

A STUDY ON THE IMPACT OF ENGLISH EDUCATION AND TEACHING ON COLLEGE STUDENTS' POSITIVE PSYCHOLOGY FROM THE PERSPECTIVE OF MULTICULTURALISM

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SUMMARY

Background: In the process of English teaching, due to various reasons, some students' English performance is not ideal, and students are prone to anxiety, which is not conducive to students' personal development. Positive psychology advocates the positive orientation of psychology, mainly studies the positive psychological quality of individuals, human health and happiness and the harmonious development of society, and advocates an open and encouraging attitude to treat individual potential, motivation and emotion, so as to realize the transformation of individuals from negative psychological mode to positive psychological mode. The research is based on positive psychology to innovate and improve college English teaching mode, so as to improve students' enthusiasm, alleviate students' mania, loneliness and other negative emotions, and then alleviate students' anxiety symptoms, so as to provide guarantee for students' long-term development.

Subjects and methods: To innovate and improve college English teaching model based on positive psychology, so as to improve students' enthusiasm and alleviate students' anxiety symptoms. 120 students were randomly selected from a university as the research object. Self-rating Anxiety Scale (SAS) was used to evaluate students' mental health. Students were randomly divided into study group and control group. The students in the research group adopted an innovative English teaching model. The students in the control group adopted the traditional teaching mode.

Methods: the relevant data were processed and statistically analyzed by SPSS21.0 software.

Results: After teaching, the SAS score of the students in the research group was significantly lower than that in the control group ($P > 0.05$).

Conclusions: The innovation of college English teaching model based on positive psychology can significantly improve students' positive psychology of English learning, improve students' English performance, alleviate negative emotions and anxiety symptoms, which is of positive significance to students' personal development.

Key words: positive psychology - English teaching - mental health - anxious

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INTRODUCTION

In the process of China's social and economic development, economic and cultural exchanges between China and other countries are becoming more and more frequent. In this context, China's culture and the culture of other countries continue to collide and integrate, and on this basis, it has been innovated and developed, and the renewal and development of culture are also faster and faster. The cultures of various countries, nationalities, industries and regions are facing different bases and challenges. Emerging cultures are also emerging and developing, which has also created cultural diversity (Sriken et al. 2021). In the context of multiculturalism, the importance of international talents who can master and skillfully use English is becoming more and more prominent. Therefore, in recent years, college English teaching has become more and more important in the college education system, and has been paid attention by local governments, parents and people from all walks of life. There are various reasons for the low efficiency of English Teaching in colleges and universities. Under the dual pressure of academic pressure and employment pressure, students will have irritable and lonely emotions, which will lead to students suffering from psychological diseases such as anxiety

and depression (Prabowo 2021). When the degree of anxiety is too high and lasts too long, students may have learning weariness, which greatly affects students' normal study and life (Tabet et al. 2021). Therefore, many scholars have conducted in-depth research on anxiety. Berryhill explored the relationship between college Students' disorderly separation from family function, depression and anxiety (Berryhill & Smith. 2020). Al jumaili used the hospital anxiety and depression scale to measure the prevalence of depression and anxiety among Iraqi health care college students (Al-Jumaili et al. 2021). Sriken studied the factor validity and measurement invariance of college students' generalized anxiety disorder (GAD-7) scale scores across gender and race (Sriken et al. 2021). Under the multicultural background, the importance of international talents who can master and skillfully use English is becoming more and more prominent. Therefore, in recent years, college English teaching has become more and more important in the college education system. However, in the process of English teaching, due to various reasons, students' positive psychology is not enough. After analyzing the students' psychology, the research summarizes the reasons for the low enthusiasm of students, as shown in Figure 1.

