

A Study on College Selection Logic and Mental Adjustment Path for the Postgraduate Entrance Examination of Ordinary Undergraduate Students

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Abstract

With the development of higher education's "under-popularity for jobs" problem and rising admission thresholds, over a third of ordinary college graduates have chosen to participate in the national postgraduate entrance examination to improve their academic level and competitive advantage during job-seeking. In terms of study basis, Information Resources, Universities Platforms, and Social Support, compared to students from key universities, ordinary undergraduates are weaker. Therefore, during preparation, they easily face problems like uncertain goals, anxiety about school choice, self-doubt, useless learning costs, and poor sleep quality. Based on the questionnaires of 852 graduate application students, it has been found through analysis that about 65.73 per cent did not select their target universities completely; over half suffered anxiety due to continuous indecision during school selection. Selecting a university for graduate studies is not merely selecting the school. It is a decision combining personal views, family circumstances, school matters, regional developments, career goals, external influences on one's mind, etc. School choice is reasonably related to students' Learning Direction, Motivation, and Mental Health. A stable mental state could affect the recognition of what a student's goal is. According to the actual circumstances of ordinary undergraduate students and questionnaires, based on analysis of their difficulties in choosing schools and preparing for exams, explain the connection between the school-selection Logic and mindset. It puts forward the "two-stage school selection method" and the "four-in-one" psychological adaptation path of "cognition", "action", "social experience", and "body-mind development". To help ordinary undergraduate students choose schools wisely, maintain stable preparation, and improve their own success rate.

Keywords: ordinary undergraduate; school selection for postgraduate exam; preparation mentality; mental pressure; sleep quality

Introduction:

In the evolving landscape of higher education, an increasing number of ordinary undergraduate students are opting to pursue postgraduate studies to enhance their academic credentials and competitive edge in the job market. However, these students often encounter a

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range of challenges during the preparation process, such as unclear goals, anxiety related to school selection, and difficulties in maintaining a stable mental state. Previous research has explored various aspects of postgraduate school selection and mental adjustment, but there remains a lack of comprehensive studies that specifically focus on the unique experiences and needs of ordinary undergraduate students. This study aims to fill this gap by investigating the school selection logic and mental adjustment paths of ordinary undergraduate students preparing for the postgraduate entrance examination. By analyzing data from a questionnaire survey of 852 students, this study seeks to identify the key factors influencing school selection decisions and mental states, and to propose practical strategies to help ordinary undergraduate students make more informed school selection choices and maintain a positive mental state during preparation. The findings of this study will not only contribute to the existing literature on postgraduate education but also provide valuable insights for educators, policymakers, and students themselves.

Literature Review:

A comprehensive review of the existing literature reveals that previous studies have made significant contributions to our understanding of postgraduate school selection and mental adjustment. Researchers have identified various factors that influence students' school selection decisions, such as university reputation, program quality, geographical location, and career prospects. However, most of these studies have focused on students from key universities or specific disciplines, and there is a lack of research that specifically addresses the needs and challenges of ordinary undergraduate students.

Studies on higher education resource distribution show that ordinary undergraduate institutions often have limited postgraduate guidance resources compared to key universities, leading to information asymmetry for students during school selection (Zhong et al., 2020). Zhao et al. (2016) further found that students from ordinary backgrounds tend to exhibit two extreme decision-making patterns when choosing schools: either blindly pursuing top-tier institutions without assessing their own competitive strength, or setting overly conservative targets due to lack of confidence in their academic abilities. This decision-making bias directly contributes to the high rate of goal adjustment during the preparation phase observed in practical surveys.

In terms of mental adjustment during postgraduate exam preparation, studies have highlighted the importance of factors such as self-confidence, learning motivation, and social support. Tan (2016) analyzed the mental pressure of postgraduate applicants and found that prolonged indecision about school selection could increase anxiety levels by more than 40% among ordinary undergraduate students. Meng (2014) further explored the mechanism of abnormal exam psychology, pointing out that unrealistic goal setting and negative cognition of personal ability are the core factors leading to learning burnout and low preparation efficiency. Research on postgraduate innovation ability training also emphasizes the need for targeted support systems for students from diverse academic backgrounds, including psychological counseling and academic guidance tailored to the characteristics of ordinary undergraduate students (Hao, 2014; Shang, 2013).

