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Academic Anxiety and Resiliency Strategies of State University Students

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Abstract
This study aims to determine the academic anxiety and resiliency strategies of state university students. The descriptive-correlational research design and quantitative approach were used in the research conduct. This study was conducted on 333 students of the College of Business Management and Accountancy. Stratified Random Sampling was utilized in choosing the respondents and the researchers-made survey questionnaire in gathering the data. The objectives were analyzed using frequency, percentage, mean, standard deviation, t-test, and one-way analysis of variance (ANOVA) statistical tools. The level of anxiety is moderate in cognitive and social aspects while it is high in psychological and physiological. Moreover, in the extent of resiliency strategies, all indicators got a high result. Notedly, the academic program has a significant bearing on the level of academic anxiety. Also, findings reveal that there is a significant relationship between academic anxiety and resiliency strategies. It is concluded that as students experience physiological, social, cognitive, and psychological academic anxiety they were able to manage it with resilience strategies.
Keywords*: academic anxiety, descriptive-correlational, resiliency strategies, state university*

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I. INTRODUCTION

Anxiety, tension, or anxiety associated with academic environments or tasks is called academic anxiety. Exams, assignments, subjects, educational, social pressures (parents, classmates), or simply feeling concerned about studying or working in groups in class may all fall under this category. Academic anxiety can be brought on by a variety of variables that are unique to each person. The majority of study, however, shows that the symptoms can be classed as physiological, cognitive, behavioral, and (sometimes) social (Rincon, 2021) [1]. However, there are resiliency strategies to practice thinking forward while leading through present turbulence, adapting to difficult operating circumstances, and looking beyond current conditions to keep focused on the horizon (Coffaro, 2020) [2]. Resiliency strategies are the ability of students to manage negative experiences that suppress the student's learning process by maximizing their potential to become resilient students (Ramadhani & Sagita, 2022) [3]. According to Ramadhani et al. (2022), the average level of resilience of SMA Muhammadiyah 2 Sidoarjo students was high. This shows that with Limited Face-to-face Learning, students can still rise from academic difficulties that hinder their learning process during the current Limited Face-to-face Learning (PTM-T) period [3].

In the Philippine setting, Sape et al. (2022) stated in their article titled "OPINION: An Academic Freeze" that an academic freeze must be considered until the COVID-19 curve has flattened, and mass testing has been conducted and proven effective) [4]. In addition, there have been more cases of suicide among students due to their anxiety about flexible learning methods. Furthermore, this will put students at risk of quitting education, potentially joblessness, and a rise in the prevalence of mental problems such as anxiety, depression, and drug abuse illnesses (Pascoe et al., 2020) [5]. Son et al. (2020) stated that students' psychological state in universities had been a growing problem. The COVID-19 phenomenon has brought this sensitive topic to the foreground) [6]. Consequently, the academic difficulties that students from various state universities encounter academic anxiety daily, particularly now that the new academic year has started. These are the circumstances that gave rise to the researchers' research issue. Anxiety symptoms include nervousness, unease, a sense of impending danger or doom, sweating and trembling, inability to maintain focus, uncontrollable worry, and insomnia. Generalized anxiety disorder is characterized by feelings of restlessness, fatigue, and difficulty maintaining focus, according to the U.S. National Institute of Mental Health (NIMH). Students who have trouble adjusting to one or more aspects of college life may feel depressed and nervous. Self-

criticism, self-talk, worry, cycles of worrying about various outcomes, and many more are typical examples of these beliefs.

Academic anxiety is undoubtedly a frequent concern among students in local and national settings and is detrimental to their overall well-being. The academic difficulties in terms of mental health problems that students from various state universities face daily, especially now that the new academic year has begun and students are switching from online to face-to-face classes, are the circumstances that gave rise to the researchers 'research gap. Academic anxiety is a prevalent problem among students. The present study contributes to the research by determining the level of academic anxiety and the extent of resiliency strategies students use to cope with it.

II. REVIEW OF RELATED LITERATURE

This section of research presents a review of the related literature that is supported by relevant research to this study which was taken to various studies. This review of the related literature focuses on the academic anxiety and resiliency strategies of state university students.

2.1 Academic Anxiety

Academic anxiety is one form of anxiety in educational institutions that can be interpreted as academic anxiety occurring by those within the scope of educational institutions (Alyward et al., 2019) [7]. In addition, according to Ainun et al. (2020) academic Anxiety can occur at the elementary school, junior high school, senior high school, and college level. Environmental education includes subjects/courses, instructors, exams, and activities outside the institution [8].

In the study Alkandari (2021) students studying at higher education institutions face many challenges. Students who attempt to get through these obstacles can modify their behavior. This may have a negative effect on their mental health and lead them to feel anxious. College students are the most prone to anxiety. Many students experience anxiety when they feel they will not be able to achieve their academic or non-academic goals; at this point, anxiety may inspire students to think more critically about reaching their goals. Students manage anxiety in a variety of ways; nevertheless, some might have difficulty. This most likely builds a variety of symptoms that have an impact on their mental health [9]. As a result, they should relieve their anxiety in order to maintain their mental health and stay in the institution. According to the study of Flores et al. (2020), physiological features could be used to create stress recognition systems to assist teachers in identifying the stressful tasks in a classroom setting or anxiety recognition systems to assist students in reducing their anxiety level while completing either academic tasks or exams. Thus, physiological signal analysis may be used to detect anxiety in the academic setting instead of STAI test results [10]. While according to the study by Campbell et al. (2016) stated that the requirement in a college setting to form new social networks causes social anxiety and difficulty. However, for some, social anxiety is so severe that they experience greater loneliness and distress, have more difficulty interacting with others, and engage in avoidant strategies, which interfere with their learning [11].

