

Anxiety of reexaminee: a phenomenological study based on the perspective of family life

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Abstract. In the past decade, the global situation has changed rapidly. The employment situation has been grim year by year and the threshold of academic qualification has been continuously raised, which makes more and more college graduates join the team of postgraduate students, accompanied by the increase in the number of postgraduate students and the emergence of anxiety problems. This paper adopts the qualitative research method and makes a phenomenological analysis of the anxiety problems of 14 postgraduate students from the perspective of family life. It is found that students with multiple anxiety will have an identity crisis and benign parent-child interaction has a positive significance for students with multiple anxiety and obtaining new identity.

Keywords: parent-child interaction; identity; family education; phenomenology.

1. Introduction

With the advent of the era of artificial intelligence, in the face of the unprecedented major transformation of the world and the rapid development of domestic economy and society, enterprises and public institutions have raised the threshold for hiring employees with diplomas and the employment situation has become increasingly severe, which has triggered the 'the craze for graduate school' and large-scale re-examination phenomenon[1]. In this paper, the phenomenological research method of qualitative research is adopted to conduct in-depth interviews with interviewee participating in the postgraduate examination for many times and the seven-step analysis method of Colaizzi phenomenological data is used for analysis, so as to comprehensively understand the anxiety phenomenon of candidates returning to graduate school from the perspective of family, analyze its root causes, and help families of retaking school to find a positive way of parent-child interaction. Improve the social identity and personal identity of repeat candidates, and alleviate the anxiety of repeat candidates from the perspective of family.

2. Literature Review

The candidates for postgraduate entrance examination in this study refer to college graduates who have participated in the national postgraduate examination for many times[2]. Existing domestic studies on postgraduate entrance examination candidates mainly focus on exploring the psychological, social work and family functions of postgraduate entrance examination candidates who have participated in the postgraduate entrance examination for many times but have not chosen employment[2-4].

This study focuses on anxiety in this group. In academic literature, the research on anxiety points out that anxiety refers to an unhealthy psychological state in which the inner feeling of pressure, conflict and contradiction is tense, causing the mood to be unable to relax and balance. It is usually manifested as depression, irritability, dissatisfaction, irritability, impulsiveness, irrationality and other emotions or words and deeds[5-6]. There are a large number of relevant studies on college students' anxiety in China, many of which involve examination anxiety and family factor analysis [7-8], has more inspirations for this study.

Since most post-graduate students prepare for the exam at home, their parent-child interaction is often considered to be an important factor affecting their anxiety. In a broad sense, it is a two-way process



of direct or indirect contact between all parents and children, including both parents' influence on their children and children's influence on their parents. In a narrow sense, it refers to the direct or indirect contact between parents and children in specific scenes, such as parent-child interaction in families, parent-child interaction in schools, and parent-child interaction in museums [9].

In psychology, parent-child interaction research is a hot topic and has a long history of research. Among them, the relevant research results on the relationship between parent-child interaction and mental health of college students[6] and how to alleviate the mental health of college students from the perspective of parent-child interaction in the family [10] provide a solid foundation for this study.

To sum up, academic questionnaires and scales are generally used at home and abroad to discuss the anxiety of retaking candidates, so as to serve the teaching of teachers, and there are few research angles from the phenomenological perspective. In addition, there are few studies on the specific status quo of individuals' social relations under anxious conditions, the interaction between factors causing anxiety and anxiety itself in the real world, and the specific role of parent-child interaction in the family. Therefore, this study selects the perspective of family and, from the perspective of phenomenology, understands the real psychological feelings of post-graduate students in the process of preparing for the exam. Learn what causes anxiety and the role parent-child interactions in the family play in actual test preparation.

3. Research design

3.1. Problem posing

The study shows that exam anxiety has a great impact on students' study, physical and mental, social and other aspects [11]. The phenomenological research method of qualitative research was adopted in this study to conduct in-depth interviews with post-graduate students to understand:

- 1) The source, type and typical experience of anxiety;
- 2) The influence of parent-child interaction on retake anxiety;
- 3) Analysis of the root causes of anxiety.

3.2. Research object

In L study abroad Education Service School in S City, the purpose sampling method was adopted, and 14 graduates from different universities were finally selected for in-depth interviews. Inclusion criteria: Have a firm intention to study for a master's degree, have had the experience of studying at home during the epidemic period, and voluntarily cooperate with this study. The basic information of the research objects is shown in Table 1.

