

Integration Path of College Students' Employment Psychological Adaptation and Mental Health Education

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ABSTRACT

In recent years, the scale of China's higher education has been expanding, and the number of graduates has been increasing year by year. Many college students have different degrees of psychological problems, which not only affect their job-seeking performance but also restrict their career development and social integration. Therefore, this paper discusses how to deeply integrate the concept, content and method of mental health education into the whole process of psychological adaptation of college students' employment, and puts forward feasible integration paths, aiming to provide reference for colleges and universities to improve the quality of employment services, enhance the graduates' psychological resilience in the workplace, and help them realise long-term development.

KEYWORDS

College students' employment; Psychological adaptation; Mental health education; Stress management

1 Introduction

At the present stage, as the globalised economic landscape continues to change, the competition for talents is becoming increasingly fierce, leading to a surge in pressure on college graduates who are about to enter society, who have to cope with the competition for jobs while adapting quickly to the new environment and mastering the ways of working efficiently and the rules of getting along with others. Under the superposition of multiple pressures, many graduates will be nervous, anxious and other bad emotions when looking for a job, and even doubt themselves. The problems in front of them after successfully joining the workforce still have not been eliminated; the imbalance of work and life, performance pressure and so on are endless, which triggers serious mental health problems. To help students find employment and maintain their mental health, colleges and universities have invested significant resources in career guidance, with professional teachers teaching students skills such as writing CVs and conducting interviews. However, they often fail to address the psychological aspects of job searching and job maladjustment after entering the workforce. The school's mental health education is centred on identifying and coping with common psychological problems, which is not closely enough integrated with the psychological distress encountered by graduates in the job-seeking and entry stage, and cannot effectively help them relieve their stress. Given this, it is of great significance to explore the integration path of college students' psychological adaptation to employment and mental health education.

2 The importance of psychological adaptation in college students' employment

2.1 The impact of employment pressure on college students' psychological status

College students are a very large and important part of the population that enters the job market to look for work every year, and they are valuable talents of the country. To cultivate more high-level talents to meet the needs of social development, colleges and universities have been expanding their enrollment scales over the years. As a result, the number of young people who graduate from universities and need to find a job continues to increase every year. While the number of graduates continues to increase, the number of jobs suitable for them has not kept pace with this growth, thus creating the problem of 'difficult' employment. The difficulty of finding a job puts considerable pressure on the minds of university students. They are confused about whether they can find a good job and their career development in the future. The fierce competition in the job market, the scarcity of good jobs, interview failures and other frustrations add up to make some students remain in a state of mental tension and anxiety ^[1]. This tense emotional state will make them not be able to lift their spirits even for things they were originally interested in, and under such pressure for a long time, some students begin to question the value of their years of study and feel that they lack competitiveness, and this sense of self-negation will further exacerbate the psychological burden. In addition, the fear of failure and excessive self-criticism will also make students sensitive, and even if they receive neutral feedback, they will interpret it as a denial of themselves, resulting in a stronger sense of frustration. Ultimately, this not only affects students' ability to achieve their employment goals successfully but also has a serious impact on their overall mental health and confidence in their future development.

2.2 Impact of psychological resilience on career development

To adapt better to social survival, human beings will change their psychology, physiology, and behaviour to achieve a state of harmony with social survival, and such behaviour is called psychological adaptability. Individuals will encounter a variety of problems when they first enter the workplace, and those with strong psychological adaptability will quickly accept and analyse feasible entry points according to the actual situation, and are willing to learn new skills and quickly adjust to their state. Even if there is stress or frustration in the adaptation process, they will be able to quickly find ways to restore their mindset and focus on solving problems. As a result, such individuals are more likely to hold their ground in their positions, earn the trust of their colleagues and superiors quickly, and are more conducive to subsequent career development. A career path will meet various problems, such as a promotion bottleneck, unemployment risk, etc. People with strong psychological adaptability can objectively assess setbacks, identify opportunities within them, view setbacks as part of the process, and take the initiative to seek solutions, thereby making continuous efforts to improve themselves. On the contrary, people with weak adaptive capacity often struggle to adjust quickly after a failure. When the situation around them changes, such as when a new task is suddenly required at work, they are more likely to feel panicked and find a solution to the problem quickly. And when new development opportunities appear in front of them, they often miss the best time due to their inner worries about changes and hesitation in action. This indicates that a person's ability to adapt psychologically to change plays a crucial role in their capacity to continue learning throughout a long career path and to recognise and utilise opportunities in a timely manner. It can be said that it is a key intrinsic factor in achieving career development and enhancing job satisfaction ^[2].

