THE POSITIVE EFFECT OF THE FUNCTION OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES ON THE PSYCHOLOGICAL COUNSELING OF COLLEGE STUDENTS’ EMPLOYMENT ANXIETY

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SUMMARY

Background: There are still some problems of the teaching of ideological and political education in colleges and universities. For example, the teaching mode of ideological and political education in colleges and universities is backward and does not play an educational role, which aggravates the employment anxiety of students. Research on taking employment as the direction of reform and innovation of ideological and political education, in order to provide targeted guidance and education for students’ employment anxiety and alleviate students’ employment anxiety.

Subjects and methods: 310 college students were randomly selected and divided into experimental group and control group. The two groups carried out general ideological and political education and employment oriented ideological and political education respectively. The experimental cycle was 1 semester. After the experiment, the anxiety psychology of college students was detected by Hamilton Anxiety Scale (HAMA), and the anxiety psychology of students was evaluated by random forest algorithm.

Results: Reform ideological and political education and build a content system for ideological and political education to promote employment, and the targeted guidance and education on the employment problems of college students have significantly alleviated the employment anxiety of students and significantly improved the mental health level of students.

Conclusions: Facing the pressure brought by the employment situation, college students have employment anxiety. The ideological and political education in colleges and universities carries out reform guided by employment, constructs the content system of ideological and political education to promote employment, improves the professional level of employment guidance personnel, and alleviates the employment anxiety of college students.

Key words: employment anxiety - ideological and political education - employment guidance - Hamilton Anxiety Scale - employment pressure

INTRODUCTION

With the continuous development of higher education, many college students have been enrolled, and the employment pressure is obviously increasing. Many students have employment anxiety and even mental diseases, which seriously affect their physical and mental health (Van et al. 2018). There are many influencing factors of employment anxiety psychology, such as personal factors, social factors, family factors, etc. among the personal factors, college students with weak psychological tolerance are more likely to have employment anxiety psychology. Introverted college students are not good at communicating with others and are prone to anxiety about the interview. They are afraid of poor performance and stuttering, leaving a bad impact on the interviewer. In the family factor, there is a lack of positive guidance from the family. The family’s expectations of college students are too high and do not take into account the actual situation of students, which increases great pressure on students, resulting in employment anxiety of these college students. Appropriate employment anxiety psychology can keep college students in a positive state and make full preparations for employment, while excessive employment anxiety psychology will increase college students’ psychological burden and combat their positive psychology (Newby et al 2018). Anxiety psychology is a kind of negative emotional reaction produced by individuals in the face of realistic threats. This emotional reaction is mainly anxiety, including tension, panic, anxiety and so on. Due to the pressure from family, society and other aspects, college students’ spirit is in a tight state for a long time, and their negative emotions cannot be released, resulting in employment anxiety. Students with employment anxiety will have physical symptoms such as accelerated heartbeat, sweaty palms and headache, and even reproductive and urinary system symptoms and gastrointestinal symptoms. These manifestations can be called somatic anxiety (Siew et al 2019). The characteristics of tension, fear, anxiety and depression can be classified as mental anxiety. There are many reasons for college students’ employment anxiety, and the results are shown in Figure 1.

There are five main reasons for college students’ employment anxiety, including lack of self-confidence, lack of self-awareness, lack of family positive guidance, weak pertinence of school guidance and prominent contradiction between supply and demand of employment (Mennin et al 2018). Many college students...
are only children, leaving the “one handed” of their parents. It is difficult to face complex social relations. It is easy to be at a loss when dealing with them, and it is difficult to grasp the opportunities encountered. In the long run, the self-confidence of these college students will decline and they will not have the courage to face the problems in the process of employment, which will lead to employment anxiety (Karayagiz 2020). When college students’ self-awareness is insufficient, they will also have employment anxiety. College students in colleges and universities have not experienced major setbacks, and the school has insufficient social practice training for college students, which leads to the lack of awareness and ability of college students in problem analysis and solution, and the weak ability of college students to recognize themselves, so they cannot rationally and objectively look at employment problems according to their own and social needs. Under the follow-up employment, it leads to the employment difficulties of college students, and then the employment anxiety (Mehta-Diston 2020). Although colleges and universities offer employment guidance courses before college students graduate, they often only carry out dogmatic education and do not carry out targeted employment guidance according to the actual situation of college students. Teachers do not pay enough attention to students’ employment anxiety and do not give effective intervention measures, which leads to the increasing employment anxiety of college students.

