



CORRELATION BETWEEN SOURCES OF STRESS  
AND COPING STRATEGIES OF HIGH SCHOOL STUDENTS



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A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of MASTER OF EDUCATION  
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the purpose of this study were 1) to investigate the overall situation and characteristics of high school students' sources of stress and coping strategies. 2) to investigate the impact of school, gender, grade, and whether being single-child on the sources of stress for high school students. 3) to investigate the impact of school, gender, grade, and whether being single-child on high school students' coping strategies. 4) to investigate the correlation between sources of stress and coping strategies. 5) to investigate the extent to which sources of stress predict coping strategies. this study was conducted in three grades of two high schools in the same city, one of which is a key high school and the other is an ordinary high school. Each grade randomly selects two classes with approximately equal numbers of students, a total of 554 high school students. Questionnaires used as Middle School Student Stress Source Questionnaire and Coping Style Questionnaire for collection. the research results showed that: 1) there were significant differences in the sources of stress and coping strategies of high school students in terms of school, gender, grade, and sibling factors 2) there was a correlation between sources of stress and coping strategies, especially learning pressure and peer pressure, which have a significant predictive effect on problem-solving, fantasy, and avoidance in coping strategies.

Keyword : Sources of stress, Coping Strategies, High school students

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## CHAPTER 1

### INTRODUCTION

In the process of studying mental health, psychologists have more and more clearly recognized that there is no direct correlation between stressor and mental health, and coping styles play a regulatory role as a mediating mechanism. Whether stress can cause health damage is related to three factors: the strength of stressor, social support and coping style. (Wilski., Broła., Luniewska., & Tomczak. 2021). As an intermediary factor, coping styles affect the nature and intensity of stress responses, and in turn regulate the relationship between stress and physical and mental health. (Sronsen & Luckman.1987) Since the strength of stressor and social support are beyond the control of individuals, it is crucial for individuals to adopt what kind of coping style to alleviate stress.

High school students are at an important stage of life development. The body develops rapidly, the mind gradually matures, and social cognition gradually improves. At the same time, it is necessary to learn a lot of knowledge and improve one's independent personality. There will be many confusions and troubles that adults cannot understand. Therefore, it will face pressure from many different sources. (Lane, Carter, Pierson, & Glaeser, 2006)

However, based on the current research on the mental health of high school students, many of them face various psychological barriers. In recent years, research on

the mental health of high school students has shown an upward trend in their psychological problems. A survey conducted by the National Health Education research Group for Primary and Secondary School Students found that over 1000 high school students had various psychological problems during high school, with a total detection rate of 10.53% (Ye Shuihai&He Guoming, 2010); Research has shown that 16.79% of adolescent students have serious psychological disorders, and with age, psychological disorders tend to increase significantly, with high school students showing the most

significant performance (Zheng Richang 2001); High school students who have been under long-term stress are more likely to have negative emotions such as compulsion, hostility, paranoia, depression, as well as interpersonal sensitivity and sleep problems (HuShengli 1994). Some high school students even choose to commit suicide due to being overwhelmed (Shangguan Zimu 1995). Therefore, it is necessary to conduct research on the psychological health issues of high school students, understand their sources of stress, the reasons for stress, and the current situation. Seeking coping strategies for stress. This will help us to understand more comprehensively the impact of current high school students' Psychological stress on their mental health, carry out more targeted mental health education and counseling for high school students, improve their mental health sleep, and make them healthy and happy in their study and life. So, understand the sources of stress and coping styles of high school students. Detect the correlation between sources of stress and coping styles. It is also the significance of this study.

Stress sources refer to stimuli that can be perceived by individuals and generate positive or negative stress response events or internal and external environments. Studying the sources of stress can help us better understand the essence of stress. And help us learn how to better cope with different aspects of stress. Reduce the negative impact of stress. When studying the sources of stress for high school students. This study aim to understand their psychological stress from seven dimensions: academic pressure, teacher pressure, family environment pressure, parental parenting style pressure, socio- cultural pressure, pressure from classmates and friends, and self physical and mental pressure.( Zheng Quanquan, 2001)

Coping strategies are a series of strategies and ways for individuals to handle stress or fatigue. Learning and understanding coping strategies can help us explore and strengthen our self-awareness. Make people more rational about how to effectively alleviate stress. When studying high school students' coping strategies with stress. This study focus on problem-solving, self blame, seeking help, fantasizing, avoiding, and rationalizing. The six coping styles form a two dimensional coping model: the "problem-

solving - seeking help" model, which is mature, The " Avoidance - Self blame " model refersto the immature type. (Xiao Jihua, 1992)

This study will build on existing research and adopt a combination of theoretical and practical research to focus on exploring the correlation between high school students' stressors and coping strategies. By means of questionnaire survey, this paper conducts an in-depth investigation on the overall situation of Psychological stress of senior high school students, the sources of stress and the coping strategies commonly used by senior

high school students. Through empirical research and analysis of the results, it examines the impact of stress sources on coping strategies. To provide scientific basis for effectively guiding high school students to cope with various sources of stress, improve mental health, improve learning efficiency, and improve quality of life. At the same time, it also guides educators in the practice of mental health education to help high school students have a correct understanding of themselves, strive to improve their self- cultivation and actively and optimistically facing life. Helping them smoothly pass through this important and special period on their life development path has a positive significance and role.

#### **Definition of terms**

**Stress:** Stress refers to a state of physical and mental tension that occurs when an individual faces situations with threatening stimuli, accompanied by changes in physical and psychological activities. It differs between temporary and permanent. (Zhang Chunxing,1994)

**Coping strategies:** The cognitive and behavioral style adopted by individuals when facing setbacks or stress. It is an important manifestation of social adaptability that changes with age and social life.( Folkman S et al.1987)

**High school students:** High school students are a collective term for students who enter senior high school from junior high school, including regular high schools, vocationalhigh schools, key high schools, secondary vocational schools, etc. The age range for high school students is approximately 15-18 years old.

### **Objective of the research**

1.Examine the overall situation and characteristics of high school students' sourcesof stress and coping strategies.

2.Examine the impact of school factors, gender factors, grade factors, and whethersingle-child on the stressors of high school students.

3.Examine the impact of school factors, gender factors, grade factors, and whethersingle-child on high school students' coping strategies.

4.Study the correlation between various sources of stress and different copingstrategies.

5.Study the predictive effects of different sources of stress on different coping strategies

### **Hypothesis of the research**

1.There are significant differences in the sources of stress among high schoolstudents in terms of school, gender, grade, and whether single-children.

2.There are significant differences in coping strategies among high school students in terms of school, gender, grade, and whether single-children.

3.There is a significant correlation between high school students' stressors andtheir coping strategies.

4.Different sources of stress have a significant predictive effect on the choice ofcoping strategies.

### **Scope of the research**

Time range: This study aims to investigate the sources of stress and coping strategies of modern high school students in terms of time dimension. The time frame should be within three to five years, that is, from 2020 to 2024 AD.

Regional scope: This study focuses on a high school in a city in China. The characteristics of the sources of stress and coping strategies obtained from the research can reflect the current situation of stress sources and coping strategy choices among high school students across the city. It can also serve as a reference for

the current situation of high school students' sources of stress and the selection of coping strategies in the province or across the country.

Object scope: This study selected two high schools in the same city, one of which is a key high school and the other is a regular high school. There are 12 classes in each of the three grades of key middle schools, with approximately 45-50 students in each class. There are over 1600 students in total, and there are 8 classes in each of the three grades of ordinary high schools, with approximately 45-50 students in each class. More than 1000 people in total.

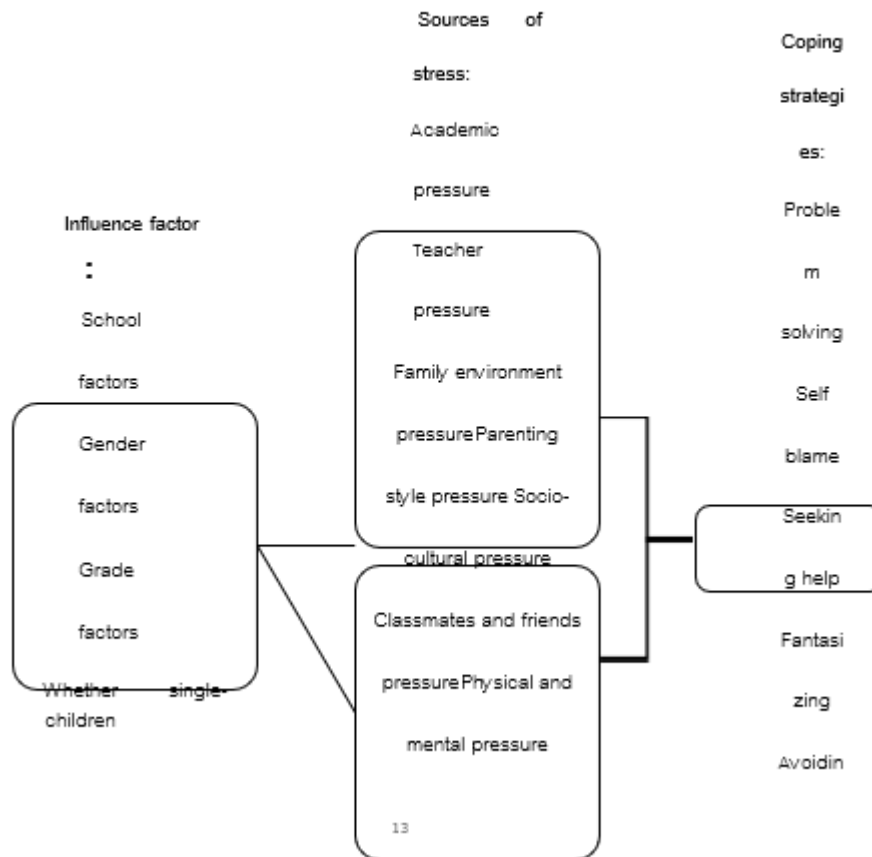
Sample selection: Two classes were randomly selected from the first, second, and third grades of two high schools. A school selects 6 classes, totaling 12 classes. A total of 620 students.

Scope of content: This study focuses on the mental health of high school students. It focuses on investigating the source of Psychological stress and the coping strategies adopted by senior high school students at this stage. Understand the impact of factors

such as grade, gender, school, and being single-child on sources of stress and coping strategies. Deeply explore the correlation between sources of stress and coping strategies.



### Research Framework



## CHAPTER 2

### LITERATURE REVIEW

#### The concept of stress

The concept of stress in psychology originated from physics. In the mid-19th century, Canadian physiologist Hans Selye began to introduce the concept of stress into medicine and psychology, which also sparked debate about the concept of stress. He defined stress as an individual's tense tension, sexual events, and sudden dangerous stimulus situations. It is a state of comprehensive special symptoms generated by many harmful factors, which is caused by the non-specific response to stimuli in the physiological system. Psychologist Lazarus believes that stress is a situation where environmental needs exceed individual abilities and available resources (Folkman S, Lazarus RS, 1986) ; Fineman believes that it is a cognitive and reactive experience of high anxiety; Fleeting believes that it involves awareness and response to threats or dangers; Higgins believes that stress is the cause of an imbalance within a person. (Higgins CA ,Duxbury LE. 1992) According to Lazarus, stress is a very specific interaction taking place between the body and its environment, which is perceived by man as a situation threatening his homeostasis and exceeding his remedial capabilities (kaczmarska a., Curylo, 2016).

However, from a psychological perspective, stress not only refers to these events or environments, but also includes an emotional experience that arises psychologically through individual cognition and evaluation during the interaction between individuals and

these events or environments. Some researchers believe that stress is a state of adaptive stress response that occurs in organisms under certain environmental stimuli due to an imbalance in objective requirements and coping abilities. Therefore, psychologist Kasl (2000) categorizes stress into four categories: including external situations, cognition of external situations, reactions to external situations, and the relationship between environmental needs and individual abilities.

Chinese scholars have also conducted in-depth research on the concept of stress. Scholar Che Wenbo (2005) believes that stress, also known as "stress", refers to a state of tension that arises when an individual's body and mind feel threatened. Mr. Zhang Chunxing (1994), a professor of psychology in taiwan, China, China, has made a comprehensive definition of pressure. He believes that there are three explanations for the word "pressure" in psychology: The first refers to a threatening stimulus objectively existing in the environment. The second refers to a response combination model caused by a threatening stimulus. The third refers to the interactive relationship between stimuli and responses. The response of an individual to a threatening stimulus in the environment, after recognizing its nature.

