

# Causes and Countermeasures of Employment Anxiety of Tibetan College Students

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## Abstract

Employment is the biggest livelihood project. With the popularization of higher education in my country, colleges and universities continue to expand enrollment, and the number of college graduates is also rising every year. According to the forecast of the Ministry of Education, in 2022, the number of college graduates in my country will exceed 10 million for the first time. As far as the district is concerned, on the one hand, with the change of the employment model and the increase in the number of students enrolled in major universities year by year, some students still have the concept of "only public examinations"; The phenomenon of not being admitted and falling out of the list has become the norm, resulting in increased employment pressure in the market, the increasingly severe employment situation, and the increasingly prominent problem of college students' employment anxiety.

## Keywords

Tibetan college students; Employment anxiety; Research review.

## 1. Introduction

A survey in 2019 showed that among all fresh graduates, about 41% thought it was difficult to find employment, and only 10% thought that the employment situation was average or not difficult. It can be seen that employment anxiety has become a problem faced by college students. a big trouble. College graduates are prone to anxiety due to the pressure of graduation and job hunting. Colleges and universities in plateau ethnic areas have strong regional and ethnic characteristics. Previous studies on employment anxiety have paid little attention to this group, while Tibet The research on employment anxiety of college graduates can provide theoretical and practical basis for mental health education and employment guidance in Tibet. Therefore, it is of great practical significance to pay attention to the employment anxiety of Tibetan college students.

## 2. Grasping the Nature of Employment Anxiety

Employment anxiety, also known as career choice anxiety, has not yet formed a unified view in the academic circles on the understanding and definition of employment anxiety of college students. Some scholars believe that employment anxiety is the emotional experience of anxiety and unease caused by college students about their goals that may not be achieved in employment [1]. Zhang Yuzhu believes that employment anxiety is a strong and lasting tension produced by college students when applying for a job, accompanied by physiological changes [2]. Cai Shuiqing believes that employment anxiety is a complex emotional manifestation of college students' lack of psychological preparation when facing employment, unable to control their own destiny, and not knowing how to face employment competition, thus triggering psychological conflicts or encountering setbacks in employment [3]. The above definitions of employment anxiety are all reasonable. In psychology, mild anxiety is a normal psychological reaction of human beings. Appropriate anxiety is conducive to maintaining a sense of pressure

and urgency, and is one of the motivations for graduates to seek jobs, but excessive anxiety can cause individuals to be overweight. The mental pressure of the graduates interferes with the normal study and life of graduates, causing negative emotions such as tension and irritability. In this study, employment anxiety refers to cognitive changes such as incompetence and inferiority, as well as emotional reactions such as worry, regret, and fear, as well as changes in corresponding physiological functions, when individuals face employment.

For the measurement of employment anxiety, researchers mostly use questionnaire method. The first is to adopt the status-trait questionnaire, such as Zhang Chi and Liu Peng, who used this questionnaire to understand the employment anxiety status and level of college graduates. The second is to use the Hamilton Anxiety Scale and SCL-90 to evaluate the anxiety of college students, so as to understand the employment anxiety of college students. The third is to adopt Zung's Anxiety Scale. Jiang Guilin used this scale to study the anxiety level of fresh graduates in agricultural colleges and universities. The results show that in the measurement of anxiety, fresh graduates are significantly higher than non-graduates [4]. The fourth is to adopt the employment anxiety questionnaire for college students compiled by scholars, such as the "Employment Anxiety Diagnosis Questionnaire" compiled by Zhang Xiaoqin, to measure the employment anxiety of college students from four aspects: employment fear, interview anxiety, work anxiety and employment anxiety [5]. The research shows that the reliability of the scale is ideal, the reliability and stability are also good, and the construct validity and content validity are relatively high. It is a general diagnostic questionnaire that can be used to measure the employment anxiety of college students. The Employment Anxiety Questionnaire compiled by Zhang Yuzhu, Xiao Ying, Jiang Yun and others according to their respective needs has also achieved good reliability and validity [6].

The research on the influencing factors of employment anxiety found that self-esteem, coping style and social support affect graduates' graduation anxiety.

