

The Relationship between Perceived Pressure of Epidemic Information among College Students and Depression: The Moderating Effect of Rumination Thinking and School Belonging

Youqing Xu

School of Accountancy, Anhui University of Finance and Economics, Bengbu, Anhui, 233030, China

*2992078969@qq.com

Abstract

The perceived pressure of epidemic information among college students as a social psychological factor can have an impact on depression among college students, and it is necessary to explore the mechanism of action between the two. Rumination, as a negative reaction mode, may be a moderating variable worth considering, and school belonging in social support can positively predict students' mental health and play a partial moderating role. This article explores the internal mechanisms of rumination thinking and school belonging through which college students perceive the impact of stress on depression through epidemic information, providing a new direction for preventing cognitive failure among college students.

Keywords

Epidemic Information Perception Pressure; Depression; Rumination Thinking; Sense of Belonging to School.

1. Introduction

As a stressor, COVID-19 can lead to psychological and behavioral problems such as anxiety, depression, insomnia, denial, anger, fear, etc. [1-2]. College students have weak abilities in self judgment and regulation, and are prone to irrational thinking or psychological barriers in the face of the impact of epidemic information. Research has shown that information anxiety among college students during the pandemic is at a moderate level. Although college students have not personally visited the epidemic scene, they can understand the dynamics and development trends of the epidemic through a massive amount of epidemic information. This information can trigger negative psychology such as anxiety, insomnia, and irritability through their own empathy experience, cognitive evaluation, etc. Once the individual's tolerance threshold is exceeded, they may develop depression. The perceived pressure of epidemic information among college students as a social psychological factor can have an impact on depression among college students, and it is necessary to explore the mechanism of action between the two. Rumination, as a negative reaction mode, may be a regulatory variable worth considering. Rumination thinking refers to a reaction mode when encountering negative events, in which an individual repeatedly focuses on negative emotions, thoughts, or behavioral states related to themselves, and repeatedly thinks about the causes and consequences of this negative state, but the individual does not actively solve practical problems [4]. Individuals who choose to ruminate under stress can exacerbate their depressive mood. Currently, research suggests that rumination thinking is associated with the severity of depression and can predict the occurrence and duration of depression. Zhao Yingshu and Yang Lei found that social support can positively predict students' mental health, and school belonging plays a partial moderating role between social support and students' mental health. Exploring how rumination thinking

and school belonging in microsystems can regulate the impact of epidemic information perception pressure on depression among college students, in order to effectively alleviate the negative psychological consequences of epidemic information perception pressure among college students.

This article examines the relationship between epidemic information perception pressure, rumination thinking, and school belonging among college students. Firstly, the results of this study show a significant positive correlation between the perceived pressure of epidemic information and college students' depression. This is consistent with previous research results. As a social psychological factor, the perceived pressure of epidemic information can directly and positively predict depression symptoms, that is, the greater and deeper the amount of epidemic information received by college students, the more severe their depression level is. Positive epidemic information can help reduce the risk perception of college students, while negative epidemic information can cause an increase in their risk perception. Further analysis of the main factors that affect risk perception in positive and negative epidemic information shows that in negative epidemic information, the most important factor affecting risk perception among college students is related to their own and surrounding environmental issues, followed by infectious issues in disease information. This is consistent with existing research results. College students usually feel worried and panicked, leading to an increase in risk perception levels. Therefore, the perceived pressure of epidemic information is an important risk factor for depression among college students. Studies have shown that the generation of rumination thinking is closely related to individual depression and plays a moderating role in it. After adjusting for other potential influencing factors, the lower the sense of school belonging, the lower the level of mental health. This is consistent with existing research results [8]. As an important psychological need for individuals, once the sense of school belonging is met, You will experience a sense of pleasure. So, once college students' sense of belonging to the school is satisfied, they can experience more positive emotions. This indicates that if students have a high sense of identification with the school and can experience a strong sense of belonging on campus, they will actively participate in campus activities, and can appreciate their value in the class and school. Therefore, they are willing to invest more time, experience, and emotions in the school, You can also experience more positive emotions in school and be less prone to depression and anxiety [9]. On the contrary, if students do not have a high sense of identity and cohesion towards the school but instead have a high resistance, they will be unwilling to participate in various campus activities. Moreover, once they encounter a large number of negative events such as negative epidemic information at school, their feelings of depression and depression will be more severe, and they are more likely to experience depression and anxiety.

In summary, rumination thinking can not only directly affect cognitive failure of college students, but also indirectly affect their cognitive behavior through depression. Depression not only harms the mental health of college students, but also affects their cognitive and thinking states in daily life. On the one hand, schools can prevent or intervene in their daily cognitive status by regularly conducting depression screening, improving their physical and mental health and quality of life; On the other hand, college students themselves should also change their attitudes towards negative life events to prevent them from falling into a state of rumination and avoid other negative effects.