3 Construction of the integration path of college students' employment psychological adaptation and mental health education

3.1 Development of targeted employment psychology course content

One feasible way to integrate students' psychological adaptation to employment with mental health education is to design a special course, which specifically needs to understand the psychological difficulties encountered by college students in job-seeking and after joining the workforce, and the core content of the course is to provide practical and usable methods to address the psychological challenges and specific dilemmas mentioned earlier, to help students learn to adjust their mindset and better manage their emotions in the early stages of job-seeking and working. The core content of the course is to provide practical methods for addressing the psychological challenges and specific dilemmas mentioned above, helping students learn to adjust their mindset and better manage emotional fluctuations during the early stages of job search and work, thereby effectively coping with these difficulties. For example, to address the anxiety caused by ambiguous career goals, the programme should guide students to clarify their interests, abilities, and career development expectations, thereby determining their career development goals. Each step of guidance should be clear, specific, and feasible. Psychoeducational experts and career guidance practitioners must collaborate closely to integrate psychological theories with real job market dynamics and corporate hiring standards. The course content should be designed around practical issues in job search and employment. Teachers should collect feedback from students during the course and the actual job search process, observe whether the course content effectively relieves their psychological distress and enhances their practical ability to cope with challenges, and then adjust the course content accordingly to always closely match the changing psychological needs of the students, to effectively enhance the students' mental health and comprehensive quality, and ultimately improve their psychological resilience in employment.

3.2 Creating real workplace situation experience activities

Creating realistic workplace situation experience activities allows students to immerse themselves in the complexity and psychological challenges of the workplace environment, thereby strengthening their psychological stress resistance in advance. The design of the activities should introduce corporate resources, cooperate with real employers of different types and sizes, and invite them to provide recent, real-life work tasks that are suitable for students' comprehension abilities, with students assuming specific job responsibilities. The requirements of the work tasks need to be clear and challenging, incorporating real-world elements such as ambiguous information, limited resources, and time constraints, so that students can experience common stressors, including miscommunication, frustration with tasks, and difficulties in time management, while solving problems. In the course of the activity, the psychology teacher and the career guidance teacher should pay careful attention to the students' performance, observing who was visibly anxious and withdrawn during arguments and who felt isolated in teamwork, and organising a review and discussion at the end of the activity, guiding the students to safely share their respective inner experiences and outer behaviours during the activity ^[3]. The psychologist helped students identify these emotions and reactions in the context of the observed phenomena,

analysing whether the source was due to fear of failure, pursuit of perfection or inadequate communication skills, to provide targeted suggestions for improvement. In response to the general psychological distress exposed in the activity, subsequent thematic projects can be designed to provide students with in-depth training, to effectively enhance their psychological adaptability in the face of real workplace challenges in the future, to cope with difficulties more calmly, and to continue to improve themselves amid difficulties.

