

# The Role of the Coupling of Educational Economic Management and Mental Health Education in the Psychological Construction of Student Movement

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## Abstract

Sports can help students better understand their strengths in various aspects, make appropriate and objective evaluations of their abilities, personalities, and strengths, and avoid harsh and unreasonable delusions. They can also develop their own potential and experience the value of their existence. In order to carry out mental health education in physical education teaching and truly promote students' physical and mental health. This paper check the role of the coupling of educational economic management and mental health education in the psychological construction of student activism. A total of 300 questionnaires were distributed and 295 valid questionnaires were retrieved Based on a sampling survey of the psychological status of economic and management graduate students in some universities in city A, a comprehensive analysis, subgroup analysis, and internal structure analysis of the psychological status of economic and management graduate students were conducted using the Symptom Checklist 90 (SCL-90); The reasons for the psychological problems of graduate students in the field of economic management are the free and relaxed learning environment, the biased nature of the subject towards "literature", the abstract content of the subject, and the lack of mental health education for graduate students; The psychological health education for graduate students majoring in economic management should follow the principles of respect, timeliness, cooperation, prevention first, and differentiation, fully attach importance to psychological health education, establish and improve psychological prevention and emergency mechanisms, and do a good job in psychological health monitoring. Grasp the interrelationship between physical education teaching and mental health education, constantly update educational concepts, change teaching methods, and actively promote mental health education in physical education teaching.

**Keywords:** Educational Economic Management; Mental Health Education Student Movement; Effect.

## Introduction

Psychologist Ingres believes that mental health refers to a continuous psychological state in which the subject can adapt well, have the vitality of life, and fully exert its physical and mental potential. The representative point of view of domestic scholars is that mental health refers to the normal or good level of individual's general adaptability, self-satisfaction, interpersonal role playing, intelligence, positive attitude towards others, creativity, autonomy, maturity, self-beneficial attitude, self-control of emotions and motivations, etc. Various research and survey data indicate that the psychological health problems of adolescent students are becoming increasingly serious at this stage. Among them, interpersonal sensitivity, behavioural abnormalities, and psychological tolerance disorders are more common, and some phenomena include depression, anxiety, weariness of learning, and suicide (Winter et al., 2022). According to relevant literature reports, about 32% of adolescents have different

levels of mental health problems. Further investigation of these students has found that there are significant weaknesses in their psychological quality, such as weak resilience, willpower, crisis awareness, and collaborative spirit. The main reason for the above phenomenon is that with the increasing demand for knowledge talents, society and families have focused on students' academic performance, while ignoring the cultivation and education of students' ideological, moral and psychological qualities. Most schools also emphasize the cultivation of students' intellectual factors, while ignoring the cultivation of non-intellectual factors (Croce & Pritchard, 2022). In addition, the popularization of mental health education in schools is insufficient or not universal, and students lack necessary psychological guidance (Reinke et al., 2011; Wells, Barlow, & Stewart-Brown, 2003). As a result, some students have relatively poor psychological quality, weak ability to adjust their mentality, and difficulties and setbacks can easily lead to psychological diseases (Ying, 2017). At the same time, the increasing number of only children in China and the

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excessive indulgence of parents prevent many of the students' willpower qualities from being better exercised. Ambition, negative thinking, and backward behaviour are common psychological problems among them. If positive education is not carried out among students in a timely manner, it will have a very bad impact on the formation of their world outlook, outlook on life, values, etc., which is also a major impact on the cultivation of qualified talents in the new century. Therefore, strengthening mental health education in physical education is a necessary requirement for promoting students' all-round development, implementing quality education, and comprehensively improving students' quality and comprehensive professional ability (Hao, Sbeih, & Shibly, 2021; Jerusalem & Klein Hessling, 2009). With the increasingly fierce social competition, graduate students are facing more and more pressure in the process of learning and employment. The imbalance between expectations and reality causes more and more graduate students to have psychological problems, showing various abnormal psychological states. Figure 1 is the framework of educational psychology. However, mental health education for graduate students is generally lacking in universities (Brown, 2016). In this situation, it is particularly important to investigate and study the psychological status of graduate students. There are many differences between economic management graduate students and other graduate students in learning and life. There are many differences in learning and life between graduate students majoring in economic management and those in other disciplines. Based on previous discussion, study objective is to check the role of the coupling of educational economic management and mental health education in the psychological construction of student movement. For this purpose, study conducted a sampling survey and in-depth analysis of the psychological status of graduate students majoring in economic management in some universities in City A.

The research findings indicates the coupling of educational economic management and mental health education holds immense significance in shaping the psychological construction of the student movement. By integrating economic management principles into the educational system, institutions can optimize resource allocation, reducing financial stress on students and fostering a supportive learning environment. Concurrently, providing mental health education equips students with vital coping skills and emotional resilience, leading to enhanced well-being and academic performance. This holistic approach enhances student engagement, retention, and satisfaction, ultimately empowering students to become advocates for mental health awareness and

support. The long-term societal impact is profound, as a generation of emotionally intelligent and empathetic individuals emerges, poised to contribute positively to society. Moreover, breaking stigmas surrounding mental health and promoting open dialogue ensures students can seek help without fear of judgment.