The pressure studied in psychology mostly refers to the third explanation. Pressure is a feeling of being oppressed when an individual is faced with a threatening situation and is unable to eliminate the threat and get out of a difficult situation; Such feelings often persist due to certain life events, which evolve into life pressure for people. From this perspective, the so-called 'pressure' actually refers to the meaning of 'sense of pressure'.

This statement is more comprehensive and rigorous, and is a synthesis and development of the previous definitions, so it is closer to the essence of the problem. It can be seen that although there are many opinions on pressure, the impact of pressure on people is a consensus among everyone. Therefore, the widely accepted view was that stress refers to a state of physical and mental tension in which an individual experiences changes in physical and psychological activities when facing threatening stimuli, and it has a temporary and permanent difference.

In summary, the concept of stress includes at least three different meanings: firstly, stress refers to events or environmental stimuli that make people feel nervous. The second stress refers to a physical and mental reaction, which together is called a stress state. The third stress is a state that includes stimuli that cause stress, stress states, and situations. The context referred to here refers to a mutually influencing relationship between people and the environment. According to this statement, stress is not just a

stimulus or response, but a process in which an individual is an active actor who can change the impact of stimuli through behavioral, cognitive, and emotional strategies. The first one explains the source of pressure, while the second and third together explain that the generation of pressure is a dynamic process and a complete set of pressure mechanisms triggered by the source of pressure.

### **Main Stress Theory Models**

Over the past half century, research on stress has received increasing attention, and several different theoretical models have gradually emerged in this process, defining stress from different perspectives. (Wei Youhua & Tang Shengqin 1998) Overall, there are several theories about stress:

#### **1. The Stimulation theory Model of Stress**

This theory suggests that stress is a stimulus, defined as an external environmental stimulus that can trigger an individual's nervous response, such as unemployment, heartbreak, natural disasters, war, poverty, etc. It often considers stress as an independent variable in research, focusing on analyzing what kind of environmental stimuli can cause a person's stress response, and attempting to explore the causal relationship between the stimulus and the stress response. This theory originates from physics and equates the human eye with physical definitions. This theory has greatly promoted the study of stress in some aspects, making us realize what kind of environmental stimulus in daily life will cause people's adverse psychosomatic reactions, especially the quantitative study of life events has promoted people's understanding of the relationship between social psychological stimulus and disease, thus accelerating the development of Psychosomatic medicine. However, with the deepening of research, the shortcomings of this theoretical model in neglecting human subjective initiative and the complexity of psychological behavior have also been revealed. The assumption implicit in the stress tension model is that the stress response increases proportionally to the intensity of the stimulus, and it must even be able to quantify the intensity and level of stress. But it is difficult to obtain strict verification. This

pressure model, derived from the laws of physics, overlooks the subjective initiative of classes and the complexity of psychological behavior.

## 2. Reaction theory Model of Stress

Stress is a response to adverse stimuli or situations. This is developed from the definition of Selye (1956). The theoretical model refers to an individual's stress response (physiological, psychological, behavioral) as stress, while the stimuli that trigger this response are called stressors. This theory originates from physiology and medicine, and its representative figure is Selye. He regards stress as a biological response phenomenon of human or animal organisms to environmental stimuli, which can be caused by many different demands imposed on the body (from intense physiological factors such as bleeding to simple psychological factors such as depression), and is non-specific (i.e. environmental stimuli or demands may be diverse, but the body's biological response is fixed and unchanging), Selye calls it "general adaptive syndrome" (GAS), which is divided into three stages: the first is the alert period, which means that the internal mobilization of individuals has been ready to respond to external stress stimuli; the second is the resistance period, which means that the internal defense forces of individuals have resisted the stress stimuli to restore the balance of physiology and psychology; the third is the exhaustion period, which means that there are many and lasting stress stimuli, and the individual's resistance forces have failed, losing the ability to respond, resulting in physical and mental diseases. Selye believed that the hypothalamus pituitary Adrenal cortex axis, a lifelong physical control system, played an important role in the production of GAS, and elaborated the physiological mechanism of pressure.

Selye's theory takes a step forward from the stimulus theory model, which promotes research on stress from the perspective of biological responses in the body. This has two advantages: firstly, biological parameters (muscle tension, respiratory mode, neuroendocrine, cardiovascular condition, skin electrical activity, etc.) can be used as objective indicators of stress response, and it has more reliability and validity in

measurement and evaluation than psychological variables and other self stated physical

conditions, Not easily contaminated. Another reason is that the relationship between stress and health is mediated by the psychological and physiological system. The most obvious psychological manifestation in stress reactions is the change of emotions, which is both a psychological activity and a physiological activity. Therefore, exploring the changes in the physiological system in stress reactions is a breakthrough in revealing the relationship between stress and health, and also a key to elucidating the mechanisms of various social and psychological factors on the human body. However, the stress response model views humans as living organisms that passively respond to adverse environments, without seeing the psychological and behavioral reactions of individuals in stressful situations. Therefore, this theoretical model does not allow people to see the full picture of the stress process.

### 3.CPT Theoretical Model of Stress

The CPT theoretical model of stress, namely the Cognitive Phenomenological transactional (CPT) model, was proposed by Lazarus et al. (1976) by integrating the key points of both stimulus and response theories. He pointed out that stress occurs when an individual is in an inability to cope or regulate their needs. Its occurrence is not accompanied by specific stimuli or reactions, but occurs when individuals perceive or estimate a dangerous situation. This assessment comes from the evaluation of the context of environmental needs and the individual's ability (or coping mechanism) to handle these needs. This model is a psychological model that involves more psychological and behavioral processes under stress, so the advocates of this theory are mostly psychologists. The CPT theory has three important viewpoints:

- 1). Cognitive perspective. He believes that thinking, experience, and the significance of events experienced by individuals are the main mediators and direct drivers that determine stress responses, that is, whether stress occurs and in what form it takes, all of which depend on the way each individual evaluates the relationship between themselves and the environment. It includes primary evaluation and secondary

evaluation. Primary evaluation refers to an individual's evaluation of the harm of time. Secondary evaluation refers to an individual's evaluation of their own coping resources and abilities. 2). From a phenomenological perspective. This view emphasizes the time, place, event, environment and the specificity of the people related to pressure. 3). The perspective of interaction. It believes that stress is generated through specific relationships between individuals and the environment, and if individuals feel that they are unable to cope with environmental needs, they will experience stress. Emphasis is placed on the interaction between individuals and the environment, and it is observed that information feedback and behavioral adjustment play an important role in it.

The CPT theory overcomes the shortcomings of the first two theories, which view individuals as organisms with negative reactions. It believes that individuals are not only swayed by stress situations, but rather an active high-level organism that can solve their own difficulties through effective coping efforts, thereby eliminating or reducing stress levels. It emphasizes the coordination between people and the environment, as well as the individual's response during the entire stress process, as well as the understanding and evaluation of the situation. It compares the role of individual psychology and behavior in stress response, thus promoting research on coping

#### **Concept on pressure sources**

From the above research on stress, based on the analysis of stress theory, we know that the causes of stress are complex. We refer to the stimuli, events, situations, or environments that cause individuals to respond to stress, which is also known as stressors. The stressors in real life are widely present in various aspects, including those that exist within oneself, known as endogenous stressors, such as illness, pain, sadness, et; There are also external stressors that exist in the environment, such as natural disasters, adverse weather, sudden events, and other stimulating situations. From the formation of these stressors, there are mainly three systems related to them: social environmental system, physiological system, and psychological system. Among them, the social environment mainly includes family, school, and society, which is the external



environmental system for many students to survive. Whether it is family changes or the

intensification of competition between schools and society, it may lead to significant pressure on students. The physiological system refers to the self-regulation and self-defense system of biological organisms. (Pitt,2018) Hans Selye (1982) theory of adaptation syndrome and genetic genesis suggests that biological organisms have an innate driving force to maintain a state of balance throughout their lives. Disease and excessive learning can both disrupt this stable state. The psychological system refers to the cognitive schema and conscious system within an individual's body. The social environmental system, physiological system, and psychological system are mutually influenced, interconnected, and permeated. The various sources of stress they induce will form a specific pressure system in a certain way and structure to act on individuals, thereby generating a sense of pressure and exerting tension on psychological functions. Research shows that the main sources of stress for Chinese students are daily hassles, including economic issues, learning problems, interpersonal relationships with classmates and teachers, emotional issues, sexual distress, as well as issues with self-identity and self-esteem, all of which are related to the psychological system.

Some psychologists, when studying stressors, systematically analyze various life events that cause stress and propose several types of stressors. After induction and summary, they are divided into four types: physical stressors, psychological stressors

social stressors, and cultural stressors. This study investigates the sources of stress from seven aspects. Academic pressure refers to the pressure caused by students' inability to fully grasp the learning content in the process of receiving knowledge. Teacher pressure refers to the pressure that teachers bring to students during the teaching process due to their unique teaching methods or strict requirements for students. Family environment pressure refers to the pressure caused by the limited conditions that families can provide to help students. Including economic conditions, social status, etc. Parenting style pressure refers to the pressure that parents' own behavior and communication with their children bring to students. Socio-cultural



pressure refers to the pressure caused by long-term values and rights and wrongs that are widely recognized in society, which affect students. Classmates and friends pressure refers to the pressure brought to students by maintaining relationships when interacting with classmates and friends. Physical and mental pressure refers to the physical and mental pressure brought about by students' independent personality and personality during their own physical and mental development and maturity.

### **Concept of coping**

The earliest stress research can be traced back to the study of Hippocrates, the father of medicine in ancient Greece. Hippocrates believed that the human body has a kind of self-healing ability, which can help individuals resist external damage well. (Garrison, Fielding H., 1966) The research of modern French physiologists Bernard (1877), German physiologist Pflger (1877), and Belgian physiologist Fredricq (1885) greatly advanced this aspect of research. With the in-depth development of stress research, there has been an increase in research on coping strategies.

Folkman and Lazarus (1984) define 'coping' as 'the cognitive and behavioral effortstaken by a person to address (reduce, minimize, or tolerate) the internal and external needs of the interaction when they perceive that the interaction with the environment may burden themselves or even exceed the resources they have. '. Billings and Moos believe that coping is a constant cognitive and behavioral effort made by individuals towards the environment or internal needs and their conflicts. Lindop and Gibson (1982) argue that "coping is a behavior, a behavior that solves or eliminates problems, with the aim of changing the stressful environment or negative emotional experiences caused by that environment through individual efforts. This behavior can be guided by clear thoughts or driven by hidden intentions. Matheny et al.

Generally speaking, we can understand coping as the measures taken by an individual to balance their psychological state after making cognitive evaluations of the stressful environment or life event. (Yu Lei,1994)

### Concept of coping strategies

Scholar Huang Xiting et al.(2000) believe that "coping strategies is the cognitive and behavioral effort made by individuals to alleviate their negative effects when facing pressure

Zhang Lin et al. (2005) believe that "Coping strategies" refers to the cognitive and behavioral styles adopted by individuals when facing setbacks and stress, also known as coping strategies and mechanisms. It is an important mediating factor in the process of psychological stress, and an individual's coping strategies affects the nature and intensity of stress response, and further regulates the relationship between stress and stress outcomes

Liang Baoyong et al. (1999) believe that "ways of coping" can be simply understood as the methods, means, or strategies people use to deal with internal and external environmental requirements and related emotional distress, sometimes also known as coping strategies or coping mechanisms 。 Coping strategies are the basic components that constitute a person's coping strategies in a specific stress state and coping strategies with personal characteristics that may have some cross situational consistency. They are also the main basis for classifying coping strategies.

In summary, coping strategies refers to the cognitive and behavioral style adopted by individuals when facing setbacks or stress. It is an important manifestation of social adaptability that changes with age and social life. As the intermediary mechanism

between stressor and mental health, coping strategies plays an important role in the protection of physical and mental health. Analyzing and determining a person's coping strategies can help us understand the implications of their behavior under stress conditions for psychological adaptation, and provide guidelines for identifying effective coping strategies, learning coping skills, and providing psychological health education and therapeutic interventions.

### Factors affecting coping strategies

There are many factors that affect an individual's coping strategies, and in summary, they mainly include six aspects: personality factors, cognitive evaluation, social support, occupation, gender, and others.

1. Personality factors are important factors that affect individual coping strategies. Personality has consistency, continuity, and persistence. Once personality is formed, it has relatively stable characteristics. Personality is the inner psychological trait that is most closely related to a person's emotions and behavior, and it is the determining factor that leads different people to adopt different coping strategies in the same stress environment (Liang Baoyong et al. 2005).