![Figure 1. Employment anxiety of college students](image_url)

College students’ employment anxiety will have a certain impact on students, and make college students have physiological symptoms such as headache, dizziness, palpitation, frequent urination, urgency and nervousness, which will significantly reduce the quality of life of college students (He et al 2020). Serious anxiety can also lead to mental and emotional disorders in college students, who are too sensitive to the reactions around them. Slight movements can attract their attention, produce large reactions, and show a surprise (Shin 2018). Anxiety psychology may appear in every student. Because of the universality of anxiety psychology, people around, including students themselves, do not pay attention to anxiety psychology, which aggravates anxiety psychology and increases the difficulty of intervention treatment (Lorna et al 2018). Teachers and students should face up to anxiety, alleviate and cure anxiety with a positive attitude, and improve psychological tolerance. However, teachers attach importance of theory of the teaching process, ignores the attention to students’ mental health, and does not play the educational role of ideological and political education. Therefore, this paper carries out the reform of ideological and political education in colleges and universities, and discusses its positive role in psychological counseling of college students’ employment anxiety.

**SUBJECTS AND METHODS**

**Study setting**

Ideological and political education still has some shortcomings in the teaching process. It is too politicized. Teachers ignore the internal needs of the students and the psychological problems of college students in the process of education and teaching, which makes college students feel that there is a false phenomenon in the teaching and reduces their enthusiasm for learning. Teachers are busy with teaching and scientific research, and the cramming teaching has not carried out the education work of employment guidance. In this regard, employment-oriented reform should be carried out to intervene students’ employment anxiety, the specific measures are shown in Table 1.

In Table 1, there are five reform measures. By establishing a professional employment guidance team, improve the employment guidance effect of employment
guidance personnel, better intervene students’ employment anxiety, improve students’ employment anxiety, let college students have a clear understanding of future employment, reduce their confusion, fear and resistance to future employment, face employment with a positive psychological state and dare to challenge themselves. By strengthening the students’ ideological education, theoretical education and practice in employment guidance, we can improve students’ psychological tolerance, enable students to face the problems faced in the process of employment, further alleviate their employment anxiety, help students’ ideas and direction of future employment, and help college students prepare for future employment in advance. In the process of continuous preparation, improve their psychological quality, improve their professional level, and obtain a lot of sense of achievement, so as to continuously improve the self-confidence of college students. While college students continue to improve themselves, they also promote the continuous relief to employment anxiety. The two are a process of mutual promotion and form a virtuous circle.

Table 1. Relevant reform measures

<table>
<thead>
<tr>
<th>Measures</th>
<th>Concrete content</th>
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<tr>
<td>Establish professional employment guidance team</td>
<td>Establish a contingent of educational teachers, conduct regular training, and improve the professional level of employment guidance personnel</td>
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<tr>
<td>Strengthening students’ ideological education in employment guidance</td>
<td>Strengthening the ideological work of students’ employment</td>
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<tr>
<td>Combination of theoretical education and practice</td>
<td>Cultivate students to establish correct three outlooks, guide students to master scientific and cultural knowledge, and provide students with more opportunities for social practice</td>
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<tr>
<td>Strengthen self-worth education</td>
<td>Students should clearly understand themselves, correctly position themselves and adjust themselves. Be able to view problems rationally and face challenges bravely</td>
</tr>
<tr>
<td>Conduct professional ethics education</td>
<td>Cultivate professionalism and strengthen integrity education</td>
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</table>

Design

In order to analyze the impact of employment oriented and effective ideological and political education reform measures on college students’ employment anxiety, this paper studies the changes of college students’ employment anxiety before and after the implementation of employment oriented and effective ideological and political education reform measures, and carries out experimental verification. The subjects were college students with different degrees of employment anxiety. 310 college students were randomly selected and divided into control group and experimental group by digital random grouping method. The number of people in the control group and the experimental group were 154 and 156 respectively. The control group received general ideological and political education, and the experimental group received employment oriented ideological and political education. The experimental cycle was one semester, and the relevant data were recorded during the time. Hamilton Anxiety Rating Scale (HAMA) was used to detect employment anxiety, with a total score of 60 points. HAMA includes two subscales, mental subscale and somatic subscale, with a total of 14 items. Seven somatic anxiety factors are included in the somatic subscale, which are autonomic nervous system symptoms, reproductive and urinary system symptoms, gastrointestinal symptoms, respiratory system symptoms, cardiovascular system symptoms, sensory system and muscle system symptoms. The psychoticism subscale includes seven psychotic anxieties: behavioral performance during conversation, depression, cognitive function, insomnia, fear, tension and anxiety. The employment anxiety psychology is set to four levels, i.e., none, possible, obvious and serious. The rating method of this level adopts grade 1-4 rating, and the remission rate indicates the proportion of the number of people in the two levels of no and possible in the total number of people. The grade of students’ employment anxiety is evaluated by random forest algorithm.

