Academic Anxiety, Performance And The Mediating Role Of Academic Self-Regulation Of Grade 7 Students

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Abstract—Academic anxiety may be contributed due to high academic demands faced by grade 7 students at Candon National High School. It therefore affects their ability to handle learning and subsequently performance.
For the quantitative phase, a total of 147 students participated and six of them were chosen for six interviews to get deeper insights on their experiences.
The study ended up finding that there was no significant connection between the two variables (academic anxiety and academic performance), implying that the former is not strongly negative correlated with the latter. Also, the mediation analysis showed that academic self-regulation is not an intermediary in this relationship as it does not weaken the effect of academic anxiety on academic performance.
These findings suggest that academic self-regulation does not have the ability to help reduce anxiety or better academic performance. These terms are associated with the process of increasing a student's power to regulate their learning behaviour emotions and cognition in a direction that positively changes the 'academic performance'. The goal is to strengthen certain key self-regulatory components of goal setting, time organization, metacognition, self-monitoring and motivation with the aim of improving independent learner capacity to effectively navigate academic challenges (Zimmerman, 2020).
The result of the study concludes that academic anxiety and performance are not significantly influenced by a role of the academic self-regulation. This implies that while some of the self-regulation strategies may facilitate learning, they do not provide the appropriate remedy for the impact of academic anxiety on student learning.
This present study thereby recommends the following: (1) help students learn to manage their emotions and behaviors through academic and personal-social development as part of school programs; (2) encourage parents to be more involved in setting academic goals for their children; (3) organize workshops to teach students stress management techniques; (4) create a classroom atmosphere where students feel supported and understood and; (5) conduct research to better understand how external factors impact self-regulation and anxiety.

***Key Words*— Academic Anxiety, Academic Challenges, Academic Performance, Academic Self-Regulation, Current Purposes Pursuing, Long-Term Purposes Pursuing, Management of Feelings Recurrence of Unattained Purposes, Resilience in Learning, Self-efficacy in Learning, Students' Coping.**

I. INTRODUCTION

The seventh grade marks a crucial turning point in the educational journey of students, where various elements such as academic knowledge, social dynamics, and personal development come together to shape their narrative. During the transition to middle school, adolescents encounter a more intricate environment characterized by a variety of academic difficulties, involvement in extracurricular activities, and a growing understanding of their own cognitive and emotional experiences. Striking a balance between academic achievement and the nuanced emotions that accompany the pursuit of knowledge is a part of the Grade 7 experience. A key component of this intricate relationship is the idea of academic self-regulation, which includes a variety of abilities that affect students' capacity to manage the emotional components of learning as well as how they approach their studies.

Given that Grade 7 acts as a bridge connecting the safe havens of elementary school with the more rigorous expectations of high school, the significance of this shift is highlighted (Odom, 2022). In addition to exposing students to a greater variety of topics and challenges, academic expectations are rising. In parallel, the social structure is evolving as peer interactions become increasingly complex and each student's unique identity starts to take shape. This makes the emotional components of learning—in particular, academic anxiety—crucial elements that can either propel students toward academic success or impede their advancement.

While prior research has clarified the importance of academic self-regulation in fostering positive learning outcomes, little is known about the specific impacts it has on seventh-grade students. The goal of this study is to fully examine the intricate relationship that exists between Grade 7 students' performance, academic anxiety, and academic self-regulation. The goal of examining these uncharted areas is to improve theoretical understanding of these ideas and provide useful viewpoints that can direct interventions, support networks, and instructional strategies created especially to meet the unique needs of seventh-grade students.

BACKGROUND OF THE STUDY

In education, the presence of different intertwined factors plays a role in the learning experiences and outcomes of the students (DeVito, 2016). Academic self-regulation emerges as one of these factors with such significance as being able to encapsulate the skills and strategies involved in working independently and autonomously to manage one's learning processes (Zumbrunn, 2011).

At the same time, the psychological aspect of academic anxiety can have a major effect on students' cognitive functioning and the final performance (Robinson, 2013). An appealing exploration of dimensions that, to date, seem to cover an existing gap in our understanding of the interconnections between academic self-regulation, anxiety, as well as performance, makes this study very compelling because the existing gap brings up the need for study.

The academic self-regulation is essential for academic success is considered an important set of cognitive, metacognitive and motivational strategies that allow learners to control their educational efforts (Panadero, 2017). Characterized by goal setting, devising study schedules, progress monitoring, and monitoring performance and modifying strategies with performance feedback, these skills are all included in these skills. These self-regulation skills help students become active learners who not only can endure the challenges, keep up the motivation and get the maximum return out of learning but also do these, as we saw in the examples above.

However, on the flip side, an emotionally charged dimension of students in academic anxiety can horribly affect student's academic trajectory (Ajmal, 2019). It is during the transition to Grade 7, when such academic demands and higher expectations coincide with an increase in academic anxiety (Evans, 2018). This emotional state of being stressed out or apprehensive of academic tasks stifles cognitive processes and distracts one from concentrating and having an interest in learning. The study of academic self-regulation in association with anxiety provides a special place to look from in understanding how students negotiate these challenges, and improve their overall well- being.

In the past years it was seen by the teachers from Candon National High School that the pupils in Grade 7 level are facing an increased number of academic problems. These problems have the following appearance: Children encounter multiple problems when learning and complete transition to a more complicated academic environment of secondary schools; there is increased level of stress and anxiety. Studies have indicated that there have been numerous complaints from students who find it difficult to manage using their time, lack personal goal and motivation with regards to academics, which mean lack of academic self-regulation capabilities. In addition, some students' manifest symptoms of academic anxiety such as unwillingness or inability to complete difficult tasks, lack of completion of tasks, anxiety during exams and reluctance to speak in class.

This has played an interest in knowing how to use the concept of academic self-regulation for reduction in negative implications of academic anxiety or how to increase academic success. By understanding which variables had an impact on learning to positively or negatively regulate the self in this very specific local context, we built the foundation to work on programs aimed at dealing with this specific situation. The study aims to identify the recommendations for the educators of Candon National High School in addressing problems in support of their students' learning progress as a guideline for creating support programs in school.

LITERATURE REVIEW

Academic Self-Regulation: A Student's Power

Growing interest in academic self-regulation, a key mental process of cognitive and metacognitive functioning, has been evidenced in educational research to pursue its effect on learning experience as well as outcomes. Subsequently, this review covers literatures to academic self-regulation in high schools looking into the definition, dimension of the academic self-regulation, and the contributing factors to the academic self-regulation and its implications to educational practice. This study seeks to synthesize the available studies on the topic of academic self-regulation and high school students' academic performance, motivation and overall well-being, to give a general picture of the intricate relationship between these three.

Academic self-regulation is any strategies and behaviors of students that lead to taking charge over their learning processes (Burns, 2020). Some of the strategies include goal setting, time management, planning, monitoring progress, and changing learning approaches through feedback. As noted in Chen and Sukying (2024), Zimmerman's (1989) established model of self-regulated learning outlines the circulatory method of forethought, control during performance activities, and reflection on oneself activities, providing insights into the recursive dependence of this skill. Academic self-regulation consists of the individual's capability to carry out metacognitive awareness that is represented by understanding the individual cognitive processes, studying learning techniques, and modifying them when required (Abdelrahman, 2020).

