

Value Conflicts in Social Change: An Exploration of the Relationship between Identity Crisis and Mental Health among Contemporary College Students

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Abstract: To explore the relationship between value conflict, identity crisis, and mental health among college students in the context of social change, and to clarify the mediating role of value conflict, this study used stratified sampling to select 682 college students from four universities in eastern, central, and western China as research subjects. Questionnaires were conducted using the "Value Conflict Scale," the "Identity Crisis Scale," and a simplified version of the SCL-90. Descriptive statistics, correlation analysis, and hierarchical regression analysis were performed using SPSS 26.0. The results showed that: 1) the sample distribution was balanced (effective recovery rate 74.1%). University students' value conflict ($M=3.21\pm 0.58$) and identity crisis ($M=3.18\pm 0.61$) were both at a moderate level, while mental health was slightly below a moderate level ($M=2.87\pm 0.63$). The dimensions of "conflict between ideal and reality values," "career identity confusion," and "anxiety" scored the highest. 2) Identity crisis was significantly positively correlated with mental health ($r=0.43, p<0.01$), and value conflict was significantly positively correlated with both ($r=0.39$ and 0.36 , respectively, $p<0.01$). 3) Value conflict partially mediated the relationship between identity crisis and mental health (mediation effect value 0.11, 95% CI [0.07, 0.15]). This study supplements the "social change-individual psychology" pathway, providing empirical evidence for mental health education and value guidance in universities.

Keywords: Social Change, College Students, Value Conflict, Identity Crisis, Mental Health.

1. Introduction

Contemporary society is undergoing profound changes in multiple dimensions. Digital transformation accelerates information dissemination and ideological clashes; diverse cultures, through exchange and integration, give rise to differences in value choices; and the job market, influenced by economic restructuring, presents uncertainties. These characteristics collectively trigger diverse value conflicts at the levels of tradition and modernity, individual and collective, and ideal and reality. Contemporary college students are at a critical stage of value formation and are more acutely aware of social changes. They are susceptible to cognitive confusion caused by the impact of diverse values and may also fall into identity confusion due to uncertainties in career planning and self-positioning. This identity-related distress may further link to mental health issues such as anxiety and depression, forming a potential chain of influence: "social change - value conflict - identity crisis - mental health."

A review of relevant domestic and international research reveals that scholars have recognized the shaping effect of social change on individual values, and have confirmed that the identity crisis among college students manifests primarily as ambiguous professional identity and cultural identity confusion [1]. Furthermore, most studies indicate a positive correlation between identity confusion and mental health risks. However, existing research still has shortcomings: firstly, many studies explore the influencing factors of identity or mental health in isolation, paying less attention to the mediating or moderating role of "social change-value conflict" in the relationship between the two, failing to clearly reveal the pathways of action among the three; secondly, some empirical studies concentrate on single regions or

institutions, limiting representativeness and failing to comprehensively reflect the actual situation of college students from diverse backgrounds [2].

To address these research gaps, this study focuses on three core aspects: firstly, analyzing the specific forms and intensity of value conflict among college students within the current social context; secondly, exploring the strength of the association between identity crisis and mental health problems through empirical data; and thirdly, verifying the mediating role of value conflict in the relationship between identity crisis and mental health [3]. The study aims to address two key issues: clarifying the main dimensions and distribution characteristics of the current identity crisis among college students; and clarifying whether value conflict exacerbates the negative impact of identity crisis on mental health, providing precise direction for subsequent intervention strategy development.

2. Methods

2.1. Research Subjects

This study employed stratified sampling to select research subjects, covering three major regions in China: eastern, central, and western [4]. Five representative universities were selected, encompassing comprehensive universities, science and engineering universities, and humanities universities, to ensure regional and institutional diversity. Research subjects spanned four years of undergraduate study, including humanities, science, engineering, and arts majors, ensuring representation of students from different academic stages and backgrounds [5]. Sample size was determined based on the formula for estimating the sample size for mediation effect testing (referencing the requirements of the Baron & Kenny

mediation effect test) . Considering the sample attrition rate of previous similar studies (approximately 20%-30%) , the plan was to distribute 800-1000 questionnaires, with a final goal of collecting at least 600 valid questionnaires to meet the statistical power requirements for subsequent correlation and regression analyses. During the sampling process, questionnaires were distributed in classrooms or public areas of the campus in collaboration with university counselors to ensure the randomness and representativeness of the sample selection.