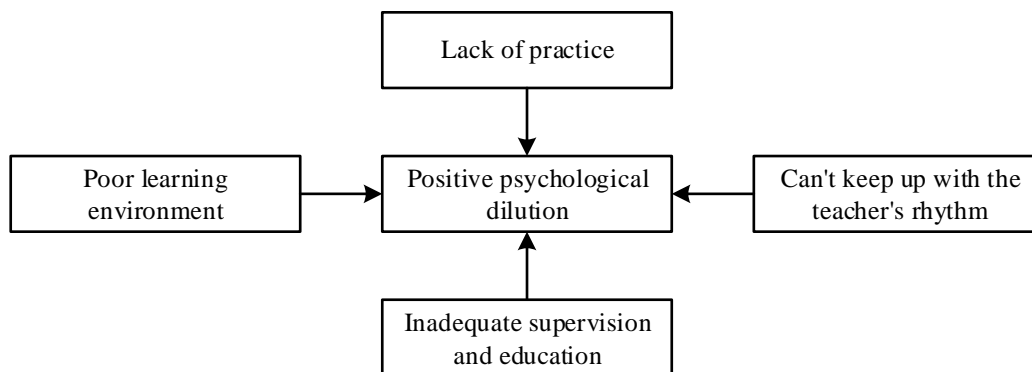


Figure 1. Reasons for students' low enthusiasm

First of all, college teachers use English in the whole process of teaching. Some students can't keep up with the rhythm of teachers and have a little knowledge of knowledge. In the long run, they lose their interest in English and their positive psychology gradually fades. Secondly, due to the poor learning environment and the insufficient level of supervision and education, students' English learning time after class is very short, or even not, and the learning quality is relatively low, resulting in students' inability to consolidate the knowledge learned in class (Smith & Brinkman. 2021). Finally, most of the time, students lack the usability and practicality of English, have a lot of theoretical knowledge, but rarely use it, and lack practical practice (Zamora et al. 2021). The above reasons lead to students' low enthusiasm and low learning efficiency, resulting in some students' unsatisfactory English performance. Under academic pressure and employment pressure, students are prone to mania, loneliness and other emotions, which lead to anxiety and depression (Nash 2021). When the individual's negative emotions cannot be released and relieved, anxiety will make the individual feel at a loss and lose interest in the changes of the surrounding environment, study, work and life (Bourdon et al. 2020). Therefore, improving students' positive psychology of English learning, reducing students' academic pressure and employment pressure, and then alleviating students' anxiety plays an important role in students' development (Ding et al. 2020).

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 (Lim & Yu 2020). According to the performance of patients, anxiety is divided into three types: mental anxiety, exercise anxiety and somatic anxiety. 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. Based on psychology,

this paper analyzes the causes of college students' anxiety. Internal factors include students' personality factors, students' lack of self-confidence and so on. 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. The timid and nervous students generally lack self-confidence and are more likely to have psychological problems. 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 reasons and family reasons. 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 and so on. These reasons will lead to students' low mood, lack of self-confidence, and then lead to students' anxiety. Positive psychology theory advocates an open and encouraging attitude towards individual potential, motivation and emotion, so as to realize the transformation of individuals from negative psychological mode to positive psychological mode. Positive psychology is a new psychological discipline called psychological revolution. Positive psychology advocates the positive orientation of psychology, which mainly studies the positive psychological quality of individuals, human health and happiness and the harmonious development of society. Positive psychology theory advocates an open and encouraging attitude towards individual potential, motivation and emotion, so as to realize the transformation of individuals from

negative psychological mode to positive psychological mode. There are three main viewpoints in the theory of positive psychology: positive emotional experience, positive personality characteristics and positive social environment. Based on positive psychology, the research analyzes students' psychology in order to put forward strategies to improve students' subjective initiative and enthusiasm. The main contents of the strategy are as follows: teachers treat students with a positive attitude to improve the positive emotional experience in college English teaching. Face students with a developmental vision and a positive attitude, and pay attention to students' positive personality in English teaching. Actively communicate with students and their families to create a positive English teaching environment, including classroom, campus and students' families. Therefore, based on positive psychology, the research innovates the college English teaching model, so as to improve students' enthusiasm, alleviate students' mania, loneliness and other negative emotions, and then alleviate students' anxiety symptoms, so as to provide guarantee for students' long-term development.

SUBJECTS AND METHODS

Study setting

In the context of multiculturalism, college English education is becoming more and more important and has attracted more and more attention. Under various pressures, students are prone to anxiety. Anxiety is an emotional symptom syndrome. According to the performance of patients, anxiety is divided into three types: mental anxiety, exercise anxiety and somatic anxiety. 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. Learning anxiety mainly focuses on make-up examination, failing courses, excellence and awards, etc. Social anxiety focuses on the treatment of roommate relationship and classmate relationship. Physical anxiety is mainly caused by the fact that contemporary college students stay up late for a long time, resulting in poor physical quality. Employment anxiety refers to students' anxiety about job selection and employment. Excessive anxiety will damage students' physical and mental health, lead to the decline of students' interest in learning, and even lead to learning weariness. Therefore, alleviating students' anxiety is of great significance to students' future development. Therefore, the research puts forward strategies based on positive psychology to improve the English teaching model.