In psychology, self-esteem refers to the degree of self-ability and self-love, that is, self-affirmation, self-esteem, and self-approval. Studies have found that self-esteem is negatively correlated with employment anxiety, and can negatively predict employment anxiety [7]. The mental health of individuals with high self-esteem levels is significantly higher than that of individuals with low self-esteem levels [8]. In the face of stress, individuals with low self-esteem levels tend to underestimate themselves, which makes them more sensitive to interpersonal relationships [9], and thus more prone to negativity. Emotions, such as anxiety; while individuals with high self-esteem levels have stronger self-efficacy when faced with career choices, show stronger employability, and are not easily affected by the environment [10]. Huang Mei et al conducted a study on fresh graduates from five universities in Guizhou Province and found that negative coping styles can significantly predict employment anxiety, that is, the less negative coping styles, the lower the employment anxiety. The reason is that the employment status of graduates is affected by the coping style. Graduates who adopt the positive coping style believe in their abilities, can view employment in a correct way, and can adjust their status well, so it is easy to relieve anxiety; adopt the negative coping style. of graduates, focus on whether they can find a suitable job, not how to find a job, expecting that the exam will not be too difficult, this kind of thinking is just pinning on the external environment, unable to improve their ability from the inside to solve problems, and ultimately susceptible to anxiety [11]. Employment social support is a sub-component of social support and a manifestation of social support in the field of employment. A good social support system reflects the quality of individual social interactions [12]. Employment support means that college students get spiritual or material help from family members, relatives, classmates or teachers in the process of finding a job [13]. Most studies have found that employment support is one of the main factors for relieving employment anxiety, because social support is the mental or material help an individual obtains from his social relationships (family members, relatives,

friends, colleagues, etc.). And support can effectively reduce the individual's stress response when looking for a job, relieve mental tension and anxiety.

### **3. Discussion on the Causes of Employment Anxiety of Tibetan College Students**

#### **3.1. Changes in Employment Policy**

In the 1990s, colleges and universities in mainland my country gradually implemented the employment system of two-way selection and independent career selection for graduates. Especially with the establishment of the market economy and the continuous deepening of the reform of the education system and the employment system, the employment system of "self-selected employment " has completely replaced the employment mechanism of the state's contracted distribution . But on the other hand , the state 's rules and regulations, laws and regulations on employment and the corresponding supporting facilities have not yet caught up with the marketization of the employment system , resulting in various setbacks and difficulties in the employment process of college students . Secondly, the imperfection of the job market is also one of the important reasons for the anxiety of college students' employment. Due to interpersonal factors and other factors, eugenic students will not get the " displacement " phenomenon such as excellent matching. In addition , the increasingly severe employment situation in today's society has also aggravated the employment pressure of graduates, making many college graduates full of negative emotions such as confusion or even anxiety and pessimism about their employment , and employment anxiety arises immediately. Due to its special historical background in the Tibet Autonomous Region, since 2006, junior college students have no longer been assigned, and college students have begun to choose their own careers. In 2007, except for the army students, graduates with a bachelor's degree or above are no longer planned to be assigned, marking the complete entry of Tibetan college students into society. Economic two-way choice, independent career choice stage .

As far as the region is concerned, with the introduction of the "Special Implementation Plan for Higher Vocational Enrollment Expansion in Tibet Autonomous Region in 2019", the number of students enrolled in major colleges and universities in Tibet has increased year by year. This is the norm, leading to increased employment pressure in the market.

#### **3.2. Single Employment Direction**

The choice of employment location for college graduates in the Tibet Autonomous Region is relatively simple. The survey shows that 76% of Tibetan college graduates choose to stay in the region for employment, and only 24% of the graduates plan to develop outside the region. The reason for the low employment rate of Tibetan college graduates outside the district may be that, on the one hand, the development of the system, economy and society in the district is relatively slow, which also causes the graduates in the district to face greater competition for employment outside the district. On the other hand, based on the idea of cultivating "reliable, retained, and usable" talents in Tibetan education, the enrollment channels of colleges and universities in the region are inclined to the source of undergraduates in Tibetan areas, forming the formation of colleges and universities in the region. The graduates are more willing to stay in the region for employment. Most Tibetan students or Han students who graduated from the region are reluctant to study and work outside the region. Furthermore, considering that for many provinces outside the region, the current economic, social and The development prospects of education and other aspects are bright and the development space is very large, and the government of the Tibet Autonomous Region has given great preferential and supportive policies to the employment of college graduates in the region, which has attracted many talented and potential college students who are willing to stay in the region. Internal glow

and fever, determined to do something. All these factors have led to the fact that Tibetan university graduates choose a relatively single place of employment.