According to Rasool et al. (2022), Anxiety is a common phenomenon in modern culture. It is significant in human life since we are all anxious differently. The study's primary goal was to learn about the numerous elements connected with academic anxiety. The study revealed that High academic anxiety undermines students' efforts and motivation. It interferes with their cognitive processes, causing them to lose track of their learning. Furthermore, when students' academic anxiety is high, it affects their attentiveness and memory, both of which are necessary for academic achievement [12]. (Gao et al., 2020) also observed consistent findings in their research. In today's generation, the most common and rampant concern among students is anxiety [13]. Based on the study it concluded that female is prone to experience anxiety. Also, it revealed that there is the existing of positive correlation between anxiety and introverted personality between freshmen students.

The frequency and severity of social anxiety indications were not different among two genders. It varies according to age, nation, job, life status, degree of education, and whether an individual lives in a communal or countryside area. Many of them are unaware of the issues that adults encounter, and studies show that social anxiety is one of the most prevalent worldwide worries for young adults (Jeffries & Ungar, 2020) [14]. Rao and Chaturvedi (2017) discovered no significant mean difference in academic anxiety between 9th grade boys and girls in secondary schools [15].

The study conducted by Nihayah (2021) carried out the purpose of this study was to describe the problems of academic anxiety that occur in college students as a result of the COVID pandemic that occurs and

alternative solutions to overcome them from the perspective of counseling guidance. The results clearly showed that psychological anxiety disorders due to online lectures related to the influence of online lectures on student sleep patterns, such as difficulty sleeping and waking up sluggish. In addition, there are anxiety disorders due to online lectures that have a physical impact. The condition marked by feeling lethargic and unmotivated, achy, and eye strain impacts mastery of the material with the result that can absorb master the material, and the rest did not master the material. Their study can be used to improve academic anxiety problems in college students due to the COVID pandemic [16].

According to a study by England (2019), Students respond to classroom activities and achievement outcomes with various emotions that can impact student success. One emotion students experience is anxiety, which can negatively impact student performance and persistence. This study investigated what types of classroom anxiety were related to student performance in the course and persistence in the major. An increase in communication anxiety slightly increased performance. Future research should identify which factors deferentially impact student anxiety levels and perceived difficulty and explore coping strategies for students [17]. While according to a study by Campbell et al. (2015) stated that the requirement in a college setting to form new social networks causes social anxiety and difficulty. However, for some, social anxiety is so severe that they experience greater loneliness and distress, have more difficulty interacting with others, and engage in avoidant strategies, which interfere with their learning [11].

This study investigated the impact of COVID-19 related-anxiety on academics and absenteeism pre- and post-pandemic school years. This research investigated if anxiety impacted at-risk youths' mental health during an essential transitional stage following quarantine due to the severe acute respiratory syndrome coronavirus 2 (SARSCoV-2) pandemic. Findings indicated that female students were significantly more anxious than male students upon returning to in-person learning (Batalla, 2022) [18].

According to Fernández et al. (2018), resilience and personal well-being are critical psychological factors in determining adolescent learners' school engagement and perceived performance [19]. Moreover, in the study of Hyseni & Hoxha (2018), College enrollment and social support were protective factors against test anxiety. Higher exam anxiety was correlated with better study habits, self-concept, and psychological suffering. Student success was found to be more strongly correlated with higher levels of self-esteem. Future research directions and their practical implications have also been considered [20].

2.2 Resiliency Strategies

During the worldwide COVID-19 epidemic, resilience in psychology was recognized as a significant aspect of mental wellness. In any case, there has yet to be work done to integrate results throughout review work or evaluate the dependability of findings on the basis of assessment quality in order to guide policies pertaining to public health. As high-level tactics, two hundred and eighty publications listed individuals, communities, organizations, and governments. A meta-review was conducted by researchers on all forms of studies from the beginning of the outbreak in January 2020 until the latest search date in June 2021. Several specific training and interventions programmed were also identified. However, the quality of the findings needed to be improved for concluding. A significant gap was revealed between measuring the psychological resilience of populations and evaluating the effectiveness of strategies for those populations. More empirical work, primarily randomized controlled trials with diverse populations and rigorous analyses, is strongly recommended for future research (Seaborn et al., 2022) [21].

Understanding the respondents' resilience and self-perception was crucial because they influence how people respond to online courses. According to Waxman et al. (2003), resilience explains why some students succeed while others from comparable social situations and academic abilities fail. According to the authors, examining one's self-image would better comprehend a learner's adaptability to various circumstances and how this influences how they form their opinions [22].

Most apparent and associated with lower resilience scores was academic stress. Most students employed adaptive coping techniques, such as emotional or instrumental assistance, which were much more common and related to higher resilience scores. Significantly lower resilience ratings were seen in students who engaged in dysfunctional behaviors (such as substance abuse). Resilience ratings differed their relationships are related to study year, gender, ethnicity, stress levels, and type. Stress was primarily caused by academic pressure. Higher scores for resilience were linked to adaptive coping techniques (Van der Merwe et al., 2020) [23].

In an upper-middle-income nation with a community learning center, PARCEL seeks to support the growth of academic success and resiliency among urban refugee students. With a single-arm pre-post design and a mixed methods strategy, the evaluation's primary goal is determining whether the program is feasible. As one of the study's secondary outcomes, impact measurements are also provided. The program aims to enroll students with refugee backgrounds in a community learning center. According to estimates, the program will last 18 months, and the study's conclusion is due at the end of the 2022 fourth quarter (Yap et al., 2022) [24]. The results of this study support Endler and Parker's model of resilience and confirm that students' coping styles considerably impact their academic resilience. Findings indicated that academically resilient individuals mostly have conscientious and extravert personality traits. Data were collected using the academic resilience scale, coping inventory for stressful situations, and neo-personality traits inventory. Resilience had a significant positive correlation with problem-focused coping and significant negative correlations with emotion-focused cope styles (Tamannaeifar & Shahmirzaei, 2019) [25].

