

Analyzing the Factors Influencing Appearance Anxiety in Primary School Students from a Psychodynamic Perspective

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Abstract: With the increasing social attention to the mental health of primary school students, appearance anxiety has attracted widespread research interest as an important issue. The psychodynamic perspective provides a profound theoretical framework for understanding the influencing factors of appearance anxiety in primary school students. The main content of this paper is based on the perspective of psychological dynamics, systematically analyzing various influencing factors of appearance anxiety in primary school students, including family factors, school environment and peer relationships, and socio-cultural factors, and exploring effective psychological intervention and relief strategies. Research has found that these factors work together on the psychological development of primary school students, significantly affecting their appearance anxiety. This paper concludes that by deeply understanding these influencing factors, more effective psychological support can be provided for primary school students, helping them establish positive self-awareness and healthy appearance concepts, thereby alleviating appearance anxiety. The proposed research methods and analytical framework have important practical significance and application value in the field of mental health education and intervention.

1. Introduction

With the gradual development of psychodynamic theory, its application in explaining individual psychological development and psychological problems is gradually being widely recognized. However, in the study of appearance anxiety in primary school students, the application of psychological dynamics is not yet sufficient, leading to certain limitations in understanding this issue. Therefore, it is necessary to conduct a more in-depth analysis of the influencing factors of appearance anxiety in primary school students from the perspective of psychological dynamics.

Based on the widespread existence of the above issues in the field of primary school students' mental health, this paper mainly analyzes the influencing factors of appearance anxiety in primary school students based on psychological dynamics and conducts research on appearance anxiety based on psychological dynamics theory.[1] By exploring the effects of family factors, school environment, peer relationships, and socio-cultural factors on appearance anxiety in primary school students, this paper reveals how these factors collectively affect the psychological development of primary school students.

This paper applies the theory of psychological dynamics and solves the problem of influencing factors of appearance anxiety in primary school students through systematic analysis, providing important support for research in the field of primary school students' mental health.

2. Background of Research on Appearance Anxiety from a Psychodynamic Perspective

2.1 Definition and manifestation of appearance anxiety

Appearance anxiety is a concept that has developed in parallel with psychological dynamics. It is imbued with the concepts of psychological dynamics, highlighting the deep orientation of individual psychological development and reflecting the in-depth strategies of psychological

research in recent years.[2] However, when we attempt to construct the definition and essence of appearance anxiety using certain psychodynamic standards, it is still difficult to obtain a clear and universally recognized explanation. Appearance anxiety manifests in various ways among elementary school students, including excessive attention, dissatisfaction, and negative emotions toward their appearance, as well as the resulting learning, social, and emotional problems. This anxiety not only affects the mental health of primary school students but may also have a long-term impact on their overall development and quality of life. Therefore, in-depth research on the definition and manifestations of appearance anxiety is crucial for understanding its psychological driving mechanisms and developing effective intervention measures.

2.2 Anxiety status of primary school students

The current state of appearance anxiety in primary school students is an important criterion for measuring their mental health status,[3] and it is a psychological expression of individuals' excessive attention and negative evaluation of appearance. Psychologists and educators have discussed different definitions of appearance anxiety from the perspectives of psychodynamics, cognitive behavior, and more. Some scholars also believe that appearance anxiety is the degree of dissatisfaction with self-image or fear of external evaluation. It is precisely because appearance anxiety is more subjective to some extent and belongs to interdisciplinary science with the goal of individual mental health. The research history of appearance anxiety can even be traced back to the last century, and its main activities include excessive attention to individual appearance and negative emotional experiences. The concept and influence of appearance anxiety are closely related to an individual's mental health. Through in-depth research, mental health education and intervention have become important responsibilities in alleviating appearance anxiety. The theory of appearance anxiety during the psychodynamic period mainly contributes to revealing the influence of family, school, and socio-cultural factors on individual appearance anxiety. Therefore, the concept of appearance anxiety initially focused on individual psychological measurements based on psychodynamic standard attributes.