Studies consistently show that academic performance and academic self-regulation are positively correlated (Ejubovic, 2019). Students who successfully manage their learning typically achieve at higher levels because they have the means to organize their study schedules, track their development, and modify their approaches when difficulties arise (Magulod Jr. 2019). Furthermore, students' intrinsic motivation and self-efficacy beliefs are intimately linked to their academic self-regulation. Higher levels of engagement, perseverance through challenges, and a proactive approach to learning are all more likely to be displayed by students who feel in charge of their educational journeys (Hayat, 2020). Additionally, Zimmerman's study from 2023 revealed that students who actively and consciously control their learning activities have a strong correlation with better preparation and, consequently, better exam results. The intricate relationship between students' test anxiety and their final exam performance is also mediated by conscious self-regulation, according to their research. This role in mediation highlights the potential of self-regulation techniques as a critical component in attaining academic success by highlighting their importance in mitigating the detrimental effects of test anxiety.

Academic Anxiety: Impact and Risk Factors

Recognized as a ubiquitous psychological phenomenon among high school students, academic anxiety has become the center of the Internet of educational and psychological research for its enhancement impact on students' academic experience and quality of life. This is followed by a review of related literature on the multiple facets of academic anxiety in high school students, defining, classifying and explaining the causes, manifestations, consequences and possible interventions for them. Through synthesizing the different studies, this study will enable the readers to gain a full understanding on the complex relationship of academic anxiety and its impact on students' performance in school as well as students' psychological health and educational practice. The results from existing research have already shown that the effect of academic anxiety is extensive on students' academic performance, engagement, and general wellbeing. As mentioned in (Barber et. al., 2020), students with emotional or behavioral disorders are a highly vulnerable group when it comes to developing academic anxiety, and thus require specific interventions and bolstering mechanisms to facilitate their situation. One notable study examined how reading anxiety interacts with engagement and achievement for emergent bilinguals as well as English monolingual students, pointing to the need to approach reading anxiety with finesse. Test (or school related) anxiety or academic anxiety involves excessive feeling of fear, distress and nervousness concerning

academic tasks, evaluations and expectations (Chakraborty, 2023). This can be physiological or cognitive manifested as physiological symptoms like raised heart rate, sweating and cognitive symptoms such as racing thoughts and negative self-talk or behavioral symptoms including avoidance of any academic task (Chand and Marwaha, 2023). This type of anxiety is related to a multitude of sources, such as fear of failure, perfectionism, high stakes testing, and the comparison with peers (Rindels, 2021). However, it is in line with the transactional model of stress presented by Lazarus and Folkman (2022) stating that those with robust coping strategies have higher resilience in stressful situations. In fact, it has been found that students who use self-regulated learning techniques like efficient planning and time management will also achieve higher levels of academic education (Hadwin et al., 2023).

Academic anxiety is an important and complex issue concerning the high school students. Many researches have supported negative correlation between academic anxiety and academic performance (King et al, Pang et al, 2024). Anxiety of high levels can impair cognitive function, tamper the process of information processing and the ability to concentrate in exams, or even assignments. This then results in lower academic performance and lower learning outcomes. Obviously, academic anxiety extends beyond academics, and it really does affect how students feel on a psychological level, so it causes stress levels to go up, it causes self-esteem to go down, and life satisfaction to go down (Barbayannis, 2022). In seriously troubled cases, academic anxiety can escalate to more widespread mental health conditions like generalized anxiety disorders or depression (Munir, 2022).

Academic Performance: Determinants and Challenges

Academic performance is one of the most critical factors defining the outcomes of the educational process in the education system and the quality of academic education in the institution. Teaching strategies, the course content and the learning climate are indexed in it and a field of interest to teachers, academics and policymakers. As opposed to the notion that intelligence has the potential to expand one's opportunities of obtaining jobs and improving one's lot in life, the high academic performance is related to the above features of increasing the probability of qualifying for admission into tertiary institutions, improved job opportunities and the acquisition of skills suitable for work situations where sensitivity to the job demands and compliance are highly required.

Students' achievement in carrying out academic tasks, most of the times assessed through exams, assessments, coursework, and generally grades, are known as academic performance (Maqableh, et.al 2021). However, even a substantial number of students are still unable to keep ahold of higher academic achievement. Qualitative data from the interviews revealed that the performance of a student is highly affected by academic pressure, stress and anxiety and freshmen resort to different coping mechanisms. It includes processes of cognitive skills, subject specific knowledge, critical thinking skills and application of learnt concepts with the area of interest. Grades are not the only aspect of academic performance because grades can extend beyond what one can achieve bringing into play in addition classroom engagement, participation, and development of key competencies relevant to academic and professional success (Delfino, 2019). That research shows that students who actively seek out help from peers, educators and other people experience lower academic stress (Rodriguez & Rahman, 2023). Furthermore, students that adopt problem coping strategies such as change the study plan and enhance time management skills are more likely to succeed academically (Zimmer-Gembeck & Skinner, 2021). However, contrary to this, some students may use avoidance tactics, such as emotional disengagement or more rumination, that may interfere with effectiveness (Zhang & Ziegler, 2021).

As with the institutional factors, literature also identifies the importance of the individual characteristics and circumstances. There are various studies showing that different factors are worth considering such as student motivation, study habits and socioeconomic status, all of which can be factors that affect academic achievement (Santos & Celis 2020).

Academic performance in high school is multifactorial in nature because it is influenced by several factors. Among all other factors, personal characteristics such as cognitive abilities, learning styles, socio-economic background are a major player in affecting academic outcome (Li, 2020). Further, motivational factors like intrinsic motivation, self-efficacy beliefs and perceptions of task value help motivate students in their studies (Gan, 2023). In addition to academic progress, students' social factors such as parental activities, peer interactions and teacher–student relations influence their academic progress (Ates, 2021).

The performance at high schools also matters greatly for the students' future. The criterion of strong academic performance is often considered a key criterion for admission to higher education institutions, scholarships, and competitive opportunities in your career. It has also the potential to affect students' self-concept and trust, affecting their aspirations and ambitions (Haverila, 2020). Secondly, it enhances the acquisition of transferable skills including critical thinking, problem solving and effective communication which are crucial in adapting to a global changing landscape (Mainga, 2022).

Nowadays, educators and policy makers have been interested to design interventions and strategies to improve high school students' academic performance. The research also suggests that resilience training, mentorship programs and goal setting workshops do much to boost students' academic performance as well as emotional health (Dweck, 2020). In addition, it is important to create a supportive learning environment that would promote the student's success.

Academic performance of high school students has been the subject of much of the literature which notes that it is multidimensional and very crucial to a student's education journey and potential future alike. Therefore, one can gain a deep knowledge of the determinators, factors that influence and interventions that can be made for the practices of educational domain for fostering academic excellence and holistic development. Drawing upon the insights from a comprehensive review, listeners can turn educators and policymakers into learning environments that equip students with the skills and knowledge to succeed in both the academic and professional realms.

Previous research identified at the impacts of self-regulation on performance and the impact of anxiety on academic performance, but not enough has been done to test in how self-regulation could help account for the relationship between anxiety and performance. The gap was filled by this study in which it tried to choose high school students to assess the levels of academic self-regulation and anxiety and to study the practice of self-regulation to use it as a coping mechanism to ascertain the negative impact of academic anxiety on performance.

