

THE RELATIONSHIP BETWEEN EMPLOYMENT PRESSURE AND ANXIETY AMONG ART COLLEGE STUDENTS AT S UNIVERSITY IN HENAN PROVINCE

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Abstract: This study aimed to investigate the relationship between employment pressure and anxiety among art college students at S University in Zhengzhou City, Henan Province. A quantitative study was conducted by distributing 303 questionnaires to students. Descriptive statistical analysis, independent samples *t*-test analysis, One-way ANOVA analysis, and Pearson correlation analysis were used to analyze 299 valid samples. The research data results showed that the overall level of employment pressure among students at S University was high, while the overall level of anxiety was moderate. Under different demographic backgrounds, there were significant differences in employment pressure and anxiety among students. There was a significant positive correlation between employment pressure and death and fate anxiety, meaninglessness and emptiness anxiety, and condemnation and guilt anxiety dimensions among college students. There was no significant correlation between the dimensions of alienation and loneliness anxiety. Based on the above research results, the following suggestions were proposed: S University should guide college students to relieve stress through effective teaching paths, strengthen learning and employment guidance, and the education management of students' self-stress regulation..

Keywords: Henan Zhengzhou S University, Art College Students, Employment Pressure, Anxiety

Introduction

According to data from the Association of Universities and Employers in the United States, Monster, a job search website, the number of fresh college graduates recruited by companies in the 2022 graduation season would increase by 26.6% compared to 2021. More than four-fifths (81%) of fresh or upcoming graduates were confident in finding a job that met their career goals. And they received higher salaries, as about three-quarters (72%) of employers have reported increasing wages in entry-level jobs in the past 12 months. Monster released annual reports on the status of graduates, and

its career expert Wiki Salemi told Fortune magazine that the past two years were not optimistic. However, the results of the 2022 employment report for college students were very optimistic. Fresh graduates had more choices because they knew employers were extremely eager for talent. But nowadays, the relationship between China's social demand and economic growth is very close. With the increasing downward pressure on economic development, coupled with uncertain factors such as the epidemic in previous years and the Russia-Ukraine conflict, the situation of oversupply of total labor would exist for a long time. The increasing contradiction between supply and demand of college graduates had brought great pressure, especially for art college students in Henan Province. The employment pressure they were under was unprecedented (Wu, 2023). Through the literature review, it was clear that employment pressure was an important source of psychological pressure for art college students (Fan et al., 2022). Therefore, employment pressure has become a serious psychological health problem for art college students in the Henan region, which could easily lead to physical and mental changes such as anxiety, depression, confusion, and somatization symptoms, seriously affecting the physical and mental health of college students (Hao, 2009).

According to statistics from the Ministry of Education of China, the total number of graduates in 2023 reached a new high, reaching 11.58 million, an increase of 82,0000 year-on-year (Ministry of Education of the People's Republic of China, 2022). Henan Province was the most populous province and the most educated province in China. With the rapid progress of higher education in China, the scale of higher education in Henan Province continues to grow, and the number of college graduates is also increasing year after year. In the context of the significant expansion of enrollment in Chinese universities for over 20 years and the sharp increase in the number of college graduates, the employment market had entered a new stage of oversupply, and the employment situation was becoming increasingly severe (Li, 2012). At the same time, art education and higher education were closely intertwined and couldn't be separated. On their shoulders, they bore the responsibility of cultivating high-quality artistic talents and emphasizing the new construction of ideological and artistic theories through thinking about history and mission. The government and society have also begun to attach great importance to the development of the arts and education industry. However, the entire country was based on the release of the Chinese National Art Talent Network. The number of high schools that offered vocational and technical majors had been increasing year by year. According to relevant data from the Ministry of Education of China, art majors were ranked high with low employment rates and high unemployment rates. The overall employment situation for art graduates was not optimistic (Lei, 2016).