Recent studies have also begun to focus on the impact of digital social interaction on postgraduate preparation efficiency. Li (2025) and Yang (2026) separately verified that continuous social media interaction behaviors, such as maintaining chat streaks on platforms like TikTok, could significantly reduce learning focus and increase mental burden. Cui (2015) and Qian (2024) further pointed out that useless social contacts on instant messaging platforms are important sources of unnecessary cognitive consumption for preparing students, and reasonable social

boundary setting can effectively improve preparation efficiency.

However, few studies have explored the relationship between school selection logic and mental adjustment, and how these two factors interact to influence students' preparation outcomes. Existing research either focuses on the decision-making process of school selection itself or independently examines the psychological adjustment strategies during preparation, lacking an integrated analytical framework that links these two processes. Liang et al. (2012) constructed a Bayesian Discriminant Model for postgraduate school selection based on objective factors, but did not incorporate the feedback effect of mental states on decision-making rationality. This study aims to address these gaps by examining the school selection logic and mental adjustment paths of ordinary undergraduate students. By integrating insights from multiple disciplines, including psychology, education, and sociology, this study seeks to develop a more comprehensive understanding of the factors that influence students' school selection decisions and mental states, and to propose effective strategies to help ordinary undergraduate students overcome the challenges they face during preparation.

Research Methodology:

This study adopted a mixed-methods research approach, combining quantitative and qualitative data collection and analysis methods. The quantitative component involved a questionnaire survey designed to collect data on students' school selection criteria, mental states during preparation, and demographic information. The questionnaire was developed based on a comprehensive review of the existing literature and expert opinions, and it included both closed-ended and open-ended questions. A total of 852 valid questionnaires were collected from ordinary undergraduate students across different universities. The data were analyzed using descriptive statistics, correlation analysis, and regression analysis to explore the relationships between variables. The qualitative component involved in-depth interviews with a subset of 20 students to gain a deeper understanding of their experiences and perspectives. The interview data was analyzed using thematic analysis to identify key themes and patterns. This mixed-methods approach allowed for a more comprehensive and in-depth exploration of the research questions, and it provided triangulation of the findings, enhancing the validity and reliability of the study. A total of 852 valid questionnaires were collected from ordinary undergraduate students across different universities. The data were collected through online platforms such as Questionnaire Star and WeChat from March to May 2026. The data were analyzed using descriptive statistics and correlation analysis to explore the relationships between variables. Descriptive statistics were used to describe the basic characteristics of the sample, such as the distribution of gender, grade, and major. Correlation analysis was used to examine the relationships between school selection criteria, mental states, and demographic variables.

The reliability and validity of the questionnaire were tested to ensure the quality of the data. The Cronbach's alpha coefficient of the questionnaire was 0.85, indicating good reliability. The validity of the questionnaire was tested through factor analysis, and the results showed that the questionnaire had good construct validity.

Findings and Discussion:

- i. **Unreliable objectives and unclear learning direction:** Most of the problems with ordinary undergraduates are related to unclear objectives. Some want to enter better schools but fear a weak basis. Some want safe schools but are unwilling to aim low. Such meticulous Thinking Is actually artificial and burdensome to the mind. Questionnaire data

show that only 34.27% of applicants have fully confirmed their target universities and majors without hesitation, while 23.24% have preferences but still hesitate, 25.7% are completely confused with no clear direction, and 16.78% have not started school selection at all. Overall, 65.73 per cent of the students have not locked in their targets and thus lack clear learning directions.

Table 1: Have the postgraduate target university and major been set yet?

Options	Subtotal	Proportion
A. Fully confirmed without hesitation	292	34.27%
B. Have preferences but still in hesitation	198	23.24%
C. Still confused with no clear direction	219	25.7%
D. Have not started school selection yet	143	16.78%
Valid entries	852	

There are differences between postgraduate and college-entrance exams. Schools and majors have various subjects, textbooks, and examination formats. If students cannot decide on a school for a long time, they cannot start their major studies and lack motivation for public subjects. They are too busy worrying about schoolwork to study well. It is particularly hazardous for ordinary undergraduate students in the preparation stage before they start their own research.

Unstable goals cause people to worry. Without a clear goal, effort gets no direct feedback. No goal; the study will be meaningless. According to the survey questionnaires, 24.77 per cent of respondents felt anxious due to repeated hesitations during their schooling years; Another 25 per cent had some anxiety at times. Almost half of the students have problems with goal uncertainty, which makes them increasingly worried, doubtful, and puzzled; thus, reducing their interest in learning and self-confidence.

