The Role of Mental Health Education and Self-Efficacy in Shaping Career Growth and Development in Chongqing's Private Sector

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Abstract

The current study was conducted in Chongqing, China, to examine the role of Mental Health Education (MHE) on Career Growth and Development (CGD), focusing on the mediating function of three dimensions of self-efficacy that are, Emotion Regulation Self-Efficacy (ERSE), Social Self-Efficacy (SSE) and General Self-Efficacy (GSE). Data was obtained from 400 employees from private enterprises across five districts using validated scales. Data was analysed through descriptive statistics and Structural Equation Modeling (SEM) to measure the direct and indirect effects of the predicting variables. The results established that MHE positively enhances all the three dimensions of self-efficacy, which significantly contributed to CGD. The results highlighted that among all the three dimensions Emotion Regulation Self-Efficacy (ERSE) is the strongest mediator in influencing career growth and development (β = 0.45). The results portrayed the important role of emotional resilience in career development. In addition, the model summary explained 61% of the variance in CGD suggesting strong predictive power. The results concluded that importance of MHE and employee self-efficacy in producing dynamic work environments and its significant contribution to career growth and development

Keywords; Mental Health Education, Self-Efficacy, Career Growth and Development, Emotion Regulation, Private Enterprises in China

INTRODUCTION

Career Growth and Development (CGD) is a continuity process through which individuals continue developing new skills and knowledge as well as the formation of a value system to achieve their career objectives. An important impact of CGD on personal development is also the ability to ensure that organizations remain competitive and innovative in the current dynamic job market (Ng & Lucianetti, 2021). It includes such things as finding pleasure at work, acquiring new competencies, and getting into new positions. With work world continuing to change, CGD has found its place in the planning and management approach of the companies.

The Career Growth and Development (CGD) is influenced with a combination of personal, social and work conditions. The growth is based on the confidence and values of a person, their career goals, the support they get at the familial level, cultural implications and social networks. We can also mention company culture, leadership style, and access to training in the workplace (Putra et al., 2020). To develop a resilient mindset to achieve long-term career achievement, people need to learn the relationship of these factors and how they contribute to the future planning process, flexibility, and learning (Wang et al., 2021).

Mental Health Education (MHE) is also significant when talking about career development as it enables individuals to learn more about mental health, avoid associated issues, and acquire emotional and social competence (Cao et al., 2022). Another major concept that comes to mind here is the self-efficacy theory by Bandura, which concerns having confidence that one can perform any job and cope with problems (Bandura, 2020). These two are Emotional Self-Efficacy (ESE) that enables individuals to manage their emotions and Social Self-Efficacy (SSE) that increases confidence during social interaction.

Such skills will be valuable to stay resilient even in the tough moments, communicate effectively, transition to changes within the chosen profession in life (Li et al., 2020). In the case of strengthening ESE and SSE by MHE, individuals are better equipped to deal with stress and maintain psychological well-being to continue their careers. Most studies reveal that self efficacy plays an crucial role during career development but they tend to ignore these various models of self efficacy such as general self confidence,

emotional control and social confidence that influence this development process. Although self-efficacy assists one in adjusting to the career changes, insufficient research exists on how the mentioned specific forms relate the mental health education to the career advancement (Liu et al., 2023).

This is of particular significance in the case of Chongqing privately-owned sector where workers have to cope with excessive stress and dynamic business industries. In these settings, it would be vital to gain knowledge about how every component of self-efficacy facilitates the development of a career. In order to fill this research gap, the given study has concentrated on the influence of mental health education on career development through considering various forms of self-efficacy. It seeks to investigate the effect of mental health education on general self-efficacy, emotional control and social confidence. The paper also examines the involvement of each of these areas of self efficacy in determining the career growth and development of a person.

Hypotheses

H1: Mental health education has a significant positive effect on career growth and development.

H2: Mental health education has a significant positive effect on general, emotional, and social self-efficacy.

H3: General self-efficacy has a significant positive effect on career growth and development.

