Effect of Anxiety on Scholastic Performance of Senior High School Students

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Abstract: One of the key indicators of academic success is anxiety. Students with anxiety disorders exhibit a lethargic attitude toward their education, showing little interest in what they are learning and performing poorly on examinations and homework. This study sought to determine the prevalence of anxiety and depression among students during the COVID-19 epidemic. It also sought to determine the causes of anxiety and despair. Further, this study was also conducted to understand if their gender wise and stream wise differences in academic stress reported by the participants. To find the answer, the researchers used a sample size of 238 senior high school students studying in Marcelo H. Del pilar national High school The results identify seven sources. But there are five potential sources of study anxiety; fear of failure, exam anxiety, academic pressure, social anxiety and heavy workload stress. Data indicate that most of student's stressful events are in educational settings. The researchers, therefore, concluded that the result of this study shows that anxiety has a huge negative impact on academic performance, Students who have these disorders are at risk of suffering from poor performance and resistance to anything school-related. Researcher recommended that schools may support students in managing their academic anxiety through counseling and behavioral techniques. teaching interventions are suggested to assist students deal with their anxiety.

Keywords: Student's anxiety, scholastic performance and descriptive, correlation study

1. INTRODUCTION

COVID-19 lockdown period may have serious negative effects on education, However, the impact of these emotional difficulties on academic performance is unclear [1]. The goal of this theoretical study is to measure students' anxiety levels and to look at the children's coping techniques for dealing with the emotional stress and anxiety that may affect their academic performance [2]. A study used an anonymous online survey that targeted senior high school students, almost two-thirds of students reported depressive symptoms and anxiety [3].These results revealed that anxiety has a huge negative impact on academic performance in many ways that can lead to a something serious matter that should also be handled and checked with the help of professionals to avoid stress anxiety and it's effect on academic performance in senior high school students.

Adults and infants alike might experience anxiety. A study found that among high school students in Shandong Province during the COVID-19 outbreak, the prevalence of depression symptoms, anxiety symptoms, and a combination of depressive and anxiety symptoms was 52.4, 31.4, and 26.8%, respectively. Children may find that anxiety causes them a variety of difficulties at school or in other learning environments. The rates of depressed symptoms and anxious symptoms were 17.6 and 4.6% from moderate to severe levels, respectively. Students in grade one of senior high school showed more frequent and more severe mental symptoms than students in the other two classes, and female students also showed more frequent and more severe mental symptoms than male students [4]. The Overall objective will be study is to determine the anxiety and Scholastic performance of senior high school student in the new normal learning system.

This study can also be a reference or a guide for future student researchers who also wants to study this kind of issue to add new data or argue towards our findings for the better and wide knowledgeable results. In terms of the Anxiety effects for the Scholastic Academic Performance of Senior High. It will be a guide for all future researchers to understand the sites and knowledge on how the anxiety, affects and gave impact for overall. The possible contributions of this study are to give awareness not only to the student especially to the future readers. To spread also the difference studies about the topic of this research. It may include various knowledge and existing information.

2. RELATED WORKS

The spread of the respiratory disease known as the Covid-19 virus has affected communities throughout the world. The changes that this virus caused has made it difficult for students to adapt. Future waves of Covid-19 pandemic may cause senior high school students mental and physical health to decline [8] survey study measured the association between risk and protective factors of anxiety and its implications on the academic performance [9]. Junior and lower secondary students face a lower risk of developing symptoms of physical and mental decline due to the conditions placed by the lockdown. The academic stress that is caused by pressure to achieve high grades have been rampant among students [11].

Some research suggests that stress, which might originate at home, at church, or even at school, is something that can lead to anxiety or depression. A shift in the balance is brought on by how one's body and mind respond to something. Despite the fact that senior high school students may experience common stressors from secondary school, opinions on what constitutes an academic stressor can vary [12]. A increasing body of

evidence suggests a strong connection between mindfulness and mental wellness. Studies on Saudi citizens are still in their infancy, nevertheless. Being mindful is having a tendency to pay attention to the here and now in a non-judgmental way, taking in both the internal and external experiences of emotions and events.

