

# *Study on the Emergence and Operation Mechanism of Psychological Problems during the Epidemic Period*

Mingran Xu, Dan Hong\*, Xinyuan Yuan, Xiaodi Huang, Heya Zhang

*School of International Culture and Education, Northeast Agricultural University, Harbin, Heilongjiang, 150030, China*

*\*Corresponding author*

**Keywords:** Post-epidemic era, mental and psychological problems, psychological problem operation mechanism

**Abstract:** In order to better focus on the psychological problems of contemporary young people, we have learned from the communication with confirmed patients around us that although psychosocial problems related to the epidemic are one of the reasons, the lack of understanding and encouragement from family members is also an important factor in their onset. And how to ensure the physical and mental health development of college students, explore and improve the effective path of mental health education have become important issues. The survey found that the public has a serious polarization towards psychological problems, with some people exaggerating their psychological problems excessively, leading to panic; we hope that through our efforts, some people can have a correct understanding of psychological problems. This article will also summarize the psychological problems of young people caused by the post epidemic era, and propose countermeasures for these psychological problems.

## 1. Introduction

In the post-epidemic era, young people's mental health problems have become the focus of social attention. Among them, the psychological crisis and challenges in the epidemic are new challenges for young people's mental health education and young people have become the 'most vulnerable population'. On March 5, 2020, the State Council issued the 'Opinions on Further Strengthening Measures for Stabilizing Employment', which pointed out that the employment pressure of key groups such as college graduates and migrant workers has increased, and some young students have confusion, anxiety, inferiority and other negative emotions. Such various emotional and psychological problems caused by the epidemic cannot be ignored. As a group that is still developing both physically and mentally, college students have a relatively simple living environment, have no fixed economic income, and have not yet completely separated from their families. Their mental health is more vulnerable to external uncertain risks, which require specialized research and concern.

While facing pressure and competition, college students are vulnerable to negative emotions due to the lack of anti-frustration ability and adaptability of family education and social problems. Anxiety, depression, tension and other negative emotions are common among college students,

which will not only reduce their life satisfaction, but also have confusion in their future, affecting their physical and mental health development. As a result, their fragile psychology, ideological confusion and uncontrolled behavior will affect their healthy personality formation and bring hidden dangers to their healthy development of life. On May 21, 2020, the opinions on "Strengthening Mental Health Work in the New Era" were issued. The opinions pointed out that "youth is the future of the country and the hope of the nation," and young students are important objects of ideological and political education in colleges[1]. Therefore, how to deal with these problems not only directly affects their physical and mental development and living conditions, but also has a profound impact on their social and psychological development in adulthood. This requires us to actively guide college students to learn to use scientific and healthy methods to eliminate bad emotions, and to face college life with a positive and optimistic attitude, so as to better adapt to the social work environment and achieve self-development and social development.

## 2. The Impact of Novel Coronavirus Pneumonia on College Students

### 2.1 Overall Situation

According to the survey results, college students generally have a high degree of understanding of the causes, transmission routes, symptoms, prevention measures and relevant government policies through the media and schools' popularization of COVID-19 and publicity of government policies, with an overall average of 95.88% (see Table 1). Among them, college students have the most profound understanding of the symptoms of COVID-19, with 98.72% think they know enough about the symptoms of COVID-19. However, college students have the weakest understanding of relevant government policies, with only 93.15% think that they know enough about relevant policies.

Table 1: The awareness rate of college students about COVID-19

Project	Do you understand the cause		Do you understand the route of transmission		Do you understand the symptoms		Do you understand the prevention measures		Do you understand relevant government policies	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Head	1532	103	1601	34	1614	21	1568	67	1523	112
percentage/%	93.70	6.3	97.92	2.08	98.72	1.28	95.90	4.10	93.15	6.85

### 2.2 Survey Results

Table 2: The impact of university closure on college students

Degree of stress (%)	High degree	Moderate degree	Zero	Type of stress	Employment stress	Study stress	Life stress	Specific symptoms	Weariness of learning	Irritable mood	Sense of bondage	Ways to relieve stress	Various ways	One way	No specific way
	19.97%	65.09%	14.94%		29.87%	88.84%	47.64%		73.26%	47.64%	33.33%		52.20%	34.56%	13.24%

The survey results show that college students have a high degree of awareness of the new coronavirus epidemic, and their positive psychological quality is more prominent. 80.03% of college students believe that school closure will not have a greater negative impact on their study and life. Among the college students who think that the closure of the school will put pressure on themselves, 88.84% of the college students say that they have greater learning pressure, and 73.26% of the students who think that they have greater learning pressure think that they have weariness. Through the help of schools, teachers and their own experience, 86.76% of college students have found ways to relieve stress, of which 52.20% have multiple ways to relieve stress; students with a single way to relieve stress accounted for 34.56%. There are still 13.24% who do not have specific ways to relieve stress (see Table 2).

