mental health teachers, and employment guidance teachers, and promoting their collaborative work, as shown in Table 2 below.

TABLE 2. Current Situation Classification of College Students' Employment Psychological Problems

Psychological Problem Type	Specific Manifestation	Occurrence Ratio	Main Influencing Factors
Employment Anxiety	Worry about competition, unclear career planning	High	Employment pressure, self-cognitive deviation
Inferiority and Escape	Fear of interview, avoid job hunting passively	Medium	Ability deficiency, negative self-evaluation
Utilitarian Mentality	Blind pursuit of high salary and stable posts	Medium	Social atmosphere, family expectation
Frustration Depression	Low self-esteem after job failure, emotional loss	Low	Frustration tolerance, psychological resilience

B. CORE CHALLENGES FACED BY COLLABORATIVE DEVELOPMENT

Although the coordinated development of ideological and political education in universities and psychological counseling for college students' employment has achieved initial results, overall, the two still face many difficulties in their coordinated development, and a perfect collaborative mechanism has not yet been formed. The joint force of educating people is difficult to fully exert, mainly reflected in the following five aspects: The collaborative team is the core support for the coordinated development of ideological and political education and employment psychological counseling. However, the current construction of collaborative teams in universities lags behind, with insufficient professional capabilities, making it difficult to meet the needs of collaborative development. Firstly, the team structure is unreasonable, with an imbalance in the ratio of ideological and political teachers, mental health teachers, and employment guidance teachers. Some universities have insufficient numbers of mental health teachers and employment guidance teachers, making

it difficult to carry out regular collaborative work; Secondly, there is a lack of professional competence, and most ideological and political teachers lack systematic knowledge and skills in psychological counseling, making it difficult to carry out effective employment psychological counseling work; Most mental health and employment guidance teachers lack systematic ideological and political education theory training, making it difficult to integrate value guidance into the entire process of psychological counseling and

employment guidance; As an important force in collaborative work, counselors lack systematic ideological and political education, psychological counseling, and employment guidance training, and their professional abilities need to be improved; Thirdly, there is a lack of normalized training and communication mechanisms, and there is a lack of effective training, communication, and discussion among collaborative teams, which makes it difficult to enhance collaborative work abilities and form a collaborative education force, as shown in Table 3.

TABLE 3. Dilemmas and Root Causes of Collaborative Development

Collaborative Dilemma	Specific Performance	Deep Root Cause	Restriction Impact
Weak Collaborative Awareness	Separate management and independent work	Deviation of educational concept	Form two-skin phenomenon
Fragmented Content Integration	Superficial superposition and lack of depth	Lack of overall top-level design	Reduce targeted education effect
Backward Team Construction	Insufficient compound professional ability	Imperfect talent training system	Restrict collaborative service quality
Inadequate Support Guarantee	Shortage of funds, venue and system	Unreasonable resource allocation	Hinder long-term mechanism operation

C. DEEP CAUSE ANALYSIS OF THE DIFFICULTIES IN COLLABORATIVE DEVELOPMENT

In depth analysis of the above difficulties reveals that their underlying causes are mainly reflected in five aspects: ideological understanding, institutional design, resource allocation, team building, and external environment, as follows:

The fundamental reason for the dilemma of collaborative development is the deviation in ideological understanding. On the one hand, there is a deviation in the educational philosophy of some universities, which overly emphasizes the cultivation of professional abilities and employment rates of college students. It has not been included in the overall planning of talent cultivation in universities, resulting in a lack of top-level design and overall arrangement for collaborative work; On the other hand, there are deviations in the educational philosophy of some teachers, and ideological and political teachers place too much emphasis on theoretical indoctrination, neglecting the psychological needs and practical employment of college students.

V. CONSTRUCTION OF MECHANISM

A. PRINCIPLES AND CORE OBJECTIVES OF COLLABORATIVE MECHANISM CONSTRUCTION

1) Construction principles

To ensure the scientificity, systematicity, operability, and effectiveness of the collaborative mechanism, based on the fundamental task of cultivating morality and talents, and combined with the actual situation of universities and the psychological needs of college students' employment, the construction of the collaborative mechanism must follow the following five principles:

The construction of collaborative mechanisms must adhere to the principle of putting people first, fully respecting the subject status of college students, and based on their employment psychological needs and growth and development needs, improve their ideological and political qualities,

psychological literacy, and employment competitiveness, and promote their comprehensive development.

