

Anxiety and its side effects

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ABSTRACT

Environmental obstacles can sometimes be a source of difficulty. However, there are situations when complications arise due to a clash of opposing reference values. Anxiety is often misunderstood as a sign of the presence of such a dispute. Anxiety emerges in particular when people find themselves in situations where acting in

accordance with one standard value promises to exacerbate differences with respect to this other reference value, such as physical safety, social acceptance, personal comfort, or comprehensive personal integrating. By effect, the person's mounting anxiety functions as a danger sign that they or she should reconsider their behavioural goals.

Key Words: *Environment, Behavioral Treatment, Anxiety*

INTRODUCTION

In many ways, our understanding of anxiety resembles contemporary methods that highlight the involvement of cognitive and attentional processes. For example, we would agree with a study that explains worry, as nervous information systems, takes up room in cognitive function and, as a result, can conceivably interfere with other cognitive activities. We also agree with research that explains anxiety is a disruptor of action and a signal to reevaluate which goals need one's most current work and focus. But, the part of worry that we are most likely to highlight is its effects on behavior.

An interesting aspect of anxiety's influence is that it does not always hamper function. Anxiety can sometimes have merely an invigorating and focused impact on the individual who is experiencing it. Another oddity is that the physiologic part of anxiety does not appear to have an impact on behavior. For instance, a study found that biochemical stimulation reactions including during evaluative examinations do not make a distinction people with high academic stress from those with low test anxiety. People in both groups feel aroused to the same extent. However, the long-term impact on behavior varies significantly amongst populations. The impact of negative online on performance is determined by how the person orients and responds to the anxiety and the circumstance in general, rather than by biological changes. Many modern theorists share our viewpoint. It is commonly understood, for example, that the dysfunctional effects of test anxiety are caused by a cognitive "worry" aspect rather than by emotional arousal. However, we vary from other theorists in our understanding of how these cognitive processes contribute to behavior impairment or disruption. There is one crucial component, in our opinion, that

produces a core variance in response, which then has multiple forms. In our opinion, the most important component is the person's expectation (favorable or unfavorable) of being able to manage with the anxiety and accomplish the task that is being undertaken. A person who expected to be ready to manage, who really is confident in their ability to complete the activity, replies to anxiety arousal with more effort. When this person's attention is focused on himself, he or she is more persistent and even performs better. These concepts, we believe, are consistent with a lot of what we know about fear and human psychology. We further argue that, by addressing these dysfunctional reactions as representations of a set of underlying systems, it accounts for malfunctioning anxiety responses better than alternative models. At about the same time, this approach takes into account disturbances caused by factors other than worry, as well as features of conduct that aren't dysfunctional.

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