Researchers applied quantitative research method which aimed at describing the effect of anxiety in academic performance in senior high [14] they examined showed inconsistent results when comparing female and male students' levels of depression and anxiety [15]. They also found a correlation between depression, anxiety and stress among the senior high school students in private schools in the Philippines. The focus group was organized using sex, career strand, family monthly income and living arrangement to determine the significant relationship of mental health with high school student's academic performance [16]. It is done through an online survey revealed that high school students have a significantly high risk for developing severe depression during the Covid-19 pandemic. Taking to account distress caused by lockdown and the increased time at home, this resulted in high mental health risks among senior high school students [17].

It is not that simple on an account of the multifactorial changes that are taking place in that period, such as biological, physiological and psychological. Psychiatric disorders in this period are a major public health concern because of their impact on the life in almost every aspect from poor academic performance, substance abuse to the suicide attempts Poor sleep quality resulting from experiencing anxiety, and low adherence to sleep hygiene behaviors, may lead to poorer academic engagement [18] [19] [20].

In two several studies, indices of anxiety were related to intellectual performances of high school students. Results of the first study agreed with previous evidence that test anxiety is more consistently related to test performance than are more general anxiety indices. Test anxiety was significantly and negatively related to intellectual test performance and not significantly related to grade point averages. In the second study, none of the measures of anxiety were significantly related to grades or intellectual test performance of boys. For girls, however, test anxiety was negatively related to both. Differences in results of the two studies were discussed primarily in terms of contrasting socioeconomic levels of the two samples [21].

The characteristics that have the greatest impact on students' anxiety are their gender, academic standing, and sense of self-efficacy [22]. Males in the QG scored considerably higher on STAI-S and STAI-T than females. While a high trait anxiety level and a moderate or poor health condition were independent risk factors for severe state anxiety, substantial wealth served as an independent protective factor. The COVID-19 isolation could greatly worsen the anxiety of those under quarantine. In comparison to females, males were much more susceptible to the COVID-19

quarantine. The findings can be used to organize psychological therapies and imply that anxiety should be taken into consideration during a second round of quarantine owing to COVID-19 [23]. The amount of stress, depression and anxiety are often correlated to major examinations of high school students during this time period. However, very little is known about these symptoms and how much they change during this time period. The researchers are discovering the outcomes of this study through surveys which indicates student outcome and potential causes such as gender, academic anxiety, self-efficacy, relationship with peers, family, and social status [24].

3. STATEMENT OF THE PROBLEM

The main problem of this study is to determine the anxiety and scholastic performance of senior high school students. Specifically, this study sought answers to the following questions:

1. How may the level of anxiety of the respondents be described?
2. What is the level of scholastic performance of senior high school students?
3. Does the anxiety and scholastic performance significantly affect senior high school students?
4. What implications may be derived from the findings of the study

4. METHODOLOGY

The researchers used descriptive correlational research method in this study. Correlational research is a type of research technique that includes the observation of two variables in order to establish a statistically corresponding relationship between them. Particularly, the main objective of this study is to determine the effect of anxiety in scholastic performance of senior high school students

Guided by Raosoft software, a calculator sample size, the respondent of a study's was be composed of 238 out of 562 senior high school students during the school year 2021-2022 The researchers used random sampling technique or the fish bowl technique in determining the sample from the population.

To gather necessary data for this study, the researchers adopted a standardized questionnaire entitled, "Predictors of Depression and Anxiety Among Senior High School Students" developed and validated by Alazzam, M and Abdalrahim, A (2021) to describe the prediction of anxiety among senior school students. This questionnaire is a 5-point Likert scale type and is highly reliable as evidenced by .84 Cronbach Alpha. Meanwhile the researchers utilized 15-item self-made questionnaires which aims to describe the experience of students dealing with anxiety. This questionnaire is a 5-point Likert type and was subjected to expert validation

In gathering the data, the researchers followed the following procedures: With a careful approval of the Research Coordinator of the Marcelo H. del Pilar National High School after implementing all the comments, suggestions and

recommendations during the proposal defense, a letter was sent to the school principal to ask permission to conduct the study. With their approval, the researchers prepared the google forms link indicating the consent form on the first part of the survey and then distributed them to the respondents with the assistance of the researcher's contact person per strand/section.

The data were tabulated and processed using Statistical Packages for Social Sciences (SPSS). To analyze and interpret the data gathered, the following statistical measures was used: mean procedures, and Pearson correlation coefficient/regression analysis.

