

A study on the influence of graduation internship on employment anxiety among college students in Tianjin, China

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Abstract: *Background:* The employment rate of university students in Tianjin has decreased due to the epidemic and economic downturn. Many graduates have experienced negative emotional problems such as employment anxiety. *Objectives:* To explore the main factors affecting employment anxiety among college students in the current social development, analyze the relationship between the internship and the anxiety related to employment, and find feasible measures to eliminate employment anxiety. *Methods:* The test subjects for this research were 179 fresh graduates from universities in Tianjin. They were evaluated against the Employment Anxiety Scale before and after the three-month internship. Relevant influencing factors were collected for statistical analysis. *Content:* Through investigations to explore the source of employment pressure and relieve stress, analyze the relationship between internship behavior and employment anxiety, and suggest relevant suggestions for optimizing internship behavior. *Conclusions:* Internships can make most fresh graduates from Tianjin universities acquire certain knowledge about employment, accumulate employment experience, and reduce employment anxiety.

Keywords: Tianjin; College Students; Graduation Internship; Employment Anxiety; Influence

1. Introduction

Currently, China is at the stage of rapid economic and social development. In the context of social progress, transformation, and deepening institutional reform, college graduates' employment thinking and behavior have also fluctuated and changed. The tendency to choose job content and form and the attitude towards career selection have changed. Based on the education department's statistics, the number of college graduates in China will reach 10.76 million in 2022. This will be the first time to exceed 10 million and a new record high in 2023, with an increase of 820,000, reaching 11.58 million. Due to the epidemic from 2020 to 2023, globalization faces many uncertainties. The economic development of many countries shows a form of regression, and the employment situation in various industries is severe. Many small and medium-sized enterprises have closed down or laid off employees, leading to a sharp increase in unemployed people. In recent years, many graduates have been retained in employment. Moreover, the recruitment requirements by employers are also increasing. Most of them list higher education, skills, and experience requirements. These requirements increase the employment pressure on fresh graduates.

According to the official data disclosed by Tianjin, the employment rate of university students in Tianjin in 2019 was 97%, while the data of the same source in 2022 is 83%, a decrease of 11%. Graduates employment situation remains complex and volatile. The uncertainty and lack of confidence in future career choices remain prevalent among graduates. Firstly, graduates are in large volume, and the market is

oversupplied with a fierce competition. Secondly, many graduates are constrained by their majors to a certain extent. The employment level can hardly meet the occupational market demand. Also, the employment rate of some schools and majors is low, with high employment pressure. Reducing recruitment numbers and recruitment plans by some enterprises further increases the pressure on graduates' job search. In Tianjin, the graduate's employment is acceptable, but the employment quality and the expected targets do not match.

In such an employment situation, graduates develop various stressful psychological and fearful psychological problems, and these negative emotions are quite harmful (Fan et al., 2023). The public security department investigated the recent news of a state-owned unit requiring employees to work overtime, which has become a public outcry on the Internet, as a self-made and self-directed case by a person who was rejected for a job. This is a kind of extreme revenge emotion arising from employment. Of course, this is an isolated case. The anxiety arising from employment-related events is prevalent. Employment anxiety studies have been conducted in several provinces and cities, including Shanghai (Zhang, 2023), Shanxi Province (Chu, 2021), and Zhejiang Province (Shang, 2022). The median percentage of employment anxiety among college graduates is 28.3%-44.7% (Li et al., 2020). Therefore, exploring the relevant factors affecting employment anxiety is an essential research topic in the current social development process.

2. Literature Review

Previous studies showed that college students face realistic problems, such as graduation and employment (Wang, 2023). When they fail to achieve their goals, they lose self-confidence and a sense of failure leading to anxiety. If negative emotions like frustration and anxiety are not relieved within a certain period, it will cause psychological barriers and even psychosomatic disorders. This will limit the graduates' autonomy in choosing their career, prevent them from showing their true potential and talent, and hinder their career selection process and lead to failure in serious cases. Some scholars have also emphasized the negative effects of psychological anxiety among "post-00" college students (Shao et al., 2020). The anxiety in college students is not conducive to society's harmony and stability, the cultivation of talents in universities, families' happiness, and students' healthy success. Thus, the study of employment anxiety in fresh college graduates is significant.