2.3 Academic Anxiety and Resiliency Strategies

The primary goal of this study was to determine how trait emotional intelligence (TEI) affects students' ability to avoid anxiety. Students with high trait emotional intelligence (TEI) scores were generally less likely to suffer school anxiety and more likely to show resilience. The results are explored in light of the TEI's broader role in educational contexts, which emphasizes the necessity and possibility of scientifically based treatments to improve emotional adjustment at school and in general (Firiolli et al., 2020) [26].

This study examines the relationships between flow and anxiety by considering the roles of self-esteem and academic self-efficacy. The findings showed that flow adversely predicted anxiety, and both self-esteem and academic self-efficacy entirely moderated the relationship between flow and anxiety. The link between self-esteem and anxiety was mediated by academic self-efficacy, although self-esteem was completely and significantly mediated in this relationship. Our research adds to the body of knowledge on flow experience, assists in developing practical tactics for reducing anxiety, and, more generally, fosters methods for building psychological sustainability and resilience (Mao et al., 2020) [27].

According to Hyseni & Hoxha (2018) college enrollment and social support were protective factors against test anxiety. Higher exam anxiety was correlated with better study habits, self-concept, and psychological suffering. Student success was found to be more strongly correlated with higher levels of self-esteem. Future research directions and their practical implications have also been considered [20]. In addition, according to Karr & White (2021) college students with and without depression or anxiety differed regarding subjective cognitive concerns, college self-efficacy, and compensatory cognitive strategy use. It was hypothesized that students with depression or anxiety would have more significant cognitive concerns and lower self-efficacy in coursework but comparable rates of compensatory cognitive strategy use. This study implies that, despite having more cognitive and academic problems, students suffering from depression or anxiety do not implement behaviors to address these issues in their daily lives [28].

III. METHODOLOGY

3.1 Research design

This study determines the level of academic anxiety and the extent of resiliency strategies of state university students. It used the descriptive correlational design as it will find answers to the question of what and how. According to Creswell (2012) a descriptive correlational research design is a non-experimental quantitative design in which the researcher applies correlational statistics to measure and describe the degree of association among variables or sets of scores. Descriptive Correlational design was the appropriate method since the focus of this study measure the significant relationship between the level of academic anxiety and the extent of resiliency strategies in terms of psychological, social, cognitive, and physiological, as well as the demographic profile of the respondents such as academic program, age, year level, and sex. This method involves collecting quantifiable and systematic data that will be used to analyze the research problem. Correlation design since this study measure the significant relationship between academic anxiety to extent of resiliency strategies [29].

3.2 Respondents

The respondents of this study were the 333 officially enrolled students in the College of Business and Management of a State University from the first year to the fourth year during the 1st semester of the Academic Year 2022-2023. The sample size was determined using Yamane's Formula to solve the accurate number of students to be respondents to the study, given the total population size of 1,984 with a margin of error of 0.5. In

selecting the respondents, Stratified Random Sampling was used. This sampling technique is typically used by researchers when trying to evaluate data from different subgroups or strata. It allows them to quickly obtain a sample population that best represents the studied population. The researchers used the wheel of names.com for a random selection of respondents.

3.3 Research Instrument

The researchers used a researcher-made survey questionnaire as an instrument to gather the data. It comprises of 3 parts. Part I dealt with the demographic profile of the respondents. Part II focuses on assessing the academic anxiety of students, which has four indicators with ten items. Part III focuses on assessing the resiliency strategies most students use to cope with academic anxiety, and it will also use the four indicators with ten items. Respondents are asked to put a check in the appropriate box provided in the questionnaire. The survey is answerable using the five-point Likert scale. The researchers make sure that the introduction of the instrument is intentionally worded so that the respondent will answer the survey truthfully. Therefore, the survey is easy to complete and easy to understand.

Part II Level of Academic Anxiety

Numerical Ratings	Description	Interpretation
5	Always	Practiced all the time
4	Often	Practiced most of the time
3	Sometimes	Practiced occasionally
2	Seldom	Practiced rarely
1	Never	Not Practiced at all

Part III The Extent of Resiliency Strategies

Numerical Ratings	Description	Interpretation
5	Always	Practiced all the time
4	Often	Practiced most of the time
3	Sometimes	Practiced occasionally
2	Seldom	Practiced rarely
1	Never	Not Practiced at all

3.4 Data gathering procedures

After establishing the validity and reliability of the research-made survey questionnaire, the researcher formally wrote a letter to the Dean of the College of Business and Accountancy for consent that was sent to the registrar of the school for the Researchers to inquire about the total number of students participating in the study. After determining the total number of participants, the researcher formally wrote a letter to the Dean to seek permission to administer the research made survey questionnaire. After approval was granted, the researchers gave the background information on the study's intention and purpose. The researchers distributed the researchers-made questionnaire through a face-to-face method. Researchers gathered the data after the respondents answered the questionnaire and appraised it for omissions. After which, raw data were coded and tabulated electronically.

3.5 Data Analysis

This section explains how the gathered data were processed and analyzed. It included statistical procedures for both descriptive and inferential data.

Objective 1, which was to determine the demographic profile of the respondents in terms of academic program, year level, age, sex, frequency, and percentage distribution, were used.

The mean and standard deviation were used for objective 2, which was to determine the level of academic anxiety of the respondents in terms of physiological, cognitive, social, and psychological constructs.

Mean Score	Description	Interpretation
4.51-5.00	Very High	Experienced all the time
3.51-4.50	High	Experienced most of the time
2.51-3.50	Moderate	Experienced sometimes
1.51-2.50	Low	Seldom experienced
1.00-1.50	Very Low	Not experienced at all

For Objective 3, which is to determine the extent of resiliency strategies of respondents in terms of physiological, cognitive, social, and psychological construct, the mean and standard deviation were also used.

