Peer support, psychological capital and employment anxiety among Chinese senior college students

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Abstract

In this study, 963 senior college students from different colleges in China investigated the relationship between peer support, psychological capital and employment anxiety. As shown in the survey, Male college students had significantly higher level of messages and advice on peer support than women. The psychological capital level of male college students is significantly higher than that of female college students, Employment anxiety was significantly higher in women than in men, The psychological capital level of college students in families with high monthly income is significantly higher than that of those with low monthly income, The employment anxiety level of college students with low monthly income is significantly higher than that of college students with high monthly income; There is a significant negative correlation between peer support and psychological capital; There is a significant negative correlation between psychological capital and employment anxiety; There is a significant positive correlation between peer support and psychological capital; The hope and resilience dimensions of psychological capital have a significant negative predictive effect on employment anxiety, The emotional support dimension of peer support had a significant positive regressive effect on employment anxiety. Based on the important findings of this study, a proposed intervention program designed to reduce employment anxiety among Chinese college students was validated and evaluated by a university guidance advisor prior to its implementation.

Keywords: peer support, psychological capital, employment anxiety

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1. Introduction

According to China's Ministry of Education, there are 11.79 million college graduates in China in 2024, an increase of 210,000 from 2023. China's job market is unable to accommodate so many college graduates. On the one hand, employers hope to recruit outstanding graduates; on the other hand, college students have high demands on the salary or treatment of employers. As a result, many senior college students find it difficult to find employment because the two sides cannot reach an agreement. This reality aggravates the employment anxiety of college students (Esteban et al., 2020). Many college students have never considered employment problems in the lower years of college. Once they enter the graduation grade, they cannot adapt to the sudden employment pressure, leading to the aggravation of employment anxiety. Research had found that about 8.4% of college students currently have anxiety phenomenon (Fu et al., 2021). Excessive anxiety can lead to a heavy psychological burden of senior college student, and even appear psychological disorders. Based on this, this study tries to explore the relationship between peer support, psychological capital and employment anxiety, in order to intervene in the employment anxiety of universities after graduation, and provide a theoretical basis for the employment policy formulation of university educators and government departments.

Peer support means that individuals can get emotional care and support from peers in the process of interacting with peers, so as to reduce the impact of negative emotions on individuals (Zhang, 2023). In fact, for most college students who are far away from home, the students of their class, accompanying roommates and friends they make in school activities may become their peers and become the main objects of social communication among college students. Zhou et al. (2024) found that peer support of college students could predict psychological capital, Wang et al. (2024) found that peer support has a significant relief effect on negative emotions of college students, and Wu (2023) found that peer support can effectively enhance the sense of self-efficacy and social responsibility of college students. Therefore, this study speculated that peer support has a certain promoting effect on psychological capital. When faced with severe employment pressure, peer support may help senior college students to better return to the job search. Therefore, this study focuses on investigating the level of peer support of senior college students, and by exploring the relationship between peer support and psychological capital, to explore how to alleviate the employment anxiety of college students in the next step.

Under the severe employment situation in China, college students with successful employment usually have strong psychological capital and usually have a high level of mental health. Zhang (2023) found that there was a significant negative relationship between the psychological capital and the employment pressure of college students, the higher the psychological capital, the less the employment pressure that college students feel; Liu et al. (2021) found that psychological capital has a significant positive regulatory effect on the influence of work performance in individual work pressure; An (2024) study found that psychological capital helps to ease the anxiety of college students. If a senior college students has a high level of psychological capital, usually with a high sense of self-efficacy, optimistic setbacks, and a high sense of hope and psychological resilience, the employment pressure will be less, and the employment anxiety may be relatively low, which helps to find a better job. This study focuses on investigating the psychological capital level of senior college students, through exploring the relationship between psychological capital and employment anxiety, to lay a foundation for how to better alleviate the employment anxiety of college students.

Employment anxiety mainly refers to the nervous, strong and lasting negative emotional experience produced by individuals (especially senior college students) in the face of major career choices, and the corresponding changes in physiological feelings and behavior (Zhang, 2023). Many Chinese college students

spend most of their time in the non-senior year in college, rarely considering and planning their own employment plans. This also makes them suddenly face the severe employment situation after entering the senior semester, temporarily unable to adapt, more prone to employment anxiety. This is the reason why this study chooses senior college students to conduct research on employment anxiety. Employment anxiety has become a common psychological phenomenon among college students. It will not only affect the physical and mental health of individuals, but also seriously affect the happiness and future development of college students (Liu, 2019), and even lead to depression and suicide (Li et al., 2022). Sun et al. (2024) found that psychological capital as an intrinsic factor of employment anxiety affects the employment anxiety level of college students; Yuan et al. (2024) found that social support can significantly negatively predict college students' employment anxiety. This study investigated the relationship between peer support, psychological capital and employment anxiety in college senior students to explore how to better alleviate employment anxiety.

There are no study on the relationship between peer support, psychological capital and employment anxiety, only for two of these variables. Research on the relationship between peer support and psychological capital: Peer support has a significant negative regression effect on the negative emotions of college students (Wang, 2024); peer support has an obvious effect on improving the level of psychological capital of college students (Chu, 2021); research on the relationship between psychological capital and employment anxiety: Psychological capital can not only directly affect employment anxiety, but also indirectly affect individual employment anxiety by improving the level of self-management (Shi et al., 2023). Psychological capital has a significant negative regression effect on the employment anxiety of liberal arts college students (Xia, 2022); Study of the relationship between peer support and employment anxiety: Peer support has a positive predictive effect on employment anxiety (Liu, 2019). Based on previous studies, this study assumed that peer support and psychological capital are predictive of employment anxiety and based on intervention studies. In China, most non-graduates have not started to consider employment problems, without obvious employment anxiety. And college senior student in the face of huge employment pressure, do not know how to deal with it, prone to anxiety.

As the management counselors of college students, the daily work includes the daily management of college students, mental health education, employment guidance education and other contents. In the actual work, we will feel the students' employment anxiety, and feel the influencing factors of employment anxiety in psychological counseling. Researchers hope to study the influence of peer support and psychological capital on employment anxiety, and intervene on this basis to better relieve the employment anxiety of college students. This study is not only conducive to the theoretical level of reference, university education administrators can also conduct more targeted intervention on the current employment anxiety of college students, effectively improve the mental health level of college students. At the same time, the Ministry of Education of China will also obtain valuable data support from this study to better promulgate employment assistance strategies and mental health policies.

The study of the relationship between peer support, psychological capital and employment anxiety of college students can not only help to relieve the employment anxiety of college students, correctly face the employment pressure, and enhance the career preparation ability, but also provide valuable basis for college educators to provide career development guidance and mental health intervention. Further exploration of this research field will have a profound impact on improving the mental health level and employment readiness of college students.

Objectives of the Study - This study explores the relationship between peer support, psychological capital and employment anxiety of graduating college students. Specifically, this paper first describes the demographic variables of senior college students' gender, student origin, family monthly income, whether the only child or not, and major. The levels of peer support, psychological capital and employment anxiety were determined. Statistical difference was made according to demographic variables. Examine possible correlations between study variables; To investigate the effects of peer support and psychological capital on employment anxiety; The paper also puts forward an intervention plan for graduates with employment anxiety.

2. Methods

Research Design - This study used descriptive quantitative studies to determine the relationship between the three variables: peer support, psychological capital, and employment anxiety. Descriptive quantitative studies collect information about the study variables, such as their thoughts, feelings, attitudes, and behaviors, by including a structured questionnaire or survey of the sample population. The collected data were analyzed using statistical techniques such as mean, standard deviations and correlations to describe the relationships between variables. A descriptive quantitative approach is crucial in this study because it allows for an objective and systematic assessment of peer support, psychological capital, and employment anxiety in the target population. Insights gained from this descriptive survey may contribute to a better understanding of these variables and their interactions in the Chinese college context.

