Study on the Impact and Long-term Mechanism of Positive Psychological Interventions on Adolescents' Ability to Cope with Academic Stress

Ma Haiyan

Changchun Automobile Vocational and Technical University，Jilin Changchun，130013；

Abstract: Adolescence is a stage where academic pressure significantly increases. Positive psychological intervention is of great significance for enhancing adolescents' ability to cope with academic stress. This paper explores five aspects: the theoretical basis, implementation strategies, effectiveness evaluation, long-term mechanisms, and future prospects of positive psychological intervention. It aims to provide adolescents with effective psychological support through systematic theoretical analysis and practical guidance, helping them better cope with academic pressure and promoting their mental health and comprehensive development.

Keywords: Positive psychological intervention; Adolescents; Academic stress; Coping ability; Long-term mechanism

Introduction

In modern society, adolescents face pressures from various aspects such as academics, family, and society, with academic stress being particularly prominent. Excessive academic pressure not only affects adolescents' learning outcomes but may also lead to psychological issues such as anxiety and depression. Positive psychological intervention, as an effective means of psychological support, can help adolescents build a positive mindset and improve their ability to cope with stress. Through positive psychological intervention, adolescents' self-confidence, self-efficacy, and psychological resilience can be enhanced, enabling them to better face academic challenges. This paper will explore the impact of positive psychological intervention on adolescents' ability to cope with academic stress and its long-term mechanisms from both theoretical and practical perspectives, providing references for adolescent mental health education.
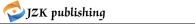
1 Theoretical Basis of Positive Psychological Intervention

1.1 Theoretical Framework of Positive Psychology

Positive psychology emphasizes focusing on individuals' strengths and virtues to promote positive development. Its core idea is to help individuals achieve happiness and fulfillment by cultivating positive emotions, positive interpersonal relationships, and positive lifestyles. In addressing adolescent academic stress, the theoretical framework of positive psychology provides important guidance for psychological intervention. By focusing on adolescents' positive traits and strengths, such as optimism, resilience, and creativity, interventions can more effectively help them cope with academic stress and enhance learning motivation and outcomes. Positive psychology not only focuses on individuals' internal strengths but also emphasizes helping individuals utilize these strengths through external environmental support and guidance to achieve comprehensive development.

1.2 Psychological Resilience Theory

Psychological resilience refers to an individual's ability to adapt well and recover when facing adversity, trauma, stress, or other unfavorable circumstances. Resilience theory emphasizes the important role of individuals' internal resources and external support systems in coping with stress. In addressing adolescent academic stress, psychological resilience is a key factor. Through positive psychological intervention, adolescents' psychological resilience can be enhanced, helping them

better cope with academic stress and reduce the occurrence of psychological problems. Specific measures include cultivating adolescents' self-confidence, self-efficacy, optimistic attitudes, and good interpersonal relationships. Psychological resilience is not only an inherent psychological quality but can also be cultivated and enhanced through education and training. For example, by conducting resilience training courses, adolescents can learn techniques and methods for coping with stress, enhancing their psychological resilience and adaptive capacity, enabling them to maintain a positive mindset and behavior when facing academic challenges.

1.3 Social Support Theory

Social support theory posits that when individuals face stress, support from their social environment, such as family, friends, and school, significantly impacts their coping ability. Social support can provide emotional comfort, informational assistance, and material resources, helping individuals alleviate stress and enhance their coping capacity. In addressing adolescent academic stress, family support, peer support, and teacher support are important sources of social support. Through positive psychological intervention, adolescents' social support systems can be strengthened, helping them better cope with academic stress. For example, through family communication skills training, peer support activities, and teacher psychological counseling, comprehensive social support can be provided for adolescents. Social support can not only alleviate adolescents' stress but also enhance their psychological resilience and coping ability, allowing them to receive more support and help when facing academic challenges, maintaining a positive mindset and behavior.

2 Implementation Strategies of Positive Psychological Intervention

2.1 School-Level Psychological Intervention Measures

Schools are important places for adolescent learning and growth. School-level psychological intervention measures play a crucial role in enhancing adolescents' ability to cope with academic stress. Schools can provide systematic psychological support by offering mental health education courses, conducting psychological counseling activities, and organizing psychological extension training. Mental health education courses can include content on emotion management, stress coping, and self-awareness, helping adolescents master skills to cope with academic stress. Psychological counseling activities can provide personalized psychological support through individual counseling and group sessions. Psychological extension training can enhance adolescents' teamwork skills and psychological resilience through outdoor activities and cooperative projects.