Design

In order to explore the application effect of positive

psychology in college English education and the mitigation effect of innovative English teaching model based on positive psychology on students' anxiety, an experiment was designed and carried out. In a university, 120 students were randomly selected by systematic sampling method as the research object. The students were randomly divided into study group and control group with 60 people in each group. There was no significant difference in grade, age, major, gender ratio, test scores and mental health between the two groups. Among them, the students in the research group adopt the innovative English teaching model based on positive psychology. The students in the control group used the traditional English teaching model. After teaching for a period of time, the English scores and mental health of the two groups were compared. The Self-rating Anxiety Scale (SAS) was used to evaluate the anxiety level of students in the study group and the control group, and then to evaluate the relationship between the innovative English teaching model based on positive psychology and students' anxiety level; Self rating Depression Scale (SDS) was used to evaluate the degree of depression of students in the study group and the control group, and then to evaluate the relationship between the innovative English teaching model based on positive psychology and the degree of depression of students. The Beck Rafaelsen Mania Rating Scale (BRMS) was used to evaluate the anxiety of students in the study group and the control group, and then to evaluate the innovative English teaching model based on positive psychology and the mitigation effect of students' anxiety. The Symptom Checklist 90 (SCL-90) was used to evaluate the overall mental health of the students in the study group and the control group, and then to evaluate the shaping effect of the innovative English teaching model based on positive psychology on students' mental health.

RESULTS

The degree of anxiety and depression of students in the study group and control group

120 students were randomly selected from a university as the research object. The students were randomly divided into study group and control group with 60 people in each group. The students in the research group adopted the innovative English teaching model based on positive psychology. The students in the control group used the traditional English teaching model. After teaching for a period of time, the English scores and mental health of the two groups were compared. The Self-rating Anxiety Scale (SAS) was used to evaluate the anxiety level of students in the study group and the control group, and then to evaluate the relationship between the innovative English teaching model based on positive psychology and students' anxiety level. Self rating Depression Scale (SDS) was used to evaluate the degree of depression of students in the study group and the control group, and then to evaluate the relationship between the innovative English

teaching models based on positive psychology and the degree of depression of students. The SAS and SDS

scores of the two groups are shown in Table 1.

Table 1. SAS and SDS scores of the two groups of students

Grouping	SAS score		SDS score	
	Before teaching	After teaching	Before teaching	After teaching
Research group	63.4±4.5	45.5±4.2*	70.4±2.6	46.0±3.4*
Control group	65.2±3.8	63.3±6.4	69.2±2.3	66.6±4.4
<i>t</i>	7.563	8.963	0.369	9.030
<i>P</i>	0.875	0.005	0.796	0.001

Note: **P* < 0.05 compared with that before teaching.

It can be seen in Table 1 that there was no significant difference between the scores of SAS scale and SDS scale between the two groups before the start of the study (*P* > 0.05). After teaching, the scores of SAS and SDS of the students in the study group decreased significantly (*P* < 0.05), but there was no significant change in the scores of SAS and SDS of the students in the control group (*P* > 0.05). The SAS score of the students in the research group who used the innovative English teaching model based on positive psychology before teaching was 63.4±4.5. The SAS score of the students in the control group who adopted the traditional college English teaching mode before teaching was 65.2±3.8. After teaching, the SAS score of the students in the research group who used the innovative English teaching model based on positive psychology decreased significantly, which was 45.5±4.2, while the SAS score of the students in the control group who used the traditional English teaching model had no significant change compared with that before teaching, which was 63.3±6.4, which was significantly higher than that of the students in the research group who used the innovative English teaching model based on positive psychology.

Before teaching, the students in the research group who used the innovative English teaching model based on positive psychology had an SDS score of 70.4±2.6. The SDS score of the students in the control group who adopted the traditional college English teaching mode before teaching was 69.2±2.3. After teaching, the SDS score of the students in the research group who used the innovative English teaching model based on positive psychology decreased significantly, which was 46.0±3.4, while the SDS score of the students in the control group who used the traditional English teaching model had no significant change compared with that before teaching, which was 66.6±4.4, which was significantly higher than that of the students in the research group who used the innovative English teaching model based on positive psychology. The Beck lavanson mania scale was used to evaluate the anxiety psychology of the students in the study group and the control group, and then to evaluate the innovative English teaching model based on positive psychology and the mitigation effect of students' anxiety psychology. Before and after the experiment, the BRMS scores of the two groups of students are shown in Table 2.

