

ACADEMIC ANXIETY AND PERFORMANCE OF DAVAO ORIENTAL STATE UNIVERSITY-CATEEL CAMPUS STUDENTS

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ABSTRACT

Academic anxiety is a well-established, significant predictor of academic performance; students with high levels of anxiety are unable to perform at the best of their ability. This study utilized a quantitative descriptive-correlational research design and used two versions in gathering the data: first, a Likert scale survey questionnaire, and second, a general weighted average to measure the level of academic performance. The findings reveal that the overall level of academic anxiety among students is moderate, with an average score of 3.32, exhibited by high anxiety about evaluation, anxiety about being unattained, anxiety about failure, and anxiety about failing to graduate. Then, it exhibited moderate in terms of anxiety about social skills and self-confidence. Lastly, they exhibited low terms of dissatisfaction. However, in academic performance, the general weighted average of students has an overall mean of 2.35, exhibited by moderate. The variables in this study have a very weak negative linear relationship with the correlation coefficient of ($r = -.043$ p .453) identified between academic anxiety and academic performance, indicating that academic anxiety slightly increases, academic performance tends to decrease very slightly, but the relationship is almost negligible. The study concludes that students of Davao Oriental State University-Cateel Campus manifested moderate levels of anxiety that affected their academic performance. Based on the findings, the study recommends conducting a seminar in the community, particularly in Barangay, focusing on recognizing anxiety as a serious mental health problem, implementing a symposium in schools headed by academic institutions and administrators, implementing some recreational programs like sports that could promote community connectivity and involvement, and further research to explore the influence of academic anxiety for those college graduates who are taking their masters in their respective courses.

Keyword: *Quantitative/ Academic Anxiety/ Academic Performance*

1. INTRODUCTION

The word anxiety is derived from the Latin word "angere," meaning to cause distress (Sharma, 2015). Anxiety has also been defined as a vague, uncomfortable feeling exacerbated by prolonged stress and the presence of multiple stressors (Lazarus & Folkman, 2014). It is a dangerous condition that can have a negative impact on a student's academic performance and put them in danger both psychologically and physically (Munir et al., 2019). Excessive anxiety hinders their ability to do things efficiently and promptly (American Psychiatric Association, 2013). The time and energy spent worrying would leave less time to study or do homework and negatively affect academic performance (Lowe & Ang, 2014).

Moreover, anxiety is the most prevalent mental health disorder (33.7%) and is a growing worldwide concern with a considerable impact on cognitive function (Vytal et al., 2013; Bandelow, 2015). Statistics show that 74% of university students suffer from anxiety (Aronin et al., 2018), which negatively impacts their learning through influences on working memory, leading to poor academic achievement (Hashempour, 2014). Given this, studying the effects of academic anxiety on mental performance appears crucial to academic performance.

In America, anxiety is the most common illness, and approximately 40 million adults have anxiety disorders (Robin H, 2019). It can be a normal reaction to stress and be beneficial for the person experiencing it (Muskin, 2021). However, it can also lead to excessive fear and nervousness, leading to an inability to function in society. When a student is affected by anxiety, this could hinder their performance in academics, which would build up even more anxiety (Kalin, 2020). Dealing with worry may impair their capacity to concentrate on academics, resulting in lower performance (Oswalt et al., 2020). Furthermore, multiple studies have found that anxiety can impair an individual's ability to receive, process, and retrieve information, which has a detrimental impact on learning through influences on working memory, resulting in poor mental performance ((Vytal et al., 2014; Bandelow, 2015).

However, the Organization for Economic Cooperation and Development published a paper on the influence of anxiety on student achievement in science, technology, and mathematics courses at Singapore universities (OECD, 2015). The research revealed that teenagers who experienced anxiety had a likelihood of having unsystematic, confusing, and ambiguous goals and priorities; this resulted in students' inability to budget and manage time (Prima, 2015) effectively. Additionally, anxiety issues in Malaya students lead to poor memory, concentration, and weak self-concept, affecting their academic achievements (Muhammad et al., 2015). Studies at Northwest University, Nigeria, found that students with higher anxiety scores scored lower than those with moderate anxiety, highlighting the significant impact of anxiety on university students' academic performance (Mohammed et al., 2017).

However, studies about anxiety in local populations are limited. Some studies have explored this kind of mental disorder. They have often looked at the impacts of this factor in a clinical manner, but they have not always sufficiently explored the impact on academic performance. Few studies have focused on university students, and no single study has examined anxiety and its impact on academic outcomes among students at the DORSU-CEC.

This study aims to provide a thorough understanding of anxiety and provide information on how to manage academic anxiety to improve academic performance. Its focus is to assess the level of their anxiety and academic performance.

2. METHODOLOGY

2.1 Research Design

The researchers utilized quantitative-descriptive correlational to describe a population, situation, or phenomenon accurately and systematically. It is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories (McCombes, 2019). It also measured the relationship between two variables without the researcher controlling either. This method was used because the researchers aimed to measure the significant relationship of two variables: Academic Anxiety and Academic Performance. This allowed the researchers to gather the facts and figures by asking the respondents to answer a questionnaire at one moment.

2.2 Research Locale and Duration

This study was conducted within Davao Oriental State University—Cateel Extension Campus (DORSU-CEC), located in Sitio Mahan-ob, Barangay Mainit, Cateel, Davao Oriental, Philippines. The Davao Oriental State University (DOrSU) is a state-funded, research-based, coeducational higher education institution. The study was conducted from January 2024 to June 2024, the second semester of 2023-2024.



