

The Relationship Between Social Support, Psychological Resilience and Employment Anxiety of Tibetan College Students

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Abstract

Employment anxiety refers to cognitive changes such as incompetence and inferiority, as well as emotional reactions such as worry, regret, fear, and corresponding changes in physiological functions in job-seeking situations, which directly affect the effect of students' employment. Nowadays, with the continuous increase of college students' employment difficulties, the employment situation is becoming more and more severe, and the problem of college students' employment anxiety has become increasingly prominent. This study takes Lhasa Teachers College students as examples to examine the relationship between social support, psychological resilience and employment anxiety. The results showed that social support and psychological resilience were significantly negatively correlated with employment support, and psychological resilience played a moderating role in the relationship between social support and employment anxiety.

Keywords

Employment anxiety; Psychological resilience; Social support.

1. Introduction

Employment anxiety, also known as career choice anxiety, refers to the strong and lasting tension that college students have when applying for a job. 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 and influencing factors of college students in Tibet. Many literatures show that social support is beneficial to reduce employment anxiety. Wu Minghui 's [2] research shows that there is a significant negative correlation between the different social supports perceived by college students from different important others and their trait anxiety levels. However, there are also studies reporting the opposite result, that is, social support has no inhibitory effect on employment anxiety. The study by Lin Mei et al. [3] found that there is no correlation between support utilization and anxiety. Based on the conflicting conclusions above, in order to better understand the impact of social support on employment anxiety, we should pay attention to the interaction effect between social support and other variables, and examine its role in the relationship between social support and employment anxiety. Among the many variables related to employment anxiety, resilience is one of the most important factors. The impact of environmental factors on individuals does not occur directly, and psychological resilience is an important barrier. Therefore, this study explores the relationship between social support and employment anxiety, and the role of

psychological resilience in it, in order to provide employment guidance and theoretical reference for colleges and universities.

2. Objects and Methods

2.1. Research Objects

A total of 288 study participants were included in this study. From the perspective of majors, the number of liberal arts and science majors is 134 and 154 respectively.

Table 1. Survey object analysis

project	category	Number of people	percentage
profession	liberal arts	134	43.1%
	science	154	56.9%
gender	male	131	48.2%
	Female	157	51.8%
Birthplace	Agriculture and pastoral areas (village)	244	83.5%
	town (township)	44	16.5%
student cadre	without	175	59.9%
	have	113	40.1%

2.2. Tools

2.2.1. College Students' Employment Anxiety Scale

The "College Students' Career Anxiety Scale" compiled by Zhang Yuzhu is divided into four dimensions: competitive pressure, employment support, lack of self-confidence, and prospect worry. The scoring method is 1-5 on a five-point scale. The lower the score, the lower the employment anxiety of the research subjects, and vice versa. The questionnaire has good internal construct validity and good construct validity and construct validity.

2.2.2. Adult Resilience Scale

The "Adult Psychological Resilience Scale" compiled by Block has a total of 14 items and is scored on a four-point scale from 1 to 4. The higher the score, the higher the resilience level of the research subjects. The internal consistency coefficient of the scale is 0.84, which has good reliability and validity.

2.2.3. Social Support Questionnaire

The "Employment Social Support Scale" compiled by Wu Minghui can better reflect the level of social support perceived by individuals in the process of employment. It is divided into three dimensions: family support, friend/classmate support, and teacher support. The higher the score, the higher the level of social support. the better. The scale has good reliability and validity.

2.3. Statistical Methods

SPSS 26.0 software was used. Independent samples t-test was used to compare the scores of different scales of students of different majors and genders, Pearson correlation analysis was used to explore the correlation between social support, psychological resilience and employment anxiety, and hierarchical regression was used to explore the moderating effect of psychological resilience on the relationship between social support and employment anxiety.

3. Results

3.1. Comparison of Scores of Various Scales For Students of Different Genders And Majors

Boys have higher resilience scores than girls. Arts students scored lower on resilience and teacher support than science students (Table 2).