Table 2. BRMS scores of two groups of students

Grouping	BRMS score	
	Before teaching	After teaching
Experimental group	18.11±1.88	6.93±2.35*
Control group	18.85±2.54	13.24±4.01*
<i>t</i>	0.903	4.439
<i>P</i>	0.075	0.010

Note: **P* < 0.05 compared with that before teaching.

It is easy to see from Table 3 that there is no significant difference in BRMS between the two groups before teaching (*P* > 0.05). After teaching, the BRMS score of students in the study group was significantly lower than that in the control group (*P* < 0.05). Before teaching, the BRMS score of the students in the research group who used the innovative English teaching model based on positive psychology was 18.11±1.88. The BRMS score of the students in the control group who adopted the traditional college English teaching mode before teaching was 18.85±2.54. After teaching, the BRMS score of the research group students who used

the innovative English teaching model based on positive psychology decreased significantly, which was 6.93±2.35. The BRMS score of the control group students who used the traditional English teaching model also decreased significantly compared with that before teaching, which was 13.24±4.01, but significantly higher than that of the research group students who used the innovative English teaching model based on positive psychology. The SCL-90 was used to evaluate the overall mental health of the students in the study group and the control group, and then to evaluate the shaping effect of the innovative English teaching model based on

positive psychology on students' mental health. The SCL-90 scores of the two groups are shown in Table 3.

Table 3. SCL-90 scores of two groups of students

Project	Group		t	P
	Research group	Control group		
Somatization	24.6±8.2	33.2±10.6	6.532	<0.05
Obsessive compulsive symptoms	23.2±7.3	27.4±7.6	6.454	<0.05
Interpersonal sensitivity	20.5±3.2	28.7±6.3	7.625	<0.05
Depression	29.3±4.5	39.7±9.7	6.531	<0.05
Anxiety	25.2±6.2	31.8±7.9	6.104	<0.05
Hostile	8.2±1.8	16.8±6.1	6.772	<0.05
Terror	14.3±3.2	21.3±4.7	7.605	<0.05
Paranoid	10.3±6.4	15.2±6.5	6.703	<0.05
Psychotic	19.2±4.8	27.6±5.3	5.797	<0.05

It can be seen from table 3 that after teaching, the scores of students in the research group on SCL-90 scale are significantly lower than those in the control group. To sum up, the innovation of college English teaching model based on positive psychology can significantly improve students' positive psychology of English learning, improve students' English performance, alleviate negative emotions, and alleviate anxiety symptoms, which is of positive significance to students' personal development. It can be seen from table 4 that after teaching, the scores of students in the research group on SCL-90 scale are significantly lower than those in the control group. To sum up, the innovation of college English teaching model based on positive psychology can significantly improve students' positive psychology of English learning, improve students' English performance, alleviate negative emotions, and alleviate anxiety symptoms, which is of positive significance to students' personal development. After teaching, the somatization score of the students in the research group who used the innovative English teaching model based on positive psychology was 24.6±8.2, and the somatization score of the students in the traditional college English teaching model was 33.2±10.6, which was significantly higher than that of the students in the research group who used the innovative English teaching model based on positive psychology. The students in the research group who used the innovative English teaching model based on positive psychology scored 23.2±7.3, and the somatization score of the traditional college English teaching model was 27.4±7.6, which was significantly higher than that of the students in the research group who used the innovative English teaching model based on positive psychology. The interpersonal sensitivity score of the students in the research group using the innovative English teaching model based on positive psychology is 20.5±3.2, and the somatization score of the students using the traditional college English teaching model is 28.7±6.3, which is significantly higher than that of the students in the research group using the innovative English teaching model based on positive psychology. In addition, the expression, anxiety, hostile, terror, paranoid and psychotic of the students in the

research group were significantly lower than those in the control group after teaching. The above results show that the innovation of college English teaching model based on positive psychology can significantly improve students' positive psychology of English learning, improve students' English performance, alleviate negative emotions, and alleviate anxiety symptoms, which is of positive significance to students' personal development.

