

# Factors Affecting Performance Anxiety Among Media & Arts College Students: Theoretical Review

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**Abstract**—Musicians need to have strong psychological quality and physiological functions, but they also need to acquire exceptional performance skills, as they are usually expressed in the form of tests, competitions, performances, etc. But stage fright is really prevalent. There are varying degrees of performance anxiety for everyone from novice musicians to college students to seasoned performers. Before running for office, many students experience a variety of symptoms, including insomnia, anxiety, fear, lack of appetite, and others. College students can't live and learn normally while experiencing these symptoms. While little anxiety has been demonstrated to improve musicians' interpretation of music, extreme anxiety can cause stage fright, uneasiness, mental blankness, physical rigidity, and even repeated performances owing to stress. The purpose of this research is to examine the relationship between performance anxiety and students' physiological, psychological, and social aspects. This study broadened our understanding of the role of context in influencing performance anxiety and provided evidence that college students may adjust their perspective on performance anxiety and actively work to face and conquer it, allowing them to give their best performances despite it.

**Keywords**— Factors; Performance Anxiety; College; Media & Arts; Students; China.

## I. INTRODUCTION

Music performance is an art form; whether vocal or instrumental, it allows musicians to demonstrate their abilities and express their inner emotions. Music performance is often evaluated through tests, competitions, and performances, which need performers to not only have outstanding psychological quality and physiological functions, but also to master excellent performance abilities. However, performance anxiety is a rather regular occurrence. Music amateurs, professional college students, and mature artists will all experience varying degrees of performance anxiety during the performance process. Many people, particularly college students, will experience insomnia, anxiety, panic, loss of appetite, and other symptoms before taking office. These symptoms interfere with college students' daily lives and studies. According to relevant studies, moderate performance anxiety might encourage performers to better interpret music, however extreme performance anxiety can cause performance fright, uneasiness, blank mind, physical rigidity, and even numerous times on performance owing to excessive strain. Out of control, I had to interrupt the performance, I became afraid of the performance, and I considered changing occupations. Anne (2019) feels that the pressure of preparation and performance, which often creates high levels of anxiety, is

a prevalent concern with music performance anxiety. Anxiety is also defined as a distressed or restless state brought on by something that happened in the past, something that is happening now, something that is about to happen, or something that will happen in the future. performing anxiety is frequent among those involved in performing professions and behaviours, and it has a substantial impact on the state and efficiency of musical performances in learning and performance. The analysis of the impact and creation causes of performance anxiety is vital for alleviation, as is the status of performance anxiety and research on performance anxiety.

Huang, Y., and H. Wei (2022). Consider anxiety to be anxiety induced by dealing with intractable problems in life, and there will be negative emotions such as stress and anxiety. There are also other common fears in anxiety psychology, such as floating anxiety, often known as nameless anxiety, or anxiety of unclear cause. An adequate level of anxiety can preserve students' excitement for learning and support the advancement of students' initiative in the development of pupils. When anxiety exceeds the psychological threshold of students, it has a significant impact on their physical and mental health, resulting in mental tension, sweaty palms, headaches, and other physiological occurrences. Anxiety psychology is influenced by the environment and human qualities, and it is classified as either state anxiety or trait anxiety. The former is time-sensitive, and changes in the anxiety environment will gradually diminish or disappear. The latter is persistent and difficult to eradicate. Anxiety is classified into two types based on its origin: realistic anxiety and morbid anxiety. Realistic anxiety is caused by genuine possible obstacles and threats, as well as an anxious emotional reaction to those potential problems and dangers. Anxiety about reality is a prevalent phobia. Pathological anxiety causes unexplainable chronic anxiety, an inexplicable sensation of threat, and the patient's autonomic nerve system is disrupted, resulting in subjective pain, as in mental anxiety generalised anxiety disorder.

Dong, N. (2022). Positive psychology is not just a psychological revolution, but also a watershed moment in the evolution of a new human society. It is a new science that investigates traditional psychology from a positive standpoint. Positive psychology uses scientific concepts and methods to investigate happiness, promotes the positive orientation of psychology to study people's good psychological qualities, and is concerned with people's health, happiness, and harmonious growth. Positive emotions are an important part of positive

psychology, which encourages the study of happy experiences in persons in the past, present, and future. Positive psychology investigates the emergence of self-determining personality qualities in three ways: intrinsic learning, creativity, and curiosity. These innate natures must be paired with specific social ideals and external life experiences before they can be changed into their own internal motives and values. Emotional anxiety, post-traumatic stress disorder, obsessive-compulsive disorders, and phobias are all social expressions of anxiety. Performance anxiety is the most common manifestation of music performers' mental health issues. Performance anxiety is a type of anxiety that occurs as a result of a series of bodily and mental discomfort feelings or behavioural anticipating activities performed by individuals. During a performance, the performer's nervousness usually emerges as physical, psychological, and cognitive symptoms, such as limb tremors, rapid heartbeat, sweaty hands, and so on, resulting in a decrease in behavioural coordination. Many studies, however, have found that even seasoned professional performers in most musical performance performances feel various amounts of nervousness.