THEORETICAL FRAMEWORK

The purpose of this study was to investigate the effect of academic self-regulation on the level of academic anxiety and performance of Grade 7 students in Candon National High School, where **Bandura's Social Cognitive Theory** (Nickerson, 2023) served as a framework. According to Albert Bandura, this theory stresses on the opposite relation of the personal factors, environment and behaviour. It serves to explain self-regulated learning, anxiety, and performance within education.

CONCEPTUAL FRAMEWORK

The conceptual framework presented depicts the relationship between students' academic anxiety, self-regulation, students' coping and the academic performance, especially on the role of management of feelings and intervention programs. Academic anxiety affects students' ability to self-regulate and learn from the former two, thus, whether it helps or not students' academic performance. In fact, managing them well will help students regulate emotions, decrease anxiety, providing significant support to their academic outcomes. Moreover, programs and interventions also help in building and building self-regulation, coping mechanisms to have overall student success.

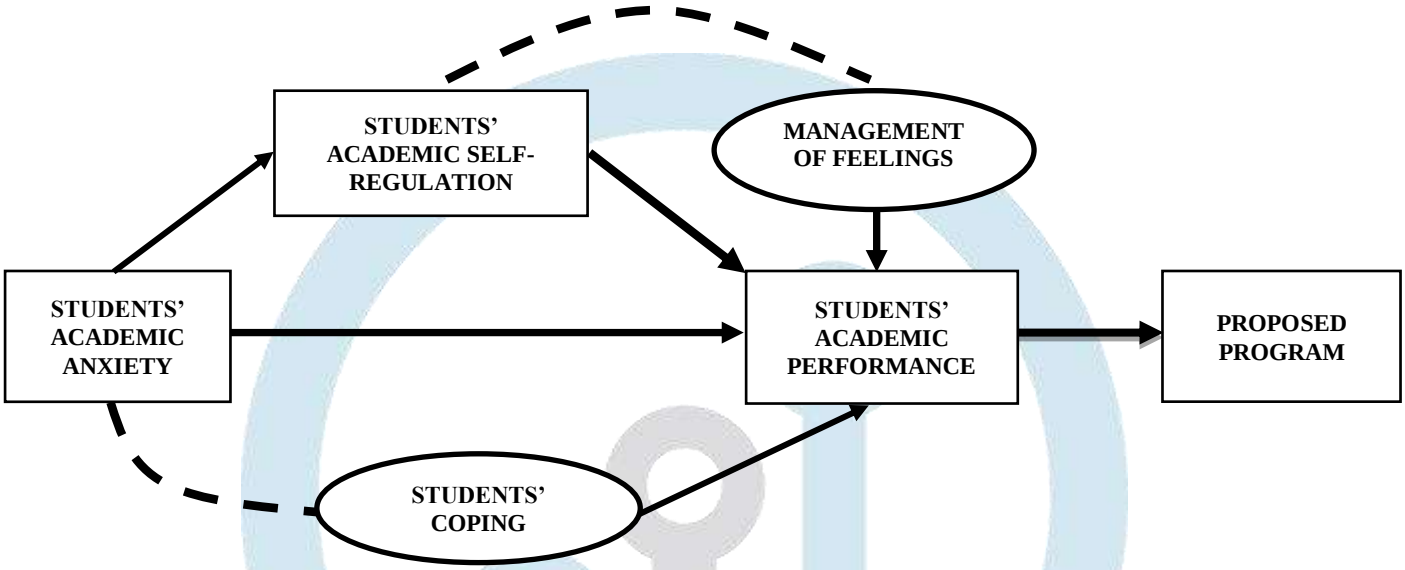

Figure 2. Framework of the Study

The conceptual paradigm was based on a premise that management of feelings and students' coping as revealed in mediating academic self-regulation would lead to reduction of academic anxiety and academic performance. Educational institutions then become in a position to design and carry out specific interventions aimed at alleviating academic stress and realizing the students' potential of learning.

STATEMENT OF THE PROBLEM

Generally, this study aims to assess the impact of academic self-regulation on the academic anxiety and performance of Grade 7 students in Candon National High School.

Specifically, this study aims to answer the following questions:

1. What is the level of academic anxiety of the respondents?
2. What is the level of academic self-regulation of the respondents in terms of:

2.1. Long Term Purposes Pursuing;
2.2. Current Purposes Pursuing; and
2.3. Recurrence of Unattained Purposes?

3. What is the level of academic performance of the respondents in the first quarter?
4. Is there a significant relationship between the academic anxiety and academic performance of the respondents? (Pearson or Linear Regression)
5. Does the academic self-regulation have a significant mediating effect between academic anxiety and academic performance of the respondents?
6. How do the students manage their feelings when confronted with challenges?
7. How do the students cope with academic anxieties?
8. What program can be proposed based on the results of the study?

HYPOTHESIS

H_{o1}- There is no significant relationship between the academic anxiety and academic self- regulation of the respondents.

H_{o2}- The students' academic self-regulation does not have a mediating effect between academic anxiety and academic performance of the respondents.

SIGNIFICANCE OF THE STUDY

The study highlights its significance for various stakeholders:

Students: Grade 7 students can benefit by learning strategies to manage academic anxiety and improve performance through self-regulation techniques, leading to reduced stress and increased confidence.

Educators: Teachers can use the findings to develop new teaching methods and classroom practices that incorporate self-regulation, helping students with study habits, goal setting, and time management.

Parents: Parents can understand the impact of self-regulation on their children's anxiety and performance, enabling them to support their children's academic and emotional well-being at home.

Guidance Counselors and Mental Health Practitioners: These professionals can use the study to design intervention programs for emotional control, stress management, and resilience building.

Educational Researchers: The study can contribute to educational research and curriculum development, promoting the inclusion of self-regulation skills in the curriculum.

Department of Education, School Administrators, and Other Educational Institutions: The findings can inform policy decisions, resource allocation, and the design of interventions or programs to enhance self-regulation and reduce anxiety among students.

SCOPE AND LIMITATIONS

The study focuses on Grade 7 students at Candon National High School, Ilocos Sur, during the school year 2024-2025, investigating the impact of academic self-regulation on their academic anxiety and performance. Using a mixed-method approach, it combines quantitative surveys and qualitative interviews or focus groups to explore the relationship between self-regulation, anxiety, and performance. However, the study's limitations include its confinement to a single school, potential response bias from self-reported data, difficulty in establishing causation due to unmeasured variables, and the exclusion of external factors like personal life events and family dynamics. Additionally, the research's findings are specific to the academic year studied, which may affect their applicability over time.

II. METHODOLOGY

The following chapter provides the research method, which was used in this study to explore the connection between the phenomena under focus, namely academic self-regulation, academic anxiety level, and student performance among the targeted Grade 7 learners. The study employs an explanatory sequential mixed-methods approach whereby cross-sectional quantitative data is collected and followed by qualitative data to explain the results. This is then supplemented by qualitative data collection methods in order to gain perception and understanding of the experiences of the various students that goes beyond the quantitative results. The process of data collection is presented, and in the quantitative part, the Academic Persistence Scale and the Academic Anxiety Scale are applied for assessing students' level of self-regulation to persist academically, and anxiety levels, besides their GWA. In the qualitative phase, focused interviews were used to gain insight into the student's perceptions of self-regulation relationships to academic stress and achievement. Both methods are effective in that the results obtained can be suggestive of the factors that create the conditions of students 'learning experiences.

