



## The Anxiety Level and Coping Strategy of Humanities and Social Sciences Learners in Public Secondary Schools

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| <b>Corresponding Author</b><br>Abellera,<br>Aliah Therese R.<br><br>DepEd-Pampanga, Philippines,<br>Senior High School in Magalang<br>Stand Alone 2 | <b>Abstract:</b> The research assesses the anxiety ranges alongside coping mechanism practices of Humanities and Social Sciences (HUMSS) learners in chosen public secondary institutions. The academic development and students who suffer from anxiety levels, thus calling for detailed research into their stress management methods. The research utilized statistical and qualitative data collection methods by administering standardized tests to 100 student participants and conducting follow-up in-depth interviews with select participants. Results show that students mainly have moderate to high anxiety levels, which primarily occur in academic and social situations because of public speaking, examinations, and academic workloads. The level of anxiety symptoms varies depending on both social class standing and academic results. The three main stress-coping methods employed by students include obtaining social help from relations and confidants, utilizing relaxation practices, and diverting stress through humorous activities or special interests. Academic students use prayer and mentorship through religious or spiritual means to handle stress, yet other students choose procrastination, which makes their anxiety worse instead of better. Schools require established mental health programs to provide students with practical tools for handling their anxiety. Strengthening students' ability to cope with stress occurs through the delivery of stress management programs, peer support groups, and accessible counseling services, which develop emotional resilience. Such research data helps educational leaders and governmental officials create specific interventions to achieve students' welfare while lowering anxiety levels and enhancing academic performance.<br><br><b>Keywords:</b> Anxiety, coping strategies, HUMSS students, academic stress. |
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### Background

Learners undertaking Humanities and Social Sciences (HUMSS) experience anxiety as this concept transforms their learning environment within the complex world of HUMSS. This is more than an emotional concern added on to traditional learning and teaching arrangements; it forms part of the student's educational processes. It shows that anxiety weighs their experience, their emotions, and their interactions in and outside of educational contexts. Overcoming this roadblock can enable personal growth and academic success. In other words, anxiety is present in Humanities and Social Sciences, based on critical thinking and creativity on the part of students, without being recognized, but causing significant effects. Learning how the students employ these coping mechanisms in stressful conditions, including emotional and academic demands, is vital to appreciate further the problems HUMSS learners face. If one must carefully tread through this intricate process, finding the fine line between stress and success in showing how students manage difficult situations may be possible. It is crucial to understand the HUMSS learners' emotions and academic problems, instances of anxiety,

and ways learners deal with it to promote an appropriate educational environment.

### Anxiety Level

Looking at the stress level, most of the students who completed the survey had moderate to severe stress at 88%, and anxiety was reported at 44%. Girls, students from rural and low SES backgrounds, and those with poor academic performances were described as more at risk; thus, early intervention for mental health problems should be undertaken (Lee, Jeong, & Kim, 2021). Of course, this is a grim statistic, adding importance to making more efforts towards trying to address the increasing incidences of anxiety among students not only in the global context but also in the Philippines. Much of the focus has been directed toward anxiety in samples classified as typically Western.

However, new studies have expanded the window of other everyday experiences among learners worldwide, especially in the Philippines.

This is one of the reasons anxieties have become widespread all over the world: Some of the issues raised by students are that a considerable number of them draw symptoms of anxiety (Tan et al., 2023). Most of the anxiety-related studies were conducted on students in developed Western countries. In contrast, the students from other countries were studied only recently. However, student anxiety is one of the most researched areas that affect students all over the world, with special reference to the Philippines.

Within this section, the authors presented a summary of some of the results from the related studies concerning the recovery styles employed by students who have social anxiety. Luan et al. (2022) investigated the qualitative aspect of anxiety by examining the phenomenology of social anxiety disorder in social settings. Moreover, Jefferies and Ungar (2020) target a global review of adolescent social anxiety in seven countries, so the problem is underlined, and there is an appeal for more attention to the solution for the SA issues that young people face today. In their analysis of college students, Madhuri and Senel (2021) argued that social anxiety and coping strategies are interconnected factors; thus, it is a vital factor that determines the effectiveness of therapy based on feelings and behaviors.

Public speaking anxiety is a common challenge for professionals, even those skilled in their fields. This anxiety can hinder career advancement, making it crucial for students to address it before entering the workforce. A study by Farhan Raja (2023) investigated the causes and remedies for public speaking anxiety among undergraduate students. The study, conducted at a private sector business school in Karachi, found that 75% of participants experienced anxiety. However, 95% believed that proper guidance could help overcome this fear. Additionally, research by Zheng, Wang, and Chai (2021) highlights the importance of formative assessment in developing public speaking competence. Their study emphasizes the need for practical design and sequencing of formative assessment practices in computer-assisted language learning (CALL) to address both cognitive and affective outcomes.

### Coping Strategy

Academic stress is one of the inescapable realities that seethe amid the whole college life of students, which extends further to constrain not only their learning dominions but their overall competence quotient. College students face the cutthroat competition of academics, loneliness, and work stress from a fundamental level. They suffer from psychosomatic symptoms like anxiety (Madhuri & Senel, 2021; MacCann et al., 2020). Given this, it is necessary to investigate the functionality of coping self-efficacy, coping strategies, and college-related factors robustly and their associations with social anxiety (SA) among college students. This paper has been written to explain how all these four affective variables relate to a student's mental health status and academic achievement.

