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**Coping Strategies for Exam Anxiety: A Qualitative Exploration
of G12 ICT Student's Experiences.**

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CHAPTER I

Introduction

Anxiety, a prevalent mental health concern affecting a significant portion of the global population, has been shown to negatively impact cognitive function and academic performance (Vytal et al., 2013; Bandelow, 2015). Specifically, a substantial percentage of university students experience anxiety, which can hinder working memory and lead to academic underachievement (Aronin et al., 2018; Hashempour, 2014). Within this broader context, test anxiety emerges as a critical issue for students. Defined as a multidimensional construct that encompassing worry, emotionality, fear of failure, and physiological arousal, test anxiety can significantly impede students' ability to perform optimally during assessments (Spielberger, as cited in Vitasari et al., 2010; Thiriveedhi et al., 2023). This anxiety, characterized by feelings of apprehension and dread before, during, or after tests, can manifest in cognitive impairments like mental distraction and memory lapses, as well as physical symptoms such as nausea and headaches (Badrian et al., 2022). The consequences of test anxiety are far-reaching, including academic difficulties, increased dropout rates, and detrimental effects on students' overall well-being. Factors contributing to test anxiety include students' perceptions of their academic capabilities and preparedness, often reflected in complaints of inadequate study time and dissatisfaction with past performance (Yusefzadeh et al., 2019). Therefore, an understanding and addressing the effects of test anxiety on student performance is crucial for promoting academic success and well-being.

Statement of the Problem

SOP 1. How do Grade 12 students experience exam anxiety during the national competencies assessment?

1. Can you describe how you felt before, during and after the National Competencies Assessment ?
2. What specific thoughts or body reactions do you experience when facing exam anxiety ?
3. How do these specific thoughts affect the exam results?

2. What coping strategies use to manage their exam anxiety?

1. What do you usually do to reduce your anxiety before and during the exam?
2. Can you share the time when you successfully manage your exam anxiety ? What help you in the situation ?

3. What factors influence the effectiveness of these coping strategies?

1. What factors make it easier more difficult for you to cope with exam anxiety ?
2. How do these factors affect your ability to manage the exam anxiety ?

4. How do students perceive the impact of these coping strategies on their exam performance and emotional well-being?

1. In what ways do you think your coping strategies affect your performance during the exam?



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2. How do your coping strategies impact your overall emotional well-being before and during and after the exam?

Significance of the study

Students. This study will help students to understand how to cope with their anxiety and believe in themselves that they have the ability to perform to overcome their anxiety on the national competencies assessment in information communication technology.

Teachers. This study is beneficial for teachers to implement plans on how to cope with the anxiety of their students to help them perform properly on the national competencies assessment.

Parents. The parents needs to be aware that their child got a failing score on the national competencies assessment because of anxiety. This helps the parent to understand their child's behavior.

Future researcher. This study can help the future researcher to used as a source of information about on the Coping Strategies for Exam Anxiety: A Qualitative Exploration of G12 ICT Student's Experiences.

Scope and Delimitation

This study will focus on the Grade 12 Senior High School students at Sta. Catalina National High School, specifically those who are preparing for the National Competency II (NCII) assessment in Information and Communication Technology (ICT). The study will examine on Coping Strategies for Exam Anxiety: A Qualitative Exploration of G12 ICT Student's Experiences. It will explore various coping mechanisms employed by the students in dealing with their anxiety, including both emotional and cognitive strategies. Additionally, the research will identify the problems or challenges that contribute to the anxiety of students in preparation for the NCII exam, such as lack of preparation, external pressures, and perceived difficulty of the assessment.

Definition of Terms

- 1. Coping Strategies** – The strategies or methods used by students to manage and overcome their fear, anxiety, or stress related to the NCII assessment.
- 2.Exam Anxiety** – The feeling of excessive worry, nervousness, or fear experienced by students before or during the National Competency Assessment (NCII), which may affect their performance.
- 3. National Competency Assessment (NCII)** – A certification exam conducted to assess a student's skills and competencies in a specific field, such as Information and Communication Technology (ICT).
- 4.Grade 12 Senior High School Students** – Students in their final year of senior high school taking the NCII assessment as part of their academic program at Sta. Catalina National High School.
- 5. Information and Communication Technology (ICT)** – A strand in Senior High School focusing on technology-related skills, including computer programming, networking, and digital applications.
- 6.Problems Encountered in NCII Assessment** – Challenges or difficulties faced by students during the NCII assessment process, such as lack of preparation, fear of failure, and limited access to necessary resources.