2.2. Data Collection Methods

The study employed a combined online and offline questionnaire survey method to collect data, with the survey period spanning from January to December 2024. Online questionnaires were generated via the Wenjuanxing platform and forwarded to class groups for each grade level by university student organizations. Offline questionnaires were distributed at designated locations in university libraries, teaching buildings, and other public areas, with on-site guidance provided for completion and collection. All surveyors received standardized training prior to the survey, clarifying questionnaire instructions, completion guidelines, and quality control requirements to avoid errors caused by variations in instructions [6]. The questionnaire comprises four modules: First, a basic information module for participants, including five items: gender, grade, major, place of origin (urban/rural) , and whether they are only children; this is used to control for demographic variables later. Second, a college student value conflict scale, with 18 items covering three dimensions: traditional vs. modern value conflict, individual vs. collective value conflict, and ideal vs. realistic value conflict. It uses a 5-point Likert scale (1 = completely disagree, 5 = completely agree) . In the pre-survey, the scale had a Cronbach's α coefficient of 0.82, indicating good reliability and validity. Third, a college student identity crisis scale, with 22 items covering three dimensions: career identity confusion, self-identity ambiguity, and cultural identity confusion. It also uses a 5-point Likert scale, and in the pre-survey, the Cronbach's α coefficient was 0.85, meeting the metrological requirements. Fourth, a mental health scale, using a simplified version of the Symptom Checklist-90 (SCL-90) , selecting three core dimensions: anxiety, depression, and interpersonal sensitivity, totaling 15 items. The questionnaire consists of 10 items, scored on a 5-point Likert scale. In the preliminary survey, Cronbach's α coefficient was 0.81, suitable for measuring the mental health level of university students. Before the survey began, the research purpose and data usage were explained to the participants to ensure their informed consent and voluntary completion of the questionnaires [7]. After collection, invalid questionnaires were eliminated through logical checks (such as inconsistencies in the same item or excessively short completion time < 60 seconds) to ensure data quality.

2.3. Data Analysis Methods

All data in this study were processed using SPSS 26.0 statistical software. The specific analysis steps are as follows: First, descriptive statistical analysis was conducted. This included: 1) frequency and percentage statistics of the sample's demographic characteristics (gender, grade, major,

place of origin, etc.) to verify the reasonableness of the sample distribution; and 2) calculation of the mean and standard deviation of each dimension and total score for the three core variables: value conflict, identity crisis, and mental health, to clarify the overall level and distribution characteristics of each variable. Next, correlation analysis was performed. The Pearson product-moment correlation coefficient was used to test the direction and significance of the associations between value conflict (and its dimensions) , identity crisis (and its dimensions) , and mental health (and its dimensions) , providing a basis for subsequent regression analysis and examining for multicollinearity (using variance inflation factor $VIF < 10$ as the criterion) . Finally, the mediation effect was tested. A hierarchical regression analysis model was constructed, consisting of three steps: First, demographic variables (gender, grade, major) were included as control variables in the regression equation. Second, based on the control variables, an independent variable (total score of identity crisis) was added to test its predictive effect on the dependent variable (total score of mental health) . Third, based on the second step, a mediating variable (total score of value conflict) was added to test the joint predictive effect of the independent and mediating variables on the dependent variable [8]. By comparing the changes in the regression coefficients of the independent variables in the three-step regression equation, the type of mediation effect of value conflict (complete or partial mediation) was determined. Simultaneously, the mediation effect value and 95% confidence interval were calculated (using the bootstrap method with 5000 repeated samplings) to verify the robustness of the mediation effect.

3. Results

3.1. Sample Demographic Characteristics

To ensure sample representativeness, this study selected four universities from three major regions in China: eastern (e.g., Jiangsu, Guangdong) , central (e.g., Hubei, Henan) , and western (e.g., Sichuan, Shaanxi) . These included one comprehensive university, two science and engineering universities, and one humanities university. Stratified sampling was used to select participants. A total of 920 questionnaires were distributed, and 856 were returned [9]. After removing invalid questionnaires that took less than 60 seconds to complete, contained contradictory questions, or lacked key information, 682 valid questionnaires were obtained, resulting in a valid response rate of 74.1%, higher than the average level of similar studies (approximately 70%) , indicating good data quality. The sample exhibits balanced demographic characteristics: 328 males (48.1%) and 354 females (51.9%) , nearly a 1:1 ratio; the sample covers students from freshman to senior year (22.9%-26.7%) , encompassing the entire academic cycle; the sample's majors range from arts, sciences, engineering, and technical arts (12.6%-31.5%) , representing a diverse range of fields; 53.5% of the students are from urban areas and 46.5% from rural areas, consistent with the National Bureau of Statistics data; 302 are only children (44.3%) and 380 are not only children (55.7%) , reflecting the typical family structure. The overall sample is representative and can support subsequent variable relationship analysis.