RESEARCH DESIGN

This study employs an explanatory sequential mixed method research design, integrating both quantitative and qualitative approaches. Initially, quantitative data were collected through surveys to examine the relationship between academic self-regulation, anxiety, and performance and gain insights among Grade 7 students. This phase aimed to identify trends and correlations, which were then explored in the qualitative phase. Qualitative data were gathered through in-depth interviews to provide deeper insights into students' experiences and perceptions. The quantitative data were analyzed using statistical methods, such as Pearson correlation, while qualitative data were analyzed using Thematic Analysis based on a codebook. This mixed methods approach allowed for a comprehensive understanding of the complex relationship between academic self-regulation, anxiety, and performance.

POPULATION AND SAMPLING

For this study, the respondents were Grade 7 students in Candon National High School in Ilocos Sur, and the simple random sampling was conducted to reduce the selection bias and have generalizability of the finding (Taherdoost, 2019). A sample size was computed, and the respondents were picked at random until the sample size computed is reached.

A group of 20 respondents was randomly selected from among the 147 respondents and used a semi structured interviews ensuring in-depth information about some of the experiences and viewpoints regarding academic anxiety, self-regulation, and performance. Semi-structured interviews allowed researchers to obtain rich qualitative data because they allowed for flexibility in delving deeper in participants' responses while maintaining consistency in the questions (Kallio et al. in 2019). To accommodate a range of viewpoints, the study chose 20 participants, and to balance the data collection depth and manageability, there can be (Saunders et al. (2021).

RESPONDENTS OF THE STUDY

Candon National High School was selected for this study, primarily based on their proximity to the researcher's place of origin. Based on the available data, there are 237 Grade 7 students. Using the Yamane's formula with a critical value of 95% and a margin of error of 5%, the computed sample size is 147.

RESEARCH INSTRUMENT

This study utilized a research instrument composed of three parts: the Academic Persistence Scale (APS) for academic self-regulation, the Academic Anxiety Scale (AAS) for academic anxiety, and an Interview Guide. Validity was ensured through expert review by a guidance counselor, psychologist, and psychometrician, who provided feedback to improve clarity and relevance. A pilot test with 15 Grade 7 students helped refine the questionnaire. The APS, consisting of 45 items across three dimensions, demonstrated excellent reliability (Cronbach's Alpha: 0.998). The AAS, with 20 items, also showed high reliability (Cronbach's Alpha: 0.911). Qualitative data were collected through semi-structured interviews, validated by experts, to capture students' perceptions of self-regulation and academic anxiety. This mixed-method approach facilitated a comprehensive understanding of the variables being investigated.

DATA GATHERING PROCEDURES

The data gathering procedures for this study involved several key steps. First, the researcher obtained approval from the ethics review board to ensure ethical conduct, including informed consent and confidentiality. Authorization was also secured from the original authors of the research instruments used, such as the Academic Anxiety Scale (AAS) and Academic Persistence Scale (APS). Permission to conduct the study was granted by the school principal of Candon City National High School. Surveys were administered to Grade 7 students to collect quantitative data, which were then anonymized and analyzed using SPSS. Qualitative data were gathered through semi-structured interviews with a diverse group of students, and these interviews were transcribed and

analyzed using Thematic Analysis. The findings were interpreted in the context of existing literature, and a capacity-building program was recommended to improve students' academic and personal development. This program aimed to address negative trends in self-regulation and anxiety, ultimately enhancing students' academic performance and well-being.

DATA ANALYSIS

The data analysis in this study involved determining respondents' levels of academic anxiety using descriptive statistics and a four-point Likert scale. Academic self-regulation was assessed using mean and standard deviation on a five-point Likert scale. Academic performance was measured by students' general weighted average (GWA) for the first quarter. Pearson correlation analyzed the relationship between academic anxiety and performance, while regression analysis examined the mediating effect of self-regulation. Qualitative data from semi-structured interviews were analyzed using Codebook Thematic Analysis to understand students' perceptions of self-regulation and its impact on academic stress and achievement. The findings supported the importance of self-regulation in reducing anxiety and improving performance, leading to the recommendation of a capacity-building program for Grade 7 students.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter explains results of a study that explores the relationship between the academic anxiety, academic performance of students in Grade 7 and the mediating role that academic self-regulation provides. The findings from the quantitative and qualitative phases of this research are described, summing up the results to shed light on the complex interactions typical of the variables under study. Quantitative analysis involved descriptive statistics and inferential tests to examine the relationship between academic anxiety and academic performance while academic self-regulation revealed the pattern of each respondent from the first quarter results. Qualitative findings came from interviews and focus group discussions to much better understand the lived experiences of the students. Lastly, a proposed program based on the negative results were introduced.

Table 1: Level of Academic Anxiety

Questions	Mean	Interpretation
I worry that my schoolwork is not good enough.	2.52	High Anxiety
I avoid doing schoolwork because it makes me feel stressed.	1.86	Moderate Anxiety
I often worry that I am not doing assignments properly.	2.45	Moderate Anxiety
I feel less confident in school.	2.22	Moderate Anxiety
I feel nervous or scared when I am in my classroom.	2.02	Moderate Anxiety
I feel nervous around my teachers.	2.16	Moderate Anxiety
I spend a lot of time at school worrying about what will happen next.	2.42	Moderate Anxiety
There are things about school that make me feel scared.	2.29	Moderate Anxiety
I worry about what my classmates think of me.	2.43	Moderate Anxiety
I feel unwell when I have a big assignment to complete.	2.31	Moderate Anxiety
I have a hard time handling academic responsibilities.	2.53	High Anxiety
Weighted Mean	**2.29**	**Moderate Anxiety**
Standard Deviation	**1.015**	

Table 4 shows that students suffer from moderate level of academic anxiety, with the highest mean score (2.53) on the statement 'I have a hard time handling academic responsibilities," indicating that the students have difficulty in balancing with the workload but they are becoming deep in the courses. On the other hand, in the statement, 'I avoid doing school work because it makes me feel stressed,' the lowest average score (1.86) shows the students do not completely disengage from academic activities, but do feel pressured. Similarly, it classifies the responses into themes such as academic pressure, social support, emotional resilience, overthinking, and coping mechanisms and how students cope with anxiety through external support, mindset shifts, and personal strategies.

The qualitative data provide additional support for these conclusions in which students report using external support, such as friends, music and self-encourage, to cope with academic stress. Similarly, supportive learning environment is important since coping strategies included seeking social support from teachers, peers, and family. Some of the students ignored the negativism and focus on self-improvement whereas some of the students get anxiety while their peers' perception and think too much about them and getting themselves doubtful beginning from negative opinion.

Many studies focused on the relationship between academic anxiety and student performance have gone on to further investigate the coping mechanisms for dealing with it, and appropriately, so. Smith et al. (2020)'s study stands for example, observed that students who used relaxation techniques, like music, physical activity, and other means reported lesser academic stress levels and improved performance. Johnson and Taylor (2021) had similar findings of reducing procrastination and anxiety in college students who used time management, by setting realistic goals and using planners.