In addition, symptoms of social anxiety among secondary students in Saudi Arabia and the quality of life: Sulaiman Alsamghan concluded in his study that Alsamghan (2020) implored to provide appropriate support for student well-being and mental health in school contexts. Archbell and Coplan (2022) wrote in their study, Challenges to Higher Education Learners with Anxiety: A Need to Support Learner Success, that the "role of

institutions is important for helping anxious learners to succeed academically and emotionally." Further, the work of Ma and Lin (2022) was corroborated by earlier studies that social anxiety impacts communication skills in college students and pointed to the need for intervention programs to improve communication skills among college students for academic and practical social interaction.

Many researchers have investigated the covariance between coping self-efficacy, coping styles, and social phobia [10,14]. In 2021, Madhuri and Senel had an analysis of the strategies for coping with social anxiety. To coping strategies to address SA, Ma and Lin (2022) focused on interventional approaches to communication skills. Furthermore, Gong, Cao, and Li pointed out that cognitive intervention could help people better handle social anxiety based on memory.

Bridge, Smith, and Rimes (2022) focused on protection factors required and valuable coping strategies among sexual minority young adults. Brouzos, Vassilopoulos, S. P., Vlachioti, and Baourda, (2020). An intervention was developed for a group of students to empower them to manage some challenges they face when transitioning from elementary to high school. The intervention focuses on coping skills and how the students can apply these to help them cope with the transition period. Coping strategies were indirectly approached in Caballero (2024) by writing regarding the different stress levels and grit levels among higher education learners.

This research will elaborately discuss the coping strategies and anxiety of the students studying in HUMSS. Activities that touch on these factors are vital to improving students' well-being, learning abilities, and academic standards and must be tackled together.

### Anxiety level

Other variables that trigger anxiety in the learners have been noted in studies done in the Philippines. Serrano et al. 2023 conducted a cross-sectional study to determine the factors that affect senior high school students in Metro Manila in the context of the COVID-19 pandemic: anxiety and stress. The students revealed a high percentage at risk for those conditions: Anxiety is at 82.89%, and stress is at 25.67%. This tells us that Family and friendship support reduce the likelihood of having anxiety. In contrast, female sex and family history of mental health status increase the risk of experiencing anxiety and stress. Social support systems must be strengthened besides making sure that vulnerable groups such as females and those with a family history of mental health status are adequately supported on issues that will require to be addressed.

A study by Alibudbud (2021) studied the relationship between academic experiences and the mental health of Filipino college students who live in Metro Manila. Of the 232 people who took part in the study, 47.2 percent were at risk of anxiety. Further study discovered that coping with study difficulties was incredibly associated with depressive and anxiety signs; it stated that students who encountered difficulties coping with studies had a five percent greater potential to be depressed and stressed. The results prove that the involvement of mental health promotion in class environments can enhance students' mental health, as well as reduce the rate of anxiety.

Ayeras et al. conducted a phenomenological study targeting 12 high school students who experienced social anxiety that they manifested at Central Luzon State University in the Philippines. The study proved that genetic and environmental causes, adverse events, and intrapersonal processes are all linked to social phobia. On top of this, social anxiety prevents students from achieving successful academic and social lives. However, one aspect of the interactional experience has also formalized that coping efforts reduce the level of anxiety. Issues that arise from this study determined that the cost of resources needs to be invested in developing social anxiety in school and enhancing coping skills for students to overcome their problems or seek help.

The interaction between perceived stress levels and mental health during COVID-19 has been examined by Canillo et al. (2020), using their study on 307 college students in the Philippines. The paper found that perceived stress has a negative correlation with mental health status, such that high stress is equivalent to low mental status. This study also established that behavioral control plays a significant role in sustaining normal mental health among distressed individuals. Thus, these findings imply that to address the adversities of stressors on the psychological well-being of learners, practice-oriented strategies aimed at teaching coping and control skills may be helpful.

Caballero recently measured 2023 the current level of stress and the level of grit among 185 Filipino learners who attended evening classes to determine whether there is a correlation between the learners' stress level and academic achievement. The study established that the "after-dark" learners reported high-stress levels in various areas: Physical, relational, academic, and environmental. Attributes reported by the respondents gave robust characteristics associated with persistence and hardworking attitudes; however, no statistically significant relationship was observed between the GPA/ stress level. This raises the question of whether other areas are affecting performance and hence requires the understanding of the after-dark students' needs in both mental and academic realms by the institutions.

### Coping Strategy

Previous research has indicated that cultural background has nothing to do with social anxiety among students. Ayeras et al. (2022) examine social anxiety at the High School level in the Philippines, calling for innovative school-based support systems.

Giray et al. (2024) conducted a study on digitally stressed 384 Filipino college students wherein they studied the usage of digital devices, coping strategies, and digital stress. It was found in the study that they were using these digital devices many times per day, beginning with 15 minutes in the morning and in the evening. As a result of its extensive usage, there was great digital stress, mainly stemming from the use of social media, online learning platforms, gaming, and video streaming, and Facebook was the most stressed platform. Students responded by saying they used self-distraction and positive reframing as a coping mechanism — suggesting they are undoubtedly aware of the downside of excessive digital device use. The study documents the necessity for policies that foster technology use among young people who are responsible and healthy and whose environment and resources are shaped by this use.

Meanwhile, Baloran (2024) studied what the students experienced, thought, and did to deal with the anxiety they felt

during the COVID-19 pandemic and found that there was a highly complex mix of factors relating to mental health that they studied. The findings showed that the students knew what the virus was and what it could do. They appreciated the government's effort in dealing with the issues. However, many were concerned about the preparedness of the online blended learning model as it was not mature enough. Still, there is a need to study the effective practice of remote learning. However, efforts to provide support and resources to students when crises hit have been hampered by these challenges, but students still used coping strategies to maintain their mental well-being.

