

The Impact of Educational Stress on Adolescent Mental Health and Solutions

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Abstract. In recent years, the issue of adolescent mental health has attracted more and more attention from the society. Adolescence is a crucial period for human growth, and academic pressure accompanies the whole adolescence. Personal evaluation caused by academics or evaluation from others such as the teachers, the classmates and parents will cause fluctuations in mental health in adolescence. This article mainly discusses the negative impact of adolescent mental health caused by depression, text anxiety, social disorders, and other reasons caused by academic stress. Depression leads to negative emotions and a reduced sense of self-identity. Exam anxiety leads to complications such as psychological avoidance and insomnia. Social disorders lead to the inability to communicate with people normally and the inability to integrate into the group. Through these studies, solutions can be found to prevent adolescent mental health problems and their severity. This study has important research value for teenagers to solve mental health problems caused by academic stress.

Keywords: Educational stress; adolescent mental health; depression; anxiety; social disorders.

1. Introduction

The pressure of education is widespread among teenagers. Merely 16% of respondents stated that their level of stress had decreased in the previous year, but over twice as many (31%) said that their stress had grown or that they anticipated experiencing an increase in stress in the upcoming year (34%) [1]. Many teenagers have negative emotions brought about by the pressure of education at present or in the past. This is not a case of a single student but has become a widespread social phenomenon. In these youth groups, most groups believe that the pressure of education occurs on themselves and is difficult to solve. This includes not only the reflection of the score on the test paper, but also the influence of external factors from the evaluation of teachers, parents or classmates, and the internal emotional fluctuations caused by teenagers' self-judgement that led to dissatisfaction with the status quo. These have become the reasons for the negative impact on the mental health of teenagers. Adolescence is also an immature period for individuals, and excessive pressure from academic and other aspects will also cause various mental health problems. Therefore, it is of urgent practical significance to study the performance of young students in the face of stress and provide guidance on how to deal with it on this basis to help teenagers learn how to cope with stress and maintain a good mental state and mental health level.

2. Method

This paper uses the database Web of Knowledge and Wanfang Data to conduct a comprehensive literature search. The following search terms and their derivatives are related to the impact of educational stress on the mental health of teenagers: "stress", "self-evaluation", "evaluation of others", "depressive mood", "social disorder", "anxiety". In addition, further research has been identified from supplementary sources such as Google scholars, and these studies have been added to produce more inclusive article reviews. Studies had to (i) Including data from adolescence, (ii) Sources of educational stress and strategies for managing and reducing educational stress, and (iii) It contains some analysis related to the negative impact of education pressure. If the study mentions that teenagers are affected by educational pressure, but the negative impact is not clearly stated, because

there may also be a positive impact, such studies should also be included in the review. It is also worth noting that the emotional problems of teenagers in school and the negative effects of mental health not caused by educational factors are excluded from the analysis, because these studies have been explained in detail in other studies on adolescent mental health.

3. The Source of Educational Pressure and the Coping Characteristics of Teenagers

3.1. The Source of Educational Pressure

Educational pressure comes from a wide range of sources. For students, their academic achievement and education are major sources of stress [2]. This includes exam anxiety caused by education, homework anxiety, negative evaluation from others and dissatisfaction with self-evaluation. However, the physical and mental development of teenagers is not complete, there is no mature inner construction, and they are easy to be hurt by these negative effects, so these have led to the disgust of teenagers' treatment of their studies, thus further transforming into the pressure on themselves by education. These pressures will also weaken teenagers' enthusiasm for learning, making the pressure on education more and more serious, thus forming a positive trend.

3.2. The Coping Characteristics of Teenagers

In 1997, Liang Junlin et al. selected 518 students from the first, second and third grades of high school, including 311 boys and 207 girls, with an average age of about 17.04 years old. They conducted a questionnaire survey. Through research on the way to deal with adolescent stress, the most used ways to deal with teenage students are talking with people, talking about internal annoyance (73.17%); self-comfort (72.97%); finding out several dis of solutions. The method of asking questions (67.76%); try to restrain their disappointment, regret, sadness, and anger (66.99%). The infrequently used solutions are to relieve annoyance by smoking, drinking alcohol, taking medicine, and eating things (7.92%); rely on others to solve problems (17.18%); think that time will change. The only thing to do to change the status is to wait (18.53%) [3]. The limitation of the study is that each student has different innate talents and acquired experiences, so the measures taken will also change. At the same time, the sample size and sexual structure also have limitations, and the conclusions drawn should be further studied after expanding the sample data. The measures taken by teenagers in the face of pressure are relatively negative responses. These countermeasures can only make them feel comforted in a short period of time, but this does not fundamentally solve the negative impact of teenagers in the face of stress. Some methods for decreasing stress shield those who are leading stressful people's lives, whereas other methods make people more sensitive to mental health issues [4]. For teenagers, talking to others and asking questions can have a positive effect. But smoking, drinking and over-reliance on others will have adverse effects on mental health. These negative responses will have adverse physiological effects and will also harm the mental health of teenagers.

