The influence of social media use on anxiety level of college students during regular epidemic prevention and control

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Abstract: This study employed the Multidimensional Scale for Social Website Use (MSFU) and the Self-Assessment Scale for Anxiety (SAS) to assess 302 college students online to determine the association between social media use and anxiety status among students during a time of routine epidemic preparedness. The findings showed that anxiety disorders affected 36.88% of college students, and that active social media use was strongly and favorably related to those disorders. This paper conducted in-depth interviews with 10 college students who were either isolated at home or closed to school as a result of the epidemic in order to further investigate the changes in the causes of anxiety among college students during the regular epidemic prevention and control period and the early stages of the COVID-19 pandemic.The findings of the interviews suggested that information overload and redundancy, changes in the social environment, and variances in individual requirements could all be contributing causes to anxiety among college students. In contrast to the early stages of the COVID-19 epidemic, three factors were mostly responsible for the change in anxiety among college students: self-care as a kind of defense against anxiety, miss-anxiety as an increase in anxiety, and external attribution as a source of anxiety's dissipation.

Keywords: Epidemic prevention and control. Social media use, Anxiety levels.

1 Introduction

In early 2020, COVID-19 with rapid spread, wide range, and high transmission rate ravaged the world. In the context of epidemic prevention and control, universities generally postponed the start of school, changed offline courses to online teaching. College students who were confined to their homes for months showed varying degrees of anxiety. With the regular epidemic prevention and control in China, the daily life and study of college students have gradually returned to normal. However, the dynamic change of the COVID-19 still makes it difficult for college students in some areas to resume their offline studies as they are suddenly forced to be under intermittent containment. Compared with other regions, the uncertainty of the risk of COVID-19

and the strict travel control policy make college students feel obvious psychological disparity and anxiety. The lack of interpersonal communication of realistic contacts makes college students obtain information and express their opinions through social media more frequently, which further intensifies anxiety in the flood of Information epidemic. However, social media became the main channel for college students under epidemic control to obtain the latest information about the COVID-19, both at the beginning of the epidemic and during the regular epidemic prevention and control period. At the same time, issues such as inflated self-awareness missed anxiety, and social media dependence has become the main sources of anxiety and pessimism among college students.

To understand the mechanism and influence of social media use on the anxiety of university students under sequestration. A questionnaire was distributed to 302 university students. At the same time, in-depth interviews were used as a supplementary method to explore the differences and connections between the anxiety of college students under regular epidemic prevention and control and at the beginning of the epidemic. To find possible ways and methods to alleviate the anxiety level of college students and guide their psychological health development.

2 Literature review

2.1 College students' social media information exposure behavior during the outbreak

When an outbreak occurs, the uncertain risk situation is very likely to stimulate the information behavior of Internet users, especially in the use of relevant APPs and information search behavior[1], and the user behavior is influenced by the degree of public perception of crisis risk and social interest on the public[2]. The outbreak of the COVID-19, as an emergency in the field of public health and safety, has led to increased social uncertainty, and users' lack of knowledge about the COVID-19 and their eagerness to pay attention to the risk direction of the epidemic have led to information-seeking behaviors. Mass media has an important role in providing information, and information seeking through social media has become an important way for users to understand and cope with the risk of an outbreak [3]. According to data from the National Bureau of statistics of the People's Republic of China (NBSPRC) in June 2022, the student population is the largest group on the Internet in China, accounting for 25.1% of the population. Research shows that as "digital natives", Chinese college students are in the midis of a huge flood of information during the epidemic, and WeChat, Weibo and other social media have become the most frequently used social media. They used it to obtain the latest information about the epidemic, and then they used mainstream news media's reports on social media platforms and live conferences to get in-depth understanding of the epidemic situation to meet their cognitive needs. At the same time, they frequently use social media to satisfy their social needs such as interaction and communication with others [4].

2.2 The relationship between social media use and anxiety among college students during the COVID-19

2.2.1 Research on college students' anxiety during the COVID-19

As early as the initial and peak periods of the COVID-19, a large number of scholars in China have conducted in-depth studies on the anxiety levels of college students. Established studies have shown that the COVID-19 can lead to the occurrence of psychological crises such as post-traumatic stress disorder, anxiety, and depression [5]. The college student population is prone to more intense emotional reactions such as depression and anxiety in response to the COVID-19 [6]. Chang, Jing-Hui, and Yuan, Guixin et al. selected anxiety data of college students from January 31-February 3, 2020, and found that the incidence of anxiety among college students was 26.60%, of which the incidence of mild, moderate, and severe anxiety was 23.19%, 2.71%, and 0.70%, respectively [7]. Wang Ya selected data from the first and middle of February 2020 and found that 56.04% of college students showed anxiety during the peak of the COVID-19, and there was a significant correlation with the gender, level of education attended, discipline attended, and daily time spent online [8].

