

RESEARCH ON THE ALLEVIATION OF COLLEGE STUDENTS' EMPLOYMENT PSYCHOLOGICAL ANXIETY AND ENTREPRENEURSHIP INNOVATION MECHANISM FROM THE PERSPECTIVE OF ECO-MARXISM THEORY

Jiaqi Zhao & Yanjie Mu*

Department of Marxism, Jilin University, Changchun 130012, China

SUMMARY

Background: College students are at the junction of study and employment. At the same time, they are facing the dual pressure of study and employment, so they are very easy to have negative emotions. Anxiety is an emotional experience that people often perceive in daily life. When individuals encounter external stimuli or face setbacks, they will show a series of negative emotions, such as tension, worry, irritability and so on. Employment anxiety is a comprehensive response to negative emotions such as worry and tension caused by the perceived gap between internal consciousness and objective reality when individuals face employment problems, mainly including self-awareness anxiety, social support anxiety, employment situation anxiety, fear of self-esteem damage, etc. Therefore, the research analyzes students' employment anxiety based on educational psychology, and integrates ecological Marxism theory into innovation and entrepreneurship education, so as to improve the innovation and entrepreneurship education model and alleviate students' employment anxiety.

Subjects and methods: In a certain university, 50 senior students who are about to graduate and facing employment are selected for the experiment. Use computer information technology to complete the grouping, and get group A and group B. The number of students in group A and group B is the same. For group A, the research adopts the improved innovation and entrepreneurship education based on educational psychology to teach them. For group B, the traditional innovation and entrepreneurship education was used to teach them. After using different teaching modes for the same time, the two groups of students' anxiety and psychological state about the employment situation were compared.

Results: Before teaching, the scores of anxiety subscale, thought subscale and body subscale in EAS of group A and group B students were very close, and there was little difference between the two groups. After the intervention of different teaching modes on students, the subscale scores and total scale scores of group A students have decreased significantly, while the scale scores of group B students have not changed significantly.

Conclusions: For various reasons, college students are easy to suffer from employment anxiety. Innovation and entrepreneurship education is a course to cultivate students' entrepreneurial consciousness and innovative spirit. It is an important way to alleviate students' employment anxiety. However, today's curriculum rarely involves the contents of environment and ecology, which is contrary to the green development and sustainable development advocated by our country and divorced from reality. The research analyzes students' employment anxiety based on educational psychology, and integrates ecological Marxism theory into innovation and entrepreneurship education, so as to improve the innovation and entrepreneurship education model and alleviate students' employment anxiety.

Key words: employment anxiety - innovation and entrepreneurship education - educational psychology - ecological Marxist theory

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INTRODUCTION

College students are at the junction of study and employment, and face the dual pressure of study and employment, so they are very prone to negative emotions (Kim et al. 2021). For various reasons, such as lack of personal cognition and ability, mismatch between family and their own expectations, social employment environment and so on, college students are easy to suffer from employment anxiety (Choi et al. 2021). The higher education system has been reformed. After colleges and universities adopted the enrollment expansion system, the talent saturation in China's employment market has been greatly improved, resulting in the oversupply and imbalance of supply and demand in China's employment market. Therefore, students' employment pressure is increasing and Their employment anxiety is becoming more and more

common (Wati et al. 2021). Employment anxiety is a comprehensive response to negative emotions such as worry and tension caused by the perceived gap between internal consciousness and objective reality when individuals face employment problems, mainly including self-awareness anxiety, social support anxiety, employment situation anxiety, fear of self-esteem damage, etc. (Sriken et al. 2021). When students' employment anxiety is moderate, it can promote students to actively participate in learning and practice to a certain extent, which has a certain positive effect on students' future employment. However, when the degree of employment anxiety is too serious, it will lead to deviation in students' cognition, behavior and psychology, which will lead to students' irrational behaviors, such as crime, self-mutilation, etc., which will have a relatively negative impact on students, and is not conducive to social stability and harmony (Prabowo et al.