Mean Score	Description	Interpretation
4.51-5.00	Very High	Practiced all the time
3.51-4.50	High	Practiced most of the time
2.51-3.50	Moderate	Practiced occasionally
1.51-2.50	Low	Practiced rarely
1.00-1.50	Very Low	Not practiced at all

For objective 4, which is to determine if there was a significant difference in the level of academic anxiety when respondents were grouped according to the academic program, and year-level analysis of variance will be used, while as to sex, a t-test was used.

For objective 5, which was to determine if there is a significant difference in the Extent of resiliency strategies when respondents are grouped according to the academic program, a year-level analysis of variance will be used. While, as to sex, a t-test was used.

For objective 6, which was to determine if there is a significant relationship between the level of academic anxiety and the Extent of resiliency strategies, Pearson's r was used.

3.6 Data Trustworthiness

The researchers used the methods suggested by Creswell (2012) to establish the trustworthiness of this study. The researchers utilized a survey questionnaire to gather data on students' academic anxiety and resilience strategies [29]. The questionnaire consisted of three parts: assessing demographic profile, assessing academic anxiety using four indicators, and assessing resilience strategies. By collecting the data, the researchers observed credibility, transferability, dependability, and confirmability. Data collection was conducted over a significant period of time, and strict data analysis and validation were observed. The approach and procedure were stated and formulated precisely. All allegations were based on data provided by students at Carlos Hilado Memorial State University.

3.7 Ethical Consideration

The following ethical guidelines were followed by the researchers when they performed the survey: The researchers gave the participants information about the study, who the respondents were, and their purposes in the study. Asking for their consent before conducting the research was observed, and they retain the right to withdraw their cooperation from it at any point and for any reason. The researchers ensured that every respondent's data would be kept safe and anonymous for their privacy while participating in the study and that no one would be forced to answer the questionnaire. The researchers will be sincere and trustworthy when collecting and assessing the data. The researchers will observe the respondent's confidentiality, anonymity, and privacy as they answer the questionnaire. They can add their name to the questionnaire, leave questions unanswered, or interfere with it in any other way. The participants can review their answers and correct their mistakes. The collected data and information will be utilized for academic purposes only. The researchers comply with the Philippine Data Privacy Act of 2012 or R.A 10173, an act of protecting individual personal information in information and communication systems in the government and the private sector, creating this purpose a national privacy commission and for another purpose.

IV. RESULTS

The results of this study are presented and discussed in six major parts. The first part presents the description of the profile of the respondents. The second part describes state university students' physiological, cognitive, social, and psychological academic anxiety levels. The third part presents the extent of resiliency strategies of state university students in terms of physiological, cognitive, social, and psychological constructs. The fourth part presents the test of significant differences in the level of academic anxiety when respondents are grouped according to the academic program, year level, and sex. The fifth part tests significant differences in the extent of resiliency strategies when respondents are grouped according to the academic program, year level, and sex. Lastly, the six parts test the significant relationship between academic anxiety and resiliency strategies.

4.1 Profile of the Respondents

Table 4.1 Profile of the Respondents

Variable Groupings	Frequency	%
Age		
20 years old and above	142	42.6
21 years old and above	191	57.4
Total	333	100
Sex		
Male	103	30.9
Female	230	69.1
Total	333	100
Year Level		
First Year	84	25.2
Second Year	84	25.2
Third Year	84	25.2
Fourth Year	81	24.3
Total	333	100
Program		
BSOA	45	13.5
BSE	35	10.5
BSBA	83	24.9
BSMA	101	30.3
BSIS	44	13.2
BSA	25	7.5
Total	333	100

The data in table 4.1 describes the student's profile, including their age, sex, year level, and academic program. The data shows that 57.4% were 21 and above, and 42.6% were 20 years old and below. When respondents were grouped according to sex, 69.1% were female, and 30.9% were male. Moreover, the data shows that the first, second, and third year has 25.2% of the respondents, and the remaining 24.3% were in the fourth year. In terms of the academic program, the data shows that 30.3% were from Bachelor of Science in Management Accounting (BSMA), and the lowest came from Bachelor of Science in Accountancy (BSA) 7.5%

4.2 Level of Academic Anxiety as to Physiological Aspect

Table 4.2 Level of Academic Anxiety as to Physiological Aspect

Indicators	Mean	Interpretation	SD
1. I easily got tired of doing my school activities.	3.59	Very High	0.99
2. I had a panic attack every time my teacher called me for recitation.	3.16	Moderate	1.16
3. I get a cold sweat when I report in front of the class.	3.09	Moderate	1.20
4. I am having difficulty sleeping when I think about school works.	3.35	Moderate	1.24
5. I have gastrointestinal issues during the examination.	2.55	Moderate	1.26
6. I easily get distracted when I am studying.	3.41	Moderate	1.16
7. I am experiencing nausea every time I report.	2.43	Moderate	1.22
8. I am experiencing rapid breathing when presenting to	2.71	Moderate	1.28

the class.			
9. I am experiencing headaches when studying.	3.17	Moderate	1.21
Area Mean	3.05	Moderate	0.9

Note: 4.51-5.00 (Very High); 3.51-4.50 (High); 2.51-3.50 (Moderate); 1.51-2.50 (Low); and 1.00-1.50 (Very Low)

The results in table 4.2 showed that the level of academic anxiety in terms of the physiological aspect is moderate (M=3.05, S=0.99), which means that the participants experienced anxiety sometimes. However, in the indicator "I easily get tired doing my activities," the level of academic anxiety is very high (M=3.59, S=0.99), meaning they always experience anxiety. This implies that students might have a low tolerance for physical activities because they are accustomed to sitting in one place during online learning.

This finding is in line with a study by Flores et al. (2020) that physiological features could be used to create stress recognition systems to assist teachers in identifying the stressful tasks in a classroom setting or anxiety recognition systems to assist students in reducing their anxiety level while completing either academic tasks or exams. Thus, physiological signal analysis may detect anxiety in academic settings instead of state-trait anxiety inventory (STAI) test results [10].