2. Cognitive evaluation means that individuals estimate the nature, degree and possible harm of life events they encounter from their own perspective. Cognitive evaluation of events directly affects individual coping activities and psychosomatic reactions. People who evaluate events as high-intensity stressors tend to adopt passive and negative coping strategies, often focusing on emotions; People who can objectively evaluate stress events often adopt proactive coping strategies and focus on problem-solving (Chao Qiuling et al. 2000)

3. Social support refers to assistance and support from various aspects of society, including spiritual and material aspects. Social support is an important auxiliary resource in coping and is seen as one of the important mediating factors determining psychological stress and health. In the face of stress, there is a lack of social supporters who can adopt negative emotional coping or even autism coping methods; Individuals with rich social support tend to seek positive coping strategies such as social support and problem-solving. There are two forms of social support: objective support, subjective support, and social support. The higher the utilization of social support, the more beneficial it is for mental health. The utilization of social support has the greatest impact on coping strategies, and good social support helps maintain mental health levels. On the other hand, good social support can reduce an individual's cognitive evaluation of the stress process, reducing the degree of harm they bear when

facing stressful situations. In addition, social support can provide emotional support, enhance the body's immune system, and reduce the occurrence of physical and mental diseases. Research has shown a high correlation between social support and positive coping strategies, and there is also an interactive relationship between social support as a mediator of stress and coping strategies (Zhong Xia et al.2004).

4.The study by Zhou Qian and Qian Liju et al. (2000) pointed out that different occupational groups have different coping strategies: farmers tend to use more negative coping strategies and less positive coping strategies than other occupational groups, but the cadre group is the opposite. This may be related to factors such as the living background, income level, and social status of the two occupational groups. In addition, there are significant differences in social support among different occupational groups. Teachers experience more social support, while farmers significantly lack it.

5.Gender differences also make individuals adopt different coping strategies when facing the same stressor. In the comparison of male and female coping strategies and stress levels, male scores for negative and positive coping were significantly higher than female scores, with the gender difference in positive coping being more significant. Men have significantly higher overall stress scores than women when dealing with stress.

6.Other reports have pointed out that factors such as self-concept, emotional state,age, and educational level can also have different impacts on coping strategies. People with more positive self-concept also have a high sense of self-worth and self-efficacy.They generally believe in their own ability and that their efforts will be successful. They tend to take positive measures to solve problems; On the contrary, people with low sense of self-worth also have low self-efficacy. Sometimes they lack confidence in themselves, less self affirmation and self appreciation, lack the courage to challenge difficulties when facing pressure, and tend to take such Emotionality coping strategies as venting, fantasy and patience. Emotions are closely related to coping choices, and positive emotions can expand thinking, allowing individuals to have more social, physical, and intellectual resources to utilize under

stress conditions; Negative emotions often solidify thinking and narrow the range of behavioral choices.

### **Research on Classification of Coping Styles**

There are two main views on the classification of coping styles. One approach is to advocate for classification from the perspective of dealing with materials. The commonly used types in research are: attention selectivity, depression sensitivity, and dullness regulation. This classification is based on the view that "coping style is a personality trait" and is classified on a certain dimension of personality traits, as it cannot fully reflect an individual's coping style. Another approach is to advocate for classification from the perspective of coping functions. The premise assumption is that there are general functional dimensions in individual coping styles, and individuals mainly start from these general dimensions and combine their own coping strategies to use more classification of positive and negative coping, problem-oriented coping, and emotion-oriented coping. This classification is too simplistic. The more commonly used classification method in research is for researchers to analyze factors based on their own research results

Classify coping strategies. At present, the most comprehensive classification is considered to be the Maseni Group's classification: preventive response and combat response, with each type of response including specific categories. This classification combines theoretical analysis and factor analysis, to some extent avoiding the drawbacks of classification through factor analysis, making the classification more hierarchical and systematic, and the research results more targeted and applicable.

### **Research on differences in adolescent coping strategies**

Many scholars have conducted research on the characteristics of adolescents' coping strategies in problem situations, mainly focusing on what coping strategies they mainly use, the differences and correlations in coping strategies, and so on.

The overall trend of coping strategies used by teenagers in problem situations is that the use of mature coping strategies is gradually increasing. The research

conclusions of different scholars are quite consistent. Xiao Jihan et al (1995) conducted a study on the coping behavior of adolescent students, and the results showed that in the adolescent stage, people's coping behavior is constantly changing with age. The trend is that the use of mature coping methods such as "problem-solving" and "seeking help" is increasing, while the use of immature coping methods such as "retreat" and "fantasy" is gradually decreasing for males and increasing for females. Huang Xiting et al (2000) found that the main ways for middle school students to cope with setbacks and troubles are problem-solving, seeking help, avoidance, venting, fantasy, and patience.

There are significant gender differences in the coping strategies of adolescents in problem situations, and many research results have confirmed this. However, different scholars have different research conclusions on the differences in coping strategies between male and female students. For example, Xiao Jihua (1992) found that the average score of the "help seeking" coping factor in the female adolescent group was higher than that in the male adolescent group, and there was no significant gender difference in the average scores of other coping factors during adolescence. During their youth, male students tend to use more positive and mature coping strategies such as "problem-solving", while female students use more negative and passive coping strategies such as "seeking help", "retreating", and "self blame" than male students. Huang Xiting (2002) found that female middle school students use more venting and endurance coping than male middle school students, and male students use more fantasy coping than female students. Wang Zhenhong conducted a study on the coping styles of middle school students and found that there were significant differences between male and female students in fantasy coping. Male students had a higher level of fantasy coping than female students, and there were no significant gender differences in other factors.

Wang Zhenhong(2001) conducted a study on the coping styles of middle school students and found that there were significant differences between male and female students in fantasy coping. Male students had a higher level of fantasy coping than female students, and there were no significant gender differences in other factors.



Zhao Yong et al(2002) refer that there is a significant gender difference between men and women in problem- solving and self blame factors. Male students have higher average scores in problem- solving factors than female students, and lower average scores in self blame factors than female students. The differences between other factors are not significant.

In the study of grade differences in coping styles, Wang Guiping et al (2002) compared the coping styles of high school students with those of middle school students and found that high school students scored significantly higher on the factors of "positive evaluation" and "self-control", while middle school students scored significantly higher on the coping styles of "planning to solve problems" and "seeking social support". Huang Xiting (2000) compared the coping styles of junior high school students by grade and found that there were certain grade differences in their coping styles. In terms of seeking help coping styles, junior high school students were significantly higher than junior high school students in grade one and second; In terms of venting and coping styles, first grade students are significantly higher than second grade students. This indicates the instability of age and grade in coping styles such as seeking help, retreat, venting, and endurance. The trend of changes in middle school students' coping styles is not significant as they age.

There is not much research on the differences in coping strategies among students from different schools. Among them, Huang Xiting (2000) conducted a comparative study of coping strategies between key high school students and non key high school students, and found that key high school students use problem-solving strategies more than ordinary high school students, and use fantasy and avoidance strategies less. Zheng Guifang (2001) conducted a study on the coping strategies of two types of middle school students, and the results showed that students in provincial-level key middle schools tend to adopt problem-solving and seeking help coping strategies, while students in general middle schools tend to adopt avoidance, patience, and fantasy coping strategies. The coping strategies of students in municipal key high

schools are neither as positive as those in provincial key high schools, nor as negative as those in general high schools.

### Research on Coping Styles of Adolescents

Both negative and positive coping styles. Both play a mediating role between emotional state and health. (Zhu Zhongmin et al.2022) A positive coping style can help solve problems and help people face their future life positively. Negative coping styles will be exchanged for time to help people adjust. Help people temporarily forget their troubles and adjust themselves.

Zhang Qiaoming et al. (2006) found a high correlation between coping styles and mental health levels in their research on coping styles among middle school students. There is a significant negative correlation between "problem-solving" and "seeking help" as positive and mature coping styles and mental health, indicating that those who frequently use "problem-solving" and "seeking help" also have a high level of mental health; Among immature coping styles, "self blame" is most closely related to various unhealthy psychology, ranked in descending order: "fantasy", "rationalization", and "avoidance". In their research on the relationship between life events, coping styles, and anxiety in middle school students, Feng Yonghui et al. (2002) found a high correlation between life events and coping styles.

There is also a correlation between coping styles and individuals' general self-efficacy. Wang Caikang (2002) found through his research on the stress coping styles of middle school students that the three most commonly used coping styles for high school students when facing difficulties are problem-solving, avoidance, and endurance. There is a significant positive correlation between general self-efficacy and these three coping styles. High school students with high self-efficacy generally tend to adopt three coping strategies or strategies: problem-solving, avoidance, and endurance.

The research on the coping style, self-esteem and parents' Parenting styles of middle school students shows that self-esteem is significantly positively correlated with problem solving and help seeking, and is significantly correlated with problem solving; Self esteem is significantly negatively correlated with self blame and avoidance, and is



highly correlated with self blame and avoidance. Explain that there is a mutual influence between coping styles and self-esteem levels. Students adopt positive coping styles and experience success in problem-solving, which is beneficial for improving their self-esteem level. The improvement of self-esteem level in turn will also promote the application of positive coping styles.

Lu Xiuqiong (2002) conducted a related study on the self-worth and coping styles of high school students, and found that overall self-worth is highly significantly positively correlated with problem-solving, not significantly correlated with seeking help and avoidance, but highly significantly negatively correlated with venting, fantasy, and endurance. There is a significant difference in coping styles between individuals with high and low self-worth, such as problem-solving, seeking help, venting, fantasizing, and endurance, while there is no significant difference in retreat styles.

#### **Current status of mental health among high school students**

Since the 21st century, in 2000, the People's Daily reported on the research results of the research group on "Psychological Health Problems and Countermeasures for College and Middle School Students". A survey of the mental health status of 2961 college and middle school students showed that 16.79% of them had serious psychological health problems, including 13.76% of middle school students, 18.79% of high school students, and 25.39% of college students. With age, psychological health problems are on the rise, The overall performance is that girls are higher than boys.

According to the statistics of the chief director of the website of the Beijing Psychological Counseling Service Center, over the past five years, I have received more than 60000 psychological counseling calls. Among them, the problems that affect the mental health of primary and secondary school students are mainly the following two aspects: 1. The problem of interpersonal tension (42%+). Specifically, there are issues with teacher-student relationships, parent-child relationships, peer or classmate relationships, and perceptions of the opposite sex. 2. Learning issues (27%+). Specifically: learning pressure, and the resulting psychological and behavioral problems, weariness (34.3% of middle school students), learning Hard problem of consciousness

(more than 40% of middle school students with poor learning foundation), Learning disability (very few students have School refusal). In 2004, Beijing Anding Hospital received over 2000 patients with emotional and affective disorders, of whom two-thirds were middle school students. Experts point out that among teenagers, high school students face the greatest pressure, as they face various external pressures such as social competition, college entrance exams, and personal growth. Some students suffer from serious psychological illnesses such as anxiety, fear, obsessive-compulsive disorder, and hostility.

According to a survey of over 1000 high school students (Liu Yuan&Gao jun 2006), anxiety, hostility, depression, fear, and obsessive-compulsive tendencies accounted for 68% of all respondents. According to the psychological status of 1000 high school students surveyed in this survey, there is a high probability of psychological disorders occurring. As a special group, they face enormous learning and growth pressures, shouldering multiple expectations from parents, teachers, and society. However, due to their age, they are still unable to cope with these pressures calmly and are prone to various psychological and behavioral problems. The detection rate of psychological problems among the general student population in China is between 10% -30%, showing a gradual upward trend.

According to the famous psychologist Wang Jisheng's "Chinese Middle School Student Mental Health Scale", scholar Yang Hongfei found that 39.79% of high school students have mental health problems after nearly 5 years of investigation. (Yang Hongfei,2001) Based on Fan Hongjiang's detection rate of psychological problems in middle school students. (Fan Hongjiang, 2004) The most prominent adverse reactions are those with the highest detection rate, with 72% being mild or above, followed by emotional instability and obsessive-compulsive symptoms, while the lowest detection rates are paranoia and hostility, with 46.4% and 39.3%, respectively. This indicates that middle school students mainly exhibit maladaptation, emotional instability, compulsion, etc., while paranoia and hostility are less common. At the 2006 Two Sessions, a representative of the National People's Congress proposed: "Compared with foreign

countries, China has clearly fallen behind in attaching importance to the mental health of adolescents. Not only does it lack sufficient attention, but it also lacks necessary measures. It calls on education departments and all sectors of society to attach great importance to the issue of mental illness among adolescents.”