Figure 2. Map of Davao Oriental State University- Cateel Extension Campus

2.3 Sampling and Sampling Technique

This study utilized stratified random sampling. The sampling method involves dividing the population into smaller sub-groups known as strata. Stratified random sampling is a widely used statistical technique in which a population is divided into different subgroups, or strata, based on some shared characteristics. Stratification aims to ensure each stratum in the sample and make inferences about specific population subgroups (Fleetwood, 2015). Since there were all year levels and all programs considered in this study, they were distributed accordingly through stratified sampling (see Table 1)

Table 1. Distribution of respondents

Year Level	Program	Number of Male	Number of Female	Population	Sample Size
First Year	BSA-AS	25	20	45	10
	BEED	3	12	15	3
	BSCRIM	26	24	50	11
	BSAM	83	81	164	37
	BSBA	53	114	167	38
Second Year	BSA-AS	11	8	19	4
	BEED	4	19	23	5
	BSCRIM	59	42	101	22
	BSAM	24	28	52	12
	BSBA	58	118	176	40
Third Year	BAT	29	32	61	14
	BEED	10	43	53	12
	BSCRIM	50	45	95	21
	BSAM	6	33	39	9
	BSBA	72	95	167	38
Fourth Year	BAT	10	13	23	5
	BEED	5	27	32	7
	BSCRIM	17	21	38	9
	BSAM	6	15	21	5
	BSBA	15	22	37	8
TOTAL		566	812	1378	310

2.4 Research Instruments

The research instrument is composed of two parts. Part I consists of items that gather respondents' demographic profiles, such as gender, year level, marital status, and program. Part II consists of an answer sheet with numbers 1-29 and corresponding boxes where the numbers 1-5 are inserted. The researchers used a Likert scale, such as always (5), often (4), seldom (3), sometimes (2), and never (1).

The researchers used two data gathering methods. First, they utilized one set of adapted survey questionnaires to measure academic anxiety, and second, the GWA is to be obtained from the Campus Registrar to measure academic performance. For academic anxiety, the researchers adapted The Anxiety for School Life Scale from Fuji (1998) with (7) indicators such as anxiety about evaluation, dissatisfaction, anxiety about being unattained, anxiety about social skills, anxiety about failure, self-confidence, and anxiety about failing to graduate.

2.5 Research Respondents

This study's respondents were college students at Davao Oriental State University-Cateel Extension Campus enrolled for the second semester of the School Year 2023-2024. The study covered all university programs and year levels, with a population of 1,378 students. The respondents were described according to their demographic profile, such as gender, year level, marital status, daily allowance, and program.

2.6 Data Gathering Procedures

The following steps were undertaken in the data gathering for the study. For Part I of the data gathering:

1. The researchers sought ethical clearance from the Research Ethics of Davao Oriental State University.
2. The researchers asked permission from the Campus Administrator of DORSU-CC to conduct the study.
3. Respondents were identified through stratified random sampling.
4. Identified respondents were asked for consent to participate in the study, and their signatures appeared in the informed consent form.
5. Respondents were briefed on their role and the purpose of the study. Confidentiality was assured to them.
6. Respondents were given the survey questionnaire and were given ample time to give their responses.
7. Questionnaires were collected from the respondents and were tabulated for data analysis.

For Part II of the data gathering:

1. The researchers asked permission from the Campus Administrator to obtain the GWA of the respondents in the Office of the Registrar
2. The researchers asked permission from the Office of the Registrar to obtain the respondents' GWAs and assured them that the data would be confidential.
3. The researchers tallied the GWA gathered from the Office of the Registrar and analyzed the results.

2.7 Analysis of Data

The data gathered were gathered using a quantitative method to provide answers to the problems presented in the problem statement.

Frequency counts and percentages. This statistical tool was used to determine the socio-demographic data of the respondents, such as gender, year level, marital status, daily allowance, and program.

Weighted Mean. This statistical tool was used to measure anxiety about academic performance. A weighted mean is an appropriate tool because the instrument is a rating scale, and the problem is determining the level of anxiety and academic performance.

Table 2. Range of means and interpretation table in analyzing the data

Range of Means	Descriptive Level	Interpretation
4.20 -5.00	Very High	The level of anxiety of college students is always manifested
3.40 -4.19	High	The level of anxiety of college students is often manifested

2.60 -3.39	Moderate	The level of anxiety of college students is sometimes manifested
1.80 – 2.59	Low	The level of anxiety of college students is seldom manifested
1.00 – 1.79	Very Low	The level of anxiety of college students is not manifested

Table 3. Range of means and interpretation table in analyzing the General Weighted Average of Students (from Davao Oriental State University equivalent grade)

Range	Descriptive Interpretation	Interpretation
1.00 – 1.25	Excellent	The level of academic performance of college students is excellent
1.5 – 1.75	Very Good	The level of academic performance of college students is very good
2.0 – 2.25	Good	The level of academic performance of college students is good
2.5-2.75	Satisfactory	The level of academic performance of college students is satisfactory
3.00	Passing	The level of academic performance of college students is passing

Pearson Product Moment Correlation Coefficient (Pearson r). The Pearson Correlation Coefficient, often referred to as the Pearson r test, is a formula statistic that measures the strength of variables and their correlations. It is the best statistical tool, and it determined the significant relationship between anxiety and students' academic performance in DORSU-CEC.