The study was organised into five main sections: the first chapter introduces the study, followed by the second chapter which delves into the existing literature, the third chapter explains the research methodology, the fourth chapter presents the data analysis and interpretation, and finally, the fifth chapter provides a comprehensive discussion and conclusion of the findings.

## Literature Review

Psychology is the foundation for the formation and stability of moral emotions. Physical education classroom teaching should start with creating a good psychological activity atmosphere and cultivating students' moral emotions (Oh & Song, 2021; Simonton, Richards, & Washburn, 2021). A relaxed and joyful teaching atmosphere is conducive to reducing students' psychological pressure, cultivating students' cheerful, enthusiastic, honest, and helpful moral emotions. Conversely, such good moral emotions can promote students' physical and mental health (Siphai, 2015). Utilize the characteristics of physical education classes to enable students to experience the joy of competition and cooperation in adversarial and cooperative learning, cultivate students' awareness of participating in competition and cooperation under rules, and develop the ability to correctly handle interpersonal relationships. The creator of this situation is the teacher, and the maker of activity rules is also the teacher. Therefore, teachers should pay attention to their own role in the teaching process, and cannot violate activity rules just because they are the controller of the activity. Only by correctly using rules to carry out activities can teachers establish their credibility, create a fair atmosphere of judgment and competition, and provide a good atmosphere for students' mental health education.

As student activism continues to disrupt campuses, people are beginning to worry about the psychological health costs of activism oriented citizen participation. Conner, Crawford, and Galioto (2023) conducted in-depth interviews with 42 self-identified student activists from around the United States to examine how activists described the impact of their radicalism on their mental health. Although less than one-third of respondents believe that this is a positive impact, 60% of respondents point out that it has a negative impact on their mental health. Nevertheless, these interviewees are still committed to

continuing their positive actions. Four factors have emerged in the reflection of activity participants on their mental health. Although these factors are not responsible for positive mental health outcomes, they do help offset the stress, fatigue, and guilt associated with the activity. These four factors include social capital or connections with others, a sense of purpose, influencing change, self-care, and collective care (Conner et al., 2023). Stigmatization and negative attitudes towards patients with mental illness are often found among nursing students. Interventions targeting stigmatization of mental illness are key factors in changing this situation. The purpose of Gu et al. (2021) is to examine the impact of role-playing and real-world exposure to mental and mental health education on the stigmatization of psychiatric patients by Chinese nursing students. Using a single group pre-test and post-test research design, a total of 373 students were recruited and 343 completed the course. We incorporate role-playing and patient contact into routine mental and mental health education. After the end of education, students had a positive change in their sense of stigma towards mental illness patients (pre-test average

score of stigma: 53.77, post-test average score of stigma: 49.01, 95% CI: 2.63-6.87), and their willingness to take care of mental illness patients also significantly increased (pre-test average score: 5.45, post-test average score: 7.38, 95% CI: 2.22-1.65) (Gu et al., 2021).

Based on current research, in order to carry out mental health education in physical education teaching and truly promote students' physical and mental health. This paper puts forward the role of the coupling of educational economic management and mental health education in the psychological construction of students' Activism. Based on a sampling survey of the psychological status of graduate students in economic management at some universities in A city, a comprehensive analysis, subgroup analysis, and internal structure analysis of the psychological status of graduate students in economic management were conducted using Symptom List 90 (SCL-90). Based on previous discussion, this study proposed countermeasures to strengthen the psychological health education of graduate students majoring in economic management (Pokhilenko et al., 2021).