2021). Anxiety is an emotional symptom syndrome. According to the clinical manifestations of patients, anxiety is divided into different types, such as pathological anxiety that affects the physical function and organ function of patients. And realistic anxiety in the face of real threats (Smith et al. 2021). Among them, pathological anxiety generally includes panic disorder and generalized anxiety disorder, which usually makes patients feel nervous for no reason, usually makes patients feel pain and impairs their social function. Realistic anxiety is nervous about the real threat in reality. Its degree of anxiety is often positively correlated with the intensity of the real threat. It is an instinctive emotional response and behavioral response for human beings to deal with and adapt to the environment (Brinkman et al. 2021). To a certain extent, moderate employment anxiety can promote students to actively participate in learning and practice, and play a positive role in students' future employment. However, when the degree of employment anxiety is too serious, it will lead to deviation in students' cognition, behavior and psychology, resulting in irrational behaviors, such as crime and self-mutilation, which will have a relatively negative impact on students and is not conducive to social stability and harmony (Zamora et al. 2021). There are four main factors that cause college students' employment anxiety: first, since the reform and opening up, China's market economy has developed rapidly, and the supply and demand of the talent market is unbalanced, resulting in a severe objective situation and fierce employment competition; Secondly, the current employment guidance work in colleges and universities is not paid attention to, lack of teachers, and lack of correct employment guidance, resulting in insufficient employment guidance and outdated concepts. Then there is the poor self-adjustment ability and inferiority complex: the psychological endurance and professional quality of college students are generally weaker than those who have worked in the society for many years. When applying for a job, students are prone to have inferiority complex. Finally, college students' self-awareness bias and high employment expectations: college students will have some deviation in their own positioning, and cannot accurately position themselves, resulting in high employment expectations. When the job search results cannot meet the employment expectations, they will have psychological pressure, leading to anxiety (Nash 2021).

Educational psychology is a product born on the basis of the integration and development of pedagogy and psychological science theories. It mainly solves all the psychological activities produced by the audience in the bilateral activities of education and learning. In the current higher education, educational psychology has a wide and important application. Since the development of educational psychology, the main research object is the psychological development law of college students. Through the theoretical research results of psychology, educational psychology can help college teachers accurately understand and recognize the mental health

status of college students, so as to understand the psychological problems of students in learning, employment and life and put forward solutions. The application of educational psychology can enable college students to obtain a sense of achievement, identity and belonging, so that students have full enthusiasm and learning enthusiasm. The practical basis of educational psychology is the emotional communication between teachers and students. In this process, the relationship between students and teachers has been effectively improved. It can also establish the communication mode and communication channel between teachers and students, so as to help teachers better complete teaching tasks. Innovation and entrepreneurship education is a course to cultivate students' entrepreneurial consciousness and innovative spirit. It is an important way to alleviate students' employment anxiety. However, today's innovation and entrepreneurship education rarely involve the contents of environment and ecology, which is contrary to the green development and sustainable development advocated by our country and divorced from reality. Therefore, the teaching effect is not good and the effect of alleviating students' employment anxiety is not enough. Therefore, the research analyzes students' employment anxiety based on educational psychology, and integrates ecological Marxism theory into innovation and entrepreneurship education, so as to improve the innovation and entrepreneurship education model and alleviate students' employment anxiety.

SUBJECTS AND METHODS

In a certain university, 50 senior students who are about to graduate and facing employment are selected for the experiment. Use computer information technology to complete the grouping, and get group A and group B. the number of students in group A and group B is the same. For group A, the research adopts the improved innovation and entrepreneurship education based on educational psychology to teach them. For group B, the traditional innovation and entrepreneurship education was used to teach them. After using different teaching modes for the same time, the two groups of students' anxiety and psychological state about the employment situation were compared. Employment Anxiety Scale (EAS), Self-rating Anxiety Scale (SAS), Symptom Checklist 90 (SCL-90) were used to assess the degree of employment anxiety and overall psychological status of students. Among them, the Self-rating Anxiety Scale (SAS) is one of the most common scale tools in clinic, which can accurately evaluate the anxiety psychology and Chengdu of the subjects. The Self-rating Anxiety Scale (SAS) contains 20 items and adopts a 4-level scoring method. The score corresponds to the anxiety level of the subjects on this item. 1 indicates that the patient's anxiety about this item is very slight; 2 indicates that the patient has certain anxiety on this item; 3 indicates that the patient has serious anxiety about this item; 4 indicates that the patient is very anxious about this item. The main statistical index of the Self-rating

