

Original Paper

Construction of a College Students' Employment Psychological Crisis Intervention System from the Perspective of Five-Dimension Coordination

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Abstract

How to effectively intervene in the employment-related psychological crises of college students is an important lesson in the new era, as it concerns the growth and success of young people and is a key issue in higher education's mission of fostering virtue and cultivating talent. This is a systematic project that requires joint efforts from multiple parties to achieve maximum effectiveness. In practice, a "five-dimension integrated" intervention system should be established, involving schools, enterprises, families, society, and students themselves. Families provide emotional support through care and communication, working in coordination with schools; schools strengthen their role in intervention through education, teaching, and campus culture; enterprises offer support in terms of culture and safety, and collaborate with schools to build psychological intervention platforms; society fosters a healthy employment atmosphere and plays an external facilitating role; students, meanwhile, are encouraged to recognize and accept themselves, thereby consolidating their internal foundation. The synergy among families, schools, enterprises, society, and students helps to build a tightly coordinated intervention network that can strongly safeguard the cultivation and establishment of healthy employment psychology for college students in the new era.

Keywords

Five-dimension coordination, Employment-related psychological crisis intervention, College students

1. Introduction

In contemporary society, employment is widely regarded as one of the most fundamental livelihood issues. It is not only an important means for individuals to integrate into society and achieve self-development but also a key factor in social stability and sustainable economic growth. For college students, employment determines whether their knowledge and skills can be effectively transformed and applied, while directly influencing their quality of life, psychological well-being, and future development trajectory. At the same time, the employment situation of college students reflects the degree of alignment between the education system and the economic structure, as well as the contradictions and challenges inherent in social transformation.

In recent years, with the number of graduates steadily increasing, the economy undergoing constant change, and employment competition intensifying, students have faced unprecedented pressure and uncertainty in the job market. How to not only ensure the quantity of jobs but also improve their quality, and how to help college students establish a correct outlook on employment while enhancing their psychological resilience, has become a critical issue attracting great attention from both the education sector and society at large.

2. Current Employment Situation of College Students

According to data from the Ministry of Education, the number of college graduates in China will reach a new record high in 2025, totaling 12.22 million—an increase of 430,000 compared with 2024 (11.79 million), representing a year-on-year growth of about 3.6%. This marks the fourth consecutive year that the number has exceeded 10 million. Influenced by the birth peak in 2016 (18.83 million), the number of graduates is projected to climb further, reaching 14.45 million by 2038. Meanwhile, due to international economic and political uncertainties, a large number of overseas returnees have chosen to seek employment domestically, further intensifying competition in the job market. With such a massive supply of graduates, employment is no longer merely the result of personal choices but has become a structural challenge directly related to national economic development and social stability.

From a macroeconomic perspective, China's economy is currently undergoing a critical stage of transformation and upgrading. Traditional industries have shown a declining capacity to absorb labor, while emerging industries have yet to fully unleash their potential. For example, demand from manufacturing and real estate sectors has been shrinking year by year, whereas sectors such as information technology, artificial intelligence, big data, and green energy are rapidly expanding. However, these emerging fields often impose higher requirements on graduates' professional skills and overall competencies. According to the *China College Graduates Employment Report (2024)*, graduates from engineering and IT-related majors generally enjoy higher employment rates than those in humanities and social sciences. Regional disparities are also evident: eastern coastal regions offer more opportunities but are far more competitive, whereas central and western regions present relatively less pressure but also fewer high-level positions and development prospects. Such imbalances across industries and regions

further complicate students' career decisions.

In terms of employment forms, new economic models have fueled the rise of flexible employment. Platform economy, sharing economy, and freelancing have increasingly become viable career paths for graduates. For instance, many students now earn income through live streaming, e-commerce operations, or content creation. This self-employment model offers greater autonomy and flexibility. However, the lack of stable social security and clear career development paths often heightens graduates' anxiety and insecurity. When faced with the choice between traditional jobs and emerging employment modes, many students experience cognitive conflict and prolonged indecision, sometimes even falling into passivity. Alongside this, another notable trend is "delayed employment." Surveys indicate that around 16.3% of 2024 graduates chose not to enter the workforce immediately, instead opting for postgraduate studies, civil service examinations, or gap years to postpone their entry into the labor market. While some of these choices reflect a desire to enhance competitiveness, they also reveal a tendency to avoid real-world pressures. Since the outbreak of COVID-19, uncertainty in the job market has further reinforced this inclination. While delaying employment may ease immediate pressures, it postpones the socialization process and could leave students less prepared to cope with future challenges.

The accumulation of employment pressures has directly impacted students' psychological health. Research shows that job-related anxiety has become one of the most prominent psychological issues among contemporary college students. Common manifestations include:

1. **Anxiety and depression** – excessive worry about not finding an ideal job, leading to insomnia and difficulty concentrating;
2. **Self-doubt and inferiority** – perceiving oneself as lacking competitiveness and developing negative emotions when comparing with peers;
3. **Decision-making difficulties** – hesitation in choosing between employment, further studies, or civil service exams, leading to indecisiveness;
4. **Interpersonal tension** – conflicts arising with parents, peers, or mentors during the job search due to information gaps or repeated setbacks.