Participants of the Study - The participants in this study were graduate students from different schools, gender, origin, monthly family income and major, with a final sample number of 963. To ensure the diversity of the sample, we used an online survey software called the questionnaire Star to randomly select participants from different universities in China. The questionnaire was distributed in various ways: psychology teachers and employment course teachers taught through the student group, the university counselor through the students' QQ group, and the head teacher forwarded the QR code and links of the questionnaire through the class WeChat group, and shared posts containing two-dimensional code and test links on the forums frequented by college students. Questionnaire participation was voluntary and confidential, and interested students could fill out the questionnaire via the provided link or the QR code. Furthermore, to encourage student participation, some students received bonus compensation after completing the survey.

Measures

Peer Support Scale. The peer support scale, designed by Chinese scholar Zhang Huafeng, consists of three dimensions: information and advice, emotional support and behavioral model, with 15 questions. The scale was scored with 5 points and positive points, and a higher score indicates a higher level of peer support. The scale has a test-retest reliability coefficient of 0.920 and a test-retest validity coefficient of 0.936, showing good reliability and validity (Zhang et al., 2020). Given its reliability, this peer support scale is widely used among Chinese college students (Xu, 2020). The three dimensions of the scale, the information and advice dimensions, focus on the useful information and advice that college students get from their peers, which are crucial for academic, life and career development; The emotional support dimension focuses on the emotional support of peers, such as care, understanding and encouragement, which helps to relieve the pressure and anxiety of college students, while the behavioral model dimension focuses on peers regarded as "behavior models", has positive influence on college students through their own behavior, and helps them establish correct values and behavior habits. The peer support scale is compiled based on the in-depth understanding of the physical and mental conditions of Chinese college students, and its dimension division is in line with the peer support dimension of this study, which is more suitable for the educational background and actual needs of Chinese college students. This scale surveys a random sample of senior college students to measure their level of peer support.

Psychological Capital Scale (PCQ-16). The psychological capital scale was revised by Chinese scholar Song Hongfeng according to the characteristics of Chinese college students on the basis of the PCQ scale compiled by Luthans. The scale is optimized in combination with the psychological characteristics of current college students, including four dimensions of self-efficacy, hope, optimism and resilience, consisting of 16 questions. The scale adopts the Likert 5-point scoring method to make forward points, the higher the score indicates the higher the level of psychological capital. The study showed that the scale has a retest reliability of 0.902 and retest validity of 0.936 and good reliability validity, showing good stability and accuracy (Wang et al., 2022). Previous studies have shown that this scale is more suitable for the psychological characteristics of Chinese college students and can effectively measure their psychological capital level, (Wu, 2023; Wang et al., 2022). Based on this, the PCQ-16 scale suitable for Chinese college students is selected. This scale not only has

clear dimensions, but also has items, which is easy to operate and analyze. This study measured the psychological capital level of senior college students using random sampling to ensure the representativeness of the sample and the validity of the data.

Employment Anxiety Scale. Chinese scholars Zhang Yuzhu based on the influencing factors of graduate employment anxiety, employment anxiety questionnaire, the scale includes four dimensions: concerns about the lack of employment prospects, self-confidence, lack of employment support, employment competition pressure, contains 16 topics, using 5 scoring system, the higher the score, shows that the individual employment anxiety level is lower. This scale is widely used in China and has become one of the important research tools to study college students' career anxiety. Its reliability and validity are good. After repeated use and verification, this scale has been proved to be effective in the measurement of relevant psychological quality (Sun, 2023).

The reliability validity analysis of the scale showed a reliability of 0.903 and validity of 0.895 (Wu, 2023), indicating that the scale has good stability and accuracy. Previous studies pointed out that this scale is more suitable for the unique social background of China and can effectively measure the level of employment anxiety of Chinese college students (Wang et al., 2022).Based on the dimensional division of this scale is consistent with this study, and the questionnaire topic setting is more in line with the actual situation of Chinese college students, and its wide use in previous studies, this study decided to use this questionnaire for a random sample survey to measure the employment anxiety level of graduate students. Through the quantitative evaluation of the employment anxiety level of college students, it can not only help educators to find problems in time and take targeted measures to reduce the employment pressure of students, but also provide strong data support for colleges and universities to improve the employment guidance services, so as to better serve the comprehensive development of students.

Data Gathering Procedure - Before the present study, the researchers established the extensive foundation. This basis includes not only a comprehensive review of the existing research materials, but also the accumulated years of university student management experience, which provides an important basis for the formation of research themes and goals. In daily work, researchers pay close attention to the problems faced by graduates, and have in-depth communication and discussions with college students, and accumulate rich first-hand research materials. In communication with senior college students, the researchers found a lot of senior college students in the face of severe employment situation, I don't know how to respond, feel helpless and confused, they worry about "graduation is unemployed" problem, thus strong employment anxiety, in view of these problems, the researchers decided to explore senior college students employment anxiety and related factors. Based on a reading of the extensive literature and written confirmation with the study director, the investigators finally determined the use of peer support, psychological capital and employment anxiety as study variables. During the process of collecting data on the study topic and variables, the investigator and the supervisor discussed them repeatedly, and, with the approval of the supervisor, developed a detailed implementation plan and conducted the study strictly step by step. With the help and support of the supervisor, the researchers systematically read, screened and wrote the relevant literature review, which laid a solid theoretical foundation for the subsequent research. After completing the above work, the researchers began to distribute the questionnaires through the online platform, and planned to collect at least 900 valid questionnaires to ensure that the sample size is large enough and representative. Professional statistical software was used to sort out and analyze the collected data, and the researchers made in-depth analysis, discussion and summary of the results of the data analysis, and tried to explain the current situation of employment anxiety and the reasons behind it, and put forward intervention measures.

Data Analysis - In this study, SPSS27.0 software was used for data analysis, mainly using the following methods: descriptive analysis, internal consistency coefficient analysis, normal distribution test, correlation analysis and regression analysis. Specifically, quantitative data, such as frequency and percentage, mean and standard deviation, are first processed using descriptive statistics. Then, the Mann-Whitney U test and Kruskal-Wallis H test were used to statistically analyze the significance difference between the variables grouped

by features. Pearson product difference correlation analysis was used to determine whether there was a relationship between peer support, psychological capital and employment anxiety. Finally, the regression equation is used to analyze and predict the effects of peer support and psychological capital on employment anxiety.

Ethical Consideration - The study design must be reviewed and approved by the Ethics Committee Lyceum of the Philippines University-Batangas Campus before the research can continue. This study resolutely protects the rights of the subjects, and strictly follows the principles of ethics, voluntariness, confidentiality, and benefit and harmlessness. At the beginning of each questionnaire, the researchers explained the purpose and significance of the research to the participants in detail. Before all participants participated in the test, an informed consent form was issued. After obtaining the informed consent of the participants, the survey was carried out, and the privacy of the participants and the content of the questionnaire were guaranteed not to be leaked. Each participant participated voluntarily, anonymously, and was asked to answer questions truthfully and honestly. They were also told that they could voluntarily withdraw from the survey if they did not wish to participate. If the scale in the survey induces the student's bad emotions, the researcher can also provide appropriate psychological support.

3.   Results and discussion

Table 1
Percentage Distribution of the Respondents Profile (N=963)

Profile Variables	Frequency	Percentage %
SEX		
Male	537	55.8
Female	426	44.2
Location of Residence		
Village	675	70.1
City	288	29.9
Family Monthly Income		
1000--5000RMB	455	47.2
5000--20000RMB	455	47.2
More than 20000RMB	53	5.5
Only Child or Not		
Yes	249	25.9
No	714	74.1
Major		
Humanities (literature, history, philosophy, art, etc.)	86	8.9
Social sciences (Economics, Law, Education, Management, etc.)	504	52.3
Natural Sciences (Science, engineering, agriculture, medicine, etc.)	373	38.7

Table 1 presents the characteristics of the sample for this study which included sex, location of residence, family monthly income, only child or not, major, for a total of 5 dimensions. In terms of gender, 55.8% were male and 44.2% were Female were surveyed. The gender is basically well-balanced. This is the same gender distribution ratio as found in most Chinese studies (Wang, 2022). This means that in terms of gender, the sample was well represented and can more fairly reflect the differences or similarities between genders in terms of peer support, psychological capital and employment anxiety.