The premise of this study is that, in published publications on performance tension and performance fright, the reasons for performance anxiety are examined in the following ways: including a lack of confidence and willpower when it comes to performance, which is tied to technology and selection. It is associated to a lack of preparation; some performers choose high-level works and their own talents are insufficient, resulting in worry over failure and having an impact on personal performance. The other is associated with the unfamiliar performance atmosphere, the performer's personality, real-time pressure, and so on, as well as concern about whether his performance will be recognised by the outside world.

The first inquiry concerns the physiological issues of the kids. Lv Wenqing (2015) argues that anxiety difficulties induced by personal physiological changes of performers are one of the significant variables impacting performance anxiety, mostly by the personal influence of college students. Yes, and everyone is aware of the magnitude of the impact of individual student factors. According to this study, physiological aspects are also highly essential. Many students are prone to performance anxiety, which manifests as fever, dizziness, and other symptoms, impacting performance.

The second question concerns pupils' psychological issues. People's psychological states, including feelings, perceptions, and emotions, are directly fed back to them. According to Li Zhongyu (2019), the most important element influencing performance anxiety is one's mental wellness. Improving the degree of mental health is required to increase the quality of students' performance performances. According to the findings of this study, students experience varying levels of anxiety due to variances in personality and temperament. Many students are impatient, impetuous, and unable to settle down, resulting in a lot of thoughts and anxieties, and they will have inappropriate voices during performances, as well as slow finger flexibility, resulting in performance failure. Students who are energetic, outgoing, and optimistic have a lower

likelihood and degree of performance anxiety than students who are impatient, impulsive, and pessimistic, and have better self-regulation ability.

The third question concerns kids' social environments. Lv Wenqing (2015) feels that performers will be under pressure regardless of whether they are performing in tests, competitions, or shows. This study argues that college students will have certain needs on the setting before playing on stage, and that the performance environment is a big part of the reason for performance anxiety in music performance students. Many students may not suffer anxiety when performing independent practise, however performance anxiety might emerge when performing in front of an audience. There are numerous performance performances that are frequently carried out by a group of pupils. When one of the pupils develops performance anxiety, the level of anxiety is reduced. The setting of performing performance differs from that of typical study and training. When confronted with a relatively novel situation, students normally begin by adjusting to the environment. Performance anxiety will arise if there is no process of adapting to the surroundings or if they cannot adapt well. According to Wei Bowen (2019), performance anxiety in music performance majors is also closely related to the students' job efficiency. According to this study, students who are generally well prepared before performing on stage have less performance anxiety, but students who are not well prepared before performing on stage have more performance anxiety. This is due to the fact that performance on performance Adequate preparation prior to the performance will allow pupils to boost their self-confidence when performing on performance. The purpose of this study is to highlight the theoretical framework for determining the efficacy of student physiological, psychological, and environmental aspects on performance anxiety.

## II. LITERATURE REVIEW

### *Theoretical Review*

#### *Theory of Emotional Motivation*

Lazarus (2000). suggest starting with how to define emotion, whether to use physiological activity as a defining attribute, whether to dimension or categorise emotions, how cognition, motivation, and emotion are functionally related, and how to categorise emotions. The authors explore distinct emotions' evaluation patterns and essential relational motifs to show how cognition-motivation-relational theory can explain and predict emotions. D.K. Meyer and J.C. Turner (2006). The authors argue that educational researchers must properly and effectively define active learning environments to improve classroom instruction. Academic risk-taking, incentive theories like flow theory, and goal theory may assist us understand emotions in classroom study. According to the research, children need frequent positive emotional experiences to build the teacher-student relationship and study motivation. Thus, theory and method must incorporate emotion, motivation, and cognition to promote research. New methods and knowledge dialogue are needed. Turner, Meyer, and Schweinle. Educational psychology is important, but well-known incentive theories have primarily ignored emotions, the

