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# Mental Health and Ideological-Political Education among Higher Vocational College Students during the Internship Period: A Literature Review

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**Abstract: With the deepening of industry-education integration, internship has become a pivotal nexus in higher vocational students' transition from "campus person" to "professional person", and the psychological adaptation and ideological guidance involved therein have attracted growing scholarly attention. Drawing on a sample of 96 relevant articles indexed in the China National Knowledge Infrastructure (CNKI) between 2012 and 2026, this paper employs literature analysis and thematic coding to systematically review four dimensions: the types and manifestations of psychological problems during internship, their influencing factors, intervention and counseling strategies, and the practical dilemmas of ideological and political education (IPE) during internship together with school-enterprise collaborative education pathways. The findings indicate that environmental adaptation gaps, job-search pressure and psychological contract breach constitute three major inducements of internship psychological problems. Psychological resilience is a key protective factor alleviating career-choice anxiety, whereas employment pressure impairs students' overall mental health through the mediating roles of sleep quality and general well-being. IPE during internship, constrained by spatial dispersion, diversified management subjects and students' dual identity, falls into an "isolated island" dilemma characterized by "insufficient coverage, generalized content and weak collaboration", with marked stage-specific differences between mid-program internship and in-post internship. Existing studies generally advocate taking the "dual-tutor" and "triple-tutor" systems as the lever, supported by school-enterprise cultural integration and the whole-process "three-all education" system, so as to achieve the organic unity of psychological counseling and ideological guidance. Future research should strengthen longitudinal tracking designs, deepen micro-operational studies of collaborative mechanisms, and explore digitally empowered paradigms of precision intervention.**

**Keywords: Higher Vocational College Students; Internship Period; Psychological Problems; Ideological and Political Education; School-Enterprise Collaboration**

## 1. Introduction

Internship is a compulsory component of talent cultivation programs in higher vocational education and a strategic nexus through which students transform theoretical knowledge into practical skills and accomplish the role transition from "campus person" to "professional person". Against the backdrop of the state's vigorous promotion of industry-education integration and the acceleration of a modern vocational education system, the internship component has been entrusted with multiple missions: skill acquisition, construction of professional identity, and shaping of professional ethos. In recent years, with the advancement of the "Double High Plan" and the growing diversity of school-enterprise cooperation, post internship, in-post (dinggang) internship, order-class training and mid-program internship have developed in parallel. Longer internship cycles, geographically dispersed placements and multiple governing bodies have become the norm. Consequently, students' psychological fluctuations and ideological confusion during internship have become increasingly salient, emerging as a prominent bottleneck constraining the educational effectiveness of

internship.

Unlike the on-campus phase of study, interns inhabit two fields simultaneously—the college and the enterprise—and hold a dual identity as both "student" and "quasi-employee". While this superposition and switching of identities brings opportunities for genuine workplace tempering, it also exposes students to role-identity conflict, a lack of organizational belonging, and value turbulence. Existing research shows that psychological contract breach triggered by unfulfilled enterprise promises readily gives rise to psychological problems during internship [1]. Ideological and political education, which relies on the class as its carrier and the classroom as its main channel, tends to develop coverage blind spots during internship because students are physically separated from the campus, producing an educational "isolated island" [2,3]. The dual absence of psychological support and ideological guidance weakens the educative function of internship and undermines students' employment quality and career development potential. Prior research exhibits a marked division between the psychological and the IPE perspectives: psychology-oriented studies focus on measuring interns' anxiety, stress and resilience, whereas IPE-oriented studies concentrate on the carriers, pathways and mechanism innovation of ideological work during internship; the two rarely engage in effective dialogue or integration. A large body of work remains at the level of experience summarization and countermeasure proposals, with limited empirical support, and discussion of the coupling mechanism between psychological problems and ideological dynamics is particularly weak.

