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RESEARCH ARTICLE

Intersection of Educational Economics and Social Psychology: Exploring Risks and Opportunities

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ARTICLE INFO	ABSTRACT
	The research attempted to address the issue of disciplinary isolation and delved into the integration of risk and opportunity in modern society from an interdisciplinary perspective. A unified theoretical framework was applied to comprehensively examine the challenges faced by individuals and social progress, and to combat the fragmented and localized nature of current research. After regression coefficient analysis, it was found that the correlation coefficient between RO (Risk and Opportunity) and MH (Mental Health) was 0.0067, and the correlation coefficient (r) was 0.0063. These results indicated a moderate positive correlation between RO and MH. Through this effort, the goal is to provide policymakers with clearer and more comprehensive insights, thereby promoting social equity and development.

1. INTRODUCTION

In today's society, research in multiple fields such as psychology, educational economics, and social psychology is increasingly prominent. However, research methods are often limited to the scope of disciplines and lack comprehensive interdisciplinary methods (Mazilov VA., 2020; Ferreira GS. et al. 2021). Psychology researches the internal workings of individual psychological processes and behaviors, while educational economics delves into the economic aspects of educational resource allocation and outcomes. Social psychology explores the interactions between individuals and groups and their impact on social behavior. Although these fields have different focuses, they are interrelated and together help understand complex social phenomena. Therefore, this article aims to bridge the disciplinary gap and explore the intersection of risks and opportunities in modern society through an interdisciplinary perspective. The goal is to provide more comprehensive and insightful guidance for addressing social challenges in the real world.

Previous research has mainly focused on a single field, lacking a comprehensive understanding of the intersection of risk and opportunity. In the field of psychology, the Shabbazova D (Shabbazova D. et al. 2022)'s team conducted a research on the effectiveness of learning activities for primary school students, and based on individual value methods, focused on how individual behavior affects the effectiveness of learning activities. The research analyzed the relationship between individual behavior and values, as well as the norms and influences of individual worldviews on behavior. The research found that value education can promote students' spiritual management of knowledge and personal behavior. The Shao K's team (Shao K. et al. 2024) explored the impact of student emotions on learning and found the importance of peer emotional interaction in classroom teaching. By using a dual latent multi-level structural equation model for data analysis, researchers can investigate the impact of peer emotions on student emotions at both individual and class levels. In the field of education, AL-Momani M O (AL-Momani M O. et al. 2022) conducted a comprehensive exploration of the concept, application, quality assurance, success criteria, and benefits of blended learning in the educational process, and proposed the design of blended learning projects. In the field of social psychology, Heinz M (Heinz M. et al. 2023)'s research focused on the issues of gender and diversity in education and teaching, and examined the proportion of male and female students entering the ITE (Initial Teacher Education) program, as well as their socio-economic background and career motivation. The results indicated that males exhibited diversity among applicants for primary education programs. These researches adopted various research methods, including personal values methods (Chang T Z. et al. 2023; Weber J. et al. 2023) and multi-level structural equation models (Wang F. et al. 2022; Cox K. et al. 2023)], and comprehensively explored related concepts, applications, quality assurance, and other aspects, providing valuable insights for educational practice and policy formulation. However, most of them overlook the interactions and cross influences between different fields, which to some extent limits the possibility of in-depth understanding of complex social phenomena.

To address this issue, some researchers have attempted to combine methods and theories from different fields to gain a more comprehensive understanding. The Abbas A's team (Abbas A. et al. 2022) used various statistical analysis software for data analysis, and the results showed that real leaders have a significant predictive effect on employee commitment and performance. The influence of authentic leadership is evident among employees, so organizations can consider the key characteristics of personal authenticity when recruiting in the future. Jalolov T S (Jalolov T S. 2023) believed that the application mechanism of mathematical statistical analysis methods in psychological research is crucial for psychologists to effectively use statistical methods for research and data analysis. The Dunwoodie K's team (Dunwoodie K. et al. 2023) explored the importance of statistical methods in psychology, the various statistical techniques used, and their roles in data interpretation and decision-making. A practical guide on the use of qualitative interview methods in work and organizational psychology research was provided, and the advantages of using qualitative interview design and the challenges faced in publishing such research were explored. The Ramzan M's team (Ramzan M. et al. 2023) explored the impact of social media on the academic performance of English as a second language (ESL) students. The research employed quantitative research techniques, with students using social media platforms to a considerable extent. ESL students using