In addition, the interpretation tables below were used in this study to interpret the results.

Table 4. Pearson-r correlation interpretation table.

Interval Coefficient	Relationship Level
(+) 0.80-1.000	Very strong
(+) 0.60-0.799	Strong
(+) 0.40-0.599	Moderate
(+) 0.20-0.399	Weak
(+) 0.00-0.199	Very weak

3. RESULT AND DISCUSSION

3.1 Profile of the Respondents

Table 5 shows the demographic profile of respondents: gender, marital status, year level, program, and daily allowance. Each demographic profile consists of different categories and numbers of respondents.

Table 5. Demographic profile of respondents

Profile	Category	Frequency	Percentage
Gender	Male	155	50
	Female	155	50
	Total	310	100.0
Marital Status	Single	304	98.1
	Married	5	1.6
	Separated	1	.3
	Total	310	100.0
Year Level	First Year	99	31.9

	Second Year	83	26.8
	Third Year	94	30.3
	Fourth Year	34	11
	Total	310	100.0
Daily Allowance	PhP 50 – 100	227	73.2
	PhP 101-200	66	21.3
	PhP 201 - 500	17	5.5
	Total	310	100.0
Program	BEED	27	8.7
	BSCRIM	63	20.3
	BAT/BSA-AS	33	10.7
	BSAM	63	20.3
	BSBA-FM	124	40
	Total	310	100.0

The findings implied that the respondents of this study were students at Davao Oriental State University-Cateel Campus. Based on the data, gender was evenly distributed, with a percentage of 50% for both males and females. As a result, in marital status, 98.1% were single, 1.6% were married, and 0.3% were separate. Further, it indicated that the dominant status of the respondents was single.

Moreover, based on the result, the first year got the highest number of respondents in the year level category with a percentage of 31.9%, followed by the third year, which had 30.3%, and the second year, which got 26.8%. The lowest number of respondents was the fourth-year students, who had 11%.

As shown in the daily allowance category, those with the smallest allowance of P50-100 had the highest rank of 73.2%, followed by those with a minimum allowance of P101-200, and the daily allowance of P201-500 had the lowest rank of 5. %. Lastly, in the student's program profile among categories, the BSBA department got the highest number of respondents as it had an agreeing percentage of 40%, followed by BSCRIM and BSAM department with a matching percentage of 20.3%, BAT/BSA-AS with a corresponding percentage of 10. % and BEED department with an equivalent percentage of 8.7%.

3.2 Level of Academic Anxiety among College Students

Table 6. Level of academic anxiety in terms of anxiety about evaluation

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Feeling anxious about failing in performance during a class	.872	3.77	High
Always conscious about academic record	.883	3.86	High
Feeling anxious whenever thought about academic record	.910	3.74	High
Feeling anxious about how being estimated by others at university	1.052	3.27	Moderate
Category Mean	.7188	3.66	High

Table 6 illustrates the level of students' anxiety about evaluation. The findings presented the level of anxiety of DOrSU-CEC students in terms of anxiety about evaluation as category high with a mean of 3.66, which indicates that the anxiety of DOrSU-CEC students in terms of anxiety about evaluation is often manifest. On the other hand, the difference in responses for anxiety about evaluation has a standard deviation of 0.7188, which shows a moderate level of variance.

The finding that students' dissatisfaction at school was moderate indicated that there were aspects of the educational experience that students found acceptable. Also, there were significant areas that needed improvement. This moderate level of dissatisfaction can be attributed to various factors, including academic pressure, social

dynamics, institutional support, and environmental factors. As highlighted by Pascoe, Hetrick, and Parker (2020), the competitive nature of education and the constant drive for academic excellence contribute to students' moderate dissatisfaction.

The findings in Table 6 were closely related to the study that students experienced evaluation anxiety due to concern about the consequences of their poor performance/failure, and the level of anxiety depends on the characteristic of the evaluation itself (Beiter et al., 2015). This anxiety is typically characterized by an intense worry about failing or not meeting expectations set by oneself or others, such as parents and teachers. Putwain and Daly (2014) students with high evaluation anxiety often view exams and assessments as highly threatening, leading to a range of adverse reactions that can hinder their academic success.

Students experiencing high evaluation anxiety often exhibit noticeable physiological symptoms. These include increased heart rate, sweating, trembling, and gastrointestinal issues, all of which are part of the body's "fight or flight" response. These symptoms can be highly disruptive during evaluations, impairing students' ability to concentrate and perform effectively. For example, during a test, a student might feel so physically uncomfortable that they cannot focus on the questions, leading to a decline in performance (von der Embse et al., 2018).

Persistent anxiety about evaluations can lead to feelings of helplessness, decreased self-esteem, and even depression. These emotional responses can diminish students' motivation and engagement in their studies. Pekrun et al. (2017) found that students with high levels of academic anxiety often experience a range of negative emotions, including frustration and anger, which can further impair their academic performance and overall well-being. Perceptions of the assessment's accuracy in evaluating skills could be implicated in how much anxiety it provokes (Gray, 2017).

Additionally, this anxiety involves an individual's belief that those with whom they are interacting are evaluating them negatively (e.g., ridicule, criticism, or teasing) (Heimberg, 2018). As a result, students become distracted from essential learning processes, such as concentration and working memories.