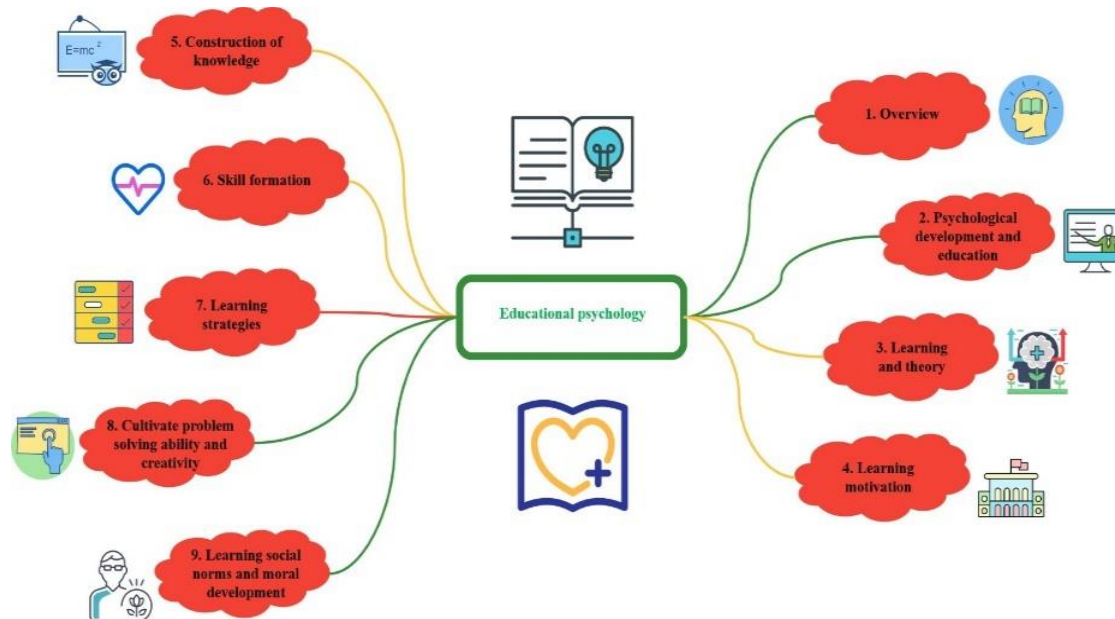


Figure 1. Framework of Educational Psychology.

## Methodology

In 2022, the author conducted a sampling survey on the psychological status of graduate students majoring in economic management in some universities in City A, using the Symptom Checklist 90 (SCL-90). This scale is one of the most famous mental health testing scales in the world, and is currently the most widely used outpatient examination scale for mental disorders and mental disorders; This table assesses whether a person has certain psychological symptoms and their severity from

multiple perspectives such as sensation, emotion, thinking, consciousness, behaviour, lifestyle, interpersonal relationships, diet, and sleep. It has a good ability to distinguish between people with psychological symptoms (that is, they may be at the edge of psychological disorders). The test includes 90 self-assessment items and 9 test factors - somatization, obsessive compulsive symptoms, interpersonal relationships, depression, anxiety, hostility, terror, delusion, and psychosis (Garvey et al., 2022).

In this survey, a total of 300 questionnaires were distributed and 295 valid questionnaires were retrieved; The sample

school is randomly selected from 10 universities in A; Among them, some non-economic management graduate students were randomly selected, including materials, biology, humanities and forestry. In the effective questionnaire, there are 232 economic and management samples, accounting for 78.64% of the total number of samples; There are 63 non-economic management samples, accounting for 21.36% of the total number of samples. Among the 295 samples, there are 118 male students and 177 female surnames. There are significantly more female students than male students, which is consistent with the overall gender status of graduate students in economic management (see [Table 1](#) for details).

**Table 2***Grade Distribution of the Sample*

Grade	Postgraduate Year 1	Postgraduate Year 2	Postgraduate Year 3	Total
Number of people	155	114	26	295
Proportion	52.54	38.64	8.82	100

In the investigation and analysis, we found that the psychological status of graduate students majoring in economic management presents the following characteristics. The overall psychological status is worse than the national norm: [Table 3](#) shows that in the Symptom Checklist SCL-90 test, except for the three test factors of terror, delusion, and psychosis, there are no significant differences between economic management graduate students and the national adult norm, other factors and total average scores are different from the national norm, and are significantly higher than the national adult norm. This indicates that the psychological quality of economic management graduate students is lower than the national adult level.

**Table 3***Comparison of SCL-90 Factor Scores and Total Mean Score*

Item	Graduate Student in Economic Management		Domestic Conventions		T Value
	Mean	SD	Mean	SD	
Somatization	1.45	0.42	1.37	0.48	3.17
Force	1.67	0.63	1.62	0.58	2.32
Interpersonal relationship	1.79	0.48	1.65	0.51	7.65
Depressed	1.62	0.48	1.5	0.59	3.52
Anxious	1.44	0.47	1.39	0.43	2.2
Hostility	1.60	0.55	1.48	0.56	2.74
Terror	1.21	0.45	1.23	0.41	0.45
Delusion	1.45	0.53	1.43	0.57	1.98
Mental disease	1.27	0.49	1.29	0.42	1.35
Other	1.37	0.53	-	-	-
Total Average Score	1.49	0.44	1.44	0.43	2.64

**Table 1***Gender Distribution of Samples*

Gender	Male	Female	Total
Number of people	118	177	295
Proportion	40%	60%	100%

From the perspective of grade structure, the sample objects are mainly concentrated in Grade One and Grade Two, while the proportion of Grade Three students is relatively small (see [Table 2](#) for details). The reason is that the survey was conducted at the end of June, and most of the third grade students have left school.

In the analysis of the "Symptom Checklist SCL-90Q", it is usually used to indicate whether there is a possibility of mental illness by being positive or not. Compared with the psychological status of non-economic management graduate students (see [Table 4](#) for details), the number of economic management graduate students who tested positive on the Symptom Checklist SCL-90 accounted for 30.17% of the total sample number, while the number of non-economic management graduate students who tested positive accounted for only 15.87% of the total sample number. In other words, the psychological status of graduate students in economic management is worse than that of graduate students in other disciplines ([Matsuno et al., 2022](#)).

**Table 4**

*Comparison of Positive Indicators*

Dew3	Graduate Student in Economic Management	Non-Economic Management Graduate Student	Total
Number of positive people	70	10	80
Total number of people	232	63	295
Proportion	30.17%	15.87%	27.12%

The economic management graduate student subgroup refers to different groups of economic management graduate students, which can be divided into different subgroups based on different criteria such as age, gender, grade, and discipline. This article selects the most representative subgroup of economic and management graduate students of different genders and grades for further analysis.

