

# 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

changes of the surrounding environment, study, work and life, and think that the existence of life is meaningless and nihilistic. Therefore, for anxiety patients, we need to give spiritual help. Educational psychology believes that students' cognition and students' emotion are a relationship of mutual connection, mutual restriction and mutual penetration. Based on psychological theory, we can know that in the process of knowledge learning and experience accumulation, students' emotion and cognitive ability play an equally important role, both of which are indispensable. When the degree of anxiety is too high and lasts too long, it will greatly affect students' normal study and life (Sriken et al. 2021). Therefore, some scholars have studied and discussed anxiety disorder. For example, Smith and others explored the information seeking anxiety and preference information sources of the first generation of college students (Smith et al. 2021). Zamora et al. Explored the effects of daily social media exposure on anxiety and depression in cargo seafarers (Zamora et al. 2021). Carolnash discussed the effect of improving guidance and supervision during the period of COVID-19 to reduce anxiety and depression of graduate students (Carolnash 2021).

This paper analyzes the law of students' psychological change through psychology, and then summarizes the causes of students' learning anxiety. There are three main factors for students' anxiety, namely social factors, upward comparison and employment competitiveness. The first is social factors: most college students hope to improve the quality of life of their families through study and work. When English academic performance is not ideal, students will worry about affecting their studies, which will affect their future work, and finally reduce their economic income level. The second is upward comparison: students often compare with other individuals in the surrounding environment to evaluate their own social characteristics. Students tend to compare upward, that is, pay attention to individuals who are stronger than themselves, so they often feedback negative information, leading to students' frustration. The last is the employment competitiveness: at present, the competition in society is becoming more and more fierce (Tabet et al.2021). Only with sufficient competitiveness can we get a satisfactory job. When students feel that their employment competitiveness is not enough, they will have anxiety. At the psychological level, anxiety belongs to a negative emotion, which is an emotional state of tension, uneasiness and fear caused by individuals in a dangerous state of being unable to achieve goals or overcome obstacles (Bourdon et al. 2020). When the degree of anxiety is too high and lasts too long, students' physical and mental health will be damaged, students' interest in learning will decline, and even learning weariness will appear, which will greatly affect students' normal learning and life (Ding et al. 2020).

College English teaching mode and content need to be reformed and innovated in order to improve teaching quality and alleviate students' learning anxiety. The

research is based on educational psychology, which is innovated and improved (Lim & Yu 2020). It is of great significance to promote the reform of educational theory and practice under the background of psychology. In addition, educational psychology is also of great significance to the improvement of educators' psychological quality and teaching methods. Educational psychology contains many related theories, including psychological content, students' psychological change law in the learning process, teachers' analysis and cultivation of students' learning motivation, teachers' transfer and promotion of students' learning, teachers' analysis of students' cognitive ability development, teachers' cultivation of students' cognitive understanding, students' memory development, students' knowledge consolidation methods, students' cognitive strategy formation cultivate students' problem-solving ability and innovation ability, cultivate students' correct self-consciousness, students' group psychology and students' mental health education.

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. It is also of great significance to the improvement of educators' psychological quality and teaching methods. In psychological theory, the change of teaching environment and teaching mode can affect students' psychology and learning behavior. Flipped classroom is a new teaching mode rising in the era of big data, which can improve students' autonomy and learning interest. Therefore, based on the theory of educational psychology, the research applies the flipped classroom teaching mode to college English curriculum teaching, so as to change the teaching mode and teaching environment, and then innovate and improve the college English teaching mode, so as to improve the quality of education and students' interest in learning, improve students' English performance, alleviate students' learning anxiety and enable students to develop in an all-round way. Based on the theory of educational psychology, the research applies the flipped classroom teaching model to the teaching of college English courses, and innovates and improves the college English teaching model, so as to improve the quality of education and students' interest in learning, so as to improve students' English performance and alleviate students' learning anxiety. Therefore, the reform and innovation of college English teaching from the perspective of educational psychology is an important way to improve students' enthusiasm for college English learning and improve the practicality of college English. Therefore, the research puts forward the following strategies: first, teachers need to get along well with students. The relationship between teachers and students should be a relatively equal relationship, so that students will not have fear of teachers, which will affect English learning. Secondly, teachers need to let students understand that teachers' usual supervision is to improve students' English level. Students should not be bored,

but should accept teachers' criticism with an open mind. Finally, teachers should let students pay attention to the understanding and application of knowledge, understand that language learning is a long process, keep an ordinary mind and avoid falling into anxiety.