Anxiety Scale was the total score. Add the scores of the subjects on 20 items, and then multiply the sum of the scores by 5/4 to obtain a standard score, which is the total score of the subjects' Self-rating Anxiety Scale. The higher the total score of the anxiety scale, the more serious the anxiety of the subjects. SCL-90 has the characteristics of rich content and many mental symptoms, so it can comprehensively reflect the mental state and mental health status of subjects, and is widely used in the outpatient diagnosis of mental diseases and mental disorders in hospitals. The content of SCL-90 includes the subjects' feelings about the environment, things and people. The emotional changes of the subjects in a specific environment, the change rules of the subjects' thinking logic, the subjects' behavior patterns, the subjects' social and interpersonal relationships, the subjects' daily eating habits and dietary changes, the subjects' sleep conditions, sleep disorders, etc. The SCL-90 has 10 factors and 90 items, and the scores of each item are 1-5 points. The scores at all levels respectively represent the degree of psychological anxiety of patients in a certain item. One score indicates that the patient does not have anxiety in this item. 2 points means that the patient's anxiety about this item is very slight. A score of 3 indicates that the patient has some anxiety about this item; A score of 4 indicates that the patient has serious anxiety about this item. A score of 5 indicates that the patient is very anxious about this item. The score of each item of the symptom checklist was judged by the subjects themselves, and there was no hard and fast rule. The total score of EAS is calculated as shown in formula (1).

$$S = S_A + S_I + S_B \quad (1)$$

In formula (1), S_A is the score of anxiety subscale, S_I is the score of thought subscale, and S_B is the score of body subscale.

RESULTS

In a certain university, 50 senior students who are about to graduate and facing employment are selected for the experiment. Use computer information technology to complete the grouping, and get group A and group B. the number of students in group A and group B is the same. For group A, the research adopts

the improved innovation and entrepreneurship education based on educational psychology to teach them. For group B, the traditional innovation and entrepreneurship education was used to teach them. After using different teaching modes for the same time, the two groups of students' anxiety and psychological state about the employment situation were compared. After using different teaching modes for the same time, the two groups of students' anxiety and psychological state about the employment situation were compared. The employment anxiety of the two groups of students was examined by using the scale tool.

It can be seen from Table 1 that before adopting different teaching modes for teaching, the scores of each subscale in EAS of the group A are almost the same as those of the group B. After teaching with different teaching modes for a period of time, the scores of each body subscale of EAS of the group A decreased significantly, and the scores of each subscale were far lower than those of the group B. Among them, before adopting different teaching modes, the scores of anxieties, idea and body of the group A were 31.4 ± 1.8 , 40.4 ± 1.9 and 18.2 ± 1.0 respectively. The scores of anxieties, idea and body of the group B were 32.0 ± 2.3 , 41.2 ± 3.2 and 17.5 ± 0.7 respectively. After teaching, the scores of anxieties, idea and body of the group A were 19.1 ± 0.7 , 30.0 ± 2.8 and 12.1 ± 0.2 respectively; The scores of anxieties, idea and body in the group B taught by traditional innovation and entrepreneurship education were 29.5 ± 1.6 , 39.9 ± 3.4 and 17.0 ± 0.6 respectively.