Table 1. Basic information of interviewees

Interviewee coding	Gender	Age	Number of examinations taken	Target institution
S1	Male	23	2	Fudan University
S2	Male	22	2	Beijing Institute of Technology
S3	Female	25	3	Beijing Normal University
S4	Female	23	2	Beihang University
S5	Female	26	3	Beijing Normal University
S6	Male	24	2	Nanjing Normal University
S7	Male	23	2	Minzu University of China
S8	Male	23	2	China Agricultural University
S9	Female	23	2	Xiamen University
S10	Female	25	3	Northeast Normal University
S11	Female	26	3	Beijing Normal University
S12	Male	25	3	East China Normal University
S13	Male	23	2	Tianjin Normal University
S14	Female	23	2	Hunan University

3.3. Research Methods

Life experience is the starting point and destination of phenomenological research. The phenomenological research method of qualitative research was adopted in this study, and first-hand data were collected by face-to-face, semi-structured in-depth interviews, text writing of life experience and social media information collection of survey subjects.

3.3.1. Data Collection

According to the requirements of ethics, a good trust relationship should be established with the research subjects before the interview. The researcher should introduce the content, purpose and method of the research to the interviewees, respect their willingness to participate in the research, and obtain their consent for recording the interview process and sign the informed consent interviewed him at the agreed time and place[12]. The interview outline was drawn up on the basis of literature review and pre-interview. The main contents are as follows:

- 1) How did your parents react to your failure? How do you feel
- 2) What kind of communication did you have with your parents when you decided to take the exam again?
- 3) What kind of support and difficulties did you face from your family when preparing for the exam again?
- 4) What kind of help do you want most from your parents?

The interview was recorded and recorded. The interview took place in a school classroom in a quiet, uninterrupted environment and lasted for 20 to 30 minutes.

3.3.2. Data analysis

After the interview, turn the recording into text in time, paying attention to interjections and emotional changes. Colaizzi's seven-step analysis method is adopted to analyze the interview data. After thinking repeatedly about the written data, coding is carried out, classification outline is designed, and themes and elements are extracted [12] : (1) Listen carefully to the specific content expressed by the candidates, and understand their views through the change of tone; (2) Distill statements related to the purpose of the research; (3) Encode ideas that are repeated many times; (4) To form meaningful thematic clusters from ideas that have repeatedly emerged after coding; (5) List and describe topic

groups in detail; (6) Summarize similar ideas and form the final theme; (7) Feedback the above results to the respondents, and strive to obtain the final verification of the respondents.

4. Analysis of interview results

4.1. Theme 1: Sources of anxiety

All respondents said that the source of anxiety during the re-examination was not only academic, but also accumulated year by year to form comprehensive anxiety. For example, as mentioned by S11, at the beginning, it was because the professional courses did not get the ideal score so self-blame, and later, it was because they did not get the ideal score and did not have the ability to work while taking the postgraduate examination, and at this age, many peers around began to talk about the topic of marriage, which was a great blow to self-esteem.

4.2. Theme 2: Anxiety types and parent-child interaction

After sorting and analyzing, the anxiety types affecting the 14 re-examinees can be divided into the following five categories: academic anxiety, employment anxiety, social anxiety, survival anxiety, marriage anxiety, and health anxiety. While each type of anxiety has an impact on candidates, parent-child interaction also plays a role in exacerbating anxiety and alleviating anxiety.

4.2.1. Academic anxiety and employment anxiety

All respondents said that out of the pursuit of better jobs, employment anxiety is directly transformed into the pursuit of graduate students in prestigious universities, and then transformed into academic anxiety, and it is difficult to balance the entrance examination and job hunting. In this process, the attitude, words and deeds of parents will directly affect the preparation state of repeat candidates, which can be summarized as follows: (1) Suppressing communication will only aggravate the self-denial emotions of repeat candidates, and positive companionship and listening without criticism are what repeat candidates need (S1, S7, S11, S14); (2) Parents' excessive concern and inconsistency between words and deeds will bring psychological pressure, confusion of test preparation information, and inability to get reasonable relaxation to the candidates, and also make parents feel that their care and efforts are not recognized, resulting in parent-child tension (S2, S4, S5, S13). For example, as mentioned in S7, during the preparation for the exam, I was reluctant to talk to my father, and even hid from him. In his eyes, I was just an otaku who only knew how to play games, and he constantly stimulated me with language. I would really blame myself.

4.2.2. Social anxiety

Social anxiety refers to the emotional response and avoidance behavior of strong anxiety, nervousness or fear for one or more interpersonal situations [13]. Most of the respondents said there are social anxiety (1) after test with peers during different frequency of loneliness and inferiority complex (S2, S4, S5, S8, integrated, S10, S11, S1); (2) Hesitate to contact the senior students and tutors of the university in advance during the re-examination (S7, S13). (3) Whether to attend family gatherings (S1,S3,S6,S12). For example, as mentioned in S5, during that time, I could feel that I was becoming more and more autistic, afraid to open the circle of friends and go to family gatherings, my mother would sometimes help me round the scene, and everyone was not too embarrassed.