H4: Emotion regulation self-efficacy has a significant positive effect on career growth and development.

H5: The relationship between mental health education and career growth and development is mediated by self-efficacy dimensions (general, emotional, and social).

LITERATURE REVIEW

Mental Health Education (MHE) plays a key role in organizational growth by supporting employee well-being and long-term career success. It involves structured efforts to improve mental awareness, strengthen emotional coping skills, and help individuals handle stress more effectively (Zhang, 2011). MHE helps employees deal with challenges at work and boosts their overall job performance. In fast-paced job markets like China's private sector especially in growing regions such as Chongqing strong mental health programs are becoming essential for keeping employees productive and adaptable in their careers.

The link between Mental Health Education (MHE) and career outcomes is based on Bandura's self-efficacy theory (1977, 2020). This theory explains self-efficacy as a person's belief in their ability to take actions needed to reach certain goals. Such beliefs are shaped by personal experiences, observing others, encouragement from others, and emotional or physical states. In this context, three key types of self-efficacy general self-efficacy (GSE), emotional regulation self-efficacy (ESE), and social self-efficacy (SSE) are especially important for both mental health and career development (Caprara et al., 2008; Schwarzer & Jerusalem, 1995). GSE helps individuals manage a wide range of work tasks, ESE supports them in staying calm and focused under pressure, and SSE builds confidence in dealing with social situations at work.

Research indicates that Mental Health Education (MHE) has the potential to enhance self-efficacy in various components. Indicatively, a study conducted by Sun, Buys, and Wang (2021) proved that well-designed MHE programs result in fewer work absences related to depression and the enhanced perception of employees regarding their job performances, enhancing their general self-efficacy (GSE) as an essential ingredient of professional success. In a comparable manner, social self-efficacy (SSE) has already been linked to improved leadership capability, increased teamwork, and additional career-empowering opportunities (Liu et al., 2023).

Studies conducted globally demonstrate that a robust mental health plan, such as workplace policies, counseling, and training certain programs, would increase job satisfaction and reduce burnout and employee turnover (Wang et al., 2021). The situation is however, different in the Case of China in its privately owned sector where the workers tend to experience a wide range of stress to the Mind on the basis of the work load and the given organizational conditions. Cao et al. (2022) state that more than 40 percent of employees experience such symptoms as anxiety, interpersonal sensitivity, and obsessive-compulsive behaviors. The obstacles are particularly high in the economically active cities and regions, such as Chongqing, with manufacturing and technology workers being overwhelmed by the pace of digitalization and extensive production rates.

Despite increasing recognition of these issues, several research gaps persist. Firstly, there is a lack of integrated conceptual models that connect Mental Health Education (MHE), the various dimensions of self-efficacy, and career development within China's unique socio-cultural and organizational landscape.

Secondly, there is a scarcity of longitudinal research examining how MHE interventions influence different self-efficacy domains over time. Thirdly, although digital platforms are becoming central to mental health service delivery, their effectiveness in delivering MHE remains underexplored (Sun, Su, & Ru, 2023). Lastly, few empirical studies focus specifically on private-sector enterprises in Chongqing, despite the city's pivotal role in national industrial development.

In response to these identified gaps, Liu et al. (2023) demonstrated that career decision-making self-efficacy serves as a mediating factor between vocational skills and career adaptability. Their findings imply that Mental Health Education (MHE) contributes to enhancing self-efficacy, which subsequently facilitates smoother career transitions and supports the attainment of professional goals. These insights highlight the importance of examining how distinct self-efficacy dimensions mediate the relationship between MHE and career development outcomes.

Building on this premise, the current study seeks to advance the literature by investigating the influence of MHE on career growth through the specific pathways of general self-efficacy, emotional regulation self-efficacy, and social self-efficacy. By centering the analysis on private enterprises in Chongqing, this research aims to offer contextually grounded and practically relevant insights that can inform the design of targeted MHE interventions. Ultimately, the study aspires to support employee resilience and long-term career progression within high-demand organizational environments.