Valladolid (2021) conducted a study of resilience and how resilience transforms into well-being among college students regarding coping strategies. Research from 243 college students from Metro Manila found a strong relationship between resilience and well-being. The study has found that approach coping strategies positively correlated with academic, social, and mental well-being. By contrast, avoidant coping predictors were associated with negative academic-related emotions, suggesting that reduced avoidant coping may be positively related to academic feelings. However, neither coping strategy moderates the relationship between resilience and well-being, and the results indicate a need for programs that teach students helpful coping strategies in times of crisis.

Although earlier studies have established the incidence of anxiety and its effects on the learners and provided evidence that social anxiety is evident among students. This study aims to identify the causes of anxiety among HUMSS learners in public high schools in Cluster 1 relation HUMSS students. It also seeks to establish the students' coping mechanisms and whether these are effective.

Therefore, the need for this research can be expressed in terms of ensuring the HUMSS learner has a favorable learning environment so they can fight the different challenges. The insights gained in the study help create specific interventions that will have a positive impact on students' well-being, speaking abilities, and academic achievement.

This study aims to assess the anxiety level and coping responses of Humanities and Social Sciences learners in selected Public Secondary Schools in Cluster 1 Division of Pampanga, the Academic year 2024-2025, to better understand a learner's psychological state. It is hypothesized in this study that the anxiety level of the respondents can be assessed using a standardized anxiety questionnaire, and key patterns identified and emerging from respondent data gathering and data analysis would enable the exploration of a significant correlation between anxiety and coping strategies. It would, therefore, plan on doing a comprehensive wellness plan based on the information obtained from the research study to help in implementing research-based interventions and strategies for the improvement of the mental health of these students, hence giving an insight into the mental health challenges faced by these learners and possibly useful information to educators, school administrators, and mental health practitioners in the provision of the best support programs and interventions for these learners.

This research will significantly contribute to education and mental health practice because the study's conceptual framework will generate empirical evidence on the anxiety level and coping

behavior of Humanities and Social Sciences learners in developing a wellness plan focused on their needs in one context. The results will provide research-based guidance to educators, counselors, and mental health workers to help the students who suffer from anxiety or other mental health difficulties to know what support is out there and advocate for the greater recognition of mental health within the school environment. These findings will also tell us more about decisions or best practices regarding the students' mental health and, through policymaking, create a better and more responsive learning environment.

Although earlier research confirmed anxiety occurrence in learners as well as its effects on their learning, this study specifically analyzed anxiety causes for HUMSS students in Cluster 1 public high schools who were enrolled in HUMSS programs. The study investigated student coping strategies together with their assessment of these strategies' effectiveness.

The fundamental purpose of this study was to build an ideal educational atmosphere for public high school HUMSS students facing different learning obstacles. Study data helped produce interventions that enhanced students' overall health, communication skills, and academic results.

#### Statement of the Problem

These researchers aim to assess the anxiety level and coping strategies of Humanities and Social Sciences learners in selected Public Secondary Schools in Cluster 1 division of Pampanga during the Academic year 2024-2025. The study's findings will be the basis of a wellness plan.

Specifically, this seeks to answer the following questions:

- How may the anxiety level of the respondents be described?
- How may the coping strategy of the respondents be described?
- How do individuals experience varying levels of anxiety, navigate and employ coping strategies in their daily lives, and how do these strategies impact their overall well-being?
- What wellness plan may be proposed based on the findings of the study?

#### Significance of the Study

##### ***This research holds significant value for various stakeholders:***

**Students:** This study will provide students with valuable knowledge and strategies for managing the pressures they encounter in their academic and social lives. By understanding the factors that contribute to anxiety, students can develop effective coping mechanisms and seek appropriate support when needed, ultimately promoting their mental well-being and academic success.

**Teachers:** The findings of this research will equip teachers with a profound understanding of the challenges students face, particularly in terms of anxiety. This knowledge will enable teachers to create a more supportive and inclusive learning environment, implement effective interventions, and provide personalized guidance to students struggling with mental health issues.

**Administrators:** This study will provide administrators with a crucial perception of the prevalence of anxiety among learners and its contributing factors. This information will be invaluable in developing and implementing comprehensive mental health support programs within educational institutions, ensuring students can access the resources they need to thrive.

**Future Researchers:** This lays the foundation for further studies into student anxiety since these findings and insights gained in this study would play a direct role in developing future feasible interventions and support systems for students.

#### Scope and Delimitation

This study deals with the anxiety level and coping strategy of HUMSS Grade 11 and 12 students in five public secondary schools, Pampanga Cluster 1, within the school year 2024-2025. An analysis of the prevalence of anxiety among students and its association with depending on coping strategies is the basis on which the research focuses. The study only focuses on five designated public schools in Pampanga Cluster 1, the Grade 11 and 12 HUMSS students for the school year 2024-2025. This study excludes the other grades or tracks in the other year and did not include other grades or tracks or extend this other level to the private school regarding anxiety levels or coping mechanisms. The need for delimitation to make the undertaking feasible and control is thus

#### Methods

##### Research Design

The sequential explanatory design is a mixed-method research approach that involves collecting and analyzing quantitative data first, followed by qualitative data to elaborate on the findings. Ivankova, Creswell, and Stick (2006) define this method as gaining an initial understanding of a phenomenon through quantitative analysis and deepening that understanding with qualitative insights. This approach has gained widespread application in social sciences, education, and health fields due to its ability to combine numerical data with contextual explanations. Creswell and Plano Clark (2003) highlight that its effectiveness depends on the availability of qualitative data to complement and expand on quantitative results.