In terms of Location of Residence, there are 675 students from village, accounting for 70.1% of the total number of subjects, and 288 students from city, accounting for 29.9% of the total number of subjects. This is also in line with the proportion of urban and rural population in China. In order to ensure the universality and quality of education, most of the higher education institutions in China are public schools, which have lower tuition fees and can provide financial support such as scholarships and bursaries for students with financial difficulties to ensure that they complete their studies. For most students from rural areas, their first choice for higher education is public schools. Therefore, the proportion of higher education students in China is roughly the same as the proportion of urban and rural population, and the proportion of students from rural areas is also relatively high. This shows that the Chinese government has tried its best to provide a fair education environment for Chinese

students (Zhang, 2024). This means that the sample is representative as far as the location of residence is concerned.

In terms of family monthly income, 47.2% of the students had family monthly income of 1000-5000RMB, 47.2% of the students had family monthly income of 5000-20000RMB, 5.5% of the students had family monthly income of More than 20000RMB. This is in line with the proportion of monthly household income in China (Ou, 2023). There are relatively few Chinese families with a monthly income of more than 20,000 RMB, while most Chinese families have an income of around 5,000 RMB, and their living standards are at a medium level. According to the general economic law, the distribution of family economic income in a country is often pyramid, so the proportion of participants with lower family monthly income is often higher. In terms of monthly household income, the subjects selected in this study were representative.

In terms of whether the only child, 249 were the only child, accounting for 25.9% of all subjects, and 714 were not the only child, accounting for 74.1% of all subjects. In this survey, 70.1% of the subjects come from rural areas of China. In the past 30 years, China's one-child policy has been implemented in rural areas, so that if the first child is a girl, you can have a second child, which also resulted in a certain proportion of non-only children increasing. In addition, China's family fertility policy, promulgated in 2016, encourages Chinese families to have more than two children and provides certain subsidies, so many families have given birth to a second or third child in the past eight years. This result is consistent with those of previous studies (Peng et. al.,2024). Therefore, most of the subjects in this survey have younger brothers or sisters, who are the older children in the family. The survey results are basically consistent with the reality.

As terms of the major, 8.9% of students' major is humanities, 52.3% students' major is social science, and 38.7% of the students' major is natural science. Chinese Undergraduate education or junior college education, has three major categories: humanities, social sciences and natural sciences. The humanities include literature, history, philosophy, art and other majors; Social sciences include economics, law, education, management and other majors; Natural sciences include science, engineering, agriculture, medicine and so on. In the traditional Chinese cultural values, humanities graduates have difficulties in finding employment, so most students choose science or social studies to increase the probability of employment success after graduation. Therefore, relatively few college students choose the humanities in China (Sun,2022). In terms of major, the subjects selected in this study were representative.

Table 2
Psychological Capital (N=963)

Sub-variables	Mean	Standard Deviation	Interpretation	Rank
Self-efficacy	**3.5104**	**1.02142**	*Average*	*1*
Hope	**3.4312**	**1.01452**	*Average*	*4*
Optimism	**3.4964**	**0.99452**	*Average*	*2*
Resilience	**3.4948**	**1.06688**	*Average*	*3*
PSYCH CAPITAL	**3.4832**	**0.94540**	*Average*	

Legend: 1.0-1.49(Completely Inconsistent), 1.5-2.49(Relatively Inconsistent), 2.5-3.49(Indeterminacy) and 3.5-4.49(Relatively Match) and 4.5-5.0(Fully Match)

Table 2 shows the respondents level of psychological capital. Table presents the values of the 963 participants, Self-efficacy, hope, Optimism, Resilience, mean, Standard Deviation and Interpretation, And the ranking of Self-efficacy, hope, Optimism, and Resilience. As can be seen in Table 2, the mean score of Self-efficacy was 3.51±1.02, hope of 3.43±1.01, Optimism of 3.50±0.99, Resilience of 3.49±1.07, and the total mean score of psychological capital scale was 3.48±0.95, indicating the moderate psychological capital level of the study. This result is comparable to the psychological capital level of Chinese college students in previous studies, 3.77±0.88 (Wu, 2023), 3.87±1.27 (Zhang, 2023).

With the increasing attention paid to mental health in Chinese society, mental health education has become an essential part of the education system from the basic education stage to the higher education stage. From primary school to college, all students will receive regular mental health assessments, which will help to detect

students' psychological problems in a timely manner and provide the necessary intervention and support; At the same time, most schools have psychological counseling centers to provide professional mental health services for students. The school also through mental health courses, special mental lectures, let students understand the importance of mental health, and learn how to manage their own emotions and pressure, these measures help college students to establish a positive psychological capital, improve self-confidence, hope, resilience and optimism.

In addition, many communities provide teenagers with psychological counseling hotline, counseling and psychological support group services, make teenagers in psychological distress, can get timely help and support. These multi-level psychological support network can help teenagers better to cope with the adjustment of life, to further improve the level of their psychological capital. Modern Chinese parents also gradually realize the importance of mental health, they encourage their children to actively participate in various practical activities, psychological ability improvement training and interest group training, and strive to create a stable emotional support environment and a positive psychological atmosphere for their children. Good family support is crucial to mental health; with the popularity of the Internet and mobile devices, mental health resources are more accessible, online counseling and counseling programs enable students to access mental health services and enhance their psychological capital. Therefore, the psychological capital level of modern college students has been significantly improved compared with the past, and most college students are at a relatively middle or above level. The psychological capital level of the subjects in this study basically conforms to the basic situation of Chinese college students and has a good representation.

Table 3
Employment Anxiety (N=963)

Sub-variables	Mean	Standard Deviation	Interpretation	Rank
Employment Competition Pressure	2.7321	1.05544	*Average*	*3*
Lack of Employment Support	2.8718	1.19463	*Average*	*2*
Low Self Confidence	2.7207	1.08439	*Average*	*4*
Excessive Employment Expectation	2.8903	1.21820	*Average*	*1*
EMPLOYMENT ANXIETY	2.8037	1.05139	*Average*	

Legend: 1.0-1.49(Completely Inconsistent), 1.5-2.49(Relatively Inconsistent), 2.5-3.49(Indeterminacy) and 3.5-4.49(Relatively Match) and 4.5-5.0(Fully Match)

Table 3 shows the respondents level of employment anxiety. The table presents the mean, standard deviation, interpretation of employment anxiety, employment competition pressure, lack of employment support, low self confidence, excessive employment expectation of 963 subjects, And the rankings of employment competition pressure, lack of employment support, low self confidence, and excessive employment expectation. As can be seen in Table 3, the average score of employment competition pressure was 2.73±1.06, the average score of Lack of employment support was 2.87±1.19, the average score of low self confidence was 2.72±1.08, the mean score of excessive employment was 2.89±1.22, the total average score of employment anxiety was 2.81±1.05, It can be seen in the table that the employment anxiety level of the subjects in this study was at a high level. This score is comparable to the level of employment anxiety among Chinese college students in recent years, 2.97±1.01 (Sun, 2023) and 3.14±2.32 (Wang, 2022). It can be seen that the present study is consistent with the trend reported in the existing literature, which shows that the test college students in this study are at a relatively high level of anxiety when faced with employment.

In recent years, with the popularization and development of higher education in China, the number of college graduates has increased year by year. However, due to the uncertainty of the global economic environment and the transformation of China's economic structure, China's job market is facing severe challenges. The Chinese market cannot accommodate so many college graduates, making them increasingly unemployed (Peng, 2023). Considering the two reasons for their employment difficulties, on the one hand, many employers have less willingness and fewer jobs, many college students cannot find jobs; on the other hand, many college students regard civil servants as the ideal career or even the only career choice (Yuan, et al., 2024). And the civil service examination competition incentive, it is very difficult, can enter the civil service of college

students are very few. In this case, college students who fail to take the civil service exam tend to take a wait-and-see attitude towards other recruitment opportunities and have too high expectations, which leads to aggravate their frustration in the employment process, and further increases their employment anxiety at home.