Table 2: Level of academic self-regulation of the respondents in terms of Long-Term Purposes Pursuing

Particular Question	Mean	Interpretation
2. I already have a target at what age will be a successful person	2.10	Limited Self-Regulation
4. I have planned a profession to be undertaken	2.11	Limited Self-Regulation
5. I determine whether to work or continue study after graduating	2.12	Limited Self-Regulation
7. Focus on predetermined goals from the beginning of entering college	2.33	Limited Self-Regulation
10. I always remember the ideals that have I specify	2.10	Limited Self-Regulation
12. I always follow activities that will support the achievement of my ideals	2.51	Limited Self-Regulation
14. I have a study schedule outside of hours school for admission to ideal campus	2.07	Limited Self-Regulation
21. In my opinion, obstacles are not things I should worry about.	1.77	Low Self-Regulation
25. I am able refusing invitations to play from friends while completing assignments	2.45	Limited Self-Regulation
33. Every time I go to bed, I will think about the things I have done today	2.60	Limited Self-Regulation
38. I often get inspiration from books or videos	2.49	Limited Self-Regulation
40. I get new ideals in the course of my life	2.24	Limited Self-Regulation
43. I am excited when I remember my dream	2.53	Limited Self-Regulation
Weighted Mean	**2.26**	**Limited Self-Regulation**
Standard Deviation	**1.210**	

Table 2 represents students show moderate rates of academic self-regulation in the attainment, maintenance and production of learning in physical and social contexts. Meaning the statement that 'Every time I go to bed, it helps me think about things I have done today' was the highest (2.60) which indicates that students could practice self-reflection on your current activities, which is positive habit to long-term goal regulation. However, the lowest mean score (1.77) for the statement "I don't think there are things to worry about that are obstacles" implies that students generally view obstacles as something that should not be worrying. The latter implies that resilience and problem-solving mindsets might be a certain point for which to intervene. In addition to this, students showed low scores for other items, such as "I have planned a profession I planned to undertake" (2.11), "I already have a target at what age I would be a successful person" (2.10) and others, which meant that they cannot plan for long term and the goal setting for their career. These results indicate the requirement for a structured support to students' motivation and persistence during the academic and career trajectories. The weighted mean of 2.26 is categorized as Moderate Disagreement, meaning that most respondents do not completely agree with the statement, but they do not strongly oppose that statement. It is a mixed response where some people are against, others feel neutral or little agreeing, resulting in a moderate stance. Such a score means some sort of uncertainty, mild skepticism, or individual differences in perception. To the extent this is so, it may signify the respondents' lack of confidence, motivation, or goal-setting tendencies in any particular statement. It would need further analysis to understand the reason for this response and to see if there are interventions necessary.

These findings are further substantiated from interviews with the qualitative data, which show a mixed approach to academic motivation and regulation. Embracing challenges by accepting the failures and striving hard still, there are some students who show acceptance as well as motivation. For example, in the case of Participant 2, "I get motivated and work harder". Participant 11 also agreed and said, "Yes I experienced a low grade and I accept that because I did that grade to myself because all I am is supposed to and cannot do." Therefore, it means that some students develop growth mindset and persevere through academic challenges. Some

though, show emotional resilience through disengagement as seen in Participant 10's statement, 'I ignore it and I don't think about it because there's still time to recover.' Detachment may be a temporary coping mechanism, but it may also be a sign of low academic engagement, thus not being able to achieve long term goal.

These findings from a theoretical perspective in accordance with the recent literature on academic self-regulation. Zimmerman and Schunk (2019) point out that self-regulated learning is a dynamic process, where students will set goals, monitor themselves, and learn in an adaptive way and will to some extent depend on their willingness and engagement with their goals. Duckworth and Yeager (2020) assert the importance of grit and perseverance in long term success but the findings also reveal that many students have a difficult time sustaining forthright long-term objectives as shown by the low scores of career planning and surmounting obstacles. Ryan and Deci's (2020) Self-Determination Theory also stressed on the need for intrinsic and external motivation in academic achievement. This theory also suggests the students count on peer and family support in maintaining academic motivation because external encouragements are a factor that supports academic motivation. Putwain and Pescod (2022) further point out how academic anxiety impacts on self-regulation by indicating that students who perceive obstacles as pretty big barriers (with the lowest average score) are more anxious and thus have a rate of self-efficacy decreased. Kim et al. (2023)'s recent research also supports the use of structured goal setting interventions in helping students in improving longer term academic planning, adding to the need for institutional support in developing students' self-regulated learning strategies.

Taken as a whole, the study serves to inform that typical students are of moderate readiness in the realm of academic self-regulation, from the unstable perspective of long-term planning and goals setting—it's a bit uncertain. While some students are quite resilient and motivated and some need to avoid and receive external support, both can help or hinder self-regulation depending on the use of the support. These findings are further sited in the literature as promoting self-regulated learning strategy, social support and goal setting intervention on academic perseverance. Structured mentorship, resilience training, and goal setting workshops might help address these gaps of how curricular and co-curricular activities and experiences do not translate into stronger self-regulatory habits by students that in turn can improve their academic and career outcomes.

Table 3: Level of academic self-regulation of the respondents in terms Current Purposes Pursuing

Question	Mean	Interpretation
11. I design daily activities so that my goals are achieved	2.10	Limited Self-Regulation
13. If there are activities that are not in accordance with my ideals, then I tend to leave them	1.54	Low Self-Regulation
15. I will balance time to study and play	2.63	Moderate Self-Regulation
16. Every time I have a school assignment, I finish it immediately.	2.36	Limited Self-Regulation
17. It is very difficult to complete daily tasks according to planning	1.97	Limited Self-Regulation
18. I ask for help from others to complete my assignment	1.80	Limited Self-Regulation
19. I always complete school assignments	2.59	Limited Self-Regulation
20. I complete daily targets every day	2.21	Limited Self-Regulation
22. I always focus on what is done to completion.	2.44	Limited Self-Regulation
23. I deactivate my cellphone while studying	2.18	Limited Self-Regulation
24. I am always looking for a place that is quiet in doing assignments, so that nothing can bother me.	2.65	Moderate Self-Regulation
26. I was determined to complete the task until it was finished	2.75	Moderate Self-Regulation
31. I ask friends about what I have done	2.21	Limited Self-Regulation
34. Making mistakes is normal for every human being	2.46	Limited Self-Regulation
35. I cannot find my weaknesses and weaknesses	2.51	Limited Self-Regulation
36. I find new solutions to unresolved problems	2.29	Limited Self-Regulation
Weighted Mean(interpretation)	**2.29**	**Limited Self-Regulation**
Standard Deviation	**1.219**	

As seen from Table 3, students were having limited self-regulation (Weighted Mean = 2.29 SD = 1.219) about their level of grades of academic self-regulation in achieving their current goals. The statement that received the highest mean score (2.75) was, 'I was determined to complete the task until it was finished', showing that even if some students are committed to completing a task, their level of determination towards this goal is not strong. However, as shown by the lowest mean statement score (1.54), the statement 'I tend to leave things that aren't in accordance with my ideals' was the lowest score indicating that students are not able

to prioritize tasks based on congruence with their long-term goals. Furthermore, other statements, such as 'I design daily activities on purpose that facilitate meeting of my goals' (2.10) and 'I do achieve daily targets daily' (2.21) indicate the challenges students had in keeping the goal setting and self-regulation in check. This indicates that their lack of strong self-regulation, planning skills and prolonged effort exerted in achieving academic goals will have a negative impact to their long-term success.