## **SUBJECTS AND METHODS**

### **Study setting**

English is the second most widely used language in the world and the most widely used language. As the official language of 73 countries, its number of users exceeds 1 billion, second only to 1.5 billion Chinese users. Therefore, in today's economic globalization, students' English level is largely related to their future development. English is the most widely studied second language in the world. It is also one of the three main courses in China. Students' English level is deeply valued by the educational circles. With the advent of the era of economic globalization, China's demand for international talents is increasing. An important index for evaluating international talents is English level. Therefore, improving students' English level is of great significance to the development of China's economy. Language anxiety refers to the emotional state in which individuals feel melancholy, fear and worry about a certain time or a certain problem in the process of second language learning. Appropriate anxiety can help students concentrate and pay attention, improve brain activity, and then improve students' efficiency. However, excessive anxiety will damage students' physical and mental health, which is not conducive to students' healthy growth and development. Therefore, finding language anxiety coping strategies in the process of English learning can not only alleviate students' negative emotions and improve students' mental health, but also improve students' English level, and promote students' healthy growth and development. In recent years, flipped classroom teaching model has been widely used in foreign language education. And a large number of relevant studies have confirmed the applicability of flipped classroom in foreign language teaching. Therefore, based on the theory of educational psychology, the research applies the flipped classroom teaching mode to college English curriculum teaching, so as to change the teaching mode and teaching environment, and then innovate and improve the college English teaching mode, so as to improve the quality of education and students' interest in learning, improve students' English performance, alleviate students' learning anxiety and enable students to develop in an all-round way.

### **Design**

In order to verify the teaching effect of the innovative teaching mode of college English curriculum based on pedagogical theory and integrated into the flipped classroom, as well as the alleviating effect of the innovative teaching mode of college English curriculum

integrated into the flipped classroom on college Students' anxiety, the research has carried out practice in a university and designed a comparative experiment. In this university, 60 students were randomly selected by systematic sampling method as the research object. The students were randomly divided into study group and control group with 30 people in each group. There was no significant difference in the basic data between the two groups, which was comparable. Among them, the students in the research group adopt the improved college English teaching model based on educational psychology. The students in the control group used the traditional college English teaching model. After a period of time, the anxiety and test scores of the two groups were compared. The symptom checklist 90 (SCL-90) is used to evaluate the overall mental health of the students in the research group and the control group, and then to evaluate the shaping effect of the innovative English teaching model based on educational psychology and flipped classroom on students' mental health. The Beck rafaelsen Mania Rating Scale (BRMS) was used to evaluate the anxiety psychology of the students in the research group and the control group, and then to evaluate the effect of the innovative English teaching model based on educational psychology and flipped classroom on the relief of students' anxiety psychology. The stress perception scale (Chinese version) (CPSS) was used to evaluate the psychological stress of the two groups of students, and then to evaluate the alleviating effect of the innovative English teaching model based on educational psychology and flipped classroom on students' psychological stress. The number of students without anxiety, the number of mild anxieties, the number of moderate anxiety and the number of severe anxieties in the two groups before teaching were recorded. After teaching, the anxiety degree of the two groups of students was evaluated again by using SCL-90 and other scales. The number of students without anxiety, the number of mild anxieties, the number of moderate anxiety and the number of severe anxieties in the two groups after teaching were recorded, and the anxiety degree of the two groups of students before and after teaching was compared.

## **RESULTS**

### **Effect analysis of improving college English teaching mode**

In order to verify the effect of improving college English teaching model, 60 students were selected from a university as the research object. The students were randomly divided into study group and control group, with 30 people in each group. Among them, the students in the research group adopt the improved college English teaching model based on educational psychology. The students in the control group used the traditional college English teaching model. After a period of time, the anxiety and test scores of the two groups were compared. The experimental results show that after teaching, the

SCL-90 scores of the students in the research group are significantly lower than those in the control group, as shown in Table 1.