CONCLUSIONS

The general reason is that students' enthusiasm is not high, learning efficiency is low, and some students' English performance is not ideal. Under the pressure of study and employment, students are prone to mania, loneliness and other emotions, which lead to anxiety and depression. Based on positive psychology, the research analyzes students' psychology in order to put forward strategies to improve students' subjective initiative and enthusiasm. The experimental results showed that after teaching, the SAS scores, SDS scores, BRMS scores and SCL-90 scores of the students in the research group were significantly lower than those in the control group ($P < 0.05$). The above results show that the innovation of college English teaching model based on positive psychology can significantly improve students' positive psychology of English learning, improve students' English performance, alleviate negative emotions, and alleviate anxiety symptoms, which is of positive significance to students' personal development.

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Contribution of individual authors:

Qiyang Yan: conception and design of the manuscript and interpretation of data, literature searches and analyses, clinical evaluations, manuscript preparation and writing the paper;

Li Yin: made substantial contributions to conception and

design, literature searches and analyses, participated in revising the article and gave final approval of the version to be submitted.

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AN ANALYSIS OF THE IMPACT OF COLLEGE ENGLISH EDUCATION ON STUDENTS' LEARNING ANXIETY

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SUMMARY

Background: At present, the college English teaching mode is relatively backward, which leads to the low quality of teaching and the low interest of students in college English courses. Under various reasons, the proportion of make-up examination and re study of contemporary college students is very high, which leads to excessive psychological pressure of some students, suffering from psychological diseases such as anxiety and depression, affecting students' physical and mental health and social stability. Educational psychology is a psychological theory put forward under the background of teaching reform. It has important theoretical and practical significance in promoting the reform of education system. Based on the theory of educational psychology, this study applies the flipped classroom teaching model to college English teaching, so as to improve students' English performance and alleviate students' learning anxiety.

Subjects and methods: To innovate the college English teaching model based on the theory of educational psychology, improve students' English performance and alleviate students' learning anxiety. 60 students with anxiety disorder were selected as the research objects. Symptom Checklist 90 (SCL-90) was used to evaluate students' anxiety.

Study design: students were randomly divided into study group and control group. The students in the research group used the improved teaching mode to teach. The students in the control group used the traditional teaching mode. The relevant data were processed and statistically analyzed by SPSS21.0 software.

Results: After teaching, the anxiety relief of students in the study group was significantly better than that in the control group ($P < 0.05$).

Conclusions: Based on educational psychology, integrating flipped classroom into college English and improving college English teaching mode can effectively improve teaching quality, improve students' English performance, and then alleviate students' learning pressure and learning anxiety.

Key words: English teaching - flipped classroom - learning anxiety - educational psychology

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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 communication disorder, emotional distress, psychological crisis and so on. They are also more likely to fall into a state of anxiety. In today's economic globalization, the importance of English is becoming more and more prominent, and people from all walks of life pay more and more attention to English. At present, there are many problems in college English education, which cannot adapt to the development of the times, and the teaching mode is relatively backward. The problems of college English education are as follows: the teaching mode is relatively traditional and single, which cannot mobilize students' learning enthusiasm and initiative, resulting in low teaching quality and low students' interest in college English courses. In addition, the traditional college English teaching concept is relatively backward. In teaching, students are only allowed to recite words, short sentences and other contents rigidly, rather than practical application. Therefore, the current college English teaching model is relatively backward, resulting in low teaching quality and low students' interest in college English courses. For various reasons, the proportion of

make-up and re study of contemporary college students in English courses is very high, resulting in excessive psychological pressure on some students and suffering from psychological diseases such as anxiety and depression (Tabet et al. 2021). 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 (Tor-Kadolu & Nce 2021). Anxiety is an emotional symptom syndrome. According to the performance of patients, anxiety is divided into three types: mental anxiety, exercise anxiety and somatic anxiety (Berryhill & Smith 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. Anxiety is a negative emotion limited to human beings. Psychologists believe that anxiety is a state caused by excessive psychological tension and depression (Al-Jumaili et al. 2021). In a state of anxiety, individuals will have a strong desire and idea to release themselves. When the individual's negative emotions cannot be released and alleviated, anxiety will make the individual feel at a loss, lose interest in the