Supporting the observations made about these data from interviews, the qualitative data also suggests how students manage their academic problems. There are some students that show acceptance and motivation, accepting failure as growth. According to one other participant, 'I get motivation and I work harder'. I have also [low grades]," yes. Likewise, Participant 11 stated, "Yes, I did low grade and I agree with it simply because I made that grade to myself and that's all I can do." Thus, it appears that some students do have a growth mindset and can persist in the face of difficulties. But Participant 10 gives us another way, an emotional resilience of disengagement (I ignore it and do not think about it because there is still time to recover). Though the first might ease some of the stress, the latter could also represent low academic engagement and a refusal to forfeit academic effort. In addition, there was a tendency to seek support from others, as Participant 7 said about him, "I adjust by asking my family member to help me study," and Participant 17 said that she 'asked for advice from my classmates'. Therefore, these findings stress the need of external social support systems in promoting academic self-regulation.

Furthermore, this study suggests that students are moderately disagreeing about their self-regulation ability of academic goals and difficulties in setting academic goals, time management, and intrinsic motivation. There are students that make a growth mind, as well as students that need a lot of external support or won't even show up when presented with challenges. Indeed, the findings in this literature can support these findings because the literature presents the importance of self-regulated learning, perseverance, and social support towards academic success.

Table 4: Level of academic self-regulation of the respondents in terms Recurrence of Unattained Purposes

Question	Mean	Interpretation
1. I have not had a careful plan after graduating from school.	1.59	Low Self-Regulation
3. I prefer to live by flowing without having a goal	1.73	Low Self-Regulation
6. I am worried if I cannot achieve my goals	2.43	Limited Self-Regulation
8. I am worried about the possibilities in the future that have not been realized	1.76	Low Self-Regulation
9. My mind is always divided when there are many dreams that interfere and have not been achieved	1.84	Limited Self-Regulation
27. I tended to despair when the assignments did not match expectations	2.44	Limited Self-Regulation
28. I was increasingly active when I got bad grades	2.22	Limited Self-Regulation
29. Failures often made me despair of dreams my dream	2.19	Limited Self-Regulation
30. I keep working a matter of counts until the results are right	2.52	Limited Self-Regulation
32. I blame myself for the failure	2.30	Limited Self-Regulation
37. I am confused about how to overcome failure	2.07	Limited Self-Regulation
39. I forget the original goal when failed	1.98	Limited Self-Regulation
41. When I fail, I remember that my goal has not been achieved	2.24	Limited Self-Regulation
42. Failure is a sign of a discrepancy between abilities and ideals	2.27	Limited Self-Regulation
44. Failure keeps me away from success	1.90	Limited Self-Regulation
45. I will follow things that are easier to achieve than the term goal the length of a difficult	2.18	Limited Self-Regulation
Weighted Mean	**2.10**	**Limited Self-Regulation**
Standard Deviation	**1.215**	

Table 4 depicts that students' limited self-regulation (Weighted Mean: 2.10, SD: 1.215) on their capacities to regulate the level at which they have progressed in their academic affairs when they are confronted with failures or goals are not met. The statement: "I keep working a matter of counts until the results are right" has the highest mean score (2.52) indicating that an interesting subset of the students continue to the end and actively problem solve when faced with an academic challenge. Nevertheless, the least mean score (1.59) was obtained for the statement, 'I don't have a careful plan after leaving school,' implying that most of the students

strongly do not agree to the fact that they haven't got an after-school graduation plan implying that most students have a general sense of direction to their future. This is reinforced by another low scoring item, 'I prefer to live by flowing without a goal' (1.73) where students do not agree with aimless living; they realize that goal setting is necessary but are not able to execute. However, statements about discouragement that results from the causes of failure are represented by 2.19 where, "Failures often made me despair of my dream and 2.27 where, "failure is a sign of a discrepancy between abilities and ideals". The implication is an absence of self-regulation, namely, to be able to withstand the psychological impact of failure while still setting a longer-term aim in school and professional life.

Moreover, the results demonstrate that students usually disagree with their capacity to regulate academic goals after failure, some of whom are resilient and motivated, whereas others fail to achieve self-doubt and disengage. Students generally understand the value of setting goals, but experience problems in being motivated, and overcoming psychological effects of failure. Furthermore, these findings are supported by literature, which highlights the importance of self-regulated learning, perseverance and social support in academic resilience. Mentorship programs, goal setting workshops, and doing something to create resilience training could be used to help students develop a stronger ability to self-regulate or in other words, are able to be effectively successful with their long-term academics.

Table 5: Level of Academic Performance in terms of General Weighted Average in the first quarter of the academic year

Grades	Frequency	Percentage
75-80	42	28.57%
81-86	50	34.01%
87-94	55	38.67%
Total	147	100%

In terms of the Academic Performance of Students during the 1st Quarter, 42 out of 147 respondents or 28.57% have GWA of 75-80 while 50 out of 147 respondents or 34.01% have GWA of 81-86 and 55 out of 147 respondents have 38.67%. The figures show the diversity of respondents who took up the survey who would have low, middle and high grades. This distribution implies that though most of the students are doing well, there is a sizeable number of them that have poor academic performance. According to Participant 5, "But when I feel stressed in doing schoolworks and reportings, I can also handle my cram by listening to calm music and somebody helping me." In similar ways, Participant 6 stated, "I feel stressed when I do schoolwork because sometimes I'm not prepared for quiz and reporting and I handle it because my bestie tells me that I can do it." The statements suggest that students who experience academic anxiety, in fact they actively look for support in social and emotional issues in coping mechanism.

Table 6: Significant relationship between academic anxiety and academic performance

Variable	Computed r (Description of Correlation)	a	p value	Decision	Interpretation
Academic Anxiety Academic Performance	-0.030	0.05	0.714	Fail to Reject Ho	Not Significant

Table 6 shows the relationship of Academic Anxiety and Academic Performance. The computed r = -0.030, p<.714 shown as weak negative correlation which suggests that Academic Performance decreases as Academic Anxiety increases and vice versa. This indicates that there are other factors which play a more significant role in determining academic outcomes.

The result contradicts the study by various studies, such as Mirawdali et al. (2018), which discusses how academic anxiety has been a significant predictor of students' academic performance. The study shows that students with high levels of anxiety are unable to perform at the best of their ability. Similarly, McCurdy et. al. (2022) shows how academic anxiety and depression could leave students to lower academic scores. Blessing and Florence (2019) examined the impact of anxiety on the academic performance of secondary school students, finding a significant difference between lower and upper socioeconomic groups. The research also noted that exam anxiety varied by gender among high school students. Similarly, Richard et al. (2022) utilized an experimental research design, this study found that anxiety significantly impacts students' academic performance, emphasizing the need for effective interventions to manage anxiety in educational settings.