2.3 Importance of Psychodynamics

Compared with traditional psychotherapy methods, psychodynamics emphasizes more on the relationship between an individual's internal driving force and external behavior,[4] and has the advantage of delving deeper into the characteristics of the subconscious. Although some scholars question whether there may be a direct relationship between psychodynamics and appearance anxiety, most scholars advocate that psychodynamics can provide a more rational evaluation and explanation of an individual's appearance anxiety. Psychodynamic pioneers such as Freud proposed the classic psychodynamic model that includes elements such as the subconscious, sexual desire, and aggression. Since then, this model has become a typical tool for explaining psychological problems, thus developing a deep understanding of individual psychology. These scholars believe that only when an individual's internal driving force is satisfied can psychological health be achieved, that is, psychological dynamics is the result of psychological health. Some scholars have also summarized psychological dynamics as conflict-based psychological dynamics models and development-based psychological dynamics models. The former focuses on the resolution of subconscious conflicts, while the latter focuses on the psychological needs of individual development stages. Although psychodynamics has experienced some practical failures, from the perspective of psychodynamics, it can provide effective theoretical support and practical guidance for understanding and alleviating appearance anxiety in primary school students. As a result, the concept of psychodynamics has gradually become a common understanding in psychological research and practice.

3. Research content on appearance anxiety

3.1 Theoretical framework

The theoretical framework of research on appearance anxiety essentially focuses on the mental health issues of primary school students. Psychodynamics is the application of psychological thinking in the study of appearance anxiety in primary school students.[5] In order to overcome the shortcomings of traditional psychology, it enters the research field as a new alternative model - the psychodynamic framework. The basic idea of this framework is that psychodynamics should ensure the effective implementation of mental health in primary school students; Set professional standards for the research output of appearance anxiety; Capture the appearance anxiety status of primary school students through case analysis and questionnaire surveys; Use quantitative and qualitative methods to measure the level of appearance anxiety. The psychodynamic framework reconstructs research on the mental health of primary school students, emphasizing the need to enhance the influence of family, school, and socio-cultural factors, and to construct awareness, emotional, behavioral, and preventive measures for appearance anxiety in primary school students.

3.2 Influencing factors

The influencing factors are the main focus of research on appearance anxiety, which emphasizes the complexity and diversity of primary school students' mental health. The degree and impact of appearance anxiety in primary school students are directly reflected in family environment, school education, and social culture.[6] These factors interact with each other and together shape the appearance concept and self-awareness of primary school students. However, from the perspective of psychological dynamics, some practices that affect appearance anxiety are still at the surface level, which contradicts a deep understanding of the psychological needs and generation mechanisms of primary school students, leading to the problem of appearance anxiety. Therefore, in-depth research and understanding of these influencing factors are crucial for developing effective intervention measures and mitigation strategies.

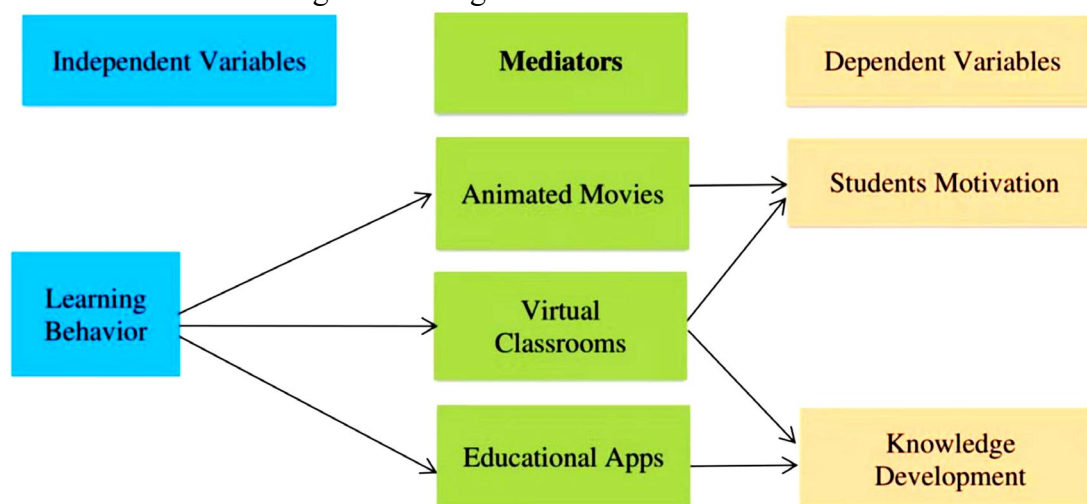


Figure 1 Analysis of the influencing factors of appearance anxiety in primary school students from the perspective of psychological dynamics