The employment paths for college graduates in the Tibet Autonomous Region are relatively simple. According to the survey, since Tibetan colleges and universities realized independent career selection in 2007, college graduates have mainly chosen jobs by taking examinations for civil servants and public institutions. However, every year there is a shortage of jobs for civil servants, public institutions and banking units, let alone a large number of enrollments. Moreover, the annual employment rate of graduates from colleges and universities in Tibet is not 100%, and college students who are not employed every year will inevitably pass the examinations for civil servants and public institutions. and other ways to get employment. Coupled with the promulgation of the "Special Implementation Plan for Higher Vocational Enrollment Expansion in Tibet Autonomous Region in 2019", colleges and universities in Tibet have continued to expand enrollment, and the base of college students has increased rapidly. It cannot satisfy the employment aspirations of college students in Tibetan universities. What's more, it is difficult to change the concepts of college students in Tibetan universities in a short period of time, and graduates pay less attention and recognition to other employment channels and methods. All these factors have led to the more prominent employment problem of college students in the Tibet Autonomous Region. The employment rate is decreasing every year, and the employment pressure of students is increasing year by year. It is very easy to have employment anxiety.

### **3.3. Tibet's Job Market Is Stunted**

Tibet is located in the southwestern border of my country, with an average altitude of over 4,000 meters and a sparse population. Affected by its special geographical location and alpine climatic conditions, Tibet's social and economic development lags behind, resulting in small and medium-sized enterprises coming to Tibet. And the investment conditions and environment of high-tech industries are immature, resulting in the limited ability of enterprises to absorb college students' employment, which also greatly restricts college students' independent career choices, making the employment scope of most graduates limited. However, the development of the job market is sluggish, the bottleneck period is long, and various systems are not perfect, which makes most college graduates reluctant to enter the enterprise for employment. When enterprises urgently need to employ people, they cannot find suitable employees and college students are unwilling even if they are not admitted to the system. The huge contradiction of entering the enterprise for employment, and the sluggish development of the job market and high-tech industries have also affected the entrepreneurial willingness and choice of college graduates. These factors undoubtedly limit the entrepreneurial motivation of college students and dampen the entrepreneurial enthusiasm of college graduates.

### **3.4. College Employment Guidance Courses Are Not Perfect**

First of all, the unreasonable setting of school disciplines, such as professional setting, curriculum structure, teaching content, etc., especially the imperfection of employment guidance courses, is one of the main factors affecting students' employment. In addition, some schools have not cooperated with enterprises, fundamentally ignoring the cultivation of students' application and practical ability. The school's employment guidance education is not in place, and there is a lack of practical education and guidance for all students, making the school's employment guidance a mere formality. It did not achieve substantial results, resulting in graduates in a disadvantaged state of employment, but also easy to cause students various psychological problems.

Although the employment guidance courses in Tibetan colleges and universities focus on guiding students' ideological concepts, they are out of touch with the actual needs of the market; in addition, the various links of employment guidance work are not perfect, and the

psychological guidance work lacks professional talent guidance, etc., which are also caused by college students' employment anxiety. major factor. In recent years, although major colleges and universities have set up college students' employment guidance courses, they still have many shortcomings. For example, the college students' employment guidance courses are not included in the unified school teaching plan, and are only served by counselors and teachers. There is no unified syllabus for this course. , the course offering is more casual, and it lacks practical guiding significance for the employment of graduates.

### **3.5. Individual Factors of Graduates**

The concept of employment is single. According to the survey, since Tibetan colleges and universities realized independent career selection in 2007, college graduates have mainly chosen jobs by taking examinations for civil servants and public institutions. In addition, due to the special geographical location and conditions of Tibet, the employment concept of graduates in most districts is relatively closed. Most college graduates regard civil servants and public institutions as their first choice for self-employment, and rarely choose employment outside the district.

Entrepreneurial awareness is weak. Although the concept of "mass entrepreneurship and innovation" has been deeply rooted in the hearts of the people, the entrepreneurial awareness of Tibetan college students is not strong. Guo Luyang analyzed the employment data of college graduates in Tibet and found that graduates who chose to start their own businesses accounted for 0.2% of the total; a survey on the employment status of graduates from Tibetan universities in 2016 found that about 61% of graduates chose the local government. Only 0.4% of students choose to start their own businesses. In addition, most students do not understand the situation and value of entrepreneurship, nor do they have the willingness and awareness of entrepreneurship. They believe that entrepreneurship is not employment, and the risks are extremely high. Only a stable job within the system can be regarded as a real job.