However, the correlation in this study is not statistically significant (p = 0.714), which may due to factors such as sample size, measurement error, or the unique characteristics of the Grade 7 students' population. Sample size is one of the main determinants of correlation's significance because an insufficient sample reduces the statistical power in the study, making it hard to identify any observed relationships between various variables. On the other hand, too many samples can capture non-existing correlations, that are of no significant practical utility, hence the need for the appropriate support size to provide reliable generalizable results (Biau & Kernéis, 2018). Beyond this, measurement error (inaccuracies or consistency in the data collection) will render invisible real relationships and, consequently, useless correlations. Thus, to answer this, researchers should have valid and reliable instruments, maintain the consistency in data collection, and ensure the respondent comprehension (Kim, 2019). Furthermore, the presence of

the concept of test anxiety, as discussed in the study led by Owens et al. (2022), suggests that performance anxiety is often the trigger of low confidence and possibly explains the weak negative correlation observed in this study.

Table 7: Mediating effect of academic self-regulation between academic anxiety and performance.

Effect	Estimate	SE	Z	p
Academic Anxiety	-1.60e−4	0.0129	-0.0124	0.990
Academic Self-Regulation	-0.0286	0.0773	-0.3698	0.712
Academic Performance	-0.0284	0.0762	-0.3730	0.709

Table 7 shows that there's no mediating effect between Self-Regulation, Academic Anxiety and Academic Performance, meaning academic anxiety does not directly or indirectly affect academic performance.

This relationship does not include self-regulation playing a mediating role. Other variables may affect like motivation, study habits, peer networks, etc, which are more strongly correlated with students' academic outcomes. Other possible mediating factors that are further explored to better explain academic anxiety and academic performance are to be investigated, as well.

This indicates that there is no substantial indirect effect between Academic Anxiety and Academic Performance mediated by Self-Regulation or that Self-Regulation does not mediate this relationship. Furthermore, the lack of significance of the interactive effect indicates that the overall Academic Performance is not significantly changed when Academic Anxiety and Self-Regulation are combined together. The results suggest that other factors may be more important in predicting student success than anxiety reduction or self-regulation and might therefore not be appropriate among interventions aimed at improving academic outcomes.

This dataset is found to be such that Academic Anxiety and Academic Self-Regulation do not overly predict Academic Performance. Kim et al. (2023) further suggests that the structured interventions such as stress management programs, study skill training, significantly reduce students' ability to cope with academic pressure, which suggests the necessity of institutional support to deal with academic anxiety and self-regulation. It is recommended to investigate other psychological, socio-economic and environmental factors that can more accurately predict academic success in future research. Moreover, a larger sample size and alternative statistically verifiable approaches to the relation between academic performance and psychological factors may prove to be more robust in relation to this relationship. The results of this study emphasize the need for improving the statistics of models and taking account of wider psychological and social factors in the explanation of academic performance. Moving forward, future research should attempt to develop a broader concept of how student success plays out in organizations.

Furthermore, academic anxiety does not significantly predict academic self-regulation or GWA, which challenges the assumption that anxiety hinders academic success. However, the significant effect of academic self-regulation on GWA suggests that students' ability to complete academic tasks influences performance.

Table 8: Students' emotional management in challenges

Theme	**Example from Transcript**	**Interpretation**
Academic Pressure and Stress Management	*"...I feel stressed on doing my schoolworks and reportings and I can handle my cram by listening to calm music and someone helping me." – Participant 5* *"...I feel stressed when doing schoolwork because sometimes I'm not prepared for quizzes and reportings, and I handle it because of my bestie telling me that I can do it." – Participant 6*	Students rely on **external support (friends, music, self-encouragement)** and **time management** to handle academic stress.
Seeking Social Support	*"...When it's difficult or when I feel clueless about something, I handle it by asking teachers, students, or family." – Participant 3* *"...It's something difficult when it comes to doing schoolwork, I can handle it when I ask some help from my friends." – Participant 4*	**Seeking help** is a primary coping strategy, showing the importance of a **supportive environment** in academic success.
Emotional Resilience and Mindset	*"...Minsan ay binabaliwala ko nalang sila dahil walang magandang mangyayari kung diringin ko sila at mas kilala ko po ang sarili ko." – Participant 9* *"...Para sa akin okay lang kahit ano ang isipin ng mga kaklase ko sakin dahil magbibigay ito ng lesson sa akin kung paano baguhin ang aking sarili sa kung ano ang tama o mali." – Participant 17*	Students develop **emotional resilience** by **disregarding negativity** and focusing on **self-improvement**.
Overthinking and Anxiety	*"Ang nararamdaman ko ay nalulungkot dahil baka pinagtatawanan nila ako sa mga bagay na hindi kaakit-akit sa akin, kung ano ang itsura ko, at ito rin*	Peer perception can **trigger anxiety and self-doubt**, affecting academic

	ang dahilan bakit nag-ooverthink ako at minsan umiiyak." – Participant 15 *"Nakakaramdam ako ng pagkukulang sa sarili ko, ano ba ang mali sa akin, at nakakaapekto ito sa aking pag-iisip minsan." – Participant 15*	engagement and motivation.
Intrinsic Motivation and Coping Mechanisms	*"...I handle my stress by doing something or eating my favorite food." – Participant 17* *"...Para sa akin masaya at binabaliwala ko nalang. Na-stress ako sa mga bagay na tuloy-tuloy ang pagbigay ng mga project at minsan ang iba ay hindi ko nagagawa." – Participant 18*	Engaging in **hobbies or stress-relieving activities** helps students maintain emotional balance and motivation.

Table 8 depicts the answers that employ a range of emotional regulation strategies when faced with academic challenges. It reveals that some students turn to friends, teachers, and family when experiencing difficulties. (Participant 3, Participant 4). While some students demonstrate their resilience in learning by rephrasing negative thoughts and stressing their self-esteem, which allows them to maintain their motivation and effectively overcome academic challenges, others struggle with academic anxiety and self-doubt, particularly when affected by peer assessment, which can significantly weaken their self-confidence and affect their academic performance. (Participant 9, Participant 17). Nevertheless, some students experience anxiety and excessive rumination, especially when worried about peer judgment, leading to emotional distress and reduced concentration on academic work (Participant 15). To cope with these issues, some students employ intrinsic motivation strategies, including listening to music, eating comfort food, or practicing self-encouragement strategies (Participant 5, Participant 17).

Consequently, this study indicates that educational professionals and institutions should foster an environment that fosters emotional regulation alongside social support and self-regulation to enable students to cope with stress and towards bettering their emotional and physical state.