social media platforms can significantly improve their English learning outcomes. The Tabron L A's team (Tabron L A. et al. 2023) conducted a systematic literature review to understand how critical quantitative research methods have emerged within the quantitative methodology paradigm, and whether there are differences between quantitative criticality and critical quantitative research, or simply interchangeable vocabulary games. These researches explore different themes in the fields of psychology and education, using various statistical analysis software (Sadriddinovich J T. 2023; Curtis M L. et al. 2022) and quantitative research techniques (Taherdoost H. 2022; Rahman M M. et al. 2022). They provide important insights into understanding leadership, the application of statistical methods in psychology (Bringmann L F. et al. 2022; Henry T R. et al. 2022), the advantages of qualitative interview methods (Cheung K K C. et al. 2023; Kachanoff F J. et al. 2020), and the impact of social media on academic performance. However, these researches lack interdisciplinary perspectives and do not fully consider the relationship between psychology and education, limiting the understanding of problems and the comprehensiveness of solutions.

The research was committed to breaking down barriers between fields such as psychology, educational economics, and social psychology, providing a more comprehensive and in-depth understanding through comprehensive analysis, in order to promote social equity and development. Firstly, through literature review, the research on risk and opportunity in the fields of psychology, educational economics, and social psychology was systematically reviewed to understand the achievements and shortcomings of existing research. On this basis, a unified theoretical framework (Soga M. et al. 2022; Kun A. et al. 2022) was constructed, combining research methods and theories from different fields to form an interdisciplinary integrated perspective. A quantitative research was conducted on the relationship between risk and opportunity by collecting and analyzing relevant data (Türk-Kurtca T. et al. 2020; Prasad K D V. et al. 2020). The regression coefficient and correlation coefficient were calculated, verifying the inherent relationship between risk and opportunity. Through an interdisciplinary integration perspective, the intersection of risk and opportunity in contemporary society and their impact on individual development and social progress were successfully explored, providing strong theoretical support and practical guidance for relevant policy formulation.

2. RISK AND OPPORTUNITY IN PSYCHOLOGY, EDUCATIONAL ECONOMICS, AND SOCIAL PSYCHOLOGY

2.1 Discussion on Risk and Opportunity in Psychology, Educational Economics, and Social Psychology

Mental elasticity is seen as an internal force that can help individuals maintain their ability to adapt and recover in the face of adversity and stress (Bas S. et al. 2020; Thompson R. et al. 2022). The importance of mental elasticity is particularly prominent among family caregivers, especially those who care for those with chronic neurological disorders. Mental elasticity not only helps caregivers cope with the physical and mental burden of daily care tasks, but also buffers negative emotions and stress caused by long-term care (Mckenna O. et al. 2022). It encourages caregivers to actively seek social support and adopt proactive coping strategies to maintain a higher quality of life. In addition, mental elasticity can effectively reduce the psychological distress and emotional exhaustion of caregivers,

and enhance their confidence and ability to cope with challenges. Although there is still inconsistency in the definition and measurement methods of mental elasticity, its positive role in promoting healthy adaptation and balance has been widely recognized. Therefore, in policies and practices aimed at promoting caregiver health, full attention should be paid to and the potential resource of mental elasticity should be utilized to provide caregivers with more support and intervention measures, in order to help them better cope with risks and challenges and achieve a good state of physical and mental health.

A resilient way of thinking plays an important role in facing various challenges in life. The developed Resilient Mindset Scale (RMS) provides an effective measurement tool to help understand and evaluate an individual's resilient mindset (Arslan G. et al. 2023). This mindset can not only help teenagers and young adults remain calm and optimistic when facing difficulties, but also promote their mental health and overall well-being. The evaluation results of RMS reveal a significant correlation between resilience and mental health indicators, indicating that individuals with a resilient mindset can better maintain positivity in adversity, thereby reducing psychological pressure and pain, and maintaining good mental health. In addition, resilience exhibits strong predictive abilities in academic performance, mental health, and pain, highlighting its crucial role in personal growth. Maintaining a positive attitude when facing challenges can help individuals adapt more effectively to the environment, manage stress, and thus improve their quality of life. Psychological health professionals can effectively intervene by understanding and cultivating individual resilience, thereby significantly improving their overall well-being and mental health.