RESEARCH METHODOLOGY

Methodology and research design: the study adopted quantitative and cross sectional research design. Questionnaire was used to collect quantitative data in order to compile extensive information on the connections among career advancement, self-efficacy, and mental health education.

Sample size and sampling: 400 respondents including managers and staff were selected from 50 businesses in the manufacturing, digital, and service sectors across five major Chongqing cities (Yuzhong District, Jiangbei District, Shapingba District, Jiulongpo District, and Nanan District).

Table 1: Conceptual Framework

Independent Variable	Mediating Variable	Dependent Variable
Mental health education (MHE)	**Social self-efficacy (SSE)**	**career growth and development**
Sub Dimensions	**Sub Dimensions** Social gathering (SG) Public behavior (PB) Conflict management (CM) Seeking and providing help (SPH)	Progress towards career goals (PCG)
Mental Health training (MHT)		
Psychological advice and counseling (PAC)		Professional capacity development (PCD)
	General self-efficacy (GSE)	Promotion speed (PS)
Team building activities (TBA)		Salary increase (SI)
Employee Care Program (ECP)		
	Emotion regulation self-efficacy (ERSE)	
	Sub Dimensions Sense of competence in managing negative emotions (SN) Sense of competence in managing positive emotions (SP)	

Measurement of Variables

General Self-Efficacy was measured by adopting the scale developed by Schwarzer (1995). For the study purpose 10-item scale was utilized and the responses was rated in a 4-point Likert scale, ranging from 1 ("not at all true") to 4 ("exactly true"), was used to rate the responses. Emotion Regulation Self-Efficacy

(ESE) was measured by adopting the scale developed by Caprara (2008) comprising of 14-item. The participants' responses were recorded on 5-point Likert scale, ranging from 1 ("not confident at all") to 5 ("completely confident"). Social Self-Efficacy (SSE) was measured by adopting the scale developed by Fan et al. (2013) model comprising of 22-item to evaluate confidence in a range of social settings. The participants' responses were recorded on 5-point Likert scale, ranging from 1 (1-not confident at all) to (5-completely confident). Career Growth and Development (CGD) was measured by adopting the scale developed by Weng and Xi (2011) comprising of 15-item. The participants' responses were rated on 5-point Likert scale, ranging from (1-strongly disagree) to 5 (5-strongly agree),

Data Collection: To ensure the reliability and validity of the questionnaire in this study, the data collection process was designed in six steps:

1. The questionnaire was developed by using established research theories 2. Three experts were invited to review the questionnaire content and structure. 3. A pre-survey was conducted with 50 participants from 10 private enterprises in Chongqing to assess reliability and validity. 4. Modified the questionnaire based on pre-survey results to finalize for final data collection. 6. Distributed the final questionnaire online through platforms like WeChat, Questionnaire Star, and QQ, and incentivize participation with red envelopes. The survey lasted for 20 days with three announcements to encourage participation. After the specified time, the survey was closed, and the webpage and hyperlinks were disabled.

Reliability, Validity and corrected item total correlation (CITC) Analysis

This study primarily used Cronbach's α value to assess scale reliability and the KMO and Bartlett's sphericity tests to assess the validity of the questionnaire. Furthermore, this study assessed the items' reasonableness using CITC (corrected item total correlation).Indexation and

Data Analysis

The following measurement scales were indexed and cross tabulated with the dependent variable Career Growth and Development (CGD) in order to perform statistical analysis: the Mental Health Education (MHE) Scale, General Self-Efficacy (GSE) Scale, Emotion Regulation Self-Efficacy (ESE), Social Self-Efficacy (SSE), and Career Growth and Development (CGD) Scale. For the purposes of descriptive statistics, reliability-validity testing, and structural equation modeling, the gathered data was examined using SPSS, Amos, and SmartPLS.

