

A STUDY ON THE INFLUENCE OF APPRECIATION OF BRITISH AND AMERICAN LITERARY WORKS ON ALLEVIATING STUDENTS' AFFECTIVE DISORDER

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SUMMARY

Background: College students are a special group, full of contradictions is the typical psychological characteristics of this group. They are prone to psychological problems such as poor environmental adaptation, self-cognitive deviation, interpersonal barriers, emotional distress, psychological crisis and so on. However, college students lack sufficient experience and psychological quality, so they cannot effectively face and deal with the above psychological problems, therefore, the mental health problems of college students today are very serious, and the prevalence of mental diseases is also higher than normal. Many students suffer from anxiety and emotional disorder for a long time. Affective disorder not only brings heavy economic burden to the patient's family, but also easily leads to social security problems and affects social harmony and stability. Therefore, eliminating students' psychological pressure, avoiding students' negative emotions, and then treating and avoiding emotional barriers are conducive to students' self-development and family harmony.

Subjects and methods: 100 students with mental disorders in a university were selected for the experiment. They are divided into two groups, group A and group B. For group a student, routine therapy combined with appreciation of British and American literary works was used. For group B students, only routine treatment was used. After using different intervention methods to intervene for a period of time, the scale tool was used to detect the degree of emotional disorder of the two groups of students.

Results: Before the intervention experiment, the degree of affective disorder of group A and group B students was basically the same; After the intervention experiment, the affective disorder of group a student was effectively relieved, while the degree of affective disorder of group B students did not change significantly.

Conclusions: Nowadays, the mental health problems of college students are very serious, and the prevalence of mental diseases is also higher than normal. Many students suffer from anxiety and emotional disorder for a long time. Mental disorders not only bring heavy economic burden to the patient's family, but also easily lead to social security problems and affect social harmony and stability. Based on cognitive psychology, the research puts forward the intervention method of routine treatment combined with the appreciation of British and American literary works to alleviate students' emotional disorders.

Key words: cognitive psychology - mental health - affective disorder - literary works

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INTRODUCTION

College students are a special group, full of contradictions is the typical psychological characteristics of this group. They are prone to psychological problems such as poor environmental adaptation, self-cognitive deviation, interpersonal barriers, emotional distress, psychological crisis and so on. However, college students' minds are not mature enough to face and deal with the above psychological problems effectively, however, college students lack sufficient experience and psychological quality, and cannot effectively face and deal with the above psychological problems. Therefore, today's college students' mental health problems are very serious, and the prevalence of mental diseases is also higher than normal (Domènech-Abella et al. 2021). There are many reasons for college students' anxiety. In the university stage, great changes have taken place in the learning environment and living environment of college students, and students' cognition is also changing. Therefore, some students feel uncomfortable and produce negative emotions such as loneliness and anxiety (Muñoz-Negro et al. 2021). In addition, college students are under the pressure of long-term emotional

and social development, which leads to the failure to deal with their mental development correctly. Educational psychology believes that students' cognition and students' emotion are a relationship of mutual connection, mutual restriction and mutual penetration. Based on psychological theory, we can know that in the process of knowledge learning and experience accumulation, students' emotion and cognitive ability play an equally important role, both of which are indispensable (Chesney et al. 2021).

Based on psychology, this paper analyzes the causes of college students' anxiety. Internal factors include students' personality factors and students' lack of self-confidence (Lee et al. 2019). Personality factor refers to the relatively stable and unique psychological behavior mode formed by students in the acquired environment on the basis of congenital biological genetic quality. In the process of teaching, many teachers found that students with outgoing and cheerful personality are better at social activities and less likely to suffer from mental diseases. Students who are timid and nervous generally lack self-confidence and are more likely to have psychological problems (Matzkin et al. 2020). Self-confidence is the identification of self-worth.