As can be seen from Table 5, among the economic management graduate students with positive indicators in the "Symptom Checklist SCL-90" test, there are 32 boys, accounting for 37.2% of the total number; there are 38 female students, accounting for 26.03% of the total. This indicates that the psychological status of female surnames among graduate students in economic management is significantly better than that of male students.

**Table 5**

*Gender Comparison with Positive Indicators*

Gender	Male	Female	Total
Number of positive people	32	38	70
Total number of people	86	146	232
Proportion	37.2	23.03	30.17

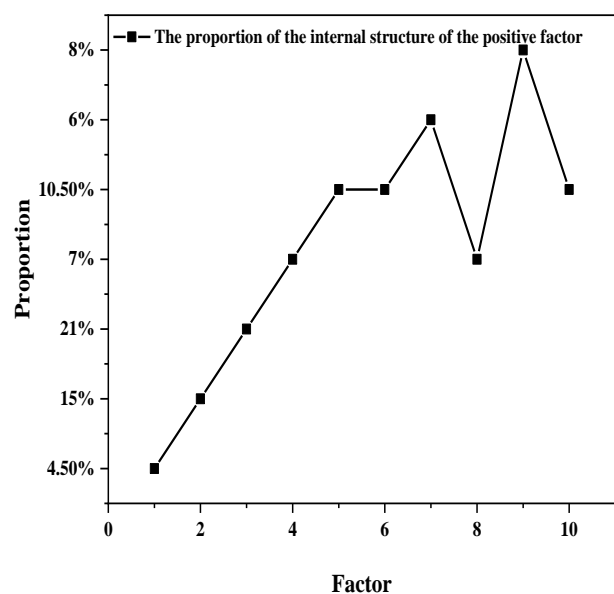
As can be seen from Table 5, among graduate students majoring in economic management in the first, second, and third grades, the number of students who are positive for the "Symptom Checklist SCL-90" test index accounts for 22.45%, 26.09%, and 57.14% of the total number of students in their respective grades. Among students with positive indicators, it is clear that there is a difference in grade, that is, as grades rise, mental health problems become increasingly prominent. This is because as grades rise, students increasingly feel the intense competition. Many students feel tremendous pressure on graduation, employment, love, and other issues, so they are prone to psychological problems.

According to the internal structure of the positive factors in the "Symptom Checklist SCL-90" test, the psychological problems of economic management graduate students mainly stem from interpersonal relationships, anxiety, depression, etc. (see Table 6, Figure 2). Through interviews, it was found that the cause of these psychological problems is still the excessive pressure caused by the aforementioned issues such as thesis opening, defense, and employment (Ede et al., 2021).

**Table 6**

*Internal Structure of Positive Factors*

Item	Number of Positive People	Proportion	Severity Ranking
Somatization	9	4.5%	10
Force	30	15%	2
Interpersonal relationship	42	21%	1
Depressed	14	7%	7
Anxious	21	10.5%	3
Hostility	21	10.5%	3
Terror	12	6%	9
Delusion	14	7%	7
Mental disease	16	8%	6
Other	21	10.5%	3



**Figure 2.** Proportion of Internal Structures with Positive Factors in Indicators.

**Analysis of the Causes of Psychological Problems Among Graduate Students Majoring in Economic Management**

Generally, we believe that economic management graduate students should not have many psychological problems due to their low employment pressure, relatively free study and life, and more opportunities to communicate with others. However, in the survey, we found that this is not

the case. Graduate students in the field of economic management exhibit more psychological problems, which can be attributed to the following factors.

#### **Free and Relaxed Learning Environment**

The learning environment for graduate students majoring in economic management is relatively free and relaxed, with more time to control themselves. Many students in this state are prone to feelings of emptiness and anxiety. In the long run, they are prone to mental illness, and if they are stimulated by certain stimuli, they are more likely to have problems.

#### **The Nature of the Discipline is Biased Towards "Literature"**

Generally speaking, the disciplines studied by graduate students in the field of economic management are biased towards "literary" ones, and students are relatively irrational. They are more prone to emotional reactions when encountering problems, and in severe cases, they may develop mental illness.

#### **Abstract Subject Content**

The professional content of graduate students majoring in economic management is relatively abstract. Some graduate students who pass the interdisciplinary examination may mistakenly believe that what they have learned is spacey and impractical due to their lack of understanding of the nature of the discipline, which can easily lead to disappointment. Losing the spiritual support for professional learning can easily lead to psychological problems among students.

#### **Lack of Mental Health Education for Graduate Students**

Currently, colleges and universities do not pay enough attention to the mental health education of graduate students, and in actual education, the emphasis on academic ability of graduate students is far higher than other aspects. On the other hand, there is a lack of systematization, routinization, and standardization in graduate mental health education, as well as a lack of educational theories and methods suitable for the psychological characteristics of graduate students. A complete and independent graduate mental health education system has not yet been formed. In most universities, some directly adopt undergraduate mental health education models to carry out graduate mental health education; There are some emergency measures only when there are mental health problems for graduate students, and daily mental health education for graduate students is lacking. In fact, graduate students and undergraduate students are different in terms of the causes and manifestations of psychological problems, so the methods and difficulties of conducting mental health

education are also different. Therefore, universities should take targeted measures to gradually establish a complete and independent graduate mental health education system.