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CHAPTER II

Anxiety can have both positive and negative effects on an individual's performance. Moderate anxiety can promote responsibility and motivation, while high levels can lead to physical and mental health problems. Examination anxiety significantly impacts students' academic performance, as fear and stress during test-taking negatively affect cognitive abilities. Some students may experience increased motivation, while others may struggle with focus and procrastination, leading to poor grades and dropout rates. Anxiety disorders, including test anxiety, are prevalent in American society and can weaken test-taking abilities. This study aims to investigate the effectiveness of an intervention in mitigating exam anxiety and procrastination by improving academic self-assurance.(Chakraborty, 2022).Academic achievement is crucial for national development, and factors affecting it include effort, learning preferences, entry qualifications, class attendance, anxiety, lack of motivation, and lack of supervision. Test anxiety can lead to distractions, long study periods, increased dropout rates, exam failures, and physical and psychological impairments. Factors affecting test anxiety include students' perception of their knowledge and inability to enhance learning, and gender differences, with female students often experiencing higher levels of test anxiety.Yusefzadeh, H., et al. (2019).Anzures, E. H. (2023)The study surveyed 282 first to third-year college students at Iloilo State College of Fisheries-Dingle Campus, focusing on the Flexible Learning Approach. The results showed moderate stress levels in flexible learning, with students seeking coping mechanisms like prayer, meditation, social media, and entertainment. A strong negative correlation was found between stress and coping mechanisms. The study recommends adjusting instruction and requirements to reduce stress, as well as strengthening webinars and conferences on Academic Stress and Coping Strategies for students.Exam anxiety is a prevalent issue among students, particularly during high-stakes assessments like the National Competency Assessment. According to Zeidner (2022), test anxiety can manifest in both cognitive and physiological forms, affecting students' ability to recall information and perform well under pressure. Some students experience increased heart rates, excessive worry, and self-doubt, which can hinder their test-taking abilities.Test anxiety and academic procrastination are prevalent issues among students, significantly impacting their academic performance and overall well-being. Research indicates a positive correlation between these two factors, suggesting that students who experience higher levels of test anxiety are more likely to engage in procrastination behaviors.A study by Bolbolian et al. (2021)



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CHAPTER III

Research Design

This study utilizes a qualitative descriptive phenomenological design to explore the effect of perceived self-efficacy on coping with exam anxiety in the National Competency Assessment (NCA) among Grade 12 ICT students at Sta. Catalina National High School. The phenomenological approach is appropriate as it seeks to understand students' lived experiences, specifically how they perceive their ability to manage anxiety and the coping mechanisms they employ. Data will be collected through interviews, allowing participants to share their thoughts in detail. This approach provides deep insights into the exam anxiety, helping to identify effective coping strategies for students facing high-stakes assessments.

Research Instrument

The interview questions were used as the main data-gathering procedure. The instrument to be prepared focused on answering the statement of the problem. The questionnaire contains eight (8) questions. The questionnaires will be distributed to the respondents. The data gathering instrument was structured.

The data gathering instrument will help the researchers to analyze the result of conducting data gathering.

Research Locale

The study deals with the coping strategies for exam anxiety of G-12 information communication technology students, in this school researcher gathered the research instrument. Therefore the target respondent's will be the information and communication technology students of SCNHS.

Data Gathering Procedure

Once the interview questions were approved, the researchers began conducting interviews with their respondents, who are Grade 12 ICT students, with the approval of their advisers. To ensure that the interviews were conducted efficiently, the researchers coordinated with the class presidents or vice presidents of each section to schedule and facilitate the sessions. Additionally, the researchers also interviewed the advisers of Grade 12 to gather demographic information, as this data is essential for drawing research conclusions.

Population

The target population for this study is the entire cohort of 25 senior high school students enrolled at Information and Communication Technology (ICT) strand at Sta. Catalina National High School who were scheduled to take the National Competency Assessment (NC II) during the month of January 2025. While the total population of ICT students is taking the NC II, during that period this study employed a convenience sampling method. This method was used for the reason that the researcher has access to the entire cohort. Moreover, the 25 ICT senior high school students who were present and willing to participate during the data collection would be included in the sample size.

Ethical Consideration

This study's purpose is to determine the Coping Strategies for Exam Anxiety: A Qualitative Exploration of G12 ICT Student's Experiences. Before the study will be conducted, the respondents will receive a brief overview about the study. To guarantee the anonymity, secrecy and avoidance of potential risk ahead—all information that would be collected is held with confidentiality.



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CHAPTER IV

Question 1: How do grade 12 students experience exam anxiety during the National Competency Assessment?