In China's traditional education model, students are often in a passive position and have few opportunities for autonomous learning and free expression. Over time, most students are afraid or unwilling to interact with teachers in class and lack confidence in their own learning, which is the expression of lack of self-confidence. External factors include school and family factors.

There are two main reasons for school. The first is that students can't adapt well to the new learning environment, and students are always in a state of tension and anxiety, resulting in anxiety. The second is that the learning burden is too heavy and the learning time is too long, which leads to excessive learning pressure and anxiety. Family reasons are mainly parents' too rough interference with students, high family expectations for students' learning, students' family disharmony, etc. these reasons will lead to students' low mood, lack of self-confidence, and then lead to students' anxiety (Dennison et al. 2020; Chen et al. 2021). Many students suffer from affective disorder because they are in the mood of anxiety and depression for a long time (Mondragón-Maya et al. 2020). Affective disorder, also known as bi-directional disorder, is a common mental disorder with the characteristics of mania and depression. It may occur in any period of time. The clinical manifestations of affective disorder are more complex, the mood of patients fluctuates, and accompanied by symptoms such as distraction, rashness, exaggeration, running a way of thinking, reduced sleep, increased speech and so on (Baghdassarian et al. 2020). In addition, mental symptoms such as anxiety disorder, obsessive-compulsive disorder, money abuse and victim delusion are also common in patients with affective disorders. Affective disorder not only brings heavy economic burden to the patient's family, but also easily leads to social security problems and affects social harmony and stability. Therefore, eliminating students' psychological pressure, avoiding students' negative emotions, and then treating and avoiding emotional barriers are conducive to students' self-development and family harmony (Akram et al. 2020).

Cognitive psychology emphasizes that people's emotional and psychological changes are the result of the joint action of previous experience, environmental perception, memory and thinking, reasoning and imagination and other factors. It has established a close relationship between psychological problems and social science, biomedicine and other fields. It is the embryonic form of the modern biological psychological social medicine model and has a wide application prospect. According to the theory of cognitive psychology, the body's cognitive process of a thing starts from perception, receives information through the eyes, ears, mouth, nose, skin and other sensory organs, then reprocesses the received information through experience recall and thinking activities, and finally forms the change of emotional psychology. After comprehensively considering the students' psychological needs, the research proposed the intervention method of routine

treatment combined with appreciation of British and American literary works to alleviate the students' emotional barriers according to the analysis results, hoping to find a treatment method that can effectively alleviate the students' negative emotions and then alleviate the students' emotional barriers, so as to ensure that college students can maintain an efficient learning state, which is of positive significance to the students' personal and family.

SUBJECTS AND METHODS

In order to verify the intervention effect of appreciation of British and American literary works on college students' affective disorders, 100 students with mental disorders in a university were selected for the experiment. The Self-rating Anxiety Scale (SAS), the comprehensive Hospital Anxiety and Depression Scale (HADS) and the Self-compiled Student Anxiety Assessment scale (SAAS) were used to monitor the degree of mental disorders of the two groups of college students, and the concise Mental State Examination (MMSE) was used to assess the cognitive ability of the students. Combine the above contents to evaluate students' emotional disorders. Among them, the Self-rating Anxiety Scale is the most widely used, which has important applications in psychological disease counseling, mental status detection and so on. It is also one of the most well-known psychological measurement tools. The Self-rating Anxiety Scale (SAS) contains 20 items and adopts the 4-level scoring method. When the score is 1, it means that the anxiety degree of the subjects is very slight. When the score is 2, it means that the subjects have a certain degree of anxiety. When the score is 3, it means that the subjects have serious anxiety. When the score is 4, it indicates that the subject has serious anxiety. The main statistical index of the Self-rating Anxiety Scale was the total score. When all items are evaluated, the rough scores obtained are added in turn and multiplied by 1.25 to obtain the SAS score of the subjects. The SAS score is calculated as shown in formula (1).