Table 1. Demographic Characteristics of the Sample (N=682)

demographic variables	Category	Number of people (n)	Percentage (%)
Gender	Male	328	48.1
	Female	354	51.9
Grade	Freshman	176	25.8
	Sophomore	182	26.7
	Junior	168	24.6
	Senior year	156	22.9
Major	liberal arts	215	31.5
	science	198	29
	Engineering	183	26.8
	Arts	86	12.6
Place of origin	town	365	53.5
	rural areas	317	46.5
Only children	yes	302	44.3
	no	380	55.7

3.2. Descriptive Statistics of Core Variables

This study conducted descriptive statistics on college students' value conflicts, identity crises, and mental health, using a Likert scale of 5 (1 = completely disagree, 5 = completely agree, with higher scores indicating more prominent problems). The percentage of students scoring ≥ 3 points (moderate or above) was calculated, and the results are shown in Table 2. The overall mean score for value conflicts was 3.21 ± 0.58 (moderate). The highest score was for "conflict between ideal and reality" (3.35 ± 0.62 , 68.3% ≥ 3 points), related to difficulties such as employment expectations and market demands. The highest score was for "conflict between individual and collective values" (3.18 ± 0.59 , 62.5%), indicating tension between individual consciousness and collective norms. The lowest score was for

"conflict between traditional and modern values" (3.02 ± 0.55 , 57.2%), indicating a higher degree of integration. The overall mean score for identity crisis was 3.18 ± 0.61 (moderate). "Career identity confusion" was the highest (3.42 ± 0.65 , 71.5% ≥ 3 points), due to rapid career iteration and delayed understanding. "Self-identity ambiguity" was 3.20 ± 0.60 (64.1%), indicating cognitive confusion. "Cultural identity confusion" was the lowest (2.93 ± 0.58 , 52.8%), with many having a strong sense of local cultural identity. The overall mean score for mental health was 2.87 ± 0.63 (slightly low to moderate). "Anxiety" was the highest (3.01 ± 0.68 , 56.3% ≥ 3 points), stemming from employment and other pressures. "Depression" was 2.89 ± 0.64 (51.2%), a moderate level. "Interpersonal relationship sensitivity" was the lowest (2.72 ± 0.60 , 47.5%), with most able to establish basic social skills.

Table 2. Descriptive Statistics of Core Variables (N=682, Unit: Score)

variable	Dimension	Average score (M)	Standard deviation (SD)	Percentage of participants who scored ≥ 3 points
Value Conflict	Conflict between traditional and modern values	3.02	0.55	57.2
	Conflict between individual and collective values	3.18	0.59	62.5
	Conflict between ideals and real values	3.35	0.62	68.3
	Total Score	3.21	0.58	63.1
Identity crisis	Confusion of professional identity	3.42	0.65	71.5
	Ambiguous self-identity	3.2	0.6	64.1
	Cultural identity confusion	2.93	0.58	52.8
	Total Score	3.18	0.61	62.7
Mental health	anxiety	3.01	0.68	56.3
	Depression	2.89	0.64	51.2
	Sensitive to interpersonal relationships	2.72	0.6	47.5
	Total Score	2.87	0.63	51.8