2. Create a Good Atmosphere and Environment in the School

The perceived pressure of the epidemic information among college students can increase their depression. Therefore, it is crucial for the government, society, and schools to work together to eliminate the root causes of the threat of negative information and create a comfortable,

harmonious, and safe growth environment for them. Schools should focus on carrying out educational and fun themed educational activities, allowing students to understand the connotation of their profession in a relaxed atmosphere and emotionally accept and recognize it. At the same time, students should feel the comprehensive strength of the school and be proud of the school, improve their sense of belonging to the school, and thus improve their mental health level. The school management department should appropriately refer to other universities and provide basic support for college students from multiple aspects and levels, such as cultural construction, interpersonal relationships, and logistical support. While focusing on the daily management and development of students, collect and understand their detailed information, record them when conditions permit, pay special attention to their mental health issues, continuously track them, and provide timely and appropriate assistance. According to the survey, the intrinsic qualities of college students such as self-awareness evaluation, social support, and personality traits may also play an important role in stressful situations. Therefore, the academic and engineering departments of universities need to actively understand the psychological state of students, prepare emergency plans for college students' psychological crises based on the survey results, and develop and implement practical and feasible psychological intervention plans. From a long-term perspective, university teachers should also consider innovative models for student cultivation paths, explore collaborative mechanisms for talent cultivation, explore the organic integration of ideological and political elements with curriculum, fully utilize relevant theories to guide the construction of curriculum modules, and tap into the potential and role of students' own ability cultivation in life and learning. At the same time, to avoid negative emotions such as anxiety, inferiority complex, and jealousy among college students, teachers should care for students and serve as role models in their daily teaching work. They should not only complete normal education and teaching work, but also pay special attention to students' mental health, provide them with effective emotional and behavioral support, help students improve their sense of belonging to the school, stabilize their emotions and behaviors, and better complete their comprehensive development. Schools should organize regular training for teachers, improve communication and communication with students, and improve their mental health level.

3. Teachers Help Students Improve Their Personality Traits

Rumination, as a basic psychological need, has a significant impact on the physical and mental health of college students. Schools can provide necessary psychological assistance to college students through various means, such as conducting psychological lectures, psychological support hotline services, or group counseling, guiding them to form a controllable understanding of stress events, reducing uncontrollable psychological expectations, enhancing their positive cognition and thinking about stress events, reducing their rumination thinking level, guiding them not to overly focus on negative information, and maintaining good daily habits, Further enhance their sense of control, establish a good worldview, outlook on life, and values, handle conflicts in a more positive and reasonable way, face their unreasonable emotions and thoughts, learn to adjust and dissolve negative emotions in a timely manner, and improve their psychological quality.

Schools should actively create a good growth environment for students, use more positive words to encourage students, improve their self-confidence and self-efficacy, enable them to consciously improve their personality in daily life, fully utilize the exemplary role of role models, and cultivate students' positive thinking and firm self-control through example and example. While educating students, one should also follow the requirements and play the role of a role model for educators by integrating words and actions, emphasizing communication methods, and quietly driving and influencing the cultivation of students' comprehensive abilities. At the

same time, encourage college students who encounter psychological problems to actively seek social support and guide them to mobilize their own resources and strength to cope with stress events, in order to enhance their ability to resist external risks.

The perceived pressure of college students on epidemic information varies dynamically with the development stage of the epidemic. It can track the changes in students' psychological states during different epidemic stages (outbreak, regression, disappearance), and explore the dynamic interactive relationship between rumination thinking and school belonging. Finally, strengthen the education and cultivation of students' healthy personality, help them form good cognition and personality, promote individual healthy growth, and help students better adapt to society and develop themselves. This is not only closely related to the development results and physical and mental health of college students, but also an important cornerstone of social stability and prosperity.

Acknowledgments

This work is supported by the research project of Anhui University of Finance and Economics at the school level, "The relationship between perceived pressure of epidemic information and depression among college students: the moderating effect of rumination thinking and school belonging" (ACKYC22073).

References

- [1] Wang C.Pan R,Wan X,et al. Immediate psychological responses and associated factors during the initial stage of the 2019 Coronavirus Disease(cOVID-19)Epidemic among the general population in China[J]. International journal of environmental research and public health,2020,17(5);1729-1754.
- [2] Christina J Catabay ,Jamila K Stockman,Jacquelyn C Campbell,et al.Perceived stress and mental health:The mediating roles of social support and resilience among black women exposed to sexual violence[J].Journal of Affective Disorders.2019(259):143-149.
- [3] Deng Bei, Ai Yating, Hu Hui. Anxiety of college students in Wuhan and its influencing factors during the COVID-19 [J]. Journal of Wuhan University (Medical Edition), 2020,40 (7): 14-24.
- [4] Treynor W. Gonzalezr, Nolen-hoeksema S. Rumination reconsidered a psychometric analysis [J].Cogn Ther Res,2003,27(3);247-259.
- [5] Lian Shualei, Sun Xiaojun, Niu Gengfeng, et al. The relationship between upward social comparison and depression in social media: a moderated mediation model and gender differences [J]. Journal of Psychology, 2017,49 (7). 941-952.
- [6] Yaroslavsky I, Allard ES, Sanchez-Lopez A.Cant look away:attention control deficits predict rumination, depression symptoms and depressive affect in daily life[J].J Affect Disord,2019, 245: 1061-1069.
- [7] Zhao Yingshu, Yang Lei. Social support and mental health of migrant children: the mediating role of school belonging [J]. Journal of Qingdao Vocational and Technical College, 2011 (6): 62-65.
- [8] Lv Yuxuan, Zhang Jiashuo, Yin Haiqi, et al. The relationship between negative emotions and family happiness among college students in Yantai [J]. China Health Statistics, 2021,38 (3): 399-401.
- [9] Chen Xiaoli. A study on the relationship between high school students' sense of belonging and depression and anxiety - the mediating role of psychological resilience [D]. Wuhan: Huazhong Normal University, 2019.