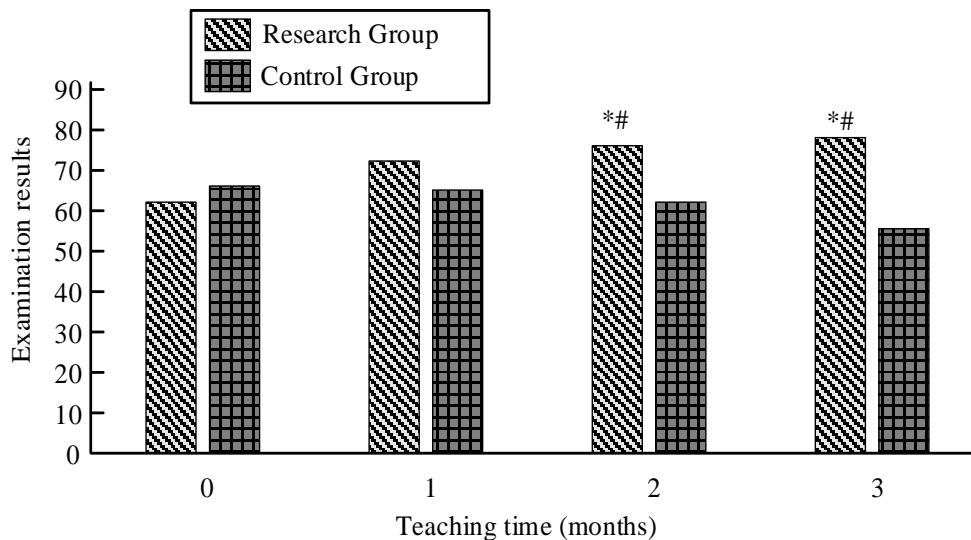


Research design: By sampling the random number table method, the students were randomly divided into research group and control group, with 40 people in each group. The students in the research group used the ideological and political education courses in colleges and universities based on educational psychology and integrated them into the red culture. The students in the control group used the traditional ideological and political teaching mode. After three months of teaching, the teaching effects of ideological and political education of the two groups of students were compared.

Methods: The relevant data were processed and analyzed by software SPSS23.0.

Results: After teaching, the test scores of the students in the research group were significantly higher than those in the control group ($P < 0.05$), as shown in Figure 1.



Note: * $P < 0.05$ compared with that before teaching; # It means that compared with the control group at the same time, $P < 0.05$.

Figure 1. The examination results of the two groups of students in the course of ideological and political education in colleges and universities

Conclusions: University is an important turning stage for students. During the university period, students began to initially contact society, accept all kinds of ideological impact in the society, and their mentality began to change rapidly. Some students are influenced by some bad ideas, their value orientation is distorted, their sense of social responsibility is missing, and their ideals and beliefs are vague, so they cannot bear the great responsibility of socialist successors. Based on educational psychology, the research puts forward strategies to integrate red culture into ideological and political education in colleges and universities. The comparative experiment shows that after teaching, the test scores of the students in the research group are significantly higher than those in the control group ($P < 0.05$). Therefore, we can convey the high-quality ideological and political talents to the students of colleges and universities, and then integrate them into the high-quality ideological and political education.

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ANALYSIS OF INTERVENTION MEASURES FOR ANXIETY DISORDER OF COLLEGE STUDENTS IN THE PROCESS OF INNOVATION AND ENTREPRENEURSHIP

Zhigang Bian

School of Innovation and Entrepreneurship Education, Jilin University of Finance and Economics, Changchun 130117, China

Background: In recent years, with the advancement of the national economic and social process, the scale of colleges and universities in China has been expanding, and the number of college graduates has also shown an upward trend year by year. The employment competition pressure of college graduates is increasing, and the employment situation is becoming more and more severe. The difficulty of graduates' employment has become a social problem. In the face of the current international development situation

and the difficulty of employment, the state has put forward the national development strategy of “entrepreneurship by all and innovation by all”, encouraged the people to actively carry out innovation and entrepreneurship activities, and provided a new development possibility for the employment of college students. College students have responded to the call of national policies and actively joined the wave of innovation and entrepreneurship. However, due to the lack of social experience and other reasons, college students will inevitably encounter setbacks and obstacles in the process of entrepreneurship. Some college students have too high expectations of entrepreneurial achievements and expect to achieve certain achievements in a short time, reflecting their own value and ability.

This contradiction between ideal and reality makes college students’ entrepreneurial groups easy to fall into negative emotions and be troubled by psychological problems such as anxiety and depression. From the perspective of psychology, anxiety comes from people’s fear of threat situations, showing tension and anxiety about the current situation and what will happen in the future. Appropriate anxiety can help college students maintain a positive state in the process of innovation and entrepreneurship and promote the development of entrepreneurial college students. However, if college students are in high anxiety for a long time, it will have a serious negative impact on their physical and mental health. Therefore, it is necessary to investigate and analyze the anxiety symptoms of college students in the process of innovation and entrepreneurship, understand the causes of college students’ anxiety, and put forward corresponding intervention measures to alleviate college students’ anxiety.

Objective: To investigate and analyze the performance of anxiety disorder of college students in the process of innovation and entrepreneurship, analyze the causes of anxiety emotion of college students, take this as the guide, put forward the intervention measures for anxiety disorder of college students in the process of innovation and entrepreneurship, and further analyze the application effect of anxiety intervention. Through the analysis of college students’ anxiety intervention means, this paper provides suggestions and references for alleviating college students’ anxiety in the process of innovation and entrepreneurship, helps college students improve their mental health level, and promotes the process of innovation and entrepreneurship.