The current employment situation makes China's senior college students feel great pressure, leading to more serious employment anxiety. This emotion will not only affect the personal development of college students, but also have a negative impact on the mental health status of the whole society. The data of this study, in line with the current situation of employment anxiety in senior college students, are representative and provide a valuable basis for further analysis of the employment anxiety of Chinese college students.

Table 4
Peer Support (N=963)

Sub-variables	Mean	Standard Deviation	Interpretation	Rank
Information and Advice	3.1725	1.03536	*Average*	*3*
Emotional Support	3.4097	1.04443	*Average*	*2*
Role Model	3.4478	1.04961	*Average*	*1*
PEER SUPPORT	3.3433	0.98728	*Average*	

Legend: 1.0-1.49(Completely   Inconsistent),   1.5-2.49(Relatively   Inconsistent),   2.5-3.49(Indeterminacy)   and 3.5-4.49(Relatively Match) and 4.5-5.0(Fully Match)

Table 4 presents the participants' scores on the peer support scale. The table presents the mean values of peer support, information and advice, emotional support and role mode, standard deviation, interpretation, and the rank of information and advice and emotional support and role mode of the 963 subjects. As can be seen in the table, the mean score of Information and Advice was 3.17±1.04, emotional Support 3.41±1.04, Role Model 3.45±1.05, and peer support 3.34±0.99, showing the moderate peer support level in the table.

Under the background of Chinese traditional culture, the concept of collectivism and group interests first deeply affects the way of college students. Under such cultural influence, college students pay more attention to teamwork in peer relations, which may encourage students to seek help and support when they encounter difficulties; When a college student is faced with difficulties in study or life, if the peers around him lend a helping hand, provide necessary information advice or emotional comfort, which will help to deepen the connection with each other and form a deep peer friendship. In the common learning and living environment, college students are more likely to establish a deep friendship. Whether it's discussions in class, after-class communication, or even collaboration in community activities, these shared experiences and challenges help build a strong support system among students. This kind of peer support is not only limited to mutual help in learning, but also includes emotional mutual support, sharing joy and sadness together. In addition, the "peer mentor" system widely adopted by Chinese universities provides a platform for college students to support each other.

From the beginning of the freshman year, the experienced seniors will give the education and guidance to the college students in their study and life, so that the freshmen can adapt to the school life more quickly. In this process, college students will regard the experienced seniors as their "role mode", and will value the experience and suggestions of "role mode". Therefore, the peer support level of Chinese college students is relatively at the middle level, and there are fewer relatively solitary college students. The data results of this study, reflecting the current status of college students at the level of peer support, are representative and can represent the current level of peer support of Chinese senior college students.

Table 5 presents difference of responses on psychological capital when grouped according to profile.T his study used the Mann-Whitney U test to analyze the differences in responses to psychological capital among different characteristic groups (grouped by sex, location of residence, monthly family income, only child or not and major).

Table 5
Difference of Responses on Psychological Capital when Grouped According to Profile (N=963)

Variable	Self-Efficacy			Hope			Optimism			Resilience			Psych Capital		
	H/U-value	p-value	I	H/U-value	p-value	I	H/U-value	p-value	I	H/U-value	p-value	I	H/U-value	p-value	I
Sex	92570.000	0.000	S	92150.000	0.000	S	94741.000	0.000	S	94442.000	0.000	S	91688.000	0.000	S
Location Of Residence	87258.000	0.011	S	93434.000	0.337	NS	89157.500	0.040	S	91267.000	0.130	NS	89759.000	0.059	NS
Monthly Family Income	21.872	0.000	S	10.537	0.005	NS	11.497	0.003	S	12.916	0.002	S	15.208	0.000	S
Only Child or not	87667.000	0.744	NS	84194.500	0.211	NS	82243.500	0.076	NS	82645.500	0.095	NS	84240.000	0.218	NS
Major	0.204	0.903	NS	0.075	0.963	NS	0.637	0.727	NS	1.232	0.540	NS	0.481	0.786	NS

In terms of gender, there were significant differences in both dimensions of psychological capital and score of psychological capital. Specifically, males and females differed significantly in self efficacy (u=92570.00, p<0.001), hope (u= 92150.00, p<0.001), Optimism (u=94442.00, p<0.001), Resilience (u=94442.00, p<0.001), and the overall psychological capital score (u=91688.000, p<0.001).According to the data results, the psychological capital level of male (524.26) is significantly higher than that of female (428.73), which is the same as the research results of Zhang (2021). Analyzing the reasons, such results may be caused by the traditional Chinese ideas and gender stereotypes. Although now society advocates equality between men and women, but in many Chinese traditional cognitive family and school teachers, compared to the girl, boys tend to be more popular with parents or teachers, so they will be more praise and support, they will be more encouraged area brave exploration and try, which leads them to they have a more optimistic attitude, to their ability is more confident (Zhang, 2020). At the same time, influenced by the expectation of traditional Chinese roles such as "men should be self-improvement" and "men should not shed tears", most boys know that they will assume more family and social responsibilities in the future, and can be more strict and set high standards for themselves.

In terms of origin, there were significant differences in scores on the two dimensions of self-efficacy and optimism. Specifically, Subject from city and subject from village differed significantly in self efficacy (u= 87258.00, p<0.05), Optimism (u= 89157.50,p<0.05).Data show that from the city of self-efficacy (516.52) is significantly higher than from rural self-efficacy (467.27), the possible reason is that in the traditional culture of Chinese village tend to emphasize collectivism and social identity, and urban culture pay more attention to personal achievement and competition, the cultural differences will affect the individual to their ability assessment criteria and confidence, individuals may have the ability to complete a challenge to make different judgment, and affect the self-efficacy; The data showed that participants from cities (509.93) were significantly more optimistic than those from rural areas (470.09). The possible reason is that urban culture is more inclined to encourage a positive and optimistic attitude, while rural culture may be more conservative or depressed, which affects the emotional state of individuals, leading to a low level of optimism among rural college students. Location of residence There is no significant difference in psychological capital, optimism, and resilience. The main reason is that, with the popularization and development of education in China, college students in urban and rural areas receive basically balanced educational opportunities and resources, and the quality of education and content are relatively consistent, which may make them similar in some dimensions of psychological capital (Zhang, 2023). In addition, with the development of Chinese society, now the difference between urban and rural economy and culture is more and more small, and the development of the Internet is beneficial to eliminate the information barriers between urban and rural, which makes the urban and rural college students 'growing experience and social experience is similar to students, and Chinese parents began to their children's education more democracy and tolerant, will give children more encouragement, so location Of residence on the psychological capital, optimism and toughness.

In terms of monthly household income, there were significant differences in the total score of reasonable capital (u=15.21, p<0.01), self-efficacy (u=21.87, p<0.01), optimism (u=11.50, p<0.05), and resilience (u=12.916, p<0.05).As the data display, the psychological capital score of participants with monthly household income above 20000RMB (593.36) was significantly higher than that of participants with monthly household income above 1000-5000RMB (452.59), The score of self-efficacy of participants with a monthly household income above 20000RMB was significantly higher than the score of self-efficacy of subjects with a household monthly income of 1000-5000RMB (453.47), The optimistic score (584.87) of 1 monthly household income

above 20000RMB was significantly higher than the optimistic score of 1000-5000RMB (458.40), The resilient score (552.61) with monthly household income above 20000RMB was significantly higher than the score of 1000-5000RMB (450.14).From this, we can infer that, The psychological capital score of subjects whose monthly household income is above 20000RMB is higher than that of those whose monthly household income is above 5000-10000RMB, The psychological capital score of participants of 5000-10000RMB was significantly higher than that of 1000-5000RMB. The possible reason is that, Families with higher monthly income are often able to provide more resources and support for their children, Including better educational conditions, greater social experience, and more psychological support, These factors can promote children to form a positive and optimistic attitude towards life, a strong sense of self-efficacy and confidence in future success, So as to improve their psychological capital (Wang et al., 2022).

If the subject was only child or not, whether the only child did not have a significant effect on the psychological capital level. With the development of society, most Chinese families have a relatively stable economic income and liberal education way, and the only child parents, the only child parents will be relatively fair to all children in the home, provide equal education opportunities, practice opportunities and psychological support, so most of the only child with only child psychological capital level almost (Sun et. al.,2024).