The definition of health by the World Health Organization is: "Health is not just a manifestation of the absence of illness and weakness, but a state of good and perfect physical, psychological, and social adaptation." Health is the result of the unity of body and mind, and is indispensable. In 1946, the third International Conference on Mental Health defined: "Mental health refers to the development of an individual's mood into the best state within the scope of physical, intellectual and emotional conflicts with other people's mental health." (Li Xueping 2004) Domestic researchers also made a lot of generalizations and summaries on the content of mental Health assessment assessment. Some people believe that mental health should be evaluated from the following aspects: normal intelligence, sense of security Emotional stability, happy mood, sound willpower, sufficient understanding of oneself, strong adaptability, willingness to learn, work and socialize, harmonious interpersonal relationships, complete and harmonious personality, normal sleep, good lifestyle habits, and psychological and behavioral compatibility with age. Someone has summarized six types of evaluation content for mental health, which are: normal cognitive development, stable and optimistic emotions, sound willpower, moderate behavioral coordination, harmonious interpersonal relationships, and sound personality. (Liu Huashan 1998) can be seen that some evaluations of mental health focus on the relationship between individuals and themselves, as well as their relationships with others, with a slight emphasis on their relationships with the environment. The representative views and opinions of domestic scholars are as follows: Chinese scholar Huang Xiting believes that mental health is hierarchical, and personality can be divided into three levels: mental illness or disorder, normal psychological function, and perfect personality. Among them, mental illness or disorder belongs to the unhealthy level; Normal psychological function

belongs to the level of psychological adaptation, while a perfect personality belongs to the high-level level of psychological health.



## CHAPTER 3

### METHODOLOGY

#### Research design

This study starts with a survey of the sources of stress and coping strategies of key and ordinary high school students in China, exploring the overall situation and interrelationships of high school students in four aspects: school, gender, grade, and whether single-children. This provides a theoretical basis for formulating effective plans and measures to comprehensively implement psychological quality education for high school students.

#### Research variables

Independent variables: key and ordinary high schools, gender, grade, whether single-children.

Dependent variable: different sources of stress for students and different coping strategies.

#### Variable Interpretation

key and ordinary high schools: Compared to ordinary middle schools, key middle schools have a better source of students, better teaching staff, and are more valued by the government. Therefore, the grades of key middle schools are also better than those of ordinary middle schools. Gender: Because of the physiological and psychological differences between boys and girls. Male brains are better at spatial pattern recognition, while males prefer the novelty, diversity, and transformability of things. Having a higher thirst for knowledge, imagination, and creativity. When facing pressure, men are more calm and composed. The female brain is better at recognizing others' emotions, has stronger language skills, and has a stronger ability to recognize colors. Women perform better in fine movements and are more likely to remember whether objects have been displaced. Women perform better in perceptual speed tests.

novelty, diversity, and transformability of things. Having a higher thirst for knowledge, imagination, and creativity. When facing pressure, men are more calm and composed. The female brain is better at recognizing others' emotions, has stronger language skills, and has a stronger ability to recognize colors. Women perform better in fine movements and are more likely to remember whether objects have been displaced. Women perform better in perceptual speed tests.

Grade: As grades rise, it represents that teenagers are growing. At different age stages, there may be differences in response to stress and the choice of coping strategies.

Whether single-children: Due to the implementation of China's previous national policy on family planning, many Chinese children at this stage are single-children. However, many children will have their own brothers and sisters. There is a significant difference between being single-child or not. For example, differences in family education methods, differences in emotional communication between parents and children, and even differences in the economic conditions that families can provide. This will greatly affect the growth of high school students.

Sources of stress: we aim to understand their psychological stress from seven dimensions: academic pressure, teacher pressure, family environment pressure, parental parenting style pressure, socio-cultural pressure, pressure from classmates and friends, and self physical and mental pressure.

Coping strategies: we focus on problem-solving, self blame, seeking help, fantasizing, avoiding, and rationalizing.

### Sample

This study selected two high schools in the same city, one being a key high school and the other being a regular high school. Randomly select two classes with approximately equal numbers from each of the three grades of key and regular high schools. Each school draws 6 classes. There are a total of 12 classes. A total of 620 students. A total of 587 questionnaires were collected, with a response rate of 94.7%. Among them, 554 were valid, with a response rate of 94.4%. The collected questionnaires were classified and organized according to school, gender, grade, and whether single- children.

### Research instruments

The stressor scale for middle school students: it is compiled by Zheng Quanquan and Chen Shulin (1996) of Zhejiang University, and includes 39 items, to understand the psychological stress of middle school students from seven dimensions, including learning pressure (5 questions), teacher pressure (7 questions), family environment pressure (5 questions), parenting style pressure (4 questions), social and cultural pressure (7 questions) classmates and friends pressure (5 questions) and self physical and mental pressure (6 questions). The scale adopts a five level rating, with 0 indicating no occurrence or impact on oneself, and 4 indicating extremely severe impact. The internal consistency reliability coefficient ( $\alpha$ ) of this scale is 0.93, so it has good reliability and validity.

Example:

		None	Mild	Moderate	Severe	Very serious
1	Nervous Review Before Exam	0	1	2	3	4
2	The teacher's teaching method is rough	0	1	2	3	4
3	Disagreement between parents or family breakdown	0	1	2	3	4

Coping strategies Questionnaire: The coping strategies questionnaire developed by Xiao Jihua(1996) has good reliability and validity indicators, and consists of 62 items, including problem-solving (12 questions), self blame (10 questions), seeking help (10 questions), fantasy (10 questions), avoidance (10 questions), and rationalization (10 questions). The six coping strategies form a two dimensional coping model: the "problem- solving - seeking help" model, which is mature;, The "retreat one self blame" model refers to the immature type, while the "rationalization" model refers to the mixed type. In terms of reliability evaluation, the retest correlation coefficients of the six factors are:  $r_1=0.72$ ,  $r_2=0.62$ ,  $r_3=0.690$ ,  $r_4=0.72$ ,  $r_5=0.67$ ,  $r_6=0.72$ ; In terms of validity evaluation: For the adolescent student group, the factor load value for each factor item is 0.35 or more. Research has shown that the scale has good reliability and validity, and its internal consistency is also good. It has been widely used in various practical studies.

Example:

1. Being able to handle difficulties rationally				
2. Be good at learning from failures				
3. Develop some difficult customer service plans and follow them				

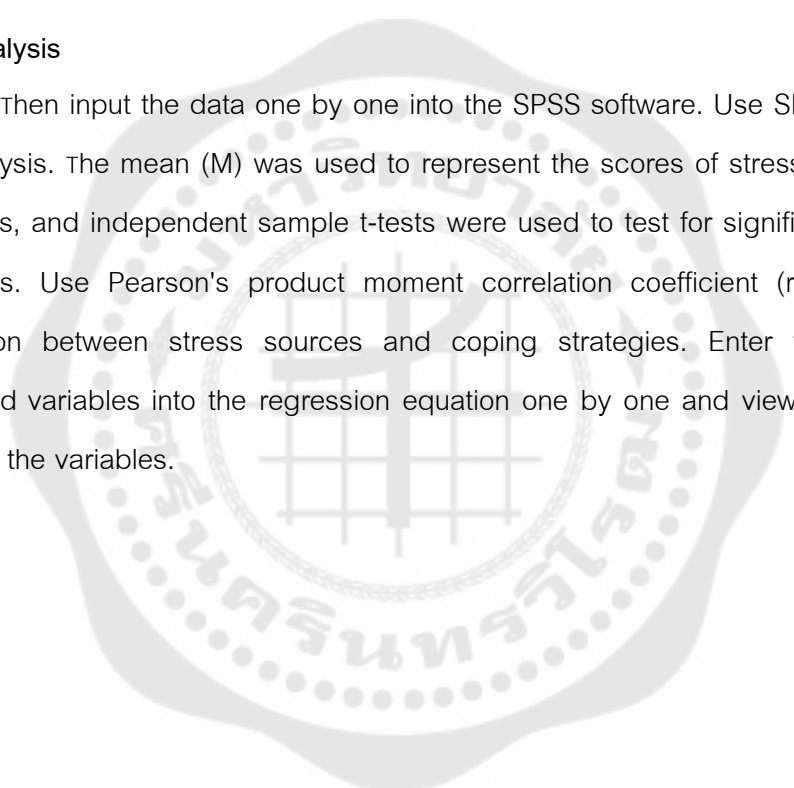


**Data collection**

After communicating with the school, determine the distribution time of the questionnaire. At the designated time, a unified questionnaire will be distributed on site for survey. After the survey is completed, a unified collection of questionnaires will be conducted. After collecting the questionnaire, eliminate the invalid questionnaire. Classify the collected questionnaires according to school, grade, gender, and whether single- children.

**Data analysis**

Then input the data one by one into the SPSS software. Use SPSS software for dataanalysis. The mean (M) was used to represent the scores of stressors and coping strategies, and independent sample t-tests were used to test for significant differences in scores. Use Pearson's product moment correlation coefficient (r) to detect the correlation between stress sources and coping strategies. Enter the significantly correlated variables into the regression equation one by one and view the predictions between the variables.



## CHAPTER 4

### ANALYSIS

#### Table Symbols

n: Number of samples

M: Average

SD: Standard

deviation: t-test

df: degrees of freedom

p: Compare values for significant differences

r: Pearson coefficient measures the correlation between two variables.

Beta: Standardization coefficient, with positive values indicating positive effects and negative values indicating negative effects. The larger the value, the greater the impact.

$R^2$ : The degree of fitting between the regression line and the observed data. It can also explain the relevant predictive effects in this study.

F: ANOVA analysis is used to test whether the regression model is meaningful.

### Data display

The distribution of the samples obtained from the survey is as follows: from the perspective of schools, there are 269(48.6%) students from key middle schools and 285(51.4%) students from ordinary middle schools; From a gender perspective, there are 272(49.1%) males and 282(50.9%) females; From a grade perspective, there are 187(33.8%) students in the first grade, 187(33.8%) students in the second grade, and 180(32.4%) students in the third grade; From the perspective of whether single-children or not, there are 352(63.5%) single-children and 201(36.5%) non single-children.

### Characteristics of high school students' stressors

#### Overall

Table 1 Descriptive Statistics of Various Dimensions of Pressure Sources (n=554)

Pressure source	M	SD
Learning pressure	3.50	0.21
teacher pressure	1.70	0.17
Family environmental pressure	2.50	0.21
Parenting style pressure	1.20	0.19
Classmates and friends pressure	2.20	0.14
Self physical and mental pressure	0.69	0.21
Social and cultural pressure	0.50	0.20

Table 2 Comparison of Differences among Different Dimensions of Pressure Sources

Contrast	t	df	p
Learning pressure — Family environmental pressure	78.208***	553	.000
Family environmental pressure — Classmates and friends pressure	27.218***	553	.000
Classmates and friends pressure — teacher pressure	52.372***	553	.000
teacher pressure — Parenting style pressure	45.589***	553	.000
Parenting style pressure — Self physical and mental pressure	47.144***	553	.000
Self physical and mental pressure — Social and cultural pressure	15.084***	553	.000

$p < .001$

Table 1 and 2 show that the differences among the seven stressors are extremely significant, so the stressors of high school students are ranked from large to small as learning pressure, family environment pressure, classmates and friends pressure, teacher pressure, parenting style pressure, self physical and mental pressure, and social and cultural pressure. Among them, the score for learning pressure is far ahead, reaching around 3.5, while the scores for family environment pressure and classmates and friends pressure are also above 2.0.

