

A Review of Research on Anxiety among Chinese College Students

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Abstract

College students are a relatively special group in society, and their cultural literacy and self-regulation ability are relatively high; but in recent years, more and more college students have anxiety disorders, and this time the influencing factors of college students' anxiety disorders (family factors, social factors, academic factors, etc.) are analyzed, and combined with social related research to summarize the prevention and treatment measures to eliminate college students' anxiety disorders, improve college students' self-regulation ability, alleviate anxiety disorders from many aspects, so as to guide college students to maintain a healthy and correct psychological state and promote their physical and mental health development.

Keywords

Anxiety; Employment; Academics; Family Stress; Psychological Quality; Interpersonal Relationships; Resolution Measures.

1. Introduction

In Zhang Yahan's study on college students' self-efficacy[1], 10% to 40% of college students have different degrees of unhealthy psychology, such as anxiety and depression, of which anxiety has the highest rate. Li Lifang said in the study of college students' employment anxiety and career maturity that there are regional differences in the level of employment anxiety among college students, and most college students are prone to employment anxiety due to their lack of actual experience and unclear employment planning[2]. Domestic college students anxiety research pointed out that the influencing factors of college students' anxiety disorder include low psychological quality, higher parental expectations, greater school employment pressure and severe forms of social employment, etc. Nowadays, anxiety is a kind of negative psychology prevalent among college students, which seriously affects the physical and mental development of college students and future employment [3], so it is of great significance to study the anxiety phenomenon of college students and explore its solutions.

2. Diagnostic Criteria for Anxiety Disorders

2.1. The Meaning and Effects of Anxiety

Anxiety refers to an abnormal psychological or emotional state, such as irritability, nervousness, restlessness, fear and other reactions indicate that the individual is in a state of anxiety to varying degrees, clinical psychology defines anxiety as: (1) anxious people are accompanied by different degrees of autonomic dysfunction; (2) anxiety has no clear content, fixed object; (3) anxiety is an urgent, nervous, irritable psychological state. The object of anxiety is usually vague and there is no clear difficulty or threat [4]. In daily life, almost everyone has different degrees of anxiety, mild anxiety has a certain positive impact on individuals, to some extent, it can become the driving force or thrust of individual progress, so that individuals actively seek solutions, which is conducive to the development of individual minds and personalities. However, when the individual's anxiety symptoms develop to a serious extent, becoming a state

that affects the life and development of individuals for a long time, anxiety will have a great negative impact on individuals, making individuals explosive and irritable, highly sensitive, and in the long run, individuals are prone to mental weakness, memory loss and other phenomena, which seriously affect individuals' lives and learning, and have different degrees of adverse effects on their physical and mental health [5].

2.2. Diagnostic Criteria for Anxiety Disorders

Clinically, anxiety disorders are divided into generalized anxiety and panic disorder, with the former being diagnosed with (1) meeting the relevant criteria for clinical neuroses; (2) persistent or recurrent episodes of nervousness, fear, or fear with no clear object or fixed content, accompanied by motor restlessness or autonomic symptoms; (3) the course of the disease exceeding six months; and (4) when an individual's social functioning is severely impaired and the patient is suffering due to intolerability [6]. The diagnostic criteria for the latter are (1) meeting the relevant criteria for neurosis; (2) panic attacks are unpredictable, that is, there is no specific situation or obvious trigger for an individual panic attack; there is only a single symptom of fear during the onset of the disease; the onset of the disease is sudden and can quickly reach a peak in a short period of time, and the consciousness is clear during the attack; the individual has obvious autonomic symptoms during the onset of the disease, usually accompanied by painful experiences such as near-death fear, depersonalization, and loss of control; (3) The individual has at least 3 panic symptoms in 30 days. or anxiety symptoms lasting 30 days after the first episode [7].

3. Types of Anxiety in College Students and Their Influencing Factors

3.1. Social Anxiety

Relevant survey data show that the existence rate of social phobia in college students is high, when communicating and contacting others, some college students show uneasiness, fear, worry and other phenomena, while their autonomic nerve function is in a state of disorder, and even a small number of college students avoid and refuse to communicate with others. Most of the primary, secondary, high school and university education in China takes academic tasks as the main learning tasks, and the content of interpersonal relationship processing and emotional processing is less involved in school education, resulting in confusion, avoidance, anxiety and other phenomena when dealing with social problems such as emotions and interpersonal relationships.

3.2. Employment Anxiety

In recent years, with the continuous development of the industry and society, the employment prospects of college students have undergone great changes, college students face cruel social competition and employment interviews, while college students' families will have greater expectations for them, and today's society college students employment is more difficult, so it leads to college students just graduated into employment anxiety; industry employment requirements are generally higher than the level of college graduation, college students with poor academic performance Anxiety symptoms are more obvious, and some individuals are more confused about the future employment situation.