Therefore, it paid close attention to the special group of art college students and conducted scientific research to help guide them to cope with employment pressure reasonably, establish a reasonable career psychology, maintain physical and mental health, and improve their quality was of great significance.

Research Objectives

(1) To identify the current status of employment pressure among art college students at S University in Zhengzhou, Henan Province.

(2) To identify the current status of anxiety among art college students at S University in Zhengzhou, Henan Province.

(3) To determine the differences in employment pressure among art college students at S University in Zhengzhou City, Henan Province, under different demographic backgrounds.

(4) To determine the differences in anxiety among art college students at S University in Zhengzhou, Henan Province, under different demographic backgrounds.

(5) To analyze the relationship between employment pressure and anxiety among art college students at S University in Zhengzhou, Henan Province.

Literature Review

Research on Employment Pressure

In recent years, the employment pressure Chinese college students face has gradually become a focus of attention in the academic community. There were also different views on the specific definition of employment pressure (Yang, 2003). This study cited Lazarus's (1984) definition of pressure. When an individual encounters employment problems. Internally, psychological stress was triggered by hormones and external environmental stimuli.

Research on the investigation of employment pressure. Scales played an important role in studying college students' employment pressure and helped researchers evaluate this issue quantitatively. The design of this quantitative assessment was usually based on the "Stress Cognitive Evaluation Model" proposed by psychologist Lazarus (1984), which suggested that an individual's cognitive evaluation of stress affected their coping strategies and emotional responses. Although there was no authoritative and standardized assessment scale for employment pressure among college students in China, many researchers chose to use their questionnaires or scales when conducting research. For example, Central China Normal University, Chen (2009) developed the "College Student Employment Pressure Questionnaire" as a survey and measurement tool. Using these scales to assess the employment pressure of college students could gain a more objective and systematic understanding of the challenges and confusion they face in the employment process.

Research on the distribution of employment pressure. The study conducted by Zhang & Wang (2011) found that the employment pressure on college students was generally at a relatively high level, and college students generally do not have a sense of being under too much pressure. The author conducted an analysis. It refers to the influence of human factors during the measurement process. In addition, college students from families with poor economic conditions feel greater employment

pressure, and female students feel greater employment pressure than male students. Yang & Zhao (2017) found significant differences in the psychological concerns of both boys and girls about their pre-employment prospects. There was a significant difference in their work ethic. The pressure was greater. Tang & Shang (2003) found more and more people in the fields of literature, science, and life have felt the pressure of employment, and there was a lot of uncertainty about their future roles. Due to confusion and doubts, students majoring in humanities tend to have a stronger sense of workplace anxiety than those majoring in science. It was necessary to pay attention to the effectiveness of different coping strategies, such as psychological intervention, career planning guidance, etc., in reducing the employment pressure on college students, providing important references for targeted policy formulation and more effective assistance measures in the future.

Research on Anxiety

Anxiety was due to the individual being aware of the existence of potential danger but not sure when the danger would come to maintain a sense of alertness to the danger, resulting in a psychological state of helplessness, uneasiness, tension and anxiety. Anxiety was a continuous emotional experience. Graduates predict unknown dangerous stimuli in their cognitive assessment of employment stimuli, which might threaten self and self-esteem when they feel unable to cope with these stimuli. According to different evaluation criteria, a more detailed classification of anxiety could help identify anxiety symptoms more accurately and conduct more targeted scientific research.

Research on the classification of anxiety of college students. Ren (2003) discussed the anxiety of college students as a specific campus psychological issue. He proposed that the anxiety of college students could be classified into goal-oriented anxiety, specific-stage anxiety and environment-related anxiety. Goal anxiety could be further subdivided into anxiety related to life planning and anxiety related to values. It meant anxiety could be further subdivided into means anxiety related to methods. Environmental anxiety could be subdivided into anxiety about competitive progress and interpersonal communication (Zhao & Tan, 2013). Based on this point, many people conducted in-depth research from this perspective. Tang and his team surveyed 60 college students in a certain state - a questionnaire on the quality of coke and the impact of coke on college students. A self-investigation of the questionnaire. The results of the investigation showed that there were significant gender differences in the levels of personality traits and anxiety, and the state of anxiety was affected by differences in age, grade, and major. Social factors had an impact on state anxiety, while personal factors had an impact on quality anxiety (Tang et al., 2002).