RESULTS

Reliability Results

The reliability analysis using Cronbach's Alpha indicates excellent internal consistency across all measurement scales. The Mental Health Education (α = 0.91) and General Self-Efficacy (α = 0.92) scales demonstrate outstanding reliability, exceeding the commonly accepted threshold of 0.90 for high-stakes research (Hair et al., 2019). Emotion Regulation Self-Efficacy (α = 0.81), Social Self-Efficacy (α = 0.80), and Career Growth and Development (α = 0.82) also show strong reliability, well above the minimum threshold of 0.70 (Nunnally & Bernstein, 1994). These results confirm that the items within each scale are highly consistent and reliable in measuring their respective constructs. Therefore, the instruments used in this study are statistically sound and suitable for further analysis, including structural equation modeling (SEM) and mediation testing.

Table 2: Reliability

Scale	Number of Items	Cronbach's Alpha (α)
Mental Health Education (MHE) Scale	20	0.91
General Self-Efficacy (GSE) Scale	10	0.92
Emotion Regulation Self-Efficacy (ESE) Scale	14	0.81
Social Self-Efficacy (SSE) Scale	22	0.80
Career Growth and Development (CGD) Scale	15	0.82

Validity

The validity results indicate that the data is suitable for factor analysis. The Kaiser-Meyer-Olkin (KMO) measure of 0.841 reflects meritorious sampling adequacy, suggesting sufficient inter-item correlations. Bartlett's Test of Sphericity is highly significant (χ^2 = 2356.781, p < 0.001), confirming that the correlation matrix is not an identity matrix. Together, these results support the construct validity of the measurement model.

Table 3: Validity

Test	Value	Significance (p-value)
Kaiser-Meyer-Olkin (KMO) Measure	0.841	
Bartlett's Test of Sphericity (Chi-Square)	2356.781	$p < 0.001$

Corrected Item-Total Correlation (CITC)

The Corrected Item-Total Correlation (CITC) results indicate acceptable to strong internal consistency across all scales. MHE (0.48–0.71), ESE (0.45–0.70), SSE (0.43–0.68), and CGD (0.47–0.73) show that each item contributes meaningfully to its respective construct. GSE (0.52–0.76) demonstrates particularly strong item consistency. These values, all above the 0.30 threshold, confirm that the items are well-correlated with their overall scales, supporting the reliability and construct validity of the instruments used in the study.

Table 4: CITC

Scale	No. of Items	CITC Range	Interpretation
Mental Health Education (MHE) Scale	20	0.48 – 0.71	All items acceptable to strong
General Self-Efficacy (GSE) Scale	10	0.52 – 0.76	Strong item consistency
Emotion Regulation Self-Efficacy (ESE)	14	0.45 – 0.70	All items acceptable to strong
Social Self-Efficacy (SSE)	22	0.43 – 0.68	All items acceptable
Career Growth and Development (CGD) Scale	15	0.47 – 0.73	Strong internal consistency

Demographic information

Table 5 presents the demographic characteristics of the participants. The results highlighted that there were 63.75% male, 62.25% with a bachelor's degree, 42.25% were having 3-5 years of service at their current company. In terms of job positions, the number of general employees occupies the vast majority, accounting for 61.50%. The results further shows that the IT/Internet industry has the largest number of participants (47.25%) and 66.00%) belonged to small enterprise.

Table 5: Demographic Analysis

Basic Information		Quantities	Total	Percentage (%)
genders	Male	255	400	63.75%
	Female	145	400	36.25%
degree	undergraduate (adjective)	249	400	62.25%
	bachelor's degree	87	400	21.75%
	Doctoral	45	400	11.25%
	PhD and above	19	400	4.75%
years of service at their current company	Less than 1 year	37	400	9.25%
	1-3 years	119	400	29.75%
	3-5 years	169	400	42.25%
	5-10 years	50	400	12.50%
	More than 10 years	25	400	6.25%
job title	senior management	21	400	5.25%
	middle manager	56	400	14.00%
	Primary Manager	77	400	19.25%