Meanwhile, existing studies focus on employment anxiety among college students, anxiety factors, psychological or pathological traits, and social guidance directions (Mofatteh, 2021). Based on the college graduates' behavior, an inside-out influence can be better achieved. The American psychologist DeVos introduced the concept of an internal drive as early as 1918. It indicates the prime mover that can stimulate human behavior mechanisms. Personality psychologist Albert also considered internal drive as an autonomous human function. It can change a person's external behavioral performance. Among college students' employment behaviors, internship behavior is the most common and neglected one. Internships are also set up in Chinese higher education. However, regarding effectiveness, the setup and security of internship behavior and the cultural emphasis, are not enough to compare with foreign universities. In foreign education, both practical education and social experience courses at the secondary school level and internships in higher education are socially/highly recognized/desired/preferred in future employment. It can be seen that graduation internships can increase the employability of college graduates (Xing et al., 2022).

Based on the 2022 Internship Attitude Survey Report, more than 70% of school students have had internship experiences, with most having interned 1-2 times <cite here>. The part-time behavior of school students dominates these internship experiences, and students work part-time to supplement their income source (Zhu, 2021). A survey of

university students in Tianjin shows that some students do not attach importance to the internship. Some graduates do not want to participate in the internship because they focus on studying and are not eager to get a job. Some think an internship is just a "going through the motions" act and the internship unit will not teach them real skills. They think they cannot learn anything and consider an internship useless (Wang et al., 2020). Also, finding an accepted internship is too difficult for some students. In addition, the students want to spend their holidays easily and do not care about unpaid internships. Since the internship is a mandatory course, it brings irregular transactions like "fake internship certificates". This shows that college students' perception of graduation internships is not uniform. There are many problems at student's psychological level and the educational management process that needs further discussion (Gao et al., 2021).

3. Methodology

This paper explores the relationship between internship behavior and the employment anxiety of college graduates. The article takes university students in Tianjin as the research subjects in their graduation academic year. It investigates the psychological state of these students during their graduation year before and after participating in internship. By collecting information about the research subjects' relevant attributes, internship behaviors, and factors, we explore whether they may impact employment anxiety. The correlation between internship behavior during the graduation academic year and the anxiety in the employment psychology of college students was investigated. This study examines this issue from both qualitative and quantitative perspectives. Qualitatively, based on earlier studies, we developed a self-administered questionnaire to collect information about students' personal attributes of college students. This will help determine behaviors and factors affecting the fluctuation in employment anxiety. For quantitative aspects, the "Zhang Xiaoqin's Questionnaire on College Students' Employment Anxiety" was used to collect the distribution and degree of anxiety of the same research subjects before and after the act of internship (Zhang, 2004). Statistical methods were used to analyze the influence of the overall or partial act of internship on college students' production of employment anxiety. Based on both analyses, the main factors influencing college students' feelings of employment anxiety in the current social development were determined by considering the elements of higher education internships and the requirements of talent development in Chinese society. The feasible results of various studies were applied to reduce/eliminate college students' employment anxiety.

This study used online surveys for data collection. This method was used due to the pandemic. The data collection duration was from November 2022 to March 2023. The enrolled group must meet the following conditions: their school location was Tianjin, their origin was Tianjin, and they were current students in the graduation year. Using the "Zhang Xiaoqin Employment Anxiety Scale for College Students", we collected information on the personal attributes of college students, their internship behaviors, or factors that may affect their anxiety. We analyzed the correlations and weightings between employment anxiety and various factors to explore feasible optimization measures.

Considering that different employment environments and educational levels in China may cause differences in employment pressure, this study subjects' overall employment pressure in the same region tends to be the same. Therefore, the subjects of this thesis were selected as Tianjin fresh graduates studying in undergraduate colleges and universities in Tianjin. This paper aims to investigate the relationship between internship behavior during the graduation academic year and the anxiety related to the employment psychology of college students. Therefore, the survey did not include graduates who received their diplomas within one year of graduation. For college graduates who received their diploma for more than one year, most of them already

have certain working experience or have already been engaged in work. Their employment anxiety is relatively weak or does not exist. Therefore, they do not fit this research's scope and are excluded.

The first questionnaire of this survey was collected using the "Employment Anxiety Scale for College Students" written by Zhang Xiaoqin. It contains 30 questions, including two lie-detector questions. The questionnaire was finally determined to contain 28 items. Through exploratory factor analysis, we obtained that the scale consists of four factors: employment fear factor, employment anxiety factor, interview anxiety factor, and job anxiety factor. Based on these factors, we divided the scale into four subscales: employment fear, employment anxiety, interview anxiety, and job anxiety.

The second questionnaire was collected using the same "Employment Anxiety Scale for College Students" as the first. The difference lies in deleting the multiple-choice section part, which was distributed to the same respondents three months after completing the first questionnaire.