2.2 Family-Level Psychological Intervention Measures

The family is the primary environment for adolescent growth. Family-level psychological intervention measures are equally important for adolescents' ability to cope with academic stress. Families can provide a positive psychological environment by fostering a positive family atmosphere, strengthening parent-child communication, and providing emotional support. Creating a positive family atmosphere can be achieved through family activities and shared interests to enhance interaction and emotional connection among family members. Strengthening parent-child communication can involve regular family meetings and parent-child conversations to understand adolescents' academic and psychological states, providing timely support and guidance. Providing emotional support through encouragement and affirmation can enhance adolescents' self-confidence and psychological resilience.

2.3 Society-Level Psychological Intervention Measures

The social environment also significantly impacts adolescent growth and development. Society-level psychological intervention measures can provide broader support for adolescents. Society can offer psychological support by conducting mental health awareness campaigns, providing community psychological services, and establishing psychological support networks. Mental health awareness campaigns can disseminate mental health knowledge through schools, communities, and media to increase societal attention to adolescent mental health. Community psychological services can provide accessible psychological support through community counseling centers and volunteer services. Psychological support networks can offer diverse psychological support resources through online platforms and offline activities.

3 Effectiveness Evaluation of Positive Psychological Intervention

3.1 Construction of an Evaluation Indicator System

To scientifically evaluate the effectiveness of positive psychological intervention, a comprehensive and scientific evaluation indicator system needs to be constructed. This system should cover multiple dimensions such as psychological state, academic performance, and coping ability. Psychological state indicators may include anxiety levels, depression levels, self-confidence, and optimism; academic performance indicators may include academic grades, learning motivation, and learning interest; coping ability indicators may include problem-solving skills, emotion regulation ability, and psychological resilience. By constructing a scientific evaluation indicator system, the impact of positive psychological intervention on adolescents can be comprehensively assessed, providing a scientific basis for evaluating intervention effectiveness.

3.2 Selection of Evaluation Methods

The choice of evaluation methods is crucial for the accuracy and reliability of evaluation results. Common evaluation methods include questionnaires, psychological tests, behavioral observations, and interviews. Questionnaires can collect information on adolescents' psychological state, academic performance, and coping ability through scientifically designed instruments; psychological tests can assess psychological indicators such as anxiety levels, depression levels, and psychological resilience using standardized tools; behavioral observations can assess coping ability and psychological state by observing adolescents' behavior in learning and daily life; interviews can provide in-depth understanding of adolescents' mental health status and intervention effects through discussions with adolescents, their parents, and teachers. Using a combination of evaluation methods can improve the accuracy and reliability of the results.

3.3 Analysis and Feedback of Evaluation Results

The analysis and feedback of evaluation results are important parts of the evaluation process. Analyzing the results helps understand the effectiveness of the intervention and identify existing problems, providing a basis for subsequent measures. Analysis can be conducted through statistical analysis and case studies. Statistical analysis can use data analysis software to perform quantitative analysis of evaluation data, identifying overall trends and significant differences in intervention effects; case studies can explore the impact of interventions on different adolescents through in-depth analysis of individual cases, revealing problems and deficiencies in the intervention process. Feedback on evaluation results can be provided to schools, families, and society through reports, meetings, and training sessions to promote continuous improvement and optimization of intervention measures.

4 Long-Term Mechanisms of Positive Psychological Intervention

4.1 Establishing a Sustained Mental Health Education System

To achieve long-term mechanisms for positive psychological intervention, a sustained mental health education system needs to be established. This system should span the entire learning stage of adolescents, from kindergarten to high school, gradually deepening the content of mental health education. The system can provide systematic mental health education through curriculum design, teacher training, and development of teaching resources. Curriculum design can tailor mental health education courses to the psychological characteristics of different age groups; teacher training can improve the professional level of mental health education teachers through specialized training and practical guidance; development of teaching resources can enrich the content and forms of mental health education through textbooks, courseware, and case studies. Establishing a sustained mental health education system can provide long-term psychological support for adolescents, enhancing their ability to cope with academic stress.

4.2 Strengthening Family-School Cooperation

Cooperation between families and schools is an important guarantee for achieving long-term mechanisms for positive psychological intervention. Families and schools can strengthen cooperation through regular communication, joint activities, and parent training to provide psychological support together for adolescents. Regular communication can occur through

parent-teacher meetings, home visits, and phone calls to stay informed about adolescents' learning and psychological states, providing targeted support and guidance; joint activities can enhance interaction and cooperation between families and schools through parent-child activities and school open days; parent training can improve parents' awareness and capacity for mental health education through parent schools and 专题讲座 (special lectures/workshops). Strengthening family-school cooperation can create a synergistic educational force, providing more comprehensive and effective psychological support for adolescents.

