

The relationship between adolescent learning stress and emotional problems, regulatory factors and suggestions for school education

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Abstract. Adolescence is a key stage in the development of individual life, and the experience and learning pressure in this period have a profound impact on individual mental health and emotional state. With the increasingly fierce social competition, teenagers are facing more and more challenges and pressures in the learning process. Factors such as academic performance, admission pressure, and self-identity are intertwined, which together constitute the learning pressure faced by teenagers. These stresses not only affect their academic performance, but also have important effects on their emotional well-being. This paper aims to explore the relationship between learning stress and emotional problems in adolescents, analyze how learning stress affects their emotional state, and the role of emotional problems in coping with learning stress. In addition, this paper will also discuss some effective coping strategies and interventions to help adolescents to better manage and cope with the stress in the learning process and promote their mental health development.

Keywords: Youth; academic stress; anxiety; depression; school education.

1. The status quo of adolescent learning pressure [News survey data]

Famous scholar Hans Selye believes that stress is a state that shows a special symptom, which is composed of non-specific changes caused by the response to stimulation in the physiological system. According to Hans Schley, stress is the psychological and physical adjustment made by an individual to stressors. Stress is everywhere and almost anything in life is likely to become a stressor. For the adolescent group, the pressure from school is the main stressor.[1]

Due to traditional cultural values and rapid economic development, teenagers in mainland China usually suffer great pressure from their parents and academic pressure, which may have a negative impact on their psychological function. Data from 997 students from four high schools in Beijing were used to examine the academic warmth and stress of parents in China in association with levels of anxiety and depressive symptoms among adolescents. The study also tested whether parental warmth could moderate the negative effects of parents' own academic stress on adolescents and the negative effects of stress on the other parent. Proexplored gender differences in the association between parenting behavior and adolescent functioning.

2. The relationship between learning stress and emotional problems

2.1. Relationship between learning stress and anxiety among adolescents

A study published in *Child Psychology and Psychiatry* found that learning stress among high school students was positively associated with anxiety levels. A survey of 369 high school students found that higher study stress caused higher anxiety levels.

First, excessive learning stress may lead to negative emotions such as anxiety and depression. In a long period of high-pressure learning state, teenagers may feel hopeless and helpless, resulting in emotional distress.

Secondly, excessive learning pressure may affect the sleep quality of adolescents. Excessive focus on learning may lead to insufficient sleep time, leading to problems such as fatigue and inattention.

Furthermore, academic stress may also affect adolescent social skills and interpersonal relationships. If you invest too much in study and lack of time and opportunity to communicate with peers, it is easy to lead to isolation and social anxiety.

On the other hand, mental health problems may also aggravate study stress. For example, anxiety, depression and other psychological disorders will affect teenagers' learning ability and interest of learning, thus further exacerbating the academic pressure.

Overall, in order to maintain the physical and mental health of adolescents, parents and educators need to pay attention to the impact of learning stress on adolescents and take effective measures to reduce their stress.

2.2. Relationship between learning stress and depressive mood in adolescents

Depression is a common mental illness among young people, which has many negative consequences. According to epidemiological surveys, about 2.6% of children and adolescents around the world suffer from depression (Polanczyk et al., 2015). In some Western countries, the 12-month prevalence of depression has been as high as 5.5% + 11.3% (Balazs et al., 2013; Mojtabai et al., 2016; Wiens et al., 2017). Depression is associated with poor academic performance, impaired cognitive function, and interpersonal problems (Calvete et al., 2013; Verroom et al., 2014; A et al., 2016). In addition, research shows that two thirds of subthreshold depression adolescents develop total syndrome depression | they are in their early thirties (Klein et al., 2009).[2]