### The impact of school factors on the stressors of high school students

Table 3 Comparison of scores of high school students from different schools in various dimensions of stressors (independent sample t-test)

Pressure source	Key school(n=269)	Ordinary school(n=285)
Learning pressure	18.00±0.98	17.04±0.97**
teacher pressure	11.99±1.09	11.82±1.33
Family environmental pressure	12.46±1.07	12.55±1.11
Parenting style pressure	4.61±0.68	5.02±0.81**
Classmates and friends pressure	15.99±0.93	14.86±0.84**
Self physical and mental pressure	3.48±1.06	3.44±1.08
Social and cultural pressure	3.16±1.21	2.85±1.24**

p < .01

### The influence of gender factors on the stressors of high school students

Table 4 Comparison of scores of high school students of different genders in various dimensions of stressors (independent sample t-test)

Pressure source	Male(n=272)	Female(n=282)
Learning pressure	17.13±0.99	17.88±1.04**
teacher pressure	11.94±1.15	11.87±1.29
Family environmental pressure	11.92±0.90	13.07±0.94**
Parenting style pressure	4.78±0.78	4.86±0.77
Classmates and friends pressure	15.33±0.90	15.49±1.16
Self physical and mental pressure	2.84±0.91	4.05±0.85**
Social and cultural pressure	3.58±1.06	2.44±1.12**

$p < .01$

From tables 4, it can be seen that there are extremely significant differences between boys and girls in the dimensions of learning pressure, family environment pressure, self physical and mental pressure, and socio-cultural pressure, while other dimensions are not significant. Among them, girls have significantly higher levels of learning pressure, family environment pressure, and self physical and mental pressure than boys, while boys have significantly higher levels of social and cultural pressure than girls.

### The impact of being single-child on the stressors of high school

Table 5 Comparison of Scores of Single-Child High School Students in Various Dimensions of Stress Sources (Independent Sample t-test)

Pressure source	Single-child(n=352)	Non single-child(n=202)
Learning pressure	17.09±0.72	17.45±0.87**
teacher pressure	11.84±1.21	11.79±1.24
Family environmental pressure	12.54±0.90	12.61±0.88
Parenting style pressure	4.94±0.90	4.76±0.78**
Classmates and friends pressure	14.33±0.97	15.77±1.13**
Self physical and mental pressure	3.46±1.04	3.42±1.08
Social and cultural pressure	3.15±1.19	3.11±1.21

$p < .01$

It can be seen from table 5 that there are extremely significant differences between single-child students and non single-child students in the dimensions of learning pressure, parenting style pressure and peer pressure, while other dimensions are not significant. Among them, the single-child students are significantly higher than the non single-child students in the parenting style pressure dimension, while the non single-child students are significantly higher than the single-child students in the learning pressure dimension and the pressure dimension of classmates and friends.

### The influence of grade factors on the stressors of high school students

Table 6 Comparison of Scores of High School Students of Different Grades in Different Dimensions of Stress Sources (one-way ANOVA)

Pressure source	First grade(n=187)	Second grade(n=187)	Third grade(n=180)	All(n=554)
Learning pressure**	17.00±0.92	17.53±1.10**	18.00±0.98**##	17.51±1.08
teacher pressure**	11.17±1.09	11.17±1.02**	12.76±0.99**##	11.90±1.22
Family environmental pressure	13.10±1.08	12.51±0.84**	11.88±0.80**##	12.50±1.09
Parenting style pressure**	4.82±0.81	4.87±0.81	4.77±0.70	4.82±0.78
Classmates and friends pressure	15.42±1.08	15.48±0.98	15.32±1.07	15.41±1.04
Self physical and mental pressure	3.50±1.04	3.40±1.06	3.49±1.10	3.46±1.07
Social and cultural pressure**	3.17±1.24	3.11±1.19	2.11±1.21**##	3.00±1.23

compared with Senior one\*\*:  $p < .01$  compared with Senior two: ##:  $p < .01$

It can be seen from table 2-6 that the Main effect of grades is significant. Students in three grades of senior high school have extremely significant differences in the dimensions of learning pressure, teacher pressure and family environment pressure, and have extremely significant differences in the dimensions of social culture, while other dimensions are not significant. Compare the dimensions of learning pressure, teacher pressure, and family environment pressure multiple times after work. It was found that there is a significant difference in the dimension of learning pressure between third grade students and first grade students, with third grade students being greater than first grade students. There is a significant difference in the dimension of learning pressure between third grade students and second grade students, with third grade students being greater than second grade students. There is a significant difference in



the dimension of learning pressure between second grade students and first grade students, with second grade students being greater than first grade students; There is a significant difference in the dimension of teacher pressure between third grade students and first grade students, with third grade students being greater than first grade students. There is a significant difference in the dimension of teacher pressure between third grade students and second grade students, with third grade students being greater than second grade students. There is a significant difference in the dimension of teacher pressure between second grade students and first grade students, with second grade students being greater than first grade students; There is a significant difference in the dimension of family environmental stress between first grade students and second grade students, with first grade students being greater than second grade students. There is a significant difference in the dimension of family environmental stress between first and third grade students, with first grade students being greater than third grade students. There is a significant difference in the dimension of family environmental stress between second and third grade students, with second grade students being greater than third grade students; There is a significant difference in the dimensions of social and cultural pressure between first and third grade students, with the difference between second and third grade students being greater than that of third grade students.

### Characteristics of coping strategies among high school students

#### Overall

Table 7 Comparison of Scores for Six Coping Styles (n=554)

Coping strategies	M	SD
Problem-solving	0.77	0.18
Self blame	0.30	0.14
Seeking help	0.61	0.15
Fantasy	0.71	0.16
Avoidance	0.50	0.15
Rationalization	0.40	0.15

Table 8 Comparison of differences between six coping styles (paired sample t-test)

Contrast	t	df	p
Problem-solving -Fantasy	7.850***	553	.000
Fantasy-Seeking help	10.911***	553	.000
Seeking help-Avoidance	12.095***	553	.000
Avoidance-Rationalization	10.746***	553	.000
Rationalization-Self blame	10.348***	553	.000

\*\*\*:  $p < .001$

From tables 7 and 8, it can be seen that the differences between the six dimensions of coping styles are extremely significant. The frequency of high school students' use of coping styles ranges from problem-solving, fantasy, seeking help, avoidance, rationalization, and self blame, respectively.

#### The impact of school factors on high school students' coping strategies

Table 9 Comparison of scores of high school students from different schools in various dimensions of coping strategies (independent sample t-test)

Coping strategies	Key school(n=269)	Ordinary school(n=285)
Problem-solving	9.95±1.23	8.78±1.35**
Self blame	3.06±1.54	3.13±1.35
Seeking help	6.12±1.49	6.18±1.61
Fantasy	6.62±1.32	7.62±1.33**
Avoidance	4.94±1.58	6.03±1.59**
Rationalization	4.45±1.65	4.40±1.72

\*\* :  $p < .01$

From tables 2-9, it can be seen that there are extremely significant differences between key high school students and regular high school students in problem-solving, fantasy, and avoidance dimensions, while other dimensions are not significant. Among them, key high school students have significantly higher problem-solving dimensions than regular high school students, while regular high school students have significantly higher levels of fantasy and avoidance dimensions than key high school students.

### The Influence of Gender Factors on High School Students' Coping Strategies

Table 10 Comparison of coping strategies scores among high school students of different genders in various dimensions (independent sample t-test)

Coping strategies	Male(n=272)	Female(n=282)
Problem-solving	9.39±1.39	9.30±1.44
Self blame	3.19±1.47	3.01±1.43
Seeking help	6.02±1.58	6.27±1.51
Fantasy	7.05±1.31	7.22±1.50
Avoidance	5.40±1.61	5.61±1.74
Rationalization	4.62±1.58	4.23±1.76**

\*\*: $p < .01$

From tables 10, it can be seen that there is a significant difference between boys and girls in the rationalization dimension, while other dimensions are not significant. Among them, boys have a significantly higher level of rationalization than girls.

### The impact of being single-child on high school students' coping styles

Table 11 Comparison of Differences in Coping Styles among High School Students with Single-Child Status (Independent Sample t-test)

Coping strategies	Single-child(n=352)	Non single-child(n=202)
Problem-solving	9.12±1.38	9.73±1.39**
Self blame	3.09±1.43	3.10±1.49
Seeking help	6.14±1.55	6.16±1.55
Fantasy	7.38±1.38	6.71±1.37**
Avoidance	5.77±1.63	5.04±1.66**
Rationalization	4.47±1.64	4.36±1.76

\*\* :  $p < 0.01$

From tables 2-11, it can be seen that there are extremely significant differences between single-child students and non single-child students in problem-solving, fantasy, and avoidance dimensions, while other dimensions are not significant. Among them, single-child students have significantly higher levels of fantasy and avoidance than non single-child students. Non single-child students have significantly higher problem-solving dimensions than single-child students.

### The Influence of Grade Factors on High School Students' Coping Strategies

Table 12 Comparison of scores of high school students of different grades in various dimensions of coping styles (one-way ANOVA)

Coping strategies	First grade (n=187)	Second grade (n=187)	Third grade (n=180)	All (n=554)
Problem-solving	9.20±1.45	9.53±1.35*	9.30±1.44	9.34±1.42
Self blame	3.08±1.44	3.16±1.58	3.06±1.34	3.10±1.45
Seeking help**	6.09±1.55	5.88±1.60	6.49±1.46*##	6.15±1.56
Fantasy*	6.96±1.40	7.09±1.35	7.37±1.49*	7.13±1.42
Avoidance	5.42±1.88	5.41±1.57	5.71±1.56	5.51±1.68
Rationalization	4.42±1.72	4.51±1.60	4.34±1.74	4.43±1.69

compared with Senior one: \*.p < .05 \*\*: p < .01 compared with Senior two: ##

: p < .01

It can be seen from table 12 that the Main effect of grades is significant. The three grades of senior high school have extremely significant differences in the help seeking dimension, significant differences in the fantasy dimension, and no significant differences in other dimensions. We will compare the fantasy dimension of the first grades of high school and the help-seeking dimension multiple times. Although not significant in the problem-solving dimension, it is close to the edge of significance. We can also compare them multiple times. It was found that there was a significant difference in problem-solving dimensions between second grade students and first students, and that second grade students were greater than first grade students; There is a significant difference in the dimension of seeking help between third grade students and first grade students, with third grade students being greater than second grade

students. There is a significant difference in the dimension of seeking help between third grade students and second grade students, with third grade students being greater than second grade students; There is a significant difference in fantasy dimensions between third grade students and first grade students, and third grade students are greater than first grade students.

### Correlation and regression analysis on the Sources of Stress and Coping Styles of High School Students

#### Correlation analysis

Table 13 Correlation analysis of stressors and coping strategies among high school students

		Problem-solving	Self-blame	Seeking help	Fantasy	Avoidance	Rationalization	All
Learning pressure	r	.199***	-.039	.079	-.145**	-.189***	-.040	-.068
	p	.000	.355	.062	.001	.000	.347	.110
teacher pressure	r	.073	-.027	.051	.034	-.029	.025	.052
	p	.085	.514	.230	.429	.502	.552	.218
Family environmental pressure	r	-.047	-.073	.006	-.059	-.073	-.022	-.115**
	p	.271	.085	.887	.168	.085	.599	.007
Parenting style pressure	r	-.179***	.006	-.023	.049	.002	.080	-.009
	p	.000	.891	.592	.062	.969	.061	.835
Classmates and friends pressure	r	.232***	.001	.009	-.174***	-.189***	-.029	-.075
	p	.000	.978	.824	.000	.000	.497	.078

		Problem-solving	Self blame	Seeking help	Fantasy	Avoidance	Rationalization	All
Self physical and mental pressure	r	-.017	-.010	.022	-.047	-.185***	-.014	-.115**
	p	.684	.811	.604	.265	.000	.739	.007
Social and cultural pressure	r	.024	.043	-.046	-.079	-.261***	.027	-.135**
	p	.577	.308	.278	.065	.000	.528	.001
All	r	.112**	-.033	.035	-.136**	-.315***	.004	-.155***
	p	.008	.443	.414	.001	.000	.926	.000

\*\* :  $p < .01$  \*\*\* :  $p < .001$

It can be seen from table 2-13 that the learning pressure dimension, parenting style pressure dimension, classmates and friends pressure dimension and the total score in the stressors of high school students are significantly correlated with the problem solving dimension in the coping style. Among them, the learning pressure dimension, classmates and friends pressure dimension and the total score in the stressors are significantly positively correlated with the problem solving dimension in the coping style, The stress dimension of parenting style is negatively correlated with the problem solving dimension of coping style; There is a significant negative correlation between the learning pressure dimension in the stressors and the pressure dimension of classmates and friends, as well as between the total score and the fantasy dimension in the coping style; There is a significant negative correlation between the dimensions of learning pressure, pressure from classmates and friends, self physical and mental pressure, social and cultural pressure, as well as the total score and avoidance dimension in coping styles in the stressors;; There is a significant negative correlation between the dimensions of family environment pressure, self physical and mental



pressure, social and cultural pressure, as well as the total score and Overall Response Strategy in the stressors.