1. Can you describe how you felt before, during and after the National Competency Assessment?

<i>"Nakakakaba pero pag tumatagal nakakaexcite."</i>	Nervous but as the time goes by it became exciting.	Conveys a sense of overcoming initial fear and embracing the positive aspects of an experience.
<i>"Kinakabahan ako noong time na yon assessment and nung natapos na ang saya na."</i>	I was nervous during that time I'm taking the assessment and after that I'm happy.	Description of moving from a state of stress to a state of relief and happiness after completing a potentially stressful task.
<i>"Nakakakaba sa una pero pag nasa loob ka na mawawala na yung kaba mo."</i>	I felt nervous at first but when you are inside the nervous disappears.	Highlights the capacity of an individual to adapt and overcome fear.
<i>"Nakakaramdam ng pressure habang nagtatake ng NC."</i>	I felt the pressure while taking NC.	Experienced significant stress or anxiety during a specific event.
<i>"Kinakabahan ako dahil baka hindi ko maipasa."</i>	I'm nervous because I might fail.	Feeling nervous from the fear of negative outcomes.
<i>"Before I took the assessment, I felt nervous because I was afraid I might not pass it."</i>	Before I took the assessment, I felt nervous because I was afraid I might not pass it.	Experiencing of being anxious about an upcoming evaluation.
<i>"Bago ako sumabak sa assessment ako ay kinakabahan dahil habang ako ay nagsisimula doon ko naramdaman ang pressure at na mental block, na-down ako."</i>	Before I took the assessment I was nervous because in the process I started to feel the pressure and mental block, I was devastated.	Portrays a situation where initial nervousness escalated into a experience that left the person feeling emotionally crushed.
<i>"Kinabahan nung una pero pagkatapos maginhawa na."</i>	I was nervous at first but after it I feel at ease.	The initial anxiety subsided after the event, leaving a sense of relief and calmness.
<i>"Nervous."</i>	Nervous.	Having a state of unease.
<i>"I feel nervous and struggling on what I've doing."</i>	I feel nervous and struggling on what I've doing.	Skeptical about the examination due to the nervousness.
<i>"I felt nervous."</i>	I felt nervous.	Having an anticipation.



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"Nervous."	Nervous.	Having the state of apprehension.
"I felt nervous."	I felt nervous.	Having anticipation about certain outcome.
"I feel before, during and after NC assessment I feel nervous."	I feel before, during and after NC assessment is nervous.	Experienced persistent anxiety throughout the entire NC assessment process, from anticipation to completion.
"Before assessment I feel so nervous but after that I'm happy because in the first place I thought I cant do it."	Before assessment I feel so nervous but after that I'm happy because in the first place I thought I cant do it.	Shows the relief and joy of overcoming self-doubt and achieving success after experiencing pre-assessment anxiety.
"I feel before, during and after NC assessment is nervous and overthink if what my NC assessment result."	I feel before, during and after NC assessment is nervous and overthink if what my NC assessment result."	A state of persistent anxiety and worry surrounding an NC assessment, experienced before, during, and after the evaluation.
"Bago ako sumabak ng assessment ay inunahan ako ng kaba."	Before I took the assessment my nervous came first.	Straightforward experience of pre-assessment nervousness, highlighting the primacy of anxiety before the evaluation.
"Madali lang kung alam mo."	It was easy if you know.	Expresses a sense of confident simplicity based on prior knowledge.
"Concentrating/Focusing"	Concentrating or focusing.	Describes the act of directing one's mental effort towards a specific task or thought, effectively narrowing attention.
"I'm feel nervous."	I feel nervous.	Having a state of unease.
"Nagrelax muna bago ang exam upang gumaan ang pakiramdam."	I relaxed first before the exam to ease my feelings.	Describes a proactive approach to managing test anxiety by prioritizing relaxation before an exam.
"I'm nervous "	I'm nervous.	Having an anticipation.
"Nung una ay wala akong kabang naramdaman, mga bandang coc 3 ay nahiralan ako at nung patapos na ay nakahinga na ako ng maluwig."	At first I didn't feel any nervous, however in COC 3 I experienced difficulty and when it's almost done I feel relieved.	Describes a proactive approach to managing test anxiety by prioritizing relaxation before an exam.
"Kabado and excited."	Nervous and excited	State of ambivalent anticipation.
"I feel nervous when during the start of assessment."	I feel nervous when during the start of assessment	Describes initial assessment anxiety.



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2. What specific thoughts or body reactions do you experience when facing exam anxiety?