In the research of educational economics, the focus of exploring risks and opportunities is on the impact of education investment on individual and social development. At the individual level, the role of education investment is particularly prominent. According to Yu Y (Yu Y. 2023)'s research, the improvement of human capital, urbanization process, and investment efficiency in public education were closely related. The growth of education investment means that individuals can access richer educational resources and broader development opportunities, which not only enhances the level of human capital, but also enhances the competitiveness and income level of the employment market. Meanwhile, efficient public education investment can also enhance the quality of education, create better learning conditions and development opportunities for individuals, and promote their comprehensive development.

Education investment is not only crucial for talent cultivation, but also has a profound impact on social and economic development. Public education investment helps to accumulate human capital and promote technological progress, thereby accelerating industrial structure optimization and promoting economic growth. Researches in different regions of the country have shown that there is a significant imbalance in the scale and effectiveness of education investment in the eastern, central, and western regions, which directly affects the speed and quality of economic development in each region. Therefore, enhancing investment in education, especially balancing education fiscal expenditures between different regions, is of great significance for promoting balanced socio-economic development and narrowing regional development disparities.

Social psychological factors have a profound impact on individual growth and social harmony. At the individual level, especially during adolescence, the shaping of identity and the cultivation of resilience play a crucial role in their social adaptability and mental health. Haertle I (Haertle I. et al. 2023)'s research explored the positive effects of narrative identity construction on adolescents at risk of social maladaptation through natural experiments. The research findings revealed that life story interviews, aimed at constructing narrative identities, effectively enhanced adolescents' social adaptation abilities and mitigated the risks of social maladaptation. Notably, a diffuse avoidance identity style is linked to poorer social adaptation outcomes, whereas a resilient mindset is associated with improved social adaptation.

2.2 Theoretical Framework

By elevating educational levels and enriching educational resources, individuals can broaden their horizons, strengthen their human capital, and improve their competitiveness in the job market, ultimately leading to higher income levels. It can promote the optimization and upgrading of industrial structure and sustained economic growth, bringing broader development opportunities to society.

Social psychological factors play crucial roles at both individual and societal levels. At the individual level, having good social adaptability and a high level of mental health enables individuals to face challenges more effectively and seize opportunities. At the social level, strengthening the intervention and guidance of social psychological factors can help create a positive and upward social environment, thereby promoting sustained stability and prosperous development of society.

Mental elasticity is a psychological adjustment ability exhibited by individuals in the face of adversity, challenges, or stress. It enables individuals to maintain a positive attitude, adapt to constantly changing environments, and quickly restore their normal functions. This ability is mainly achieved by adjusting an individual's cognitive, emotional, and behavioral responses, assisting them in effectively coping with various pressures and challenges. Specific manifestations include adopting proactive problem-solving strategies, and actively seeking social assistance and effective emotional regulation, all of which jointly promote the improvement of individual adaptability and resilience. There are many factors that affect individual mental elasticity, such as personality traits, social support networks, stress coping skills, and cognitive and emotional adjustment abilities.

Resilient mindset is a positive psychological trait exhibited by individuals when facing difficulties, challenges, and adversity, manifested as optimism, positivity, and resilience. This mentality helps individuals remain calm and optimistic in the face of challenges, and through active coping strategies, flexible adjustment methods, and positive thinking, achieve self growth and learning. The resilient mindset of an individual is influenced by various factors, including personal experience, growth background, social support system, and personal beliefs.

Investment in education includes financial contributions to educational resources by governments, individuals or groups.

The scale of investment in education is influenced by multiple factors, with psychosocial factors playing a pivotal role. These factors shape an individual's social cognition, behavior, and interpersonal relationships, thereby determining the level of investment.

2.3 Data Collection

For the evaluation, the Self-Rating Depression Scale (SDS) and Self-Rating Anxiety Scale (SAS) are utilized. To explore the impact of education on individual economic development, relevant data including education level, resource investment, employment status, and income level are collected. These economic indicators provide a comprehensive assessment of the economic benefits associated with educational investment.