Furthermore, the mechanism necessitates deep collaborative linkage to dissolve departmental silos and foster resource synergy, break down the boundary barriers between various departments and entities within universities, integrate relevant resources such as ideological and political education, employment psychological counseling, and employment guidance, promote the collaborative efforts of ideological and political teachers, mental health teachers, employment guidance teachers, counselors, and other multiple entities, achieve goal synergy, content synergy, team synergy, resource synergy, and process synergy, and form a collaborative pattern of "full staff education, full process education, and all-round education".

In terms of execution, emphasizes must be placed on practicality and operability to prevent the framework from becoming a mere administrative formality, based on the actual situation of universities, combined with the psychological characteristics and employment needs of college students, to build a scientific, perfect, and practical collaborative mechanism, clarify the division of responsibilities, work processes, and operational norms of each subject, ensure that the collaborative mechanism can truly be implemented and effective, avoid "empty generalization" and "formalism", and effectively improve the effectiveness of collaborative education. Finally, recognizing that the employment landscape is fluid, the system must incorporate a principle of dynamic optimization to maintain its long-term relevance. Based on the development of the times, changes in the job market, changes in the psychological needs of college students for employment, and the actual effectiveness of collaborative development, the content, process, and guarantee measures of collaborative mechanisms should be adjusted in a timely manner. The collaborative mode should be continuously optimized to enhance the effectiveness of collaborative education and achieve the continuous improvement and development of collaborative mechanisms.

2) Core Objectives

Guide college students to establish a correct worldview, outlook on life, and values, strengthen their ideals and beliefs, cultivate patriotism and sense of responsibility, establish correct employment, career, and career perspectives, correct utilitarian and impetuous employment cognition, enhance employment confidence and social responsibility, and consciously combine personal career development with national development and social needs.

Assist college students in alleviating employment psychological pressure, resolving psychological distress such as employment anxiety, inferiority complex, confusion, procrastination, depression, correcting cognitive biases, enhancing psychological resilience, emotional regulation ability, and psychological adjustment ability, cultivating healthy employment psychology and positive attitude towards life,

and helping college students face employment competition with a healthy and positive mindset.

Helping college students enhance their employment competitiveness, including career planning ability, job seeking skills, communication ability, adaptability, etc., guiding college students to clarify their career goals, plan their career reasonably, improve their job seeking success rate, and achieve the unity of personal value and social value.

Enhancing the quality of talent cultivation, implementing the fundamental task of cultivating morality and promoting the comprehensive development and high-quality employment of college students.

B. CORE COMPONENTS OF COLLABORATIVE MECHANISM: ORGANIC INTEGRATION OF FIVE MAJOR MECHANISMS

Based on the fundamental task of cultivating morality and talents, combined with the principles and core goals of building collaborative mechanisms, five core mechanisms are constructed: “value leading mechanism, resource integration mechanism, team collaboration mechanism, process closed-loop mechanism, and evaluation feedback mechanism”. This loop operates through a four-stage cycle: ‘Diagnostic Identification’ of student needs, ‘Collaborative Intervention’ via integrated platforms, ‘Dynamic Monitoring’ of psychological shifts, and ‘Optimized Adjustment’ of educational strategies based on outcome data, ensuring no counseling gap remains unaddressed. The five mechanisms are interrelated, mutually supportive, and organically integrated, forming a full chain and systematic collaborative development system, as shown in Table 4 below.