<i>"Baka hindi ako makapasa at natatae."</i>	I might not pass and have diarrhea.	Describes test anxiety manifesting with both psychological and physical symptoms.
<i>"Naiisip ko non e baka hindi ko kayanin pero kaya naman."</i>	I'm thinking that time is what if I didn't make it but in the end I made it.	Experience of overcoming initial self-doubt and achieving success despite anticipating failure.
<i>"Sumakit ang tiyan ko tapos nanlamig."</i>	My stomach hurt and then I got cold.	A sequence of physical discomfort followed by a change in body temperature.
<i>"Kinakabahan o namemental block dahil hindi na alam ang step."</i>	Nervous or having a mental block because I didn't know the steps.	State of anxious mental paralysis due to a lack of procedural knowledge.
<i>"Sumasakit ang ulo dahil walang maisip."</i>	Having a head aches because can't think anymore.	Mental exhaustion leading to physical discomfort, essentially a cognitive overload manifesting as a headache.
<i>"I've been thinking before the exam that I might not pass the exam, and I'm getting cold sweats and feeling anxious."</i>	I've been thinking before the exam that I might not pass the exam, and I'm getting cold sweats and feeling anxious.	Severe test anxiety characterized by anticipatory failure thoughts and physical symptoms.
<i>"Ang naiisip ko ay ang kayanin lahat minsan dina-down ang sarili baka hanggang don lang kaya ko, madalas din ginagawa na ang best sa lahat."</i>	What I think about is being able to handle everything, sometimes I get down on myself, maybe that's all I can do, but I often do the best I can.	Describes a person struggling with self-doubt and feeling overwhelmed, yet still striving for resilience and acknowledging their efforts.
<i>"Kinabahan nung una pero pagkatapos maginhawa na."</i>	Feeling nervous at first but after it is convenient.	Experience of initial apprehension followed by relief and comfort upon familiarization.
<i>"The body reaction I experienced was shivering."</i>	The body reaction I experienced was shivering.	A physiological response to stress, fear, or cold, suggesting the body's attempt to regulate temperature or deal with a perceived threat.
<i>"I experience sweating even though there is an aircon."</i>	I experience sweating even though there is an aircon.	Indicating a anxiety-related issue.



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<i>"Sweating."</i>	Sweating.	Indicating a medical or anxiety-related issue.
<i>"Dry lips, hair strands on my arms straighten."</i>	Dry lips, hair strands on my arms straighten.	A physical sensation of sudden, noticeable dryness and static electricity.
<i>"Overthink."</i>	Overthink.	Experiencing a cycle of excessive, unproductive rumination that traps the mind in a loop of worry and analysis.
<i>"My specific thoughts I feel is if I can pass the exam."</i>	My specific thoughts I feel is if I can pass the exam.	Describes a focused, singular worry about passing an exam, indicating a state of performance anxiety centered on the outcome.
<i>"I feel like I cannot do it but I'm wrong because all of it is just a thought."</i>	I feel like I cannot do it but I'm wrong because all of it is just a thought.	Encapsulates the struggle between perceived inability and the reality that self-doubt often overshadows actual capability.
<i>"My specific thoughts I feel us if I can pass the NC assessment and my body reaction is wet hands."</i>	My specific thoughts I feel us if I can pass the NC assessment and my body reaction is wet hands.	The anxiety of potentially failing the NC assessment manifests in sweaty palms, reflecting the physical manifestation of worried thoughts about one's ability to succeed.
<i>"Iniisip ko na baka hindi ako makapasa at nanlalamig."</i>	Thinking that I might not pass and feeling cold.	The combination of fearing failure and feeling cold suggests a physiological response to anxiety, where the stress of potential failure manifests as both mental worry and physical discomfort.
<i>"Kaba."</i>	Nervous.	Having an anticipation
<i>"Nevous."</i>	Nervous.	Experiencing an unease.
<i>"Hair strands on my arms straighten."</i>	Hair strands on my arms straighten.	A physiological response, likely due to a sudden change in temperature.
<i>"Critical thinking on what strategies will do."</i>	Critical thinking on what strategies will do.	Strategically analyzing information and situations to form reasoned judgments and solve problems effectively.
<i>"I'm nervous."</i>	I'm nervous.	State of anticipation.
<i>"Nilalamig ako dahil sa aircon at naiihi at nagugutom."</i>	I'm cold because of the aircon, feel like I have to urinate and starving.	Describes a state of physiological discomfort characterized by coldness, urinary urgency, and hunger.



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<i>"Nervous."</i>	Nervous.	Having an anticipation.
<i>"Critical thinking in what strategies is relaxing my self."</i>	Critical thinking in what strategies is relaxing my self.	Involves consciously evaluating which techniques most effectively reduce stress and promote mental clarity.