In terms of major, the influence of the psychological capital level was not significant. Researchers, the differences between humanities, nature and social disciplines are more likely to be reflected in cognitive style, of course, which needs further research to confirm.

Table 6
Difference of Responses on Employment Anxiety (EA) when grouped according to profile (N=963)

Variable	ECP			LES			LSC			EEE			EA		
	H/U-value	p-value	I	H/U-value	p-value	I	H/U-value	p-value	I	H/U-value	p-value	I	H/U-value	p-value	I
Sex	77364.000	0.000	S	77022.500	0.000	S	69695.000	0.000	S	72503.000	0.000	S	67607.500	0.000	S
Location of Residence	90522.500	0.089	NS	91531.500	0.145	NS	91783.000	0.168	NS	93897.000	0.398	NS	91806.500	0.00172	NS
Monthly Family Income	3.552	0.169	NS	7.903	0.019	S	3.448	0.178	NS	7.822	0.020	S	7.197	0.027	S
Only Child or not	83964.500	0.189	NS	85607.000	0.377	NS	85709.500	0.397	NS	84674.500	0.259	NS	84447.000	0.239	NS
Major	5.173	0.075	NS	1.071	0.585	NS	1.872	0.392	NS	2.582	0.275	NS	2.250	0.325	NS

Table 6 presents difference of responses on employment anxiety when grouped according to profile. This study used the Mann-Whitney U test to analyze the differences in responses to employment anxiety among different characteristic groups (grouped by sex, location of residence, monthly family income, only child or not and major).

In terms of gender, there were significant differences in scores for all dimensions of employment anxiety and scores for employment anxiety. Specifically, males and females differed significantly in employment competition pressure (u= 77364.00, p<0.001), lack of employment (u= 77022.50, p<0.001), low Self-confidence (u= 69695.00, p<0.001), excessive employment expectation (u=72503.00, p<0.001), and the overall employment anxiety score (u= 67607.50, p<0.001). The data showed that female employment anxiety score (586.23) was significantly higher than male employment anxiety score (399.32).This is consistent with the conclusion of Li (2022); employment competition pressure of female score (568.89) was significantly higher than male score (413.07), female score (569.70) was significantly higher than male score without employment support (412.43),female confidence deficit score (586.90) was significantly higher than female confidence deficit score (398.79). This may be because female college students are more sensitive and delicate in emotional perception, and their emotional fluctuations are more easily magnified among women. At the same time, under the requirements of traditional culture and concepts, Chinese men are more tolerant and not easy to express their emotions, while women are more inclined to express their own emotions;In China's job market, gender discrimination and unequal treatment still exist (Chen, 2023), and many units are more inclined to recruit male college students, which may make female college students face more challenges and difficulties in applying for jobs, and then appear more anxiety. The above reasons may lead to the significant difference in gender in employment anxiety.

In terms of location of residence, there is no significant difference between the dimensional score of

employment anxiety and the total score of psychological capital. The reason may be that with the increase of higher education penetration, the number of college graduates increases year by year, and the job market becomes increasingly competitive, which makes college students from urban and rural areas feel different degrees of employment anxiety; on the other hand, college students from different student places may show similar psychological states when facing employment pressure, such as concern about the future, self-ability, anxiety about the job hunting process (Shu, 2022). This commonality suggests that the effect of source differences on employment anxiety may not be significant.

In terms of family monthly income, subjects with different household monthly income differ in the total score of employment anxiety and the lack of employment support dimension, and the dimension of high employment expectations. Specifically, males and females differed significantly in lack of employment (u=7.90,p<0.05), excessive employment expectation (u=7.82, p<0.05), and the overall employment anxiety score (u=7.20, p<0.05).Data showed that the employment anxiety of participants over 1000-5000RMB was significantly higher than the score of participants whose monthly income above 20000RMB (397.11), and the lack of employment support of 1000-5000RMB (495.57) was significantly higher than that of participants over 20000RMB (426.21),the score of subjects with high monthly household income of 1000-5000RMB (493.86) was significantly higher than that of subjects with more than 20000RMB (382.13);It can be inferred, Participants with a household monthly income of 1000-5000RMB had higher employment anxiety scores than scores of subjects whose household monthly income was above 5000-10000RMB, Participants with a monthly household income of 1000-5000RMB had no employment support scores higher than scores above 20000RMB, Participants with a monthly household income of 1000-5000RMB are higher than those with more than 20000RMB; The reason may be that, Families with higher monthly income are often able to provide more resources and support for their children, This may include better financial support, Better educational resources and a richer learning experience, These factors contribute to the employment, Reduce employment anxiety; on the other hand, High-income families often have broader social capital and interpersonal networks, Help college students to obtain high-quality employment opportunities, recommendation letters, All help to improve the success rate of employment, Thus reducing employment anxiety (Jane, 2022).

Subjects is the only child on employment anxiety level has no significant impact, with the development of the society, many non-only child family have relatively stable economic income and liberal education, parents will treat relatively fair home two or three children, provide equal education opportunities and psychological support, so most of the only child with only child employment anxiety level almost (Li, 2022). In terms of major, the difference in employment anxiety level was not significant among the subjects with three different professional categories.

Table 7
Difference of Responses on Peer Support (PS) when grouped according to profile (N=963)

Variable	IA H/U-value	p-value	I	ES H/U-value	p-value	I	RM H/U-value	p-value	I	PS H/U-value	p-value	I
Sex	103704.000	0.012	S	111239.500	0.458	NS	106868.000	0.075	NS	108022.500	0.137	NS
Location Of Residence	93290.500	0.319	NS	94007.500	0.414	NS	90454.500	0.083	NS	91724.000	0.165	NS
Monthly Family Income	5.130	0.077	NS	2.024	0.364	NS	3.439	0.179	NS	3.953	0.139	NS
Only Child or not	87645.500	0.740	NS	84300.000	0.219	NS	87346.500	0.678	NS	85309.000	0.341	NS
Major	1.546	0.462	NS	4.751	0.093	NS	0.996	0.608	NS	3.063	0.216	NS

Table 7 presents difference of responses on peer support when grouped according to profile. This study used the Mann-Whitney U test to analyze the differences in responses to peer support among different characteristic groups (grouped by sex, location of residence, monthly family income, only child or not and major). It appears from the table that gender is the only demographic variable that shows variation, showing significant differences in the dimensions of information and the recommendations, and no clear differences in the dimensions of

emotional support and behavioral role models. Other demographic variables did not show variability across all dimensions and peer support levels.

In terms of gender, participants differed in the information and recommendation dimension (U=103704.00, P <0.05). Specifically, the score (501.88) for the male information and recommended dimension was significantly higher than the female score (456.94). This shows that male subjects are more likely to seek peer information and advice than female subjects. The possible reason is that, influenced by traditional Chinese culture, male roles are often expected to be decision-makers who make wise decisions, while women are expected to be obedient roles. Because when faced with difficulties and stress, men prefer information and advice to women in order to make more rational choices or decisions. There were no clear differences between men and women in other dimensions and peer support. In fact, under the influence of Chinese collective culture, college students generally attach great importance to peer relations, and there have needs and expectations for peers, which are not limited to gender, but common in the student group (Wang, 2020).

In terms of origin, there is no significant difference in the level of peer support between whether the only child is the family income. This may be because most college students of the same age are living in college life, and most of them can receive similar levels of support from their peers regardless of their family background. This phenomenon coincides with Chen's (2020) study, where students from different backgrounds are able to build similar support networks in a university setting.

In terms of major, the difference in peer support level was not significant among subjects with three different professional classifications. This suggests that in college, students regardless of their major can receive similar support from their peers.

Table 8 presents a correlation matrix between different variables, including peer support, psychological capital and employment anxiety. The results Based on the data from 963 subjects, indicate strong relationships between these variables.