## 2. Overall Analysis of the Literature

Using CNKI as the data source, this paper conducted combined keyword searches on topics including higher vocational students' internship psychology, career-choice anxiety, ideological and political education, and school-enterprise collaboration, covering January 2012 to August 2026 and yielding 96 articles. Relevant studies increased after 2017 and grew rapidly from 2020 onward. In terms of content, the literature falls into four categories: psychological and employment assessment; IPE dilemmas and countermeasures; school-enterprise collaboration mechanisms; and employment-related thinking and occupational psychological quality—the second category being the most numerous. Methodologically, speculative and experience-summarizing studies predominate, while empirical research accounts for a relatively low share.

## 3. Types and Manifestations of Psychological Problems during Internship

### 3.1 Psychological Imbalance Induced by Environmental Adaptation Gaps

Environmental adaptation gaps are the immediate source of psychological imbalance during internship. Moving from campus into an enterprise, students encounter all-round changes in work-rest rhythms, interpersonal relations, evaluation criteria and organizational culture; such abrupt change constitutes the realistic starting point of psychological problems. The intensity of environmental adaptation gaps shows gradient differences across training modalities. Compared with ordinary graduates, students in school-enterprise order classes make a more direct "college-to-enterprise" jump because of the particularity of the training model itself. From the holistic perspective of the school-enterprise cooperative schooling model, Shao [4] points out that this model exerts a profound influence on students' psychological development and requires the joint efforts of "family-college-enterprise" to embed psychological support throughout the internship process. Wu [5], drawing on role theory, verified the positive effect of role adaptation on internship satisfaction, confirming at the mechanistic level the psychological significance of environmental adaptation. In sum, environmental adaptation gaps are a general feature that is amplified in particular training modalities such as order classes, thereby forming the background for the situational psychological problems discussed in the following section.

### 3.2 Career-Choice Anxiety among Graduating Students and Its Relationship with Psychological Resilience

Career-choice anxiety is the most prominent psychological problem in the overlapping period of internship and graduation, and psychological resilience serves as an important buffering variable. Chen [6] found a significant negative correlation between psychological

resilience and career-choice anxiety. Students with higher resilience exhibit stronger internal locus of control, optimism and problem-solving ability; they can actively analyze their actual situation and cope with the pressure of employment competition, thereby effectively alleviating anxiety. Meanwhile, male students scored significantly higher than female students on total resilience, and non-class-cadre students reported significantly higher career-choice anxiety than class cadres, suggesting that intervention resources should be moderately tilted toward female students and non-cadre groups. Beyond resilience, occupational psychological quality is also regarded as a core variable affecting employment decisions. Ding [7] and Li [8] note that as the employment situation becomes increasingly severe, some higher vocational students, owing to poor occupational psychological quality, are unable to handle psychological pressure properly when encountering employment difficulties and thus suffer setbacks in career choice. Yang [9], starting from the overall situation, described typical manifestations such as anxiety, dependence and invidious comparison, and proposed educational guidance suggestions. Li [10], from the IPE perspective, advocated diversified education tailored to graduates' employment psychological characteristics, guiding students to establish reasonable life plans so as to achieve the organic articulation of psychological counseling and ideological guidance. It can be seen that the alleviation of career-choice anxiety depends both on the enhancement of individual resilience and on the systematic cultivation of occupational psychological quality together with external educational guidance.

### 3.3 Special Psychological Problems in Order-Class and In-Post Internship Contexts

Order classes and in-post internships, as typical forms of school-enterprise collaborative education, give rise to psychological problems whose causes are context-specific. In the concrete context of in-post internship, pressures from work intensity, assessment methods and interpersonal relations superimpose on one another and constitute the direct causes of situational problems. Luo [1] introduced psychological contract theory and analyzed the emotional problems, environmental adaptation difficulties and interpersonal crises that arise from psychological contract breach, noting that students from rural areas, those with humanities backgrounds and juniors are more vulnerable on specific dimensions—revealing the group heterogeneity of situational problems. Zhu [11] discussed separately the psychological and managerial problems in in-post internship and proposed suggestions for improving internship process management and psychological support. Sun [12] used the concept of “psychological integration” to analyze interns' dilemmas in identity, organizational integration and value identification and their alleviation pathways, showing that the research perspective is extending from “problem correction” toward “integration promotion”, thus offering a more positive approach to resolving situational psychological problems.