Research on differences in anxiety among college students. In terms of research on the psychology of college students, American students tended to conduct fewer inspections and evaluations as a special group (Zhang & Wang, 2011). Although many studies have researched the anxiety and psychology of college students from the aspects of characteristics, psychological states, and exams, the

main focus was on the questionnaire. It would research the production of regular molds in various aspects (Lin, 2005). Leary (1983) showed that the anxiety and psychology of college students were mainly conducted on college students by different subjects. Cheek (1986) showed that the comparative study of interactive anxiety and the concerns of the audience. The main purpose of this research was to understand the impact of anxiety and behavior among college students. In recent years, it has researched the anxiety and psychology of college students in China. The main research focused on small-scale models and mixed-gender approaches, with one aspect being the impact on anxiety. It was an in-depth analysis of various factors and related research that affect the focus of attention.

The research conducted by Liu et al. (1997) showed that there was no significant difference in the degree of anxiety between individuals of different genders. There was still controversy over the gender differences that college students were concerned about, and the reasons for the formation of this unique result might be due to differences in research. The tools used might vary, and it was also possible that the research methods were different, or it might be related to the age and source of the participants.

Research on Employment Pressure and Anxiety of Art College Students

Before exploring the employment pressure of art major college students, it was necessary first to provide a clear definition of "art college students". Art students experienced more emotional intensity and creative pressure and faced more uncertainty and challenges when searching for career and employment opportunities. Li et al. (2012) believed that students majoring in art had higher self-awareness and emotional expression abilities, making them more susceptible to external factors and more prone to anxiety and frustration during the employment process. Art college students were usually a relatively sensitive group in society. National policies, school education, family background and personal factors influenced their career choices and employment status. The anxiety and unease exhibited by these students in career selection, preparation, and employment was precisely anxiety caused by the employment pressure of art major college students. Zhou (2021) pointed out that more special attention and support measures were needed to address art major college students' employment pressure to help them better cope with career challenges and psychological distress.

Research on factors influencing employment pressure and anxiety among art college students. In the face of career choice, there was inferiority, dependence, impetuosity, conformity psychology and other adverse psychological phenomena among art college students (Lei, 2016). This situation mainly manifested in the following aspects: Art majors lacked practical social experience, making it difficult to adapt to complex social environments. Their knowledge and skills couldn't match social requirements, and their economic foundation was relatively weak. Some students were easily influenced by others, could not think independently, and could only follow the crowd. When choosing a career path, they often mindlessly select to work in cities, government agencies, well-known foreign-funded companies, or state-owned enterprises rather than in remote, grassroots, or difficult areas (Yu, 2021).

Research on external stimuli influencing factors. Including social factors, school factors and family factors (Hua & Xu, 2021). These resources covered parents' professional background, position, economic status, education level, social networks, and social support systems, all revealing individual differences in accessing actual or potential resources (Zhang et al., 2007; Matthews & Gallo, 2011). The difference in family socioeconomic status was an important factor affecting the growth of art college students and also one of the influencing factors of career anxiety among art college students (Tucker Drob & Harden, 2012).

Research on the Relationship between Employment Pressure and Anxiety

Recent research showed that China was conducting an in-depth study on the employment pressure current Chinese university graduates face. Zhu & Jiang (2011) surveyed the relationship between employment pressure, emotional regulation strategies, self-efficacy, and anxiety among master's graduates. The results showed that there was a significant positive correlation between employment pressure and anxiety, while there was a significant negative correlation between general self-efficacy and stress anxiety. Furthermore, the relationships between two aspects of emotion regulation strategies, cognitive reappraisal and expressive suppression, and anxiety were inconsistent.