4 Innovation and development of mental health education in college students' psychological adaptation to employment

4.1 Using intelligent technology to carry out precise guidance

The first step to make intelligent technology truly serve the psychological adaptation of college students' employment is to deeply understand the psychological changes of students at different stages of job search. Teachers can use the self-assessment of students' psychological state intelligent tool with voluntary participation and anonymous feedback to regularly understand their emotional state when submitting CVs, preparing for interviews, and waiting for the results, and then based on these dynamic data, and in combination with a large number of successful employment cases, they can screen and push the learning resources most suitable for the students' current state. When the intelligent system recognises that a student has failed more interviews recently and his/her confidence has dropped significantly, it can prioritise the recommendation of micro-lessons on how to cope with job-seeking setbacks and rebuild confidence; for students with vague career directions, the intelligent system pushes interactive assessments focusing on the exploration of their core interests and abilities, and then recommends jobs with high matching degrees accordingly to help narrow down the scope of the job search. The data on students' psychological state and job-seeking behaviour collected by the intelligent system is anonymised and aggregated for analysis to form a clear visual report, based on which career guidance teachers and psychosocial counsellors can identify the psychological pressure points prevalent in the student population and where they are prone to encountering difficulties in their job-seeking process. These insights enable teachers to design courses and provide professional counselling in a more targeted manner. For the common problem of interview nervousness among students, teachers can design special simulation exercises and mindset adjustment skills training, enabling students to reduce their nervousness and improve their self-confidence through repeated practice^[4]. The system can automatically remind students to record and provide timely feedback upon completion, and the teacher can view the overall completion situation in the background to provide a basis for subsequent targeted feedback. In this way the technology becomes the teacher's extended eyes and ears, helping them to understand the students more efficiently and accurately, and to use the valuable face-to-face time in the place where deep communication and emotional support are most needed, to improve the students' psychological resilience, maintain their mental health, and better adapt to the job needs.

4.2 Constructing a continuous support system during the period of workplace adaptation

To enable university students to access effective psychological support even after leaving the campus and to facilitate a smooth transition from student to worker, it is necessary to establish a continuous support network throughout the initial period of employment. In the specific context of construction, schools should establish an in-depth cooperation mechanism with employers and clarify the responsibilities of both parties in the process of graduates' psychological adaptation and the mode of collaboration. Schools should collate typical psychological challenges encountered by graduates in different industries and sizes of enterprises, and set up a channel for graduates to actively seek help when encountering difficulties, so that graduates can raise their problems anonymously or by name, and receive timely responses and guidance from professional teachers of the school and external experts in the cooperation. A simple questionnaire and online self-assessment tool should be provided within the ongoing support system, allowing graduates to take a stress and mental health assessment to understand their own adjustment status. This stage of support is designed to make it easy for graduates to get help when they need it, without creating additional stress. The support system established for college students is not static, and needs to be continuously adjusted based on their real feedback and usage data, which include the questions that graduates initiate on the support platform, feedback from participation in activities, and the trend of self-assessment data, and the aggregation and analysis of this information can clearly identify which support contents are the most effective, and which communication channels are the most popular among graduates^[5], to eliminate the contents that have a low usage rate and low effectiveness, and eliminate the contents that have a low usage rate and low effectiveness. Low usage and ineffective content, and supplement with guidance programmes that address emerging pain points. Additionally, online communication spaces established by schools and enterprises can be set up to enable graduates to exchange ideas and seek advice from peers in a safe and supportive

environment. After their initial adaptation, the support system should shift its focus to resources and services that enhance competence and promote career planning, while continuing to provide them with practical assistance. This approach will lay a solid psychological foundation for their long-term development.

5 Conclusion

To sum up, the deep integration of mental health education into the process of college students' psychological adaptation to employment requires that employment guidance and psychological counselling form a synergy to jointly identify the pressure and psychological difficulties faced by students in the period of job-seeking and adaptation, and at the same time make full use of intelligent technology to assess the state of the students, accordingly provide targeted psychological adjustment tools and career information to reduce their confusion and anxiety. Colleges and universities should collaborate with employers to establish a continuous support network, enabling graduates to receive timely psychological care and professional guidance during the critical period of workplace adaptation. This support will help them better align their careers with their needs and develop themselves accordingly.

About the Author

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