3. How do these specific thoughts affect the exam results?

<i>"Nakakakaba nakakamental block."</i>	Feeling nervous and experiencing mental block.	Feeling nervous and experiencing mental block describes a state of anxious cognitive impairment.
<i>"Naging inspiration ko yung kaba ko upang maipasa ito."</i>	My nervous became my inspiration to pass it.	Conveys a transformation of anxiety into motivation, indicating the person channeled their nervous energy into a driving force for success.
<i>"Namental block ako na resolve ko naman."</i>	I experienced mental block but I resolved it.	Despite experiencing a mental block, I successfully overcame it and regained my focus.
<i>"Hindi papasa sa exam."</i>	Not going to pass the exam.	A sense of impending failure regarding the exam permeated their thoughts.
<i>"Hindi ko maipapasa ang exam."</i>	Not being able to pass the exam.	Failing an exam signifies a lack of demonstrated proficiency in the tested subject matter.
<i>"When my grade mark is low."</i>	When my grade mark is low.	A low grade mark elicits feelings of disappointment, frustration, or concern about academic performance.
<i>"Ito ay nakakaapekto sakin dahil isa ito sa magiging resulta ng aking mga activities ito ay mahahatak pababa."</i>	This affects me because this is one of the consequences of my activities, it will be dragged down.	Conveys a sense of personal accountability and the fear of negative repercussions stemming from one's actions.
<i>"Di naman nakaapekto bumagal lang gawa."</i>	It didn't affect it, it just slowed down the work.	Indicates a temporary hindrance without lasting impact.
<i>"I have focus."</i>	I have focus.	I possess the ability to concentrate and direct my attention effectively.
<i>"These causes to be confident on what I am doing."</i>	These causes to be confident on what I am doing.	A sense of assurance and competence in my actions.



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<i>"It affects me in a good way."</i>	It affects me in a good way.	A positive impact or benefit experienced by the speaker.
<i>"Tough."</i>	Tough.	Describes something or someone resilient, durable, or difficult to overcome.
<i>"Naging naayos naman ang resulta kahit masyado akong hindi nag-isip ng maganda ay nakapasa pa rin."</i>	The result was fixed, even though I didn't think too much about it, I still passed.	A perceived lack of effort and suspicions of manipulation, the individual achieved a passing result.
<i>"If the exam result is good I thoughts is feeling relax but when my exam result is hard it js impossible to feeling relax."</i>	If the exam result is good I thoughts is feeling relax but when my exam result is hard it js impossible to feeling relax.	Outcomes bringing relief and negative ones creating persistent stress.
<i>"In this case we have a possibility to have a lower score because it will affect to us badly."</i>	In this case we have a possibility to have a lower score because it will affect to us badly.	A potential for negative consequences creates anxiety about receiving a lower score.
<i>"If the exam result is feeling relax but when my exam result is bad it is impossible my thoughts is feeling anxious."</i>	If the exam result is feeling relax but when my exam result is bad it is impossible my thoughts is feeling anxious.	The disparity between anticipated relief and actual negative results highlights the fragility of perceived security and the immediate onset of anxiety when confronted with unfavorable outcomes.
<i>"Pag pasa ay ako'y masaya pag hindi ay aking kinakalungkot."</i>	When I passes, I'm happy, when it doesn't, I feel sad.	A direct emotional dependence on the outcome of events, where success brings joy and failure brings sadness.
<i>"Hindi nakapasa."</i>	Didn't pass.	Signifies a failure to meet a required standard or achieve a desired outcome.
<i>"Shocked."</i>	Shocked.	Shocked is a sudden, intense feeling of surprise or disbelief, often accompanied by a sense of disorientation or emotional numbness.
<i>"Nakakakaba sobra na memental block ako kung ba ga nawala sa isip ko yung mga dapat gawin."</i>	I'm so nervous that I'm having a mental block, wondering if I've lost track of what I need to do.	A state of anxiety-induced cognitive impairment, where nervousness is causing mental blockage and a sense of disorientation regarding tasks.
<i>"Hindi ko agad natapos ang assessment."</i>	I didn't finish the assessment right away.	A delay in completing the assessment interruption during the process.
<i>"Struggle."</i>	Struggle.	Having a hard time.



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<i>"Nakatulong ito para makapasa sa exam."</i>	This helped me pass the exam.	Indicates a resource, method, or action was effective in achieving a successful outcome on an examination.
<i>"I'm struggle but I handle and I am NC II passer."</i>	I struggled but I handled it and I am NC II passer.	Despite facing challenges, I successfully completed the NC II assessment, demonstrating resilience and competence.

Question 2: What coping strategies do students use to manage their exam anxiety?