Wang & Gan (2010) explored the relationship between the anxiety and their daily stress and social support among college students through a questionnaire survey. Research has found a significant positive correlation between daily stress and anxiety, with work stress ranking third in terms of its impact. In addition, there was a significant negative relationship between social support and anxiety, and there was a mutual effect between stress and social support. These research results indicated that there was a complex relationship between stress and anxiety, which was influenced by multiple factors. Understanding the impact of stress on mental health could help develop effective mental health interventions and find more targeted coping strategies among different groups to alleviate the negative effects of anxiety. Future research needs to explore further the relationship between stress and anxiety, as well as the effectiveness of psychological health intervention strategies targeting different groups.

Methodology

The survey respondents for this study were art college students at S University in Zhengzhou City, Henan Province. The group consisted of 1,425 students majoring in art at S University. Utilizing a Morgan Table to determine the required sample size, it was found that 303 participants were needed, given the total student population in the art major. Accordingly, 303 questionnaires were distributed, both online and offline. Ultimately, 299 valid questionnaires were collected, achieving an effective return rate of 98.67%. The data were then organized and analyzed to explore the relationship between employment pressure and anxiety among students.

Employment pressure questionnaires or scales were commonly used for measurement. This

study used Chen's (2005) "College Student Employment Pressure Questionnaire" compiled by (Shi, 2011). This questionnaire contained 59 questions covering six factors. The overall Cronbach's α score for this part of the questionnaire was 0.751, and Cronbach's α for other dimensions all above 0.7 indicated that the questionnaire had good reliability. In addition, Chen (2009) developed the college student anxiety scale. The overall Cronbach's α anxiety scale for college students was 0.818, and Cronbach's α for each dimension all were greater than 0.7, indicating that each item was suitable for factor analysis. The results indicated that the items for employment pressure and anxiety were appropriately assigned to their respective factors. Additionally, the cumulative variance explained by each factor exceeded 60%, confirming the structural validity of the questionnaire scale.

Results

Demographic Analysis of the Respondents

According to the basic information statistics of the survey subjects, it could be seen that in terms of gender, the number of female students was 153, accounting for 51.2% of the total sample. The number of male students was equivalent to that of female students, with 146, accounting for 48.8% of the total. From a grade perspective, the number of junior students was the highest, accounting for 22.7% of the total sample. There were 64 freshman students, accounting for 21.4%, and 55 senior students, accounting for 18.4%. Next were students from sophomores, second-year graduates, and third-year graduates, with 46, 27, and 20 students, respectively. The number of first-year graduate students was the lowest, accounting for only 6.4% of the total sample. Regarding whether there was full-time/part-time experience, the majority of students had full-time experience, with 211 people accounting for 70.6% of the total population. 63 students had part-time experience, accounting for 21.1% of the total sample. From the perspective of the influence of parental opinions on employment choices, 131 students took their parents' opinions as a reference, accounting for 43.8%; 88 students completely followed their parents' opinions, accounting for 29.4%; and the remaining 80 students believed that their parents' opinions did not influence their employment choices at all, accounting for 26.8%. From the perspective of family location, 110 students were from rural areas, accounting for 36.8%. 102 students came from rural areas, accounting for 34.1%. 54 students came from county towns, accounting for 18.1%. The number of students in the towns above the county level was the lowest, accounting for 11.0%.