Random forest algorithm is a classifier that uses multiple trees to train and predict samples. It contains multiple decision trees. The output category of the algorithm is determined according to the mode of the output category of an individual number. Random forest algorithm mainly includes two aspects: random selection of data and random selection of features to be selected. In the random selection of data, through the sampling with return, the data is extracted from the original data set and forms a sub data set, which has the same amount of data as the original data set, and the elements of the sub data set can be repeated. On this basis, the sub decision tree is constructed through the sub data set, the data is put into the established sub decision tree, and the corresponding results are output. When there is data to be classified, the random forest can be classified, and the output result of the random forest can be obtained by voting the judgment result of the sub decision tree. The random selection of the features to be selected is similar to the random selection of the data. According to the construction method of random forest algorithm, relevant calculation formula is shown in formula (1).
f(x) = \arg \max_{j=1,2,...} \{I(f_{rel}(x) = j)\}

(1)

In formula (1), $^x$ means the test sample, $^c$ is the number of random forests, $I(\cdot)$ represents the number of equations, and $^j$ represents each category in $^c$. The data processing software is SAS software, and the influencing factors are quantified. The score of influencing factors is grading 1-5, the higher the score, the greater the impact. In order to reduce the influence of subjective factors, the results are averaged and rounded.

RESULTS

Reform the ideological and political education in colleges and universities, take employment as the orientation, and change the previous teaching mode, teachers’ teaching attitude and professional level have a great impact on the effect of teaching. Therefore, when implementing relevant reform measures, teachers’ attitude should be enthusiastic and patient, their language should be funny and humorous, and interact with students. Through flexible and interesting teaching methods, we can guide students’ thoughts, answer students’ puzzles in employment, enable students to more actively participating in relevant teaching activities and face employment with a positive attitude, and promoting employment-oriented reform education can better play its educational function. Use SAS software to process and analyze data, and get the psychological relief rate of students’ employment anxiety after the reform of teaching. The results are shown in Table 2.

<table>
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<th>Table 2. After the experiment, the psychological relief rate of employment anxiety of the two groups of students</th>
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<tr>
<td><strong>Group</strong></td>
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<tr>
<td>Control group</td>
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<td>Experience group</td>
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</table>

In Table 2, after one semester of teaching, the employment anxiety of college students has been alleviated to some extent. The effect of alleviating the employment anxiety of students in the experimental group is better than that of the other group. The psychological relief rate of employment anxiety of the students in the experimental group is more than 90.00%, while that of the students in the other group is about 80.00%, which shows that through the employment-oriented reform of education and teaching, the employment anxiety of students is relieved, the educational function is played, and the employment anxiety of students is significantly relieved. In the psychological relief rate of employment anxiety, the relief rate of anxiety in the control group was 78.00%, 15.00% lower than that in the other group. The highest relief rate of anxiety in the experimental group was 93.00%, which was 3.00% higher than that of sleep disorders in the same group. According to the remission rates of different aspects of the students in the experimental group, it can be seen that while the students’ employment anxiety has been alleviated, the sleep disorder caused by employment anxiety has also been improved. When the employment problem worried by the students is solved, the sleep quality naturally becomes higher, the anxiety in the students’ hearts gradually disappears, the psychological pressure gradually decreases, and the mental health level of the students is improved. To study the influence of different reform measures on the employment anxiety of students in the reform education group, and to analyze the difference of the influence of the same reform measures on the employment anxiety of students of different majors and genders. The results are shown in Table 3.