The majority of Chinese teenagers (aged 12 to 18) are educated in secondary schools (Ministry of Education, 2006). Studies have shown that the rate of depression symptoms among Chinese middle school students has also increased significantly, from 24.5 percent in grade 7 to 40.1 percent in grade 12 (Tangetal.2019) . These adolescents who attend secondary school differ from those who attend vocational school and those who do not attend school. They have to face great academic pressure because they are directly preparing for the high school and college entrance exams (Li and Zhang, 2014). In China, the competitive kao has been described as a "stampede of thousands of soldiers and thousands of horses on a piece of wood".[3]

In the Association between Stress Perception and Depression, research shows that stress perception is the psychological tension and discomfort felt by individuals in the face of certain stimulus events and adverse factors in life, and there is a dose-response relationship with the degree of depression in adolescents. That is, the greater the stress perception, the worse the depressive symptoms may be.

Therefore, parents and educators need to focus on adolescent learning stress and depressive symptoms, take effective measures to reduce their stress, and provide the necessary support and help to prevent and alleviate the occurrence of depressive symptoms. At the same time, teenagers themselves should also learn how to self-regulate and manage stress, and maintain a positive attitude and emotions, so as to better cope with the challenges in study and life.

3. The moderating effect of personal traits on the relationship between learning stress and emotional problems [core]

Personal traits influence the relationship between learning stress and emotional problems in multiple ways, including coping strategies, emotional regulation abilities, stress perception, psychological resilience, and social support, and these effects may be complex, interactive, and vary by individual differences. Therefore, understanding the role of individual traits in it can help us better understand why different people have different emotional responses to face the same learning stress and provide more targeted interventions.

3.1. Personality traits

Personality traits of adolescents play an important role in the regulation between learning stress and emotional problems. Students with extroverted and cautious personality traits are more likely to

adopt proactive coping strategies. They are more actively facing academic stress and actively seek solutions to problems, such as seeking help from others and conducting cognitive reconstruction.[4]

In addition, among the four dimensions of agreeableness, caution, openness and emotion, people with pleasant and cautious personality traits are generally friendly and easy-going, with good interpersonal relationship, planned work and strong sense of order. Therefore, they may be more inclined to adopt a way that does not affect others, that is, maintaining coping.

However, extroverted people generally do not want to be content with the status quo, they will not let themselves be in a constant state of pressure, more will express or vent their own pressure through their own talk.

Therefore, understanding the personality traits of adolescents can help them better cope with learning stress and emotional problems. Parents and teachers should pay attention to the personality characteristics of teenagers, and provide corresponding support and guidance to help them better cope with study stress and emotional problems.

3.2. Psychological resilience [pressure, frustration]

Psychological resilience refers to the individual's ability to adapt and recover in the face of stress and setbacks. This ability can help teenagers better cope with academic stress and regulate emotions.

Specifically, teenagers with strong psychological resilience can better adjust their mentality and accept and solve problems with a positive attitude, rather than being knocked down by difficulties. They can understand that setbacks are part of the growth process and believe that they can emerge from it. This mindset can help them better adapt to their academic challenges and reduce the occurrence of emotional problems.[5]

In addition, psychological resilience can also help teenagers better cope with negative emotions. When they feel anxious, depressed, or too stressed, they are able to adopt positive coping strategies, such as seeking support and conducting relaxation activities, to alleviate the effects of negative emotions. This ability to regulate emotions helps to improve the mental health of adolescents and reduce the impact of emotional problems on their studies.

Therefore, psychological resilience modulates the relationship between academic stress and mood in adolescents. Parents and schools should pay attention to the resilience of adolescents and provide necessary support and counseling to help them better cope with academic stress and emotional problems.

4. Modulating effect of family environment on the relationship between learning stress and emotional problems [Core]

Family environment affects the relationship between learning pressure and emotional problems through various ways, such as parents' support and encouragement, expectation and pressure, communication and communication, and family atmosphere. A positive, supportive home environment can relieve study stress and reduce the occurrence of emotional problems; while a negative home environment may aggravate study stress and increase the incidence of emotional problems. Therefore, paying attention to and maintaining a good family environment is crucial to promote students' mental health.