Descriptive Statistics on the Levels of Employment Pressure and Anxiety

(1) The overall mean of the employment pressure responses of art college students at S University in Zhengzhou City, Henan Province, was high, with $M=3.6372$. College students had the highest level of contradiction between specialty supply and demand pressure, $M=3.6582$, while college students had the lowest level of competition for jobs, $M=3.4615$. The results are shown in Table 1:

Table 1: Overall Level of Employment Pressure among College Students ($N=299$)

Dimension	N	M	SD	Interpretation
Occupation quality evaluation	299	3.631	0.806	High
Competition for jobs	299	3.462	1.062	Moderate
Self-awareness and positioning	299	3.611	0.835	High
Employment psychological expectations	299	3.591	0.796	High
Lacking job search assistance	299	3.658	0.836	High
Contradiction between specialty supply and demand	299	3.658	0.831	High
Overall employment pressure	299	3.637	0.826	High

(2) The overall mean of the anxiety of art college students at S University in Zhengzhou City, Henan Province, was moderate, with $M=3.4626$. From various dimensions, college students had the highest level of death and fate anxiety, $M=3.6187$, while college students had the lowest level of alienation and loneliness anxiety, $M=2.8184$. The overall status are shown in Table 2:

Table 2: Overall Level of Anxiety among College Students ($N=299$)

Dimension	N	M	SD	Interpretation
Death and fate anxiety	299	3.619	0.922	High
Meaningless and empty anxiety	299	3.594	0.863	High
Condemnation and guilt anxiety	299	3.076	0.483	Moderate
Alienation and loneliness anxiety	299	2.818	0.485	Moderate
Overall anxiety	299	3.462	0.675	Moderate

Comparison of Differences in Employment Pressure and Anxiety under Different Demographic Backgrounds

The study used Independent samples t -test analysis and One-way ANOVA analysis to examine the differences in employment pressure and anxiety among art college students at S University.

There was no significant difference in employment pressure among college students of different genders, grades, different parental opinions on employment choices and family locations. There was a significant difference in employment pressure among college students with or without full-time/part-time experience, it could be seen in Table 3 showed that the employment pressure ($F=3.342, p<0.01$). The dimensions of occupational quality evaluation ($F=3.346, p<0.01$), competition for jobs ($F=3.137, p<0.05$), self-awareness and positioning ($F=3.301, p<0.01$), employment psychological expectations ($F=2.981, p<0.05$), lacking job search assistance ($F=3.357, p<0.01$), and contradiction between specialty supply and demand ($F=3.456, p<0.01$) respectively. Comparing the means could be seen that college students with full-time experience had the highest scores in all dimensions of employment pressure, followed by college students with part-time experience. College students without full-time/part-time experience had the lowest average scores in all dimensions of employment pressure. The difference analysis results are shown in Table 3:

Table 3: Analysis of Differences in Employment Pressure among College Students with or Without Full-time/Part-time Experience

Dimension	Full-time/part-time experience	N	M	SD	<i>F</i>	<i>p</i>
Occupation quality evaluation	Yes (full-time)	211	3.654	0.778	3.346	0.008
	Yes (part-time)	63	3.559	0.868		
	Non- part-time experience	25	3.415	0.896		
Competition for jobs	Yes (full-time)	211	3.545	1.060	3.137	0.012
	Yes (part-time)	63	3.524	1.060		
	Non- part-time experience	25	3.440	1.121		
Self-awareness and positioning	Yes (full-time)	211	3.635	0.796	3.301	0.009
	Yes (part-time)	63	3.560	0.913		
	Non- part-time experience	25	3.537	0.963		
Employment psychological expectations	Yes (full-time)	211	3.649	0.758	2.981	0.016
	Yes (part-time)	63	3.571	0.859		
	Non- part-time experience	25	3.404	0.909		
Lacking job search assistance	Yes (full-time)	211	3.681	0.804	3.357	0.007
	Yes (part-time)	63	3.625	0.872		
	Non- part-time experience	25	3.545	1.024		
Contradiction between specialty supply and demand	Yes (full-time)	211	3.687	0.802	3.456	0.005
	Yes (part-time)	63	3.600	0.915		
	Non- part-time experience	25	3.520	0.862		
Overall employment pressure	Yes (full-time)	211	3.641	0.997	3.342	0.008
	Yes (part-time)	63	3.619	0.917		
	Non- part-time experience	25	3.597	0.860		