Table 7. Level of academic anxiety in terms of dissatisfaction with school

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Feeling anxious sometimes when felt confused about this university	1.014	3.04	Moderate
Began to feel anxious without any reason since entering this university	1.147	2.85	Moderate
Sometimes the idea of quitting the university felt good	1.283	2.30	Low
Willing to be transferred to another university or department	1.316	2.17	Low
Feeling anxious about belonging to the wrong department in the future.	1.360	2.64	Moderate
Category Mean	.9410	2.60	Moderate

The level of anxiety of DOrSU-CC students regarding dissatisfaction is moderate, with a category mean of 2.60, which indicates that students' anxiety regarding dissatisfaction is sometimes manifest. On the other hand, the difference in responses for dissatisfaction has a standard deviation of 0.9410, which shows a moderate level of variance.

Students may experience this in the form of irritation with the educational setting, hostility toward the institution's administration, and dissatisfaction with the institution's policies (Andan, 2019). According to Muhammad Nauman et al. (2013), students were dissatisfied with several essential services and amenities, including instruction,

administrative assistance, libraries, labs, housing, medical care, and sports. Since dissatisfaction is frequently a primary factor in students leaving their educational institutions, it may lead to a greater dropout rate among students.

However, as presented in Table 7, the data showed in the item "students feeling of quitting in the university" and "willing to be transferred to another university or department" has its descriptive interpretation of "Low" which implies that students of Davao Oriental State University- Cateel Campus are quite satisfied in their university. It was related to the study of Naz et al. (2020), which states that students' satisfaction in university can be categorized into classroom teaching and learning experience and the comprehensive student experience. It also encompasses institutional elements, including the institution's ability to provide clear feedback, student growth and development, student-centered services, campus interactions, feedback quality, learning resources, and library amenities (Thompson, 2014).

Moreover, peer relationships and social integration are crucial to students' overall satisfaction with school. Moderate dissatisfaction may arise from bullying, social isolation, or difficulties forming meaningful peer connections. Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) found that a positive school climate, characterized by supportive relationships, is critical for student satisfaction. Conversely, a lack of such support can contribute to dissatisfaction.

Furthermore, the availability and accessibility of institutional resources, such as counseling services, academic advising, and extracurricular activities, significantly impact student satisfaction. Moderate dissatisfaction may indicate that while some resources are available, they may need to be sufficient to meet students' needs. According to Richardson, Abraham, and Bond (2014), when students feel that their academic and personal support needs still need to be fully met, their overall satisfaction with the school experience can decrease.

The finding that students' dissatisfaction at school is moderate indicates room for improvement in the educational environment. By addressing academic pressure, improving the social climate, increasing resource accessibility, and engaging in continuous monitoring, schools can enhance student satisfaction and overall educational outcomes.

Table 8. Level of academic anxiety in terms of anxiety about unattained

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Feeling upset whenever the remaining time of exam comes close to the end	1.065	3.39	Moderate
Feeling upset whenever came across questions that cannot be answered	1.053	3.50	High
Feeling anxious about not having be able to submit a good graduate thesis	1.040	3.78	High
Always felt unfulfilled because of too nervousness during exam.	1.012	3.22	Moderate
Category Mean	.8119	3.47	High

The level of anxiety of DOrSU-CEC students regarding being unattained is high, with a category mean of 3.47, which indicates that the level of anxiety about being unattained is often manifest. On the other hand, the difference in responses for anxiety about unattained has a standard deviation of 0.8119, which shows a moderate level of variance.

The findings of the data presented in Table 8 revealed that every student at Davao Oriental State University-Cateel Extension Campus often experiences anxiety about unattained goa. One of the reasons why students suffer anxiety about their unattained goals is the excessive pressure that makes students feel anxious when they do not achieve their expected performance in school (Wrosch, 2015). Anxiety about being unattained is a significant issue among students, particularly those who set high standards for themselves or face intense external pressures to excel academically. When the descriptive interpretation of this anxiety is high, it indicates that many students experience substantial distress related to their academic performance and their perceived failures to meet expectations. According to a study by Richardson, Abraham, and Bond (2013), a significant number of students report high levels of anxiety related to their academic performance. This anxiety is often driven by the fear of not achieving the grades or outcomes

they expect, which can lead to chronic stress and mental health issues. The high prevalence of this anxiety highlights the need for effective interventions and support systems in educational institutions.

Additionally, pressure from parents, peers, and societal expectations can exacerbate anxiety about academic performance. Students may need to meet these expectations to gain approval or avoid disappointment. Richardson et al. (2013) found that external pressures significantly impact students' anxiety levels, particularly when these pressures are perceived as unattainable. Furthermore, anxiety about unattained goals steers academic anxiety and lower performance in college (Shibli et al., 2017). Students who perceive themselves as unable to attain a specific goal, whatever their efforts, are likely to perceive this goal as unattainable (Butler, 2015). It is due to intensive problem-solving tasks, heavy workload, and high-stakes assessments inherent in college universities that contribute to the development and exacerbation of anxiety among students (Salman et al., 2022).

High anxiety about being unattained is a significant issue that affects many students, driven by high academic expectations, perfectionism, and external pressure. This anxiety can lead to mental health problems, impaired academic performance, and maladaptive behavior. Addressing this issue requires comprehensive support systems, realistic goal setting, and effective stress management strategies to help students manage their anxiety and achieve a healthier academic experience.