The survey was conducted using online questionnaires with the help of a professional online questionnaire platform. The first questionnaire collection was conducted using questionnaire star online questionnaires. These questionnaires were randomly distributed to the research subjects who met the relevant conditions. A total of 194 questionnaires were collected, with 183 valid questionnaires. The second questionnaire collection issued 183 questionnaires to the research subjects who filled out the valid questionnaire for the first time. A total of 181 questionnaires were collected, and 179 valid questionnaires were obtained. Since the study of this paper needs to compare the results of data collected by two questionnaires, the four people who effectively filled out the first questionnaire but did not fill or incorrectly fill the second questionnaire were excluded. Finally, 179 valid questionnaires were obtained for the first questionnaire, and 179 were obtained for the second questionnaire. This is an overall recovery rate of 85%. The surveyed samples are shown in Table 1:

Table 1: Basic information of study subjects

Attribute Variables	Characteristics	Frequency	Percentage	Anxiety scores
Gender	Male	99	55.3%	71.84 ± 10.63
	Female	80	44.7%	83.27 ± 6.53
t	-1.39			
P	0.17			
Major	Science and Engineering	67	37.4%	79.01 ± 11.22
	Literature and History	68	38.0%	84.56 ± 3.67
	Management	44	24.6%	81.93 ± 8.76
F	1.51			
P	0.21			

Participating in internships	Yes	126	70.4%	75.37 ± 3.14
	No	53	29.6%	87.55 ± 10.13
T	-3.124			
P	0.002			

4. Results and Discussion

4.1 Employment Anxiety of universities students in Tianjin

The statistical analysis of the data showed that the overall anxiety level of fresh graduates of Tianjin universities was high. Among the 179 valid collected samples, 89.3% and 96.7%, respectively, were completely anxious and relatively anxious. This proves that anxiety is widespread among fresh graduates of Tianjin universities (Table 2 and Table 3). Considering the randomness of the sample, it is inevitable that even the best students among college graduates have concerns about employment issues.

Table 2: Basic information on employment anxiety of study subjects (First questionnaire)

Attributes	Degree	Frequency	Percentage
Anxiety Situation	Complete anxiety	57	31.8%
	More anxiety	103	57.5%
	Less anxiety	19	10.6%
	No anxiety	0	0%

Table 3: Basic information on employment anxiety of study subjects (Second questionnaire)

Attributes	Degree	Frequency	Percentage
Anxiety Situation	Complete anxiety	22	12.3%
	More anxiety	151	84.4%
	Less anxiety	6	3.4%
	No anxiety	0	0%

4.2 Analysis of employment pressure sources of university students in Tianjin

Based on the literature in the past five years, we found that the influencing factors of employment anxiety were explored at four levels: individual, school, family, and society. Question 1 of the first questionnaire was designed with 17 options to investigate the employment stress factors based on the above four levels (Figure 1).

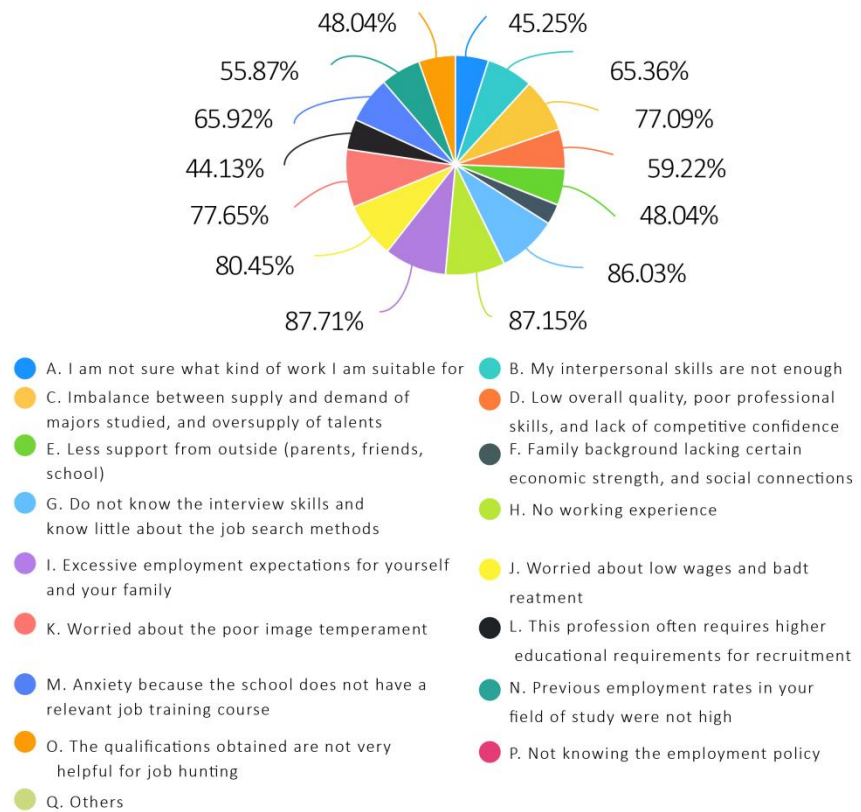


Figure 1: Percentage of employment stress factors among college students

Based on the employment pressure factors statistics, the selection rate of four options exceeded 80%; namely, option I "Excessive employment expectations for yourself and your family", option H "No working experience", option G "Do not know the interview skills and know little about the job search methods", and option K "Worried about low wages and bad treatment".