4. The Impact of Educational Stress on Adolescent Mental Health

4.1. The Impact of Educational Stress on Depression

Depression caused by educational stress is a common mental health problem. In accordance with 2009 research by MacGeorge et al., academic stress is linked to many different kinds of poor health consequences, including physical sickness, anxiety, and depression [5]. The impact on education has led to a decrease in teenagers' interest in learning. After self-judgement, they find that they have not learned anything or wasted a day or even a semester. So much so that it has hindered their studies. One of the most common mental illnesses in children is depression, which severely impairs psychosocial and scholastic functioning [6]. Depression makes students unable to be motivated to learn, and the psychology of not wanting to learn is particularly prominent among such teenagers.

The boredom of learning will also be transferred to life, making teenagers feel that life is boring and unable to achieve the goal they want to achieve, resulting in frustration. These emotions are different manifestations of depression.

4.2. The Impact of Educational Stress on Text Anxiety

Students are unable to learn and understand what is said in the classroom due to severe academic pressure, which leads to a decline in their grades. The collection of phenomenological, physiological, and behavioral reactions that go along with worry about the potential repercussions of failing a test or other similar evaluation circumstance is known as test anxiety [7]. And teenagers will be reluctant to face the decline in grades, so they will be anxious about the upcoming exam. This is an attitude of escapism. But it only allows students not to face the pressure brought by their studies in a short period of time, which is a negative attitude towards the pressure. Test anxiety may interfere with the academic development of pupils by interfering with their exam preparation, their exam performance, or both, regardless of the underlying cause [8]. This will lead to more pressure on youth education, which will lead to more negative impact on mental health. Teenagers cannot solve the problems caused by the exam, so they can only worry about whether their grades will be reduced every day. If they think about this problem all the time, the homework anxiety, speech anxiety, sleep anxiety, etc. caused by exam anxiety will appear.

4.3. The Impact of Educational Stress on Disorders

In the learning environment of teenagers, their academic achievement groups constitute their main social network, which includes all members of the class, members of group assignments or teachers of the class. Higher-achieving individuals with dyslexia also exhibit higher levels of social anxiety [9]. For teenagers, the social situation is basically their academic situation. However, when teenagers in this environment have a non-positive reaction to their studies or a decline in academic performance, it may lead to the exclusion or even isolation of such a group of this member. This has a negative impact on the mental health of teenagers, from academic difficulties to social barriers. Negative comments from others cause teenagers to think that their academic performance is very poor. Therefore, teenagers are unable to look at their academic problems positively, which leads to more serious academic pressure. These experiences may worsen preexisting self-consciousness and impair social as well as intellectual performance in the classroom (based on the experiences of 39 Level 2 undergraduate students in the context of lectures, seminars, and group the assignments) [10]. These negative effects also make students' attention in the classroom worse and continue to affect further learning, which will lead to a more serious fear of socializing with others on social networks.

5. Educational Stress Management and Mitigation Measures

5.1. Psychological Counseling

For the psychological problems caused by teenagers, the first solution is psychological counseling. Assisting students effectively complete the developmental tasks associated with their developmental stage is the main goal of guidance and emotional support services [11]. Psychological counseling is a window for teenagers to talk to the outside world. Some unspeakable things may not be convenient to talk to parents or friends. At this time, psychological counseling can solve this problem. At the same time, psychological counseling will also help teenagers express the pressure on them. Lin Yongchao et al., August 2022-August 2023, conducted an experiment that concluded that short-term Computerized Cognitive Behavioral Therapy (CCBT) and Group Cognitive Behavioral Therapy (GCBT) can effectively improve the depressive symptoms of adolescent patients, and that the combined treatment of CCBT and GCBT is more effective than GCBT alone, and can effectively reduce the high dropout rate of CCBT [12]. The limitation of this study is that the sample size is small. There is no dynamic tracking of the status changes of adolescent depressive patients, and the time

effect is not expressed in the study. In conclusion, psychological counseling for teenagers is conducive to solving the current mental health problems and better coping with stress.

5.2. Self-regulation of Teenagers

The self-regulation of teenagers is equally important in the face of stress. Teenagers need to correctly understand what pressure brings, such as motivation, unknown knowledge or other things. Pressure is not necessarily all negative emotions. Teenagers should transform pressure reasonably. Changing their minds is a difficult process, and teenagers also need to face the pressure correctly through some learning. What teenagers need to know is improving the level of stress evaluation, strengthening self-regulation ability training, improving stress immunity [13]. There are individual differences between different adolescents, and the difficulty and time of changing cognition will vary depending on each person's experience. Adjusting adolescents' cognition is the first step to changing mental health problems. Teenagers correctly recognize their own pressure and can provide themselves with the happy emotions they need, to avoid mental health problems.

6. Conclusion

Educational pressure accounts for most of the pressure in the lives of teenagers, and teenagers' mental development is not complete, which is more likely to threaten their mental health. This period is a critical period for human growth. If they don't have a good mental state, it will lead to a decrease in young people's enthusiasm for learning and affect their future academic development or work. Therefore, it is crucial to solve these problems, which ensures that teenagers can spend a healthy and happy learning period during this period. It is essential to provide adolescents with a psychological counselor who is suitable for the individual situation of teenagers. This can help these people get rid of bad emotions more quickly and provide guidance for teenagers. At the same time, teenagers should also face their own situation to learn how to control their emotions and find the most suitable way to deal with pressure. In the future, researchers should take the impact of education on students' hearts as the main research direction and pay attention to the regulation of adolescent mental health problems and find more effective countermeasures to face stress.

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