The process consists of three stages. The first stage involves collecting and analyzing quantitative data through surveys to identify patterns. The second stage focuses on collecting qualitative data, such as interviews or focus group discussions, to provide context and explanations for the quantitative findings. Finally, the results from both phases are integrated to offer a comprehensive understanding of the research problem. The qualitative phase enhances the quantitative findings by addressing the reasons behind observed patterns, producing more prosperous and actionable insights.

The current study uses a sequential explanatory design to examine the relationship between anxiety levels and coping strategies among 100 Humanities and Social Sciences (HUMSS) students from five public secondary schools in Pampanga Cluster 1. Quantitative data is collected through structured questionnaires, while qualitative data is gathered using interviews and focus groups to provide deeper insights into the trends identified in the quantitative phase. The final integration of these findings offers a

holistic view of the relationship between anxiety and coping strategies within the student population.

This approach ensures that research findings are both statistically robust and contextually meaningful. By combining quantitative and qualitative methods, this study uncovered a deeper insight and proposed practical solutions to the challenges faced by the target population.

### **Respondents/Participants**

Sample size and location are considered, and in Cluster 1 Magalang, 100 Humanities and Social Science students in grades 11 and 12 are pooled into the study. More specifically, the study has chosen 20 from the five schools in this cluster of schools and then selected 10 students from grade 11 and another 10 from grade 12, making them balanced for both grade levels. A study has a balanced representation of each grade level in this approach. Conducting an in-depth analysis of anxiety levels and handling modes aligned with the study determinations is beneficial.

Additionally, the study used simple random sampling; every student in the Humanities and Social Sciences strand had an equal chance of being selected. A simple random sample is a subset of the randomly selected population, so every member has an equal chance of being selected. This is the most direct of all probability sampling methods and requires little prior knowledge of the population to be sampled. This approach, however, employs randomization, which has ensured high internal and external validity, thus minimizing the risk of biases, including sampling and selection biases (Thomas, 2020, revised 2023). This method has reduced systematic differences from non-random selection, which led to bias and hence created a more representative sample. The researchers got 100 participants. Moreover, to capture diversity and characteristics in the population, researchers have prequalified a subset of the population using a detailed list, and a random number generator has produced the sample group. This makes the findings more valid and supports more extensive inferences based on the population.

The participants, also known as the outliers for the qualitative phase, were selected based on their quantitative results, specifically those who answered the highest. To gain deeper insight into their anxiety level and coping strategy, researchers cross-check their responses using qualitative data, employing systematic sampling. This method, where participants are selected at regular intervals, ensures consistency and representativeness.

Homogeneous sampling is a purposive sampling method that involves selecting participants with similar attributes, such as professional roles or everyday life experiences (Etikan, Musa, & Alkassim, 2016). This approach reduces variability within the sample, enabling a focused and detailed examination of subgroups (Laerd Dissertation, n.d.).

### **Research Instrument**

This study employed a standardized questionnaire with two sections to assess participants' anxiety levels and coping strategies. The first section utilizes the Horwitz and Flacs (1986) scale to measure participants' anxiety. Participants respond to statements about anxiety using a 5-point Likert scale (Strongly Agree to Disagree Strongly). The second section focuses on social support as a coping mechanism. Participants rate their reliance on social support on a 5-point scale (Not at all, to a great extent). This

structured questionnaire provides a consistent and measurable method for investigating the relationship between anxiety and the use of social support as a coping strategy.

The Horwitz and Flacs questionnaire demonstrate strong validity, with a reliability coefficient of 0.87. This high score indicates a high degree of internal consistency, meaning the questionnaire items effectively measure the same concept of anxiety. A reliability coefficient of 0.87 suggests that the questionnaire is reliable and suitable for anxiety research.

The reliability of the coping strategy scores was assessed using Cronbach's alpha, yielding robust scores of .928 for social support, .894 for problem-solving, and .839 for avoidance. This coping strategy, developed by Amirkhan (1990), measures participants' coping mechanisms.

The interview protocol used in the qualitative phase was developed based on the questionnaire results from the quantitative phase, focusing on the interpretation of extreme or outlier responses. Participants can express their perspectives independently, allowing them to emphasize their answers. This approach enables the researcher to obtain new and valuable insights, enhancing the study's findings.

### **Data Collection**

The data collection methodology is twofold, the first being a two-phased method. One hundred students from grades 11 and 12 have administered a standardized questionnaire on a two-part form. They are enrolled in HUMSS. In scaling the level of perceived anxiety of respondents of part 1 by a Likert 5-point scale, the scale of Horwitz and Flacs of 1986 is used. Amirkhan prepared an assessment form called the coping strategy questionnaire, which was based on quantitative aspects it measures dependent variables, with each answer scoring on a 5-point scale. After observing quantifiable data, personal or open interviews or focused discussions on the subgroup of members of the target sample were conducted as they were quizzed on issues related to feelings toward anxiety experiences and different coping methods. The context and explanations of quantitative findings are directed in the qualitative phase of the study to understand better the relationship between anxiety levels and coping strategies of HUMSS students.