4.3. Level of Academic Anxiety as to Cognitive Aspect

Table 4.3 Level of Academic Anxiety as to Cognitive Aspect

	Indicators	Mean	Interpretation	SD
1.	I read something and realized I had not been able to understand.	3.37	Moderate	1.03
2.	I frequently needed to remember to answer my assignment.	2.84	Moderate	1.13
3.	I need help making up my mind.	3.08	Moderate	1.15
4.	I need clarification about the instructions given by my instructor.	2.86	Moderate	1.04
5.	I need to remember the lessons.	3.13	Moderate	1.08
6.	I just remembered that I need to do my school activities.	2.17	Low	1.09
7.	I need help catching up during a class discussion.	2.82	Moderate	1.04
8.	I have a hard time handling school responsibility.	2.87	Moderate	1.09
9.	I need help analyzing the problems given by the teacher.	2.96	Moderate	1.08
10.	I have a hard time answering a recitation.	2.98		1.06
Area Mean		2.96	Moderate	0.88

Note: 4.51-5.00 (Very High); 3.51-4.50 (High); 2.51-3.50 (Moderate); 1.51-2.50 (Low); and 1.00-1.50 (Very Low)

The results in table 4.3 showed that the level of academic anxiety in terms of the Cognitive aspect is Moderate (M= 2.96, S=0.88) which means that the participants. I experienced anxiety sometimes. The majority of indicators, "I read something, and I realized I had not been able to understand," the level of academic anxiety is Moderate (M=3.37, S=1.03) which means that they experienced anxiety sometimes. On the other hand, the indicator "I forgot to do my school activities" got the level of academic anxiety Low (M=2.17, S=1.09), which indicates that students experienced anxiety seldom. This implies that students might rarely be motivated to do their school activities.

This finding contradicts the study of Rasool et al. (2022). The study revealed that High academic anxiety undermines students' efforts and motivation. It interferes with their cognitive processes, causing them to lose track of their learning. Furthermore, when students' academic anxiety is high, it affects their attentiveness and memory [12].

4.4 Level of Academic Anxiety as to Social Aspect

Table 4.4 Level of Academic Anxiety as to Social Aspect

	Indicators	Mean	Interpretation	SD
1.	I am hesitant to join school activities.	3.17	Moderate	1.17
2.	I fear being criticized for sharing my answer during recitation.	3.23	Moderate	1.17
3.	I prefer to avoid approaching my classmates.	2.48	Low	1.12
4.	I have a sense of shyness when I am in my classroom.	2.71	Moderate	1.17
5.	I feel I need to be more competent in class.	2.8	Moderate	1.22
6.	I am concerned about what my classmates will think of my quiz results.	2.83	Low	1.29
7.	I avoid social gathering in school.	2.56	Moderate	1.18
8.	I do not particularly appreciate sharing my ideas during group activities.	2.43	Low	1.18
9.	I find my instructors intimidating.	2.71	Moderate	1.12
Area Mean		2.77	Moderate	0.92

Note: 4.51-5.00 (Very High); 3.51-4.50 (High); 2.51-3.50 (Moderate); 1.51-2.50 (Low); and 1.00-1.50 (Very Low)

The results in table 4.4 show that the level of academic anxiety in terms of social aspect is Moderate (M=2.77, S=0.92), which means that the participants experienced anxiety sometimes. The indicator "I fear being criticized for sharing my answer during recitation" (M=3.23, S= 1.17) is interpreted as Moderate. The result implies that students might have sometimes afraid to participate because they might often stem from insecurity or social anxiety. However, with the indicator "I am not comfortable approaching my classmates," the level of academic anxiety is Low (M=2.40, S=1.12), meaning that students seldom experienced anxiety. This implies that students might have to interact with others because they can attend face-to-face classes and sometimes need to get along to overcome their social skills and improve their well-being.

According to the study by Ungar (2020), Prevalence and severity of social anxiety symptoms did not differ between sexes. However, they varied as a function of age, country, work, status, level of education, and whether an individual lived in an urban or rural location [14]. The data indicates that social anxiety is a concern for young adults worldwide, many of whom do not recognize the difficulties they may experience. While according to the study by Campbell, Bierman and Molenaar (2016) stated that the requirement in a college setting new social networks causes social anxiety and difficulty. However, for some, social anxiety is so severe that they experience greater loneliness and distress, have more difficulty interacting with others, and engage in avoidant strategies, which interfere with their learning [11].

4.5 Level of Academic Anxiety as to Psychological Aspect

Table 4.5 Level of Academic Anxiety as to Psychological Aspect

	Indicators	Mean	Interpretation	SD
1.	I have difficulty controlling my feelings.	3.04	Moderate	1.1
2.	I worry about my presentation.	3.29	Moderate	1.12
3.	I feel paranoid when my grades are low.	3.44	Moderate	1.22
4.	I worry about my examination result.	3.57	High	1.17
5.	I am having difficulty sleeping before the examination	3.16	Moderate	1.27
6.	I feel detached when I am with my classmates.	2.68	Moderate	1.18
7.	My parents are disappointed with my academic performance.	2.74	Moderate	1.38
8.	I worry that insufficient family income will affect my academic performance.	3.02	Moderate	1.28
9.	I get anxious about my parent's reaction to my grades.	2.96	Moderate	1.35
Area Mean		2.77	Moderate	0.93

Note: 4.51-5.00 (Very High); 3.51-4.50 (High); 2.51-3.50 (Moderate); 1.51-2.50 (Low); and 1.00-1.50 (Very Low)

The results in table 4.5 showed that the level of academic anxiety in terms of psychological aspect is moderate (M=3.10, S=0.93), which means that the participants experienced anxiety sometimes. However, in the indicator "I worry about my examination result," the level of academic anxiety is high (M=3.57, S=1.17), which means that participants experienced anxiety all the time. This implies that students might have academic anxieties in getting their examination results; the lower their examination scores are, the more likely they feel worried about the situation.