In the context of regular epidemic prevention and control, there is a potential risk of epidemic spread due to the characteristics of highly dense and fast-moving university personnel, etc. In order to ensure the health and safety of university students and teachers. The government and universities generally adopt stricter closed-control measures to minimize the potential risk of epidemic spread. In the place where the sudden COVID-19 occurred, universities entered the closed period for prevention and control requirements, shifted to online classroom education, and travel was severely disrupted. Thus the daily life of college students affected by the sudden epidemic was suddenly disrupted and produced psychological disparity, thus they easily fell into such psychology as anxiety, depression, worry, stress and fear, which in turn even led to deep-seated problems in families and society [9].

2.2.2 Research on social media use and anxiety among college students during the COVID-19

Studies have shown that the intensity of social media use among college students is closely related to missed anxiety. Missing out anxiety is a combination of fear, worry, and loss when one sees that their peers are doing, experiencing, or having something valuable that they are not. Missing out anxiety can be more pronounced in passive situations. With the epidemic being distributed at multiple points under regular epidemic control, college students are often in a passive and restricted state, which contributes to the growth of missed anxiety. Compared to college students in areas with better COVID-19 control and free movement of people, college students who are often in a closed situation get unknown information through social media or news posted by others. This feeling of exclusion can lead to anxiety. When anxiety is at a high level, individuals need to do a series of behaviors to relieve anxiety: refreshing frequently to be

the first to know what is going on is one of the effective ways to relieve anxiety. This creates a vicious cycle of social media use - missed anxiety - social media use, subject to great information overload pressure and interaction dysfunction problems [10]. This anxiety can be regulated along with a decrease in the intensity of social media use, one's rational perceptions, and social support coming into play. It was found that the dissemination of social media information about the COVID-19 among the college population is inextricably linked to the emergence of psychological problems: there is a positive correlation between the length of time the college population views information about the COVID-19 on social media platforms and the generation of depression, anxiety, and stress among college students. To some extent, the mass production of COVID-19 information produced by media leads to "information overload". However, college students spend more time on social media in the context of uncertainty about the risk of the COVID-19, and become overly immersed in negative information about the COVID-19, and actively spread the COVID-19 information. They will fall into a state of risk stress and increased anxiety, which increases with the time of exposure to the media.

In addition, the trust of college students in the information about the COVID-19 disseminated on social media affects them psychologically in terms of both depression and psychological stress [11]. Since college students are not fully mature, it is difficult to resist the risks associated with information explosion [12]. In particular, the interaction between the fragmented presentation of information about the COVID-19 in the media and the shallow reading habits of college students constructs a "mimetic self", which leads to an inflated sense of self and also leads to the generation of anxiety among college students [13]. The information search further aggravates the fear and anxiety, and out of distrust of the epidemic information, rumor-sharing behavior is generated on this basis [14]. At the same time, the characteristics of social networks cause the accelerated spread of rumors about the epidemic among college students, which in turn triggers information crisis in social media and in turn aggravates personal negative emotions.

Further, the author conducted an analysis of "epidemic" ("COVID-19") "college students" "anxiety" (excluding "employment anxiety") through CNKI Chinese. (excluding "employment anxiety", "social anxiety", "employment anxiety", etc.), and 307 articles remained after combing; After adding the keywords of "epidemic normalization" and "social media", only 33 and 5 related articles were found. Therefore, it can be seen that since the outbreak of the new pneumonia epidemic, the research on the anxiety of college students and the relationship between social media use and college students' anxiety is sufficient, but the research on the relationship between college students' anxiety and social media use in the context of the normalization of the epidemic is insufficient.

In summary, the author believes that in the context of the long-term nature of domestic epidemic prevention and control as well as normalization in China, it is of theoretical and practical significance to further explore the relationship between social media use and college students' anxiety levels, which can provide new ideas for college students' anxiety intervention.

3 Research Methodology

3.1 Research questions

Question 1: Does the use of social media during regular epidemic prevention and control affect college students' anxiety levels?