#### **Countermeasures for Strengthening Psychological Health Education for Postgraduates in Economics and Management**

#### **Principles of Mental Health Education for Graduate Students**

In the process of mental health education, teachers must respect the subject status of students. Firstly, teachers should respect students' privacy; secondly, we should pay attention to infecting students with our own emotions and emotions, and treat each student sincerely, equally, and friendly.

The occurrence and development of psychological diseases have a process, and it is much easier to solve psychological problems in the embryonic stage than in the severe stage. If early psychological problems are not guided and treated in a timely manner, it is likely to lead to short-term psychological problems that develop into long-term psychological obstacles, leading to general psychological problems that develop into serious psychological obstacles, even psychological diseases. This requires teachers engaged in mental health education to be diligent in communicating with students, be good at observing students' changes, and pay close attention to various special groups of students, such as students with financial difficulties, lovelorn students, sensitive students, and students who lag behind in learning. After discovering students' problems, teachers should provide timely guidance and solutions to reduce the occurrence of psychological diseases in students and improve their mental health level.

Graduate education generally adopts a tutor responsibility system, but the moral education work of graduate students is generally undertaken by specialized departments. Therefore, the work of mental health education for graduate students should be coordinated with the cooperation of moral education departments, other administrative departments, and mentors. The mental health intervention and prevention of graduate students should be the result of multiple cooperation, requiring close cooperation from families, individuals, their colleges, mentors, and the school's psychological counseling department (Liu, 2022).

Graduate students belong to the level of senior intellectuals and are the backbone of national construction. It is the responsibility of universities to ensure the healthy growth of graduate students. Therefore, schools should put the work of mental health education for graduate students in

the forefront, focus more efforts on the early prevention of mental illness, address the psychological problems of graduate students in the embryonic stage, and try to avoid developing into mental illness.

In addition to the differences between different grades and gender, the psychological status of graduate students also has significant individuality and independence. Therefore, the mental health education work for graduate students should follow the principle of diversity, classify and guide graduate students with different characteristics, and adopt different prevention, education, and treatment methods for different individuals.

### **Specific Measures for Postgraduate Mental Health Education**

At present, compared to the mental health education for undergraduate and junior college students, the mental health education for graduate students in universities is still very weak and needs to be further improved. The author believes that the following measures should be taken. Fully valuing the mental health education of graduate students majoring in economic management, only graduate students with mental health can better contribute to the development of the economy and society. Currently, the mental health of graduate students has reached a worrying level. The graduate student group is considered an elite group by society, so the negative social impact of graduate student psychological problems is far greater than that of undergraduate students. Therefore, for the education system, it should be given full attention by relevant departments at all levels, from top to bottom. In particular, colleges and universities should strengthen their attention to economic and management graduate students, focusing on the situation where they have more ideas and are prone to fall into surreal illusions created and fantasized by themselves, resulting in psychological problems. They should focus on mental health education and prevention and treatment of psychological problems for graduate students as an important part of their moral education work. To solve the psychological problems of graduate students in their infancy, it is necessary to establish and improve the psychological prevention and emergency mechanism for graduate students. Specifically, relevant departments should study guiding policies for mental health education for graduate students; Colleges and universities should establish and improve mechanisms for psychological prevention and emergency response among graduate students, as well as specific implementation plans that complement them.

In addition, graduate tutors should not only care about students' learning and academic research, but also care

about their life and emotional issues. At the same time, the graduate moral education department should make the monitoring of students' mental health more detailed and solid; And cooperate with the psychological consultation department to apply scientific methods to guide and educate early psychological problems; Timely communication and feedback should be conducted with parents of graduate students. Colleges and universities should set up psychological liaison officers (psychological commissioners) in graduate dormitories or classes; It is necessary to set up a psychological assistance hotline on campus or open a column on graduate students' mental health on campus websites to open a window for graduate students to express their feelings. Relevant departments and principals should pay close attention to these carriers, provide corresponding guidance and tracking, and form a comprehensive psychological work linkage mechanism. Once students have problems, they can solve them with the fastest speed and the best way.

To do a good job in monitoring and monitoring the mental health of graduate students majoring in economic management, it is necessary to maintain the dynamic nature of graduate mental health education, organize a questionnaire survey of graduate mental health every academic year, and establish graduate mental health archives based on it. Graduate management departments and grassroots classes should pay close attention to the psychological health of special groups, such as cynical students, inferiority complex students, conceited students, and students with financial difficulties in their families. For students with serious mental health problems, the psychological consultation department should promptly provide psychological consultation and necessary treatment to help them optimize their psychological adaptability to prevent and alleviate psychological problems.