A comprehensive interview protocol guide was developed carefully before its implementation to acquire second-phase data, which provided essential details for extensive analytical purposes. The established interview protocol created a standardized data collection process for better reliability and validity of the gathered data. Devoted thought went into designing the interview protocol because this approach enabled the collection of expansive yet thorough answers about the subject matter. The study's essential objectives depended on key patterns, relationships, and conclusions that the gathered data enabled researchers to determine. The research protocol included measures that reduced potential biases and enhanced finding precision, stabilizing the entire study framework.

### **Ethical Consideration**

The process is conducted subject to ethical considerations. Before being accepted into the study, all the participants knew what the study was about, what it entailed, what the risks were, and which could benefit the study. In addition, participants are asked to sign written forms for informed consent and may choose to

withdraw from the study at any time without consequence. Neither participants' identities nor responses are disclosed, and data remain secure and only accessible to the research team. Every possible protection of participants from risk is created, with minimal reduction of the potential benefits in the research. Having the information may be used to glean insight into interventions and support services that should be available to students who experience anxiety. Selection and treatment: The researchers should ensure that participants are selected and receive benefits and risks from participation fairly.

### Data Analysis/Statistical Treatment

The student data collected are analyzed using standard deviation to assess their anxiety levels and coping strategies. This study seeks to understand the range of variations in students' responses by measuring standard deviation, highlighting the differences in their anxiety levels and the potential effectiveness of their coping methods.

The researchers applied Braun and Clarke's thematic analysis (TA) model. As described by Braun and Clarke (2017), this method involves identifying, analyzing, and interpreting patterns or themes within qualitative data. Thematic analysis is well-suited for this study because it provides flexibility, enabling the researchers to explore significant themes related to student's anxiety levels and coping strategies without being confined to a particular theoretical framework.

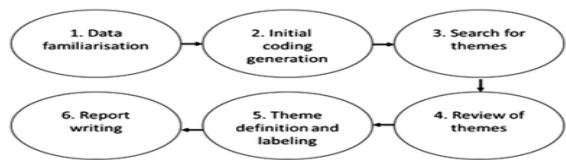


Figure 1. Thematic analysis steps adapted from Braun and Clarke (Aghdam, et. Al., 2017)

### Result and Discussion

| Indicators   | Mean | Verbal Description         |       |
|--|------|----------------------------|-------|
| 1. I never feel quite sure of myself when I am speaking in my foreign language class.                  | 2.83 | Agree                      |       |
| 2. I don't worry about making mistakes in language class.  | 3.4  | Neither agree nor disagree |       |
| 3. I tremble when I know that I'm going to be called on in language class.                             | 2.97 | Agree                      |       |
| 4. It frightens me when I don't understand what the teacher is saying in the foreign language.         | 2.8  | Agree                      |       |
| 5. It wouldn't bother me at all to take more foreign language classes.                                 | 2.91 | Agree                      |       |
| 6. During language class, I find myself thinking about things that have nothing to do with the course. | 2.76 | Agree                      |       |
| 7. I keep thinking that the other students are better at languages than I am.                          | 2.58 | Agree                      |       |
| 8. I am usually at ease during tests in my language class.   | 3.03 | Neither agree nor disagree |       |
| 9. I start to panic when I have to speak without preparation in language class.                        | 2.79 | Agree                      |       |
| 10. I worry about the consequences of failing my foreign language class.                               | 2.71 | Agree                      |       |
| 11. I don't understand why some people get so upset over foreign language classes.                     | 2.77 | Agree                      |       |
|  |      | Total:                     | 92.64 |
| 12. In language class, I can get so nervous I forget things I know.                                    | 2.49 | Agree                      |       |
| 13. It embarrasses me to volunteer answers in my language class.                                       | 2.7  | Agree                      |       |
| 14. would not be nervous speaking the foreign language with native speakers.                           | 2.99 | Agree                      |       |
| 15. get upset when I don't understand what the teacher is correcting.                                  | 3.05 | Neither agree nor disagree |       |
| 16. Even if I am well prepared for language class, I feel anxious about it.                            | 2.68 | Agree                      |       |
| 17. I often feel like not going to my language class.  | 3.38 | Neither agree nor disagree |       |
| 18. I feel confident when I speak in a foreign language class.   | 2.88 | Agree                      |       |
| 19. I am afraid that my language teacher is ready to correct every mistake I make.                     | 2.95 | Agree                      |       |
| 20. I can feel my heart pounding when I'm going to the class.  | 2.61 | Agree                      |       |
| 21. The more I study for a language test, the more confused I get.                                     | 2.98 | Agree                      |       |
| 22. I don't feel pressure to prepare very well for language class.                                     | 2.98 | Agree                      |       |
| 23. I always feel that the other students speak the foreign language better than I do.                 | 2.65 | Agree                      |       |
| 24. I feel very self-conscious about speaking the foreign language in front of other students.         | 2.86 | Agree                      |       |
| 25. Language class moves so quickly I worry about getting left behind.                                 | 2.67 | Agree                      |       |
| 26. I feel more tense and nervous in my language class than in my other classes.                       | 2.79 | Agree                      |       |
| 27. I get nervous and confused when I am speaking in my language class.                                | 2.72 | Agree                      |       |
| 28. When I'm on my way to language class, I feel very sure and relaxed.                                | 2.66 | Agree                      |       |
| 29. I get nervous when I don't understand every word the language teacher says.                        | 2.62 | Agree                      |       |
| 30. Do you feel overwhelmed by the number of rules you have to learn to speak a foreign language.      | 2.64 | Agree                      |       |
| 31. I am afraid that the other students will laugh at me when I speak the foreign language.            | 2.63 | Agree                      |       |
| 32. I would probably feel comfortable around native speakers of the foreign language.                  | 2.65 | Agree                      |       |
| 33. I get nervous when the language teacher asks questions which I haven't prepared in advance.        | 2.51 | Agree                      |       |

As seen from Table 1, there is a complex interrelation between positive and highly anxious dispositions to learning foreign languages. The statement with the highest score, "They do not make mistakes in language class" ( $M = 3.4$ ), with a verbal description of Neither Agree nor Disagree, presents a somewhat optimistic attitude in the students. This was, however, the second-highest score out of the eleven statements, with a score of  $M = 3.38$ , where people select Neither Agree nor Disagree, which may indicate engagement or motivational concerns.