authors argue. Motivation and emotion theory, and how emotion affects student motivation in the classroom. As we focused on cognitive motivational components like accomplishment objectives and avoidant behaviour, we disregarded the role of emotion in classroom motivation. Emotion structure predicts classroom goal structure and student avoidant behaviour, making it a good candidate for inclusion in motivation theories and research. Baumeister (2016). The authors say motivational theories usually focus on specific motivations rather than the cognitively and intellectually challenging task of creating a broad theory of motivation. Motivational supremacy accentuates cognitive, emotional, agency, and other mental processes for motivation, the necessity to explain state (impulse) and trait (basic drive) motivation, and their interactions. It's crucial to understand how incentives evolved from primal drives to complex, multidimensional human motivation. Motivation reacts to its surroundings, but it can also adapt. Addiction is a peculiar case of drive, although it may not be as unique as popular cultural caricatures suggest. An integrative theory is needed to explain liking, desire, and motivational conflict self-regulation. D.K. Meyer and J.C. Turner. The authors found that student and teacher emotions affect instructional interactions. Emotions are intertwined with teachers' pedagogical responses and students' beliefs and behaviours as part of the interpersonal process that creates the classroom environment, linking emotion, motivation, and cognition. R. Pekrun and H.W. Marsh (2022). Personality theorists have long known that people and environments influence conduct, according to the authors. All study is contextualised by time and context. One-time surveys, which examine emotional and motivational factors in a specific environment, are similar. Lazarus (1991) A motivating theory of emotions evaluates an emotion theory's goals and essential questions. Definitional challenges include categorising emotions, reconciling biological universals with societal variation, and describing physiological activity. With pride as an example, appraisal patterns and the basic relational themes they generate can be applied to a wide range of typical emotions, including anger, anxiety, sadness, and pride. This study suggests that adequate anxiety raises performers' expectations.

#### *Perfectionism theory*

Perfectionism is a non-human account of goodness. Some think the natural environment is valuable even without humans, while others think great achievements in the arts and sciences are valuable regardless of human life. Non-humanist perfectionism affirms such judgements, unlike a perfectionist's notion of the human good, which seeks to find the ideal that enhances human existence. Perfectionism advocates protecting and promoting objectively good human existence. These philosophies support self-improvement to a certain extent. According to this study, perfectionism gives everyone a single goal, making it a demanding moral framework. Only the perfectionist moral theory focused on one topic can allow people to choose their own perfection over that of others to a certain extent, and people only need to pursue their own perfection up to a particular threshold level. Thus, this article asserts that perfectionists have higher self-expectations,

resulting in Music performances are stressful, and anxiety will increase. J. Stoeber (2017). The authors review multidimensional perfectionism's "applicability" in contemporary personality theory. Considering Hewitt and Flett's perfectionism model. The authors summarise and critique how multidimensional perfectionism connects to two key structural models of personality and a structural model of personality, claiming that the neuropsychological model is valid. A psych lexical study of attributes included into the five-factor model (FFM) of personality. Another psych lexical analysis-based personality structure model is HEXACO. Finally, HEXACO has six basic personality dimensions: Honesty-Humility (H), Affection (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness (O). Reinforcement Sensitivity Theory (RST) is a key neuropsychological personality theory that explains individual differences in approach- and avoidance-related behaviour and conflicts. Stoeber, Otto, and Dalbert. "The tendency to regard any imperfection as unacceptable" is perfectionism, and perfection is perfection. Perfectionism and five personality traits Conscientiousness was positively correlated with self-directed perfectionism and neuroticism with socially required perfectionism in a cross-sectional study. A cognitive theory of perfectionism by Flett, G. L., Nepon, T., and Hewitt, P. L. (2016) examines how susceptible perfectionists handle stress and pain. The authors reviewed data showing that trait perfectionism is associated to maladaptive concern and rumination, which can lead to health and mental health issues. The "persistent perfectionist's proclivity for reflective thinking stems from self-identity issues like chronic self-doubt, self-validation, and a focus on character traits. Cognitive persistence affects impoverished perfectionists' health and mental wellbeing. Flett, G. L., Hewitt, P. L., Nepon, T., and Besser, A. (2017) state that perfectionist cognitive reactions contribute to distress and health issues. The author describes perfectionism's cognitive impact. The author's study of individual perfectionism perception shows the importance of cognitive factors. Perfectionists have many self-expressions depending on their living situations. Cognitions include uncontrollable worry and stress-related and erroneous ruminations.