$$S = \sum_i^{20} x_i, i = 1, 2, \dots, 20 \quad (1)$$

In formula (1), represents the score of items. The Self-made Student Anxiety Assessment Scale is mainly used to assess the mental health of college students. It has the characteristics of large capacity and rich reflection of students' psychological characteristics. The self-made student anxiety assessment scale includes many dimensions in the psychiatric symptoms, including feeling, emotion and thinking. The self-made student anxiety assessment scale has 9 factors, which are expressed as factor 1 to factor 9, 90 items. The scores at all levels are expressed as 1 point (none), 2 points (very light), 3 points (medium), 4 points (overweight), 5 points (serious). The scores of each item of the self-made Student Anxiety Assessment Scale were judged by the

subjects themselves, and there were no rigid rules.

RESULTS

100 students with mental disorders in a university were selected for the experiment. They are divided into two groups, group A and group B. For group a student, routine therapy combined with appreciation of British and American literary works was used. For group B students, only routine treatment was used. After using different intervention methods to intervene for a period of time, the scale tool was used to detect the degree of emotional disorder of the two groups of students. The Self-rating Anxiety Scale (SAS), the comprehensive Hospital Anxiety and Depression Scale (HADS) and the Self-compiled Student Anxiety Assessment Scale (SAAS) were used to monitor the degree of mental disorders, and the Concise Mental State Examination (MMSE) was used to assess the cognitive ability of the students. Firstly, the anxiety of the two groups of students before and after the experiment was detected and recorded. The scale tool was SAS. The test results are as follows: before the intervention experiment, the difference between the anxiety scores of the group A and the group B is very small, and there is no statistical significance. After a period of intervention, the anxiety measurement results of group A and group B are shown in Table 1.

In Table 1, before treatment, the SAS score of group A was 64.32 ± 4.53 , and that of group B was 65.92 ± 3.88 . Before treatment, there was little difference between the anxiety score of group A and that of group

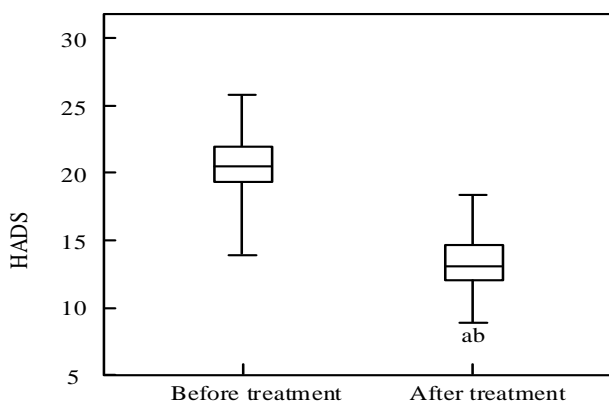
B, which was not statistically significant. After treatment, the SAS score of group A was 46.35 ± 4.32 . The SAS score of group B was 63.33 ± 6.54 . It can be seen that after treatment, the anxiety score of group A was much lower than that before treatment. The difference between the anxiety score of group B and that before treatment was very small, which was not statistically significant. After the intervention experiment for a period of time, the anxiety score of groups a decreased significantly, while that of group B almost did not. Before the intervention experiment, the difference between the HADS scores of group A and group B was very small, and there was no statistical significance. Three months after the intervention experiment, the HADS score of groups a decreased significantly, while that of group B decreased slightly, as shown in Figure 1.

After the experiment, the SCL-90 scores of students in the group A were significantly lower than those in the group B ($P < 0.05$), as shown in Table 2.