According to the study of Fernández et al. (2018), resilience and personal well-being are critical psychological factors in determining adolescent learners' school engagement and perceived performance [19]. Moreover, in the study of Hyseni and Hoxha (2018), College enrollment and social support were protective factors against test anxiety. Higher exam anxiety was correlated with better study habits, self-concept, and psychological suffering. Student success was found to be more strongly correlated with higher levels of self-esteem. Future research directions and their practical implications have also been considered [20].

4.6 The Extent of Resiliency Strategies as to Physiological Aspect

Table 4.6 The Extent of Resiliency Strategies as to Physiological Aspect

Indicators	Mean	Interpretation	SD
1. I do some exercise when I find myself feeling tired doing my school activities.	2.83	Moderate	1.19
2. I meditate when experiencing panic attacks.	2.92	Moderate	1.19
3. I take a deep breath when I am having cold sweats	3.47	Moderate	1.19
4. I listen to music when I get trouble sleeping and when I think about schoolwork.	3.74	High	1.21
5. I drink plenty of fluid, such as water, when I have gastrointestinal issues during examination.	3.25	Moderate	1.26
6. I expose myself to nature when I easily get distracted while studying.	3.51	High	1.18
7. I rest when I am feeling nauseous.	3.76	High	1.09
8. I practice diaphragmatic breathing (a technique that uses your diaphragm) when breathing rapidly.	3.2	Moderate	1.2
9. I share my thoughts and feelings when I am irritable.	3.25	Moderate	1.17
10. I massage my head and neck muscles when I feel tired from studying.	3.79	High	1.17
Area Mean	2.77	Moderate	0.83

Note: 4.51-5.00 (Very High); 3.51-4.50 (High); 2.51-3.50 (Moderate); 1.51-2.50 (Low); and 1.00-1.50 (Very Low)

The result in table 4.6 showed that the extent of resiliency strategies of the participant in terms of physiological aspect is moderate (M= 3.37, SD= 0.83), which means that the strategies were practiced occasionally by the participant. This implies that students may not regularly do physical activities to cope with their anxiety.

However, on the indicator "I massage my head and neck muscles when I feel tired studying" and "I rest when I am feeling nauseous," the extent of the resiliency strategy is great (M= 3.79, SD= 1.17; M= 3.76, SD= 1.09) respectively, which means that the participants practiced the strategy most of the time. This implies that students are always taking a rest when they feel worn out doing school activities.

While in the indicator "I meditate when experiencing panic attacks" and "I do some exercises when I find myself feeling tired doing school activities," the extent of the resiliency strategy is moderate (M= 2.92, SD= 1.19; M= 2.83, SD= 1.19) respectively, which means that the participants practiced the strategy occasionally. This implies that the student sometimes ponders and relaxes to reduce panic attacks and tiredness.

4.7 The Extent of Resiliency Strategies as to Cognitive Aspect

Table 4.7 Extent of Resiliency Strategies as to Cognitive Aspect

	Indicators	Mean	Interpretation	SD
1.	I practice my reading comprehension skills when I do not understand what I have read.	3.86	High	0.95
2.	I write things down when I easily forget.	3.9	High	1.01
3.	I practice not thinking negatively when having trouble deciding.	3.8	High	1
4.	I think it through when I need clarification by giving instructions.	3.81	High	0.96
5.	I take down notes to remember the lessons.	3.68	High	1.03
6.	I am writing down all my deadline activities.	3.62	High	1.06
7.	I ask questions when I need help understanding the lessons.	3.64	High	1.0
8.	I practice time management when I struggle to handle school responsibilities.	3.78	High	0.99
9.	I trust my instincts.	3.84	High	0.97
10.	I am confident and secure.	3.56	High	0.98
Area Mean		3.75	High	0.73

Note: 4.51-5.00 (Very High); 3.51-4.50 (High); 2.51-3.50 (Moderate); 1.51-2.50 (Low); and 1.00-1.50 (Very Low)

The result in Table 4.7 showed that the extent of resiliency strategies of the participant in terms of cognitive aspect is high (M= 3.75, SD= 0.73), which means that the strategies were practiced most of the time by the participants. This implies that students practiced the strategy that enabled them to cope with their mental anxiety. However, on the indicator "I practiced my reading comprehension skills when I do not understand what I read" and "I trust my instincts," the extent of resiliency strategies is also high (M= 3.86, SD= 0.95; M= 3.84, SD= 0.97) respectively, which means that the participants practiced the strategy most of the time. This implies that students continuously develop their ability to process written text and understand the meaning of it.

According to the study by Karr and White (2021), college students with and without depression or anxiety differed in terms of subjective cognitive concerns, college self-efficacy, and compensatory cognitive strategy use. It was hypothesized that students with depression or anxiety would have higher cognitive concerns and lower self-efficacy in coursework but comparable rates of compensatory cognitive strategy use. This study implies that, despite having more cognitive and academic problems, students suffering from depression or anxiety do not implement behaviors to address these issues in their daily lives [28].