## 4. Three Explanatory Paths for the Influencing Factors of Internship Psychology

### 4.1 The Constraining Role of Individual Occupational Psychological Quality

Individual-level psychological quality is regarded by scholars as the first path explaining psychological differences during internship. Tang [13], from the perspective of the relationship between psychological types and coping styles, showed that mature coping styles are positively associated with mental health, suggesting that interventions should work simultaneously at both ends: “reducing stressors” and “improving coping capacity”. Recent studies have begun to attend to the plasticity of psychological quality and its cultivation pathways. Xu and Fu [14] proposed using psychological toughness training to enhance the stability of higher vocational students' “reverse employment” (employment choices that run counter to conventional preferences, such as grassroots posts or positions unrelated to one's major). Zhang and Chen [15], through a survey of factors influencing employment pressure and mental health, advocated establishing a composite support system comprising curriculum teaching, group counseling and individual consultation. Overall, research along the individual path has moved from “describing differences” to “cultivating capacities”, but the long-term effects of intervention programs still lack tracking data.

### 4.2 The Chain Association among Employment Pressure, Sleep Quality and General Well-Being

The second path concerns the association between stress variables and physiological-psychological indicators. Kong et al. [16] used stratified random sampling to survey 3,000 graduating higher vocational students in northern Henan, comprehensively employing a mental health screening scale, an employment pressure questionnaire, a general well-being scale and the Pittsburgh Sleep Quality Index to quantitatively analyze the effects of employment pressure, general well-being and sleep quality on mental health status. They identified excessive employment pressure, reduced well-being and poor sleep quality as the main predictors of poor mental health. The value of this study lies in bringing physiological indicators into the analytical framework, making the "stress-psychology" explanatory chain more complete. Employment pressure not only directly exacerbates anxiety, but also indirectly undermines mental health by impairing sleep quality and lowering general well-being, while psychological resilience acts as a protective factor playing a moderating role in this chain [6]. This chain offers multiple entry points for intervention: the stressor can be relieved through career guidance and job supply; coping capacity can be raised through sleep management and positive psychological intervention; and regulatory capacity can be strengthened through resilience training. Sun [17] proposed that mental health support during internship should break through the school's unilateral responsibility and form a family-school-society linkage, echoing the above line of thinking.

### 4.3 The Explanatory Power of Psychological Contract Breach

The third path centers on psychological contract theory, emphasizing the influence of "unspoken mutual expectations" in the internship relationship on psychological states. Luo [1] systematically introduced psychological contract theory into the study of higher vocational students' in-post internship, pointing out that when enterprises fail to honor promises made in recruitment briefings (e.g., post assignment, remuneration, mentoring support and opportunities for conversion to regular employment), students experience a strong sense of contract breach, which in turn triggers affective disorders, environmental adaptation difficulties and interpersonal crises—crises that are more pronounced among students from rural areas, those with humanities backgrounds and juniors. The distinctive contribution of this explanatory path is that it shifts the cause of psychological problems partially from individual student traits to the level of organizational behavior, thereby providing a theoretical basis for school-enterprise collaborative intervention. Lu et al. [18], in an empirical analysis of the implementation of post internships in higher vocational colleges in Liaoning Province, showed that loose school-enterprise coordination directly leads to an incomplete internship management system and indirectly aggravates students' sense of isolation. Thus, the psychological contract perspective not only explains individual differences in psychological problems but also reveals the role of institutional factors, constituting a theoretical bridge from "individual adjustment" to "institutional response".