The table shows that there was a clear negative relationship between total peer support and employment anxiety (r<0, p <0.001), and the higher the level of peer support, the lower the level of employment anxiety (Zhang, 2023). As can be seen in the table, there are obvious negative associations between information and advice, emotional support, behavioral model subscale and employment anxiety, employment competition pressure, lack of employment support, insufficient confidence, and excessive employment expectations. This means that the higher the individual's level of peer support, the lower the level of employment anxiety. The reason is that information sharing and advice from peers help individuals to have a more comprehensive understanding of recruitment information, employment skills, career planning, etc. These information can help individuals to face employment challenges more rationally, enhance their coping ability, improve the success rate of job hunting, and reduce employment anxiety caused by uncertainty; emotional support from peers can make individuals feel encouragement and support, and alleviate the negative emotions in job hunting (Xia, 2022).For example, when a graduate student encounters setbacks in job hunting, peer comfort can provide him with emotional outlet, let him feel not alone, his companion can understand his plight, thus reduce anxiety; the exemplary role of "behavior model" from peers, helps individuals to make benign comparison, find their knowledge or ability, timely improvement, and better apply. When college students are faced with employment anxiety, their demand for peer support usually increases, and they may actively share their anxiety, worries and job hunting experience and seek understanding, advice and encouragement from others. On the other hand, by jointly coping with challenges and difficulties, college students may form closer and supportive peer relationships, which may continue in the future to provide emotional support and career advice for both parties.Therefore, this study verified the negative correlation between peer support total score and employment anxiety total score, and can consider the intervention for employment anxiety in terms of changing peer support.

Table 8

Correlational Matrix of IRI, BEQ and SPRI (N=963)

| | | EA | | | | | | | | | | | | | | |
| | | ECP | | | LES | | | LSC | | | EEE | | | EA | | |
		r_s	p-value	I	r_s	p-value	I	r_s	p-value	I	r_s	p-value	I	r_s	p-value	I
PC	SE	-.196**	0.000	S	-.181**	0.000	S	-.281**	0.000	S	-.190**	0.000	S	-.221**	0.000	S
	H	-.222**	0.000	S	-.238**	0.000	S	-.301**	0.000	S	-.254**	0.000	S	-.267**	0.000	S
	O	-.193**	0.000	S	-.197**	0.000	S	-.285**	0.000	S	-.240**	0.000	S	-.241**	0.000	S
	R	-.215**	0.000	S	-.209**	0.000	S	-.293**	0.000	S	-.247**	0.000	S	-.254**	0.000	S
	PC	-.227**	0.000	S	-.224**	0.000	S	-.318**	0.000	S	-.254**	0.000	S	-.269**	0.000	S

| | | PS | | | | | | | | | | | | |
| | | IA | | | ES | | | RM | | | PS | | | |
		r_s	p-value	I	r_s	p-value	I	r_s	p-value	I	r_s	p-value	I
PC	SE	.514**	0.000	S	.532**	0.000	S	.532**	0.000	S	.558**	0.000	S
	H	.549**	0.000	S	.531**	0.000	S	.540**	0.000	S	.567**	0.000	S
	O	.550**	0.000	S	.547**	0.000	S	.556**	0.000	S	.582**	0.000	S
	R	.544**	0.000	S	.550**	0.000	S	.562**	0.000	S	.579**	0.000	S
	PC	.584**	0.000	S	.583**	0.000	S	.592**	0.000	S	.618**	0.000	S
EA	ECP	-.104**	0.001	S	-.105**	0.001	S	-.119**	0.000	S	-.111**	0.001	S
	LES	-.149**	0.000	S	-.109**	0.001	S	-.129**	0.000	S	-.128**	0.000	S
	LSC	-.146**	0.000	S	-.118**	0.000	S	-.152**	0.000	S	-.138**	0.000	S
	EEE	-.147**	0.000	S	-.080*	0.013	S	-.103**	0.001	S	-.106**	0.001	S
	EA	-.143**	0.000	S	-.103**	0.001	S	-.125**	0.000	S	-.121**	0.000	S

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

There was a significant positive correlation between the dimensions of peer support and the dimensions of psychological capital (r>0, p<0.001), and a significant positive correlation between the total score of peer support and the total score of psychological capital. As an important form of social support, peer support plays an important role in maintaining individual mental health and promoting the growth of mental capital (Shi et. al.,2023). When an individual meets difficulties, if he can get the support, encouragement and help of his peers, it will help to increase individual confidence, believe that he has the ability to overcome difficulties, more believe that he can achieve his goals, full of confidence and expectations for the future, and then improve self-efficacy and hope. At the same time, peer support helps individuals to provide emotional support and comfort, helping them to relieve stress and thus maintain an optimistic attitude. In addition, when individuals encounter failure, if the support and encouragement from peers, it can help them recover faster, learn from failure, improve adaptability, and further enhance psychological resilience. On the other hand, individuals with higher psychological capital are generally more open, positive and confident in interacting with others, thus increasing positive interaction and communication with peers and thus establishing more robust and intimate peer support relationships. Therefore, this study verified that the positive relationship between peer support and psychological capital was obvious.

There was a significant negative correlation between the total score of psychological capital and the total score of employment anxiety (r<0, p <0.001), and between the self-efficacy, hope, optimism, resilience sub scale and employment anxiety, employment competition pressure, lack of employment support, lack of confidence, and high employment expectations. This result is consistent with previous studies (Xia, 2022). When a college student has a high sense of self-efficacy, he can better cope with the challenges in the job-hunting process, which can reduce his employment anxiety. He tends to face difficulties actively and bravely, rather than feel helpless and anxious. An optimistic and hopeful college student can see the positive side and solutions of the problem, be more confident to face the uncertainties and challenges in job hunting, and reduce the anxiety caused by this. In addition, individuals with high resilience are able to regain their original status faster and readjust their goals and strategies in the face of setbacks and difficulties, which helps to reduce long-term employment anxiety. Therefore, psychological capital, as a positive psychological resource in the individual body, can help individuals to maintain a good attitude in the face of the uncertainty of the job market and competitive pressure, and reduce employment anxiety. Considering comprehensively, there is a negative relationship between psychological capital and employment anxiety, so the psychological capital variable can be considered to better intervene in employment anxiety.

In conclusion, this study demonstrated a significant positive correlation between peer support and

psychological capital, and a significant negative association with employment anxiety. These findings provide an important research basis for understanding how college students use peer resources to enhance their own psychological capital, and how to reduce employment anxiety by improving the level of psychological capital.

Table 9
Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.705	0.133		27.807	0.000
	Self efficacy	-0.034	0.057	-0.033	-0.590	0.555
	Hope	-0.193	0.067	-0.186	-2.881	0.004
	Optimism	0.076	0.078	0.072	0.971	0.332
	Resilience	-0.144	0.061	-0.146	-2.370	0.018
	Information and Advice	-0.131	0.098	-0.129	-1.333	0.183
	Emotional Support	0.274	0.135	0.272	2.035	0.042
	PEER SUPPORT	-0.120	0.206	-0.113	-0.583	0.560

a. Dependent Variable: EMPLOYMENT ANXIETY

Table 9 presents the regression analysis of peer support and the dimensions, psychological capital and dimensions on employment anxiety. The data results showed that hope had a significant negative prediction effect on employment anxiety (t=-2.881, p<0.01), and resilience had a significant negative prediction effect on employment anxiety (t=-2.370, p<0.05). This is consistent with some previous studies (Xia, 2022).

The reason for this result may be that when an individual's psychological capital level is high, it usually indicates that the individual has a strong hope. Hope refers to the individual's positive expectation of the goals and the ability to achieve them. A college students with strong hope, employment target is more likely to stimulate intrinsic motivation, more motivated to achieve goals, to achieve the goal will make unremitting efforts, the difficulties or success will have positive, positive attribution, can better adapt to change, reduce anxiety caused by frustration, will be more actively seek to actively solve the problem, rather than through the problem, this attitude will help reduce employment pressure or employment uncertainty, thus reduce the degree of employment anxiety. We hope that college students maintain positive expectations and firm confidence in the future, reduce worries about uncertainty and improve their ability to cope with the job market challenges, thus significantly reducing anxiety levels; high psychological capital also represents strong resilience. Resilience refers to the ability of an individual to effectively adapt and recover in the face of challenges, pressures, and setbacks. Elastic helps to enhance the psychological resilience of college students, make them recover after setbacks, constantly beyond themselves, constantly adjust strategy, using innovative thinking, explore new solutions, detailed action plan, and effective implementation, and positive feedback, further enhance the self-efficacy, improve the success rate of employment, it helps to reduce the negative emotions caused by long-term stress and anxiety.