In accordance with the Data Privacy Act of 2012, this study was made sure that ethical standards set by the generic research ethics was followed. In so doing, the participants informed about all the steps that was taken in this research. The respondents are more important than the study, and therefore always respected. They were informed that the study was completely voluntary and would not affect their lives as students and as persons, even their families, in any way. Hence, confidentiality was provided, as the respondents' personal information was not sought by anyone. Lastly, the data collection material was kept and destroyed upon completion of the study.

5.RESULTS AND DISCUSSION
Students Level of Anxiety
Table 1. Students level of anxiety

Indicators	Mean	Interpretation
1.1) . I want to make my parents proud.	3.84	To Great extent
1.2) I always doubt myself to be able to finish my studies.	3.49	To Some Extent
1.3) I want to build a better future for myself	4.77	To Great Extent
1.4) I'm scared of not having a good grade	4.27	To Great Extent
1.5) I'm afraid not to meet my parents' expectation.	4.35	To Great Extent
1.6) Uncertainly fear of the failure.	4.67	To Great Extent
1.7) Being under a lot of pressure.	4.12	To Great Extent
1.8) I Hate when I get lower score on my test	4.09	To Great extent
1.9) Not having enough work	3.84	To Great extent
activities or change in life		
1.10) Always wants the best in me.	3.65	To Great extent
1.11) Feeling of being lonely and isolated.	4.02	To Great extent
1.12) I have negative thoughts and feelings about myself.	4.19	To Great extent
1.13) Constantly Worrying about my future.	4.41	To Great extent
1.14) Not having friends to rely on.	3.16	To Some Extent
1.15) I don't want to disappoint my parents.	3.72	To Great Extent
Average;	**3.65**	**To Great Extent**

The table 1 shows that the anxiety had great extent on the effects on scholastic performance of senior high school students . Table 1 showed that the assessment on anxiety got great extent as evidenced by 365 mean percentage score. This was shown by following indicator The students wants their parents proud (4.84). They doubt themselves to be able to finish their studies(3.49). They wants to build a better future for themselves (4.07) They scared not having a good grade (4.27). They afraid not to meet their parents expectations (4.35) they have uncertainty fear of failure (4.12) they are under a lot of pressure (4.40) they hate when they get lower score on test (4.12) they of feel not having Enough works activities or change in their life (3.84) they always want what's best for them (4.65) they have a feeling of being lonely and isolated (4.02) they have negative thoughts and feeling about themselves (4.19) they constantly worrying about their future (4.40) not having friends to rely on (3.16) they don't want to disappoint their parents (4.72)

The mean score in the indicator no.1.6 from table 1 had the highest mean of 4.67 and interpreted that Students who want to succeed are often, understandably, afraid of failure. resulted "To great extent". This indicates that students motivated to avoid failing because they cannot manage the basic emotions of disappointment, anger, and frustration, it also makes them feel deep shame.

Meanwhile, the indicator no. 1.14 had the lowest mean score of 3.16 shows that students who have friends to rely can increase anxiety, which interpreted as "To some extent". This may be because they believe Friends can prevent loneliness and give them a chance to offer needed companionship, it can also Increase their sense of belonging and purpose.

This result was supported by a study which stated that stressful events are very common in educational settings. A student with anxiety is more likely to feel stressed out by a demanding and heavy task, while other kids may feel stressed out by work that isn't tough enough. They may react in class by acting out or disengaging, which results in subpar work, obscures the source of the issue, and prolongs the troubles [26]. This suggests that having anxiety might make it challenging for pupils to concentrate on studying and paying attention to the courses. This forces them to work endlessly, which ultimately leads to stress.