4.2.1 Personal factors enhance stress

A total of 144 people chose option K, and 138 chose option C, accounting for 80.45% and 77.09%, respectively. This option explores employment anxiety's influencing factors at the individual level. Many Tianjin graduates are not in the right mindset in the employment process, too concerned about salary, benefits, and work type. Considering the difference between the work type and the theory they have learned, they waste the theoretical knowledge they have learned in college, resulting in many missed employment opportunities (Wang, 2023).

Among the respondents, 86.03% chose option G "Do not know the interview skills and know little about the job search methods". When asked about interview-related issues, many respondents said, "never interviewed before", "the school's career guidance course is too simple and not enough", and "the resumes submitted were basically rejected". This indicates that many fresh graduates lack experience and have limited job search skills. Having no or basic employment training impact their resumes in a negative manner. Also, they are often rejected in interviews based on their performance.

4.2.2 Family factors enhance stress

Among 179 respondents, 157 chose option J, accounting for 87.71%; 144 chose option K. The data show that most graduates or their families have very high expectations for their future employment. Therefore, the respondents have greater employment pressure.

Previous studies have found that parents significantly influence college students' willingness to seek employment. The help provided by families after graduation also affects college students' employment choices to some extent. The family education of students will deeply influence students' future employment (Zheng et al. 2022).

4.2.3 Cognitive factors enhance stress

A total of 156 people chose option H "No working experience", 118 people chose option M "Anxiety because the school does not have a relevant job training course" and 117 people chose option B "My interpersonal skills are not enough". The percentage of options exceeded 65%. The recruitment threshold for employers rises every year, and some universities have adopted closure management due to the epidemic. Therefore, graduates have fewer opportunities to participate during school time.

Based on studies, the proportion of part-time jobs among Chinese college students reaches 75.3%. They are mainly engaged in employment unrelated to their majors, of low value, or even without guarantee. Some universities do not conduct employment-related courses timely. The students have limited ways to obtain employment-related information (Hulshof et al., 2020). The respondents mentioned that they cannot get in touch with jobs and the school also delayed the career guidance. Now they don't know how to find a job.

Overall, the study reflects that the current fresh graduates from Tianjin colleges and universities seriously lack work experience and opportunities to understand industry information at three levels: social, school, and personal. Insufficient knowledge about employment triggers a higher employment pressure.

4.3 Tianjin college students to relieve employment pressure

Based on the literature, the common methods of relieving employment stress were randomly selected. The opinions of 100 Tianjin college students employed in the Tianjin area were sought through the Delfeld method. The top ten effective methods for relieving employment stress were selected. Data collection was conducted for the study subjects (Figure 2).

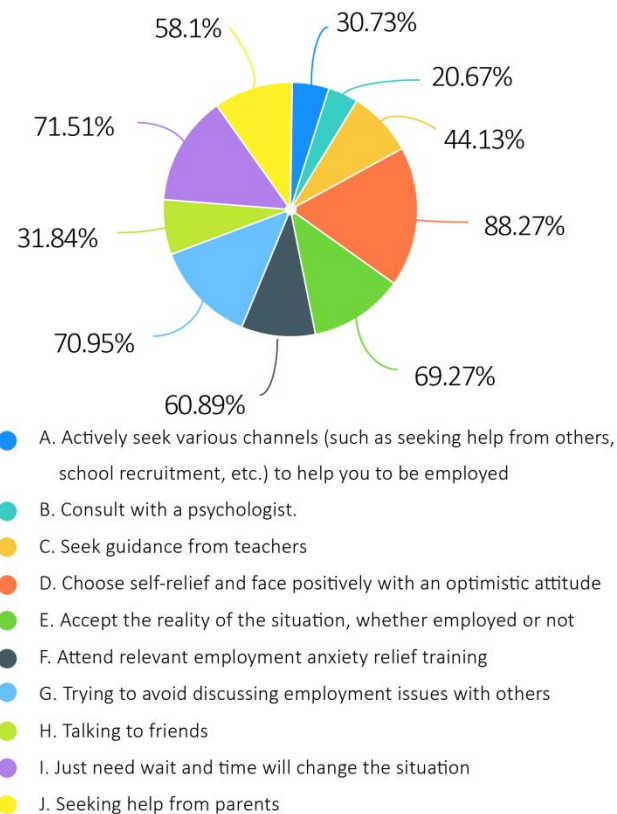


Figure 2: Percentage of choice of methods to relieve employment pressure

Among the methods of relieving employment pressure, the selection rate of option G "trying to avoid discussing employment issues with others" is 70.95%. This indicates that more graduates choose to avoid discussing employment issues. However, previous psychological studies have shown that avoidance does not solve the problem. It increases employment stress and anxiety.