4.1. Family Atmosphere

The family atmosphere of adolescents plays an important role in the regulation of the relationship between learning stress and emotional problems. A warm, supportive and understanding family atmosphere can provide teenagers with emotional support and security, helping to relieve learning stress and emotional problems.

First, the family atmosphere has a direct impact on the emotional state of the adolescents. If the family atmosphere is harmonious, positive and optimistic, then the emotional state of teenagers will be relatively stable and positive. Such a family environment helps to cultivate teenagers' self-

confidence and the ability to cope with pressure, making them more leisurely in the face of study pressure.

Second, the family atmosphere also has an impact on the way teenagers cope. In a supportive and understanding family atmosphere, adolescents are more likely to adopt positive coping strategies, such as seeking help from family members and communicating with their families. This positive coping style helps to relieve study stress and reduce the occurrence of emotional problems.

In addition, the family atmosphere can also affect the psychological resilience of adolescents. A loving and supportive family atmosphere can help teenagers develop an optimistic, tough and confident personality and improve their resilience. Teenagers with strong psychological resilience are able to better cope with learning stress and emotional problems and maintain physical and mental health.

Therefore, parents should create a warm, supportive and understanding family atmosphere, pay attention to the emotional needs of teenagers, and provide the necessary support and encouragement. At the same time, parents should also guide teenagers to adopt positive coping strategies to help them improve their psychological resilience and better cope with learning stress and emotional problems.

4.2. Parent-child relationship

First, a good parent-child relationship can enhance the psychological resilience of adolescents. In the face of difficulties and setbacks, parents' understanding and encouragement can help teenagers enhance self-confidence and their ability to cope with stress, and reduce the occurrence of emotional problems.

Secondly, a good parent-child relationship can help teenagers to better cope with learning pressure. Parental support and guidance can help adolescents to better plan their learning time and tasks, improve learning efficiency, and reduce the impact of learning stress on emotions.

In addition, good parent-child relationship can also promote the development of emotional regulation. Through the communication and interaction with teenagers, parents can help them learn to express their emotions and emotional regulation skills, so as to better cope with emotional problems.

Therefore, parents should pay attention to the construction of the parent-child relationship with teenagers, and establish a close, trusted and supportive parent-child relationship. At the same time, parents should also pay attention to the emotional changes and learning stress of teenagers, and provide necessary support and guidance to help them better cope with learning stress and emotional problems.

5. Summary

5.1. Suggestions and educational countermeasures to relieve the learning pressure of middle school students

1. Guide students to form a positive psychological state: guide students to establish a correct concept of learning, to realize that learning is a long-term process, not overnight. Mental health education, psychological counseling and other activities to help students establish a positive attitude, enhance self-confidence and the ability to deal with stress.

2. Optimize teaching methods: adopt vivid and interesting teaching methods to stimulate students' interest and motivation in learning. Modern teaching methods such as multimedia and network can be used to improve classroom efficiency and reduce students' learning burden.

3. Guide students to arrange their study time reasonably: guide students to make scientific study plans, arrange their time reasonably, and combine work and rest. Avoid long continuous study, proper rest and relaxation can help relieve study pressure.

4. Establish a good teacher-student relationship: strengthen the communication and interaction between teachers and students, and establish an equal, teacher-student relationship with respect and trust. Teachers should pay attention to students' emotional needs, understand students' learning conditions and difficulties, and provide necessary help and support.

5. Encourage participation in extracurricular activities: encourage students to participate in various extracurricular activities to expand their horizons and enhance their comprehensive quality. By participating in sports, art and other extracurricular activities, we can relieve the pressure of study, cultivate interests and hobbies, and improve the quality of life.

6. Actively carry out home-school cooperation: strengthen home-school cooperation, and pay attention to students' learning and growth together. Parents should be aware of their children's learning status and stress, and provide emotional support and encouragement. At the same time, parents should also pay attention not to give their children too much pressure, so that they have enough time to rest and relax.