Table 9. Level of academic anxiety in terms of anxiety about social skills

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Feeling anxious that some cults may entice them to join them.	1.093	2.95	Moderate
Getting nervous whenever talking with teachers.	1.036	3.35	Moderate
Feeling anxious about being unable to get along with the seniors in the club.	1.075	3.01	Moderate
Feeling anxious about failing to cooperate well with friends when requested together.	1.067	3.15	Moderate
Voice sometimes quivers out of nervousness when making class presentation.	1.031	3.50	Moderate
Category Mean	.8122	3.19	Moderate

The level of anxiety of DOrSU-CEC students about social skills is moderate, with a category mean of 3.19, which indicates that the anxiety of DOrSU-CEC students about social skills is sometimes manifest. On the other hand, the difference in responses for anxiety about social skills has a standard deviation of 0.8122, which shows a moderate level of variance.

It was anticipated that communication with peers and instructors would be substantially and favorably associated with student engagement, classroom community, and course satisfaction because communication and interaction are firmly ingrained in classroom engagement (Czekanski & Wolf, 2019). Table 7's results indicate that DOrSU-CEC students have a moderate level of concern regarding their social skills. Moderate anxiety about social skills is prevalent among students. It can manifest in various ways, including fear of social judgment, difficulty initiating and maintaining conversations, and discomfort in group settings. According to Spence and Rapee (2016), social anxiety is relatively common in educational environments, with many students experiencing moderate levels of fear and apprehension about social interactions. This level of anxiety can significantly impact their ability to form and maintain friendships, participate in group activities, and engage in classroom discussions.

According to Anthony (2015), anxiety is considered a typical and adaptive response in specific social contexts. It has a detrimental effect on students in educational settings, lowers retention rates, and lowers academic achievement and engagement (Brook, 2016). According to student reports, social anxiety causes them mental distress that they are frequently ignored in the classroom (Topham, 2018). Furthermore, individuals who experience social

anxiety are more often worried about performance in social situations and experience concerns about being inarticulate or sounding unintelligent (Russell & Topham, 2017). Students with moderate social anxiety may be reluctant to participate in class discussions, group projects, and other interactive academic activities. This reluctance can hinder their academic engagement and performance. According to Owens et al. (2013), social anxiety can negatively impact students' participation in classroom activities, which is essential for academic success. Spence and Rapee (2016) highlighted that moderate social anxiety can lead to avoidance of social interactions, limiting opportunities for social skill development.

Moreover, Table 9 findings imply that students' anxiety about social skills is sometimes manifested. This means that students sometimes feel anxious when communicating with teachers. Thus, they may also feel self-conscious and anxious in social or performance-based situations where they are observed by others, such as speaking in front of the class, raising their hand to answer a question, nervous whenever talking with teachers, anxious that they may not be able to get along well with their seniors in their club and sometimes quivers out of nervousness when they must make a presentation at class. Moderate anxiety about social skills is a significant concern that affects students' academic participation, social development, and mental health.

Table 10. Level of academic anxiety in terms of anxiety about failure

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Feeling anxious about failing on required subjects.	1.021	3.72	High
Feeling anxious to think of situations when late for school in the morning	1.090	3.26	Moderate
Feeling anxious about running short of the monthly cost of living	1.096	3.44	High
Feeling anxious of not being able to get a good job in the future	1.086	3.70	High
Feeling anxious about flunking the test registered for this school term.	1.006	3.43	High
Category Mean	.7893	3.51	High

The level of anxiety of DOrSU-CEC students in terms of anxiety about failure is high, with a category mean of 3.51, which indicates that the anxiety of DOrSU-CEC students in terms of anxiety about failure often manifests. On the other hand, the difference in responses for anxiety about failure has a standard deviation of 0.7893, which shows a moderate level of variance.

Anxiety about failure is a significant concern among students, characterized by a persistent and overwhelming fear of not meeting academic expectations or personal goals. When the descriptive interpretation of this anxiety is high, it indicates that students experience intense discomfort and stress related to potential failure, which can severely impact their mental health and academic performance. According to Flett, Hewitt, and Nepon (2016), many students exhibit high levels of fear regarding failure, which can stem from personal, familial, and societal expectations. This high level of anxiety can lead to chronic stress and significant mental health issues.

Egan, Wade, and Shafran (2013) found that perfectionism is closely linked to high anxiety about failure, as perfectionists often perceive any deviation from their standards as a failure. Students who frequently receive negative feedback or criticism may develop high anxiety about failure. This can lead to a fear of taking risks and participating in academic or social activities. Richardson, Abraham, and Bond (2013) noted that students' perceptions of their academic abilities are significantly influenced by the feedback they receive from teachers and peers.

Table 10 shows that students' anxiety about failing is significantly higher than expected. This is related to Frank's study (2017), which revealed that students who experience high anxiety about failing are more likely to be motivated to maintain their self-esteem if their performance falls short of expectations. Negative parental socialization and parent-child relationships are also essential factors in the development of anxiety about failing.

Academic failure is receiving low or unexpectedly low grades, one of the frequent stressors students experience in educational settings (Haimovitz & Dweck, 2014). It is inevitable to experience academic failure in school, especially at the tertiary level (Ajjawi et al., 2019; Santor et al., 2021). Students will unavoidably have to deal with perceived or genuine failure.

As shown in Table 10, students at DORSU-CEC have an overall mean anxiety about failure that is interpreted as "high" in a descriptive interpretation. This suggests that students frequently exhibit concern about failure, which harms their academic performance.