Table 2. Comparison of scores of various scales for students of different genders and majors ($\bar{x} \pm s$)

Scale	Male	Female	t	P	Liberal arts	Science	t	P
resilience	2.9±0.5	2.8±0.4	2.26	<0.05	2.9±0.4	2.8±0.5	2.77	<0.01
family support	3.7±0.7	3.8±0.7	-1.47	0.14	3.8±0.7	3.7±0.7	0.76	0.45
friends support	3.6±0.6	3.6±0.7	0.27	0.79	3.7±0.7	3.5±0.6	1.47	0.14
Faculty Support	3.6±0.6	3.6±0.7	0.16	0.87	3.7±0.7	3.5±0.7	2.03	<0.05
social support	3.6±0.6	3.6±0.6	-0.25	0.80	3.7±0.7	3.6±0.6	1.62	0.11
employment anxiety	2.2±0.6	2.3±0.6	-1.62	0.11	2.4±0.6	2.5±0.7	1.19	0.23

3.2. Correlation Analysis of Psychological Resilience, Employment Support and Employment Anxiety

Resilience was negatively correlated with employment anxiety scores; family support, friend support, teacher support and the total score of social support are negatively correlated with the employment anxiety score (Table 3).

Table 3. Correlation Analysis of Social Support, Psychological Resilience and Employment Anxiety

Variable	$\bar{x} \pm s$	Resilience	Family support	Friends support	Faculty Support	Social support
resilience	39.75 ± 6.39					
family support	18.75 ± 3.65	0.40 **				
friends support	28.72 ± 5.28	0.46 **				
Faculty Support	25.39 ± 4.95	0.42 **				
social support	72.86 ± 12.71	0.47 *	0.88 **	0.92 **	0.93 **	
employment anxiety	88.19 ± 16.32	-0.16 **	-0.14 *	-0.23 **	-0.13 *	-0.19 **

Note: ** P < 0.01, * P < 0.05.

3.3. Regression Analysis of Social Support, Psychological Resilience and Employment Anxiety

Hierarchical regression analysis was used to explore social support and resilience in predicting employment anxiety and possible interactions. Before performing regression analysis, the social support and resilience scores were standardized, and the standard score was used to generate the interaction term between social support and resilience. Then, with the employment anxiety score as the dependent variable, social support and psychological resilience scores were included as independent variables into equation block 1, and social support × psychological resilience was included as independent variables into equation block 2. It was found (Table 4) that social support positively predicted employment anxiety scores. At the same time, social support × psychological resilience positively predicts the employment anxiety score, that is, psychological resilience has a certain moderating effect on the relationship between social support and employment anxiety.

Table 4. Class regression analysis results of social support and psychological resilience on employment anxiety

Independent Variable	Tier 1			Tier 2		
	beta	t	P	beta	t	P
resilience	-0.09	-1.41	0.16	-0.09	-1.40	0.16
social support	-0.15	-2.25	<0.05	-0.14	-2.23	<0.05
Psychological resilience x social support				0.18	3.72	<0.001
R ²	0.04			0.09		
ΔR ²	0.04			0.08		
F	6.38 ***			9.05 ***		

Note: *** P < 0.001.

In order to further conduct simple slope analysis to explore the specific role of moderator variables. A simple slope analysis on the interaction term of social support × resilience showed (Fig.1) that in the low resilience subjects, the employment anxiety score of high social supporters was higher than that of low social supporters ($t = 1.46$, $P < 0.05$); in high resilience subjects, employment anxiety score of high social supporters was lower than that of low social supporters ($t = -0.25$, $P < 0.05$); that is, the relationship pattern of "the higher the social support, the lower the level of employment anxiety" will be strengthened because of high psychological resilience.