### 3. Specific Analysis

COVID-19 is a sudden infectious disease, characterized by paroxysmal, public, uncertainty and harmfulness, which has had a huge impact on society. Its high infectivity and high incidence make local governments issue a series of risk control measures to deal with the epidemic urgently, including closing campuses, closing large entertainment venues, banning eating in the restaurant and other measures to avoid crowd gathering and cross-infection[2]. Among them, campuses closure has the greatest impact on college students and has become the main source of negative emotions during the epidemic. The longer the closure lasts, the more negative emotions accumulated by college students, and the more difficult it is to resolve. Among 1635 subjects, the frequency of somatization symptoms was higher within the first 7 days and beyond 45 days of school closure [3].

On the one hand, since the outbreak of the epidemic, government departments have taken effective control measures and actions, and media at all levels have provided positive guidance. College students have a high overall awareness of COVID-19, and generally understand the etiology, transmission routes, symptoms, prevention and control measures of the disease and relevant government policies. College students generally agree that the epidemic can eventually be controlled and the government has the ability to control the epidemic. They also agree that panic is a normal psychological manifestation under the epidemic, and support the government's control measures related to the epidemic. On the other hand, because of the harmfulness and suddenness of the epidemic, college students generally have panic, worry, anxiety and other emotional manifestations. In the case of school closure, physical symptoms such as insomnia, dizziness, headache, stomach and intestinal dysfunction occur. College students have anxiety and irritability to a certain extent, which affects their daily life. Learning occupies the most important part of college students' daily life, and is most seriously affected. Anxiety and cranky emotions are brought into learning to make a considerable number of students to be tired of learning, resulting in negative emotions, such as inability to invest in learning and ineffective learning [4]. During the closure period, most schools can only conduct online teaching, and some college students do not adapt to the online teaching form, which leads to the further spread of weariness.

### 4. Discussion and Views on the Solution of the Problem

#### 4.1 The Operating Mechanism of Psychological Problems

According to the World Health Organization, the number of patients with anxiety and depression worldwide increased by 25 % in 2020 due to the COVID-19 epidemic. The incidence of adolescent depression was about 24 %, and the incidence of insomnia was about 23 %, both higher than before the epidemic. In 2021, Lu Lin, an academician at Peking University, pointed out that the number of Chinese adolescents with anxiety and depression increased by 30 %. During the epidemic in 2020, all college students took online classes at home, while in 2022, when the epidemic spread more than once, most college students were confined to small dormitories on campus, and their mental state will definitely change [5]. Therefore, through questionnaire survey and daily work, we seek solutions to the changes of students' cognitive problems, emotional problems, behavior patterns, psychological characteristics and physiological state under the epidemic situation, so as to provide theoretical basis for better practical work and enhance the pertinence and timeliness of future psychological work.

The order of the impact on college students' psychological problems during the epidemic is: weariness, dormitory contradictions, impulsive consumption, anxiety and so on.

#### **4.1.1. Weariness**

According to the collected data, 82.15 % of the students had a weariness reaction before the epidemic, while 93 % of the students had a weariness reaction after the epidemic. This kind of reaction is extremely significant, mainly due to the economic changes and psychological pressure during the epidemic, leading to college students believe that the future is hopeless, so as to abandon themselves.

#### **4.1.2. Dormitory Contradiction**

Dormitory conflicts are mainly based on different living habits and personalities, which have been magnified during the pandemic. Therefore, not serious problems can also become the fuse of conflict, resulting in dormitory tension, college students' psychological problems intensified.

#### **4.1.3. Impulsive Consumption**

As a result of being confined to school for a long time, students have a demand for material consumption at a higher level, which leads to impulse consumption when express delivery resumes normal. The statistical results showed that about 41.67% of college students made impulse purchases before the epidemic, but after the epidemic, the number rose to 58.33%, which further proved that the epidemic may cause impulse consumption.