TABLE 4. Composition and Operation Mode of Collaborative Mechanism

Core Mechanism	Main Responsibility	Operation Mode	Implementation Effect
Value Guidance Mechanism	Correct employment view and ideal belief education	Curriculum penetration + thematic education	Eliminate cognitive errors fundamentally
Resource Integration Mechanism	Curriculum, venue and fund sharing	Overall planning and unified allocation	Realize complementary resource advantages
Team Coordination Mechanism	Regular communication and joint training	Multi-subject joint counseling	Improve comprehensive service ability
Evaluation Feedback Mechanism	Effect monitoring and dynamic adjustment	Regular assessment and data analysis	Promote continuous optimization of mechanism

1) Value driven mechanism: the core orientation of collaborative development

The value driven mechanism is the core of the collaborative mechanism, responsible for providing ideological and value guidance for the coordinated development of ideological and political education and employment psychological counseling, ensuring that the two always revolve around the fundamental task of cultivating morality and talents. This includes the following aspects:

Career concept and career concept, correct the wrong cognition of “only education, only high salary, only stability”, establish a rational employment concept of “employment first, then career choice, and then entrepreneurship”, guide college students to correctly understand their own advantages and disadvantages, set reasonable employment expectations,

and alleviate employment anxiety and psychological pressure caused by high employment expectations.

Integrating professional ethics education, integrity education, gratitude education, and responsibility education into the entire process of ideological and political education and employment psychological counseling, guiding college students to cultivate good moral qualities and professional qualities, establish the concept of integrity employment, responsibility employment, and gratitude employment, cultivate the professional spirit of love for work, hard work, and innovation, help college students adhere to the moral bottom line in the employment process, enhance their professional competitiveness and social recognition.

2) Resource Integration Mechanism: Material Support for Collaborative Development

The resource integration mechanism is the material support of the collaborative mechanism, responsible for integrating various resources of ideological and political education and employment psychological counseling, realizing resource sharing, complementary advantages, avoiding resource waste, and providing solid material guarantee for collaborative development. It specifically includes the following four aspects:

Coordinate the planning of ideological and political education venues, mental health education venues, and employment guidance venues in universities, establish a “collaborative counseling center”, and achieve venue resource sharing; Integrate psychological counseling equipment, employment guidance equipment, ideological and political education equipment, etc., to provide equipment support for collaborative counseling, group activities, individual counseling, and other work, and improve the efficiency and quality of collaborative work. Integrate special funds for ideological and political education, mental health education, and employment guidance, establish a special fund for the coordinated development of “ideological and political+psychological+employment”, manage and coordinate its use, and focus on collaborative curriculum development, collaborative activity development, collaborative team training, resource construction, and other work; At the same time, actively seek social funding support, broaden funding sources, and provide sufficient funding guarantees for collaborative development.

VI. CONCLUSION

Based on the fundamental task of cultivating virtue and talent, this article systematically explores the collaborative mechanism between ideological and political education in universities and psychological counseling for college students’ employment. It clarifies the internal logic of the two’s goal alignment, complementary content, and functional interconnection, and analyzes the current practical problems such as weak collaborative awareness, incomplete mechanism system, insufficient team capacity, and fragmented resource integration. Research has shown that

the value guidance of ideological and political education is fundamental to resolving employment cognitive biases, and employment psychological counseling provides a practical carrier for the implementation of ideological and political education. The deep integration of the two is the key to implementing comprehensive education, alleviating the psychological crisis of college students' employment, and improving the quality of talent cultivation. This article proposes an integrated collaborative mechanism from the dimensions of value guidance, resource integration, team building, process closure, and evaluation feedback, and puts forward targeted practical paths and diverse guarantee strategies. In the future, universities need to continue to strengthen the concept of collaborative education, improve institutional design, optimize resource allocation, build a composite education team, continuously promote the normalization and systematic integration of ideological and political education and employment psychological counseling, help college students shape a healthy employment mentality, establish correct professional values, and achieve dual empowerment of physical and mental health development and high-quality employment.

AUTHOR CONTRIBUTIONS

Haojie Ma designed, collected and analyzed the data, and drafted the manuscript. Haojie Ma conducted the study, critically revised the manuscript for important intellectual content, and gave final approval of the version to be published. Haojie Ma participated fully in the work, take public responsibility for appropriate portions of the content, and agreed to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

CONFLICTS OF INTEREST

The author declares no conflict of interest.

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