Strengthen professional guidance for economic management graduate students through courses such as "Situation and Policy" and in-depth guidance from counselors; Through a comprehensive introduction and profound analysis of the nature and content of the economic management discipline, students are helped to form correct professional ideas, so that they no longer mistakenly believe that the economic management discipline is "empty and impractical," and thus devote themselves to the study of professional knowledge with great enthusiasm.

The sense of emptiness of graduate students majoring in economic management stems from the freedom of learning space and the inadequacy of life. Therefore, colleges and universities should fully rely on graduate

student associations and grassroots classes to organize a variety of academic and cultural activities, especially academic salons, academic forums, and other academic activities that graduate students are passionate about, to enrich the study and life of economic and management graduate students, to exercise their abilities and increase their knowledge, thereby reducing and eliminating emptiness and anxiety. In addition, because economic management graduate students do not have experimental tasks, in addition to adding some practical courses, universities should also encourage graduate students to go out of campus at appropriate times, participate in social practice, and accept social tests and exercises to hone their psychological qualities.

The vast majority of graduate students apply directly for postgraduate examination after graduation from undergraduate education. These students give up a healthy and lively lifestyle due to their daily focus on learning, so they are prone to psychological problems after entering the graduate study stage. Therefore, universities should strengthen psychological education and guidance for undergraduate students, so as to provide graduate students with a good psychological foundation. This is also conducive to reducing the probability of psychological problems among graduate students (Kurz, 2021).

#### **Optimize Physical Education Classroom Teaching and Promote Physical and Mental Health Education for Students**

Sports have a special spiritual function, which can unite people, make them positive and innovative, and promote the formation of personality and unique temperament. Therefore, school physical education can not only strengthen the physique, develop knowledge, and increase skills, but also cultivate and develop students' ideological and moral qualities and psychological qualities. In physical education teaching, it is necessary to combine the actual situation of the school and students, boldly innovate, and purposefully integrate mental health education into all aspects of physical education classroom teaching. Treat students as complete individuals, start from their psychological characteristics, fully understand students, and respect them; Starting from the cognitive level of students, scientifically determine the level of education.

#### **Creating Situations and Cultivating Students' Moral Emotions**

"Moral education should provide spiritual motivation for the educated, enhance the mental state of the moral education object, mobilize the enthusiasm of the educated, increase the frequency of expected behavior, and complete the process of moral construction." Physical education

classroom teaching should focus on creating a good classroom learning atmosphere, starting with cultivating students' moral emotions, and creating a relaxed and pleasant teaching atmosphere. In teaching, the author pays attention to cultivating students' emotional education, such as cheerful enthusiasm, honesty and integrity, and willingness to help others, in order to promote students' mental health, let students experience the happy feelings of mutual help and cooperation in learning, and focus on cultivating students' habit of cooperative learning. Helping each other and discussing learning enable students to complete learning tasks in the process of communication, feel the joy of learning knowledge, and experience the joy of cooperation. For example, the teaching of jumping box technology can create a situation where one person performs an action, and two people protect and help him complete it. The teacher can provide timely guidance: there are many things you can do yourself, but with the support and help of others, it will increase your courage and confidence to achieve this task; Supporting and helping others do something well also makes us feel particularly fulfilling and happy. In this way, it not only imparts knowledge and skills but also cultivates students' emotions, making their moral emotions increasingly mature in a relaxed and happy classroom atmosphere. Creating a good teaching situation also requires teachers to lead by example. If we educate students to be honest and upright in their behavior, we must establish credibility among them with an honest and upright personality in teaching, in order to create a harmonious, democratic, and candid atmosphere to influence students. In activities, teachers should often pay attention to students' activities and care about their emotional state. For example, you can pat the students on the shoulder to express encouragement, affirmation, and appreciation, or you can send out reminders, warnings, and stop signals, or use vivid and humorous language and beautiful demonstration actions to arouse students' interest, so that each student feels the teacher's concern. A good teacher-student relationship is a fertile ground for cultivating students' confidence. If students do something wrong, it is extremely important that we be patient in educating them, appealing to their emotions, and guiding them through reasoning. These are conducive to the formation of integrity (Kang & Yang, 2022).

#### **Cultivate Individual Psychological Qualities and Improve Emotional Intelligence**

Quality is the essence and subject of psychological phenomena, while psychology is the function and movement form of quality. Psychological quality education refers to the cultivation of people's psychological



qualities, including the cultivation of cognitive, emotional, and technical qualities (Kozulin, 2003). Psychological quality directly controls the activation of natural forces in the human body, regulates the release of active energy, and enhances human physiological functions. Developing a person's personality, in a certain sense, mainly refers to the development and utilization of each person's unique and creative psychological qualities. In order to achieve the goal of improving students' overall quality and developing their personality, it is necessary to exert direct or indirect influence on their psychology in teaching and to maintain a positive and healthy mentality.