	General staff	246	400	61.50%
	service industry	97	400	24.25%
industry	IT/Internet	189	400	47.25%
	services sector	114	400	28.50%
	small business	264	400	66.00%
company size	medium-sized enterprise	96	400	24.00%
	major industry	40	400	10.00%

Descriptive Statistical Analysis

Table 6 presents the descriptive statistics of the study variables. The mean scores for all variables indicate generally high levels among participants, with Mental Health Education (M = 3.89, SD = 0.57) and Career Growth & Development (M = 3.86, SD = 0.58) rated highest. General Self-Efficacy (M = 3.74), Social Self-Efficacy (M = 3.71), and Emotional Regulation Self-Efficacy (M = 3.68) also showed moderately high means. The relatively low standard deviations (ranging from 0.57 to 0.63) suggest limited variability in responses. These findings reflect positive perceptions of self-efficacy and development among respondents.

Table 6: Descriptive Statistics of Study Variables

Variable	Mean	Standard Deviation
Mental Health Education	3.89	0.57
General Self-Efficacy	3.74	0.61
Emotional Regulation SE	3.68	0.59
Social Self-Efficacy	3.71	0.63
Career Growth & Dev.	3.86	0.58

Normality Test

Table 7 highlighted Normality Test results, which indicated that all variables have skewness and kurtosis within ±1.0, meeting the assumptions for multivariate analysis (SEM).

Table 7: Normality Test Results

Variable	Skewness	Kurtosis	Interpretation
Mental Health Education	-0.31	0.42	Approximately normal
General Self-Efficacy	-0.27	0.35	Approximately normal
Emotional Regulation SE	-0.19	0.29	Approximately normal
Social Self-Efficacy	-0.22	0.39	Approximately normal
Career Growth & Dev.	-0.34	0.48	Approximately normal

SEM Path Coefficient Results

All path coefficients are positive and statistically significant ($p < 0.001$), suggesting that mental health education significantly improves social, general, and emotional self-efficacy, which in turn enhances career growth and development. The strongest direct effect is from MHE to ERSE ($\beta = 0.45$).

Table 8: SEM Path Coefficient Results

Path	β (Beta)	t-value	p-value	Decision
MHE → SSE	0.42	6.55	0.000	Supported
MHE → GSE	0.37	5.90	0.000	Supported
MHE → ERSE	0.45	7.20	0.000	Supported
SSE → CGD	0.29	4.80	0.000	Supported
GSE → CGD	0.25	3.90	0.000	Supported
ERSE → CGD	0.33	5.60	0.000	Supported

Result of f² Effect Size Analysis

Effect size analysis shows that MHE has medium effects on ERSE and SSE, and a slightly smaller effect on GSE. Among mediators, ERSE has the strongest effect on career growth and development, suggesting it is a crucial pathway in the model.

Table 9: f² Effect Size Analysis

Relationship	f² Effect Size	Magnitude
MHE → SSE	0.18	Medium
MHE → GSE	0.14	Small-Medium
MHE → ERSE	0.21	Medium
SSE → CGD	0.10	Small
GSE → CGD	0.07	Small
ERSE → CGD	0.16	Medium

Model Summary

The R^2 values presented in the model summary indicate the proportion of variance in each endogenous variable explained by the exogenous predictors in the structural model:

General Self-Efficacy (GSE) has an R^2 of 0.24, suggesting that 24% of the variance in GSE is explained by the predictors included in the model. This reflects a moderate level of explanatory power. Emotion Regulation Self-Efficacy (ERSE) has an R^2 of 0.20, indicating that 20% of its variance is accounted for by the model. This shows a modest explanatory capacity for predicting ERSE. Social Self-Efficacy (SSE) has an R^2 of 0.22, suggesting a similar moderate level of variance explained (22%) by the independent variables. Career Growth and Development (CGD) shows a notably higher R^2 value of 0.61, indicating that 61% of the variance in CGD is explained by the model. This represents a substantial level of explanatory power, highlighting that the model effectively captures the key factors influencing career growth and development.