In addition, 71.51% of the students chose option I, and 88.27% chose option D. The common feature of this option was that no practical measures were taken to relieve employment anxiety. This indicates that some students lacked practical and effective measures to relieve employment anxiety when facing pressure (Bao et al., 2023).

4.4 The effect of internship behavior on employment anxiety among college students in Tianjin

Three months after the start of the experiment, 179 valid questionnaires recovered from each of the two questionnaires were compared and analyzed. The changes in scores of different employment anxiety levels and employment anxiety subscales obtained before and after the internship are shown in Table 4.

Table 4: Employment anxiety levels before and after the internship

Whether internship	Degree of anxiety	Before and after internships	Frequency	Percentage	Average	
Yes	Complete anxiety	Before	46	36.5%	94.0	
		After	11	8.7%	94.4	
	More anxiety	Before	75	59.5%	78.9	
		After	109	86.5%	72.1	
	Less anxiety	Before	5	3.9%	53.4	
		After	6	4.7%	52.3	
	No anxiety	Before	0	0%	0	
		After	0	0%	0	
	No	Complete anxiety	Before	11	20.8%	92.5
			After	11	20.8%	94.6
More anxiety		Before	28	52.8%	66.1	
		After	41	77.3%	72.8	
Less anxiety		Before	14	26.4%	52.2	
		After	1	1.9%	56.0	
No anxiety		Before	0	0%	0	
		After	0	0%	0	

The overall mean score of employment anxiety of the study participants before the internship was 78.82, while the overall mean score after conducting the internship was 74.25. It is an overall decrease of 4.57 points. This indicates that internships have a benign influence on anxiety level of fresh graduates of Tianjin universities.

Based on statistical analysis, it is clear that the internship behavior significantly impacts the students' anxiety. The specific analysis of the impact of the four anxiety factors shows that internship behavior has a significant ($p < 0.05$) impact on the four

subscales of employment fear, employment anxiety, job anxiety, interview anxiety, and job anxiety, as shown in Table 5.

Table 5: Comparison of the scores of the four factors of employment anxiety before and after the internship

Groups	Number of examples	Employment Fear	Employment insecurities	Interview anxiety	Work Anxiety
Before the internship	179	36.4±1.3	34.5±2.7	16.7±1.9	17.5±3.1
After the internship	179	33.1±1.1	28.6±1.7	12.2±2.0	15.2±1.7
t		3.02	3.71	2.65	3.18
p		0.030	<0.001	0.041	0.015

4.4.1 Analysis of the association between reduced employment anxiety and internship behavior

The percentage of students with complete anxiety decreased by 27.8% after completing the three-month internship. It is a significant decrease (Figure 3). Also, the data in Table 4 shows that the overall average score of employment anxiety of the study participants who were prepared to participate in the internship was 83.39 before the internship, while the overall average score after the internship was 73.09. This was a significant decrease of 10.3 points. The number of study participants with complete anxiety decreased by 35, which was a significant decrease. The average score only had a 0.4-point floating. The number of students with relatively anxious anxiety increased by 34, but the average anxiety score decreased by 6.8 points. For most of the fresh graduates of Tianjin universities, internship behavior can significantly reduce employment anxiety. It can alleviate the employment anxiety of college students to a certain extent. In particular, students with higher anxiety levels before the internship obtained greater anxiety reduction through an internship.