3.3 Research Methods and Data

From a research perspective, research methods are the fundamental link in the study of appearance anxiety and the core embodiment of scientific research. Therefore, this study focuses on empirical research as the main generating logic. [7] Data collection is the main task of research on appearance anxiety and also the empirical subject of the research process. At present, research on strengthening data quality control from a psychological perspective mainly takes three forms: quantitative research. Clarify the data collection of survey questionnaires between primary school students and family members; The second is qualitative research. By developing interview

guidelines, analyzing standards, and disclosing these standards to research participants, standardized control of the study can be achieved; The third is to study the internal reengineering of processes. In recent years, case studies and other methods have been systematically employed to improve data quality and research accuracy. However, compared to the ideal state, the rigor of current research on appearance anxiety still needs to be further improved. (As shown in Figure 1)

4. Analysis of influencing factors

4.1 Family factors

The fundamental difference between family factors and appearance anxiety lies in their inherent attributes. The standards and norms of the family environment are aimed at cultivating children, and family development mainly reflects love and support. In the framework of psychodynamic analysis, accurately identifying, understanding, and responding to family factors is the core value and highest criterion for addressing appearance anxiety. The diversity of current family types and differences in individual experiences lead to a complex trend of appearance anxiety. Although the family plays an important role in the mental health of primary school students, due to the imperfect family environment, the family itself lacks effective coping mechanisms. Therefore, this creates a "weakness" in family factors, which affects the relief of appearance anxiety.

4.2 School environment and peer relationships

From a psychodynamic perspective, the school environment and peer relationships cannot accurately provide the psychological support that primary school students need.[8] The evaluation of student satisfaction by schools is the main form, but schools lack effective relevant information and feedback mechanisms. The core of this problem may be the school's neglect of mental health. In the analysis of psychodynamics, peer relationships are often described as "psychodynamic fields", which directly reflect the psychological state of students. However, research on peer relationships and other information is relatively scarce. Usually, psychological asymmetry and an imperfect school environment directly lead to obstacles to mental health.

4.3 Social and cultural factors

From a psychodynamic perspective, social and cultural factors have long constrained the mental health abilities of primary school students. Since the 20th century, a diverse social culture has reshaped the psychological state of primary school students through values, but the drawbacks of traditional social culture still constrain their mental health. Not only due to the influence of social culture but also due to the difficulties in psychological dynamics, the actual role of social culture in primary school students remains to be discussed. Therefore, social and cultural factors do not always seem to achieve their expected goals. It is evident that social and cultural factors are not only a technical challenge but also face issues of psychological dynamics.

4.4 Psychological intervention and relief

Undoubtedly, both psychological intervention and relief cannot be avoided as a means of promoting mental health in the psychological dynamics mechanism. In the psychodynamic mechanism, psychological intervention is a standard and effective psychological tool that plays an important role in psychodynamics. This also makes psychological intervention not only a technical concept but also a scientific concept. Therefore, the promotion of mental health, mainly through psychological intervention, has become an important mechanism of psychological dynamics. The practical interpretation of psychological intervention is generally a gradual intervention path formed on the basis of psychological dynamics, although this path includes attempts at psychological intervention. From psychological intervention to psychological relief, psychological intervention closely revolves around mental health from beginning to end. Although psychological intervention should focus on improving mental health to meet the requirements of mental health. However, when psychological intervention is amplified, it also brings a dilemma, which is the phenomenon of psychological intervention. Overall, there is still room for improvement in psychological

intervention in areas such as mental health, and its scientificity needs further improvement, which is also an important task of psychological intervention.

5. Conclusion

This paper proposes a novel psychodynamic method based on the problem of appearance anxiety in primary school students. Firstly, the psychodynamic model is reconstructed, and then the family, school, and socio-cultural information in the psychodynamic model is utilized; After further correction of psychological dynamics, combined with psychological intervention algorithms, provide psychological intervention for primary school students; Construct a psychological dynamics model based on experimental phenomena, and combine psychological intervention algorithms to complete psychological intervention. Theoretical analysis, simulation, and experimental results show that the method proposed in this paper can effectively alleviate appearance anxiety in primary school students, providing important support for research in the field of primary school students' mental health.

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