The results of the data in Table 9 show that emotional support from peer support had a significant positive regression effect on employment anxiety (t=2.035, p<0.05). Emotional support in peer support in daily life may lead to an increase in employment anxiety. While college students are in supportive peer relationships, others and individuals often motivate and support each other, but their mutual support may also stress each other. If the surrounding peers expect the individual to perform well in job hunting, the individual may feel indirect pressure from the partner, thus increasing employment anxiety; When individuals rely too much on the emotional support provided by their peers, individuals are likely to rely more on these support to cope with employment stress, rather than improve their coping ability and strategies, which may make them feel more helpless and anxious in the face of employment challenges. In particular, when the peers of college students also experience a high level of employment anxiety, these negative emotions may be passed on to each other. Excessive emotional resonance between peers may lead to excessive students to pay attention to and amplify their own anxiety experience, without considering solutions, and thus increase their anxiety level; Furthermore, while peers give individuals some emotional support, individuals may be more inclined to compare themselves, and if the surrounding partner is successful in the career, the individual may feel more competitive pressure that they should achieve

similar achievements. This comparison may lead to anxiety and anxiety about their employment prospects; therefore, higher peer emotional support, while beneficial to individual psychological and emotional well-being, may also lead to additional stress and anxiety in the profession. These reasons may make the emotional support between peers unable to achieve the desired effect of relieving anxiety, but increase the anxiety of students. At this time, researchers need to pay attention to providing balanced support, not only pay attention to emotional support, but also combine the strategies to solve practical problems in employment, so as to help students cope with employment anxiety more comprehensively.

Table 10
Proposed Psychological Program for Chinese Senior College Students

Key Result Area	Objectives	Strategies/ Activities	Persons Involved	Success Indicators
Average Peer Support	1.Cultivate the awareness of peer support. Enhance the trust and cooperation between peers. Improve effective communication skills between peers. Expand peer support resources.	1.One-on-one counseling. 2.Group counseling in give feedback on others' feelings and emotions. 3.Training on communication skills. 4.Invite outstanding students to share their experiences.	1.Teachers in the college's psychological counseling center. 2.professional psychological counseling teacher. 3.College instructor. 4.College volunteers in psychological counseling 5.Excellent student role models	1.Individual awareness of peer communication can be enhanced. 2.Individual peer communication ability can be improved. 3.Individual peer support networks can be expanded.
Average psychological capital	1.Enhance individual self-efficacy 2.Cultivate optimism 3.Guide individuals to make rational attribution. 4.Enhance psychological elasticity.	1.Psychological health education courses. 2.Psychological training lectures. 3.Role mode sharing session. 4.One-on-one counseling. 5.Group treatment. 6.Positive psychological practice (such as mindfulness training, meditation)	1.teachers who teach psychology classes 2.Teachers in college's psychological counseling center. 3.Professional psychological counseling teacher. 4.College instructor. 5.College volunteers in psychological counseling. 6.Excellent student role models	1.Individuals can be positive and optimistic about problems. 2.Individuals can enhance their sense of self-efficacy. 3.Individuals can enhance self-confidence. 4.Individuals can treat difficulties rationally; 5.Individuals can adjust their mentality in time.
Above average employment anxiety	Enhance your self-confidence. 2.Enhance employment competitiveness; 3.Adjust the employment mentality timely. 4.Proactively seeking support.	1.One-on-one counseling; 2.Group counseling；3.Family counseling；4.Anxiety regulation training; 5.Employment guidance and training course; 6.Group treatment	1.Teachers in the college's psychological counseling center. 2.professional psychological counseling teacher. 3.College instructor. 4.College volunteers in psychological counseling 5.Employment mentor; 6.Excellent Employment instructor 7.role models 8.Family member 9.Peer	1.Individual can increase confidence in employment. 2.Individuals can take the initiative to understand employment information and experience 3.Individuals can adjust their employment strategies in time. 4.Individuals can learn to adjust their employment mentality and reduce their employment anxiety 5.Individuals can actively seek additional support.

Table 10 shows that the employment anxiety of senior college students can be effectively reduced and the occurrence of adverse events can be reduced by enhancing the peer support level and psychological capital level. For the Key Outcome Area (KRA), the focus is on enhancing peer support, enhancing psychological capital, and reducing employment anxiety, in each Objectives, the project outlined specific goals to improve the areas identified. Strategies / activities include individual and group counseling, discussion, and specific exercises (e. g., positive feedback training). Participants included professionals who would promote the program (psychologist, counselor, and success indicators: measurable outcomes (e. g., increased peer interaction and increased self-efficacy). The following will be discussed from three aspects: peer support, psychological capital and employment anxiety.

In terms of peer support. For college students in the collective life, peer support not only provides emotional comfort and understanding, an effective way to reduce loneliness, but also helps to adapt to study and life, improve personal communication and cooperation ability, enhance self-confidence; on the contrary, if college

students lack peer support, not only affect normal social interaction, but also easily feel lonely and helpless, which may increase their anxiety level in the face of challenges, reduce self-efficacy and self-confidence, and thus reduce psychological capital and aggravate employment anxiety. Therefore, we need to better guide senior college students to improve peer support levels to promote their mental health and future development. Firstly, cultivate the awareness of peer support of college students. Colleges can help students realize the impact of positive peer support on mental health and academic success; share successful peer support cases through group discussions to help students understand how to apply support strategies in daily life.

For example, how to provide appropriate help and encouragement when your friend is in trouble. The cultivation of peer consciousness helps college students to provide initiative when their peers need them, and also enhances their willingness to seek help and form the willingness to help each other. Secondly, enhance peer communication skills. Through psychological training or group discussion, schools can guide students to learn effective listening skills, including how to express concern, understanding and respond to the emotions and needs of peers; teach non-violent communication (NVC) skills through psychological counseling or lectures, help students express themselves and understand others in a constructive and respectful way, promote the communication between peers, enhance mutual understanding and trust; Thirdly, enhance the trust and cooperation between peers. Schools can organize team-building activities, such as outdoor development, group training programs, etc. Enhance the trust among students and build cooperation by completing tasks together. By designing daily communication tasks or group cooperation projects, students are encouraged to establish closer contact and mutual support in the process of cooperation, and cultivate the spirit of cooperation through practice. Fourthly, encourage peer support for behavior demonstration. Schools can invite student leaders or excellent seniors to share their experiences and success stories, learn to vigorously promote and reward positive behaviors, enhance the interaction between college students and "behavioral role models", and encourage college students to imitate and learn these successful experiences and behaviors. Fifthly, expand the peer support network. College students actively seek the support of their peers, actively participate in various club activities, join voluntary organizations, actively participate in the activity organization, maintain the peer relationship between them daily, learn and use effective communication methods, establish a good peer support relationship, and create a positive, healthy and supportive growth environment for themselves.

In terms of psychological capital. College students with low psychological capital may experience negative effects such as declining academic performance, low mood, weak adaptability, and hindered employment development. College students with low psychological capital have a high level of anxiety when facing challenges, and lower self-efficacy and self-confidence, which is not conducive to personal study, life and future career development. We plan to intervene from the following aspects to enhance the psychological capital level of college students. Firstly，enhance the sense of self-efficacy. Self-efficacy is an individual's judgment of the self's ability to complete a task. School teachers and family members can guide and assist college students to develop feasible goals, and decompose them into a series of small stage goals, which can enhance their confidence in their abilities by gradually completing these small goals. In addition, daily participation in vocational skills training courses to learn new skills or improve existing skills is also an effective way to enhance self-efficacy. Through simulation training and practical operation, students can intuitively feel their progress, and then improve their ability and confidence. For example, mock interview, career planning training, can allow students to try and practice in a safe environment, accumulate experience, and reduce the uncertainty about the future; Secondly, raise hope.