#### Regression analysis

Using different coping strategies as the dependent variable and various dimensions and total scores of stressors as independent variables, conduct stepwise regression analysis. Study the impact of different dimensions of stressors on the degree of coping strategies.

#### Regression analysis of stressors and problem-solving

Table 14 Regression analysis of pressure sources and problem-solving

Predictive variables	Beta	R	R <sup>2</sup>	F
Classmates and friends pressure	0.232	0.232	0.054	31.539***
Classmates and friends pressure	0.221	0.283	0.078	24.240***
Parenting style pressure	-0.164			
Classmates and friends pressure	0.183	0.309	0.096	19.393***
Parenting style pressure	-0.154			
Learning pressure	0.128			

\*\*\*:  $p < .001$

From tables 14, it can be seen that the regression analysis between stressors and problem-solving shows that the excluded predictive variable is the total score of stressors. Classmate and friend pressure, parenting style pressure and learning pressure entered the regression equation in turn, which had a significant predictive effect on problem solving, and could explain the 9.6%.

## Regression analysis of stressors and fantasies

Table 15 regression analysis of stressors and fantasies

Predictive variables	Beta	R	R <sup>2</sup>	F
Classmates and friends pressure	-0.174	0.174	0.030	17.288***
Classmates and friends pressure	-0.144	0.199	0.040	11.395***
Learning pressure	-0.101			

From table 15, it can be seen that the regression analysis between stressors and fantasies excluded the predictive variable as the total score of stressors. The pressure of classmates and friends, as well as the pressure of learning, enter the regression equation and have a significant predictive effect on fantasy, which can explain the trend of fantasy 4.0%.

#### Regression analysis of stressors and avoidance

Table 16 Regression analysis of stressors and avoidance

Predictive variables	Beta	R	R <sup>2</sup>	F
pressure source	-0.315	0.315	0.099	60.887***
pressure source	-0.259	0.359	0.129	40.675***
Social and cultural pressure	-0.180			
pressure source	-0.204	0.370	0.137	29.094***
Social and cultural pressure	-0.202			
Classmates and friends pressure	-0.150			
pressure source	-0.133	0.380	0.145	23.194***
Social and cultural pressure	-0.237			
Classmates and friends pressure	-0.105			
Learning pressure	-0.111	0.389	0.152	29.094***
pressure source	-0.012			
Social and cultural pressure	-0.280			
Classmates and friends pressure	-0.142			

Learning pressure	-0.131			
Self physical and mental pressure	-0.124			
Social and cultural pressure	-0.284			
Classmates and friends pressure	-0.146	0.389	0.152	24.517***
Learning pressure	-0.135			
Self physical and mental pressure	-0.130			

\*\*\*:  $p < .001$

From table 16, it can be seen that the regression analysis between stressors and avoidance. The total score of stressors, social and cultural pressure, pressure from classmates and friends, learning pressure, and self physical and mental pressure entered the regression equation, which had a significant predictive effect on avoidance and could explain the 15.2%, but whether there is a total score of stressors or not, it can be explained that the retreat trend is all 15.2%, so in the end, we can ignore the impact of the total score of the pressure source.

#### Regression analysis of total scores of stressors and coping styles

Table 17 Regression analysis of total scores of stressors and coping styles

Predictive variables	Beta	R	R <sup>2</sup>	F
pressure source	-0.155	0.155	0.024	13.535***
pressure source	-0.125			
Social and cultural pressure	-0.096	0.180	0.032	9.180***
pressure source	-0.083	0.199	0.039	7.523***

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Social and cultural pressure	-0.117
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Family environmental pressure	-0.094
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\*\*\*:  $p < 0.001$

From table 17, it can be seen that the regression analysis between stressors and total scores of coping styles excluded the predictive variable being self physical and mental stress. The total score of stressors, socio-cultural pressure, and family environmental pressure entering the regression equation have a significant predictive effect on the total score of coping styles, which can explain the 3.9%.

## CHAPTER 5

### CONCLUSION AND DISCUSSION

#### Conclusion

The research conclusion shows that:

1.The overall stress level of high school students is at a mild level, with learning pressure, family environment pressure, and classmates and friends being the main sources of stress. The score of learning pressure is severe stress.

2.In terms of school differences, there are significant differences between key middle schools and ordinary middle schools in the dimensions of learning pressure, parenting style pressure, classmates and friends pressure, and social and cultural pressure; In terms of gender differences, there are significant differences between boys and girls in the dimensions of learning pressure, family environment pressure, self physical and mental pressure, and socio-cultural pressure; In terms of whether the single- child, there are significant differences between the single-child and non single-child in the dimensions of learning pressure, parenting style pressure and peer pressure; In terms of grade difference, the Main effect of grade is significant. The three grades of senior high school have significant differences in the dimensions of learning pressure, teacher pressure, family environment pressure and social culture.

3.There is a significant difference between the six dimensions of coping strategies among high school students, with high school students adopting more problem-solving, fantasizing, and seeking help coping strategies.

4.In terms of school differences, there are significant differences between key highschools and regular high schools in problem-solving, fantasy, and avoidance dimensions; In terms of gender differences, there is a significant difference in rationalization dimensions between boys and girls; There is a significant difference in problem-solving, fantasy, and avoidance dimensions between only and non single-children in terms of whether single-child or not; In terms of grade difference, the Main effect of grade is significant, and the three grades in senior high school have significant differences in help seeking dimension and fantasy dimension.

5. There is a correlation between high school students' stressors and coping strategies

6. The stressors of high school students have a certain predictive effect on their coping strategies, especially in terms of learning pressure and pressure from classmates and friends, which have a significant predictive effect on problem-solving, fantasy, and avoidance in coping strategies.

## Discussion

### Characteristics of high school students' stressors

#### Overall

The results of this study indicate that the overall stress level of high school students is not significant, with a score of 1.76, which is at a mild stress level, but there is a significant difference in stress levels across different dimensions. Among them, the score of learning pressure is far ahead, reaching about 3.5 points, indicating that learning pressure is still the most important source of stress for high school students, which is basically consistent with the research of many scholars. There are many types of stressors that teenagers experience. After numerous scholars' research, the conclusions are almost consistent. (Suldo, S. M., Shaunessy, E., Thalji, 2009) Learning pressure and interpersonal relationships are the main sources of life stress for middle school students. This is because the most important task in high school is academic performance, and only by successfully completing high school studies can students continue their studies. Therefore, students generally experience considerable learning pressure. Although it may seem relatively easy to enter universities with the gradual development of quality education and the expansion of the college entrance examination, the difficulty of obtaining admission to prestigious schools continues to increase, leading to tight learning tasks and intense competition among classmates. There is no decreasing trend in learning pressure. It is surprising that the pressure of family environment ranks second over the pressure of classmates' interaction. This is because high school students are in the formation period of their outlook on life, world outlook and values. Now the divorce demography is growing rapidly, which to a large

extent gives children a lot of pressure. In addition, high school students now have strong autonomy and do not want their parents to interfere in their behavior. However, due to vastly different ideological concepts and inevitable generation gaps, a "war" between parents and children naturally occurs, which puts great pressure on high school students. Additionally, with the rise of prices, the cost of attending school has increased year by year. However, the wealth gap in society has indeed widened, and many families appear to be willing but unable to cope with the huge learning costs.

Interpersonal communication pressure ranks third among high school students as a source of stress. The reason is that high school students, who are in the transitional stage from adolescence to adulthood, are influenced by their psychological characteristics during their youth and have characteristics such as low self-esteem, excessive self-esteem, sensitivity, and emotional instability. High school students often have relatively high stress intensity and more troubles when dealing with interpersonal relationships, especially friend relationships. High school students are good at making friends but lack the experience and ability to maintain friendship. They are competitive but have poor self-control. They are prone to conflicts between friends due to trivial matters, and are prone to expand and persistence the psychological experience of conflicts and disputes.

#### **The impact of school factors on the stressors of high school students**

Key middle school students scored higher than ordinary middle school students in the dimensions of learning pressure, pressure from classmates and friends, and social and cultural pressure.

In terms of learning pressure dimension, students in key middle schools face greater learning pressure than students in ordinary middle schools. This is because key middle schools place more emphasis on enrollment rates, and teachers have stricter

requirements for students in all aspects. At the same time, there are many excellent students in key middle schools, all of whom are former elites of the school. After coming to key middle schools, they face more intense competition. Many of the top



and bottom students in junior high school now have significant differences in academic performance and rankings compared to their psychological expectations. Coupled with the academic pressure exerted by teachers and parents, their pressure has become significant. Compared to key high schools, students in ordinary high schools have much easier learning competition, and their psychological expectations and positioning are not as strict, so their learning pressure is relatively lower.

In terms of pressure from classmates and friends, key high school students also face greater pressure from classmates and friends than ordinary high school students. This is because in key high schools, the pressure of learning competition among classmates is unprecedented. In an atmosphere where almost all students put all their energy into learning, classmates do not have more time to exchange emotions, and it is also difficult for students in mutual competition to establish and maintain good relationships. In addition, students who can be admitted to key middle schools are very capable, which leads to some of these students being very proud and conceited in their hearts. They find it difficult to establish good relationships with other classmates, and the lack of close friends leads to great pressure on them in terms of classmates and friends. So key middle school students face greater pressure from classmates and friends than ordinary middle schools.

In terms of social and cultural pressure, key high school students face greater pressure than ordinary high school students. My analysis suggests that the reason may be that key high school students focus their main energy on learning, and their normal learning pressure is already high. However, their self-control and willpower are weak, but now with the development of communication and the internet, students easily want to relax and become addicted to online games. It is unacceptable for key high school students with strong goals to engage in entertainment activities such as novels and television, which can lead to a sharp drop in their academic performance. Therefore, key high school students tend to tend towards and reject these temptations, and their feelings of social and cultural pressure are greater than those of ordinary high school students.

In the dimension of parenting style, students in ordinary middle schools face more pressure than students in key middle schools. This may be because most parents of students in ordinary middle schools care less about their students' learning and psychological state, more use educational measures of punishment, control and restriction to their children, and less use positive educational behaviors such as encouragement, care and understanding. In addition, the teaching staff of key middle schools are strong. In order to ensure that students can fully immerse themselves in their studies, they will always maintain contact with their parents and monitor their learning status. This makes the connection between students and the school close, and can effectively correct and improve the negative parenting styles of their parents.

#### **The influence of gender factors on the stressors of high school students.**

Due to the influence of traditional culture and practical social needs, the phenomenon of favoring boys over girls still occurs from time to time. In addition, it is relatively difficult for girls to find employment in the job market. Therefore, in order to achieve success and social recognition, girls must make greater efforts. This is reflected in the fact that girls prefer to achieve better academic performance and rankings, and naturally, girls have more academic pressure than boys. In addition, compared to boys, girls have a more calm and gentle personality. They will spend more time on their studies and will not indulge in other things against the wishes of teachers and parents. At the same time, girls' psychological quality is slightly weaker compared to boys. Once they encounter a failure in a major exam or fail to achieve their satisfactory goals, psychological fluctuations will be greater, so girls will have greater learning pressure than boys.

There may be two reasons why girls have more physical and mental stress than boys. Firstly, girls have more cautious and delicate psychological characteristics, while high school girls may not be able to adapt to the changes that occur in their bodies during adolescence. They may feel a lot of pressure in this area, resulting in many related pressures, such as emotional instability, poor sleep, anxiety, and so on. Secondly, girls are more concerned about their body shape than boys,

possibly because girls are more demanding about their appearance. Girls may believe that appearance is a major factor in relationships, literature, or job hunting.

Girls also experience greater pressure in their family environment compared to boys because compared to boys, girls have a stronger dependence on their families, and their psychology is more delicate and suspicious. Once there are some changes in the family, such as family breakdowns, major illnesses in loved ones, and parental arguments, girls feel more pressure in this area, and the cycle that troubles them is longer. So girls face higher pressure in terms of family environment than boys.

Male students have a higher level of social and cultural pressure than female students. By the high school stage, students have reached a relatively mature stage in self-concept, emotional development, logical thinking, and gender role identification. The role characteristics of male and female students are more obvious. Boys are more free from small details in various aspects, mischievous and adventurous, while girls are more obedient to rules and cautious in all aspects. Boys gradually become very eager to learn about the outside world through various activities, such as socializing with more friends, participating in more social practice activities, and even developing some bad habits. However, girls are relatively more self-centered and focused on their own studies and life. So boys are more under social and cultural pressure than girls.