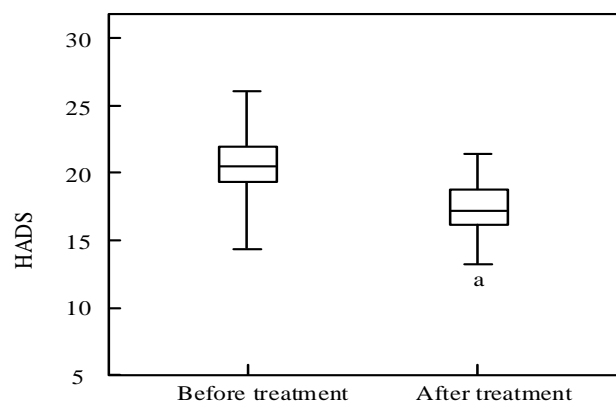
It can be seen from Table 2 that after treatment, the scores of factors 1, factor 2, factor 3, factor 4, factor 5, factor 6, factor 7, factor 8, factor 9 and other factors in group A are much lower than those in group B. Cognitive ability was assessed with the brief mental state examination scale. Before the intervention experiment, the difference between MMSE scores of group A and group B was very small, and there was no statistical significance. After the intervention experiment for a period of time, the MMSE score of group A decreased significantly, while that of group B did not, as shown in Table 3.

Table 1. Test results of anxiety of two groups of students

Grouping	SAS score		n	t	P
	Before experiment	After experiment			
Group A	64.32±4.53	46.35±4.32	50	7.541	0.000
Group B	65.92±3.88	63.33±6.54	50	0.141	0.813
t	0.163	7.653	-	-	-
P	0.824	0.000	-	-	-



(a) HADS scores of students in the Research group



(b) HADS scores of students in the Control group

Note: ^a $P < 0.05$ compared with that before treatment; ^b $P < 0.05$ compared with control group

Figure 1. HADS scores

It can be seen from Table 3 that before treatment, the MMSE score of group A was 27.1 ± 0.3 , and that of group B was 27.2 ± 0.2 . The difference between the MMSE score of group A and that of group B was very small and had no statistical significance. After two months of different interventions, the MMSE score of group A was 29.5 ± 0.3 . The MMSE score of group B was 27.4 ± 0.4 . It can be seen that the MMSE score of

group A decreased significantly. The difference between MMSE score of group B and that before treatment was very small, which was not statistically significant. After a period of intervention, the MMSE score of group A was much lower than that of group B. From the above, it can be seen that routine treatment combined with appreciation of British and American literary works can alleviate students' emotional disorders.

Table 2. SSAS scores

Project	SSAS score		<i>t</i>	<i>P</i>
	Group A	Group B		
Factor 1	24.6±8.2	35.4±10.7	6.425	0.000
Factor 2	22.4±7.3	28.5±7.6	7.642	0.000
Factor 3	19.8±3.2	29.5±6.3	8.179	0.000
Factor 4	28.2±4.5	40.1±9.7	6.130	0.000
Factor 5	24.9±6.2	33.4±8.1	7.528	0.000
Factor 6	8.2±1.8	17.3±6.1	6.319	0.000
Factor 7	14.3±3.2	22.5±4.7	8.147	0.000
Factor 8	10.3±6.4	16.8±6.5	8.826	0.000
Factor 9	19.2±4.8	28.6±5.3	6.513	0.000

Table 3. MMSE scores of two groups of subjects

Grouping	SAS score		<i>n</i>	<i>t</i>	<i>P</i>
	Before experiment	After experiment			
Group A	27.1±0.3	29.5±0.3	50	6.454	0.010
Group B	27.2±0.2	27.4±0.4	50	0.278	0.654
<i>t</i>	0.299	6.531	-	-	-
<i>P</i>	0.415	0.014	-	-	-

DISCUSSION

In the university stage, great changes have taken place in the learning environment and living environment of college students, and students' cognition is also changing. Therefore, some students feel uncomfortable and have negative emotions such as loneliness and anxiety. In addition, the mental development of college students is not yet mature, and they cannot correctly deal with many pressures, such as social pressure, academic pressure and employment pressure, which leads to students' long-term anxiety and depression, and many students suffer from emotional disorders. Affective disorder not only brings heavy economic burden to the patient's family, but also easily leads to social security problems and affects social harmony and stability. Therefore, eliminating students' psychological pressure, avoiding students' negative emotions, and then treating and avoiding emotional barriers are conducive to students' self-development and family harmony.