3.3. Academic Anxiety

The main task of college students is to learn and role conversion, at the end of each semester the school will assess the learning situation of college students, the assessment results of unqualified college students will have self-confidence frustration, self-worth and other emotions, especially before the exam and during the release of results, more than 80% of college students will have the phenomenon of exam anxiety, some college students due to the

usual study without work or other factors, resulting in less completion of a semester of learning tasks, resulting in more serious anxiety [8].

3.4. Influencing Factors of Anxiety Disorder in College Students

(1) College students environmental factors: Before entering the university, most of the students' clothing, food, housing, and travel are responsible for their parents or relatives, and after entering the university life, they need to arrange all aspects of their lives, so most college students will have different degrees of fear, worry, nervousness and other emotions when they first enter the university, and some introverted college students may have a serious sense of loss and fear due to the incompatibility with college life and environment, so anxiety disorders occur. Interpersonal relationships are very important for college students, the comprehensive ability of college students in a school is not much different, every college student wants to show themselves, they all hope that they can achieve certain achievements, but the university is a small microcosm of the social amount, with the beginning of college life, some college students become the best in the school, and college students who have not become excellent people will have anxiety, and there will be tense interpersonal relationships between individuals, thus aggravating the symptoms of anxiety.

(2) Psychological factors: some college students lack of healthy psychology, resulting in their indecisiveness, self-hatred, self-pity, dependence, timidity and other phenomena in the process of learning, interpersonal communication, etc., during college life, college students need to think, self-plan, self-processing, which is very unfavorable for college students with psychological unhealth or character defects, which may decline in academic performance and unqualified due to factors such as heavy learning tasks, high learning requirements of various subjects, and unsuitability of the learning environment or way. As a result, it is in a state of anxiety for a long time, worried about unqualified final studies, inability to get along with other students or unable to achieve the expected results, accompanied by tension, uneasiness, fear and other psychology, resulting in memory decline, mental exhaustion and other undesirable phenomena.

(3) Employment pressure: the psychological development of college students is immature, and their outlook on life, values and other concepts are in a state of development; and modern society employment competition pressure, employment requirements are high, resulting in college students in the planning of employment appear confused, nervous, confused, confused and other emotions, popular specialized college students will be anxious about employment competitiveness, unpopular professional college students are anxious about whether they can find a job, some college students are anxious about the employment city or employment salary, and the university is no longer a traditional form of package distribution work. After graduation, college students need to find jobs according to their actual needs and personal abilities, so college students need to plan university study tasks during college and strive for relevant skill certificates, so as to improve the competitiveness of post-graduation positions. College students have less understanding of social employment knowledge, resulting in feelings such as confusion and overwhelm when planning their college studies, and the learning status of their classmates around them may aggravate their anxiety.

4. Intervention Methods for Anxiety

4.1. Increase the Number of Health Psychology Classes for College Students to Popularize the Knowledge of Anxiety Disorders

Increase the content related to anxiety disorders in the compulsory subjects of the university, carry out health psychological education for groups that have just entered university life, improve the attention of college students to their own mental health status, popularize the

anxiety symptoms and their main influencing factors that are common to modern college students, and teach the relevant improvement measures of college students' anxiety disorders, so that college students can judge their own anxiety or anxiety disorders, and take relevant targeted measures in a timely manner, so as to help alleviate the anxiety, tension, irritability and other phenomena caused by various factors. Avoid the continued development of anxiety disorders that affect university studies.

4.2. Enrich Campus Culture and Provide Rich Interpersonal Opportunities for University Students

According to the experience of previous years and the professional characteristics of the school, the school carries out relevant youth activities, social surveys and inspections and other socially related activities, encourages college students to actively participate in club activities, encourages them to develop their own interests and hobbies, and provides opportunities for them to understand the society; and regularly organizes various majors to carry out relevant keynote speeches, knowledge competitions, sports meetings, etc., to provide opportunities for college students to contact and communicate with others; and can also carry out various festivals and festivals to promote college students to organize groups to display programs or projects. Provide a variety of achievement display platforms for college students, increase the organizational experience of college students, and at the same time enrich the university life of college students and promote their physical and mental health development.

4.3. Establish a Mental Health and Emotional Counseling Office

Invite experienced psychological and emotional counselors to study the unhealthy phenomena of college students' psychology and emotions, summarize the adjustment methods of anxiety disorders, emotional guidance and solution measures, so as to help individuals with anxiety phenomena, anxiety disorders, emotional confusion, etc., and teach their own psychological regulation methods, relaxation methods and other methods to college students with anxiety phenomena, so that they can gradually improve anxiety; at the same time, effectively guide college students with emotional confusion or poor interpersonal skills, and promote the healthy development of the physical and mental health of such college students. To enable them to adapt to university life and lay the foundation for entering society.

5. Conclusion

University environmental factors, psychological factors, employment pressure is the main influencing factors leading to anxiety among college students, anxiety disorders have adverse effects on college students' learning, psychology, life and other aspects, so it is necessary to take targeted interventions for college students' anxiety, and the school can open health psychological courses, emotional and psychological counseling offices to enrich university cultural activities and provide college students with broad social experience opportunities, thereby improving the current situation of anxiety among college students.

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