This research claims performers' self-awareness causes performance anxiety. Perfectionists overthink, self-harm, and have physical symptoms. Perfectionism causes self-anxiety, as shown. Students have a blind imitation mindset and will replicate the performance manner of senior performers, so they will forget their own thoughts and produce worry if they pursue perfection excessively and overlook the height that the essence of reality can accomplish, much alone leapfrog comparison. This study suggests that a student's physiology affects performance anxiety, based on perfectionism.

#### *Existentialism*

This metaphysical theory of human freedom resulted in a novel ontological approach to the study of many modes of being. Existentialism's ontological element connects it to aesthetic issues. Existential its claim that, under certain conditions, because artistic practise is one of the most visible manifestations of free human activity, it is also one of the

most effective means of exposing what the world is. Art's illuminating power is mostly devoted to portraying the absurdity of the human predicament, and this ontological approach to art supports some of existential aesthetics' most conspicuous qualities. Existentialism is, for all practical purposes, no longer a philosophical movement, and its downfall is owing in part to the prevalent perception that it spawns subjectivism and nihilism, and that it "makes morality impossible." As a result, this study believes that the existential theory of performance anxiety must first demonstrate that there is no anxiety in performance, and if there is, the influence of anxiety on performance can be handled. S. Hanscomb (2006). According to the authors, there are at least three distinct kinds of modern psychology's link to existentialism. First, "existentialist" philosophers and other writers can be directly referred to as theory and practise; second, theory and practise cannot be tracked in this way, yet ask questions, employ concepts, or explain discoveries in plainly existential ways. Three seemingly non-existent psychological thoughts. Existentialism is regarded as a significant contribution to positive psychology research and psychological theory, stemming from the cognitive, emotional, spiritual, and physical aspects of human nature, which are fully embodied in courage, dignity, healthy control, choice, decision, will act, freedom, challenge, personal meaning, communication, social support, and other aspects. R. Bretherton (2015). The authors identify theoretical and practical collaborations between existential thought and positive psychology, arguing that there are numerous correspondences and potentially fruitful links between these two broad intellectual movements, and that their crossover could benefit and enrich both. Positive psychology is most effective when it is most present. Zheng Yan (2021) proposed an explanation of Freud's classic spirit, believing that anxiety represented unconscious conflict. According to existentialist theory, existentialism is a philosophical perspective with important implications for psychiatric treatment. Anxiety, according to this notion, is the core of existence. Zheng Yan also believes that existentialist healer Friedrich Salomon Perl, the founder of Gestalt treatment, claimed that "unfinished events" impact anxiety. Unfinished events are not psychologically completed events in the development of the individual for a variety of reasons, including the development of anxiety disorders in the future for the individual behind the life of the thwarted problem.

#### *Theory of Anxiety*

Both the expectation theory of anxiety and the social determinants of anxiety show that cognitive regulation of anxiety is merely one of multiple ways in which emotions originate. Anxiety is not triggered immediately upon perceiving a threatening scenario, but rather, after a thorough mental evaluation of the danger involved. Repeated exposure without alteration can lead to chronic anxiety. Because of this foresight, measures can be taken to forestall these unfavourable occurrences. Personality researchers believe that long-term anticipatory and valence beliefs shape an individual's expectations and values. Establishing or modifying belief systems about expected values may mediate

the indirect impacts on anxiety development. A. Miceli and C. Castelfranchi. The authors suggest that some creatures or situations pose challenges to survival and adaptation, and that this is why humans are biologically prepared for developing certain phobias (e.g., Seligman, 1971). It is widely accepted that many phobias have no apparent basis, thus there is some reason to suppose they are not developed through painful experiences alone. We examine the cognitive aspects of anxiety, including the requirement for practical and cognitive control, as a result of both inherent fear and fear transfer from a threatening item to a less threatening object. We discuss the difference between fear and anxiety by highlighting the significance of cognitive control and the necessity to lessen ambiguity in the context of the latter. "Brenner, C.," in C. Peng Ran (2016) argues that Freud viewed the three forms of worry (realistic anxiety, moral anxiety, and neurotic anxiety) that humans experience as a self-function that helps them recognise danger and respond appropriately. Wang Yang (2015) examines Freud's theory of anxiety and concludes that the three dimensions of objectivity, neuroticism, and morality play a significant role in the field. The source of objective anxiety, sometimes called realistic anxiety, is perceived external threats. Neuroaxis is a form of self-conflict that results from an innate response to threat and falls under the paradox of energy release and counter-release. Feelings of guilt associated with keeping a close eye on oneself due to moral concerns raised by perceived threats to one's safety. Anxiety, as explained by Barrow (2000), can have a wide range of causes, including genetic susceptibility and vulnerable early life events. Anxiety and other mental health problems, according to this idea, can originate from three different places: innate biological tendencies, broader psychological tendencies (particularly those based on early experiences and unique psychological predispositions), and unique contextual stimuli connected with learning. According to Qian Mingyi (2006), anything that captures a person's attention has the potential to become a source of stress.