At the psychological level, anxiety refers to a negative emotion that includes irritability, anxiety, sadness, worry, tension, panic and uneasiness due to excessive worry about the life, safety and future of

themselves or the people they care about. Anxiety is an emotional symptom syndrome. According to the patient's performance, anxiety is divided into three types: mental anxiety, exercise anxiety and somatic anxiety (Chen et al. 2020). In colleges and universities, with the promotion of grades, students face more and more things, greater and greater pressure, and more and more serious psychological anxiety. The anxiety psychology of college students is mainly divided into five kinds: learning anxiety, social anxiety, physical anxiety, postgraduate entrance examination, textual research anxiety and employment anxiety (Lindenmayer et al. 2019). Excessive anxiety will affect students' body hormone secretion and the normal operation of organ function, damage students' physical and mental health, and even seriously damage students' cerebral cortex, resulting in impaired cognitive function and mental diseases such as cognitive impairment, affective disorder and mental disorder (Mahon et al. 2019).

Affective disorder, also known as bi-directional disorder, is a common mental disorder with the characteristics of mania and depression. It may occur in any period of time. The clinical manifestations of affective disorder are more complex, and the patients' emotions fluctuate, accompanied by symptoms such as

distraction, rashness, exaggeration, running away from thinking, less sleep, more speech and so on. In addition, mental symptoms such as anxiety disorder, obsessive-compulsive disorder, money abuse and victim delusion are also common in patients with affective disorders. Affective disorder not only brings heavy economic burden to the patient's family, but also easily leads to social security problems and affects social harmony and stability. Therefore, finding an appropriate method to alleviate the anxiety and depression of college students, and then treat and avoid emotional disorders is of great significance to the personal development of students. With the accelerating pace of life and increasing social pressure, some college students have a fear of future life, learning and employment, resulting in widespread anxiety (Muoz-Negro et al. 2019; Yao et al. 2022).

When the anxiety of college students lasts too long and the degree is serious, it will affect the students' physical function, cause psychological obstacles, cause students to suffer from emotional obstacles, and affect their normal study and life. Cognitive psychology emphasizes that people's emotional and psychological changes are the result of the joint action of previous experience, environmental perception, memory and thinking, reasoning and imagination and other factors. It has established a close relationship between psychological problems and social science, biomedicine and other fields. It is the embryonic form of the modern biological psychological social medicine model and has a wide application prospect. According to the theory of cognitive psychology, the body's cognitive process of a thing starts from perception, receives information through the eyes, ears, mouth, nose, skin and other sensory organs, then reprocesses the received information through experience recall and thinking activities, and finally forms the change of emotional psychology.

Based on cognitive psychology, the study puts forward the intervention method of routine treatment combined with the appreciation of British and American literary works to alleviate students' emotional disorders. In the process of appreciation of British and American literary works, students will think carefully, so as to immerse themselves in the works, fully appreciate the feelings expressed by the author, relax their hearts, and alleviate students' anxiety and emotional disorders.

CONCLUSIONS

With the accelerating pace of life and the increasing social pressure, some college students have a fear of future life, learning and employment, resulting in widespread anxiety, resulting in students suffering from emotional disorders and affecting their normal study and life. Based on cognitive psychology, the study proposed the intervention of routine therapy combined with appreciation of British and American literary works to alleviate students' emotional disorders. The results showed that after treatment, the scores of the Self-rating

Anxiety Scale, the self-compiled Self-rating Anxiety Scale and HADS of the students in the group A were much lower than those in the group B, and the MMSE score was much higher than that in the group B. From the above, it can be seen that routine treatment combined with appreciation of British and American literary works can alleviate students' emotional disorders.

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Conflict of interest: None to declare.

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