Some scholars have pointed out that from the perspective of psychology, employment anxiety is closely related to the personality and quality of college students. Compared with other students, those with poor psychological quality have more obvious employment anxiety. Students with lower anxiety and more stable emotions can handle calmly even in the face of severe employment situations, can control anxiety within an appropriate range, use it as a driving force for employment, and have an objective and rational view of employment perceptions and responses. On the contrary, students with higher anxiety and emotional instability are nervous, depressed, unable to withstand setbacks, and prone to self-defeating thoughts and thoughts in the face of employment such as the enemy.

## **4. Research on the Countermeasures of College Students' Employment Anxiety Prevention and Control**

### **4.1. Guide College Students to Establish A Correct View of Career Choice**

Taking advantage of the media role of Tibetan media and the guiding role of college education, the concept of employment guidance runs through students' career planning. At the same time, play the role of the psychological counseling center, change students' cognitive concept of employment, enhance self-esteem and self-confidence, establish the concept of no distinction between high and low jobs, encourage and guide graduates to enter enterprises, actively start businesses, and use what they have learned to realize their own social value.



#### **4.2. Strengthen Entrepreneurship Education and Enhance College Students' Entrepreneurial Awareness**

In recent years, with the "Mass Entrepreneurship, Mass Innovation" activities in full swing, entrepreneurship has become one of the most important ways to solve the current employment problem. Innovation and entrepreneurship education is aimed at cultivating talents with basic entrepreneurial qualities and pioneering personalities. For those entrepreneurial groups who intend to start a business, have already started a business, and have successfully started a business, they will carry out education on the cultivation of innovative thinking and entrepreneurial ability in stages and at different levels. Innovation and entrepreneurship education is essentially a practical education. All colleges and universities in Tibet should rely on innovation villages, challenge cups and Internet + to drive students' innovative awareness and ability.

The concept of innovation and entrepreneurship education for college students needs to rely on an effective curriculum system before it can be transformed into educational practice. The curriculum system is the key to realize innovation and entrepreneurship education. The innovation and entrepreneurship education curriculum system is mainly composed of three levels: the first level is a universal course, which aims to cultivate the innovation and entrepreneurship awareness of all college students and stimulate students' motivation for innovation and entrepreneurship; the second level is a professional course, which aims to improve students with strong innovation and entrepreneurship. The basic knowledge, skills and skills of students who are willing to start a business; the third level is the practical activity course, which aims to cultivate students' practical application ability of innovation and entrepreneurship. Guidance on the entrepreneurial process. Major colleges and universities in Tibet can regularly hold entrepreneurship and innovation competitions to encourage and guide students to participate actively, and to publicize and reward some excellent works, so as to enhance college students' interest in innovation and entrepreneurship.

#### **4.3. Promote the Development of Market Economy and Enhance the Absorbing Power of Small and Medium-Sized Enterprises to Tibetan College Students**

Activating the market economy in Tibet is conducive to the independent choice of college graduates and alleviates the difficulty of finding employment. To attract more small and medium-sized enterprises to activate the Tibetan market, the government of the autonomous region needs to give certain preferential policies, establish a sound enterprise development park, establish a sound market access mechanism, and form an industrial cluster that is conducive to enterprise development. At the same time, it provides practical support policies for small and medium-sized enterprises, such as increasing financial support, implementing and improving relevant preferential tax policies, taking measures to reduce the social burden of small and medium-sized enterprises, supporting small and medium-sized enterprises to speed up technological transformation, and simplifying financing for small and medium-sized enterprises. procedures, expanding financing channels for SMEs, etc. Expand the production scale of small and medium-sized enterprises, attract more Tibetan college graduates to find employment, and then change the phenomenon of single employment mode and difficult employment for college students in Tibetan colleges and universities.

#### **4.4. Strengthen the Construction and Management of Employment Guidance Courses in Colleges and Universities, And Implement Employment Guidance**

The cultivation of students' employment skills and the cultivation of employment concepts need to be gradually formed under the guidance of the school, which is a step-by-step process. Only when students have an overall understanding and planning of their own career

development, can they not lose themselves, lose their direction, and generate anxiety when facing the severe employment situation.

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