<table>
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<th>Table 3. Influence of different reform measures on employment anxiety of students of different majors and genders</th>
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<td><strong>Major</strong></td>
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<tr>
<td>English major</td>
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<tr>
<td>Finance major</td>
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<tr>
<td>Engineering cost</td>
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<td>specialty</td>
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In Table 3, the effects of ideological and political education reform measures in different colleges and universities on different students’ employment anxiety are different. Among the reform measures of ideological and political education in different colleges and universities, the combination of theoretical education and practical measures has the greatest impact on students, followed by the establishment of professional employment guidance team. Among them, the influence score of female students majoring in English on the
combination of theoretical education and practice is 5 points, which is 1 point higher than that of male students majoring in finance. Male students majoring in engineering cost have the same score on the establishment of professional employment guidance team and the strengthening of self-worth education, both of which are 4 points. The influence scores of female students majoring in engineering cost on establishing a professional employment guidance team and strengthening self-worth education are 5 and 4 respectively. Male English majors think that strengthening self-worth education has a great impact, and the impact score is 4 points.

**DISCUSSION**

The study found that after one semester of teaching, the students’ employment anxiety was relieved to some extent, and the effect of the experimental group was better than that of the other group. The psychological relief rate of this group of students’ employment anxiety is more than 90.00%, while that of the other group is about 80.00%, which shows that through the employment-oriented reform of education and teaching, the employment anxiety of students is relieved, the educational function is played, and the employment anxiety of students is significantly relieved. Among them, the psychological relief rate of students’ employment anxiety in the experimental group was significantly higher than that in the control group, and the psychological relief rate of students’ employment anxiety in the experimental group was 93.00%. Through the construction and establishment of a professional employment guidance team, regular training and other relevant measures, we can better intervene students’ employment anxiety, improve students’ employment anxiety, make students have a clearer understanding of employment, look at future employment more objectively, reduce the confusion, fear and resistance to future employment, face employment with a positive psychological state, and improve students’ psychological endurance.

During the implementation of relevant reform measures, teachers should pay attention to their teaching attitude, treat every student equally, let them feel the enthusiasm and patience of teachers, and stimulate students’ interest in teaching content with teachers’ humorous language. Guide students’ thoughts in flexible and interesting teaching methods, answer students’ puzzles over employment, let students actively participate, and make the classroom atmosphere more active, which is conducive to improving the teaching quality and promoting the improvement in the educational function of employment-oriented reform education.

Medical scholars point out that anxiety will affect people’s quality of life, easily lead to individual sleep disorders, make it difficult for individuals to concentrate, and thus affect the smooth development of people’s normal life, study and work (Constantin et al 2021).

Studies have found that when anxiety develops to a certain stage, it is easy to lead to anxiety disorders and induce emotional disorders (Lee et al 2021). Therefore, in the teaching stage, teachers should pay timely attention to students’ emotional changes, master students’ psychological state, and timely intervene students’ bad emotions, so that students can get rid of the trouble of bad emotions and participate in teaching more attentively.

The employment oriented educational reform measures have played a good role in educating people, which can significantly improve students’ anxiety, make students’ psychological state more positive and healthier, and learn to look at things around with a positive attitude.

**CONCLUSIONS**

The shortage of social jobs, unpopular majors, large number of graduates and other factors have led to the increasing employment pressure of college students, which has led to many students’ employment anxiety. The difficulty of employment has become a problem faced by many graduates. However, the ideological and political education in colleges and universities has not played its due role in educating people, ignored the students’ employment anxiety, and made their employment anxiety more serious. In this regard, the article analyzes the employment anxiety of college students, and on this basis, reforms the ideological and political education in colleges and universities, and verifies the reform effect of experiments. The experimental results show that after one semester of teaching, the employment anxiety of college students has been relieved to a certain extent, and the effect of the experimental group is better than that of the other group. The anxiety relief rate of the control group was 78.00%, 15.00% lower than that of the other group. The highest anxiety relief rate of the experimental group was 93.00%.

Among the impacts on different reform measures, female English Majors’ impact on the combination of theoretical education with practice is 5 points, which is 1 point higher than male financial students. Strengthening the ideological and political education of students in employment guidance, guiding them to master scientific and cultural knowledge, and providing them with more opportunities for social practice will help alleviate students’ anxiety about employment and let them face employment with a better face.

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Weiqing Huang: conception and design of the manuscript and interpretation of data, literature searches and analyses, clinical evaluations, manuscript preparation and writing the paper;
Yiyao Liu: 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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