**Table 1.** SCL-90 scores of two groups

Project	Group		<i>t</i>	<i>P</i>
	Research group	Control group		
Somatization	24.1±8.3	35.4±10.6	6.534	0.000
Obsessive compulsive symptoms	22.7±7.2	28.0±7.1	7.452	0.000
Interpersonal sensitivity	19.5±3.4	29.53±6.2	8.128	0.000
Depression	28.4±4.3	40.9±9.6	6.178	0.000
Anxiety	24.7±6.6	33.3±8.0	7.529	0.000
Hostile	8.4±1.7	17.6±6.8	6.415	0.000
Terror	14.2±3.6	22.7±4.1	8.054	0.000
Paranoid	10.4±6.2	16.5±6.4	8.731	0.000
Psychotic	19.1±4.2	28.0±5.4	6.011	0.000

As can be seen from Table 1, after teaching, the somatization score, objective and comprehensive symptoms score, interpersonal sensitivity score, depression score, anxiety score, hostile score, terror score, paranoid score and psychological score of the students in the research group who adopt the improved college English teaching mode based on educational psychology are significantly lower than those in the control group who adopt the traditional college English teaching mode. The above results show that, based on the theory of educational psychology, integrating flipped

classroom into college English teaching in order to improve the college English teaching model can effectively improve the teaching efficiency, improve students' performance and improve students' overall mental health. The results showed that there was 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 ( $P < 0.05$ ). The BRMS scores of the two groups are shown in Table 2.

**Table 2.** BRMS scores of two groups of students

Grouping	BRMS score	
	Before teaching	After teaching
Research 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 in Table 2 that the BRMS score of the students in the research group who used the innovative English teaching mode based on educational psychology and integrated into the flipped classroom before teaching is 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 study group students who used the innovative English teaching mode based on educational psychology and integrated into the flipped classroom decreased significantly, which was 6.93±2.35. The BRMS score of the control group students who used the traditional English teaching mode also decreased significantly, which was 13.24±4.01. However, the BRMS scores of students in the control group who use the traditional English teaching mode are significantly higher than those in the research group who use the innovative English teaching mode based on educational psychology and integrated into the flipped

classroom. Count the number of students in the two groups with mild, moderate and severe anxiety before and after teaching. The experimental results showed that after teaching, the anxiety relief of students in the study group was significantly better than that in the control group ( $P < 0.05$ ). The CPSS scale was used to evaluate the psychological stress of middle school students in English learning. The experimental results showed that the total scores of tensions, out of control and stress perception of the students in the study group were significantly lower than those in the control group ( $P < 0.05$ ). The CPSS scores of the two groups of students are shown in Table 3.

It is easy to see from Table 4 that after teaching, the students in the research group who adopt the innovative English teaching mode based on educational psychology and integrated into the flipped classroom have a thrill score of 16.11±5.88. The thrill score of the control group using the traditional college English teaching mode is

19.34±4.21, which is significantly higher than that of the research group using the innovative English teaching mode based on educational psychology and integrated into the flipped classroom. The students in the control of 12.5-based teaching mode were integrated into the teaching of English, and the students in the control of 15.5-based teaching mode were integrated into the teaching of English. The sense of loss of control score of the control group using the traditional college English teaching mode is 26.65±4.84, which is significantly higher than that of the research group using the innovative English teaching mode based on educational psychology and integrated into the flipped classroom. The total score of stress perception of the students in the research group who used the innovative English teaching mode based on educational psychology and integrated

into the flipped classroom was 31.87±10.53. The total score of stress perception of the control group using the traditional college English teaching mode is 45.99±7.42, which is significantly higher than that of the research group using the innovative English teaching mode based on educational psychology and integrated into the flipped classroom. The number of students in the two groups with mild, moderate and severe anxiety before and after teaching was counted respectively. The experimental results showed that after teaching, the anxiety relief of students in the study group was significantly better than that in the control group ( $P < 0.05$ ). The number of students in the two groups with different anxiety levels before and after teaching is shown in Table 4.

**Table 3.** CPSS scores of two groups of students

Classification	Score		<i>t</i>	<i>P</i>
	Research group	Control group		
Thrill	16.11±5.88	19.34±4.21	7.432	0.000
Sense of loss of control	15.76±5.12	26.65±4.84	9.465	0.000
Total score of stress perception	31.87±10.53	45.99±7.42	9.415	0.000

**Table 4.** The number of students in the two groups with different anxiety levels before and after teaching

Group	Timing	Degree of anxiety			
		No	Mild	Moderate	Severe
Research group	Before teaching	0	12	10	8
	After teaching	15	10	5	0
Control group	Before teaching	0	13	11	6
	After teaching	2	11	10	7

To sum up, 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.