Through tools such as identity assessment scales, the degree of self-identity of individuals is collected, and factors such as socio-economic status and socio-cultural background are considered to analyze the impact of social environment on psychological traits. Long term longitudinal research collects data on individual mental elasticity, resilient mindset, education investment, and other factors at different time points to gain a deeper understanding of their changes and roles in individual development. At the same time, considering regional differences, data on economic indicators and education investment in different regions are also collected to analyze the impact of education on regional economic development. The data collection adopts methods such as psychological assessment questionnaires to ensure the comprehensiveness and accuracy of the data.

Firstly, mental health indicators are subjected to descriptive statistical analysis. Assuming the collection of individual anxiety levels, depression, and other indicators, their mean and standard deviation can be calculated to understand the central position of these indicators and the degree of data dispersion. It is assumed that there are N individuals, where the anxiety level of the i-th individual is X_{i1}, as shown in Equation 1, and the depressive mood is X_{i2}, as shown in Equation 2.

$$\overline{X}_1 = \frac{1}{N}\sum_{i=1}^{N} X_{i1} \quad (1)$$

$$\overline{X}_2 = \frac{1}{N}\sum_{i=1}^{N} X_{i2} \quad (2)$$

The calculation of standard deviation is shown in Equation 3:

$$S_1 = \sqrt{\frac{1}{N-1}\sum_{i=1}^{N} (X_{i1} - \overline{X}_1)^2} \quad (3)$$

Subsequently, variables such as education level and social support factors are subjected to frequency distribution statistics. Assuming that individual education level data is collected and divided into several levels such as high school below, college, undergraduate, master's, doctoral, etc., the frequency of each level can be counted to understand the distribution of education level. It is assumed that the frequency of the jth level is n_j, where M is the total number of samples.

$$f_i = \frac{n_j}{M} \times 100\% \quad (4)$$

The data shown in Table 1 are obtained through least squares regression analysis. In this model, SDS, as the dependent variable, is considered the result of being influenced by other factors. The R-squared value, also known as the coefficient of determination, reflects the degree of fit of the model to the data, that is, the explanatory power of the independent variable (in this case, SAS) to the dependent variable (SDS) changes. In this example, the R-squared value is 0.524, which means that the independent variable explains approximately 52.4% of the variation in the dependent variable. The adjusted coefficient of determination (Adj. R-squared) corrects the model fit after considering the number of independent variables and sample size. The F-statistic is used to evaluate the overall significance of the model. In this example, the value is 107.9, and its accompanying p-value is almost zero, indicating that the model is significant overall. The date and time of data analysis and execution are also recorded together. Log-likelihood value is an important indicator for measuring the degree of fit of different models. This analysis involves a total of 100 observation samples. In addition, AIC (Akaike Information Criterion) and BIC (Bayesian Information Criterion) are criteria used to evaluate and compare the goodness of fit and complexity of models. The degree of freedom of the model (Df model) represents the number of independent variables in the model, while the covariance type defines the type of covariance matrix used to estimate coefficients.

The psychological indicator is MH, and μ_0 is the intercept term, which also represents the expected value of the mental health indicator when the values of SAS and SDS are both 0. μ_1 and μ_2 represent the degree of impact of SAS and SDS on mental health indicators. ε is the error term, representing random errors that the model cannot explain, as shown in Equation 5.

$$MH = \mu_0 + \mu_1 \times SAS + \mu_2 \times SDS + \epsilon \quad (5)$$

Table 1. SDS and SAS regression analysis data

Dep. variable	Model	Date	No. observations	Df residuals
SDS	OLS	Tue, 16 Apr 2024	100	98
R-squared	Method	Time	AIC	Df model
0.524	Least squares	0.619653	546.8	1
Adj. R-squared	F-statistic	Log-likelihood	BIC	Covariance type
0.519	107.9	-271.4	552	Nonrobust