#### **The impact of being an single-child on the stressors of high schoolstudents**

The pressure of single-child in parenting style is higher than that of non single-child. This is because the long-term implementation of family planning has led to an increasing number of families with single-children, especially urban and non agricultural families. Therefore, parents must have high expectations for this single-child. Some parents excessively dote on their children and meet any requirements of their children, while

others are very strict with their children, placing a great burden on them, Both of these reasons have brought extraordinary pressure to those single-children.

Non single-child students face higher academic and peer pressure than single-child students. The reason for this is that non single-child students generally come from rural areas and their families have poor economic conditions. Therefore, they are more confident in proving themselves through their studies, and even entering excellent universities can change their future and destiny. Therefore, they will invest more energy and emotions in their studies, and their academic pressure is higher than that of single-child students. Similarly, non single-children, due to their family's poor financial situation, inevitably develop feelings of inferiority in comparison with other classmates about food, clothing, and daily necessities, which can have a certain degree of impact on their classmates' interactions. At the same time, they invest a lot of time in learning, which will either neglect their interactions and interactions with other classmates too much or too little, bringing great pressure to their classmates' interactions.

#### **The influence of grade factors on the stressors of high school students**

In the survey, we found that there is a significant age difference in the daily stressors of high school students. In the dimension of learning pressure, the pressure faced by high school seniors is higher than that of high school sophomores and freshmen. This is because our current education system is still in a state where one exam is determined for life. As a bridge to enter universities and even key universities, the importance of the college entrance examination is self-evident. Therefore, it puts a lot of

pressure on all high school students, and the closer they are to the college entrance examination, the greater the learning pressure you can feel. In addition, the learning tasks of our high school are gradually increasing and becoming more difficult. In order to give new students a certain period of adaptation, most of the content they learn is basic theories and knowledge, which is less difficult and not much content. This lays the foundation for learning slightly deeper knowledge in the future. By the time of high school, the knowledge they learn will gradually become complex and

huge, and the academic burden will become increasingly heavy, Learning pressure will naturally be significant.

In the dimension of teacher pressure, the pressure faced by third year students is higher than that of second year students and higher than that of first year students. Similarly, as the college entrance examination approaches, the infiltration of students' thoughts by teachers will gradually increase. Facing the college entrance examination, teachers will also have a lot of pressure. They also hope that more students in their class can be admitted to universities or even key universities, which will put pressure on students, The importance of the college entrance examination will be constantly emphasized to you, and stricter requirements will be placed on you. During this time, teachers will have more contact with students and understand their status. Therefore, the pressure on teachers for third year high school students is greater than that for second year high school students.

In the dimension of family environmental pressure, the opposite is true. The pressure faced by the first year of high school is greater than that of the second and third years of high school. This is because high school education is not within the scope of nine-year compulsory education, and high school education requires a significant economic cost. This is a burden for some families who are not very affluent, and even some students' scores do not meet the standards of their desired high school, but parents want their children to receive better education, It is necessary to pay additional fees to the school to ensure that they accept their children, which puts a lot of family pressure on some first-year students who are well aware that their studies have brought a great burden to their families. At the same time, first-year students are relatively young and more susceptible to the influence of their parents. Every move of their family can have a certain impact on them. As they age and experience, they become more and more persistent in their ideas, believe in their feelings, and the influence of their parents will gradually decrease. So the family environment pressure faced by first year high school students is greater than that of second year high school students and third year high school students.

In the dimension of social and cultural pressure, research has led to the conclusion that the pressure faced by the first year of high school is greater than that of the third year, and the pressure faced by the second year of high school is greater than that of the third year. The main reason I analyze is still in the aspect of the college entrance examination. As the pace of the college entrance examination approaches, the learning pressure of third year high school students is increasing. They are fully immersed in the atmosphere of preparing for the exam and do not spend too much time on social and cultural entertainment activities. Novels, magazines, and film and television works that they usually pay attention to will stop paying attention to or be significantly reduced, and they will not spend a lot of time on social communication and interaction, They will stop investing in their daily interests and hobbies in exchange for success in the college entrance examination, so the pressure on cultural and entertainment for third grade students is significantly lower than that for second and first grade students. There is no difference between second year students and first year students in this aspect.

### **Characteristics of coping strategies among high school students**

#### **Overall**

Adolescence is an important period for physical and mental development, and their overall trend in coping styles in problem situations is to gradually increase the use of mature coping styles. This is also consistent with the conclusions of many studies both domestically and internationally. (Anna, Kucharzyk Angelika, & Anna, B. 2023) The survey results of this study show that high school students use problem-solving the most frequently, followed by fantasy, seeking help, and avoidance, and rationalization and self blame the least frequently. The majority of high school students are able to adopt mature coping styles (problem-solving and seeking help), while they are less likely to adopt immature coping styles (avoidance and self blame). This is basically consistent with the research results of some scholars. This indicates that as high school students grow older and experience more, their cognitive maturity improves, and they are able to analyze and solve problems rationally when facing difficulties, and actively seek help from others. However, this study found that high

school students scored higher in the dimension of fantasy, second only to problem-solving, indicating that high school students still use fantasy as a negative coping style more frequently. The score of the help seeking dimension ranks third, which is different from previous research results.

We can consider the increase in the use of negative coping methods from the following two aspects. On the one hand, high school is a crucial yet special stage, where students face arduous learning tasks and enormous psychological tests. Both academically and psychologically, they are under great psychological pressure. In this situation, students' mental health may inevitably encounter some problems and adopt immature negative coping strategies.

On the other hand, the use of some negative coping styles has special value in this particular learning stage. Coping theory suggests that the nature of coping styles can only be judged by the results of adaptation in specific situations, and specific situational theories should be considered. Coping styles cannot be simply distinguished as positive or negative. As a means of adapting to the environment, most coping strategies are valuable and can alleviate psychological tension under different conditions. Avoidance is generally considered a negative coping style, but in the face of a major stress event such as the sudden death of a loved one, avoidance can temporarily alleviate emotions. Many high school students use fantasy as a method, possibly because fantasy can temporarily avoid tense atmosphere and heavy pressure, give oneself a chance to breathe, help alleviate individual tension, and play a relaxing role. In addition, fantasy usually points to positive aspects, which helps provide individuals with motivation for learning and life, and helps them better complete tasks.

#### **The impact of school factors on high school students' coping strategies**

In terms of problem-solving dimensions, research has shown that key high school students tend to adopt more problem-solving coping strategies compared to regular high school students. This is because the biggest source of pressure for high school students is learning, and key high school students are outstanding in their studies. They encounter fewer failures in their studies. When encountering setbacks,



they believe in their abilities, dare to face problems, and make positive efforts to solve them. They rarely adopt negative methods such as retreat, self blame, and fantasy. Furthermore, students in key middle schools have relatively good personality traits, or compared to ordinary middle schools, the learning atmosphere and teaching conditions in key middle schools are stronger, and good class and academic atmosphere also encourage students to choose more positive coping methods. In terms of fantasy and avoidance dimensions, research shows that ordinary high school students tend to adopt more fantasy and avoidance coping strategies compared to key high school students. This is because the main job of high school students is learning. Compared to key high school students, ordinary high school students have slightly weaker learning abilities and lower self-confidence. Once they encounter difficulties and setbacks, they do not have the determination to persevere and overcome difficulties, often adopting avoidance and fantasy coping methods. The school and class atmosphere in ordinary high schools is relatively poor, and the quality of students is uneven. Some students may have good qualities, but are influenced by the class atmosphere and other negative students, and may adopt fantasy and avoidance coping methods.

#### **The Influence of Gender Factors on High School Students' Coping Strategies**

Boys tend to adopt more rational coping strategies compared to girls. This may be because when facing difficulties and setbacks, most boys do not want others to know that they have encountered difficulties or are in a difficult situation. They want to solve this problem on their own to protect their self-esteem and confidence, and ensure that they are not looked down upon or ridiculed by others. At the same time, their abilities also limit their ability to solve problems well, so boys often shift the responsibility of not being able to solve problems from themselves to other things, even if they are in a disadvantageous position, they can still save their face. So boys tend to adopt more rational coping strategies.



The impact of being an single-child on high school students' coping styles Single-child students tend to adopt more fantasy and avoidance coping strategies. This is because single-child students are often the treasures of the entire family, and parents strive to meet their children's demands as much as possible. This leads single- child students to believe that they can get anything they want, and no matter what happens, their parents pave the way ahead. Normally, the wind is smooth, and once they encounter difficulties and troubles that they cannot solve, they will develop a sense of fear and fantasy, hoping that the matter will disappear over time or that their parents can help them solve them.

Non single-children tend to adopt more problem-solving coping strategies. This is because most non single-child families come from rural areas, with the majority of parents being farmers. The family's economic situation is poor, and once encountering difficulties and troubles, the parents have limited abilities to create and coordinate for them. Only by working hard to change the current situation, transforming the situation towards the better side, learning from the experience of failure, and striving to find solutions to the problem, cannot rely on others to solve the problem for you.

#### **The Influence of Grade Factors on High School Students' Coping Strategies**

In terms of problem-solving dimensions, research shows that sophomore students tend to adopt more problem-solving coping styles than first-year students. This is because sophomore students have significantly improved their experience in dealing with stress, and they know that blindly compromising and retreating to stress cannot completely eliminate it. The best way to face pressure is always to face it directly and work hard to solve it. However, first-year high school students who have just entered high school lack experience in dealing with pressure. When faced with pressure, they unconsciously think of retreating and denying, without the experience and lessons of facing pressure directly.

In terms of the dimension of seeking help, the research results indicate that third grade students, first grade students, and second grade students are more likely to adopt the coping style of seeking help, which is different from the

research conclusions of most scholars. They believe that as middle school students age, they can cope with increasing resources and face life pressure more rationally. At the same time, with the increase of independent consciousness, When facing setbacks and pressure, they are more likely to choose to face and solve it alone, and gradually give up seeking help. I think the reason for this situation is that the intensity and type of pressure faced by third grade students are significantly increased compared to first and second grade students. Due to limitations in their abilities and experiences, they are not able to solve it alone, so they tend to seek help from others more often. In the process of seeking help, they sometimes find that the efficiency of seeking help from others is higher than that of solving it alone, So they tend to adopt a more appealing coping style compared to first-year and sophomore students.

In terms of fantasy, research shows that third grade students tend to adopt more fantasy coping styles compared to first grade students. This is because third grade students face direct pressure from the college entrance examination, influenced by various pressures from schools, teachers, parents, and society. Among them, the intensity of stress is also stronger than that of first grade students. If some pressures cannot be solved in a short time, It is very necessary for third grade students to temporarily forget their troubles and immerse themselves in their studies with full enthusiasm by adopting a fantasy approach. So third grade students tend to adopt more fantasy coping styles.

### **Correlation and regression analysis on the Sources of Stress and Coping Styles of High School Students**

#### **Correlation analysis**

In the dimension of problem-solving, there is an overall positive correlation with the sources of stress, which means that when students are under greater pressure, they are more inclined to choose problem-solving strategies. Among them, when the pressure and learning pressure of classmates and friends increase. Students are more likely to choose problem-solving strategies to alleviate the pressure they face. But when the pressure of parents' Parenting styles increases. Students will

become more inferiority complex due to their parents' strictness. Therefore, it will reduce the choice of coping strategies for solving problems.

In the dimension of fantasy, there is an overall negative correlation with the source of stress, which means that as students experience greater stress, they will reduce their choice of coping strategies for fantasy. Because when there is a lot of pressure, students will realize that just fantasizing cannot improve their current situation. Therefore, other coping strategies will be chosen. Especially when learning pressure and pressure from classmates and friends increase. High school students will significantly reduce their fantasy coping strategies. In the dimension of avoidance, there is a negative correlation with the overall source of stress, which means that when students experience increased pressure, they will reduce their choice of avoidance strategies. When the pressure on students increases significantly, they will realize that retreat cannot improve their current situation. Need other coping strategies to help them relieve stress. Especially when the pressure of learning, classmates and friends, their own physical and Psychological stress pressure and social and cultural pressure increase. High school students will significantly reduce their avoidance strategies.

#### **Regression analysis**

Using different coping strategies as the dependent variable and various dimensions and total scores of stressors as independent variables, conduct stepwise regression analysis. Study the impact of different dimensions of stressors on the degree of coping strategies.