## 5. Practical Dilemmas of Ideological and Political Education during the Internship Period

### 5.1 Insufficient Educational Coverage and Management Misalignment

Spatial dispersion is the primary difficulty facing IPE during internship. During in-post internship, students hold the dual identity of "student" and "quasi-employee", and the governing bodies are complex, resulting in insufficient IPE coverage [19]. At the mid-program internship stage, students spend long periods off campus and their activity space is constrained, making problems such as insufficient coverage and shallow impact especially prominent, which poses challenges to "cultivating talent for the nation" [2]. Spatial dispersion reduces educational activities and interrupts educational continuity, while the dual identity blurs the boundaries of management responsibility. Against the backdrop of industry-education integration, existing IPE teaching also falls short in mining content related to identity transition and in stimulating students' subjective initiative [20]. Mu [21], using Tangshan Polytechnic College as a case and drawing on surveys and interviews, found ideological problems in the enterprise

internship component and proposed optimizing educational content through a "triple-tutor" system. Pan [22], also based on behavioral data analysis, pointed out that the dispersed internship locations and heterogeneous post categories make the education and management of post interns a salient problem. Management complexity is further reflected in the misalignment of evaluation and incentives: colleges attend to ideological growth and safety and stability, whereas enterprises attend to the quality of task completion; the inconsistency between the two sets of assessment indicators often "softens" ideological work at internship sites into a formality of perfunctory check-ins and material submission [14,18].

### 5.2 Generalized Educational Content and Poor Stage Articulation

Content generalization is a deep-seated obstacle to improving the quality of IPE during internship. Deng [23] stressed that if educational content cannot be deeply integrated with professional skill cultivation, it will be difficult to achieve the unity of "teaching" and "educating". Chen [24], from the perspective of "three-all education", pointed out that unsound educational mechanisms and poor whole-process articulation cause IPE to break off at key links. Li [10] likewise argued that if diversified education is not conducted in light of students' employment psychological characteristics, ideological work will become a mere formality. The problem of generalization manifests differently at different internship stages. With regard to mid-program internship, Chen et al. [2] noted that school-based theoretical education and the enterprise practice environment differ greatly in nature and are poorly articulated; that internship units are diverse, making unified content difficult to formulate; and that students, under work pressure and cognitive bias, regard IPE as an extra burden and show low participation enthusiasm. Gao [3] summarized this as "insufficient coverage, generalized and absent education". With regard to in-post internship, scholars focus more on the causes of the "isolated island" effect. Fang and Sun [25] revealed problems in IPE within higher vocational practical courses, including students' cognitive bias, shallow mining of ideological elements, teachers' inadequate IPE competence, monotonous teaching methods and an imperfect assessment system. Luo [1] argued that the lack of a shared understanding of the psychological contract between schools and enterprises is the root cause of the rupture of the support system. Lu et al. [18] empirically showed that loose school-enterprise coordination directly leads to an incomplete internship management system. At this point, insufficient coverage and content generalization are mutually causal, further weakening the actual effect of IPE.

### 5.3 The Impact and Opportunities of the School-Enterprise Cooperation Model for Ideological and Political Education

School-enterprise cooperation brings opportunities as well as challenges. On the one hand, the diversification of educational subjects creates a management vacuum, and the traditional single-subject IPE system faces structural impact [26]. On the other hand, the enterprise field provides a real carrier for IPE, enabling educational content such as craftsmanship spirit, labor spirit and professional ethics to be experienced in concrete post situations [27]. Ba [28], in a study of the "dual-tutor" guidance model, showed that clarifying the educational responsibilities of both school and enterprise is the key to defining tutor selection criteria, and that school-enterprise dual-subject collaborative education places higher demands on teaching staff. Hu [29] and Wu [30], in their studies of school-enterprise cooperative talent cultivation models, further demonstrated that an institutionalized collaborative framework is the prerequisite for defusing the impact and converting it into opportunity.