4.3 Improving the Social Psychological Support Network

A well-developed social psychological support network is crucial for sustaining positive psychological interventions. Society can enhance this network by establishing mental health service platforms, providing psychological assistance hotlines, and conducting mental health awareness campaigns. Mental health service platforms can integrate social psychological resources to offer one-stop psychological support services; psychological assistance hotlines can provide 24/7 online services for timely psychological aid; mental health awareness campaigns can disseminate knowledge through various channels, raising societal awareness of adolescent mental health. By improving the social psychological support network, broader and more accessible psychological support can be provided for adolescents, promoting their mental health and overall development.

5 Future Prospects of Positive Psychological Intervention

5.1 Integration of Technological Innovation and Psychological Intervention

With continuous technological advancement, innovation offers new opportunities for positive psychological intervention. In the future, psychological interventions can integrate with technologies like artificial intelligence (AI), virtual reality (VR), and mobile internet to develop more personalized and intelligent intervention tools and platforms. For instance, AI can be used to create intelligent psychological counseling systems offering personalized support; VR can create immersive psychological training environments to enhance intervention effectiveness; mobile internet platforms can provide convenient mental health services, allowing adolescents to access support anytime. The fusion of technology and intervention can improve efficiency and effectiveness, better meeting the mental health needs of adolescents.

5.2 Interdisciplinary Research and the Development of Psychological Intervention

The development of positive psychological intervention requires support from interdisciplinary research. In the future, psychological intervention can combine with disciplines such as education, medicine, and sociology to conduct interdisciplinary research, exploring more scientific and effective methods. For example, educational research can optimize the design and teaching methods of mental health curricula; medical research can explore the comprehensive impact of psychological interventions on adolescents' physical and mental health; sociological research can analyze the influence of the social environment on adolescent mental health, proposing corresponding social support strategies. Through interdisciplinary research, more comprehensive and in-depth psychological support can be provided for adolescents, promoting their mental health and holistic development.

5.3 International Cooperation and Exchange in Psychological Intervention

International cooperation provides a broad perspective and rich experience for positive psychological intervention. In the future, psychological intervention can strengthen international cooperation and exchange, learning from advanced international concepts and methods to enhance the level of adolescent psychological intervention in China. Cooperation with international organizations and research institutions can involve joint research projects, academic exchanges, and training programs to promote the internationalization of psychological intervention. For example, participating in international mental health research projects to share China's experiences and outcomes; hosting international mental health academic conferences inviting international experts to share latest findings; conducting international training programs to enhance the global perspective and professional skills of mental health educators and practitioners in China. Through international exchange and cooperation, China's adolescent psychological intervention can align with global standards, providing access

to high-quality international resources and support for adolescent mental health.

6 Conclusion

Positive psychological intervention is highly significant for enhancing adolescents' ability to cope with academic stress. The theoretical frameworks of positive psychology, psychological resilience theory, and social support theory provide a solid foundation for intervention. Intervention measures at the school, family, and societal levels can offer comprehensive psychological support, helping adolescents better manage academic pressure. Scientific evaluation indicator systems, methods, and the analysis and feedback of results can effectively assess intervention outcomes, providing a basis for optimization. Establishing a sustained mental health education system, strengthening family-school cooperation, and improving the social psychological support network are crucial guarantees for achieving long-term mechanisms. In the future, the integration of technology and intervention, the development of interdisciplinary research, and international cooperation and exchange will provide new directions and momentum for adolescent psychological intervention. Through these measures, the ability of adolescents to cope with academic stress can be effectively enhanced, promoting their mental health and overall development, and laying a solid foundation for their future growth.

References

[1] Wan, Q. (2025). The Impact of Parental Educational Involvement on Adolescent Academic Anxiety: A Moderated Mediation Model and Intervention Study [Unpublished doctoral dissertation]. Sichuan Normal University.

[2] Zhang, Y. (2024). The Impact of Perceived Peer Support on Self-Concept in Early Adolescence and Its Later Effects [Unpublished doctoral dissertation]. East China Normal University.

[3] Dai, L. (2024). Research on the Design and Implementation of Curriculum Teaching to Regulate Academic Emotions of Junior High School Students [Unpublished doctoral dissertation]. Nanchang University.

[4] Lan, L. (2024). The Relationship between Life Events, Rumination, and Academic Burnout in Adolescents and an Intervention Study [Unpublished doctoral dissertation]. Qinghai Normal University.

[5] Yao, M. (2024). The Impact of Achievement Motivation on Adolescent Academic Emotions: The Mediating Role of Self-Cognition and an Intervention Study [Unpublished doctoral dissertation]. Central China Normal University.