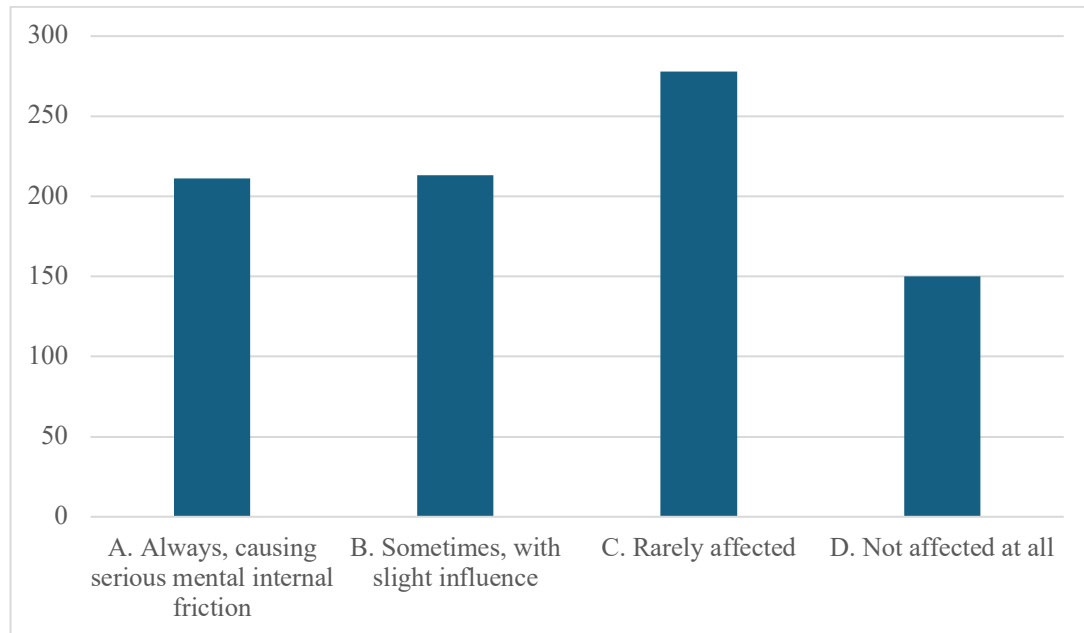


Figure 1: Will frequent decision-making difficulties at school cause excessive stress?

- ii. **Extremely Unreasonable Attitude towards School Selection; Blindly high aspiration or too cautious choice:** Most ordinary undergraduate students make one of these two extreme responses; this has been reflected in the survey data about school positioning norms (Zhao et al., 2016). Only 35.92% of students choose goals reachable through hard work (the most rational choice). However, 29.58% blindly rush for top prestigious universities, ignoring their own foundation; 17.14% choose overly conservative goals below their actual ability, and 17.37% follow classmates blindly without independent ideas.

Table 2: Your opinion on the selection of a postgraduate institution?

Options	Subtotal	Proportion
A. Choose goals reachable through hard work	306	35.92%
B. Rush blindly for top prestigious universities	252	29.58%
C. Choose overly conservative goals	146	17.14%
D. Follow classmates blindly without own ideas	148	17.37%
Valid entries	852	

One is blindly high aims. Some students care too much about famous universities, follow others, or believe online experiences. They ignore personal interests, learning ability, and the difficulty, and choose hot majors at famous universities with fierce competition. Some are suitable, but others may be too complicated to handle continuously. When they cannot understand majors, improve their English, or get low scores in practice tests, they easily feel frustrated and give up on themselves.

The other is too safe a choice. Some students look down on themselves because of an ordinary undergraduate background. They choose schools far below their ability. Though it looks safe, it reduces learning motivation. Challenge-free learning does not work. Too much safety may deprive postgraduate study of its Value-Added Platforms and Lives.

Therefore, the objectives for most undergraduate students should be moderately difficult to achieve. Such goals match personal goals, consider admission chances, and future development.

