

# An analysis of psychological stress model of college students' employment

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## Abstract

With the development of educational businesses in our country, there have been more students attending colleges. This is conducive to universal education. However, the employment problem for graduated college students has become increasingly prominent, one of which is students' psychological pressure in the wake of employment. To effectively address this issue, this paper combines relevant survey data, discusses the source of employment psychological stress of college students and the adverse impacts of negatively coping with pressure through data analysis and comparison, and proposes countermeasures.

*Keywords:* employment, psychological stress, pressure experience

## 1 Introduction

Through investigation and study, the author found that in recent years most of the research into employment pressure suffered by college students is merely experience summary and qualitative analyses of employment status of graduates. However, few researchers made use of open-ended questionnaires or self-made self-report questionnaires for study. There are even fewer people conducting a strict and systematic quantitative analysis. Meanwhile, no questionnaire and methods are provided with corresponding reference models, and there is a lack of theoretical support, thereby making it difficult for comparison and analysis of the previous literature findings. In this regard, the paper relies on network resources and carries out an investigation in the form of online answering [1-3]. In addition, a large number of samples collected are used for statistical analysis, in the hope of helping college students who are under the employment pressure.

## 2 Study subjects and methods

### 2.1 STUDY SUBJECTS

The network platform was open, and the questionnaire survey entitled "Employment pressure on College Students" was released. Questionnaires were collected in a period of time. Within two weeks, a total of 2895 questionnaires were

collected, containing 2751 valid questionnaires, with the effective rate of 95.03%.

### 2.2 RESEARCH METHODS

Using for reference tools used by foreign scholars to measure the employment pressure, and conducting several discussions and participant interviews with domestic scholars at the same time, the surveying tool of this research is formed - Questionnaire of Graduate Employment Psychological Stress [4-7]. The questionnaire contains three aspects, which are employment pressure experience, employment pressure coping methods and sources of employment psychological pressure.

## 3 Results

### 3.1 ANALYSIS OF GRADUATE EMPLOYMENT PSYCHOLOGICAL PRESSURE EXPERIENCE

There are 2751 valid questionnaires after descriptive statistics and difference test, with the results shown in Table 1. It can be seen from the table that obvious employment pressure suffered by college students is manifested in such aspects as physiology, emotion and behavioral experience, while the average score of the overall feeling of psychological pressure is 19.7 points, and the mean is 18 points.

TABLE 1 Descriptive statistics results of employment psychological pressure scale

	Employment psychological pressure overall feeling	Employment pressure Physiological stress	Employment pressure Emotional feelings	Employment pressure Behavior feeling
Number of people	2751	2751	2751	2751
Average score	19.70	6.03	7.36	6.31
Standard deviation	3.881	1.763	1.438	1.819
Mean	18.00	6.00	6.00	6.00

As Table 2 shows, the overall feeling score of employment psychological pressure by all respondents can be distinguished into five dichotomous variables, and the

independent sample t test of group indicators was conducted and the results are as follows.

TABLE 2 Difference test of overall feeling of employment psychological pressure (N=2751)

Dichotomous variables	Gender		Whether in graduating class		Whether is only child		Whether used to be student union leader		Whether there is part-time or internship experience in school	
	Male	Female	Yes	No	Yes	No	Yes	No	Yes	No
Average score	19.59	19.99	19.70	19.71	19.29	19.96	19.45	20.04	19.66	19.81
t value	-2.457		-0.099		-4.421		-3.977		-0.859	
p value	0.014		0.921		0.000		0.000		0.390	

As can be seen from Table 2, in terms of the average score of employment psychological pressure experience, females ranked higher than males, but there was no obvious difference between the two. Whether they are from graduating class almost equally suffer from psychological pressure. Pressure experience of one child is lower than that of non-only child. Students that once served as student union's leaders feel less pressure than those who haven't.

There is not much difference in pressure feelings whether they are involved in part-time jobs or internship at school.

Similarly, nine categorical variables are used to distinguish the overall experience score of the employment psychological pressure of all respondents. Variance analysis for grouping index is carried out, and the results are shown in Table 3 and Table 4.