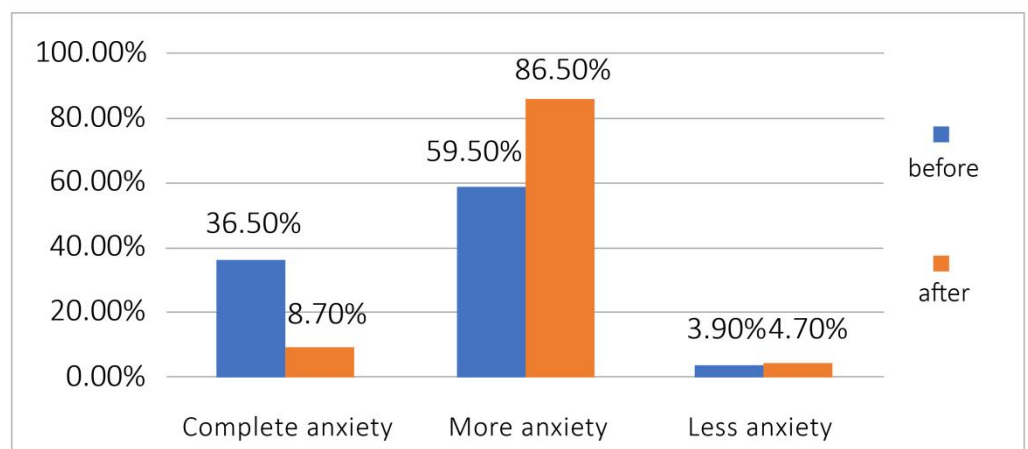


Figure 3: Bar chart of employment anxiety among study subjects
(Participating internships)

4.4.2 Analysis of anxiety in subjects who did not participate in the internship study

The respondents who did not participate in the internship showed that the number of more anxious people increased by 13, or 24.5 percentage points, after three months of the graduation academic year, which is a large increase (Figure 4). Detailed analysis revealed that the anxiety level increased from less anxiety to more anxiety in 10 subjects. It increased from less anxiety to complete anxiety in 3 subjects. Also, it decreased from complete anxiety to more anxiety in 3 subjects. From the data in Table 4, the average score of the respondents who did not participate in the internship was 68 the first time filling out the questionnaire and increased to 77 the second time. It is an overall increase of 9 points.

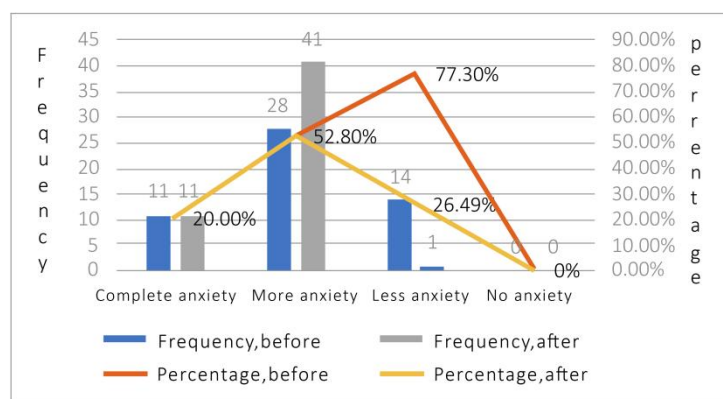


Figure 4: Combined chart of employment anxiety of study subjects (Not participating in internship)

According to the survey data, 73.6% of the study participants had higher anxiety scores after the second questionnaire than the first. After combining the interview and the survey data, it can be seen that most respondents who did not participate in the internship had increased employment anxiety. Not participating in the internship has a greater negative impact on students' employment anxiety. Overall, the anxiety levels are elevated.

4.5 Analysis of the main influences of internship behavior on reducing feelings of employment anxiety

Overall, internships have a reducing effect on students' employment anxiety. However, for each element of anxiety, the degree of influence of internship varies. The first two subscales measure employment anxiety in four aspects: emotion, behavior, cognition, and physiology. The last two subscales measure the sources and causes of employment anxiety among fresh graduates. The average scores of the individual items of each subscale are shown in Figure 5.

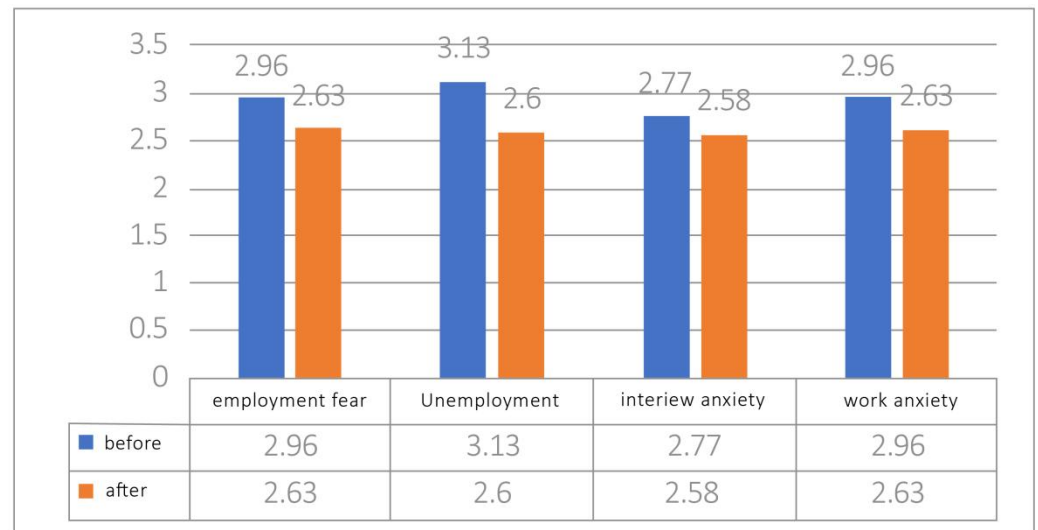


Figure 5: Bar chart of employment anxiety subscale for study subjects (participating in internship)