Scholastic Performance

Table 2. Scholastic Performance

Indicators	Mean	Interpretation
2.1) I don't want to attend my class	3.42	To Some extent
2.2) I'm struggling to do a good performance.	4.27	To Great extent
2.3) I feel pressure	3.33	To Some extent
2.4) I'm afraid to socialize with others.	2.16	To Little extent
2.5) I don't have motivation to study.	3.51	To Great Extent
2.6) I always wanted reassurance from others.	3.70	To Great Extent
2.7) Having trouble focusing and finishing task.	3.37	To Some extent
2.8) Lack of desire and encouragement.	3.88	To Great extent
2.9) I'm always irritated and annoyed over small things.	4.12	To Great extent
2.10) I feel physically and mentally exhaustion	3.70	To Great extent
2.11) I have trouble concentrating in class and completing my class works.	3.86	To Great extent
2.12) I always worrying about something.	2.88	To Some extent
2.13) Lack of interest in learning.	2.17	To Little extent
2.14) I don't have energy to do my assign works and activities.	4.07	To Great extent
2.15) I Feel Tired all the time	2.65	To Some extent
Average	**3.53**	**To Great extent**

Furthermore, it may be gleaned in the table 2 that the anxiety had great extent on scholastic performance of senior high school students. The table 2 showed that the assessment on anxiety got a great extent as evidenced by 3.53 mean percentage score. This was shown by the following indicators; the students don't want to attend their class (3.44). They struggling to do good performance (4.27). They feel pressure(3.33) They afraid to socialize (2.98). They don't have motivation to study (3.51). They always wanted assurance from others (3.70). They having trouble focusing and finishing task (3.37). They have lack desire and encouragement (3.88). They always irritated and annoyed over small things (4.12). They feel physically and mentally exhaustion (3.70). They trouble concentrating in class and completing their class work (3.86). They always worrying about something (2.88). They have lack of interest in learning (3.26). They don't have energy to their assign works and activities (4.07). They feel tired all the time (2.65).

The mean score in the indicator no. 2.2 from table 2 had the highest mean of 4.27 shows that students struggling to do good performance resulted "to great extent" this specify that students with anxiety disorders can make it hard for them to get schoolwork done or study. It may also affect their relationships with peers and teacher.

Meanwhile the indicator no. 2.4 got the lowest mean score of 2.16 that interpreted as "to little extent" conveys that the students who are more likely to socialize increased their engagement and empowerment. they believe that socialization have directly impacts on their stress levels. It also increases their hormone that decreases anxiety levels and make them feel more confident in their ability to cope with stress

Effects of Anxiety on Student's Scholastic Performance

Students learning is also affected due to the fact that anxiety and depression can impact the working memory, which makes it challenging to retain new information and recall previously learned information.

This is moderate negative correlation, which means there is a tendency for high X variable score go to low Y variables score for two variables, X and Y, an increase in X is

associated with a decrease in Y. A negative correlation coefficient is also referred to as an inverse correlation.

Implication drawn based on the findings of the study

Anxiety is one of the most common mental health problem of students during this pandemic. regrettably, not all students affected by anxiety disorders benefit from current treatments which is why continued research is so important. More information will help us better understand the brain mechanisms that lead to anxiety disorder symptoms, and ultimately to identifying new treatments that target these brain mechanisms. It plays an important role in discovering new treatments, and making sure that we use existing treatments in the best possible ways.

6.CONCLUSION

The study examined the correlation between study anxiety and scholastic performance of senior high school students. The findings of this study show that the level of study anxiety and the scholastic performance of the senior high school students have significant relationship through the examination of multiple studies and the conducted survey, the researchers were able to find the effects that anxiety have on the performance of Senior High School Students. The surveyed resulted to most respondents showing agreeing to the problems that arise concerning the mental health of Senior High School students. Researcher were able to assess the problems that arise while conducting the research. Most of the respondents participated well in the survey. They were able to generate a complete narrative of the study. The prevalence of anxiety in Senior High School students were concerning. Students' mental health should be a priority.

7.RECOMMENDATIONS

From the findings and conclusion, the researchers offer the following scope for the future: Promote self-esteem by offering praise for small accomplishments and rewarding participation. Teachers should Develop a Working and Collaborative Relationship with Student. they must Create an open and encouraging environment where students can ask questions. Finding the right way to talk to your students, acknowledging their concerns and providing honest answers to their questions will help them navigate uncertainty and reassure them.

Establishing a positive relationship with teacher helps a student feel more comfortable and safer in their classroom environments. the researcher suggest that school administrator, teacher and staff should be focus on School-based mental health programs that can help promoting mental wellness, preventing mental health problems, and providing treatment. Effective programs: Promote the healthy social and emotional development of all students and youth. The researcher also suggest schools and educators must create a culture of kindness and DE stigmatization that can help support students who are struggling with anxiety.

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