Table 10: Model Summary

Endogenous Variable	R^2	Interpretation
GSE	0.24	24% variance explained
ERSE	0.20	20% variance explained
SSE	0.22	22% variance explained

Endogenous Variable	R^2	Interpretation
CGD	0.61	61% variance explained

DISCUSSION

The study notes that mental health education (MHE) is critical in enhancing confidence in individuals, in different areas of individual self-efficacy which included, motional regulation self-efficacy (ERSE), social self-efficacy (SSE), as well as general self-efficacy (GSE) which in turn led to improved careers development. It demonstrates that these types of educations create a solid background as they form the way individuals perceive their ability to handle problems, communicate properly and control emotions, competencies which are required in the present complex work environments. The result highlights the significance of mental health education (MHE) as not just beneficial professional growth but aspect of personal growth. Providing employees with skillful knowledge and tactics about mental health, equips them in absorbing stress, collaborating well and accepting complex challenges effectively. Such benefits are becoming dominant in the changing, post-pandemic workplace where adaptability and emotional resilience are increasingly salient (OECD, 2021). Furthermore, increasing awareness and reducing the stigma allow MHE to promote a more positive attitude and help employees better understand their work and perform it in a more regular and composed manner.

This research is useful because it shows the role of self-efficacy in mediating between mental education and career improvement. The study defines self-efficacy as a compound phenomenon that consists of emotional regulation self-efficacy (ERSE), social self-efficacy (SSE), and general self-efficacy (GSE). They have distinctive functions in the shaping of performance at work. Consequently, mental health programs must be developed to empower a wide scope of self-perceptions and competencies to best support professional aspirations.

The research findings also depicted that when an employee feels confident enough to manage emotional issues, they would be in a better position to cope with stresses in the workplace, personal arising problems, and handling critical issues with a positive frame of reference. This aligns with previous research that finds emotional intelligence as one of the core competencies and effective performance and authority (Mayer et al., 2020; Poon et al., 2023). The capability of managing emotions is a fundamental determinant of the ability to perform steadily and to develop a career in high-pressure offices where stress control and superior decision-making thrive.

Its outcomes also emphasize social self-efficacy (SSE), which is the summing up how interpersonal confidence may influence professional outcomes. When they feel confident in their communication, persuasion, and collaboration skills, these people have more chances to establish powerful professional connections, gain social capital and positively influence the workplace environment. These findings confirm the available studies that associate social efficacy with better partnership and organizational citizenship behaviors (Liao et al., 2019; Shalaby & Hassan, 2021). This socially based type of self-efficacy is central as modern workplaces become more collaborative and digitally connected and as a way of guiding those relationships and facilitating those cross-team-based connections.

Despite the fact that, general self-efficacy (GSE) was less rulings, it still holds prominent value. This broader sense of confidence in solving multiple tasks and challenges contributes to long-term stimulation and persistence in one's career. Employees with high GSE tend to approach demanding task as opportunities to grow, rather than as obstacles, enhancing their pliability and drive over time. Long-term goal attainment and sustained involvement are encouraged by such an approach (Zhang & Liu, 2022). GSE offers a psychological foundation for creativity and problem-solving, even though it might not be as context-specific as ERSE or SSE.

These results highlight the indirect impact of MHE on career growth and development (CGD). Instead, mental health education initiates a series of psychological improvements that eventually result in better job outcomes. The significance of process-based interventions in organizational growth is thus emphasized. If workers lack the internal resources such as self-assurance, decision-making abilities, and interpersonal trust to take advantage of these chances, merely providing career training or promotions might not be sufficient. In order to close this gap, mental health education fosters the self-efficacy required to transform potential into advancement. Additionally, the study backs the move in organizational behavior literature away from a narrow focus on productivity and technical abilities and toward a more comprehensive approach to staff development. According to recent studies, psychological

capital which includes optimism, resilience, hope, and self-efficacy can improve performance on an individual and organizational level (Youssef-Morgan & Luthans, 2020). The results of this study strengthen this claim by demonstrating that mental health education significantly increases psychological capital, especially by improving ERSE and SSE. These findings practically affect organizational policy and practice in a number of ways. Companies that want to foster employee development must incorporate MHE into larger career development frameworks and go beyond reactive mental health programs. For example, leadership development should emphasize resilience and empathy training, frequent staff meetings can involve mental health check-ins, and onboarding programs can incorporate emotional intelligence courses. In addition to enhancing individual self-efficacy, these initiatives will foster a more encouraging and productive corporate culture (Gorgenyi-Hegyes et al., 2023).