The Self-rating Anxiety Scale can objectively assess the degree of students' anxiety, as shown in Table 2. It can be seen that before teaching with different teaching modes, the difference between the scores of the self-assessment anxiety scale of the group A and the self-assessment anxiety scale of the group B is very small, almost the same; After teaching with different teaching modes, the scores of the self-assessment anxiety scale of the group A decreased significantly, and the scores of the self-assessment anxiety scale were far lower than group B. Among them, before teaching, the SAS score of the group A for teaching was 65.3 ± 7.4 , and the SAS score of the group B for teaching was 66.1 ± 8.5 . After teaching, the SAS score of the group A for teaching was 42.3 ± 2.7 , and the SAS score of the group B for teaching was 61.9 ± 8.2 .

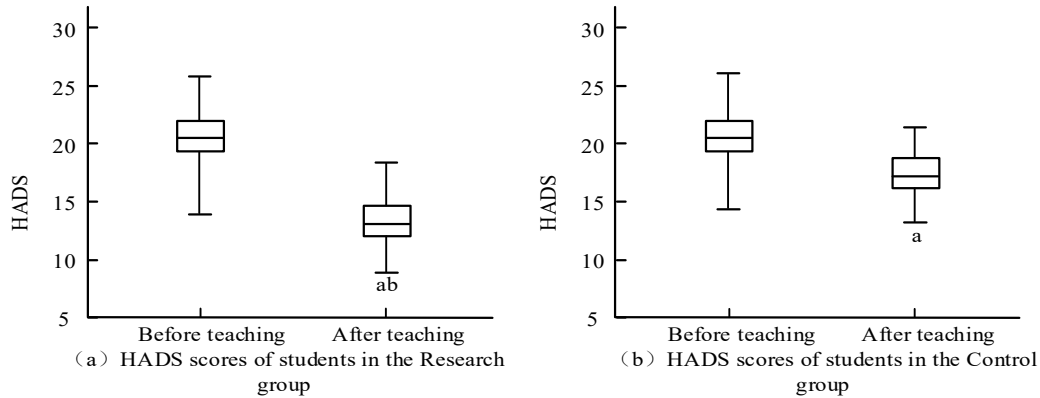
Table 1. EAS scores

Dimension	Timing	Grouping		<i>t</i>	<i>P</i>
		Group A	Group B		
Emotional anxiety	Before teaching	31.4±1.8	32.0±2.3	0.162	0.785
	After teaching	19.1±0.7*	29.5±1.6	6.452	0.001
Emotional depression	Before teaching	40.4±1.9	41.2±3.2	0.241	0.802
	After teaching	30.0±2.8*	39.9±3.4	5.462	0.001
Somatization	Before teaching	18.2±1.0	17.5±0.7	0.913	0.562
	After teaching	12.1±0.2*	17.0±0.6	7.654	0.001

Note: * $P < 0.05$ compared with that before teaching.

Table 2. SAS scores

Timing	SAS Score		<i>t</i>	<i>P</i>
	Group A	Group B		
Before teaching	65.3±7.4	66.1±8.5	0.436	0.567
After teaching	42.3±2.7	61.9±8.2	8.402	0.001
<i>t</i>	7.645	1.424	-	-
<i>P</i>	0.001	0.297	-	-



Note: ^a*P* < 0.05 compared with that before treatment; ^b*P* < 0.05 compared with control group.

Figure 1. HADS scores of students in the two groups before and after teaching

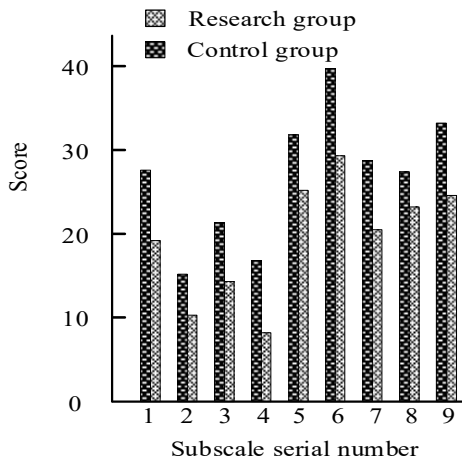


Figure 2. SCL-90 scores

The HADS scores are shown in Figure 1. As can be seen in Figure 1, before adopting different teaching modes for teaching, the difference between the scores of the group A on the HADS scale and those in the group B on the HADS scale is very small, almost the same. After teaching with different teaching modes, the scores of the group A students' HADS scale decreased significantly, and the scores of each item were far lower than those of the group B. The SCL-90 scores are shown in Figure 2.