Question 2: What are the reasons for college students' anxiety during the regular epidemic prevention and control period different from those at the beginning of the epidemic?

In this paper, two research methods, the questionnaire method, and the in-depth interview method were used to try to investigate the above questions.

For question 1, the author used a questionnaire to conduct the study. Since it is difficult to measure the variable of "social media use" directly, I downscaled it into "intensity of use (average daily frequency of using social media such as WeChat and Micro-blog)" and "initiative of use (information production, information acquisition, and social activities)". (information production, information acquisition, and social activities)". At the same time, the anxiety self-assessment scale (SAS) was used to measure "psychological anxiety".

For question 2, the author used an in-depth interview method.

3.2 Research hypotheses

H1: The increase in social media use during the regular epidemic prevention and control period will lead to an increase in anxiety levels among college students.

H2: The increase in the initiative of social media use during regular epidemic prevention and control will lead to an increase in the anxiety level of college students

H3: (Combining hypothesis 1 and hypothesis 2, hypothesis 3 is proposed.) Social media use (including intensity of use and initiative of use) affects college students' anxiety levels during regular epidemic prevention and control.

3.3 Questionnaire survey method

3.3.1 Social media use among college students.

In this study, the Multidimensional Social Networking Site Use Scale (MSFU) [15] was used for two hypothetical variables: intensity of social media use (H2) and initiative of social media use (H3), with an intensity of use operationalized as the frequency of use and initiative of use downscaled into four dimensions of information acquisition, information production, and social interaction. The variable college students' anxiety level was measured by a Likert scale.

3.3.2 The statistics of psychological anxiety of college students were mainly measured using the Self-Assessment Scale of Anxiety (SAS) [16].

The anxiety self-assessment scale (SAS), developed by W.K. Zung, was used to measure the psychological anxiety of college students [16]. The questionnaire consists of 20 question items and is scored on a 4-point Likert scale. The scores from 1 to 4 represent a range from "not or occasionally", "sometimes", "often", and "constantly". According to the design of the questions, there are reverse scoring questions, so they are reversed in the actual calculation of the score. According to the current criteria, the total score of 20 questions is multiplied by 1.25 and the resulting integer item is called the standard score, where 50 or less is considered healthy, 50-59 is mild anxiety, 60-69 is moderate anxiety, and 70 or more is severe anxiety. The scale has good reliability and validity in previous studies.

3.4 In-depth interview method

3.4.1 In-depth Interview outline design

The In-depth interview questions were divided into three main sessions.

The first session focused on the basic information of the interviewees, including their areas, whether they had closed schools due to the epidemic, and the number of times they were affected.

In the second session, the research questions were downscaled. The questions included the respondents' views on the epidemic prevention policies at the beginning of the epidemic and during the regular epidemic prevention and control period, their social media usage at the beginning of the epidemic and during the regular epidemic prevention and control period, whether they had any anxiety and how their psychological conditions had changed.

In the third session, based on the respondents' answers in the previous session, we further investigated the reasons for the changes in the respondents' psychological conditions during the initial and regular epidemic prevention and control phases. And are there any differences in the causes of anxiety in the two phases? The author made every effort to avoid quadruple ethical issues and transgressions such as damage caused by research participation, non-use of informed consent documents or materials, invasion of research participants' privacy, and deception of research participants during the interview and research process [17].

In addition, respondents were allowed to remain silent or stop the interview if they had any questions they did not want to answer or were unhappy with the questions during the interview process. Among these, interviews in which the interviewees expressed their unwillingness to disclose were not quoted in this study.

3.4.2 In-depth Interview subject selection

The author conducted a 216-minute structured in-depth interview with 10 university students affected by the epidemic closure and control. The author contacted the 10 interviewees through their circle of friends, microblogging super talk, and other channels, and conducted the interviews by text, phone, and video. The interview transcripts were organized into transcripts with a total word count of words. The basic information of the interviewees is shown in Table 1.

Table 1 The basic information of the interviewees

Interviewee	Gender	Status	Location
A	Female	Junior	Xi'an
B	Male	Senior	Shanghai
C	Female	Junior	Hangzhou
D	Male	Sophomore	Xinjiang
E	Female	Junior	Lanzhou
F	Male	CCTV Cantonese anchor	Guangzhou
J	Female	Senior	Qingyang
H	Male	Senior	Tianjin
I	Female	Senior	Guangzhou
G	Female	Senior	Beijing

4.1 Sample description

A total of 309 questionnaires were collected in this questionnaire survey, with 302 valid questionnaires and an effective rate of 97.73%. Among them, there were more female college students, accounting for 84.8%, and the vast majority of students (85.1%) in the questionnaire survey indicated that they had been affected by the epidemic closure.