Table 9: Students' coping mechanisms for academic anxieties

Theme	Example from Transcript	Interpretation
Acceptance and Motivation	*"...I get motivation and work harder. Yes, I have experienced [low grades]." – Participant 2* *"...Yes, I experienced a low grade, and I accept it because I made that grade for me, and that's all I can do." – Participant 11*	Students with a **growth mindset** see failure as an opportunity to improve and work harder.
Emotional Resilience and Disengagement	*"...I haven't gotten a low score. But if I get low scores, I typically just accept it." – Participant 3* *"...I ignore it and not think about it because there's still time to recover." – Participant 10*	Emotional detachment is a coping mechanism used to **avoid negative feelings**, but it may also indicate **low academic engagement**.
Seeking Support from Others	*"...I adjust by asking my family member to help me study." – Participant 7* *"...I ask for advice from my classmates." – Participant 17*	Support systems are **critical in academic coping**, providing emotional reassurance and practical assistance.
Stress Management Strategies	*"...I listen to music or draw. I've been doing this for a long time." – Participant 16* *"...I eat my favorite food when I'm stressed." – Participant 17*	**Music, hobbies, and food** serve as emotional regulators, helping students **distract themselves from stressors**.
Adaptive Study Adjustments	*"...I adjust my schedule for school." – Participant 2* *"...I will do another plan that can work." – Participant 6*	***Flexible study strategies*** *indicate* ***problem-solving skills****, improving learning outcomes.*

Table 9 portrays that students use a range of coping strategies to cope with their academic anxieties, which may indicate students' differences in ways they respond to stress. Some allow the lower grades to give them a bit of resilience to work harder (Participant 2, Participant 11), some react and deal to the stress by emotionally detaching from it (Participant 3, Participant 10). On top of these approaches, Participant 16, Participant 17 mention that they use relaxation techniques, such as listening to music, using some of their hobbies or indulge in stress eating as common ways of coping. Upon failure of their study plans, the students would change the structure of their schedules and talk to friends and family (Participant 2, Participant 7).

There are studies that show that academic anxiety does make students perform and feel negatively. The students who have positive coping strategies like seeking help and changing study habits have more academic resilience and motivation; Putwain et al. (2020). Zhang & Ziegler (2021) also suggest that emotional detachment can be used as a short time strategy to cope with one's emotions, but sustained disengagement may lead to negative academic outcomes. As suggested by Rodriguez & Rahman (2023), social support from family and peers has a great role in significantly decreasing academic stress and this reinforces the need of a supportive learning environment.

PROPOSED PROGRAM BASED ON THE RESULTS OF THE STUDY

Students face significant challenges such as academic anxiety, lack of long-term planning, and low self-regulation, which negatively impact their academic success and personal development. Academic stress can impair cognitive functions, decision-making, and resilience, while poor goal-setting and time management can lead to disengagement from learning. To address these issues, a proposed counseling program aims to enhance students' academic resilience, career planning, and self-regulation skills through structured interventions. The program includes four core domains: Academic and Personal Development, Future Planning and Career Development, and Personal-Social Development. It offers guided sessions, interactive workshops, and mentoring programs to help students manage stress, set attainable goals, and build emotional resilience. By incorporating cognitive behavior techniques, mindfulness practices, and collective goal-setting activities, the program provides comprehensive support, fostering a supportive learning environment where students can grow academically and personally. Ultimately, this program aims to equip students with tools for self-learning, adaptability, and success in both academic and career pathways.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter discusses the summary, conclusions and recommendations derived after the study's analysis.

SUMMARY

This study examined the he relationships between Academic Anxiety, Academic Self-Regulation and Academic Performance and the possible mediating effect of Academic Self-Regulation. Based on the results from both the quantitative and qualitative analyses, the findings allowed discovery of several key insights into the academic behaviors and challenges encountered by the students.

Results indicates that both students report a moderate level of academic anxiety as well as the most common concerns of handling academic responsibilities (Mean = 2.53, High Anxiety) and worrying about the quality of their school work (Mean = 2.52, High Anxiety). Nevertheless, the most modest anxiety level was identified in the statement 'I steer clear of making school work as it makes me nervous' (Mean = 1.86, Moderate Anxiety), which indicates that notwithstanding the fact that the students get stressed, they do not completely abandon school work.

The findings also show that student limited self-regulation in several areas of academia.

1. Long Term Purposes Pursuing (Mean = 2.26, Limited Self Regulation)– Many students have difficulty in maintaining focus on their future academic and career aspirations.
2. Current Purposes Pursuing (Mean = 2.29, Limited Self-Regulation)- Students struggle to complete routine academic tasks daily, allocate tasks correctly, and uphold the study schedule.
3. Recurrence of Unattained Purposes (Mean = 2.10, Limited Self-Regulation)- student do not have any structured planning for their future academic, career goals, and was unsure of their intended future paths or lacked the motivation from failed paths in the past.

With Academic Performance, it was seen that students' General Weighted Average (GWA) was distributed:

1. Low academic performance was rated by 28.57% of the students based on their GWA of 75 to 80.
2. GWA between 81 and 86 was achieved by 34.01% of the students, who achieved moderate academic performance.
3. High academic performance is shown by 38.67% who got a GWA of 87 – 94.

These results reveal a diversity of academic accomplishments, with the majority of students underscoring weak grades.

Results from Pearson correlation analysis ($r = -0.030$, $p < 0.714$) revealed no significant relationship between the two variables, suggesting that academic anxiety does not substantially influence academic performance. Nevertheless, mediation analysis suggests that Academic Self-Regulation does not mediate this relationship, as self-regulation does not change academic anxiety's effect on academic performance.

Qualitative findings also indicated which coping strategies students use when they have academic stress, for instance, looking for social support, self-encouragement, and stress relief activities like listening music and relaxation techniques. Thus, some students used maladaptive strategies of coping such as avoidance, procrastinating, or excessive worrying, and it was negatively associated with academic engagement and motivation.

Thus, Academic Anxiety negatively impacts Academic Performance but does not directly determine it. However, it seems that the ways of shaping students' academic struggles are rather more influenced by the factors such as self-regulation challenges, the lack of planning for further years, and the poor skills of coping. Moreover, these insights point towards the necessity of interventions aimed at the teaching of effective self-regulation strategies, structured goal setting and adaptive coping strategies which would impact on students' overall academic success.

CONCLUSION

The conclusions made were based on the findings.

1. Academic Anxiety has a weak negative relationship with students' General Weighted Average (GWA); however, it does not have a strong direct impact on it. It implies that anxiety may affect academic difficulties but is not the dominant factor impacting performance.
2. Academic Self-Regulation does not mediate Academic Anxiety and Academic Performance indicating that the role of self-regulation when faced with anxiety is not enough to reverse these negative effects on academic success.
3. Students show very limited academic self-regulation specifically for long term goal settings, daily task management and future planning. Such weaknesses may hinder them from staying motivated and performing well academically.
4. There are several coping mechanisms that students use to reduce academic stress, such as the ability to seek out social support, ability to be emotionally rebounds, as well as relaxation techniques. But there are students that use maladaptive strategies (such as procrastination, avoidance) that will make academic problems worse.
5. Low academic performance is a major problem among students, and there is need to intervene with those who struggle in order to improve their self-regulation, goal setting, and adaptive coping mechanisms.

RECOMMEDATION

The researcher, after the conduct of this study has formulated the following recommendations:

1. For Students - Develop self-regulatory strategies, such as structured learning plans, realistic goals, and time management, while also engaging in stress-management activities, such as mindfulness, and seeking academic and emotional support from peers, teachers, and family members.

2. For Educators and School Administrators - Implement structured interventions, including learning skills training, academic mentorship programs, and stress management workshops, while fostering a supportive learning environment that encourages students to seek help without fear of judgment.

3. For Guidance Counselors and Mental Health Practitioners - Provide targeted counseling and peer mentoring programs, develop individualized academic support plans, and promote coping strategies and emotional resilience training to help students overcome academic anxiety and self-regulation challenges.

4. Future Research - The study would serve as a basis for further studies examining the long-term effects of self-regulation on students' academic performance. Future researchers could examine the impact of external factors, such as family dynamics or students' socio-economic status, on their experiences.

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