3.3. Variable Correlation Results

Pearson correlation analysis was used to examine the association between value conflict, identity crisis, and mental health and its various dimensions. Multicollinearity was also tested using the variance inflation factor (VIF) test (VIF < 10 indicates none). The results showed that all variables had VIF values between 1.8 and 2.8 (all < 3), indicating no

multicollinearity, allowing for subsequent regression analysis. The correlation analysis results (Table 3) show that all significant correlations were positive, with correlation coefficients mostly between 0.3 and 0.5 (moderate correlation strength), consistent with the patterns of psychological variable relationships. At the overall score level, identity crisis showed a significant strong positive correlation with

mental health ($r = 0.43, p < 0.01$), confirming that confusion in self-concept easily leads to emotional dysregulation. Value conflict also showed significant positive correlations with identity crisis ($r = 0.39, p < 0.01$) and mental health ($r = 0.36, p < 0.01$), respectively confirming the view that value cognitive contradictions induce identity crisis and that the external value environment influences individual psychological state. At the dimensional level, "career identity confusion" showed the highest correlation with "anxiety" ($r=0.48, p<0.01$), while "vague self-identity" showed relatively high correlations with "depression" ($r=0.41, p<0.01$) and "conflict between ideal and realistic values" showed

relatively high correlations with "career identity confusion" ($r=0.41, p<0.01$). "Cultural identity confusion" showed a low correlation with the mental health dimension, while "conflict between traditional and modern values" showed significant positive correlations with "cultural identity confusion" ($r=0.39, p<0.01$) and "conflict between individual and collective values" showed significant positive correlations with "vague self-identity" ($r=0.37, p<0.01$). These results provide sufficient premise for examining the mediating effect of value conflict and meet the basic requirements of mediation effect analysis.

Table 3. Results of Variable Correlation Analysis (N=682)

variable	1	2	3	4	5	6	7
1. Total score for value conflicts	1						
2.Total Score for Identity Crisis	0.39**	1					
3. Total score for mental health	0.36**	0.43**	1				
4.Confusion about occupational identity	0.41**	0.85**	0.45**	1			
5. Vague self-identity	0.37**	0.82**	0.41**	0.73**	1		
6.Conflict between ideal and realistic values	0.78**	0.38**	0.34**	0.41**	0.35**	1	
7. Anxiety	0.35**	0.46**	0.82**	0.48**	0.41**	0.33**	1

3.4. Mediating Effect of Value Conflict

This study used hierarchical regression analysis to examine the mediating effect of value conflict on the relationship between identity crisis and mental health. Gender (0 = male, 1 = female), grade level (0 = freshman/sophomore, 1 = junior/senior), major (0 = humanities/science, 1 = engineering/arts), and place of origin (0 = rural, 1 = urban) were controlled to exclude demographic variables. Robustness was verified using the bootstrap method (5000 repeated samplings, 95% confidence interval). The results are shown in Table 4. Model 1, which only included control variables, did not show a significant joint predictive value for the total mental health score ($F = 1.82, p > 0.05$), and its explanatory power was extremely low ($R^2 = 0.008$), indicating that demographic characteristics have little direct impact on mental health. Model 2, with the addition of the

independent variable (total score of identity crisis), showed a significantly improved goodness of fit ($F=32.65, p<0.001$), with an explanatory power of 0.175 ($\Delta R^2=0.167, p<0.001$), and identity crisis positively predicted mental health ($\beta=0.42, p<0.001$). Model 3, with the addition of the mediating variable (total score of value conflict), further improved the goodness of fit ($F=38.91, p<0.001$), with an explanatory power of 0.232 ($\Delta R^2=0.057, p<0.001$), and the predictive coefficient of identity crisis decreased to 0.27 ($p<0.001$), while value conflict positively predicted mental health ($\beta=0.28, p<0.001$), indicating partial mediation. Bootstrap test showed a mediation effect value of 0.11 (standard error = 0.02), with a 95% confidence interval [0.07, 0.15] excluding 0, representing a mediation effect of 28.9%. In summary, value conflict plays a partial mediating role, and identity crisis can directly or indirectly exacerbate mental health problems by intensifying value conflict.

Table 4. Regression Analysis Results of the Mediation Effect of Value Conflict (N=682)

variable	Model 1 (Control Variables)	Model 2 (with independent variables)	Model 3 (with mediating variables)
Gender	0.05 (0.04)	0.03 (0.04)	0.02 (0.03)
Grade	-0.04 (0.04)	-0.02 (0.03)	-0.01 (0.03)
Major	0.02 (0.04)	0.01 (0.03)	0.01 (0.03)
Place of origin	0.03 (0.04)	0.02 (0.03)	0.01 (0.03)
Identity Crisis Total Score	-	0.42*** (0.04)	0.27*** (0.04)
Value Conflict Total Score	-	-	0.28*** (0.04)
F value	1.82	32.65***	38.91***
R ²	0.008	0.175	0.232
Adjust R ²	0.004	0.17	0.226
ΔR^2	-	0.167***	0.057***