It can be seen in Figure 2 that after teaching with different teaching modes, the scores of the group A on the symptom checklist have decreased significantly, and the scores of the group A on the symptom checklist are far lower than those of the group B.

DISCUSSION

College students are at the junction of study and

employment, and are facing the dual pressure of study and employment, so they are very easy to have negative emotions. For various reasons, such as insufficient personal cognition and ability, mismatch between family and self-expectation, social employment environment, college students are easy to suffer from employment anxiety (Bourdon et al. 2020). After colleges and universities adopt the enrollment expansion system, the talent saturation in China's employment market has been greatly improved, which leads to the oversupply and imbalance of supply and demand in China's employment market. Therefore, students' employment pressure is increasing, and employment anxiety is becoming more and more common. Based on psychological theory, this paper analyzes and summarizes the causes of students' employment anxiety. The first is social factors. Many college students have poor family conditions. Therefore, these college students bear the expectation of a family and hope to improve the quality of life of their families through study and work (Ding et al. 2020). The second is upward comparison. Students often compare with other individuals in the surrounding environment to evaluate their own social characteristics. Students tend to compare upward, that is, they pay attention to individuals who are stronger than themselves, so they often feedback negative information, leading to students' frustration. Finally, the employment competitiveness. When students feel that their employment competitiveness is not enough, they will have employment anxiety (Lim & Yu 2020). Therefore, avoiding students' employment anxiety is an important task of universities. In the current higher education, educational psychology has a wide and important application. Through the theoretical research results of psychology, educational psychology can help college

teachers accurately understand and recognize the mental health status of college students, so as to understand the psychological problems of students in learning, employment and life and put forward solutions. The application of educational psychology can enable college students to obtain a sense of achievement, identity and belonging, so that students have full enthusiasm and learning enthusiasm. The practical basis of educational psychology is the emotional communication between teachers and students. In this process, the relationship between students and teachers has been effectively improved. It can also establish the communication mode and communication channel between teachers and students, so as to help teachers better complete teaching tasks. The research integrates the ecological Marxism theory into the innovation and entrepreneurship education, so as to improve the innovation and entrepreneurship education model and alleviate students' employment anxiety. And put forward strategies, including: improve the employment system and provide a good employment environment, strengthen employment guidance and improve students' ability to choose jobs. perfect psychological consultation and attach importance to students' psychological guidance. Create a long-term employment mechanism.

CONCLUSIONS

Innovation and entrepreneurship education is a course to cultivate students' entrepreneurial awareness and innovative spirit, and an important way to alleviate students' employment anxiety. However, the current mass entrepreneurship and innovation education teaching does not take into account environmental protection and ecology, so it is contrary to the concept of green development and sustainable development advocated by China, and divorced from reality. Therefore, the teaching effect is not good, and the effect of alleviating students' employment anxiety is not enough. The research analyzes students' employment anxiety based on educational psychology, and integrates ecological Marxism theory into innovation and entrepreneurship education. After using different teaching modes, the relief effect of anxiety degree in group A was very obvious, while the relief effect of anxiety degree in group B was not obvious.

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Contribution of individual authors:

Correspondence:

Yanjie Mu,

Department of Marxism, Jilin University, Changchun 130012, China

E-mail: muyanjie202203@163.com

Jiaqi Zhao: conception and design of the manuscript and interpretation of data, literature searches and analyses, clinical evaluations, manuscript preparation and writing the paper;

Yanjie Mu: made substantial contributions to conception and design, literature searches and analyses, participated in revising the article and gave final approval of the version to be submitted.

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