- iii. **Too much information and Online Interaction lead to anxiety:** Now, there are many sources of postgraduate admission information available; however, receiving so much at once might confuse you. Ordinary undergraduate students may be affected by the application rate, admission score, grading rumors, undergraduate background prejudice, etc. (Zhong et al., 2020). Some information is useful, but much is one-sided, emotional, or untrue. Inability to evaluate the content; Frequent changes in beliefs by students resulting in information uncertainty.

Digital social contacts are also forms of disturbance (Li, 2025; Yang, 2026). According to the questionnaires, among those who usually use daily chat sparks on TikTok, 24.77%; some people still retain it when they are free; only 35.92% reduced their usage gradually and stopped entirely. A further survey on inefficient social behaviors indicates that 67.02% of students believe keeping daily chat sparks on social platforms affects learning efficiency the most, followed by long, meaningless online chatting (66.9%) and frequent unnecessary parties (65.85%). Social behaviour shortages interrupt learning flow, hinder depth of thinking, reduce attention span, and extend preparatory time arbitrarily.

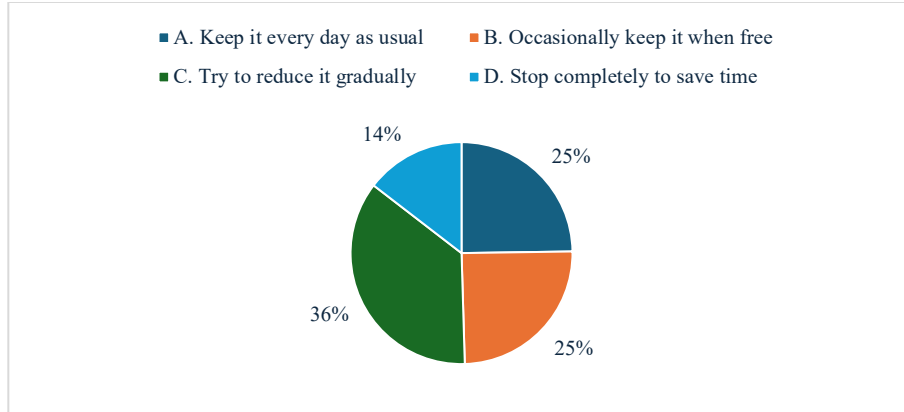


Figure 2: Are you still using the daily chat spark function in TikTok when preparing?

Therefore, the applicants should not be completely cut off from society and can set specific boundaries. Key connections are not severed due to fewer chats. Useful social contacts promote growth rather than passive replies; mental costs and wasted time.

Real Difficulties in School Selection for Ordinary Undergraduate Students:

- i. **School choice and mentality formation; Clear goals reduce anxiety:** School choice is the beginning of the graduate application. Conspicuous objectives enable students to understand the learning content and the target of improvement within a class among themselves. School does not provide assurance; the study lacks substance; the mentality is insecure. According to the questionnaires, it has provided abundant supporting data showing that most students generally hold this opinion: More than half of all respondents agreed strongly (Yi, 2024). Specifically, a certain proportion agreed relatively moderately, and others disagreed slightly. Specialized guidance on postgraduate school selection can help students establish reasonable goal expectations, thereby reducing unnecessary anxiety during the early preparation stage (Yi, 2024).

Table 3: Is it more stable to set the goal early in preparation for it?

Options	Subtotal	Proportion
A. Totally agree	347	40.73%
B. Basically agree	193	22.65%
C. Slightly disagree	214	25.12%
D. Totally disagree	98	11.5%
Valid entries	852	

School Choice Reasonably Reduces Anxiety (Liang et al., 2012). When students know their own exam subjects, textbooks, previous exam grades, enrollment numbers, etc., worries become specific problems to be solved. Instead of doubting whether they can pass, they can plan study times, English scores, and political review time. Forming particular Work Items may lessen your workload.

Selecting unsuitable Schools causes Psychological Distress. Too high a goal brings long-term failure. Weak Goals can reduce Motivation. Changing schools frequently breaks the study system and brings mental stress. That is to say, besides picking an excellent

- institution, one should be mentally relaxed, too.
- ii. **Mentality's Impact on School Choice; Unstable Emotions Bias Decision Making:** A preparation mindset affects school choices in reverse. Stable students can assess their own conditions, goals' difficulty, and prospects correctly. Stable students generally do not act impulsively or emotionally.