Table 2. SDS and SAS regression analysis estimates

Variable	Const	SAS
Coefficient	16.4198	0.6906
Std err	3.402	0.066
T-value	4.826	10.387
P >t	0	0

t	9.668	0.559
Lower 95%	23.172	0.823
Upper 95%		

Table 2 shows the coefficient estimation and statistical details of the regression model. In this model, the OLS (Ordinary Least Squares) method is applied to estimate the parameters in the linear regression model. The estimated coefficient of the constant term (or intercept term) is 16.4198 (denoted as const), which means that when the independent variable (SAS) takes zero, the average value of the dependent variable (SDS) is expected to be 16.4198. The coefficient of SAS is estimated to be 0.6906. The t-value is used to evaluate the degree of deviation of the estimated coefficient value relative to its standard error, while the p-value indicates the statistical significance of the corresponding t-value. If the p-value is less than the significance level (0.05), it is considered statistically significant, indicating that the corresponding explanatory variable has a significant impact on the dependent variable. Based on the provided data, the t-values are all high, while the p-values are close to zero, indicating that all coefficients are statistically significant, thereby confirming the reliability of the data.
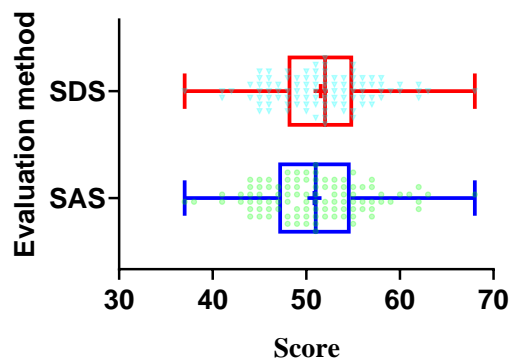

Figure 1. Statistical chart of anxiety levels and depression scores

Figure 1 presents the data results based on SAS and SDS evaluation. From the data, the average value of SDS is 51.55, while the average value of SAS is 50.87, which means that in the sample studied, the majority of people have moderate levels of depression and anxiety. At the same time, the scores of the two evaluation scales are mainly concentrated between 30 and 70 points, indicating that the overall mental health status of the samples is relatively balanced and there are no obvious extreme situations. This distribution trend may reflect the overall mental health status of the sample population, as well as the prevalence of depression and anxiety in the general population.

2.4 Model Establishment

Figure 2 shows the overall process of model construction, which systematically covers research design, data collection, analysis, and result interpretation.
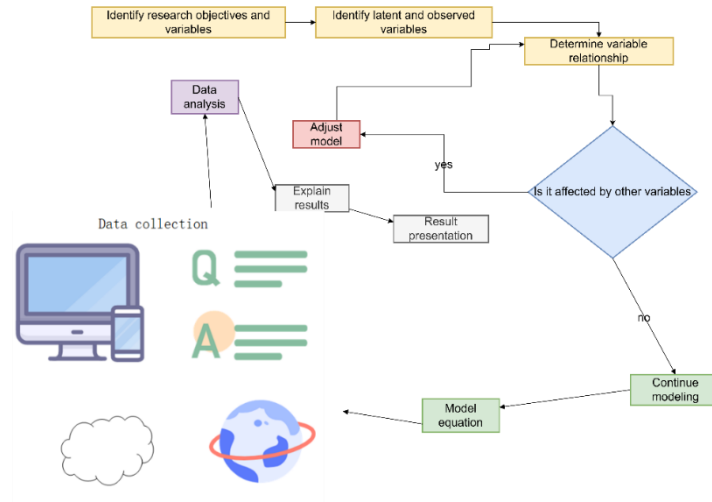
Figure 2. Overall process of model establishment

The research aims to explore the interrelationships between mental health indicators, education investment levels, social support levels, identity levels, and perceived risks and opportunities, as well as the interaction of these factors at the individual and social levels. In this model, mental health indicators are considered as a potential variable, subject to the influence of education investment, social support, and identity recognition. Edu (Education Investment) is an education investment that helps improve an individual's mental health level by imparting knowledge and skills; SS (Social Support) provides emotional and social resources based on the level of social support, reducing psychological burden; Identity (ID) is closely related to the strength of identity and MH. In addition, mental health status can also affect an individual's perception of risks and opportunities and their coping strategies, thereby affecting their development in society. As shown in Equation 6 (α represents the regression coefficient of mental health, and ε represents the error term), this series of relationships reveal the intersection point between individual psychological state and social development.