In some cases, these psychological crises may escalate into more severe consequences. For example, after repeated job failures, some students develop extreme self-denial behaviors, including self-harm or even suicidal tendencies. Although such cases remain relatively rare, media reports highlight the gravity of the issue: employment is not only an economic concern but also a major psychological and social issue. It is worth noting that the college stage itself represents a crucial period for individual psychological development. From admission to graduation, students undergo a process of idealization, self-exploration, reality shocks, and re-orientation. Particularly in their final year, emotions fluctuate intensely—anxiety, expectation, disappointment, and joy often alternate, creating psychological instability. Combined with the added pressures of social opinion, family expectations, and financial constraints, students' employment-related psychological issues become more complex and often hidden. Without timely intervention and support, these problems can escalate into psychological crises, undermining not only

personal growth but also family harmony and social stability.

3. The “Five-Dimension Integrated” Intervention System for College Students’ Employment-Related Psychological Crises

3.1 Connotation of the “Five-Dimension Integrated” Model

The “Five-Dimension Integrated” model for cultivating socialist core values is guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. It is grounded in theories of collaboration and systems science, while incorporating new trends such as work-study integration, school-enterprise cooperation, and the growing subjectivity of college students. This model extends the traditional triad of “school–family–society” in ideological and political education to include “school, enterprise, family, society, and student,” thereby transforming the “three dimensions” into “five dimensions.” The concept of “integration” refers to the close connection and coordinated operation among these dimensions, achieved through information sharing, resource integration, and complementary advantages. This breaks the traditional single-subject approach and establishes a comprehensive, holistic, and participatory educational system in which all five dimensions interact and collaborate to generate synergistic effects.

Employment-related psychological crisis intervention for college students is a comprehensive systems project. By developing multidimensional and multilayered measures, this study aims to effectively prevent and intervene in potential psychological crises during the job search process, thus promoting students’ overall development and successful employment (see Figure 1).

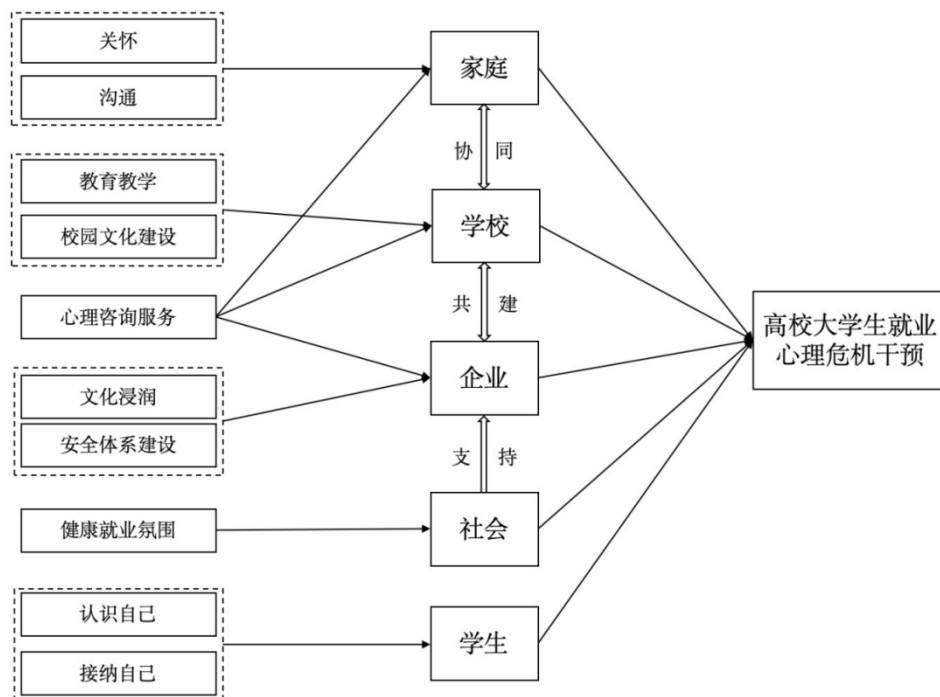


Figure 1. Framework of Psychological Crisis Intervention for College Students’ Employment

3.2 Family–School Collaboration + Psychological Crisis Intervention

Strengthening care and communication between families and students is essential. The family serves as a safe haven for student growth and plays a vital role in shaping psychological resilience. Families should pay close attention to students' emotional changes during the employment process, providing timely support and strong emotional backing. First, parents should create an open and inclusive communication environment, engaging in regular, empathetic conversations without criticism, so that students feel genuinely understood and respected. Second, parents should offer emotional encouragement, affirming students' efforts rather than judging them solely by outcomes, while providing reasonable advice based on personal experience without excessive interference. Finally, when students encounter setbacks, families may organize relaxing activities to help alleviate stress.