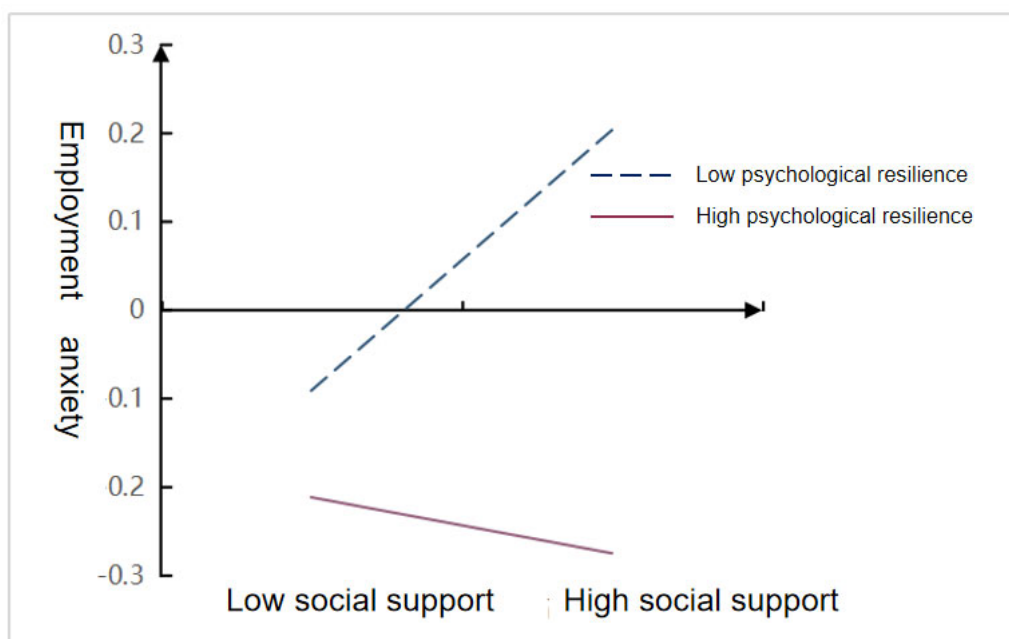


Figure 1. The moderating effect of resilience on the relationship between social support and employment anxiety

4. Discussion

This study found that there was a significant negative correlation between social support and employment anxiety, that is, the better the individual's social support level, the lower the degree of employment anxiety. This may be due to the fact that many college graduates do not know how to go to society and work when they are preparing for employment, lack a reasonable understanding of themselves, and are prone to anxiety, panic, depression, tension and other

anxiety. Combined with the current development of the epidemic The current situation, such worries about future employment prospects will further aggravate students' anxiety. If they receive social support from society, schools, families and other aspects at this time, they can greatly reduce the level of students' employment anxiety and improve their employment situation. objective cognition and enhance employment confidence. Moreover, good and adequate social support can help individuals eliminate or regulate the impact of stress on mental health, allow individuals to obtain more positive and effective care, and help them effectively cope with social pressure and frustration [4]. A large number of investigations and studies [5-6] also show that academic pressure and employment pressure in the life of college students are important related factors that cause anxiety and depression, and as a resource for individuals to cope with pressure, social support can effectively relieve anxiety and pressure. . Therefore, in the face of employment stress situations, a good social support system can not only help individuals adapt to the situation, but also help individuals deal with negative emotional experiences such as anxiety in a proactive and positive way.

The results of the study found that there was a significant negative correlation between psychological resilience and employment anxiety, that is, the better the individual 's psychological resilience, the lower the level of employment anxiety. This is consistent with previous research conclusions [7], that is, individuals with high psychological resilience have the ability to cope with pressure and face adversity. When faced with employment difficulties, they can face difficulties and actively deal with them. Severe anxiety can instead maintain an appropriate level of anxiety to promote their growth and development. Other related studies have also proved that when faced with the same pressure, if the individual's psychological resilience is smaller, it will be more difficult for him to rationally deal with setbacks and pressure, and thus it is difficult to resist the influence of negative emotions such as depression and anxiety ; on the contrary, if the individual's psychological resilience is greater The better their mental health, the better their ability to effectively use positive qualities such as optimism and tenacity to reduce the adverse effects of stressful environments , so their levels of anxiety and other negative emotions are lower [8].

This study uses the method of hierarchical regression analysis to find that the moderating effect of college students' psychological resilience between social support and employment anxiety, that is, the relationship pattern of "the higher the level of social support, the lower the employment anxiety", will be strengthened by high psychological resilience. This is consistent with previous studies. Sun Shixiu et al. [9] also found that psychological resilience has a moderating effect on the relationship between social support and emotional behavior, and increasing social support is conducive to enhancing the level of individual resilience. Effectively reduce emotional and behavioral problems. Therefore, both environmental factors and social support and individual psychological factors play a positive role in relieving or improving the employment anxiety of college students.

This study examined the relationship between social support and employment anxiety combined with resilience variables, and found that the relationship between social support and employment anxiety was moderated by resilience. This conclusion is helpful for the relationship between social support and employment anxiety. The understanding and clarification also further supports the influence of psychological resilience as an individual psychological factor on emotions such as employment anxiety. Therefore, this study has important theoretical significance. In addition, from a practical point of view, this study provides some enlightenment for the adjustment of college students' anxiety. For example, it is possible to try to improve and train students' psychological resilience and psychological tolerance; society, family and school should be more likely to Provide employment support to students and provide enough employment-related information, so as to reduce students' psychological pressure and psychological burden, so as to better help them maintain a good

level of mental health in the approaching graduation stage, and eliminate the troubles caused by excessive anxiety to job hunting. Successfully realize the school-job transformation, effectively improve the employment competitiveness of students, and lay a good foundation for their career adaptation and career development.

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