Table 11. Level of academic anxiety in terms of lack of self-confident

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Feeling anxious about failing an exam whenever taking one	.995	3.54	High
Feeling anxious whenever a teacher asks me to visit his/her office	1.033	3.28	Moderate
Feeling anxious because of not understanding some lectures	1.048	3.27	Moderate
Feeling anxious about how to behave whenever the teacher stands near	1.058	3.15	Moderate
Category Mean	.7976	3.31	Moderate

The level of anxiety of DOrSU-CEC students regarding self-diffident is moderate, with a category mean of 3.31, which indicates that the anxiety of DOrSU-CEC students regarding self-diffident is sometimes manifest. On the other hand, the difference in responses for anxiety about failure has a standard deviation of 0.79736, which shows a moderate level of variance.

As shown in Table 11, the students of DOrSU-CC level anxiety in terms of lack of confidence is "moderate," with the interpretation of sometimes manifest d. This indicates that students' levels of low self-confidence are moderate. This finding is supported by the study (Kanza, 2016), which states that students who possess self-confidence are confident in their skills, set goals for themselves, and work hard to achieve them without concern for the results. However, students who lack self-confidence lack confidence in their abilities, worth, or fitness; they are timid and quiet; they enjoy talking about themselves but find it difficult to draw attention from others (Collins Dictionary, 2019). Additionally, Benabou and Tirole (2015) claimed that self-confidence influences motivation, has the potential to modify students' conduct, and is a determinant of students' capacity for problem-solving in higher education.

Moderate lack of confidence due to anxiety is prevalent among students and manifests as self-doubt, fear of failure, and hesitation to participate in academic and social activities. According to Egan, Wade, and Shafran (2011), many students experience moderate levels of self-doubt and anxiety, which can impact their academic performance and social interaction. This moderate level of lack of confidence indicates that while students can still function, their potential is often hindered by their anxiety.

Table 12. Level of academic anxiety in terms of anxiety about failing to graduate

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Feeling anxious about failing all tests to finish this school year	1.042	3.46	High
Feeling anxious about not being able to graduate from university in four years	1.138	3.59	High
Category Mean	.9986	3.52	High

The level of anxiety of DOrSU-CC students in terms of anxiety about failing to graduate is high, with a category mean of 3.52, which indicates the anxiety of students in terms of anxiety about failing to graduate. On the other hand, the difference in responses for anxiety about failure has a standard deviation of 0.9986, which shows a moderate level of variance.

Students also frequently experience graduation anxiety, which frequently interferes with their day-to-day activities (Lion Heart Foundation, 2021). Higher levels of anxiety and worry in the run-up to graduation can have a negative impact on their academic achievement (Dewi, 2015). When the descriptive interpretation of this anxiety is high, it indicates that students experience intense stress and concern about their ability to meet graduation requirements. A reliable estimation of the anxiety prevalence among graduate students and its changes is essential to inform tailored efforts to prevent, identify, and treat mental distress and to design a suitable public health policy (Wang et al., 2018). High levels of graduation anxiety are becoming more common among graduate students, which has an impact on their general mental health and graduate program attrition (Rummell, 2015; Levecque et al., 2017).

Table 13. Summary of the level of academic anxiety

Indicators	Standard Deviation	Mean	Descriptive Interpretation
Anxiety about evaluation	.71881	3.6626	High
Dissatisfaction	.9410	2.599	Low
Anxiety about unattained	.81188	3.4725	High
Anxiety about social skills	.8122	3.192	Moderate
Anxiety about failure	.7893	3.509	High
Self-diffident	.79763	3.3083	Moderate
Anxiety about failing to graduate	.9986	3.521	High
Anxiety	.61762	3.32	Moderate

The summary table indicates anxiety about evaluation has .71881 SD with a matching mean of 3.6626 while dissatisfaction has .9410 SD with a mean of 2.599. On the other hand, anxiety about unattained has a .81188 SD with a 3.4725 equivalent means, whereas anxiety about social skills has a .8122 SD with 3.192 as its corresponding mean. As to anxiety about failure, it shows .7893 SD with a mean of 3.509 while self-diffident has .79763 SD with an agreeing mean of 3.3083. However, anxiety about failing to graduate presents .9986 SD with an equivalent mean of 3.521.

Moreover, Owens (2013) and Vitasari (2015) both found a significant relationship between high anxiety levels and lower academic performance. This correlation was discussed by Hull (2019), who defined evaluation anxiety as a crucial issue and suggested that increasing academic self-efficacy could help lessen anxiety and progress performance. This anxiety can lead to physiological over-arousal, tension, and fear, which can negatively influence academic achievement (Khizar, 2017). In the same way, Franzen (2021) stressed the significance of academic satisfaction in expecting psychological well-being, with lower satisfaction being connected with higher levels of anxiety, depression, and stress.

Frequently, successful people claim that anxiety of failure can either encourage them to a high level of performance or prevent them from realizing their potential (Conroy, 2017). Anxiety of failure tends to assess threats and feel anxious around situations, including the possibility of failure (Conroy et al., 2005). Self-confidence influenced performance impairment and invasive worry dimensions of test anxiety (Lawal, 2016). Tiensirererk, 2021 Kim, 2022 Buathong (2021) discerned that anxiety about failing to graduate could spread to matters involving job applications and post-graduation employment. McCraty et al. (2014) ascertained that anxiety while studying is a significant predictor of academic performance, and various studies have proved that it has an underlying adverse effect.