Hope is a positive motivation in the body, which helps the individual to stay in the right forward direction in the face of difficulties. College students carry out positive self-dialogue, replace negative thinking with positive words, and believe that they will have good results in the future. Take an active part in psychological group discussions, imagine the best scenarios, and enhance expectations for future success, such as sharing your dreams and goals, encouraging each other, and making progress together. In this way, build a sense of hope and build a positive social network. Thirdly, cultivate optimism. Optimistic attitude is a kind of individual positive expectations of life. College students can help alleviate anxiety through relaxation exercises such as abdominal

breathing, meditation or yoga, and improve the positive attitude; college students can focus on the current positive experience through mindfulness training, avoid excessive worry about the future; spend a few minutes a day to record positive events, enhance the optimism of life; interact with optimistic people, can be subtly affected, become more optimistic, participate in positive social activities, effectively enhance personal optimism; Fourthly, enhance resilience. Resilience is the ability of an individual to recover and continue to struggle in the face of adversity. In daily life, college students often reflect and learn to find solutions and coping strategies in adversity; actively seek support and help without fighting alone to enhance the ability to overcome difficulties; schools can regularly hold regular psychological resilience training camps to teach students how to deal with stress and setbacks, help them recover from setbacks and maintain a positive attitude.

In terms of employment anxiety. If a college student's employment anxiety level is too high, it may not only lead to his poor performance in the process of job hunting, but also may cause difficulties in career planning and increased pressure, which will seriously affect their personal growth. In the study of this paper, we can know that improving the level of peer support and psychological capital of college students can effectively reduce the level of employment anxiety of college students. Therefore, individual college students can use peer support and psychological capital intervention measures to intervene for employment anxiety by improving peer support and psychological capital levels. In addition, a variety of measures can be taken at the national, school and family levels to provide support and improve the employment environment (Sun, 2020). State level. The Chinese government can help college students find jobs by optimizing job market policies. First, the government encourages and guides the connection between education and the industry. The government and well-known enterprises cooperate to offer courses that the enterprises need, to ensure that the courses matches the market needs, to help students master job skills and improve employment competitiveness; second, the government to strengthen the support of grants and student loans. The government can support schools to establish more scholarships and grants and provide low-interest loans to help economically disadvantaged students complete their studies, reduce their financial burden, and reduce the employment anxiety of poor college students caused by economic pressure. Finally, the government should increase the transparency of employment data. Improve the transparency of the job market, regularly publish the industry development trend, employment politics analysis and other information, help students understand the market dynamics, make scientific and effective career planning. College level. As a direct executor of education, universities can play a role in the following aspects. Firstly, continue to strengthen career planning education and offer more courses related to career planning to help students determine their career direction as soon as possible and prepare for employment in advance; secondly, increase internship and practice opportunities for college students. Through school-enterprise cooperation, provide students with more targeted internships to let them learn in practice and increase their employment competitiveness; again, establish better employment service center and provide more professional employment services, such as writing and interview skills training to help students better prepare for job hunting; finally, increase the psychological support, strengthen employment psychological education, provide psychological counseling services to relieve the employment pressure, calmly cope with challenges and improve psychological resilience. Family level. Family is the most direct support for college students, and family can play a role in the following aspects. Firstly, parents can help their children better understand the work environment by sharing work experience and advice; secondly, encourage college students to explore themselves, discover their interests, and encourage them to make career choices; finally, provide economic and spiritual support for college students, give children a deep sense of security, and enhance their self-confidence and ability to resist pressure.

4. Conclusions and recommendations

963 respondents are relatively balanced gender ratio, most of them come from rural areas, most family monthly income distribution in 1000-5000RMB and 5000-10000RMB, including non-only child, most of the specialized subjects for social science and natural science, the distribution of demographic variables is basically consistent with the basic situation of Chinese college students, ensuring that the research results are not biased to

specific demographics, and more representative of the overall Chinese senior college students. In terms of peer support. gender has a significant impact on the level of information and advice dimensions in peer support. The level of information and advice of male college students is significantly higher than that of female college students, which means that male college students are more inclined to seek information and advice in order to make informed decisions. At the same time, the study found that the level of peer support among graduate students in China is on average, indicating that most college students can provide basic mutual support. This level of support provides a reference for further improvement of peer relations.

In terms of psychological capital. Gender, monthly income and source has a significant influence on psychological capital, the psychological capital level of male college students is significantly higher than that of female college students, high monthly income of psychological capital level is significantly higher than the low monthly income of college students is significantly higher than that of low monthly income families, from the city of psychological capital level is significantly higher than that of college students from rural areas. These differences mean that we need to adopt more targeted support strategies and coaching methods to address the specific needs of different student groups. At the same time, the psychology capital level of senior college students in this study is moderate, which is basically consistent with the psychological capital level of Chinese college students, indicating that the subjects in this study are representative. In terms of employment anxiety. Gender and monthly family income significantly affect the employment anxiety level of graduating college students. The employment anxiety level of male college students is significantly lower than that of female college students, and the employment anxiety level of college students with high family monthly college income is significantly lower than that of low monthly income college students. These findings reveal differences in employment anxiety in different groups and provide important clues to understand employment anxiety among college students. At the same time, the employment anxiety level of college students in this study is above the medium level, indicating that senior college students in China generally feel great pressure and anxiety when faced with employment.

The study found a significant negative correlation between peer support and psychological capital, significant negative correlation between mental capital and employment anxiety, and significant positive correlation between peer support and psychological capital. The study found that the hope dimension and the resilience dimension of psychological capital have a significant negative prediction effect on employment anxiety, and the emotional support dimension of peer support has a significant positive regression effect on employment anxiety. These conclusions reveal different mechanisms of psychological capital and peer support in the influence of college students' employment anxiety. The proposed psychological intervention project in this study aims to help college students with employment anxiety improve their mood state and return to their normal state. The intervention program provides college students with strategies of peer support level and psychological capital to improve their employment anxiety state, help them face employment pressure, optimize employment planning and strategies, restore confidence and early employment.

College students with employment anxiety, on the one hand, can establish positive peer relationship through peer support, actively seek information support and emotional encouragement, and establish peer support network to better cope with employment pressure and reduce anxiety; on the other hand, college students can improve their confidence and hope in facing difficulties through positive self-dialogue, mindfulness training and meditation, actively seek psychological support and employment support, through the decomposition of goals, constantly optimize, improve self-efficacy and resilience, improve psychological capital level, and alleviate personal employment anxiety level. Chinese government can optimize the employment market policy to help college students employment, support guide education and industry docking, encourage university-enterprise cooperation, strengthen the school grants and loan support, reduce poor college students because of economic pressure of employment anxiety, increase government employment data transparency, help students understand the market dynamics, make scientific and effective career planning. Colleges provide students with better campus conditions, guide students' peer support level and psychological capital level, provide employment planning courses, internship opportunities, and better employment services to help students achieve better and

successful employment.

University educators, such as university counselors, head teachers, psychological teachers and employment instructors, provide students with better psychological skills training and employment skills training through course teaching and employment guidance, and give students positive feedback and education, so as to form an atmosphere of understanding, unity and positive atmosphere. School psychological counseling center can through group discussion, group treatment, one-to-one psychological counseling, for employment anxiety students, through professional psychological skills and methods, to help them improve self-regulation, peer communication skills and the ability to deal with pressure, to help students to better adjust themselves, relieve employment anxiety. Families can assist students to make good employment planning by sharing work experience and suggestions, encourage college students to self-explore, make career choices in line with personal characteristics, provide economic and spiritual support for college students, enhance children's confidence and resilience, let children feel direct support, and enhance employment confidence. Provide building solid material and emotional support, providing a loving family environment through daily interaction and listening, and encouraging them to explore their own development. Future research may look at a more diverse sample including students from different countries and regions, different socioeconomic backgrounds and different academic levels, which will improve the generalizability of the findings and provide a more comprehensive understanding and discussion of peer support, psychological capital and employment anxiety among university students.

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