$$MH = \alpha_1 * Edu + \alpha_2 * SS + \alpha_3 * ID + \varepsilon_1 (6)$$

On the other hand, the intersection indicator of risk and opportunity serves as a key mediator variable, reflecting an individual's performance in facing challenges and opportunities. The stability of mental health indicators can directly affect an individual's perception and ability to respond to risks and opportunities; the level of education investment can improve an individual's cognitive level and coping ability, enhancing their ability to seize opportunities; the level of social support can provide resources and support, which helps individuals cope with challenges; the degree of identity affects an individual's attitude and behavior towards the external environment, which in turn affects their choices and actions when facing risks and opportunities. As shown in Equation 7, β is the regression coefficient for psychological considerations, and ε is the error term.

$$RO = \beta_1 * MH + \beta_2 * Edu + \beta_3 * SS + \beta_4 * ID + \varepsilon_2 (7)$$

For each latent variable, observation variables X_1, X_2, X_3 are associated with the mental health indicator MH, while observation variables Y_1, Y_2, Y_3 are associated with the intersection indicator of RO. These relationships are described by path coefficients, as shown in Equations 8 and 9. Among them, λ is the path coefficient, and δ is the error term of the observed variable.

$$X_1 = \lambda_1 * MH + \delta_1 \quad (8)$$
$$Y_1 = \lambda_2 * RO + \delta_2 \quad (9)$$

Edu represents the observed variable of an individual's educational level, as shown in Equation 10. λ represents the factor loading coefficient, representing the strength of the relationship between the observed variable and the corresponding latent variable.

$$Edu = \lambda_4 \cdot E_1 + \delta_2 \quad (10)$$

SS is represented by two observation variables S_1 and S_2, which represent the degree of support of the individual's social environment, as shown in Equation 11.

$$SS = \lambda_5 \cdot S_1 + \lambda_6 \cdot S_2 + \delta_3 \quad (11)$$

ID is represented by an observation variable I_1 that represents an individual's level of self-identity, as shown in Equation 12.

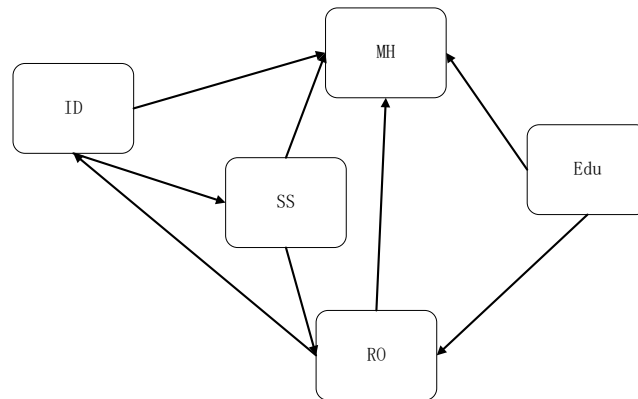$$ID = \lambda_7 \cdot I_1 + \delta_4 \quad (12)$$

Figure 3. Path analysis model diagram

The level of education investment enhances an individual's mental health level by providing knowledge and skills, that is, the higher the level of education, the higher the individual's mental health level may be. The level of social support provides individuals with emotional and social support, which helps alleviate psychological stress, that is, the more social support an individual receives, the higher their level of mental health may be. The degree of identity is closely related to mental health. The higher an individual's level of self-identity, the higher their level of mental health may be. The stability of mental health indicators directly affects an individual's perception and ability to respond to risks and opportunities, that is, individuals with higher levels of mental health may have more confidence and ability to cope with risks and opportunities. The four latent variables of Edu, SS, ID, and RO not only directly affect mental health indicators, but may also directly affect the

intersection of risk and opportunity indicators. ID directly affects the level of social support an individual feels in SS. The relationship between variables is shown in Figure 3.

3. DATA ANALYSIS

$$r = \frac{\sum (X_i - \overline{X})(Y_i - \overline{Y})}{\sqrt{\sum (X_i - \overline{X})^2 \sum (Y_i - \overline{Y})^2}}(13)$$

The correlation coefficient r is used to measure the degree of linear correlation between two variables, and its calculation method is shown in Equation 13. Among them, X_i and Y_i represent the observed values of the two variables, while $\overline{X}$ and $\overline{Y}$ represent the mean values of the two variables.

$$\text{Coefficient} = \frac{\text{Cov}(X,Y)}{\text{Var}(X)}(14)$$

Coefficients are used to describe the degree to which an independent variable affects the dependent variable in a regression model. They represent the magnitude of the impact of a change in the independent variable on the dependent variable. The calculation method is shown in Equation 14. Among them, Cov represents the covariance of X and Y, and Var represents the variance of X.