## CONCLUSIONS

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. For various reasons, the proportion of make-up and re study of contemporary college students in English courses is very high, which leads to excessive psychological pressure and psychological diseases such as anxiety and depression. Based on the theory of educational psychology, this paper applies the flipped classroom teaching model to the teaching of college English courses, and innovates and improves the college English teaching model in order to improve the quality of education and students' interest in learning. The experimental results showed that after teaching, the scores of SCL-90, BRMS and CPSS of the students in

the research group were significantly lower than those in the control group ( $P < 0.05$ ). The above results show that 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.

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# STUDY ON TEST ANXIETY SYMPTOMS AND MITIGATION COUNTERMEASURES OF DANCE CANDIDATES

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## SUMMARY

**Background:** With the change and development of society, the pressure generated by social activities began to gradually spread to university education, and the phenomenon of learning anxiety of college students also showed more and more phenomena. As an incidental intervention in the process of education, sports activities can alleviate students' learning pressure and improve students' comprehensive quality at the same time.

**Subjects and methods:** 200 Dance Majors in a university were assessed with the self-rating anxiety scale. Using principal component analysis, this paper analyzes the influencing factors of psychological anxiety of dance students, and evaluates the importance of different influencing factors. 200 students participating in the experiment were randomly divided into control group and intervention group. The control group adopted the conventional dance psychological anxiety relief strategy, and the intervention group adopted the improvement strategy formulated in this study.

**Results:** The intervention comparison results showed that the score of the intervention group decreased from  $66.72 \pm 2.16$  before teaching to  $37.81 \pm 1.63$  after teaching, while the score of the control group decreased from  $66.38 \pm 2.37$  before teaching to  $49.79 \pm 1.71$  after teaching. The intervention effect of the intervention group was better, and the data difference between the two groups had statistical significance ( $P < 0.05$ ).

**Conclusions:** After analyzing the factors of students' test anxiety and the application effect of corresponding countermeasures, the results show that the intervention methods proposed in the study can help students continuously reduce anxiety, and the intervention effect is remarkable. In view of college students' psychological anxiety at the beginning, it is necessary to formulate targeted measures to alleviate students' anxiety, so as to improve students' comprehensive ability.

**Key words:** dance education - examination - psychological anxiety - mental disorder

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## INTRODUCTION

With the development of society, colleges and universities pay more and more attention to students' comprehensive quality and ability, that is, the teaching quality management of colleges and universities in the new era is not only the evaluation of students' professional achievements, but also the evaluation of students' comprehensive quality (Yu et al. 2020). In the cultivation of students' comprehensive quality, dance major, as a discipline to improve students' physical coordination ability, can promote students' positive psychological development such as self-confidence while helping students improve their physical function (Hoyt et al. 2020). However, in college teaching, most students are prone to test anxiety, which is also reflected in Dance Majors. The test anxiety of dance majors will also hinder the normal growth of students (Kwan & Joyce 2020). In order to deal with the test psychological anxiety of students in dance teaching, it is also proposed to use dance teaching optimization to promote students' growth (Li et al. 2020). Some studies have also applied educational psychology to teaching planning. However, from a large number of teaching practices, it can be found that in dance teaching, the mechanism of test anxiety of dance majors is still unknown (Mousavi et al. 2021). Therefore, in order to alleviate the test anxiety of dance majors in colleges and universities, this paper puts forward the anxiety relief countermeasures by

analyzing the causes of students' test anxiety, in order to provide a reference path for the cultivation of students' comprehensive quality (David et al. 2020).

Taking nursing students as the research object, Janine and others compared the differences of learning and examination anxiety among different students from the aspects of student anxiety and mental illness, and put forward the importance of early recognition and customization of students' learning (Janine et al. 2020). Khan a team studied the mediating effect of positive psychological advantage of Nigerian college students on daily skill learning and test anxiety. The results showed that there was a direct relationship between daily skill learning and test anxiety. The mediating effect of positive psychological intensity is very significant (Khan 2020). Paulus team assessed the correlation between anxiety sensitivity and students' drinking behavior and suicide risk. The results showed that excessive drinking was a significant predictor of suicide risk, and the correlation between students' psychological anxiety sensitivity was significant (Jin et al. 2021). Used the machine learning prediction algorithm to determine the best weight combination, and analyzed the effect of different trait factors on patients' anxiety and depression symptoms. The results showed that the age of onset, income, physical diseases and other factors had a significant impact on patients' anxiety and depression symptoms (Paulus et al. 2020).

In college study, students will have different degrees