ANXIETY DISORDER AND ITS IMPACT ON INTERNAL MOTIVATION, SELF-DEPLETION AND ACADEMIC PROCRASTINATION AMONG UNIVERSITY STUDENTS

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INTRODUCTION

- China is now one of the world's fastest growing economies. The life quality and mental state of people in China have changed a lot with economic development.
- All these changes not only reflect a dramatic change in the social environment, but also may have an impact on the psychological characteristics of university students.
- Recent study by Gao et al. (2020) reported that the overall depression prevalence among Chinese university students was still relatively high. There is a lack of attention to students' mental health due to the excessive focus on academic achievement. High expectations lead to increased stress and even anxiety and depression.
- The tendencies of anxiety and depression have increased, especially during remission. It shows the pandemic has caused Chinese college students' significant trauma that students cannot find their mental health balance.

DISCUSSION

- The findings from this study suggest that an increase in the hardness of anxiety disorder among university students will slightly increase their self-depletion (self-control). In addition, this study suggests that an increase in the hardness of anxiety disorder will influence academic procrastination among the students at a very low level. However, this study find out that there is no correlation between the level anxiety disorder and students' internal motivation.
- These results should be considered with caution and further research should be done to better understand the relationships between these variables.
- Furthermore, those working with college students should consider the overall well-being of the student, as it is possible that their academic performance may not be affected by anxiety and/or depression.

OBJECTIVES

The primary objective of this research is to explore the level of knowledge among university students about anxiety disorders. The study sought answers to the following questions:

- RQ1. How is the level of anxiety disorder among students?
- RQ2. How is the level of internal motivation, self-depletion and academic procrastination among students?
- RQ3. Is there any relationship between the level of anxiety disorder on students' internal motivation, self-depletion and academic procrastination?

RESULTS

- RQ1. It was found that the average mean score is 3.36 which can be interpreted as that students are somewhat easily managed the symptoms.
- RQ2. The average mean score for internal motivation is 3.79 which is considered 'Moderate'; self-depletion due to anxiety disorder is 3.46 which is considered 'Moderate Low'; and academic procrastination is 3.98 which is considered 'Moderate'.
- RQ3. The correlation of Pearson's product "level of anxiety disorder" to "self-depletion" is low, and statistically significant (r = .407, p<.001). The correlation of Pearson's product "level of anxiety disorder" to "academic procrastination" is very low, and statistically significant (r = .203, p<.001).

		Symptom	Motivation	Selfdepletion	Procrastination
Symptom	Pearson Correlation	1	-.078	.407[**]	.213[**]
	Sig. (2-tailed)		.271	.000	.002
	N	200	200	200	200
Motivation	Pearson Correlation	-.078	1	-.101	.194[**]
	Sig. (2-tailed)	.271		.153	.006
	N	200	200	200	200
Selfdepletion	Pearson Correlation	.407[**]	-.101	1	.114
	Sig. (2-tailed)	.000	.153		.108
	N	200	200	200	200
Procrastination	Pearson Correlation	.213[**]	.194[**]	.114	1
	Sig. (2-tailed)	.002	.006	.108	
	N	200	200	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 show the Pearson's correlation value between the variables

METHODOLOGY

This study was conducted at Beijing Union University (BUU), Chaoyang District, Beijing City, China. The study involves a total of 200 students from 15 colleges. Most of them are female (69.0%), below 22 years old (79.0%), studying at bachelor degree (72.5%) from liberal arts (49.5%) and science (39.5%) program. The instrument is a questionnaire adapted from Baker et al., 2019 (symptoms of anxiety disorder), Forestier et al., 2022 (self-depletion), Nielsen, 2018 (internal motivation) and Lay, 1986 (academic procrastination). The measure of internal consistency of the instrument (questionnaire) is based on Cronbach's Alpha value (α) ranging from 0.70 to 0.95 and considered as acceptable.

CONCLUSION

The findings highlight the crucial roles of academician (the lecturers) knowledge, skills, and attitudes in bolstering the implementation of specific strategies for teaching and learning as a counter measure when dealing with anxiety disorder among the students.

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