A descriptive analysis of the questionnaire results revealed that the largest proportion of students (35.8%) used social media for 3-5 hours a day. Meanwhile, nearly 70% of the students believed that the frequency of using social media increased during the epidemic. Nearly 80% of the students often use social media to get information, but only 15.8% of them will actively express their opinions about the epidemic on social media.

In the measurement of the anxiety level of college students according to the SAS scale, the overall mean score was 38.97, with a minimum score of 20 and a maximum score of 80. 111 students scored above 40, indicating that 36.88% of the respondents were in an anxious state. Among them, 43 and 11 students were in moderate and severe anxiety states, respectively.

4.2 Hypothesis analysis

The author calculated the correlation between social media use intensity and social media use proactivity and college students' anxiety by Pearson correlation [18], respectively. The analysis found that the rise in social media uses intensity during the regular epidemic prevention and control does not bring about more anxiety among college students (r=0.05, p=385), and H1 does not hold. However, with the increase in active social media uses during the epidemic, the anxiety level of college students rose significantly (r=0.184, p=001**), and H2 holds. Therefore, among the factors influencing social media use during the regular epidemic prevention and control, the intensity of social media use could not affect the anxiety level of college students, but active social media use brought about an increase in anxiety among college students.

5 Research Discussion

5.1 Possible factors leading to anxiety among college students

5.1.1 Social media dependence that aggravates anxiety

American scholars such as Devereux, in studying the interaction and dependence between media system, social system, and audience system. He found that audiences obtain specific satisfaction or achieve certain goals by using mass media, and if they lack other alternatives or resources, they will form a dependence on mass media. The more violent the changes in society, the stronger the uncertainty caused to people, the deeper the audiences' dependence on mass media. The more complex the society is, the more functions the mass media performs in the social system, and the deeper the audience's reliance on the mass media will be.

At the same time, according to Elihu Katz's theory of use and satisfaction, college student groups can compensate for multiple psychological needs by engaging with social media. The epidemic, while limiting daily life, leads to the lack of many psychological needs of college students, such as the need for security, intimacy, trust, etc., which inspires the original motivation to use social media for interaction and entertainment. To maintain social relationships and seek emotional connections, they will habitually or even excessively use social media and develop the tendency of social media dependence.

"The prolonged use of social media during the epidemic created a dependence on the Internet. Frequent use of social media led to sleep deprivation and compromised sleep, which can lead to difficulty falling asleep, light sleep, and easy waking and early awakening. Lack of sleep can make me inefficient in studying during the day and lead to anxiety." (Interviewee 9)

Lazarsfeld and Morton suggest that the "narcotic effect" of media dependence and excessive exposure to social media has a counterproductive effect of exacerbating anxiety by reducing contact with the real environment, decreasing the activity of the mind, and lacking critical thinking in the college population, while also hurting daily life.

5.1.2 Individual Need Differences that Influence Anxiety

Spielberg's research on anxiety traits has deepened the understanding of anxiety. He explained the characteristics and nature of two types of anxiety through the activation model of anxiety, which divides anxiety into state anxiety and trait anxiety. State anxiety arises temporarily in certain situations and events and is situational and temporary, while trait anxiety is a relatively stable personality trait with strong individuality and is an anxiety tendency with individual differences.

Thus, college students' anxiety during the epidemic was not only influenced by the overall social and group environment but also closely linked to individual personality differences,

which was likewise confirmed in the survey: during the interviews, we found that individuals' reasonable need for social media exposure and high attention to self could effectively counteract the generation of anxiety.

"Starting from the fourth year of college, the frequency of social media use has decreased due to the pressure of academics, graduate school, and the approaching graduation. Healthy use of social media relieves one's stress, one does not overuse social media, and one basically does not feel anxious." (Respondent 6)

Secondly, information closely related to the respondents' own situation is more likely to bring about anxiety. Several respondents said that they would experience significant anxiety when browsing information about further education, work, examinations, public examinations, and study progress in social media.