It can be seen that the mean scores of the individual questions corresponding to each subscale decreased after the internship. The largest decrease in the mean scores of the individual items in the employment anxiety subscale indicates that the internship can alleviate employment anxiety. It can significantly improve fresh graduates' perceptions of employment. The respondents found internships not scary. This is because they could adapt to the rhythm.

The mean scores of each question in the interview anxiety and job anxiety subscales decreased after the internship. It is a decrease of 0.19 and 0.33 points in pre-internship and post-internship, respectively. This proves that the internship can alleviate graduates' anxiety. Through the awareness of internship work, they can better face the examiner during the job selection interview instead of the fearful state of complete ignorance (Zhu et al., 2019).

Psychologically, internships can help students establish goals and maintain dominant excitement mechanisms. Humans are social animals who achieve goals. People who lack ambition and pursue nothing are less likely to be recognized, accepted by society, respected, and admired. Until the goal is reached, the brain should maintain a level of arousal that helps sustain the effort toward the goal. Therefore, the internship allows to define the direction, increase skills, maintain employment excitement, and reduce anxiety (Rönnblad et al., 2019).

5. Optimization suggestions

Based on this research/study, it can be concluded that high-quality and scientific internships can relieve employment anxiety and enhance employment accessibility. It is significant to alleviate the current social employment pressure and reduce unemployment. Therefore, optimizing college students' internship behavior can be an essential optimization measure for the outcome output link of higher education in China. Through the study, the sources of employment pressure of college students are analyzed. It can be optimized from the following four aspects to enhance the effectiveness of college students' internships and relieve employment pressure.

5.1 Personal level

Compared with the employment situation in other regions, the overall employment rate of fresh graduates from universities in Tianjin is reasonable. However, individuals'

employment problems mainly include improper mindset, lack of job search and work experience, and insufficient personal knowledge and ability.

Usually, the employer will classify the position and salary based on performance and employee's ability/skills. Most fresh graduates lack work experience and skills (Zheng et al., 2022). Therefore, fresh graduates must take internship opportunities seriously and with a serious and honest attitude. They should not participate in these internships to complete the internship only. They should understand the gap between themselves and society's needs in the internship. They should complete the social role experience and lay the foundation for a good role transition from student to socialite.

In the internship, graduates should actively learn knowledge related to employment thinking and employment skills. Many students are afraid of interviews. Some of them are not even allowed to enter the interview for their preferred positions because their resumes are not outstanding or eye-catching (Wang et al. 2021). Graduates must understand the employer's situation, core philosophy, and employment needs before submitting their resumes. They should prepare carefully according to the job requirements to increase employment opportunities.

In addition, Tianjin college graduates should also actively participate in various social practices before their internship. Participating in an internship before graduation is a good way to accumulate work experience. To be accepted by the company of choice is ultimately dependent on the graduate's ability. The students are more likely to be accepted if their ability matches the company's hiring needs. Therefore, college students must take the initiative to participate in social practice after school. They should learn about their preferred work/job, improve their abilities, and accumulate work experience to lay the foundation for future employment. The internship and other social practice behaviors can establish certain knowledge in advance for students' future employment and avoid employment anxiety (Liu, 2019).

5.2 Family level

Based on a survey, 88.1% of Tianjin youths reported that their employment concept differs from their parents'. A 42.0% of the interviewed youths are reluctant to communicate with their parents about their work situation. The traditional family concept of blood and ethics, which is the core of the Tianjin region, drives parents to make their children look for what they consider a "good job". To them, their "good intentions" may not align with their children's wishes. According to the above data analysis and related information, many graduates' employment pressure comes from their families. Too much parental intervention and high expectations can add to their burden. Regarding employment issues, parents can make suitable suggestions, discuss them together to solve them, and guide their children to set up correct employment concepts. They can encourage their children to help them establish confidence in employment. Parents should pay more attention to their children's mental health during the graduation period. They can teach their children some work experience. They should try to make their children not escape employment problems, face difficulties, compete, and struggle (Zhai et al., 2022). In addition, they should encourage their children to participate in internships. They can also help their children participate in social practice activities, encourage them to adapt to society, and help develop their independence.