## 6. Intervention Pathways for the Integrated Psychological-Ideological Education during Internship

### 6.1 The Self-Adjustment Orientation Based on Psychological Resilience

The first orientation centers on the development of individual psychological resources and advocates self-adjustment through the enhancement of psychological resilience. Having verified the negative correlation between resilience and career-choice anxiety, Chen [6] pointed out that guiding students to raise self-awareness helps alleviate anxiety. Ding [7] and Li [8], from the angle of cultivating occupational psychological quality,

proposed using scenario simulation, frustration education and career planning training to improve students' psychological endurance and problem-solving ability in the face of employment difficulties. A common feature of these studies is that they treat students as active agents of adjustment, which is easy to implement in mental health courses and group counseling. Their limitation lies in their weak capacity to intervene in structural stressors. When stress stems mainly from post mismatch, excessively long working hours or unfulfilled enterprise promises, mere self-adjustment can hardly produce substantive effects. Precisely for this reason, research in recent years has gradually shifted toward the collaborative intervention orientation.

### 6.2 The Family-School-Enterprise Collaborative Counseling Orientation

The second orientation emphasizes building a support system with the participation of multiple parties. Shao [4] explicitly argued that the "family-college-enterprise" trio must form a joint force and embed psychological support into the internship process in an all-round, whole-process manner. Sun [17], from the perspective of family-school-society collaboration, demonstrated the necessity of involving family and social forces. At the family level, regular parent-child communication enables parents to keep abreast of students' internship situations and emotional changes, thereby helping students adjust to expectation gaps and alleviating the anxiety arising from role transition. At the college level, psychological files for the internship period and dynamic monitoring mechanisms should be established, and high-risk individuals identified in a timely manner through regular follow-up visits, online appointment-based counseling and peer mutual aid [31]. At the enterprise level, the psychological support duties of enterprise mentors should be clarified and humanistic care incorporated into mentoring norms [28]. Psychological counseling and ideological guidance tend to converge in this orientation. Chen [2] advocated embedding psychological counseling within IPE, helping students rebuild a sense of meaning and belonging through value guidance, career planning and humanistic care. Luo [1] argued for rebuilding trust among schools, enterprises and students with the psychological contract as the bond.

## 7. Mechanism Construction for School-Enterprise Collaborative Education

### 7.1 Mechanism Evolution from "Dual-Tutor" to "Triple-Tutor"

The improvement of the tutorial system is the most direct institutional lever for school-enterprise collaborative education. Ba [28], studying the "dual-tutor" guidance model under the school-enterprise collaborative education mechanism, proposed clarifying the selection criteria for on-campus and enterprise tutors, specifying their stage-specific educational objectives and duties, and advancing the construction of a "dual-tutor" teaching team. Zhang [32], taking higher vocational preschool education as an example, constructed a "dual-tutor" model of IPE during in-post internship, providing a referable example of specialized tutor collaboration. The "dual-tutor" system has positive significance for dividing labor between skill instruction and ideological guidance, but in practice it has exposed the problem of insufficient IPE professionalism: enterprise tutors excel at job skills but are unfamiliar with methods of ideological guidance, while on-campus academic tutors know their students well but find it hard to intervene at enterprise sites. Mu [21], from the perspective of "three-all education", proposed constructing a "triple-tutor" system that includes full-time IPE teachers, specifying the composition and division of labor of the three types of tutors, in an attempt to use the involvement of full-time IPE teachers to make up for the shortcomings of schools and enterprises in value guidance and psychological intervention. Shao [4] pointed out that enterprise tutors' duties in psychological support should also be incorporated into the overall education system. The evolution from "dual-tutor" to "triple-tutor" is essentially an expansion of educational function from "skills + management" to "skills + ideology + psychology".

### 7.2 School-Enterprise Cultural Integration and Professional Quality Cultivation

Cultural integration is regarded as the fundamental remedy for students' adaptation dilemmas. Ma et al. [27], taking Jiangsu Vocational College of Medicine as an example, studied the practice of school-enterprise cultural integration along three dimensions—surface

(environmental signage), intermediate (institutional norms) and deep (values and concepts)—in the construction of productive training bases; practice showed that this integration improved students' professional skills and comprehensive quality. Chen [33], by analyzing collaborative elements such as "people", "materials" and "systems", constructed an innovative school-enterprise cooperation model based on collaborative mechanisms. Dong [34] pointed out that the school-enterprise cooperation model enhances students' professional accomplishment and comprehensive ability by closely integrating teaching with enterprise practice. Luo [35] emphasized allocating practice enterprises in a career-demand-oriented manner so as to promote student employment and entrepreneurship.