#### **4.1.4. Anxiety**

On the basis of the above three problems, the psychological problems of college students have reached the final stage, which is anxiety. Due to the anxiety of employment and the desire to unlock, college students fall into self-dilemma and cannot break free, which is not conducive to the development of their physical and mental health.

### **4.2 Solutions**

In view of the warning and prediction given by the psychological problems in the epidemic era, the formation mechanism of psychological problems should be summarized and corresponding solutions should be given. In view of the psychological problems in the epidemic era, we should deal with them from the following three perspectives: school, family and individual.

#### **4.2.1 School perspective**

Schools should pay attention to students' psychological problems, communicate and give feedback with them timely, increase extracurricular activities, and enrich students' lives. Schools should meet the needs of students within a reasonable range, treat students fairly and rationally, and balance the relationship between students and teachers. Schools should try to narrow the life gap between the normal and the closure period, and let students vent their emotions timely. Schools also need to improve student appeal policies and methods.

#### **4.2.2 Family Perspective**

Family members should pay attention to mutual care and establish a family school linkage mechanism. Teachers and parents communicate regularly and inform parents about their students' school status. "Because students at the growing stage still rely on their parents, parents should keep abreast of their students' situation, provide regular condolences, and convey positive energy."

### 4.2.3 Personal Perspective

People should improve their awareness of mental health, master psychological adjustment skills, and enhance their self-regulation ability. People also need to enrich psychological knowledge and actively conduct self-healing. People can adjust themselves by changing their thinking, communicating actively, planning rationally, and venting regularly [6].

Although the novel coronavirus has been overcome and achieved remarkable results, the operation mechanism of psychological problems in the era of epidemic still deserves attention and analysis, so as to prepare for various emergencies that may occur in the future.

## 5. Conclusion

According to the investigation and comparison, it is found that after the outbreak of the epidemic, the data of students' weariness are improved. The anxiety in the closed environment and increased competitive pressure from the external environment have led to excessive learning pressure among students, making their weariness even more severe. In this regard, the relevant management personnel of colleges should pay attention to the weariness of students and deal with it in time. From the results of the questionnaire survey, it can be seen that the current problem of students' weariness has a certain degree of concealment in colleges. Due to the influence of peer groups, many students will have the idea of "other people do the same" to paralyze themselves. Some students who lack autonomy will lose their goals and motivation for learning, resulting in weariness. From the perspective of college teachers and administrators, due to the differences among individual students, there may still be many problems in dealing with the new stage of learning and life, which need teachers' guidance and help [7]. Therefore, teachers should pay attention to the current situation of weariness among students, and should communicate with students regularly to know the ideological trends. In addition, the relevant departments should also pay attention to improve the formation mechanism of psychological problems during the epidemic period and take preventive measures.

## References

- [1] Zhang Baoping, Sun Ping, Xia Xuelian. *The influence of closed management on college students' psychology during the epidemic of COVID-19 and its countermeasures*. *Psychological Monthly*, 2021, 16 (07): 13-14 + 50. DOI: 10.19738/j.cnki.psy.2021.07.007.
- [2] Feng Guimei. *Psychological problems and countermeasures of college students under the epidemic situation*. *Journal of Jilin Medical University*, 2023, 44 (01): 25-26. DOI: 10.13845/j.cnki.issn1673-2995.2023.01.025.
- [3] Dong Ying. *Research on the reform of employment education in colleges and universities under the normalization of epidemic prevention and control*. *Educational Information Forum*, 2022 (03): 93-95.
- [4] Li Fangya, Ge Ling, Ge Lijun, Li Tingting. *The effect of group psychological training on perfectionism and self-esteem of college students with high obsessive-compulsive tendency*. *Educational theory and practice*, 2022, 42 (33): 44-47.
- [5] Li Yao. *We should make good use of the experience of 40 years of reform and opening up to strengthen ideological and political education in colleges and universities in the new era*. *China Light Industry Education*, 2019 (06): 54-58.
- [6] Wu Ping, Zhang Cong. *The common psychological problems and adjustment methods of key population and general population under the current epidemic situation*. *Sichuan CPPCC News*, 2022-12-16 (003). DOI: 10.28678/n.cnki.nsczx.2022.001079.
- [7] Cui Ziyue, Su Yang, Liu Chengzang. *Analysis of negative emotional psychological problems under the new coronavirus epidemic*. *National Medical Forum*, 2022, 37 (05): 19-20. DOI: 10.13913/j.cnki.41-1110/r.2022.05.0.