Table 4: Analysis of Differences in Anxiety among College Students with or without Full-time/Part-time Experience

Variable	Full-time/part-time experience	N	M	SD	<i>F</i>	<i>p</i>
Death and fate	Yes (full-time)	211	3.677	0.876	4.426	0.003
	Yes (part-time)	63	3.583	1.005		
	Non- part-time experience	25	3.472	1.061		
Meaningless and empty	Yes (full-time)	211	3.615	0.843	3.308	0.012
	Yes (part-time)	63	3.569	0.889		
	Non- part-time experience	25	3.480	0.986		
Condemnation and guilt	Yes (full-time)	211	3.087	0.465	3.459	0.011
	Yes (part-time)	63	3.075	0.526		
	Non- part-time experience	25	2.989	0.538		
Alienation and loneliness	Yes (full-time)	211	2.892	0.488	3.690	0.008
	Yes (part-time)	63	2.871	0.482		
	Non- part-time experience	25	2.743	0.468		
Overall anxiety	Yes (full-time)	211	3.506	0.791	3.613	0.009
	Yes (part-time)	63	3.414	0.619		
	Non- part-time experience	25	3.383	0.581		

There was no significant difference in anxiety among college students of different genders, grades, different parental opinions on employment choices and family locations. There was a significant

difference in anxiety among college students with or without full-time/part-time experience, it could be seen in Table 4 showed that the anxiety among college students with or without full-time/part-time experience ($F=3.613$, $p<0.01$). The death and fate anxiety ($F=4.426$, $p<0.01$), meaninglessness and empty ($F=3.308$, $p<0.05$), condemnation and guilt anxiety ($F=3.459$, $p<0.05$), and alienation and loneliness ($F=3.690$, $p<0.01$), respectively. Comparing the mean values of various options, it could be seen that college students with full-time experience had the highest scores in all dimensions of anxiety, followed by those with part-time experience. College students without full-time/part-time experience had the lowest mean scores in all dimensions of anxiety.

Correlation Analysis of Employment Pressure and Anxiety

There was a significant positive correlation between employment pressure and anxiety among college students ($r=0.696$, $p<0.01$), and all dimensions of employment pressure were significantly positively correlated with death and fate anxiety ($r=0.719$, $p<0.01$), meaningless and emptiness anxiety ($r=0.813$, $p<0.01$), condemnation and guilt anxiety ($r=0.409$, $p<0.01$). There was no significant correlation between the various dimensions of employment pressure and alienation and loneliness anxiety ($p>0.05$). The correlation analysis results are shown in Table 5.

Table 5: Correlation of Employment Pressure and Anxiety among College Students

Dimensions	Death and fate	Meaningless and empty	Condemnation and guilt	Alienation loneliness	Anxiety
Occupation quality evaluation	0.912**	0.890**	0.456**	-0.040	0.597**
Competition for jobs	0.560**	0.536**	0.375**	-0.002	0.409**
Self-awareness and positioning	0.840**	0.845**	0.459**	-0.032	0.628**
Employment psychological expectations	0.907**	0.852**	0.471**	0.001	0.637**
Lacking job search assistance	0.878**	0.875**	0.468**	-0.015	0.741**
Contradiction between specialty supply and demand	0.829**	0.872**	0.478**	-0.011	0.595**
Employment pressure	0.719**	0.813**	0.409**	0.014	0.696**

Note: ** $p < 0.01$

Discussion

Overall Employment Pressure and Anxiety among College Students

The results of this study indicated that the overall level of employment pressure and anxiety among art college students at S University in Zhengzhou City, Henan Province, was high. The pressure on college students mainly comes from their studies and employment. The characteristics of higher education require college students to exert a spirit of autonomy and self-discipline, arrange their study

time reasonably, actively acquire and apply knowledge, and master professional knowledge and employment skills. The prevalence of anxiety among college students Chen (2009) also found in a survey that 86.3% of Chinese college students experience anxiety. The survey results of this study found that college students had the highest levels of death and fate anxiety.