4.8 The Extent of Resiliency Strategies as to Social Aspect

Table 4.8 Extent of Resiliency Strategies as to Social Aspect

	Indicators	Mean	Interpretation	SD
1.	I get myself into a safe place in a crowded place.	3.65	High	1.05
2.	I encourage myself to join academic activities.	3.37	Moderate	1.06
3.	I focus on what I believe in and what I did right when being criticized.	3.61	High	0.95
4.	I relax when I am uncomfortable approaching my classmates.	3.65	High	0.94
5.	I reach out to others when I am feeling a sense of dreadfulness.	3.42	Moderate	1.06
6.	I study hard when I feel incompetent in class.	3.70	High	0,98
7.	I improve my self-esteem when concerned with how my classmates think about my quiz results.	3.59	High	1.02
8.	I participate in social gathering by reaching out to people I feel comfortable with.	3.02	Moderate	1.23
9.	I tried to share my ideas with a classmate I am comfortable with	3.66	High	1.09
10.	I see it as motivation when I find my instructors intimidating.	3.44	Moderate	1.09
Area Mean		3.50	Moderate	0.72

Note: 4.51-5.00 (Very High); 3.51-4.50 (High); 2.51-3.50 (Moderate); 1.51-2.50 (Low); and 1.00-1.50 (Very Low)

The result in table 4.8 showed that the extent of resiliency strategies of the participant in terms of social aspects is moderate (M= 3.50, SD= 0.72), which means that the strategies were practiced occasionally by the participants. This implies that the students may be the students are not used to opening up to someone because they need more face-to-face interaction with people due to the pandemic, which hinders them from mingling. However, on the indicator "I tried sharing my ideas with my classmate who I am comfortable with" and "I study hard when I feel incompetent in class," the extent of the resiliency strategy is high (M= 3.66, SD= 1.09; M= 3.70, SD= 0.98) respectively, which means that the participants practiced the strategy most of the time. This implies that the students get to impart their ideas to people they are comfortable with. Also, they spend time studying when they feel they are not good enough at their studies.

While in the indicators "I reach out to others when I am feeling a sense of dreadfulness" and "I see it as a motivation when I tend to find my instructors intimidating," the extent of the resiliency strategy is moderate (M= 3.42, SD= 1.06; M= 3.44, SD= 1.09) respectively, which means that the participants practiced the strategy occasionally. This implies that students sometimes lean onto people even when they feel unpleasant, and they sometimes take it as an inspiration when a teacher is extruded an intimidating aura.

4.9 The Extent of Resiliency Strategies as to Psychological Aspect

Table 4.9 Extent of Resiliency Strategies as to Psychological Aspect

	Indicators	Mean	Interpretation	SD
1.	I give myself space when I am having difficulty controlling my feelings.	3.88	High	0.1
2.	I practice being prepared when I need more confidence during a presentation.	3.89	High	0.96
3.	I give myself time to process when I feel paranoid about my grades.	3.83	High	0.98
4.	I keep myself calm when I feel out of control when someone insults me.	3.77	High	0.99
5.	I think positive outcomes of my examination result.	3.74	High	1.04
6.	I pray to God before I go to sleep at night when I have negative thoughts.	4	High	1.1
7.	I tried to open up when detached from my classmates.	3.43	Moderate	1.12
8.	I open up with my parents about my expectations when I ever feel that my parents are disappointed with my academic performance.	3.3	Moderate	1.25
9.	I learned to save my allowance when I felt insufficient family income would affect my academic performance.	3.78	High	1.13
10.	I open up honestly with my parents about my grades.	3.68	High	1.21
Area Mean		3.73	High	0.77

Note: 4.51-5.00 (Very High); 3.51-4.50 (High); 2.51-3.50 (Moderate); 1.51-2.50 (Low); and 1.00-1.50 (Very Low)

The result in table 9 showed that the extent of resiliency strategies of the participant in terms of psychological aspects is high (M= 3.73, SD= 0.77), which means that the strategy was practiced most of the time by the participant. This implies that students practiced the strategy that enabled them to cope with their emotional anxiety. However, on the indicators "I give myself space when I am having difficulty controlling my feeling" and "I practiced being prepared when I lack confidence during a presentation," the extent of the resiliency strategy is high (M= 3.88, SD= 0.1; M= 3.89, SD= 0.96) respectively, which means that the participant practiced the strategy most of the time. This implies that students always give themselves a break whenever they cannot control their emotions and have breakdowns. Also, they always came prepared for a presentation.

While on the indicators "I open up with my parents about my expectations when I ever feel that my parents are disappointed with my academic performance" and "I tried to open up when I feel detached when I am with my classmates," the extent of resiliency is moderate (M= 3.3, SD= 1.25; M= 3.43, SD= 1.12) respectively, which means the participants practiced the strategy occasionally. This implies that students sometimes lean on and voice out to their parents about what they feel. They sometimes showed their emotions to them. They sometimes vent out to their parents when they feel they do not belong with their classmates.

4.10 The difference in the level of Academic Anxiety as to Age and Sex

Table 4.10 Difference on the Level of Academic Anxiety as to Age and Sex

Variables	Mean	t-value	df	p-value
Sex				
Male	3.01	1.642	0.331	0.521
Female	2.95			
Age				
20 years old and below	2.98	0.308	0.331	0.95
21 years old and above	2.95			

Note: Significant if the p-value is ≤0.05 level.

Table 4.10 shows the significant difference in the level of academic anxiety when respondents are grouped according to age and sex. The t-test statistical tool was used to identify whether or not there was a significant difference. The p-value of age is 0.95, indicating no significant difference at the 0.05 level. In terms of sex p-value is 0.521 indicates no significant differences at the 0.05 level. T-test revealed no significant difference in the level of academic anxiety when respondents were grouped according to age and sex. Therefore, the null hypothesis stating that there is no significant difference in the level of academic anxiety when respondents are grouped according to age and sex is accepted on the same level. It means that the level of anxiety does not vary regardless of the sex and age.

This is in line with the study of Rao and Chaturvedi (2017) found no significant mean difference in academic anxiety among boys' and girls' class 9^{th} students of secondary schools. The result showed that there is no significant difference in the level of academic anxiety when respondents are grouped according to age and sex [15].