"Maybe it's just seeing some of my study buddies review more efficiently and more quickly that makes me a little anxious once in a while, as compared with other regions, the uncertainty of the risk rarely makes me anxious." (Interviewee 6)

In his book "The Effectiveness of Mass Communication", the American scholar Krappa categorized the selective psychology of audiences into three levels: selective exposure, selective understanding, and selective memory. The study found that three situations are that are more capable of attracting attention, and content related to current needs is one of them. This can also explain the presence of higher attention of college students to some of the information in social media with high proximity to themselves and anxiety under the comparison psychology.

5.1.3 Changing social environment and enhanced anxiety

Several studies have shown that social anxiety is widespread in China today and has become a clear sign of the times. By social anxiety, we mean the public's sense of restlessness and insecurity in the face of the uncertainties that arise in society.

"Misinterpreted rumors about national policies and situations that create panic, stereotypical and pathologized demands on women's figures and clothing, the topic of fertility for leftover women mentioned because of marriage, distressing and outrageous crimes, and other similar content all create a sense of anxiety in me." (Interviewee 3)

Yu Jianrong, a professor at the Chinese Academy of Social Sciences, believes that the embeddedness of life in network technology provides an outlet path for implicit anxiety and generates an orgiastic landscape of online public opinion.

During the epidemic, social risks are mainly characterized by suddenness, uncertainty, and conflict. At this time, the international situation became more volatile and some social-moral issues came to the fore, laying the groundwork for social anxiety. At the same time, the increased exposure of college students to social media and the consequent increase in the amount of information they are exposed to make it extremely easy for them to receive content about social uncertainty and irrational expressions of opinion, which weighs on the anxiety of college students.

5.1.4 Information overload and elevated anxiety levels

Baudrillard expanded the concept of "implosion" based on McLuhan's work, arguing that the information society has brought about the dissolution of authority and boundaries. The public is receiving a lot of reconstructed or constructed news, ushering in an era of "information explosion.

"Social information can also bring a certain degree of anxiety. We are prone to receiving huge amounts of information and to the anxiety of having to process it quickly due to the huge flow of information." (Interviewee 2)

The redundant information in social media greatly exceeds the channel capacity of social media users, and various kinds of social entropy keep emerging so that even college student groups with high online information reception and processing abilities are greatly affected by information overload. Furthermore, the diversity of subjects in social media platforms is affected by the lag of gatekeeping in the network era, which is full of all kinds of false information and rumors. This greatly increases the cost of social media users to judge the correct information and leads to greater uncertainty. It aslo leads to the anxiety of college students and even the whole society, forming an "information epidemic This also leads to anxiety among college students and even the whole society, forming an "information epidemic".

5.2 Causes of anxiety psychological changes among college students

5.2.1 Anxiety defense under self-concern

Control over the intensity of social media use and stronger self-concern can effectively counteract the generation of anxiety. Individuals with low self-focus are more likely to have their evaluations falter and will have a higher probability of comparing themselves with They are more likely to compare themselves to others and to have more negative emotions in their social media use. Individuals with high self-regard show more optimism and self-confidence, put more energy into self-improvement, and therefore self-regulate when unbalanced messages appear during social media use, thus their anxiety is dissipated.

"I am committed to my daily business as usual and do not use social media and search for epidemic-related content frequently. For me, using social media can play a role in relieving stress, allowing me to understand the situation of the epidemic development objectively and rationally through social media and eliminate unnecessary panic." (Interviewee 8)

Thus, for some college students, the high level of concern for self during the epidemic effectively counteracted the anxiety caused by using social media and gave full play to the positive role of social media in transmitting information and regulating emotions.

5.2.2 Increased Anxiety under Fear of Missing Anxiety

Fear of missing out anxiety (FOMO) [19] is a complex combination of fear, worry, and loss that arises when people find out that their peer group is doing, experiencing, or having something valuable that they are not. It is a feeling of being "left behind" [20]. It manifests itself in the desire to stay connected to what the person being observed is doing, resulting in behaviors such as frequent updates [21]. According to scholarly research, social media promotes communication

between individuals and others while generating extremely strong anxiety about missing out when they find themselves not participating in the exciting activities the other person is experiencing or are unable to enter into their conversations.