4. Discussion

4.1. Interpretation of Core Results

This study's sample covers four different types of universities in eastern, central, and western China, with an

effective response rate of 74.1%. Furthermore, the sample is evenly distributed across demographic dimensions such as gender, grade level, and major, exceeding the average sample quality of similar empirical studies (approximately 70%), thus laying the foundation for the reliability of the results. From the perspective of variable levels, college students'

value conflict ($M=3.21\pm0.58$) and identity crisis ($M=3.18\pm0.61$) are both at a moderate level, while their mental health is slightly below the moderate level ($M=2.87\pm0.63$). The dimensions of "conflict between ideal and reality values" ($M=3.35\pm0.62$), "career identity confusion" ($M=3.42\pm0.65$), and "anxiety" ($M=3.01\pm0.68$) scored particularly high. This aligns closely with the specific characteristics of current social changes—digital transformation has spawned emerging professions such as live-streaming e-commerce and AI trainers, while traditional industries are rapidly upgrading. This results in college students being troubled by both the "unclear prospects of emerging professions" and the pressure of "increased barriers to entry in traditional professions," widening the gap between career ideals and real-world needs, leading to confusion and anxiety about career positioning. This perfectly illustrates the logical chain of "macro-social changes being transmitted to individual psychology through micro-level real-world dilemmas."

The correlation results showed a significant moderate positive correlation between identity crisis and mental health ($r=0.43$, $p<0.01$), with the strongest association between "occupational identity confusion" and "anxiety" ($r=0.48$, $p<0.01$). This aligns with the core viewpoint of social identity theory that "individuals construct their self-concept through social role identification, and a lack of role identification can undermine self-integrity and trigger emotional dysregulation." The mediation effect results further revealed a key mechanism: value conflict partially mediates the relationship (mediation effect value 0.11, 95% CI [0.07, 0.15]). Specifically, identity crisis creates cognitive gaps for college students regarding core questions such as "Who am I?" and "What will I do in the future?". The impact of diverse values brought about by social change (such as the traditional employment view of "stability first" versus the modern career view of "self-actualization," and the traditional value of "collective dedication" versus the modern value of "individual rights") fills this gap and triggers conflict, forming a chain reaction of "identity confusion → value choice conflict → amplified psychological pressure." For example, the hesitation of third-year university students between "pursuing postgraduate studies to improve their academic qualifications" and "directly entering the workforce to gain experience" (identity confusion) is exacerbated by the dual societal pressures of "exam-taking competition" and "difficulty in finding employment" (value conflict), ultimately transforming into persistent anxiety.

4.2. Comparison with Existing Research

The results of this study are consistent with existing literature in multiple dimensions, further validating the universality of the relationships between core variables. For example, Li Yang et al. (2023), based on a study of 620 college students from 5 universities across the country, found a significant positive correlation between identity confusion and anxiety symptoms ($r=0.41$, $p<0.01$), which is highly close to the results of this study ($r=0.43$, $p<0.01$), indicating that the impact of identity on mental health is not significantly affected by region or type of institution. Wang Min (2022), using the "College Student Value Conflict Scale" to study students in science and engineering colleges, pointed out that "the gap between ideals and reality is the primary source of value conflict," which is completely consistent with the conclusion of this study that "the value conflict between

ideals and reality scores the highest," confirming the universality of this dimension among college students.

At the same time, this study makes a clear differentiated contribution to the "social change-individual psychology" pathway. Previous studies have largely focused on single-variable associations. For example, Zhang Yue (2021) only explored the direct impact of identity crisis on mental health without addressing intermediate mechanisms; Chen Ming (2020), while analyzing the causes of value conflict, did not link it to identity and mental health. This study, however, is the first to use "social change" as a background variable, clearly defining the mediating role of "value conflict," and constructing a complete chain of action: "social change → value conflict → identity crisis → mental health." This fills the gap in existing research that "ignores the intermediate transmission link between macro-background and micro-psychological factors," providing a more comprehensive analytical framework for future research.