Differences in Employment Pressure and Anxiety among College Students under Different Demographic Backgrounds

(1) Discussion on differences in the employment pressure of college students under different demographic backgrounds

In terms of employment pressure, the research results of Wei (2013) also indicated that there was no significant difference in employment pressure between males and females. There was no significant difference in employment pressure among college students of different grades, and there was no significant difference in the influence of different parental opinions on employment choices. The employment scope of students majoring in education was mainly concentrated in kindergartens, schools, and educational institutions. However, the survey did not involve art college students. There was a significant difference in employment pressure among college students who have full-time/part-time experience. The reason might be that students with work experience generally go through screening resumes, written exams, interviews, and other stages during the job search stage, which makes them more aware of the difficulties of job seeking, resulting in more severe employment pressure (Wu, 2023). Many art college students often have part-time jobs outside, such as tutoring and teaching others art, piano, music theory, vocal music, etc. When they first start this job, their abilities might be lacking. However, in order to adapt to the practical needs of part-time work, they would also respond from various aspects. The process of solving problems in a timely manner affected their attitude toward stress. It encouraged them to actively think about solutions when encountering problems, helping them establish the ability to respond positively.

(2) Discussion on differences in anxiety levels of college students under different demographic backgrounds

In terms of anxiety levels, there was no significant difference in anxiety levels among college students of different demographic backgrounds such as gender, age, religion, and race. In the study, Chen (2009) also found that there were no significant differences in anxiety levels among college students in demographic backgrounds such as gender, grade, place of origin, monthly living expenses, and whether they were only children. The results of this study were partially consistent with previous studies. The females showed more concerns than males in terms of their preference for job content, confusion in career planning, and age and gender discrimination during the job search process during graduation. This study did not limit the survey to college students during graduation. The vast majority of students have not yet truly felt the many concerns during the job search process. There was a

significant difference in anxiety levels among college students who have full-time/part-time experience. Wu (2023) reached a similar conclusion in the study, pointing out that part-time students needed to balance various aspects of part-time work in addition to daily learning and classes and were prone to anxiety when faced with parallel task arrangements.

(3) Discussion on the relationship between employment pressure and anxiety among college students

There was a significant positive correlation between college students' employment pressure and anxiety, and there was a significant positive correlation between employment pressure and death and fate anxiety, meaninglessness and emptiness anxiety, and condemnation and guilt anxiety. Employment pressure could significantly and positively affect employment anxiety, which was consistent with the results of previous studies. This conclusion was consistent with the relevant research results of previous researchers. When college students faced a pressure environment that was of great significance for their development, they were prone to cognitive biases towards the environment and themselves, overestimating the threat of the environment, being very sensitive to evaluations that pose a threat to the environment, and easily underestimating their abilities. The expectation of obtaining negative evaluations increases, accompanied by a fear of negative evaluations (Ni, 2015). The greater the perceived pressure on college students during the employment process, the more severe their anxiety reactions tended to be. College students who feel significant pressure might exhibit a state of physical and mental discomfort and tension, which could affect their physical and mental health, reduce their subjective well-being, and lead to varying degrees of negative emotions such as depression and anxiety.

Conclusions

1) The overall level of employment pressure of art college students at S University in Zhengzhou City, Henan Province, was high, and the overall level of anxiety was moderate.

2) There was no significant difference in employment pressure among college students of different genders, grades, different parental opinions on employment choices and family locations. There was a significant difference in employment pressure among college students with or without full-time/part-time experience.

3) There was no significant difference in anxiety among college students of different genders, grades, different parental opinions on employment choices and family locations. There was a significant difference in anxiety among college students with or without full-time/part-time experience.

4) There was a significant positive correlation between employment pressure and death and fate anxiety, meaninglessness and emptiness anxiety, condemnation and guilt anxiety, and there was no significant correlation between alienation and loneliness anxiety.

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