Based on the questionnaires, 24.77 per cent of students experienced prolonged anxiety due to their indecision about entering a university, which directly resulted in erroneous choices (Tan, 2016). Overly anxious students exaggerate the risks and set overly cautious targets (Meng, 2014). Students with vanity care about school fame and ignore difficulty and personal issues (Liu & Zhao, 2020). Students who refuse to try will not succeed. (Dai, n.d.) Over-optimistic learners underestimate competition and difficulty (Liang et al., 2012).

Therefore, school choice is not entirely rational. Affected significantly by mood or opinion (Gao et al., n.d.). To avoid the bad circle → bad mentality → wrong judgment → difficult study → more anxiety, ordinary undergraduate students must combine school decision and mental adjustment (Wang et al., n.d.).

Two-way relationship between school selection logic and preparation mentality:

- i. **Stage I: Select schools early in preparation and fix the general direction:** Ordinary undergraduate students should not delay school selection. Adjust preparatory work based on the prioritized introduction. Only 34.27 per cent of the students have clearly defined their goals at this point; therefore, early school admissions are most essential now. In the early stage, they can choose in order: major → area → school level → exam difficulty.

First, confirm the major. Major preference closer to university-level learning and continuous knowledge. Change in major, assess personal interest, ability, and exam pressure accordingly. Avoid changing majors due to emotional changes or to avoid the old major.

Confirm the Area. Affecting Areas affect graduate admission and career prospects. Developed Areas have fewer opportunities and more competition. Local schools face fewer competitions and a weak job impact. Based on the target job city, living costs, family conditions, or one's own plans, when making decisions. A regional case study of postgraduate school selection in the Yangtze River Delta shows that applicants in economically developed regions tend to prioritize local universities with strong industry connections, which significantly reduces cross-regional application risks (Dai, n.d.).

Table 4: How would you evaluate the selection of a postgraduate institution?

Options	Subtotal	Proportion
A. University rank and level	565	66.31%
B. Difficulty of professional courses	570	66.9%
C. Admission competition difficulty	559	65.61%
D. Geographic location	498	58.45%
E. Personal academic ability	480	56.34%
F. Future employment development	305	35.8%
Valid entries	852	

Judge the school level. Based on the questionnaire, the top three reasons for which

college choice is judged are based on difficulties in major-related course difficulty (66.90%); university rankings or levels; and admission competition difficulty are ranked as 66.31%. Followed by geographical location (58.45%), personal academic abilities, etc., respectively. Do not be concerned solely with school prestige. Also consider major strength, teachers, enrollment number, second-round test rate, major difficulty, and past admission.

Fourth, care for exam appropriateness. Schools with stable subjects and books have lower preparation risk. Schools with clear major projects are more dependable. Avoid schools with frequent book changes, few enrollees, or high uncertainty in the second-round test results.

- ii. **Stage II: Finalize a safety check and avoid emotional fluctuations after:** The first-choice school is not determined permanently. The students will edit this part later based on their reviews. They are not accidental either. Do not completely change your early choice because of worry. The questionnaire data on target adjustment before October registration shows that 30.87% keep the original choice all the time, 37.21% only choose colleges with identical professional textbooks, 14.2% choose schools with similar exam contents, and only 17.72% choose a completely new target randomly. This suggests that many students have made relatively small adjustments; therefore, this meets the requirement of adjusting targets scientifically.

Table 5: How will you set your goal before formal registration in October?

Options	Subtotal	Proportion
A. Keep the original choice all the time	263	30.87%
B. Only choose colleges with identical professional textbooks	317	37.21%
C. Choose schools with similar exam contents	121	14.2%
D. Choose a completely new target randomly	151	17.72%
Valid entries	852	

Make limited adjustments but not complete changes. If changing schools, choose one with highly similar subjects, books, and major to avoid wasting earlier major review.

Second, adjust based on study results, not feelings. Judge by major mastery, English and political progress, practice test scores, and real study time. Do not adjust due to a single online article or a bad mood.

Finally, Do Not Make Them Too Small. Some students choose very low schools out of anxiety before applying, which reduces later motivation. Reducing the goal scale can be implemented, although it differs from immediate inferiority.

Fourth, stop comparing after confirming the goal. After the application, focus on carrying out plans, not studying which school is easier. Ordinary undergraduate students must remember that late-stage competition relies on steady plan execution rather than more information.

