Research on Positive Emotions Used on Relieve Social Anxiety and Academic Stress for High School Student

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Abstract: High school students generally have high stress levels, which is mainly reflected in the high academic stress level and anxiety in social environment in school. And it is difficult for high school students to adjust emotion, so the aim is to find out which stress and anxiety that high school students actually suffer from, and then to identify causes, helping high school students to cope with these stress and anxiety. The conclusion is that high school students should be given some advices, providing professional guidance and comprehensive help from the perspective of positive emotions.

Keywords: positive emotion, social anxiety, academic stress, student, high school

1. Introduction

High school students is a group that always being ignored in the current society, but their mental health should be paid attention. In high school, students bear different types of events, like shaping self-esteem, tackling stress, and mental health related attributional processes [1]. It is the turning point of their whole life, which is also an important growth process. Some of them even choose to dropout of school because of theses stress, just like the influential model of high school dropout by Dupéré et al. (2015) [2]. Due to the increasing proportion of learning resources, social resources, and population size year by year, competition has become increasingly fierce, including competition for top universities and competition for jobs. In addition, due to COVID-19, some high school students have to study at home through online classes, thus losing the opportunity to communicate with others in their daily lives. So this article hopes to give high school students some advice on anxiety and stress. This article aims to help high school students avoid the negative effects of academic stress and social anxiety in school, and further express themselves by regulating stress for better academic performance. This article will analyze the relief of stress and anxiety by analyzing the causes and solutions of stress and anxiety, combined with qualitative analysis and literature review.

2. Analysis

2.1. Social Anxiety

Social anxiety is an intense fear of evaluation of others in social situations. It received low attention although it is a prevalent mental problem in many countries [3]. Additionally, a survey finds people

with less extraversion, openness, and conscientiousness are more likely to suffer from social anxiety [4]. According to this case [5], A mode is concluded from it. The girl has a high expectation about her performance. When people around do some behaviors like laughing and cheating, the anxiety is created by over negative cognition. After, the same circle appear again and again, letting her feel more and more anxious. This circumstance is closely related to the public speaking condition in school. Students who are responsible for important roles in class, like monitor. It is unavoidable for those to experience this kind of situation, some of them may feel good, but some of them may feel struggle.

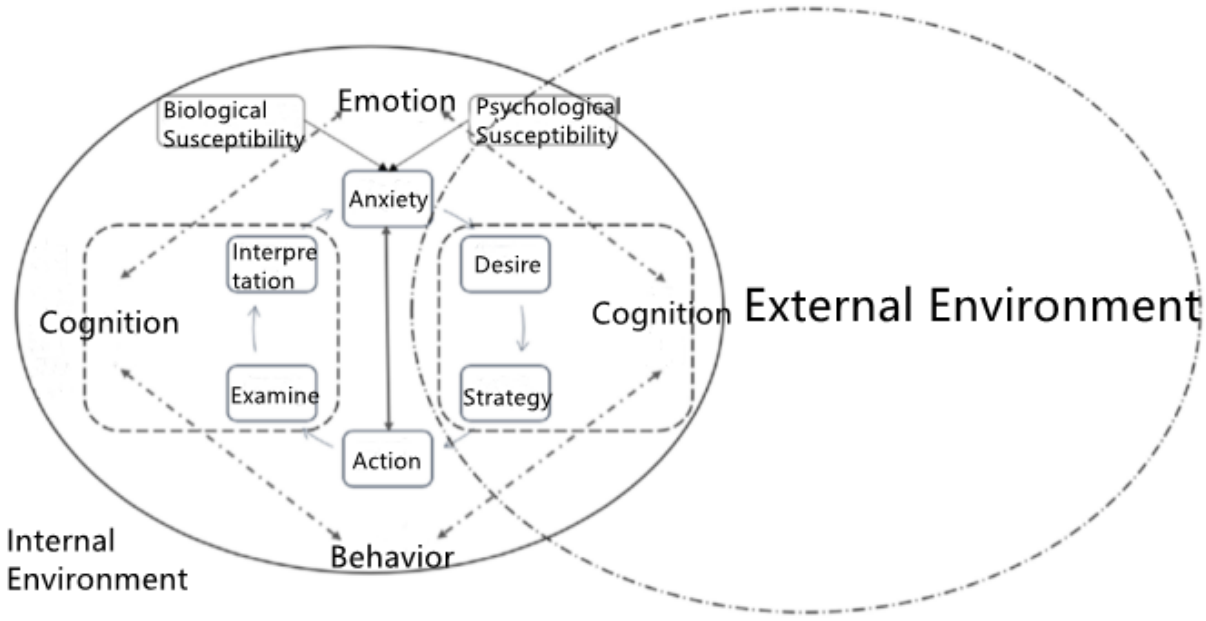

Figure 1: Case conceptualization in integrated mode.