Anxiety is a type of mental condition brought on by the external environment, through various life events, and while under the influence of the social environment, and according to this article, the environment can have a significant impact on a student's nervous state. The school should offer simulated experiences of various social settings and levels of intensity to help students adjust their mental models so that they begin to view public performances as routine and therefore less stressful. This research proposes, using the theory of anxiety, that social contextual elements are among those that contribute to performance anxiety.

### III. METHODOLOGY

This study attempts to review the existing literature on Performance Anxiety Among Media & Arts College Students. The theoretical review of related literature to find out the factors affecting the stage anxiety among the students will also be explored. A further review of the factors affecting the stage anxiety among the university students will be addressed. To enrich the discussions, the results of the theoretical studies undertaken by the authors have been used.

TABLE 1. Summary of Theoretical Review

Main Theories	Content
Theory of Emotional Motivation	In the theory of emotional motivation, it is believed that emotions are motivated because students pay too much attention to how to avoid more harm or whether they need to bear more losses, resulting in avoidance behaviours, because avoidance will make students have self-doubt and self-denial, self-shaming, and other anxious behaviours. (Lippe, 1948) (Baumeister, 1994)
Perfectionism theory	The theory of perfectionism believes that self-control is one of the causes of anxiety. Perfectionism pays more attention to the mistakes students make and ignores the right things they do. Perfectionists have extremely high requirements for self-improvement, so they suffer from self-esteem. (Bourne, 1995) (Adler, 1956)
Existentialism	In existential theory, anxiety is the essence of existence. From the perspective of existentialism, anxiety is essentially determined by the meaninglessness of life itself and has certain inevitability. Students face anxiety problems and have unfinished business in the process of growing up. They also need to learn to make their own choices, create the meaning of life in the choices, and bear the consequences of the choices. (Martin Heidegger, 1927)
Theory of Anxiety	Anxiety theory holds that anxiety is a self-function that alerts people to impending threats and responds adaptively to them. According to the theory, anxiety is essentially the susceptibility system and early premature experience, the cause of anxiety in the general environment, and the anxiety status of students in different environments is also different. (Freud, 1984) (Barrow, 2000) (Spielberger, 1966)

#### IV. FINDINGS

Studies show that in order to foster a favourable relationship with teachers and encourage students to learn, youngsters need to regularly experience pleasant emotions. So, in order to advance study, it is necessary to combine feelings, drives, and thoughts into theory and methodology. It's time for some fresh ideas and some sharing of information. The triad of Turner, Meyer, and Schweinle. Despite the significance of educational psychology, the authors claim that popular ideas of incentive have largely disregarded students' feelings. Theory of motivation and emotions, with a focus on the role of emotions in influencing students' drive to learn. We overlooked the significance of emotional factors in the classroom as we concentrated on cognitive motivational components like achievement goals and avoidant behaviour. Emotional structure is a promising addition to motivation theories and studies since it predicts students' goal structures and their avoidant behaviour in the classroom. A., Bauman, 2016. According to the authors, a general theory of motivation is extremely difficult to achieve, hence most theories instead focus on individual motives. In order to fully understand motivation, it is essential to understand both state (impulse) and trait (fundamental drive) motivation and their interplay. Learning the history of incentives and how they developed from basic urges to sophisticated, multi-faceted human motivation is essential. Inspiration not only responds to its environment but can also change to suit it. Addiction is a strange form of motivation, yet it's not as out of the ordinary as some stereotypical depictions would have you believe. Self-regulation of liking, wanting, and motivational conflicts require an integrative framework. Meyer, D.K., and Turner, J.C. The authors discovered that educational interactions are impacted by the emotional states of both students and teachers. As part of the interpersonal process that generates the classroom environment, instructors' and students' emotions are entwined with pedagogical responses and beliefs and behaviours, connecting emotion, motivation, and cognition. Pekrun, R., and Marsh, H.W. According to the authors, personality theorists have known for a long time that people and settings affect behaviour. Time and history play a role in all learning. Surveys conducted only once are similar in that