Other notable responses are, "They get mad if the teacher does not know what is saying" ( $M = 3.05$ ), as the verbal description of Neither Agree nor Disagree indicates anger from not knowing what the teacher is correcting. In contrast, the most disparate, the least indicative statement, "They get nervous and confused when speaking in their language class" ( $M = 2.49$ ), with the verbal description of Agree, described a great deal of anxiety that suffered language learners. Also, anxiety, prevalent statements

such as "They become very nervous when the language teacher asks them questions that have not been prepared in advance" ( $M = 2.51$ ) was verbalized as Agree and; "They drastically doubt as to that student's qualify for being the good language student; they believe other students are more skilled at languages than they are" ( $M = 2.58$ ) which were verbalized as Agree also points significant anxiety related to the language speech and perceived as not being as good with language theory compared to their peers. The general outcome shows that students agree and disagree with their attitudes according to the study (Nanud, 2020), which showed that the mean grade of respondents was satisfactory. The level of anxiety of the respondent was neutral.

Study findings demonstrate how student confidence levels and learning-related nervousness determine their motivation to study foreign languages (Liu & Jackson, 2016). Multiple students demonstrate either nonchalance or assurance about studies, while nervousness strikes students differently depending on situations with unprepared questions and peer evaluation. The combination of student motivation and classroom participation is vital for education since most students often lose (Martinez, 2018).

Students experience anxiety, which causes nervousness when unanticipated speaking opportunities or questions appear (Rajitha & Alamelu, 2020). Student self-doubt creates obstacles for classroom involvement among many individuals. Some language learners rate the statement about avoiding mistakes as the most important, which indicates their growing confidence in their language skills, likely because of practicing often and gaining comprehension experience (Verbalplanet, 2021).

The demonstrated significance of student learning requires educational institutions to implement strategies for enhancing confidence and managing anxiety (Jagaiah, 2023). Student learning comfort appears when teachers oversee spoken activities while giving clear feedback to students in an environment that supports their academic development (Williams, A. 2024). Student learning experiences improve through motivational teacher techniques, which activate student interest and help students set personal goals (Radil et al., 2023).

**TABLE 2: Coping Strategies of the Respondents in terms of social support**

| INDICATORS  | MEAN | VERBAL DESCRIPTION |
|---|------|--------------------|
| 1. Describe your feelings to a friend   | 3.41 | Moderate Extent    |
| 2. Accepted sympathy and understanding from someone                                   | 3.29 | Moderate Extent    |
| 3. Talked to people about the situation because talking about it made you feel better | 3.21 | Moderate Extent    |
| 4. Talked about fears and worries to a relative or friend                             | 3.06 | Moderate Extent    |

|   |              |                 |
|---|--------------|-----------------|
| 5. Tell people about the situation because talking about it helped you come up with solutions | 3.22         | Moderate Extent |
| 6. I want to someone friend or professional to help you feel better                           | 3.15         | Moderate Extent |
| 7. Went to a friend to help you feel better about the problem                                 | 3.34         | Moderate Extent |
| 8. Went to a friend for advice about how to change the situation                              | 3.08         | Moderate Extent |
| 9. Accepted sympathy and understanding from friends who had the same problem                  | 3.1          | Moderate Extent |
| 10. Accepted help from a friend or relative   | 3.23         | Moderate Extent |
| 11. Sought reassurance from those who know you best   | 3.13         | Moderate Extent |
| <b>TOTAL</b>  | <b>36.10</b> |                 |

Table 2 revealed that such as described feelings to a friend ("Described your feelings to a friend,"  $M = 3.41$ ), went to a friend to help you feel better about the problem ("Went to a friend to help you feel better about the problem,"  $M = 3.34$ ) Moderate Extent, or accept sympathy ("Accepted sympathy and understanding from someone,"  $M = 3.29$ ) Moderate Extent. However, these statements were less effective coping like 'Talked about fears and worries to a relative or friend' ( $M = 3.06$ ) Moderate Extent, 'went to a friend for advice about how to change the situation' ( $M = 3.08$ ) Moderate Extent and 'accepted sympathy and understanding from friends who had the same problem' ( $M = 3.10$ ) with the verbal description of Moderate Extent, indicating areas to improve the ways of seeking and using social support.

The data obtained demonstrates that students use social support as a coping mechanism to handle their issues somewhat extensively. However, they mainly express themselves to friends for comfort (He et al., Year 2022). Students most frequently use the description of their feelings to friends, after which emotional support techniques become equally preferred, followed by the acceptance of sympathy from others (Waterhouse & Samra, 2025). Students seek solace by expressing emotions, although they avoid using social interactions to solve their problems directly (Hwang & Oh, 2021).