TABLE 3 Variance analysis of overall feeling of employment psychological pressure (N=2751)

Education	Average score	Major	Average score	Major	Average score	School class	Average score	Homeplace	Average score
College	19.96	Philosophy	20.06	Management	19.71	Under Ministry of Education	19.45	Provincial-level cities	19.37
Bachelor	19.5	Law science	20.02	Literature	19.97	Other line ministries	19.69	Small-medium cities	19.56
Master	20.32	Economics	19.87	Agriculture	19.63	Colleges under local authorities	20.07	Villages and towns	19.9
Doctor	19.29	Education	20.46	Engineering	19.21	Private higher learning institutions	19.26	Villages	19.62
		History	22.16	Medical science	20.61	Higher vocational schools	20.03		
		Literature	20.53	Others	19.65	Independent colleges	19.66		
F value	6.169	F value		4.008		F value	18.96	F value	2.898
P value	0.000	P value		0.000		P value	0.013	P value	0.034

TABLE 4 Variance analysis II of overall feeling of employment psychological pressure (N=2751)

Family economic status (average monthly wage, yuan)	Average score	Individual expected income (monthly, yuan)	Average score	Individual acceptable income (monthly, yuan)	Average score	Willing to work in the West	Average score	Willing to work at basic level	Average score
Below 500	20.35	Below 1000	22.07	0	19.49	Yes	20.06	Yes	20.16
501-1000	19.97	1001-2000	20.39	Below 1000	20.48	No	19.63	Yes	19.41
1001-2000	19.88	2001-3000	19.83	1001-2000	20.12	Considerable	19.48	Considerable	19.51
2001-3000	19.20	3001-5000	19.16	2001-3000	19.24				
3001-5000	19.11	Above 5000	18.25	3001-5000	18.96				
5001-8000	19.12			Above 5000	18.41				
8001-10000	19.40								
Above 10000	17.82								
F value	6.562	F value	24.330	F value	10.9870	F value	4.786	F value	10.508
P value	0.000	P value	0.000	P value	0.0000	P value	0.004	P value	0.000

In Table 3, it is clear that the average employment psychological pressure of master students is higher than that of students of other education backgrounds. Different majors lead to different feelings of employment psychological pressure, culture, and there are differences in employment psychological stress experience between students majored in arts and students majored in science. The former have higher employment psychological pressure

feelings. However, this feeling shows no great differences in the school category and family situations, and significant differences in terms of family economic status, individual expected pay, individual acceptable pay, individual selection of work locations and individual selection of work environment [8-10]. In addition, employment psychological pressure experience of each person income of family per month, individual expected income, and individual

acceptable monthly income (not including a group of respondents whose acceptable monthly income is zero) is inversely proportional to that of students. The lower the work environment requirements, the larger the students' employment psychological pressure feelings.

**3.2 INFLUENCE OF PRESSURE SOURCE ON EMPLOYMENT PSYCHOLOGICAL PRESSURE**

The sources of individual, family and social employment psychological pressure are taken as independent variables.

Hierarchical stepwise regression analysis is conducted on 2751 valid questionnaires, as shown in Table 5 through statistics. In the table, it can be analyzed that the three pressure sources have reached significant levels ( $p < 0.000$ ) to predicting effects of students' employment psychological stress experience, and a total of three pressure sources can explain 29.2% of pressure perception variation (correction  $R^2=0.292$ ). In addition, the maximum variance contribution rate is family stress source, which can conduct an independent interpretation of 16.1% of the pressure feeling variation ( $R^2$  increments=0.161).

TABLE 5 Regression of employment psychological stressors on the overall feeling of pressure (N=2751)

Predictor variables	R <sup>2</sup>	Correction R <sup>2</sup>	R <sup>2</sup> increment	DOF 1	DOF f2	F value	F value significance	F increment significance
Personal stressors	.059	.059	.059	1	2749	173.223	.000	.000
Personal stressors, Familiar stressors	.220	.219	.161	1	2748	387.638	.000	.000
Personal stressors, Familiar stressors, Social stressors	.292	.292	.072	1	2747	378.265	.000	.000

**3.3 INFLUENCE OF NEGATIVE STRESS COPING WAY ON EMPLOYMENT PSYCHOLOGICAL PRESSURE**

By the above prediction effect, we again set up two ways to deal with stress as independent variables, and conduct a hierarchical stepwise regression analysis of 2751 valid recovery questionnaires, as shown in Table 6. As can be seen from the table, in terms of the prediction effect of negative coping mode on college students' employment

psychological pressure feeling, after excluding the impact of the three stressors. It has still reached a significant level ( $p < 0.000$ ), while the prediction effect of positive coping mode on college students' employment psychological pressure feeling is not significant ( $p= 0.953$ ). At the same time, negative coping mode can independently explain 11.7% of the pressure feeling variation ( $R^2$  increment = 0.117), and the pressure coping mode and psychological stress could together explain 40.8% of the pressure feeling variation (correction  $R^2 = 0.408$ ).

