

## Intervention effect of innovation and entrepreneurship education on employment anxiety and living quality of undergraduates

Qixin Huang and Huacheng Gan\*

Guilin University, Guilin 541006, China

\*Corresponding author.

**Background.** At present, the employment pressure on college students is increasing, and their quality of life is also affected. Many colleges and universities have created innovation and entrepreneurship courses to answer questions and doubts for students in the employment dilemma.

**Subjects and Methods.** This study selected 60 college students about to graduate from a university as research objects and randomly divided them into a control group and a research group. The control group did not receive training on innovation and entrepreneurship courses, while the research group received regular training on innovation and entrepreneurship courses. The state-trait anxiety (STAI) scale was used for comparative analysis, and finally, SAS was used for statistical analysis.

**Results.** After a 3-month experiment, the STAI score of the control group increased from 62 points to 61 points; The STAI score of the research group increased from 63 points to 51 points. There was a significant difference in psychological stress among the research group of college students before and after the experiment ( $P < 0.05$ ). The experimental results indicate that carrying out innovation and entrepreneurship in universities can effectively alleviate employment anxiety among college students and improve their quality of life.

**Conclusions.** The integration of innovation and entrepreneurship into college education has a positive impact on the employment pressure of college students, and can also provide new employment ideas for students and promote the development of the college employment rate.

## Intervention of innovative education in ideological and political education in colleges and universities on anxiety symptoms of college students with mental disorders

Xia Xu<sup>1\*</sup> and Dequan Yang<sup>2</sup>

<sup>1</sup>Changjiang Polytechnic, Wuhan 430074, China and <sup>2</sup>Hubei Land Resources Vocational College, Wuhan 430090, China

\*Corresponding author.

**Background.** With the increase in social pressure, the anxiety symptoms of college students with mental disorders are increasing year by year. This has harmed their living standards and learning outcomes. The current intervention measures largely overlook the impact of ideological and political education in universities.

**Subjects and Methods.** The study used a randomized controlled trial design. The experimental group (n=60) adopted innovative ideological and political education interventions, including group discussions, role-playing, and theme reports, with an intervention period of 12 months. The control group (n=60) received routine psychological counseling services. All participants were evaluated at the beginning, duration of 6 months, and end of the study. The Hamilton Anxiety Scale (HAM-A) was mainly used for evaluation. Descriptive and inferential statistical analysis was conducted on the data using SPSS 22.0.

**Results.** After the intervention, compared with the control group, the anxiety symptoms of the experimental group of college students were significantly reduced. After 12 months of intervention, the HAM-A score of the experimental group decreased by an average of 12.1 points, while the average decrease in the HAM-A score of the control group was 3.2 points. The follow-up evaluation also confirmed this result.

**Conclusions.** This study shows that innovative ideological and political education interventions are significantly superior to conventional psychological counseling services, and effectively reduce anxiety symptoms of college students with mental disorders in clinical practice.

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## Relieving effect of online ideological and political education on students' anxiety disorders

Meiru Zhang\* and Shuxia Liu

Shenyang Institute of Science and Technology, Shenyang 110167, China

\*Corresponding author.

**Background.** With the emergence and development of the Internet, the practice of ideological and political education via the Internet for students has gradually become a new trend. However, some students developed anxiety disorders due to changes in activity patterns, increased pressures from society and individual's particular mentality. The focus of the present study was to explore the impact of online ideological and political education on relieving students' anxiety disorders.

**Subjects and Methods.** A total of 200 students with anxiety disorders from different universities were randomly divided into the intervention group (100 students) that underwent online