Higher education institutions must also strengthen teaching reforms and internal collaboration. Under the leadership of the Party committee, schools should mobilize all departments to establish a normalized and institutionalized framework for psychological crisis intervention, ensuring effective coordination and implementation.

Moreover, diverse campus cultures should be cultivated. By organizing activities such as career planning competitions, innovation and entrepreneurship programs, and psychological workshops, students can develop employability skills, broaden their career outlook, release stress, and build psychological resilience.

Accessible psychological counseling services should also be provided. Families can offer emotional support through listening and guidance, while schools can introduce employment-oriented psychological education. This includes offering courses on employment psychology and coordinating the efforts of professional teachers, ideological-political instructors, and counselors to guide students in adopting positive employment attitudes and coping strategies.

Lastly, family–school collaboration should be institutionalized through regular communication on students' academic progress, career planning, and psychological well-being. Parent–teacher conferences and home visits can also be used to share strategies for supporting students' mental health, enabling early detection, prevention, and intervention.

3.3 School–Enterprise Co-Construction + Psychological Crisis Intervention

Schools and enterprises can jointly build psychological intervention platforms. Beyond talent training and supply, cooperation should extend to psychological support. Online platforms with professional counselors and HR specialists can offer timely guidance to students, while offline counseling studios can provide personalized one-on-one interventions.

Enterprise culture also plays a crucial role. A healthy corporate culture can ease the psychological transition from “student” to “professional” by fostering value resonance and a sense of belonging. Through a process of “cultural awareness–emotional bonding–behavioral internalization–value identification,” enterprises can help students overcome role conflicts and anxieties, unlocking their growth potential.

Enterprises should also strengthen their safety systems, including creating secure work environments, establishing fair systems, and offering stress management training. Appointing in-house counselors or collaborating with external institutions can prevent stress-related crises.

Furthermore, school–enterprise cooperation should be deepened strategically. Jointly developed courses using real workplace cases, immersive practice bases, and a shared psychological database can better prepare students for workplace challenges while tracking psychological changes from internship to employment, thus forming a closed-loop system of prevention, intervention, and improvement.

3.4 Social and Enterprise Support + Psychological Crisis Intervention

A healthy employment environment should be fostered through government leadership, social participation, and media guidance. Policies such as subsidies, tax incentives, and stronger market regulation can expand employment opportunities and ensure fairness, reducing anxiety caused by scarcity or discrimination.

Public channels, including social media, should disseminate positive career narratives and success stories to inspire confidence rather than amplify negative perceptions of “employment difficulties.” Communities and grassroots organizations can also provide career guidance, interview training, and vocational planning to empower students with practical skills.

Policy foundations must be further strengthened. By eliminating systemic barriers to labor mobility and addressing employment discrimination, the government can create a fairer job market in which students’ confidence is based on ability rather than external unfairness, thereby reducing psychological imbalances.

3.5 Self-Improvement + Psychological Crisis Intervention

Students themselves should make active use of available psychological counseling resources provided by families, schools, and enterprises. Open communication at home, attentive listening at school, and practical advice from enterprises can collectively help them adjust mindsets and face employment with composure.

Strengthening self-awareness is equally crucial. Students should recognize their strengths and weaknesses, make informed career choices based on personal interests and potential, and set realistic goals aligned with the labor market. Acceptance of the self—including imperfections—is an important part of growth. By focusing on progress rather than flaws, achieving small milestones, and seeking diverse perspectives from mentors and peers, students can gradually build self-esteem, self-confidence, and a stable sense of self-worth.

Ultimately, embracing imperfection allows students to overcome psychological barriers and approach employment challenges with resilience, enthusiasm, and confidence.

4. Conclusion

The “five dimensions” of schools, enterprises, families, society, and students themselves can each independently generate specific effects, while their coordinated operation maximizes overall impact. Therefore, constructing a “five-dimension integrated” intervention system for college students’

employment-related psychological crises can link otherwise fragmented and independent efforts, creating a synergistic effect that effectively guides and supports students in developing healthy employment psychology and enhancing their mental well-being in career pursuits.

At the same time, it is important to recognize that intervention in employment-related psychological crises is not an immediate achievement. In the context of rapid social transformation and constantly reshaping employment patterns, college students' psychological challenges will continue to evolve. The first four dimensions within the "five-dimension integrated" system should not be limited to existing cooperation models; they must explore new development approaches, actively adapt, and anticipate potential psychological crises from a forward-looking perspective. By proactively designing effective intervention strategies, these efforts can contribute to cultivating outstanding young talents for the socialist era.

For students, it is equally essential to develop self-regulation and resilience. They need to enhance their ability to recover and grow in complex and dynamic environments, continuously adapting to societal changes. Only in this way can they navigate the career path toward their aspirations with confidence and composure.

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