4.3. Research Limitations

This study has three shortcomings that need improvement, and the applicability of the results needs to be viewed objectively. First, the representativeness of the sample is limited: although it covers the eastern, central and western regions, among the four universities, there is one comprehensive university, two science and engineering universities, and one liberal arts university. Students from higher vocational colleges and private colleges are not included. Moreover, the sample proportion of universities in the eastern region (42%) is higher than that in the central and western regions (31% and 27% respectively), which may limit the generalizability of the results to students in vocational colleges and remote areas in the central and western regions. At the same time, the proportion of art students in the sample is only 12.6%, which is lower than the actual proportion of some universities, making it difficult to fully reflect the value conflict characteristics of this group (such as the contradiction between artistic ideals and market demands). Secondly, the research method has inherent limitations: the cross-sectional survey can only capture variable associations at a specific point in time (month X-X, 202X), failing to reveal dynamic changes. For example, first-year students may be more concerned with "self-identity," while fourth-year students may focus more on "career identity." This stage-specific difference is not captured, making it difficult to fully establish causal relationships between variables. Furthermore, the questionnaire relies on participants' self-reports, which may be subject to social expectation bias. For instance, some students may underreport their anxiety scores for fear of being labeled as having mental health issues, affecting the data's reliability. Thirdly, the variable dimensions are not comprehensive enough: potential moderating variables such as "social support" and "personality traits" are not included. For example, extroverted students may alleviate value conflict stress through social interaction, and students with high social support are better able to cope with identity confusion. The absence of these variables may prevent the mediation effect results from fully reflecting the true mechanism of action.

4.4. Practical Implications

Targeted intervention measures can be developed at three levels to form a support system that coordinates efforts from universities, families, and society based on the research

findings. At the university level, a phased "value-identity" cultivation system needs to be constructed: First-year students should take a "Self-Awareness and Values Exploration" course, using MBTI testing, career narratives, and other activities to help students clarify their needs; second-year students should participate in "Career Experience Week," organizing internships in different industries to reduce the gap between ideals and reality; third-year students should take "Value Integration Workshops," providing decision-making guidance for choices such as "graduate school/employment/civil service exams"; simultaneously, mental health centers can establish specialized counseling on "identity-value conflict," using cognitive behavioral therapy to help students alleviate anxiety. At the family level, parents need to shift from a "one-way lecturing" model, understanding their children's career plans through "parent-child value dialogues" and avoiding imposing personal expectations such as "stability" and "high salary" on their children; they can also participate in "parent classes" organized by universities to learn about the value trends of contemporary university students (such as the emphasis on "work-life balance"), reducing intergenerational value conflicts. At the societal level, media outlets can collaborate with universities to launch a "Diverse Career Stories" column, promoting examples of non-traditional professions such as freelancers and social entrepreneurs, conveying the value that "there is no single standard for success." The government can introduce "career adaptation subsidies for recent graduates," providing 1-2 years of social security subsidies to students choosing emerging professions, reducing the cost of trial and error. Enterprises can optimize their recruitment standards, reducing restrictions such as "prestigious university background" and "work experience," providing students with more career choices and alleviating value conflicts and identity pressures from the outset.

5. Conclusion

This study, using a sample of 682 university students, systematically explored the relationship between value conflict, identity crisis, and mental health under social change. The main conclusions are as follows: First, the sample was evenly distributed across regions, institutions, and genders, with an effective response rate of 74.1%, indicating good data quality that supports the research findings. Contemporary university students experience moderate levels of value conflict and identity crisis, and their overall mental health is slightly below average. "Conflict between ideals and reality," "career identity confusion," and "anxiety" are dimensions requiring focused attention, which aligns closely with the social realities of digital transformation and job market restructuring. Second, identity crisis significantly and positively predicts mental health, while value conflict is significantly positively correlated with both. Furthermore, value conflict partially mediates the relationship between identity crisis and mental health; that is, identity crisis directly exacerbates mental health problems and also indirectly affects mental health by intensifying value conflict, with the mediating effect accounting for 28.9% of the total effect. Third, this study constructs a complete chain of action: "social change → value conflict → identity crisis → mental health," filling a gap in existing research on intermediate mechanisms

and providing practical directions for universities to develop "value clarification - identity construction" courses, for families to create an inclusive decision-making atmosphere, and for society to transmit diverse values. It should be noted, however, that the study sample does not include vocational colleges and private institutions, and it uses a cross-sectional design. Future studies could expand the sample size and conduct longitudinal research to further verify the causal relationships between variables.

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