1. What do you usually do to reduce your anxiety before and during the exam?

<i>"Praying before exam and relax during exam."</i>	Praying before exam and relax during exam.	Praying before an exam can provide a sense of calm and focus, allowing for relaxed performance during the test.
<i>"Nagdadasal at iniisip na kaya ko."</i>	Praying and thinking that I can do it.	Encapsulates a feeling of optimistic self-efficacy fueled by faith.
<i>"Alalanin mo lang yong practice before pumasok."</i>	Just remember the practice before entering.	A concise reminder to rely on prior preparation and training when facing a challenge or entering a new situation.
<i>"Practicin ng maayos at magdasal para pumasa at magtiwala sa sarili."</i>	Practice well and pray to pass and trust yourself.	A strategy for success built on a foundation of preparation, faith, and self-confidence.
<i>"Pray at trust in self."</i>	Pray and trust in self.	Praying and trusting in yourself means finding strength and guidance through faith while acknowledging your own capabilities and resilience.
<i>"Expecting good result."</i>	Expecting good result.	Implies a state of optimism and confidence regarding a future outcome.
<i>"Nagawa ako ng reviewer at nagsusulat ako ng mas madaling maintindihan ang aking pagsasagot."</i>	I made reviewer and I'm writing in able for me to understand my answers.	Creating a reviewer and writing explanations is a self-directed learning strategy to solidify understanding and ensure comprehension of the material.
<i>"Inhale/Exhale."</i>	Inhale and exhale.	Inhale and exhale is the fundamental rhythmic



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		exchange of gases, vital for sustaining life.
<i>"Concentrate."</i>	Concentrate.	Means to focus one's attention or mental effort on a particular task or subject, excluding distractions.
<i>"Focus to the test."</i>	Focus to the test.	Directing all mental attention and effort towards the assessment at hand, minimizing distractions and maximizing performance.
<i>"Praying."</i>	Praying.	Act of communication with a higher power, seeking guidance, comfort, or expressing gratitude.
<i>"Breathe in and out and pray."</i>	Breathe in and out and pray.	A simple, combined practice for calming the mind and seeking spiritual solace.
<i>"Praying before exam."</i>	Praying before exam.	A common practice expressing hope for divine assistance and a sense of calm in the face of academic pressure.
<i>"Listening music."</i>	Listening music.	A universally enjoyed activity that provides emotional connection, entertainment, and cognitive stimulation.
<i>"I'll shake my hands while doing inhale and exhale in that terms we can reduce our anxiety and focus to our exam."</i>	I'll shake my hands while doing inhale and exhale in that terms we can reduce our anxiety and focus to the exam.	Deep breathing coupled with hand shaking can alleviate anxiety and enhance focus by physically releasing tension and mentally grounding oneself before an exam.
<i>"Listening to music."</i>	Listening to music.	Listening to music is a deeply personal and universal experience that evokes emotions, stimulates memories, and provides a sense of connection and escape.
<i>"Nag iisip ng positive vibes."</i>	Thinking positive vibes.	Thinking positive vibes means cultivating a mindset focused on optimism, gratitude, and hopeful expectations to foster well-being and attract favorable outcomes.



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<i>"Nagpray."</i>	Praying.	Praying is a communication with a higher power, seeking guidance, comfort, or expressing gratitude.
<i>"Playing online games."</i>	Playing online games.	Playing online games is a digital recreational activity that allows individuals to interact within virtual worlds and compete or cooperate with others remotely.
<i>"Relaxing mind, breathly."</i>	Relaxing mind, breath.	Incorporating relaxation techniques
<i>"Magrelax at maging handa sa mga activity."</i>	Relaxing and be prepared to the activities.	Incorporating relaxation of mind.
<i>"Relaxing your mind."</i>	Relaxing your mind.	Relaxing well-being.
<i>"Nag iisip at nakanta sa aking isip."</i>	Thinking and singing in my mind.	Experience of internal mental activity where thoughts and melodies intertwine, creating a private, personal mental space.
<i>"Pray."</i>	Pray.	Communicating with a high power level of communication.
<i>"Magrelax at gawin ang pinapractice."</i>	Relax and do what I've practice.	Emphasizing the importance of maintaining composure and confidence in the face of challenges.

2. Can you share the time when you successfully manage your exam anxiety? What help you in that situation?

<i>"Nung natapos ko yung exam para akong nabunutan ng tinik sobrang saya."</i>	After I've finish the exam I feel relieved.	Finishing the exam brought a sense of relief, indicating the release of stress and anxiety associated with the test.
<i>"Nagdasal lang para mawala ang kaba."</i>	I prayed to ease my nervous .	Seeking solace and calmness through prayer to alleviate anxiety.
<i>"Iniisip ko yong mother ko at yong lolo at lola ko."</i>	I'm thinking about my mother and my grandmother and grandfather.	Expresses a moment of reminiscence and familial reflection, focusing on the speaker's thoughts about their maternal lineage.
<i>"I take 6 hours for exam for review and practice for take the exam."</i>	I take 6 hours for exam for review and practice for take the exam.	Dedicating a time to practice for the exam.
<i>"I almost made 6 hour in exam before I finish."</i>	I almost made 6 hour in exam before I finish.	Feeling unease of not finishing exam with a certain time.