TABLE 6 Regression of pressure coping modes on the overall feeling of pressure (N=2751)

Predictor variables	R <sup>2</sup>	Correction R <sup>2</sup>	R <sup>2</sup> increment	DOF 1	DOF f2	F value	F value significance	F increment significance
Personal stressors	.059	.059	.059	1	2749	173.223	.000	.000
Personal stressors, Familiar stressors	.220	.219	.161	1	2748	387.638	.000	.000
Personal stressors, Familiar stressors, Social stressors	.292	.292	.072	1	2747	378.265	.000	.000
Positive coping modes	.292	.291	.000	1	2746	283.597	.000	.953
Negative coping modes	.409	.408	.117	1	2745	380.019	.000	.000

**4 Graduate employment pressure data analysis**

**4.1 EMPLOYMENT PSYCHOLOGICAL PRESSURE FEELING OF COLLEGE STUDENTS IS GENERALLY HIGH**

Combining the statistical analysis results above, in all valid questionnaires collected, physiology, emotion and behavior is the three most obvious dimensions of employment pressure feeling of college students currently, which lead to a lack of sleep, mood disorders and low learning efficiency. These research findings are consistent with most of the previous research results, and also show that the current employment pressure of college students is still in a high level.

**4.2 COLLEGE STUDENTS' EMPLOYMENT PSYCHOLOGICAL PRESSURE FROM INDIVIDUALS, FAMILIES AND SOCIETY**

Also, by statistical analysis, it can be learnt that individuals, families and society are the three obvious pressure sources of college students' employment psychological pressure. Besides, the prediction effect of these three pressure sources has reached a significant level. Meanwhile, among the three, pressure source that has the strongest prediction effect is family factors, which is consistent with most of the previous research results.

#### 4.3 PASSIVE COPING MODE WILL INCREASE COLLEGE STUDENTS' EMPLOYMENT PSYCHOLOGICAL PRESSURE

After studying these stress factors and stressors, the mode that college students cope with stress will affect their employment psychological stress feelings. Especially if the coping mode is negative, they will suffer more significant prediction effect of employment psychological stress experience. On the contrary, a positive way to deal with pressure will weaken the prediction effect of their employment psychological pressure, which is consistent with previous studies.

### 5 Conclusions and discussions

#### 5.1 RESPECTIVE IMPLEMENTATIONS BY THE GOVERNMENT AND UNIVERSITIES

Under normal circumstances, the government can predict macro-control of talents and interference with universities' personnel training and employers' personnel reserve mechanism, while universities should adapt to the times, establish scientific personnel training programs, timely guide and help employment of college students. Respective implementations by the government and universities from social aspect and school can lessen the pressure on employment of college students.

#### 5.2 SUBJECTIVELY TRAINING

Subjectively speaking, college students should not evaluate themselves from a single side, or take a particular event as the only measure to judge success or a failure. They should take full account their actual situation, and make a deep analysis from their social roles, abilities, ideals, life and values, etc. They need to correct negative coping modes, observe and think, dare to criticize themselves, and dare to assert themselves.

#### 5.3 ESTABLISHMENT OF GOOD RELATIONSHIPS

Reasons for college students' emotional control loss include a small communication range and poor interpersonal relationship. The relationships can often reflect a person's mental health, social adaptability, etc. And, good interpersonal capabilities are not only needed in university life, but also one of the capabilities that must be mastered in society. It will have a great promoting role to employment. Hence, college students must build a good relationship. This requires improving the psychological quality, personal

charm, and also more considerations for others.

#### 5.4 EXPERTISE STRENGTHENING

One contributing factor to the employment pressure suffered by college students is a lack of expertise. Among the university curricula, professional knowledge cannot be compared with that in junior school. It not only has stronger professional, but also greatly enhanced independent study. Sometimes the latest academic trends involved are also to some degree exploratory. However, although many students graduate from colleges, they do not have thoroughly study expertise, and thus encounter obstacles in employment, thereby increasing their psychological pressure. Accordingly, for university specialized courses, in addition to normally learning the knowledge, college students also need to plan for the future professional development course, and deeply learn and understand expertise.

#### 5.5 CORRECTLY TREAT LOVE

Dating of university students has been very common currently, which is also caused by physiological reason. However, for those students who fail in love, it will cause a great impact on their study, indirectly causing employment difficulties and increasing employment psychological pressure. Therefore, it is necessary to establish a correct concept of love, and properly deal with the relationship among love, academic studies, and career.

#### 5.6 TIMELY COMMUNICATIONS AND HELPING THE POOR

Communication has always been a tool to resolve conflicts. However, currently many college students rarely communicate with their parents, teachers or friends. It is difficult for other people to know their thoughts. In this way, some parents impose work direction on them, but they are not willing to engage in this job. At the same time, because of family poverty, they are unable to timely connect with society, so they might have more serious psychological shadow and suffer from huge family pressure. As a consequence, children need to timely communicate with their parents, so that their parents can understand their situation in the school, and the family can work together to find ways for their employment. Of course, for college students from poor families, the society and school can economically finance them and strengthen ideological and mental health education, in order to actively guide these students to get rid of psychological stress and embark on employment early.

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