they also look at how people feel and what drives them. "Lazarus" (1991) The goals and central questions of an emotion theory are assessed by a motivating theory of emotions. Problems with definition arise when attempting to classify emotions, account for biological universals alongside societal variance, and characterise physiological activity. Anger, anxiety, grief, and pride are all examples of common emotions that share similar assessment patterns and underlying relational motifs. According to the results of this study, healthy levels of anxiety improve performers' expectations. Next Buck, R. (1985) In the hierarchy of the most important motivation and emotion systems, emotions provide a read on the motivating potential. Emotion and motivation are considered from multiple angles, including physiological, expressive, and cognitive, as they are in this theory. According to R. W. Leeper (1948), the lack of theory in psychology is the greater problem. Some people believe feelings are chaotic, as the author puts it. These people make broad statements without backing them up with any specific expertise or explanations.

The authors outline and evaluate the neuropsychological model's claims about the relationship between multidimensional perfectionism and two other major structural models of personality. A lexical analysis of the characteristics found in the five-factor model (FFM) of personality. The HEXACO model of personality structure is yet another that draws on lexical analysis in psychology. Honesty-humility (H), affection (E), extraversion (X), agreeableness (A), conscientiousness (C), and openness (O) are the final six essential personality qualities that make up HEXACO. Individual differences in approach and avoidance-related behaviour and conflicts are explained by Reinforcement Sensitivity Theory (RST), a central neuropsychological personality theory. Dalbert, Otto Stoeber, and Stoeber. To be perfect is to be perfect, and "the tendency to regard any imperfection as unacceptable" is the definition of perfectionism. Perfectionism and the Big Five In a cross-sectional analysis, conscientiousness was found to be positively associated with self-directed perfectionism, while neuroticism was found to be positively associated with socially needed perfectionism.

Anxiety is not innate and develops in response to situations that pose a threat during birth or shortly afterward in infancy. When it comes to emotions, an infant only understands happiness and sadness at such a young age, but as they grow and develop additional ego functions like memory and sensory perception, they learn to foresee or anticipate negative outcomes. John A. Grey (1979). Grey warns readers up front that they are about to encounter a contradictory new way of thinking about worry. He claims that conditioned dread and conditioned or anticipatory frustration are the two primary causes of worry. His research-based contention is that we can think of them either as distinct conditions or as a single condition (anxiety). Peng Ran (2016) argues that Freud viewed the three forms of worry (realistic anxiety, moral anxiety, and neurotic anxiety) that humans experience as a self-function that helps them recognise danger and respond appropriately. Wang Yang (2015) examines Freud's theory of anxiety and concludes that the three dimensions of objectivity, neuroticism, and morality play a significant role in the field. The source of objective anxiety, sometimes called realistic anxiety, is perceived external threats. Neuroaxises is a form of self-conflict that results from an innate response to threat and falls under the paradox of energy release and counter-release. Feelings of guilt associated with keeping a close eye on oneself due to moral concerns raised by perceived threats to one's safety. Anxiety, as explained by Barrow (2000), can have a wide range of causes, including genetic susceptibility and vulnerable early life events. Anxiety and other mental health problems, according to this idea, can originate from three different places: innate biological tendencies, broader psychological tendencies (particularly those based on early experiences and unique psychological predispositions), and unique contextual stimuli connected with learning. According to Qian Mingyi (2006), anything that captures a person's attention has the potential to become a source of stress.

## V. CONCLUSION

Cognitive motivating components like achievement objectives and avoidant behaviour, we overlooked the role of emotional elements in the classroom. because it can foretell students' goal structures and their avoidant behaviour in the classroom, emotional structure is a prospective addition to motivation theories and investigations. The relationship between state (impulse) and trait (basic drive) motivation is crucial to a complete understanding of motivation. Understanding how human motivation has evolved from primitive drives to complex, multi-faceted drives is crucial. Inspiration not only adapts to its surroundings but may also alter itself to better fit those surroundings. many factors contribute to the development of anxiety, including genetic predisposition and potentially formative experiences. This theory proposes that the roots of anxiety and other mental health issues can be found in one of three places: A person's innate biological tendencies, their broader psychological tendencies (especially those based on early experiences and unique psychological predispositions), or the unique contextual stimuli connected with learning that captures the attention of a person.

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