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<i>"I overcome my anxiety with the help of self calming."</i>	I overcome my anxiety with the help of self calming.	Using self calming techniques to ease uncertainty.
<i>"Pag tyatyaga at pagkakaroon ng consideration sa sarili at pagkakaroon din ng oras sa sarili para at nabigyan ng maayos na pag iisip."</i>	Being patient and having consideration for yourself and also having time for yourself to be given proper thought.	Self-compassion involves patiently considering your own needs and allowing yourself the time and space for thoughtful reflection.
<i>"Lunch time di ako kumain nun kumain lang ako."</i>	I didn't eat lunch at that time, I just ate.	Stating that eating is involved.
<i>"I finished the assessment in more that 4 hours and I'll overcome it through focusing in actual assessment."</i>	I finished the assessment in more that 4 hours and I'll overcome it through focusing in actual assessment.	Expresses the moment of overcoming exam.
<i>"Being focus to be success."</i>	Being focus to be success.	Focusing leads to success.
<i>"During the NC II assessment wherein I overcome my anxiety."</i>	During the NC II assessment wherein I overcome my anxiety.	Concise description encapsulating the successful completion of the NC II assessment, highlighting the personal triumph of overcoming anxiety during the evaluation process.
<i>"Calm down."</i>	Calm down.	Using relaxation techniques.
<i>"Nung oras na nagtetake ako ng exam ay nag focus lang ako dito upang matapos ito ng maayos."</i>	When I was taking the exam, I just focused on finishing it well.	Conveys a focused and determined mindset during an exam, prioritizing completion with quality.
<i>"Nag open ako para gumaan ang aking pakiramdam."</i>	I opened up to make myself feel better.	Describes the act of vulnerable self-disclosure as a means of emotional release and relief.
<i>"I guess the time that I can usually manage my anxiety is when I don't think too much."</i>	I guess the time that I can usually manage my anxiety is when I don't think too much.	Anxiety management often relies on minimizing overthinking.
<i>"Nalagpasan ko ang anxiety ko sa panahon ng nasa assessment ako sa tulong ng paghinga ng malalim."</i>	I overcame my anxiety during the assessment with the help of deep breathing.	Deep breathing techniques allowed me to effectively manage and overcome my anxiety during the assessment.
<i>"Kaya kung maglaan ng oras para dito para sa aking pagka successful."</i>	So if I make time for this, it will help me be successful.	Prioritizing this activity will contribute to my overall success by ensuring I dedicate time to it.
<i>"Hindi natapos."</i>	Didn't finish.	Indicates the incomplete state of a task.



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<i>"Focusing on the examination."</i>	Focusing on the examination.	Directing all mental and physical resources towards understanding and responding to the questions or tasks presented.
<i>"Calm down at nabawasan na ang bigat sa aking dibdib."</i>	Calm down and the weight on my chest has decreased.	Expresses the direct correlation between emotional composure and a reduction in physical anxiety symptoms.
<i>"Yung oras na natrouble shoot ko yung PC nakatulong ito upang malagpasan ko ang assessment."</i>	Calm down and the weight on my chest has decreased.	Expresses the direct correlation between emotional composure and a reduction in physical anxiety symptoms.
<i>"I need privacy, relaxing."</i>	I need privacy, relaxing.	Needed a secluded space to unwind and recharge, free from intrusion or distraction.
<i>"Hindi naman ako kinabahan nahirapan lang ako at ang nakatulong sa kin ay yung aking pinaravtice sa comlab."</i>	I wasn't nervous, I just struggled and what helped me was the practice I had at the comlab.	Despite initial difficulties, my comfort and success stemmed from the practical experience gained in the computer lab.
<i>"I pray and deep breathly."</i>	I pray and deep breathly.	Seeking solace and clarity through prayer and deep breathing, grounding myself in faith and tranquility.
<i>"Nagtrouble shoot ako para malampasan ang error at assesment."</i>	I trouble shoot to overcome error and assessment.	I diagnose and resolve errors while evaluating performance to ensure optimal functionality.

Question 3: What factors influence the effectiveness of these coping strategies?