Science School Choice Reasoning: Two-stage Selective Process:

- i. **Cognitive adjustment: Transformation from “I cannot” to “gradually I can improve little by little”:** The biggest mistake of ordinary undergraduate students is equating undergraduate background, past grades, and present basis to the final result. Postgraduate exams are highly competitive and do not solely measure the starting point; Continual learning capability, the ability to evaluate information reasonably and carry out actions

effectively. Introduce initial objective self-awareness. Accept deficiencies in the platform and resources, yet believe partially self-determined. Shortcomings are the platform and resources; advantages are a clear purpose, firm will to change, and abundant determination for perseverance.

Build the correct exam View. Graduate admission test, which serves as a way to escape work stress and assert oneself socially. It is considered a necessary choice; it will be regarded as death. Stabilize one's mental state, etc. It is prone to excessive self-awareness, causing anxiety or loss of control.

Third, learn reasonable cause judgment. A bad practice test or unfinished recitation does not mean no ability. Reasonable causes include an effective method, enough review time, and a rational time arrangement. Assigning failure as a non-changeable reason provides some flexibility.

Fourth: Boost confidence through small achievements. Complete the assigned tasks daily, summaries weekly for a clear picture. Ordinary undergraduate students need to build confidence in reality rather than empty ideas.

- ii. **Action Adjustment: Fight Mood Change with Stable Speed:** Mood is not steady; go back and forth instead of repeating what one has already considered once. Postgraduate preparation lasts long and cannot depend on long-term passion. The most certain guarantee of steady progress. Keep a regular life Schedule. No more working at night for pretend things. Lack of sleep negatively affects memory in the near term and later. A large-scale survey of 1856 postgraduate applicants confirmed that persistent sleep disturbance is significantly correlated with anxiety levels and decision-making bias during school selection, with 62% of students reporting poor sleep quality during periods of goal uncertainty (Gao et al., n.d.). Many postgraduates have insufficient sleep; they feel sleepy and uncooperative, thus disrupting the absorption of knowledge at school. Therefore, clear and effective morning studies are superior to less productive evening cramming.

Set specific daily work items. Daily completion of politics, English, and major courses. Avoid studying purely out of emotion. The tasks need to be specific rather than ambiguous, such as “major courses” or “studying a large amount of knowledge”.

Thirdly, organize regular weekly meetings. Summarize finished tasks, unfinished tasks, causes, and improvement plans. To correct the direction rather than blame oneself.

Fourthly, release appropriately. Listening to Music, walking, exercising, and short Meditations can decrease stress. Short relaxation during serious worry is not a waste of time but a recovery of study efficiency. Research on mental pressure intervention shows that group music guidance can effectively reduce anxiety levels of postgraduate applicants by 28.7% within 4 weeks, providing a practical and low-cost stress relief approach (Wang et al., n.d.).

- iii. **Social Adaptation: Eliminate Unnecessary Connections and Maintain Positive Support:** The postgraduate exam does not require total separation from the world, but it must reduce meaningless energy cost. According to the survey questions, about 43.08 per cent of the students began acting autonomously in reducing unnecessary social connections. About 25.12 per cent decreased non-urgent communication frequency occasionally to enhance work efficiency more effectively. Regarding interpersonal relations, 34.62 per cent of students believe that genuine friends will not betray them because they have been less socially involved. Another 19.01 per cent think this may happen. Therefore, important friendships are unlikely to change after a person reduces their participation in society

reasonably.

Table 6: Will you be unable to attend normal socializing because of the exam preparations?

Options	Subtotal	Proportion
A. Take the initiative to abandon useless social contact	367	43.08%
B. Reduce unnecessary communication occasionally	214	25.12%
C. Hard to refuse various social activities	107	12.56%
D. Maintain all social relationships	164	19.25%
Valid entries	852	

Monitor WeChat messages, TikTok “Keeping Sparks”, uninteresting talkers, and constant short videos. Such acts bring short-term group belonging but break attention and increase relationship burden. Studies show useless social contact often comes from low self-value and online contact dependence (Cui, 2015; Qian, 2024). Really valuable social contact should be based on ability improvement and effective mutual help.

Therefore, during preparation, students can tell friends directly that they are preparing and may reply less. Real friends wouldn’t pull away because of fewer responses. Establish a corresponding response time constraint to prevent social applications from interrupting one’s studies unexpectedly.