Students avoided expressing their fears and asking for guidance about situation change, which indicates their reluctance

to engage in deep or solution-oriented discussions with peers (Bledsoe & Baskin, 2015). The results show that students need to develop improved problem-solving abilities and better self-assurance when seeking help from others (Elvira, Imants, & Segers, 2016). The students acknowledged help from peers who shared comparable problems, yet the therapeutic effect was lower when compared to the natural expression of emotions (Tepordei et al., 2023).

Students need encouragement to obtain emotional assistance and develop stronger proactive coping skills. Social support through guidance programs that teach constructive communication, build peer trust, and develop problem-solving techniques will enhance students' capability to deal with obstacles (Huddleston, 2025).

#### Sequential Explanatory Data on Anxiety Level and Coping Strategies of Learners

##### Academic and Social Anxiety

Social and academic anxiety manifests through participants' feelings of worry before performing in public activities or when required to speak with others. Unease occurs when students fear judgment from others alongside failures and mistakes, primarily during academic tasks like testing, speaking in front of groups, and classroom discussions. One participant described their experience of anxiety when it occurred on the previous Sunday:

"The last time i felt anxious was this weekend Sunday, what made me feel anxious was the amount of schoolworks that i missed during the time that I was absent (The large quantity of unfinished schoolwork caused my anxiety when I returned from being absent)" (P8).

Another participant stated,

" Ang most specific anxious na, yung halimbawa non is yung, sa dito sa school pag may mga rush na subject na, mag may nirush silang mga subject nagcc-cramm kame ang kapag may performance task like nung aerobics ang yun lang. (The most specific anxiety I feel is when there are subjects at school that are rushed, and we must cram. This happens especially when there are performance tasks, like when we have aerobics. That's when I feel the most anxious.)" (P5).

Langah et al. (2024) explain that academic anxiety produces harmful effects that reduce student performance, cause stress, and demotivate students. Research evidence supports the everyday experience of students developing anxiety during performance-based events because it tends to affect their ability to focus and succeed (Puda-Peña & Rabuya, 2019).

##### Coping Mechanisms for Managing Anxiety

Participants adopt diverse coping strategies, starting with stress-reducing techniques up to seeking assistance from their social network to handle their anxiety. During the period of stress, the participant showed nervousness, which produced the coping response of stepping outside to take deep breaths in the classroom hallway before their anxiety decreased.

"Since at that time kinakabahan talaga ng malala and coping mechanism na ginawa ko is ahh nung pagkatapos na ng ano ng drama namen lumabas muna ako and huminga ng malalim sa ano sa hallway ng classroom and yon medjo nawala naman ang

kaba ko and since napanood ko nga sa facebook kapag daw kinakabahan ka ano daw libangin mo daw yung sarili mo and i'm, i do that naghanap ako ng reason nagpartawa ako sa mga kaklase ko ahh..yon nawala yung kaba ko. (At that time, I was nervous, and the coping mechanism I used was after our drama performance, I went out into the hallway and took a deep breath. That helped ease my anxiety a bit. I also remembered something I saw on Facebook—that when you're nervous, you should distract yourself. So, I did that; I looked for something to laugh about and made my classmates laugh. After that, my anxiety went away.) (P3).

The concept aligns with recent research on stress and coping, which highlights that techniques such as deep breathing and maintaining a sense of humor can effectively reduce stress (Geetanjali et al., 2023). Research findings show that practicing mindful breathing together with social contact produces decreased levels of anxiety (Cho et al., 2016).

##### Coping Strategies

Students employ structured approaches for anxiety relief, including prayer, journal writing, and maintaining social relationships. One participant mentioned

" For me, number one is when you cannot talk to someone else i will pray and i will pray and then i will talk to my life guide or to my elders or to my closes friends. (For me, number one is when you cannot talk to someone else, I will pray and pray, and then I will talk to my life guide, my elders, or my closest friends)." (P1)

Another participant highlighted the effectiveness of journaling,

"Actually, yung strategy na ito matagal ko nadin syang ginagawa whenever i'm feeling anxious i right my feelings down para mas ma-ireflect ko at the same time mailabas to. (Actually, I've been using this strategy for a long time. Whenever I'm feeling anxious, I write down my feelings so that I can reflect on them and, at the same time, release them.)" (P2).

Recent research supports these findings, showing that social support and engaging in spiritual activities contribute to improved mental health and overall well-being (Li et al., 2021). (Additionally, sharing humor and having conversations with friends have been found to reduce stress while strengthening social bonds and fostering positive relationships (Lonczak, 2020).

##### Guidance and Peaceful Mind

Students also find that seeking guidance and strengthening their faith relieves anxiety. One participant expressed,

" For me, it is helpful because when I ask for guidance when i surrender my thoughts my worst and my anxiety to the lord or to other people i trust the most knows the right decisions knows the right path it makes my mind so much peaceful and easier. (For me, it is helpful because when I seek guidance and surrender my thoughts, fears, and anxieties to the Lord or to other people I trust people who know the right decisions and the right path it brings much peace to my mind and makes everything easier)." (P1). Another participant stated,

These results support more recent research suggesting that a combination of social networks and spiritual activities contributes to improved mental health (Kelly et al., 2017).

### Stress and Anxiety Coping Mechanisms

Students employ multiple strategies to manage their stress and anxiety, and these consist of deep breathing alongside relaxation techniques and performing their hobbies.

"One of my recent coping mechanisms is to play the violin when I feel anxious. I just find ahh.. very easy notes to play then repeat them over and over until I calm myself down. (One of my recent coping mechanisms is playing the violin when I feel anxious. I find simple notes to play and repeat them over and over until I calm myself down.)" (P8).