Table 3. Results of MH regression analysis

Predictor variable	ID	SS	Edu
Coefficient	0.3157	0.4055	0.1243
Standard error	0.101	0.105	0.115
T-value	3.135	3.871	1.078
P-value	0.002	0.0002	0.284
r	0.3642	0.3019	0.1082
Const	34.8127	30.7198	43.7055
Slope	0.3157	0.4055	0.1243

By running a linear regression model and calculating relevant statistics, the analysis results of MH in Table 3 are obtained. Coefficient indicates that for every unit increase in ID, the average value of MH increases by 0.3157 units. The standard error provides the estimation error of the coefficient, which is used to test whether the coefficient is significantly non-zero. Due to the T-value being greater than the critical value corresponding to the usual significance level, it is considered that the impact of ID on MH is significant. The P-value is very small, much less than 0.05, which can reject the assumption that the ID coefficient is zero, indicating a significant linear relationship between ID and MH. This indicates a moderate positive correlation between ID and MH.

For every unit increase in SS, the average value of MH increases by 0.4055 units. The estimation error of the SS coefficient is relatively small. The high T-value indicates that the influence of SS on MH is significant. The P-value is very small, indicating a significant linear relationship between SS and MH. r indicates a moderate positive correlation between SS and MH.

For every unit increase in Edu, the average value of MH increases by 0.1243 units. The estimation error of Edu coefficient is relatively large. The T-value is close to 1, indicating that Edu's impact on MH may not be significant. If the P-value is greater than 0.05, the assumption that the Edu coefficient is zero cannot be rejected, that is, the linear relationship between Edu and MH may not be significant. This indicates a weak positive correlation between Edu and MH.

Table 4. RO regression analysis results

Variable	ID	RO	RO	MH
Predictor variable	RO	SS	Edu	RO
Coefficient	0.3157	0.4055	0.1243	0.0067
Standard error	0.101	0.105	0.115	0.108
T-value	3.135	3.871	1.078	0.063
P-value	0.002	0.0002	0.284	0.950
r	0.3642	0.3019	0.1082	0.0063
Const	34.8127	30.7198	43.7055	47.2560
Slope	0.3157	0.4055	0.1243	0.0067

Table 4 presents the analysis results of variables on RO or RO on variables. The regression coefficient is 0.3157, indicating that when RO increases by one unit, the expected increase in the dependent variable ID is 0.3157 units. The standard error is 0.101, indicating the reliability of the estimated coefficients. The T-value is 3.135, corresponding to a P-value of 0.002, indicating that the impact of RO is significant (P-value less than 0.05). The correlation coefficient r is 0.3642, indicating a moderate positive correlation between RO and ID. The intercept term is 34.8127, which represents the expected value of the dependent variable when RO is zero. The slope is 0.3157, which is the same as the regression coefficient, indicating the rate at which RO affects the dependent variable.

The impact of SS on RO is found to be significant, with a regression coefficient of 0.4055 and a standard error of 0.105. Statistically, the corresponding T-value for this result is 3.871, while the P-value is as low as 0.0002, further confirming the significant effect of SS on RO. In addition, the correlation coefficient r is 0.3019, indicating a positive correlation between SS and RO. From the model, it can be seen that the value of the intercept term is 30.7198, which represents the expected level of RO when SS is zero. Meanwhile, the slope is 0.4055, which reflects the rate of change in the influence of SS on RO.

It is found that Edu has no significant effect on RO. Specifically, the regression coefficient is 0.1243, but its standard error is 0.115, with a T-value of 1.078 and a corresponding P-value of 0.284 (a commonly used significance level with a P-value greater than 0.05). In addition, the correlation coefficient r is 0.1082, indicating a weak positive correlation trend between Edu and RO. The intercept term in the research is 43.7055, which represents the expected value of RO in the case of zero Edu. The slope is 0.1243, which reflects the rate of Edu's influence on RO changes.