Furthermore, nurture strong relationship partners. Good partners do not compete; instead, they guide, monitor, and share helpful data. Undergraduate students need social support in their lives, but partners cannot become their worries. Reduce attention to groups full of complaints, comparisons, and negative words.

- iv. **Body-mind adjustment, keeping body condition to maintain preparation ability:** At the end of preparations, some students are unable to continue learning due to their bodies or moods being overwhelmed by pressure. Therefore, the basic training for ordinary undergraduate students should include body-mind exercises.

Keep fit by doing something active every day for around 20-30 minutes; walk slowly, run occasionally, do some light weightlifting, etc. Exercise cannot raise scores directly, but it keeps a stable mood and body endurance.

Secondly, have regular meals. Don’t miss breakfast or have meals haphazardly when checking progress. Decreased Body Power directly benefits learning results positively.

Observe mood changes. Occasionally feeling broken down, enraged, and uncertain while preparing is natural. Do not blame yourself more for being anxious. Whether or not one returns to the original plan under low moods.

Fourthly, seek help proactively in such situations. In case of persistent insomnia, palpitations, poor academic performance, mental exhaustion, etc., don’t bear it all by yourself. Ask other students for advice or talk to teachers and parents at school. Asking for help is not a weakness but a wise way to save time.

Mental Adjustment Path for Ordinary Undergraduate Students:

Undergraduates of general quality must succeed in the examination for further study; that is, set correct objectives and be specific with their work plan before attending university regularly. School selection is the direction controller of preparation, and mentality is the stabilizer. Set the

course wrongly and waste one's efforts in vain; a bad mood obstructs progress.

Supported by questionnaire data, this paper holds that ordinary undergraduate students should avoid a blind high aim or a too safe choice. Based on comprehensive research, objective self-judgment, and real trade-offs, they should choose target schools with moderate progress, controllable risk, and development value. Early school selection and subsequent examination help avoid students being anxious about uncertain goals. During the preparations, transition to cognition, actions, social interaction, and body- mind wellness. Judge personal strengths correctly, keep a stable study pace, reduce useless social costs, and maintain good sleep, body, and mood.

A postgraduate exam is not a short race depending only on passion. a long-distance race that requires perseverance, endurance, and steadiness of pace. As long as ordinary undergraduate students choose reasonably, study steadily, and keep a stable mentality, they can break the limits of the undergraduate platform and reach deep study and self-improvement. Through scientific choice of schools and maintaining a healthy attitude during implementation, ordinary undergraduate students' preparation for the postgraduate entrance examination can be fixed in both direction and behaviour.

Conclusion:

By thoroughly examining the problems encountered by ordinary undergraduate students during their postgraduate application and school selection preparation, for analysis of both sides of the contradiction between academic choices and preparation attitudes through a combined approach to analyzing 852 valid questionnaires. The selected schools have served to prepare children's minds and ensure that they are mentally alert for learning at this crucial stage of development. Moreover, a good mentality will enable the students to make their own school-choice decisions objectively and form a positive interaction of minds.

The questionnaire data confirms that most students have problems with unclear goals, anxiety from school selection hesitation, extreme school positioning, and disturbance from digital social contact. Proposed by this paper is the "two-stage school-selection method", which provides an implementation path for general university students. By finding a rough direction when you first start and making slight adjustments ahead of time for the application, it reduces your sense of fear or stress caused by new goals and thus speeds up preparation. The "four-in-one" mental adjustment path integrates cognition, action, social interaction, and physical and mental health to help students establish a positive self-image, maintain stability in their studies, reduce unnecessary social consumption, and keep good physical and mental condition, providing solid assurance for their smooth passage of the postgraduate entrance examination.

Nevertheless, this study also has some deficiencies. For instance, it is primarily focused on typical issues for general university undergraduates; there has been little examination of distinct features among various majors or geographical areas. In future research, we will extend our research range further and conduct targeted investigations at different levels to offer individualized guidance on how ordinary undergraduates select postgraduate admission schools and adjust their minds more precisely.

Postgraduate admission exams are a continuous effort for researchers to hold onto the dream they cherish across the broad avenue. Ordinary undergraduate students have overcome the constraints of their lower education stage through scientific selection of schools, adjustment of mentalities, etc., to realize their academic and life dreams in higher education. It is expected that the research outcomes of this paper may serve as a valuable resource for all postgraduate

examination preparation of our fellow college students.

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