The interviewee confessed that in the past they consumed water to reduce their anxiety during school years grade nine through ten

"Well, sometimes in the past and when I was grade 9 and 10 I will drink some water to remove my anxiety. (Well, sometimes in the past, when I was in grade 9 and 10, I would drink some water to help calm my anxiety.)" (P7).

The American Psychological Association (2019) indicates that practicing mindfulness alongside music listening is an efficient method of reducing stress. The findings showcase the urgent need to implement proven coping techniques that help people enhance their emotional control and mental health status.

### Effectiveness and Limitations of Coping Strategies

While coping methods are helpful in alleviating stress, they are not equally effective for everyone. A participant responded,

"super helpful siya sa akin kasi mas na mas nag-aano yung confidence ko mas tumataas and yung self-esteem. -meron bang mga ano doon sa mga coping strategies na yan ano bang coping strategies yung napi-feel mo na parang di naman talaga siyang nagiging helpful sayo? siguro yung ano yung pini-pressure ko yung sarili ko na gawin yung bagay na parang like alam kong kaya ko parang mas iniiisip ko na parang hindi ko siya kaya. (It's super helpful for me because it really boosts my confidence and self-esteem. As for coping strategies that don't feel helpful, I think it's when I pressure myself to do something, even though I know I can do it. But then, I end up thinking I can't do it, which only makes things harder.)" (P8).

*Another participant expressed,*

"dipende sa sitwasyon ng kung kailan mangyayare or kung ano yung san situation ng bagay na iyon tapos .nakakaapekto sya pag sa mga iba kong ginagawa siguro kung masyado na, kapag masyado na kapag naguguluhan na ako and .wala na akong maisip na for, nakakapagdesisyon na ako ng hindi maganda parang kailangan ko ulet pag-isipan ng pag-isipan ulet yon bago ko sabihin sa tao or bago ko gawin kung tama. (It depends on the situation, when or what the context of that thing is. It affects me when I'm doing other things, especially when it's too much. If I get too confused and can't think clearly, I might make decisions that aren't good. That's when I feel like I need to think things through again before I say anything or do something to make sure it's the right choice.)" (P5).

Dijkstra & Homan, 2016) Emphasized that while some strategies may be beneficial, overuse without addressing the primary sources of stress can render them ineffective. The results suggest that students should identify the optimal threshold of coping strategy utilization alongside proactive measures to control stress.

### Conclusion

- Most responses indicated that they experienced nervousness, particularly in academic settings such as reporting or performing. They mentioned feeling shaky and anxious, with some even experiencing mental blocks. This reflects how the respondents perceived and described their anxiety levels.
- The respondents' coping strategies primarily involved engaging in hobbies or daily routines, such as writing and reading. Some also relied on social interactions and communicating with friends to alleviate stress. Additionally, nearly all respondents practiced deep breathing techniques, such as inhaling and exhaling, to help regulate their emotions and achieve a sense of calm.
- Participants with varying levels of anxiety developed different coping strategies based on their personal experiences and environmental factors. Common strategies included distraction techniques, where individuals engaged in activities such as writing, reading, or socializing to divert their focus from anxiety-inducing thoughts and feelings. Seeking support from friends and family or spending time alone provided an emotional outlet and validation. Lastly, mindfulness and relaxation techniques, such as meditation and deep breathing exercises, were essential practices that helped respondents manage their anxiety, promote relaxation, and improve long-term well-being.

### Recommendations

- Schools need to develop specific interventions by teaching students time management stress. Establishing an environment that enables open communication between students, teachers, and peers decreases anxiety.
- Students must maintain their current coping approaches by adapting them to additional stress relief actions, such as consistent exercise, meditation, and deep breathing techniques. Creative activities, such as writing and singing, help students achieve better emotional regulation and stress relief.
- Students need instruction to learn how to identify their anxiety levels and find suitable methods for managing it. Educational stress management workshops, together with peer support initiatives, allow students to handle anxiety by boosting their emotional connection with others.

**Table 3: Intervention Program**

| Problem Identified                                     | Objectives   | Strategy/Activity  | Person Involved  | Target Date                    | Outcome   |
|--|--|--|--|--------------------------------|---|
| High levels of academic anxiety among HUMSS students   | To equip HUMSS students with effective coping strategies and stress management techniques                  | Beyond the Books: Managing Academic Anxiety for HUMSS Students               | Students, Teachers, Guidance Counselors, Guest Speakers                | First Quarter (June 2025)      | Students will develop awareness of their anxiety triggers and learn initial management techniques             |
| Limited coping strategies for academic stress          | To empower participants with the skills and confidence to manage academic stress effectively               | Coping Canvas: Unleashing Creative Strategies for Academic Stress Management | Students, School Counselors, Mental Health Experts                     | Second Quarter (August 2025)   | Students will be able to identify and adopt at least one effective coping strategy to handle stress           |
| Hesitancy in seeking emotional support                 | To discuss the benefits and importance of seeking emotional support for mental well-being                  | Breaking the Silence: Overcoming Barriers to seeking emotional support       | Students, Peer Leaders, Counselors                                     | Third Quarter (October 2025)   | Increased student engagement in peer discussions and willingness to seek emotional support                    |
| Need for a structured approach to long-term well-being | To foster a supportive community that encourages and motivates participants to prioritize their well-being | Wellness Wheel: A year-long journey to sustainable well-being                | School Administrators, Teachers, Mental Health Professionals, Students | Fourth Quarter (December 2025) | Sustainable mental wellness initiatives in place, promoting resilience and emotional stability among students |

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