Emotion and emotion is the core content of emotional intelligence (Dulewicz & Higgs, 2000). In teaching, it is necessary to enhance students' subjective consciousness and develop their creative thinking. Subjective consciousness has a tendency towards internal needs, and when meeting these internal needs, people will have a pleasant experience. In teaching, teachers should consciously stimulate students' curiosity and learning desire, inspire and induce students to use their brains more, enable students to truly understand why to learn, what is the use of learning, how to learn quickly and well, and what to do when encountering problems and difficulties in learning, so as to make students love, enjoy, learn, understand, and enjoy learning. In teaching, teachers should encourage students to dare to innovate and practice, fully seize opportunities, demonstrate their creative abilities, and showcase their innovative achievements in practice. For example, before class, explain the teaching content for the next class to the students, and ask them to prepare unarmed exercises, specialized preparatory activities, and finishing exercises by themselves. In the preparation and ending parts of each class, students can take turns leading the way, truly involving them in sports activities to exercise their psychological quality. At the same time, through multiple exercises, they can overcome mental tension, exercise their oral expression ability, eliminate students' locked mentality and tense emotions, improve communication skills, enhance psychological adaptability, and keep their learning psychology in a positive and active state (Gill, Williams, & Reifsteck, 2017; Scully et al., 1998). Such as: collective jump rope game competition, relay race and other collective game activities. Understanding the rules of the game and participating in game activities cultivate the spiritual quality of students to unite and strive to win, allowing them to experience the joy of victory in the competition. Experience tells us that an optimistic attitude helps overcome difficulties and promote physical and mental health, as well as the formation of courage and perseverance. Teachers should

be good at capturing students' emotions and cultivating their optimistic attitude (Avey, Wernsing, & Luthans, 2008; Blazar & Kraft, 2017; Durlak et al., 2011). Students' activities should be positively evaluated to make their emotions positive and full, while also guiding them to recognize the emotions of others, thereby improving their emotional intelligence (Pardede et al., 2021).

#### **Guide Students to Pay Attention to Regulation and Promote the Formation of Good Interpersonal Relationships**

Education for students not only requires imparting knowledge, but also cultivating abilities and improving quality. Teachers should pay attention to cultivating students' sound personality and psychological adaptability. Teachers should seize the opportunity to provide targeted mental health education to students. Nowadays, children are often spoiled by their families and have poor self-control. When they are unable to complete their motor skills, fail in competitions, or encounter unpleasant situations, their emotions can easily fluctuate and even cause extreme behavior. It is important for teachers to cultivate students' mental health and develop a good personality, and to be good at expressing and controlling their emotions. For example, the atmosphere of the head-on relay race is active and the competition is fierce. The student who fails often cannot face the failure squarely, or is discouraged, or does not find reasons from his own group, but says that the winner violates the rules. If compulsory measures are taken, although the situation can be changed temporarily, students will have reverse psychology and will commit again in future activities. Teachers should teach them some methods of psychological regulation during guidance. Pay attention to cultivating students' ability to recognize their own and others' emotions and emotions, thereby improving their self-control ability. For example, calm thinking: When encountering difficulties or setbacks first learn to calm down and control your emotions. Then, through repeated thinking, summarize experiences and lessons, find solutions to the problem; Interval communication method: When there are conflicts and disputes with classmates, you can put the problem there first, and after a period of time, it is easy to solve the problem by selecting an appropriate opportunity to communicate again; Transfer Masturbation Method: When encountering unpleasant things, adjust the focus content, think more about things that make you happy and happy, and continuously enhance your self-regulation ability. With these psychological states and psychological quality foundations, teachers should cultivate students' correct attitude and ability to make friends with their heart, and constantly

correct their own mindset. For example, in game content involving multiple organizations and collective participation, in joint activities between teachers and students, students are encouraged to use humorous language to communicate with classmates in a timely manner, help them determine criteria for choosing friends, and guide students to learn to strive for collective acceptance. Students are encouraged to respect the personal dignity of others in the process of making friends, thereby improving their personal quality.

### **Teaching Students in Accordance with Their Aptitude and Enhancing the Pertinence of Teaching**

Physical education teachers should delve into students, understand their personality traits, interests, sports skills, and physical fitness, and have a clear understanding of them (García-Rico et al., 2021; Graham, 1995; Pangrazi & Beighle, 2019; Siedentop & Van der Mars, 2022; Subramaniam, 2009). This should vary from person to person to make teaching more targeted. For isolated and eccentric students, it is suitable to choose ball games, relay tug of war, and other events; Students who are indecisive can be encouraged to participate in ball games, such as basketball, volleyball, football, table tennis, and other events; For shy and timid students, they can choose martial arts, gymnastics (horizontal bar, parallel bar, vault, etc.), and other events; For impatient and irritable students, it is suitable to choose sports such as chess, Tai Chi, jogging, long-distance walking, and swimming; Students who lack confidence should choose some simple and easy to do projects, such as rope skipping, push-ups, radio exercises, running, and so on; Students who are nervous can be encouraged to participate in more intense competitions; For conceited and bravado students, they can choose some more difficult and complicated technical items, such as aerobics, skills, long-distance running, high jump, hurdles and other items (Latimer et al., 2022).