With other explanatory variables remaining constant, for every unit increase in RO, the average increase in MH is 0.0067 units, and the regression coefficient between the two is 0.0067. In addition, the correlation coefficient r is 0.0063, indicating a positive correlation between RO and MH, but this correlation is not very close. From a statistical perspective, the T-value is 0.063 and the P-value is 0.950, indicating that the effect of RO on MH is not significant, which may be caused by random factors. Const is 47.2560, which means that in the scenario where all explanatory variables are zero, the estimated value of MH is 47.2560. Individuals facing higher risks may experience adverse effects on their mental health. Therefore, providing more opportunities may have a positive effect on promoting individual and societal mental health.
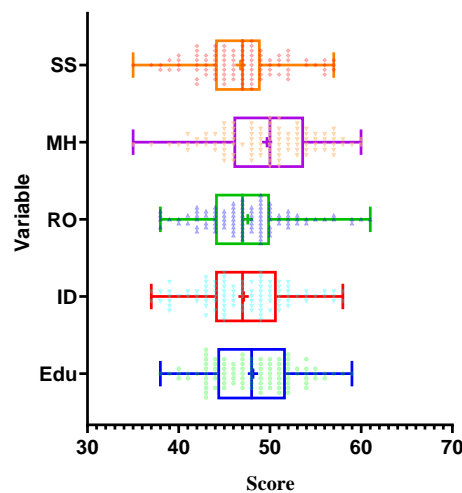

Figure 4. Statistical chart of variable scores

By analyzing these variables, Figure 4 is obtained, where the horizontal axis represents the score of the variable and the vertical axis represents the variable. By comparing the boxplots of each variable, their median, mean, distribution range, and degree of data dispersion can be observed. The median and mean values of MH are relatively high, while Edu's median and mean values are slightly low, which may suggest that the impact of education investment on mental health may not be as significant as other factors. The distribution of data is intuitively understood. The distribution range of RO and MH is relatively wide, while the distribution range of Edu, ID, and SS is narrow, which may indicate that RO and MH are influenced by larger factors or ranges of variation.

4. DISCUSSION

In modern society, risks and opportunities are often intertwined and have a significant impact on the mental health of individuals and society. There are various risks and opportunities in the social environment in which individuals exist, which directly affect their mental health status. For example, individuals facing high-risk environments may feel increased stress, anxiety, and depression, which can have a negative impact on their mental health. On the contrary, individuals with more opportunities may be more positive, optimistic, and motivated to tackle challenges in life, thereby having a positive impact on their mental health.

This viewpoint is consistent with existing social psychology theories, that is, an individual's mental health is largely influenced by their social environment. Many social factors, such as social culture, social support, and economic conditions, shape an individual's psychological state to varying degrees. Therefore, when managing and responding to social risks, and creating and providing opportunities, it is necessary to deeply consider the potential impact of these factors on individual mental health, in order to develop more reasonable and effective policies and measures to promote the overall mental health of individuals and society.

There are significant shortcomings in the classification analysis of risks and opportunities in research. This deficiency is mainly reflected in the mixed processing of a large amount of irregular data, lacking systematic and structural classification, which not only increases the complexity of analysis, but may also lead to distortion of analysis results. Without classification analysis, it is difficult to distinguish risks from different sources and properties, and it is even more difficult to reveal the specific impact mechanisms of these risks on the mental health of different types of individuals.

In order to better understand the impact of risk and opportunity on individuals' mental health, future research urgently needs to strengthen the classification analysis of data. This includes systematic classification of information based on factors such as the source and nature of the risk and personal characteristics and background.

By targeting different types and scales of risk, personalized coping strategies and interventions can be tailored to individuals with different characteristics. Classification analysis can also identify high-risk and vulnerable groups, enabling more timely and accurate support and assistance.

5. CONCLUSION

Drawing on diverse disciplines such as psychology, educational economics and social psychology, the research delved into the complex intersections of risk and opportunity in contemporary society. These findings highlighted the critical importance of mental health in successfully managing risks and seizing opportunities. However, the research faced certain limitations, particularly in terms of the selection of samples and the diversity of data sources. Future research should strive to broaden the range of data sources, refine algorithm models, and strengthen the integration of interdisciplinary methods to more accurately understand the complex challenges faced by contemporary society and ultimately effectively address these challenges.

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