The significance of cultural integration lies not only in skill formation but also in the construction of identity. When students repeatedly experience professional norms and professional values in training bases and real posts, the identity anxiety and cultural alienation associated with being a "quasi-employee" can be effectively alleviated, which endows cultural integration with the dual functions of psychological counseling and ideological guidance [27].

### 7.3 Construction of the "Three-All Education" Whole-Process System

The whole-process, all-round education system has been the concentrated focus of recent research. Chen [24], from the perspective of "three-all education", proposed establishing sound educational mechanisms, strengthening the awareness of all staff, and constructing a new whole-process education system. Zhou [36], Ye [37] and Zhu [38] conducted studies on IPE for interning students, on the innovation of IPE models for in-post internship, and on IPE in post internship respectively, jointly emphasizing the extension of the education chain to every link of internship. Within this system, the integration of IPE in practical courses with labor education has become a new hot topic. Fang and Sun [25] proposed integrating IPE into social practice, training and internship, and labor education along four dimensions: improving mechanisms, mining elements, training teachers and innovating methods. Huang [39], against the backdrop of the artificial intelligence era, emphasized the key role of labor education and advocated cultivating students' new-type labor literacy for adapting to industrial change through the innovative development of labor education.

## 8. Existing Problems and Future Directions

### 8.1 Existing Problems

There remain three controversies in the existing literature. First, attributions of psychological problems diverge: some studies attribute them to deficiencies in individual psychological quality and advocate resilience training and self-education as the primary means, while others emphasize structural variables such as post-person fit and the fulfillment of enterprise promises; the two attributions lack integrative empirical testing. Second, the boundary of IPE during internship is unclear: one side advocates "flexible integration" through enterprise culture and the labor spirit, while the other worries that over-adaptation will weaken the function of value guidance. Third, no consensus has been reached on the effectiveness of the "triple-tutor" system: supporters believe it can make up for the shortcomings in ideological and psychological work, whereas skeptics point out that the division of duties, time costs and assessment incentives are difficult to coordinate and that the system easily degenerates into a formality.

Research gaps manifest in four respects. First, longitudinal tracking is insufficient: most studies are cross-sectional surveys, making it difficult to answer when crises appear and when interventions are most effective. Second, the implementation of collaborative mechanisms remains at the conceptual level, with little quantitative analysis of tutor duties and assessment incentives. Third, the research perspective is singular: big data and artificial intelligence have not yet been used to achieve precise profiling and early warning of psychological states. Fourth, a disciplinary barrier exists between psychological research and IPE research, with conceptual tools and intervention pathways lacking dialogue. Taken together, the controversies indicate a differentiation of research orientations, while the gaps reflect shortcomings at the methodological and practical levels; together they constitute the problem domain that subsequent research needs to address.

### 8.2 Future Directions

Future research can strengthen interdisciplinary integration by combining the empirical measurement methods of psychology with the theoretical analysis of IPE, constructing a dynamic monitoring model of the "psychology-ideology" coupling, and conducting differentiated validation across different majors and internship stages. In parallel, long-cycle longitudinal tracking designs should be advanced to establish full-chain data collection from the internship preparation period to the early employment period, charting the evolution trajectories of psychological problems and ideological fluctuations. New digitally empowered paradigms of precision intervention should be explored: drawing on data accumulated in internship management platforms, indicators for psychological risk early warning and mechanisms for assessing ideological dynamics can be constructed, realizing a transformation from "experience-driven" to "data-driven" and from "management control" to "value guidance". In addition, issues such as labor education in the era of artificial intelligence and new forms of professional identity also await inclusion in the research agenda [40].

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