### **Practical Implications**

The findings of this study highlight several practical implications for promoting the psychological well-being of graduate students majoring in economic management. First and foremost, universities and educational institutions should prioritize mental health education for graduate students and establish a comprehensive and independent mental health education system. Given their particular academic and personal situations, this approach should include focused efforts to address the unique psychological issues experienced by graduate students. Universities can assist students in coping with stress, anxiety, and

emotional difficulties more successfully by offering early prevention and intervention, which lowers the probability that these disorders may worsen into more significant psychological barriers. Graduate mentors and tutors also have a significant impact on students' wellbeing. Mentors must actively engage in discussions concerning students' emotional moods and life issues in addition to concentrating on academic success. Mentors may assist students in acquiring a positive outlook on their academic and personal experiences by creating a supportive and caring atmosphere. The promotion of physical and mental health among graduate students should also include the use of physical education and recreational activities. Students can develop emotional intelligence, interpersonal skills, and resilience by being encouraged to participate in sports and group activities. When used together, these actions can improve graduate students' psychological well-being and provide a more favourable learning environment for them.

### **Theoretical Implications**

Theoretical ramifications of the study provide insight into the particular psychological difficulties confronted by graduate students specializing in economic management. The results indicated that, despite what could seem to be a comparatively laid-back academic atmosphere; these students have more psychological problems than the average adult in the country. This emphasizes how crucial it is to take into account discipline-specific elements when examining students' mental health. Therefore, in order to provide focused interventions and support systems, subsequent studies should go further into understanding the underlying causes of psychological difficulties among graduate students in many fields. The study also emphasizes the role of interpersonal interactions, anxiety, and despair as major contributors to the psychological issues experienced by graduate students studying economic management. This shows how important it can be for educational organizations like colleges to deal with the emotional and social components of student life in addition to academic success. The development of emotional intelligence, coping mechanisms, and social support systems can be greatly aided by the inclusion of mental health education in academic along with extracurricular programs. Moreover, the study reveals that as students' progress in their academic journey, psychological issues become more pronounced, emphasizing the importance of providing ongoing support and guidance throughout the graduate program.

## Conclusion

This study conducted a sampling survey and in-depth analysis of the psychological status of graduate students majoring in economic management in some universities in City A, and proposed countermeasures to strengthen psychological health education for graduate students majoring in economic management. Sports can help students better understand their strengths in various aspects, make appropriate and objective evaluations of their abilities, personalities, and strengths, avoid harsh and unreasonable delusions, and develop their own potential, experience the value of their existence, and correct their self-awareness. Sports activities can make students happy to communicate with others, integrate into the collective, have strong adaptability in social life, and achieve harmonious interpersonal relationships. Physical education can stabilize students' emotions, cultivate their optimistic and outgoing personality, and promote the overall development of their personality. Physical education teachers should delve into students, understand their personality traits, interests, sports skills, and physical fitness, and have a clear understanding of them. This should vary from person to person to make teaching more targeted. Students who lack confidence should choose some simple and easy to do projects, such as rope skipping, push ups, radio exercises, running, and so on; Students who are nervous can be encouraged to participate in more intense competitions; For conceited and bravado students, they can choose some more difficult and complicated technical items, such as aerobics, skills, long-distance running, high jump, hurdles and other items.

Sports and mental health education is one of the important components of quality education. It not only promotes students' physical health, but also promotes their mental health and cultivates their ability to adapt to society. Therefore, in school physical education teaching, not only should the function of physical fitness be emphasized, but also the unique function of physical education in students' mental health should be emphasized. How to maximize the function of physical education in promoting students' mental health is worth further exploration. Traditional school physical education places more emphasis on the development of students' physical fitness, so teachers often only focus on how to provide physical training to students, how to enable them to

master various sports skills, how to improve students' sports performance, and how to make students meet physical fitness standards in their teaching. Often neglecting the care for students' emotional state and psychological development during the exercise process. Some teachers, in order to improve their sports skills and achieve good results in sports competitions, only focus on cultivating students with good physical fitness and strong athletic abilities, while ignoring students with weak physical fitness and poor athletic abilities. Over time, this will make strong students stronger and weaker ones even weaker. Psychological health education is a long process that can only be developed through long-term practical research. Due to time constraints, this paper has not been able to conduct more comprehensive and in-depth research, and there are still many problems to be solved. I will strive to complete the follow-up work in my future teaching practice.

With the significance findings, while this research sheds light on the crucial role of coupling educational economic management with mental health education in the psychological construction of the student movement, there are some limitations that should be acknowledged. Firstly, the research focused solely on graduate students majoring in economic management, which may limit the generalizability of the findings to other disciplines and educational levels. Future research should include a broader range of students from various disciplines to gain a comprehensive understanding of how coupling educational economic management and mental health education can impact the psychological well-being of students across different academic contexts. Secondly, the study primarily relied on self-reported data and questionnaire surveys to assess students' psychological status. While these methods provide valuable insights, they may be subject to response biases and social desirability effects. Incorporating qualitative research methods, such as interviews or focus groups, could offer a deeper understanding of the lived experiences and perspectives of students regarding mental health and educational support. This approach can complement the quantitative findings and provide a more nuanced understanding of the complex interplay between educational and mental health factors in the psychological construction of the student movement. Moreover, research was conducted on China while there are several other countries where study could be explored to increase the reliability of the study.

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