4.2.3. Marriage anxiety

All respondents said that marriage and love issues need to be put on hold as they get older but are stuck in the entrance exam. In this process, the conflict between parents and children in the concept of marriage and different expectations will directly affect the preparation state of the re-examination candidates. For example, S4 mentioned that the boyfriend originally planned to get married after the entrance examination, but now the entrance examination has not been smooth, the marriage thing has to be pushed back, and the parents have been pushing for marriage in a form.

4.2.4. Health anxiety

All the interviewees have experienced the situation of reviewing while sick, which affects the learning efficiency and aggravates the self-blame emotion. For example, S6 mentioned that it was known at that time to get up to study, close the eyes to sleep, once bed or illness affects the efficiency of learning, it is easy to internal friction. Usually at school can also talk to roommates, now at home, can only say to the family pet.

4.3. Theme 3: Parent-child interaction and identity

The anxiety that all interviewees face boils down to one point: how to make a new identity. It can be summarized as: (1) how to balance the pace of doing housework and preparing for the exam; (2) How to rationally communicate and express oneself with parents in a way that can avoid family conflicts; (3) How to solve the contradiction between the self-identity of the candidates and the social identity from the outside world such as parents. For example, S13 mentioned that parents want to cook dinner and wash dishes for them, but because of the different meal times, it will affect their own revision rhythm... If you talk about two sentences review how this kind of words, will be more disgusted and parents get along.

5. Conclusion and Discussion

5.1. Conclusion

Summarizing the results of the above data analysis, this paper draws the following conclusions:

- 1) The types of anxiety that repeat candidates face are diverse and add up to a comprehensive anxiety year by year, and there will be a complex situation that one kind of anxiety will be transformed into more anxiety types at the same time, and finally it will be transformed into the identity crisis of repeat candidates [14].
- 2) The root cause of retaking students' anxiety is that they have not established a new identity.
- 3) Benign parent-child interaction plays a positive role in alleviating the anxiety of repeat candidates and helping repeat candidates gain a new identity.

5.2. Discussion

Pay attention to the role of identity in personal growth, everyone will experience a variety of identity changes, with the increase of age, social identity will gradually increase, to help students establish a positive, positive identity, and actively seek systematic ways of education, is the responsibility of educators. There are a large number of studies on identity in China and the scope is wide, but there is a lack of focus on how parents guide their children to establish positive and positive identity at various stages from the perspective of family education, and how parents establish correct awareness from the perspective of family education. In the future research, the author will be committed to this direction and continue to carry out in-depth discussion.

Positive parent-child interaction plays a positive role in alleviating the anxiety of re-examination candidates and helping re-examination candidates gain identity. In detail:

5.2.1. Parents of repeat candidates - active companions

- 1) Strengthen parent-child communication and guide the real needs of repeat candidates.

Parents should play the role of listening, give full respect and understanding to repeat candidates, make good use of communication skills, guide repeat candidates to tell their real needs to participate in the postgraduate examination, and avoid ineffective anxiety and unnecessary conflicts caused by confusion of needs.

2) Stabilize their emotions, attach importance to providing emotional support to repeat candidates, and help repeat candidates establish a new identity.

First of all, we should stabilize our emotions, reduce expectations, and respect their decisions and needs. Secondly, pay attention to the emotional changes of repeat candidates, provide them with positive emotional feedback as much as possible, shorten their psychological adjustment time, and devote themselves to the test preparation in a fuller state.

3) Establish the concept of lifelong learning and improve bad parenting methods.

As adults who have independent personality and need to be respected, but also need economic and emotional support, the authoritarian and neglectful parenting styles are not conducive to the relief of anxiety and the establishment of positive identity. It is important for parents to establish the concept of lifelong learning, through reading related education, psychology books, articles, participation in education training and other ways to understand the educational needs of repeat candidates, psychological needs, and become a help rather than a resistance on the way to prepare for the exam.

4) To properly meet the material needs of the re-candidates at this stage and meet the legitimate needs of the re-candidates as individuals.

5.2.2. Repeat candidates themselves -- those who actively help themselves

1) Improve mental health awareness and self-healing ability.

Candidates should be aware that mental health problems are normal in the preparation for the exam, hold an inclusive and accepting attitude to themselves, and take the initiative to psychological adjustment by reading psychology books, seeking the help of professional psychological counselors, and actively communicating with people around them [15].

2) Establish positive self-identity and actively adapt to the new environment and new identity

On the one hand, candidates may have conflicts with their parents about whether to do housework. Re-examination candidates should be aware that after leaving the campus to prepare for the exam at home, the commitment of family responsibilities is embodied in the trifles of life, and actively undertaking housework is conducive to establishing a positive identity, but also to obtain social recognition from the outside world such as parents.

On the other hand, students may have conflicts with their parents about finding a job and getting married. Candidates should first understand the nature of their parents' worries is also a kind of concern, master communication skills, so that parents understand their difficulties, and avoid expressing them to their parents by avoiding or extreme ways.

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