4.11 Differences in the level of Academic Anxiety as to Year Level and Program

Table 4.11 Differences in the level of Academic Anxiety as to Year Level and Program

Variables	Mean	F-value	p-value
Year Leve;	213.821	1.501	0.214
Academic Program	213.812	2.554	0.028

Note: Significant if the p-value is ≤0.05 level

Table 4.11 presents the significant difference in the level of academic anxiety when respondents are grouped according to year level and academic program. ANOVA was used to identify whether there was a significant or no significant difference. In terms of year level F-value, they computed 1.501. At the same time, the p-value of 0.214 indicates no significant difference in the level of academic anxiety when respondents are grouped according to year level. Meanwhile, in terms of academic program F-value was computed at 2.554. At the same time, the p-value of 0.028 indicates a significant difference in the level of academic anxiety when respondents are grouped according to an academic program.

ANOVA revealed no significant difference in the level of academic anxiety when respondents were grouped according to year level. Therefore, the null hypothesis stating that there is no significant difference in the level of academic anxiety when respondents are grouped according to year level is accepted on the same level. However, ANOVA revealed a significant difference in the level of academic anxiety when respondents were grouped according to an academic program, and POST HOC TEST supported it. Therefore, the null hypothesis stating that there is no significant difference is rejected. Therefore, it implies that it does not matter what year they have the same level of academic anxiety. However, when it comes to academic programs, they differ in the academic anxiety level.

4.12 Differences in the Extent of Resiliency Strategies as to Age and Sex

Table 4.12 Difference in the Extent of Resiliency Strategies as to Age and Sex

Variable	Mean	t-value	df	p-value
Age				
20 years old and below	3.58	-0.167	331	0.867
21 years old and above	3.59			
Sex				
Male	3.49	-0.195	331	0.052
Female	3.63			

Note: Significant if the p-value is ≤0.05 level

Table 4.12 shows the significant difference in the extent of academic anxiety when respondents are grouped according to age and sex. The t-test statistical tool was used to identify whether there was a significant or no significant difference. The p-value of age is 0.867, indicating no significant difference at the 0.05 level. The sex p-value is 0.052 indicates no significant differences at the 0.05 level.

T-test revealed no significant difference in the extent of resiliency strategies when respondents were grouped according to age and sex. Therefore, the null hypothesis that there is no significant difference in the level of resiliency strategies when respondents are grouped according to age and sex is accepted. It means that being male, female, 20 years old and below, and 21 years old and above has no difference in their extent of resiliency strategies.

4.13 Differences in the extent of Resiliency Strategies as to Year Level and Program

Table 4.13 Difference on the Extent of Resiliency Strategies as to Year Level and Academic Program

Variable	Mean	F-value	p-value
Year Level	138.956	1.562	0.199
Academic Program	138.956	1.201	0.308

Note: Significant if the p-value is ≤0.05 level

Table 4.13 presents the significant difference in the extent of resiliency strategies when respondents are grouped according to year level and academic program. ANOVA was used to identify whether there was a significant or no significant difference. In terms of year-level F-value, they computed 1.562. At the same time, the p-value of 0.199 indicates no significant difference in the level of academic anxiety when respondents are grouped according to year level. Meanwhile, in terms of academic program F-value was computed at 1.201. At the same time, a p-value of 0.308 indicates no significant difference in the level of academic anxiety when respondents are grouped according to an academic program.

ANOVA revealed no significant difference in the extent of resiliency strategies when respondents were grouped according to year level and program. Therefore, the null hypothesis that there is no significant difference in the level of academic anxiety when respondents are grouped according to the year-level program is accepted. Therefore, it implies that the year level and academic program do not matter. They have the same resiliency strategies for how they cope with

4.14 Relationship between Level of Academic Anxiety and Extent of Resiliency Strategies

Table 4.14 Relationship between the level of Academic Anxiety and the extent of Resiliency Strategies

	Mean of Academic Anxiety	Mean of Resiliency Strategies
Mean of Academic Anxiety		
Person Correlation	1	0..323
Sig (2-tailed)		.000
N	333	333
Mean of Resiliency Strategies		
Pearson Correlation	0.323	1
Sig (2-tailed)	.000	
N	333	333

Note: Correlation is significant at the 0.01 level (2-tailed)

Table 4.14 shows the significant relationship between academic anxiety and resiliency strategies. Pearson r was used to determine whether there is a significant relationship or there is no significant relationship. Pearson r result on the level of academic anxiety and level of resiliency strategies obtained a result of .323; between the level of academic anxiety and resiliency strategies with a p-value of .000 indicates a strong correlation between the two variables. Therefore, the null hypothesis stating that there is no significant relationship between academic anxiety and resiliency strategies of state university students is rejected. This implies that academic anxiety was associated with the extent of resiliency strategies.

V. CONCLUSION

Based on the study's findings, students' academic anxiety level in a state university was "high" in terms of physiological and psychological aspects. This indicates that students get quickly exhausted from school-related activities, and their examination results cause academic anxiety. Thus, the level of academic anxiety in social and cognitive aspects resulted in "moderate." Since most students' levels of academic anxiety are caused by factors affecting their physiological and psychological aspects, this should be an area of concern for the state university to consider because these factors hinder students academically.

In addition, the result of this study also implied that the level of resiliency strategies of students in all aspects (physiological, social, cognitive, and psychological) are high. Therefore, students have resilience strategies to overcome their academic anxiety.

Moreover, based on the study's results, it has been identified that the respondents' level of academic anxiety and resiliency strategies, when grouped according to their age and sex, had no significant differences. This suggested that age and sex are not essential in the academic anxiety and resiliency strategies' levels. Also, when grouped according to their academic programs and year levels, respondents' levels of academic anxiety and resiliency strategies had no significant differences. This implies that students can manage their academic anxiety and develop a resilience strategy despite their academic programs and year levels.

Lastly, the study resulted that the level of academic anxiety and resiliency strategies had a significant relationship. In every factor affecting students' physiological, social, cognitive, and psychological aspects of academic anxiety, they develop resilience strategies to overcome each factor.

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