Research objects and methods: Taking 200 college students’ entrepreneurs as the research object, through the form of questionnaire survey to understand the psychological anxiety performance of college students’ entrepreneurs in the process of innovation and entrepreneurship, combined with the interview method to deeply understand the causes of psychological anxiety of college students’ entrepreneurs. Aiming at the problems of entrepreneurship projects and expected planning of college students’ entrepreneurs, restore the innovation and entrepreneurship journey of college students’ entrepreneurs, so as to obtain the performance and causes of anxiety disorder of college students’ entrepreneurs, put forward anxiety intervention methods, and analyze the practical application effect of intervention means in anxiety relief of college students’ entrepreneurs.

Research design: Combined with the self rating anxiety scale, to understand the psychological and physical performance characteristics of college students’ entrepreneurs’ psychological anxiety, and to explore the performance and inducement of college students’ entrepreneurs’ anxiety in the process of innovation and entrepreneurship. A total of 200 questionnaires were distributed, and the respondents were required to fill in the questionnaire on site. The filling time of the questionnaire was about 15-25 minutes.

Results: The investigation results of the causes of psychological anxiety of college students’ entrepreneurs are shown in Table 1. College students’ entrepreneurs with different entrepreneurial hours have different performance in entrepreneurial policies, family support and other anxiety factors.

Table 1. Investigation on the causes of psychological anxiety of college students’ entrepreneurs

Duration of entrepreneurship	<1 year	1 year	2 years
Innovation and entrepreneurship policy	3	3	2
Entrepreneurship education in colleges and universities	4	3	2
Family support	4	3	4
Personal ability	3	3	4
Expected drop	4	3	2
Group comparison pressure	4	4	4

Conclusions: Whether the promotion of college students’ innovation and entrepreneurship process has important practical significance at the level of national social development and college students’ personal development. Alleviating the psychological anxiety of college students’ entrepreneurs in the process of innovation and entrepreneurship can effectively promote the success of college students’ entrepreneurship. On the one hand, it provides a new solution to the employment difficulties of college graduates. On the

other hand, it can speed up China's development towards an innovative country and promote the improvement of national innovation strength. In order to ensure the promotion of innovation and entrepreneurship, college students should adjust their psychological state in time to avoid psychological anxiety and other problems hindering the realization of entrepreneurship success.

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ANALYSIS ON THE LEVEL OF PSYCHOLOGICAL STRESS AND INDIVIDUAL DIFFERENCES OF ADMINISTRATIVE PERSONNEL IN COLLEGES AND UNIVERSITIES

Jianbin Chen & Tanyuan Xing

School of Public Administration, Xiangtan University, Xiangtan 411105, China

Background: The progress of national social economy puts forward higher requirements for the education of high-quality talents, and colleges and universities, as the training base of high-quality professional and skilled talents, have played an unparalleled role in the development of national economy and science and technology. The administrative personnel in colleges and universities are an important factor in the development of colleges and universities. The level of administrative management in colleges and universities is directly related to the smooth development of administrative management and teaching arrangements in colleges and universities. In recent years, due to the needs of social development and the change of policy direction, colleges and universities continue to expand enrollment, the number of college students continues to increase, and the workload of college administrators has increased significantly, which increases the work pressure of college administrators. Under the high requirements and high volume of university administration, university administrators have high psychological pressure and are prone to psychological imbalance, which has a negative impact on the smooth implementation of university administration.

Workplace environment is one of the main life scenes of people. About one-third of people's time and energy are invested in workplace work every day. Therefore, the working environment and state are directly related to people's daily psychological quality and affect people's psychological and physiological level. The university administrators need to invest a lot of emotion in the work process, and the continuity of university management is strong. Under the long-time and high-intensity work tasks, some university administrators may have lost or bored emotions. The administrative work of colleges and universities also has the characteristics of detail and tediousness. The work content is relatively monotonous. Some college administrators have a low sense of self-identity in their work and think it is difficult to give full play to their self-worth in their work, so they fall into negative emotions, resulting in a sharp rise in the psychological pressure of college administrators. Under the accelerating social rhythm, college administrators are affected by the dual effects of life pressure and work pressure, which may lead to physiological and psychological fatigue and tension, so as to reduce the mental health level and quality of life of college administrators.

Objective: To study and analyze the psychological stress level of university administrators, hoping to truly and objectively reflect the psychological status of university administrators through data extraction, mining and analysis, and explore the individual differences of psychological quality of university administrators. Through the analysis of the level and difference of psychological pressure of university administrators, this paper deeply excavates the reasons behind the psychological pressure of university administrators, and puts forward corresponding countermeasures on this basis, so as to provide help for improving the mental health level of university administrators.

Research design: The research extracted and sorted out the psychological state-related information of university administrators from the physical examination database of university employees, collected the basic information of career development, family environment, personal characteristics and other aspects of university administrators, and deeply analyzed the psychological state level of university administrators. To provide reference for exploring the influencing factors of psychological stress and burnout of university administrators. The research uses the analytic hierarchy process to analyze the influencing factors of the psychological state of university administrators, combined with the information of university administrators, constructs the psychological impact index system of university administrators, and uses the analytic hierarchy process to solve the characteristic vector and priority weight of the impact index, so as to lay the foundation for putting forward the coping strategies of psychological pressure of university administrators.

Results: The statistical results of psychological stress and burnout of college administrators are shown in Table 1. College administrators of different ages have the phenomenon of job burnout. They have great