#### **Regression analysis of stressors and problem-solving**

When the pressure on classmates and friends increases, high school students tend to be more inclined towards problem-solving coping strategies. Because they don't want to disrupt their classmates' emotions, they usually choose to solve problems on their own. When parents' Parenting styles gets bigger, students' ability to solve problems by themselves will decline. Maybe the Parenting styles from parents will affect students' self- confidence. The classmates and friends pressure, the Parenting styles pressure , and the learning pressure are entered into the regression equation in

turn, which has a significant predictive effect on problem-solving coping strategies, and can explain 9.6% of the trend of problem-solving

#### **Regression analysis of stressors and fantasies**

The classmates and friends pressure, as well as the learning pressure, are significantly negatively correlated with fantasy coping strategies. This is also because high school students are becoming increasingly mature in their coping strategies when facing pressure as they grow up. Fewer choices for fantasy coping strategies. Entering the regression equation with classmates and friends pressure and learning pressure has a significant predictive effect on fantasy, which can explain 4.0% of the trend of fantasy

#### **Regression analysis of stressors and avoidance**

There is a significant negative correlation between social and cultural pressure, classmates and friends pressure, learning pressure, and self physical and mental pressure, as well as avoidance coping strategies. This is also because high school students are becoming increasingly mature in their coping strategies when facing pressure as they grow up. Fewer options for avoidance coping strategies. The overall source of stress, social and cultural pressure, classmates and friends pressure, learning pressure, and self physical and mental pressure entered the regression equation, which had a significant predictive effect on avoidance coping strategies and could explain 15.2% of the avoidance trend. However, the presence or absence of pressure sources can explain 15.2% of the overall retreat trend, so the overall impact of pressure sources is ultimately ignored.

#### **Regression analysis of total scores of stressors and coping styles**

In the overall dimension of coping strategies, there is a significant negative correlation between overall stressors, social and cultural pressures, and family environmental pressures. Because high school students are in a special period of growth and development. When external pressure increases. High school students are mainly focused on learning and cannot make timely judgments and reactions. Entering the regression equation with overall stressors, socio-cultural pressures, and family

environmental pressures has a significant predictive effect on overall coping strategies, which can explain 3.9% of the overall trend of coping strategies

## **Suggestion**

### **Suggestions for schools**

The school is the primary responsible body for alleviating the learning pressure of high school students. Firstly, schools should reasonably guide teachers in assigning homework, such as arranging layered assignments, so that students at each level can learn and avoid excessive academic burden. Secondly, schools should offer psychological health education courses with the theme of "relieving learning pressure" to guide students to have a scientific understanding of learning pressure and learn to cope with it reasonably. Once again, schools can organize diverse collective activities to relax students' physical and mental health, promote student communication, and alleviate peer pressure. Finally, pay attention to differences. The learning pressure of students generally increases with the increase of grade, and the pressure of graduation grade is even more severe. Therefore, graduation grade should focus on combining collective activities with individual counseling to alleviate students' learning pressure. Due to differences in the management and teaching methods of homeroom teachers and subject teachers in different classes, students may experience different learning pressures. Psychological health teachers should educate students separately according to different classes, ensuring that each class has one lesson and one case, and prepare different teaching ideas and contents for different classes. The homeroom teacher should pay attention to the individual differences of students, classify and follow up, teach students according to their aptitude, timely discover students' psychological changes through conversations, observations, surveys, and other methods, identify the sources of stress, and guide students to scientifically understand and respond to stress.

### **Suggestions for families**

Family is the first school for children and plays a crucial role in their healthy growth. Family education is different from school education. Most parents do not have a professional education or psychological background, and maintaining good parent-child and family relationships is the best family education. Firstly, confiding and communicating are the best ways to relieve children's stress. High school students' cognitive abilities have basically developed and matured, with the ability to distinguish right from wrong. Sometimes they even need a friend who listens attentively and has a common language. Parents can try to be friends with their children, think from their children's perspective, and truly enter their children's hearts. Secondly, parents should lower their expectations and avoid having too high psychological expectations for their children. A large part of students' excessive learning pressure comes from their high self positioning.

### **Suggestions for Students**

As the main body of learning and life, students should have a clear understanding of pressure. Appropriate pressure is also a driving force for growth, and excessive pressure can be harmful without any benefits. Firstly, it is necessary to learn to channel emotions, promptly detect and reflect on changes in one's own emotions, learn to regulate emotions reasonably, and promptly seek out suitable people to confide in any negative emotions to avoid emotional accumulation. Secondly, it is necessary to plan time reasonably, prioritize tasks, be good at planning academic tasks and daily life affairs, allocate time reasonably, coordinate and arrange, and maximize the utilization of time. Finally, it is important to position oneself correctly. Everyone is a unique individual, and one must believe that through hard work, they will become the best of themselves. When setting goals for oneself, it is important to align with one's own reality. You can first set a current small goal and put in effort. Continuously achieving phased small goals will naturally lead to a leap from quantitative to qualitative change.

### Research Reflection

On sample selection. The sample size selected for this study is 620 participants, and the sample size is not too large, which leads to the limited interpretation of the research results. This study has limited four aspects: different schools, different genders, different grades, and whether single-children, but it is not comprehensive enough. In future research, factors such as urban-rural differences in parental education and household income can be included to enrich the breadth of the entire study, and the results will be more convincing.

The research method used in this study was a questionnaire survey. The questionnaire survey itself has its limitations, and uncontrollable factors such as attitudes and emotions of survey respondents when filling out the questionnaire may affect the authenticity and reliability of the survey, thereby affecting the research results and conclusions. Referring to the results of regression analysis, although multiple dimensions have significant predictive effects, the explanatory rate is relatively low.



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Appendix

## Questionnaire

Hello classmates

We are conducting a psychological study on the relationship between high school students' stressors and their coping styles. The purpose of this questionnaire survey is to understand your current life situation, so that the community, school, family, and mental health workers can develop better psychological intervention procedures based on the current situation and help you grow healthier.

For the content of this questionnaire survey, there is no need to fill in your name. We will strictly abide by the principle of confidentiality and will not disclose any other information. Please rest assured to answer. We look forward to your active cooperation, and we deeply appreciate it!

School 1. key Middle School 2.

Ordinary Middle School Gender 1.

Male 2. Female

Grade 1. First grade 2. Second

grade 3. Third grade Are you an

single-child? 1. Yes 2 No

Questionnaire 1: A questionnaire on stressors among middle school students

The following is a questionnaire about stressors among middle school students, with no distinction between right and wrong answers. Based on your actual situation,

please recall whether the following events have occurred in the past year and at this moment, and how much impact the events have had on you. Use numbers to indicate: 0=no occurrence or no impact, 1=mild impact, 2=moderate impact, 3=severe impact, and 4=extremely severe impact. Please fill out the form anonymously and keep it completely confidential. Please tick the appropriate answer (check 0, 1, 2, 3, 4). Please note that the event did not occur or did not have an impact on oneself. Please tick "0". Please do not omit any items, thank you!

		None	Mild	Moderate	Severe	Very serious
1	Nervous Review Before Exam	0	1	2	3	4
2	The teacher's teaching method is rough	0	1	2	3	4
3	Disagreement between parents or family breakdown	0	1	2	3	4
4	Misunderstood by classmates and friends	0	1	2	3	4
5	A terrifying film, novel, magazine	0	1	2	3	4
6	Emotional instability	0	1	2	3	4
7	Poor exam results	0	1	2	3	4
8	Being satirized and sarcastic by the teacher	0	1	2	3	4
9	Natural and man-made disasters occur at home	0	1	2	3	4
10	Being discriminated against and neglected by classmates and friends	0	1	2	3	4

11	Obscene and pornographic films, novels, magazines	0	1	2	3	4
12	Weak willpower	0	1	2	3	4
13	The learning task is too tight and the psychological burden is too heavy	0	1	2	3	4
14	Teachers are biased and unfair	0	1	2	3	4
15	Frequently scolded and scolded by parents	0	1	2	3	4
16	Having arguments or disputes with classmates and friends	0	1	2	3	4
17	Bad social atmosphere (gambling)	0	1	2	3	4
18	The teacher's teaching level is low	0	1	2	3	4
19	Excessive parental discipline	0	1	2	3	4
20	Lose face or reputation in public	0	1	2	3	4
21	Excessive social interaction	0	1	2	3	4
22	Having bad habits	0	1	2	3	4
23	Conflicts and strained relationships with teachers	0	1	2	3	4
24	Parents indulge or overindulge	0	1	2	3	4
25	Interference in making friends of the opposite sex	0	1	2	3	4
26	Not making friends properly in society	0	1	2	3	4
27	Expected evaluation failed	0	1	2	3	4
28	The teacher's style is not correct	0	1	2	3	4
29	Inconsistent parenting styles	0	1	2	3	4
30	Significant changes in the body	0	1	2	3	4
31	Worried about the unsatisfactory results of the college entrance	0	1	2	3	4

	examination					
32	Criticized and disciplined by the teacher	0	1	2	3	4
33	Father or mother's misconduct	0	1	2	3	4
34	Few or no close friends	0	1	2	3	4
35	Poor sleep	0	1	2	3	4
36	Family financial difficulties	0	1	2	3	4
37	Discord with friends of the opposite sex	0	1	2	3	4
38	Disagreement with other family members	0	1	2	3	4
39	Disgusting social customs	0	1	2	3	4

### Questionnaire 2: Coping Strategy Questionnaire

The following is a questionnaire about middle school students' stress coping styles, and the answers are not right or wrong, good or bad. Please choose an answer after each item based on your own situation. If you choose "yes", please continue to evaluate the following "effective", "relatively effective", and "invalid". Tick the spaces in each line to indicate your choice. Please do not omit any items, thank you



Question	Yes			No
	Effective	kind of effective	invalid	
1. Being able to handle difficulties rationally				
2. Be good at learning from failures				
3. Develop some difficult customer service plans and follow them				
4. I often hope that I have solved the difficulties I face				
5. Full of confidence in one's ability to achieve success				
6. Believing that life experiences are trials and tribulations				
7. Often lament the hardships of life				
8. Devote oneself to work or study to forget unhappiness				
9. Believing that life and death are destined, and wealth and honor are destined				
10. Often enjoy chatting with others to alleviate worries				
11. requesting others to help oneself overcome difficulties				
12. Often only do what one thinks, without considering the consequences				
13. Not willing to think too much about issues that affect one's emotions				
14. Engage in other social activities and seek new hope				
15. Frequent self abandonment				
16. Often conceal one's inner feelings with an indifferent attitude				
17. I often think: it's better if it's not true				
18. Believing that one's failure was caused by external factors				
19. adopt a wait-and-see attitude towards difficulties and let them develop				
20. Conflict with others is caused by their strange personalities				
21. Frequent tantrums with those who cause problems				
22. Often fantasize about having the ability to overcome difficulties				

23. Frequent self blame				
24. Often use sleep to avoid pain				
25. regularly use entertainment activities to eliminate worries				
26. Often thinking about happy things to comfort oneself				
27. avoiding Difficulties and keeping Inner Peace				
28. Worry about not being able to avoid difficulties				
29. two or more commonly used methods to solve difficulties				
30. Often believing that there is no need to struggle for victory				
31. Strive to change the current situation and transform it into a positive one				
32. Borrowing cigarettes and alcohol to relieve worries				
33. regularly blaming others				
34. Often adopt an avoidance attitude towards difficulties				
35. Believing that taking a step back will make things better.				
36. Bury unpleasant things in your heart				
37. Often feeling inferior and self pitying				
38. Often think that this is a manifestation of life being unfair to oneself				
39. regularly suppressing internal anger and dissatisfaction				
40. Drawing on one's own and others' experiences to cope with difficulties				
41. Often not believing in things that are detrimental to oneself				
42. For the sake of self-esteem, I don't want others to know about my experiences				
43. regularly discuss problem-solving methods with friends				
44. Often remind oneself that patience will improve				
45. regularly pray for the blessings of the gods				
46. Frequent use of humor or humor to resolve conflicts				

47. I have limited abilities and can only endure				
48. Often blaming oneself for not making any progress				
49. Often fantasize about unrealistic things to eliminate worries				
50. Often complaining about one's incompetence				
51. Often seeing the good side of bad things				
52. Self perceived setbacks are a test of oneself				
53. Seek advice from experienced individuals on problem-solving methods				
54. Calm down and downplay worries				
55. Strive to find a solution to the problem				
56. Improper career choice is the main reason for one's setbacks				
57. always blaming oneself for being bad				
58. Often not caring about one's unfortunate experiences				
59. Often feeling unlucky				
60. tell others about your troubles				
61. Often do nothing and let nature take its course				
62. Seeking understanding and sympathy from others				

VITA