2.2. Academic Stress in Campus

People supposed that students are least affected by stress. It reported 1.8% students suicided due to the dissatisfaction of their exam results with 80% rise in one year [6]. According to this survey, most high school students reported examination-related anxiety. Both of academic stress and Examination- related anxiety leads to psychiatric problems [7]. Especially for soon graduates student, the situation become worse. Due to the arduous schoolwork, they spend most time on study, doing schoolwork and taking exams. They have less chance to access some social activity. Thus, it is hard for them to receive some social supports. And they are more likely to suffer from social anxiety because they may not communicate others for a long time. Some schools expect that they own a higher enrollment rate, so even force teachers to rank the students' scores. They hope that students can be more motivated, but it causes high academic stress on them. Many students may have high expectation about their exams that they put effort in. Being afraid of ranking(a kind of peer competition), the chance will be high that the exam result fail their expectation.

3. Suggestion

3.1. Positive Emotion

There is some evidence that proves that positive emotion can improve our attention, cognition, and action, which help us to gain physical, intellectual, and social resources [8]. Positive emotions like

joy, interest, contentment, and love, are very different from other positive ones. For example, a secure and familiar environment can create joy. Also, achievement can create it. For high school students, achieving their academic goals and staying in a safe school environment can create joy. The interest can be aroused by curiosity and excitement. In other words, the exploration of new knowledge may bring this experience. Also, contentment can be gained from satisfaction physically and mentally. That means the delicious food in the canteen and positive support from teachers and classmates can be good ways to produce positive emotions like contentment. Finally, love can be created by many types of experience, like love from passion, from companion, and from caring. On campus, it is possible for high school students to access a kind of them from teachers and classmates [9].

3.2. School

For students who just feel a little anxious about social situations, schools can design some professional courses and activities to teach students how to cope with these feelings. For students who have already suffered from social anxiety, the most acceptable way is to find some guidance or take part in a guided group online. These internet-based treatments may be the most suitable way for high school students, to ensure accessibility and privacy [10].

3.3. Society

Society must also do something to help high school students deal with the problems they face, such as creating more stress management classes for teens, some classes on positive emotions, and giving them more appropriate guidance. Also, try to manage schools to replace the forced pressure approach to education with encouragement. Also, more social activities expose students to this social environment and encourage them to express themselves in order to address social anxiety.

3.4. Student

Additionally, students may ensure they have better sleep quality. There was research showing that people have a better ability to cope with stress and anxiety when they sleep better [11].

4. Discussion

When stress increases, people experience numbness and even physical problems such as palpitations and diarrhea. And these problems make them more stressed, which can worsen symptoms.

Getting comfort from a familiar environment or from classmates and teachers can ease the physical effects of stress. These two ways can be categorized as a method of creating positive emotions called joy and love (caring). At the same time, when people believe in themselves, their stress is reduced. And that belief is built on the appreciation of others and themselves. When they feel confident, they are more likely to get higher grades and have less academic stress. However, factors outside of school, such as the financial situation of a student's family, or the expectations of their parents, should also be considered in analyzing the factors that affect high school students' mood and stress. The high expectations and demands of parents can put students under a lot of academic pressure [12]. In addition, some parents do not teach their children to cope with certain social situations, resulting in children who may suffer from inappropriate anxiety when interacting with others. And some situations outside can also cause different types of anxiety and stress.

5. Conclusion

Positive emotions can help reduce social anxiety and academic stress on campus, and there are many ways to acquire them, such as students can relieve stress by creating joy and humility, and caring can reduce anxiety levels. Additionally, there may be more ways for high school students to gain positive emotions and support than the methods mentioned in the article. Moreover, this paper does not use the questionnaire to truly understand other real factors that affect their stress and anxiety, apart from academics and campus social interaction. In future research, the authors may focus on some cases related to the mental health of high school students to understand how positive emotions are used in different types of therapy.

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