"The normalization of the epidemic has led to an increased reliance on social media, and my attention to other people's lives has shifted from offline to online. You can see that on social platforms like Little Red Book, more people will share positive and good things, and negative things will account for a relatively small percentage, or the platform itself limits the exposure of such negative information. Most of the positive and beautiful information in contrast to normal days tends to make me breed anxiety." (Interviewee 2)

The restrictions imposed by the epidemic result in less offline interpersonal interaction. Individuals are more likely to miss out on activities they find meaningful interactions, while the extended time spent online can make it easier to navigate the vast amount of relevant information, resulting in a strong sense of imbalance.

5.2.3 Anxiety Dissipation under External Attribution

The social support that individuals can perceive can be effective in dissipating anxiety to a certain extent. Social support is divided into objective social support and perceived social support [22], and research has shown that the latter is more important for maintaining an individual's mental health [23]. Appreciative social support is a subjective feeling, expressed as an optimistic state of mind, and those with high appreciative social support are more likely to interpret other people's behavior as supportive, which can effectively reduce the anxiety and uneasiness generated by the fear of missing out and individual comparison. The social support set can be the orderliness of the state, social stability, public help for the self, or support from friends.

As we can see in the survey, respondents' trust in the government and society, and the valuation of their friends' ability to provide help, can largely evoke positive emotions in an uncertain environment and more optimism about future development trends.

"'People are always afraid of the unknown.' This saying is very true. Nowadays, you can get more timely information about the situation through social media, so, instead of having worries, as long as you believe in the country and trust the government leadership, and everyone unites to overcome the difficulties, it will become better and better." (Interviewee 7)

Finally, whether or not to pay attention to information about the COVID-19 and the generation of anxiety varies from person to person. Respondents 3, 4, 8, 9, and 10 indicated that avoiding epidemic-related information may reduce anxiety. Respondents 6 and 7 indicated that they were not affected by it. Respondents 1, 2, and 5, and avoidance of epidemic information indicated that they would be less aware of the dynamics of the epidemic and that the fear of the unknown would increase their anxiety.

6 Summary and Reflection

Connecting with social media is an unavoidable behavior pattern during the normalization

of the epidemic. Against the background of increased social uncertainty brought about by the epidemic, threats to life and health safety, and great restrictions on daily travel and life, the reduction of offline actions and connections inevitably lead to an increase in the intensity and initiative of online activities.

Dis distributed and decentralized social media platform is a public arena where mainstream media, self-media, and public opinion collide and exchange, and is filled with various opinion and information streams, which have a subtle influence on people through multi-level and group communication and construct the subjective reality of social media users. Neil Bozeman believes that the post-information era is an era in which sensibility dominates, and social media messages during the epidemic in the process of constructing subjective reality will inevitably evoke a variety of sensual emotions in people, especially in the highly social media-using college student groups, one of the main manifestations of which is Cattle and Spielberger [24] [25] anxiety evoked by social, economic, political, cultural, and group One of the main manifestations is the uneasy, nervous, and fearful emotions evoked by the theoretical.

In this research investigation, we take the level of anxiety among college students under social media use as a perspective to explore the relationship between the intensity and initiative of social media use and anxiety, as well as the possible factors leading to anxiety among college students and the reasons for the change of their anxiety in different periods of the epidemic. It was found that social media use initiative was the main source of anxiety. Secondly, anxiety-generating dependence, individual needs differences, social environment changes, information overload, and information redundancy were the most likely factors leading to the emergence of anxiety. Moreover, the psychological mechanisms of anxiety among college students also changed with the evolution of the epidemic, mainly in three aspects: defense against anxiety under self-concern, increase in anxiety under miss-anxiety, and dissipation of anxiety under external attribution.

This study provides some ideas about the situation of emotional anxiety among college students during an epidemic. To use social media for the positive purposes of conveying information, guiding behavior, and communicating feelings during the normalization of the epidemic, it is necessary to give full play to personal initiative. While actively and proactively using social media, it is important to strengthen social media use literacy. At the same time, college students are encouraged to focus on self-development and improvement, evaluate their comprehensive quality in a multi-dimensional manner, and guide and encourage them to explore the optimistic direction in the context of the normalization of the epidemic. The government needs to continuously improve its guidance and credibility to gain public trust and maintain social stability, to alleviate the anxiety of college students the epidemic from various aspects.

Finally, this study is still incomplete in terms of sample diversity. The total sample size of our questionnaire is small, and the distribution of the respondents' regions is not balanced and extensive, and only ten respondents were interviewed in the in-depth interview section, which makes it difficult to dig deeper into the issues due to the limitation of quantity. The above shortcomings are necessary for further research.

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