Regarding mindset, the family is an important channel for children to experience society. Family members should help their children establish a correct employment and career choice concept as early as possible. Extreme concepts such as "the son inherits the father's job" and "letting go of freedom" should not be conveyed to children. They should be guided appropriately, especially during the internship period. The role of the family should not disappear completely. Students and families should face the choice of internship positions and opportunities together. They should use the internship phase to

rehearse family negotiations during formal employment. This helps transition for the subsequent formal career selection and employment.

5.3 University level

The universities should focus on professional knowledge education and employment skills guidance courses. Career guidance courses should follow social changes. These courses should offer practical, targeted, and purposeful career guidance (Hou, 2019). Currently, the employment guidance courses Tianjin schools are not up to the mark. Some instructors lack employment and entrepreneurship experience and cannot properly guide the students. School-enterprise cooperation is mostly research cooperation. However, employment or internship cooperations are weak. There is a phenomenon of stratification between teaching work and career guidance (Ouyang, 2020). Therefore, the universities in Tianjin should supplement their employment guidance courses, invite experienced individuals for employment lectures, teach employment experience, help graduating students establish a correct employment concept, and effectively solve graduates' difficulties regarding internship and employment.

In addition, schools should strengthen communication with internship units and students. Students in a university need to solve employment problems, and employers also have employment needs, so establishing an effective partnership can help students' internships. Employers can select the talents they need from colleges and universities. They can publish internship information through school groups or school websites. Schools can also use partnership with employers to provide social internship and practice opportunities for college students. It can reduce graduates' employment anxiety and improve students' employment motivation (Jiang et al., 2014).

The school should help students choose a good internship unit and position. Avoid one-size-fits-all internship staff delivery. Develop a targeted and scientific internship program for each student. Pay attention to the safety of students' and their property during the internship, and the working environment and labor protection of the internship unit. The school must also assess the internship work effectively. Avoid making the internship formal and wasting the opportunity of students' employment thinking and skills self-improvement before employment.

5.4 Society Level

The employers' requirements are increasing. These requirements are employment factors for fresh graduates. The state should strengthen the policy guarantee of internships and employment for fresh graduates and supervise the implementation of the policy (Chen, 2020).

The education department should improve the graduate employment internship management system, require schools to develop employment internship work principles and management methods suitable for students, and reflect "student-centered" concept during an internship (Liu, 2019). At present, Tianjin has explored the "Sailing Plan". During the students' summer holidays, state-owned enterprises, government agencies, and institutions offer an internship program for some positions. The university students can advance in the internship unit's relevant business practices and organizational work. They can learn how departments work, participate in the internal collective activities of the organ, and experience the working conditions and work styles of cadres and staff. This program helps students get their career development orientation, reserve work experience, and enhance their core competitiveness in employment. In the future, we should further expand the number of such quality internship programs and summarize our experience for good promotion.

The market supervision, human resources departments, and employers should strengthen supervision so that "no agreement not internship", "internship must be legal" principles are enforced. Students should sign an internship agreement to clarify

responsibilities. Students, schools, and employers should adhere to the framework of the agreement(Nong, 2023). The relevant departments should also improve the employment education tracking service system. They must establish a relevant network system to follow up on the problems encountered by students to keep abreast of the students' ideological situation during the internship and help them solve problems. They should publicize the legal requirements of internships and employment for university students so that students, schools, and employers are all interned according to the law. Put an end to illegal employment and oppression of students in the name of internships. Public security departments should step up their enforcement efforts against such phenomena, and judicial departments should provide legal assistance to victimized students.

6. Conclusion

With societal development, college students are increasingly facing employment pressure and employment anxiety. Anxiety is a common emotion everyone experiences. However, excessive anxiety can affect students' lives and even lead to physical discomfort. The internship can go some way to alleviating the problem of excessive employment anxiety. Participating in an internship provides work-related knowledge and work experience. Many students can learn practical knowledge and skills during their internships. Role models can guide graduates in their future career paths. In addition, the internship can also provide some students with little knowledge about employment. It can eliminate or alleviate their fear of interviews and jobs, thus reducing the employment anxiety in fresh graduates (Huang et al., 2021).

Students' feelings of employment anxiety are influenced by their subjective factors and by various objective factors such as society, school, and family. To effectively address severe anxiety among fresh graduates, it is necessary to encourage students to enrich their experience through multiple channels. The research has shown that experience in social activities can improve the overall ability of participants, especially their stress tolerance. It is also necessary for families, schools, and society to cooperate. Paying attention to graduates' physical and mental health, giving employment opportunities, participating in social practice, and working together to create an environment in which fresh graduates are physically and mentally healthy and have smooth employment will help to release the students' feelings of employment anxiety.

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