

The positive influence of labor education on college students' psychological anxiety

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Background. With the increasingly fierce social competition, the psychological anxiety of college students has become increasingly prominent. Labor education in the new era, as a comprehensive activity, can play an intervention role in the treatment of psychological anxiety of college students through actual labor experience and social support.

Subjects and Methods. A total of 300 college students with psychological anxiety were selected and divided into a control group and an experimental group. The control group maintained normal study and life. The experimental group participated in a labor education course with a total duration of 8 weeks, and added emotional management skills training in the process of labor education. The Hamilton Depression Scale and the well-being Scale were used to test the student status before and after the course.

Results. The results showed that after the completion of the course, the score of Hamilton depression scale in the experimental group decreased significantly ($P < 0.05$), from 18.3 ± 4.2 before the course to 12.7 ± 3.1 after the course; In the control group, the Hamilton Depression Scale score decreased from 24.3 ± 4.4 to 21.6 ± 3.8 . The happiness scale score of the experimental group was significantly improved ($P < 0.05$), from 28.6 ± 5.1 before the course to 36.2 ± 6.3 after the course.

Conclusions. It shows that labor education in the new era has a positive effect on college students' psychological anxiety, and can be applied to the treatment of college students' psychological anxiety.

Negative influence of futures exposure on borderline personality disorder of futures investors

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Background. Borderline personality disorder is a common type of personality disorder, and its patients have difficulties in emotional regulation and self-perception. As a high-risk financial activity, future investment may cause investors to produce huge financial and emotional pressure, resulting in negative emotional impact.

Subjects and Methods. The study selected 100 investors who experienced futures explosion within a year as the experimental group, and 100 investors who did not experience futures explosion as the control group. The Borderline Personality Disorder Questionnaire was used to assess the borderline personality disorder traits of the investors and again to classify them into high and low borderline personality disorder trait groups. SPSS software was used for data analysis, and an independent sample t-test was used to compare the difference of ESI scores between different groups.

Results. The results of the study showed that the mean borderline personality disorder trait score of the experimental group was 28.5 ± 5.7 , while the mean ESI score of the control group was 24.2 ± 4.9 . Independent sample t test showed that the score of BPD trait in the experimental group was significantly higher than that in the control group ($t = 5.73, P < 0.001$). The percentage of investors with borderline personality disorder trait scores higher than the standard scores reached 75% in the experimental group.

Conclusions. The results show that the number of future bursts will significantly deepen the trait of borderline personality disorder and depression of investors.

Improvement of college students' generalized anxiety disorder by innovation and entrepreneurship training reform

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Background. In the new era, college students are facing more and more job competition, leading to more and more college students suffering from generalized anxiety disorder. The reform of innovation and entrepreneurship training mode is regarded as a way that may help relieve the anxiety symptoms of college students because it can help their employment.

Subjects and Methods. 300 college students were randomly divided into an experimental group and a control group. The control group participated in the traditional entrepreneurship training course, and the experimental group participated in the innovative entrepreneurship training course. They received an 8-week training in innovation and entrepreneurship. This training included career planning guidance, entrepreneurial practice projects, and mental health guidance. The Generalized Anxiety Disorder 7 (GAD-7) was used to evaluate the status of students.

Results. The results showed that the average score of the General anxiety symptom assessment scale of the experimental group decreased from 10.8 before the experiment to 6.2 after the training ($P < 0.05$). The average score of the control group decreased from 10.9 before the experiment to 9.8 after the training ($P < 0.05$). In the long-term follow-up, the anxiety symptoms of the experimental group remained at a low level, while the anxiety symptoms of the control group increased significantly.