3.3 Level of Academic Performance among College Students

Table 14. Level of academic performance of Davao Oriental State University

GWA	Frequency	Percentage	Mean
1.00-1.25	1	.3	2.35 (The level of academic performance of college students is good)
1.26-1.50	4	1.2	
1.51-1.75	11	3.3	
1.76-2.00	17	5.5	
2.01-2.25	63	20.4	
2.26-2.50	147	47.6	
2.51-2.75	55	17.8	
2.76-3.00	12	3.9	
	310	100.0	

Table 14 demonstrates the academic performance of DORSU students represented through their GWA and its frequency and percentage in obtaining equivalent grades.

In college, students are measured through the General Weighted Average (GWA), test scores, and completion rates. Moreover, high academic achievement is often associated with better career prospects, higher earning potential, and greater job satisfaction. Indeed, Richardson, Abraham, and Bond (2012) stipulated that academic performance is a strong predictor of future employability, with employers frequently using grades as a measure of competence and diligence. High academic performance can open doors to advanced educational opportunities, such as scholarships and admission to prestigious graduate programs, further enhancing a student's career trajectory (Credé et al., 2016).

Parker, Summerfeldt, Hogan, and Majeski (2013) found that students who perform well academically are more likely to experience higher life satisfaction and lower stress and anxiety levels. This positive feedback motivates students to continue aiming for academic excellence. As a result, colleges and universities emphasize supporting student academic success through various programs and resources (Tinto, 2012).

Socioeconomic status (SES) is also a determinant of academic performance among college students (Gerald, 2017). In this case, college students often experience high levels of stress, anxiety, and depression, which can hinder their academic achievement. Eisenberg, Hunt, and Speer (2013) found that students with mental health issues, such as depression and anxiety, are more likely to experience academic difficulties and have lower GWAs.

Equally, social support and the academic environment are crucial in determining academic performance (Winn, 2015). Students with solid support systems, including family, friends, and academic mentors, are more likely to succeed academically.

3.4 Relationship between Academic Anxiety and Academic Performance

Table 15. Significant relationship between anxiety and academic performance

	Academic Performance	Interpretation
Anxiety about evaluation	$r = -.032$ $p = .290$	Very weak and statistically insignificant negative relationship
Dissatisfaction In School	$r = -.019$ $p = .367$	Very weak and statistically insignificant negative relationship
Anxiety about unattained	$r = -.032$ $p = .285$	Very weak and statistically insignificant negative relationship
Anxiety about Social Skills	$r = -.052$ $p = .182$	Very weak and statistically insignificant negative relationship
Anxiety about failure	$r = -.087$ $p = .064$	Very weak and statistically insignificant negative relationship
Lack of self-confident	$r = -.041$ $p = .239$	Very weak and statistically insignificant negative relationship
Anxiety about failing to graduate	$r = .025$ $p = .330$	Very weak and statistically insignificant negative relationship
Academic Anxiety	$r = -.043$ $p = .453$	Very weak and statistically insignificant negative relationship

This table suggests that anxiety and performance have no significant correlation as it resulted in a $-.043$ -correlation coefficient and $.453$ as its p -value.

This explains Putwain and Aveyard (2018) finding that while academic anxiety can negatively impact performance, the correlation is often insignificant as some students might thrive under pressure and perform well on challenging tasks despite high anxiety levels, while others may struggle, thus weakening the overall correlation between anxiety and performance Putwain and Symes (2016).

Moreover, Pascoe, Hetrick, and Parker (2020) found that social and academic support significantly reduces the negative impact of anxiety on performance, leading to an insignificant correlation in well-supported environments.

Additionally, it can be supported by Lazarus and Folkman's (2017) transactional model of stress and coping that individuals who see academic stress as controllable are less likely to affect their performance significantly impacted by anxiety. To prove it with another claim, Richardson, Abraham, and Bond (2012) highlighted that factors like intrinsic motivation and self-efficacy could mitigate the effects of anxiety on performance, leading to a less significant correlation. Motivation, self-efficacy, and external stressors can influence both academic anxiety and performance, complicating the direct relationship between the two.

Anxiety about evaluation refers to the stress and apprehension students feel during assessments or exams. This type of anxiety can negatively impact academic performance by impairing concentration and memory recall

during tests. Students who experience high levels of test anxiety often perform worse than their less anxious peers because anxiety interferes with their ability to focus and retrieve information during exams Zeidner (2018).

Anxiety about evaluation involving fear and stress related to assessments is negatively correlated with academic performance. High levels of this anxiety can impair students' cognitive functioning during tests, leading to poorer performance. Zeidner (2018) assumed that students who experienced high test anxiety frequently do worse than their peers because their anxiety affects concentration and retention.

Dissatisfaction in school, characterized by negative feelings about the educational environment, curriculum, or social interactions, negatively correlates with academic performance. Dissatisfied students are more likely to be disengaged and less motivated, resulting in lower academic achievement. Rumberger and Rotermund (2016) found dissatisfaction is associated with higher dropout rates and poorer academic outcomes.

Anxiety about unattained goals, which involves stress over not meeting academic or personal objectives, negatively correlates with academic performance. This anxiety can lead to feelings of being overwhelmed and demotivated, impacting academic success. Schunk and DiBenedetto (2020) emphasize that goal-setting and self-regulation strategies can help reduce this anxiety and improve performance.

Anxiety about social skills, involving fear and stress related to social interactions, negatively impacts academic performance. Students with high social anxiety may avoid group work and classroom participation, which are crucial for learning and engagement. Spence and Rapee (2016) note that social anxiety can hinder academic performance by reducing classroom interaction and collaboration.