To sum up, solving the learning pressure of middle school students requires various efforts and educational countermeasures. Schools, families and society should work together to create a good environment for teenagers to grow up and help them grow up healthily.

5.2. How to help students to develop a sound personality, tough quality

1. Provide a positive educational environment: Schools and families should create a positive, healthy and harmonious educational environment for students to feel caring and supported. Educators should pay attention to students' emotional needs, respect individual differences, and provide personalized education programs to help students build self-confidence and a positive attitude.

2. Cultivate self-cognition ability: guide students to understand their own strengths and weaknesses, and understand their own interests and values. Educators can help students understand themselves and enhance their self-cognition ability by means of self-assessment and reflection, so as to better face setbacks and difficulties.

3. Cultivate adaptability: Educators should focus on cultivating students' adaptability, so that they can learn to adapt to different environments and situations. It can help students improve their adaptability and enhance their psychological resilience by simulating situations and role-playing.

4. Cultivate problem-solving ability: Educators should focus on cultivating students' problem-solving ability, and let them learn to analyze problems, propose solutions and put them into practice. Through case analysis and group discussion, we can help students improve their ability to solve problems and enhance their ability to deal with challenges.

5. Encourage participation in social practice: encourage students to participate in various social practice activities, such as volunteer service, community service, etc. By participating in social practice, students can better understand the society and life, enhance their sense of social responsibility and teamwork ability, and also improve their problem-solving ability and psychological resilience.

6. Guide to treat setbacks correctly: Educators should guide students to treat setbacks and failures correctly, and let them understand that failure is the mother of success. By sharing the experience of successful people and explaining the meaning of frustration, we can help students to establish a correct view of frustration and enhance their ability to deal with setbacks.

To sum up, helping middle school students to develop a sound personality and tenacity quality requires many efforts and educational countermeasures. Schools, families and society should work together to create a good environment for students to grow up, so that they can constantly hone themselves in the process of growth, and develop a sound personality and tough quality.[6]

5.3. How to create a good family relationship atmosphere, parent-child relationship

1. Establish good communication channels: Parents should establish good communication channels with their children, listen to their children's thoughts and feelings, and understand their needs and difficulties. Through active communication, the trust and understanding between parents and children can be enhanced, and the harmonious development of family relations can be promoted.

2. Create a warm family environment: The family environment is crucial to children's growth. Parents should create a warm, harmonious and positive family environment, so that their children can

feel the warmth and support of the family. At the same time, family members should respect, understand and support each other to jointly promote the harmonious development of family relations.

3. Pay attention to children's emotional needs: Children have their own emotional needs. Parents should pay attention to their children's emotional changes and understand their inner world. When children encounter setbacks and difficulties, parents should give support and encouragement to help children overcome difficulties, enhance self-confidence and the ability to deal with pressure.

4. Cultivate children's independence: Parents should pay attention to cultivating their children's independence, so that children can gradually learn to deal with problems, make decisions and take responsibility. When children encounter setbacks and failures, parents can give guidance and suggestions, but do not take the place of children to solve problems, let the child learn to face challenges and difficulties.

5. Establish common interests and activities: Parents can participate in some common interests and activities together with their children, such as outdoor sports, music, reading, etc. Through common activities, the interaction and emotional connection between parents and children can be enhanced, and the harmonious development of parent-child relationship can be promoted.

6. Respect for children's personality differences: every child has their own personality differences and characteristics, parents should respect the children's personality differences, do not impose their own expectations on the children. At the same time, parents should also understand their children's needs and difficulties, and give them personalized support and help.

To sum up, creating a good family atmosphere and parent-child relationship requires the attention and efforts of parents. Parents should establish good communication channels with their children, pay attention to their children's emotional needs, cultivate their independence, establish common interests and activities, and respect their children's personality differences. Through these measures, we can create a warm, harmonious, positive family atmosphere and parent-child relationship, to promote the healthy growth and development of children.

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