Cultural and contextual meaning of findings should also be considered. Social norms can make individuals suppress their feelings in communal societies or stressful work environments. Mental health education has the potential to change the paradigm by promoting healthier coping and supporting emotional experiences through individuals. Such programs improve emotional regulation self-efficacy (ERSE) and social self-efficacy (SSE), so that the individual can cope with the emotions within and with external social relationships and cope better, and achieve better well-being and job satisfaction (Wu et al., 2019). Mental health education, according to the study, should not only be regarded as a wellness program, but a strategic investment as well. By preparing employees to get mentally ready to meet the challenges they are more motivated, more committed to their own growing and also more oriented towards the goals of the organisation.

It is consistent with the increased value placed on sustainable human resource management that covers the employee well-being as the fundamental source of performance (Wang et al., 2022). The research bolsters the idea that mental health training is required in the contemporary work place. Because MHE intensifies self-efficacy on emotional, social, and general levels, it promotes the psychological preparedness required to move toward advancing vocationally. The results propose that organizations ought to engage in a comprehensive pledge solution to employee training that would mix psychological health interventions with instruction in problem-solving, interpersonal communication, and emotional self-regulation rules. Not only is such an approach helpful to individual employees but it can contribute to a stronger more flexible workforce as the workforce evolves to meet the ever-changing environment.

CONCLUSION

This research highlights the linkage between Mental Health Education (MHE) and Career Growth and Development (CGD) among employees in Chongqing, China, with a focal point on the mediating roles of General Self-Efficacy (GSE), Emotion Regulation Self-Efficacy (ERSE), and Social Self-Efficacy (SSE). The results showed that MHE is positively linked to all three forms of self-efficacy, each donating appear to improved career development. Notably, ERSE emerged as the strongest mediator, highlighting the critical role of emotional regulation in managing workplace stress, steering challenges, and sustaining job performance. These results emphasize the importance of employee development initiatives that embody emotional awareness and psychological skill-building as key constituents.

The SEM results and R2 values, which demonstrated moderate to strong predictive power for all constructs, especially CGD (R2 = 0.51) and ERSE (R2 = 0.36), further supported the conceptual model. This study makes a theoretical and practical contribution. It theoretically supports the use of frameworks for emotional regulation and social cognitive theory in organizational settings. It advocates for the inclusion of MHE programs and focused efficacy-enhancing interventions in the workplace, particularly in high-pressure industries like IT, and provides practical insights for HR professionals and lawmakers. The study's overall findings demonstrate the importance of mental health education in promoting psychological well-being as well as the self-efficacy necessary for long-term professional advancement.

Implications for Practice and Research

This study has a number of applications. First, in order to improve self-efficacy and career growth, organisations should incorporate mental health education into their staff development programs. Especially for workers in high-stress industries, such training should address communication skills, stress management, and emotional regulation strategies.

Second, ERSE was found to be the most significant mediator, emphasizing the role that emotional resilience plays in professional growth. Therefore, psychological skill-building workshops that improve coping mechanisms and emotional intelligence should be given priority in human resource programs.

Third, the findings highlight how different aspects of self-efficacy are interdependent. To optimize professional development, organisations should create distinct treatments that target social, emotional, and general self-beliefs rather than seeing self-efficacy as a monolithic entity.

Future study can verify the generalizability of this concept by testing it in various industrial or cultural situations. In order to investigate the long-term effects of MHE on self-efficacy and career paths, longitudinal research designs might also be beneficial.

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