Anxiety about failure and the fear of not meeting academic expectations correlate negatively with academic performance. This type of anxiety can lead to avoidance behaviors and reduced effort, further diminishing academic outcomes. Elliot and Thrash (2019) found that fear of failure can demotivate students, leading to lower academic performance and increased dropout rates.

A lack of self-confidence, characterized by doubts about one's abilities, negatively correlates with academic performance, e. Students with low self-confidence are less likely to participate in class and take on challenging tasks, leading to lower academic achievement. Pajares and Schunk (2021) highlight that self-confidence is critical for academic success, influencing motivation and perseverance.

Anxiety about failing to graduate, which involves stress over the possibility of not completing one's degree, negatively impacts academic performance. This anxiety can increase stress levels and decrease academic focus and motivation. Conley and Kirsch (2019) found that students who worry about not graduating often experience academic difficulties and lower performance due to the pressure they feel.

3.5 Implication to Tertiary Education

Education has always been adaptive to changes, depending on their implications. This creates a more robust educational environment (Schunk & Greene, 2015). Generally, a comprehensive approach leads to victory, as Pascarella and Terenzini (2016) assume, as an inclusive methodology towards student development contributes to overall success and satisfaction in tertiary education. So, if there is no significant correlation between academic anxiety and academic performance, other factors might play more vital roles in recognizing and enhancing students' academic success. Universities might prioritize initiatives to boost student engagement and participation in academic and extracurricular activities, recognizing that these factors might be more directly linked to performance outcomes (Astin, 2015).

Colleges may shift to alternative assessment methods that benefit students directly from inclusive and quality higher education. Universities might explore alternative assessment methods focusing on formative feedback and continuous assessment, which can enhance learning without increasing anxiety (Plenty & Heubeck, 2014). Thus, providing additional support for students suffering from academic anxiety might include financial assistance. For instance, first-generation college students or those from low socioeconomic families might take extra academic support and mentoring to bond performance gaps (Richardson et al., 2017).

4 CONCLUSIONS

This study arrives at the following conclusions:

1. The data reveals key trends among student respondents. First-year students are the largest group at 31.9%, followed by third-year (30.3%), second-year (26.8%), and fourth-year students (11). Regarding daily allowances, 73.2% of students have the smallest allowance of P50-100, followed by those with P101-200, while only 5.5% receive P201-500.
In the academic program profile, the BSBA department has the highest number of respondents at 40%, followed by BSCRIM and BSAM (20.3% each), BAT/BSA-AS (10.7%), and BEED (8.7%).
2. The overall level of academic anxiety among students of Davao Oriental State University is moderate, with a mean of 3.2. Students exhibit a high level of anxiety about evaluation (mean = 3.6626), indicating frequent anxiety in this area. Dissatisfaction is low (mean = 2.599), suggesting infrequent dissatisfaction among students. Anxiety about unattained goals is high (mean = 3.4725), reflecting common concerns in this area: a. Anxiety about social skills is moderate (mean = 3.192), indicating occasional anxiety. Anxiety about failure is high (mean = 3.509), showing frequent concern. Self-diffidence is moderate (mean = 3.3083), indicating regular self-doubt. Lastly, anxiety about failing to graduate is high (mean = 3.521), suggesting frequent anxiety about graduation among students.
3. The data reveals the academic performance of DORSU students as shown through their G A. It indicates that only 1 out of 310 students achieves a grade equivalent to 1.00-1.25, 4 achieve 1.26-1.50, 11 achieve 1.51-1.75, 17 achieve 1.76-2.00, 63 achieve 2.01-2.25, 147 achieve 2.26-2.50, 55 achieve 2.51-2.75, and 12 achieve 2.76-3.0. This results in a mean GWA of 2.35, which suggests that the overall level of academic performance among college students is good.
4. The data shows a very weak significant relationship between academic anxiety and academic performance, with a correlation coefficient of .453 and a Pearson correlation coefficient of ($r = -0.043$). This indicates a very weak negative linear relationship between anxiety and academic performance, which means that the two variables have no significant correlation.

5.RECOMMENDATIONS

After thorough data analysis and findings, the following recommendations are tailored to provide further practical suggestions about the impact of academic anxiety on academic performance among DORSU-CEC students:

1. The researchers suggest providing specific orientation and support to first-year students, as they are the majority group, to help them transition well into university life. Additionally, since 73.2% of students have the lowest daily allowance (P50-100), financial aid programs and scholarships should be implemented to alleviate economic burdens and support academic success.
2. The researchers suggest enhancing the university's counseling services, personal development planning sessions, and peer interaction workshops on stress management and coping strategies to address high levels of anxiety about evaluation and failure. These initiatives aim to help students develop better social networks and create a nurturing and sympathetic academic environment, thereby reducing anxiety. Meanwhile, since dissatisfaction levels are low, sustaining current student satisfaction strategies is desirable; however, constant feedback and improvement are indispensable.
3. The researchers suggest creating academic support services on campus, such as tutoring, writing sessions, and study groups, given that the mean GWA of 2.35 shows generally good academic performance. These services promote effective study habits and raise students' academic performance.
4. The researchers suggest conducting further research while ensuring students receive resources for academic improvement and mental health. In the meantime, the results indicate a very weak negative correlation between academic anxiety and performance, suggesting that other factors might be essential for students' holistic development.

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