1. What factors make it easier more difficult for you to cope with exam anxiety?

<i>"Mas madali pag may trust ka sa sarili."</i>	It's easier if you have trust in yourself.	Self-trust simplifies challenges by providing an internal foundation of confidence and capability.
<i>"Mas madali kapag may kasamang pray and trust sa sarili."</i>	It's easier with pray and trust to yourself.	Faith and self-belief combined simplify life's challenges.



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<i>"Just pray and trust yourself."</i>	Just pray and trust yourself.	Encapsulates the idea that faith in a higher power and belief in one's own abilities are essential for navigating life's challenges.
<i>"During exam I feel pressure and nervous."</i>	During exam I feel pressure and nervous.	The pressure and nervousness experience during exams often create a challenging mental state.
<i>"I struggle I felt during exam so nervous."</i>	I struggle I felt during exam so nervous.	Anxiety during the exam significantly hindered my performance, making it difficult to focus and recall information.
<i>"Nalagpasan ko ang anxiety pag ako'y g open up sa isang tao"</i>	I've overcome my anxiety by opening up to one person.	Sharing your vulnerabilities with a trusted individual provided the necessary outlet and support to alleviate your anxiety.
<i>"Huwag mag isip ng kung ano anong bagay ba makakasira sakin at iniisip ko nalang na matatapos ko itong lahat."</i>	Don't think about what could harm me and I'm just thinking that I can get through this.	A mindset focused on resilience and positive expectation, choosing to disregard potential harm and believing in one's ability to overcome challenges.
<i>"Pray lang sa mahirap na sitwasyon."</i>	Pray even in the hardest situation.	Even when faced with insurmountable difficulties, maintain faith and seek strength through prayer.
<i>"Focus, Serious."</i>	Focus, Serious.	State of intense concentration and dedicated attention, characterized by a deliberate and earnest approach to a task or situation.
<i>"Being focus to my task."</i>	Being focus to my task.	Focusing on your task means directing your attention.
<i>"Being focused."</i>	Being focused.	Minimizing distractions and maximizing efficiency.
<i>"Madali na mahirap."</i>	Easy and hard	Relative level of effort or difficulty required to accomplish a task.
<i>"Nag focus lang ako sa ginagawa ko upang di masyadong mastress."</i>	I just focused on what I was doing so I wouldn't get too stressed.	To manage stress, I concentrated solely on the task at hand.



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<i>"By recognizing the factor individual can employ strategies that build on that strategies."</i>	By recognizing the factor individual can employ strategies that build on that strategies.	Understanding one's individual factors allows for the development of tailored strategies that leverage those specific strengths and weaknesses.
<i>"Factors such as effective study preparation while poor time management and lack of relaxation can affect it badly."</i>	Factors such as effective study preparation while poor time management and lack of relaxation can affect it badly.	Academic performance is significantly influenced by factors like effective study preparation, while poor time management and lack of relaxation can negatively impact it.
<i>"By recognizing and knowing the possible problem to manage it properly."</i>	By recognizing and knowing the possible problem to manage it properly.	Effective problem management hinges on identifying and understanding potential issues to proactively implement appropriate solutions.
<i>"By recognizing and knowing the positive problem."</i>	By recognizing and knowing the positive problem.	Recognizing and knowing the "positive problem" involves understanding and leveraging existing strengths or opportunities to address challenges or achieve desired outcomes.
<i>"Madaming kaba."</i>	A lot of nervousness.	A lot of nervousness is a state of heightened anxiety and unease, often accompanied by physical symptoms.
<i>"Review before examination."</i>	Review before examination.	Review before an examination is the process of consolidating and reinforcing learned material to improve recall and performance during the test.
<i>"Focus."</i>	Focus.	Focus is the act of directing one's attention or effort towards a particular activity, subject, or problem.
<i>"Natapos ko ng maayos ang assessment sa pamamagitan ng lakas ng loob."</i>	I completed the assessment well through courage.	I confidently navigated the assessment, demonstrating courage and achieving successful completion.
<i>"Inisip kong kaya ko."</i>	I'm thinking that I can dot it.	I'm confident in my ability to accomplish this task.



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<i>"Lampasan ang COC 2 at COC 3 at makaalis ng COC 1."</i>	Pass COC 2 and COC 3 and leave COC 1.	Pass COC 2 demonstrates proficiency in specific work tasks, while Pass COC 3 signifies the ability to apply broader knowledge and skills to manage and organize work within a defined area, building upon the foundational skills assessed in COC 1.
<i>"Recognizing the problem to manage it properly"</i>	Recognizing the problem to manage it properly.	Accurate problem identification is the essential first step towards effective and appropriate management solutions.
<i>"Natapos ko ang assessment sa takdang oras."</i>	I finished the assessment on time.	I successfully completed the assessment within the allotted time.

2. How do these factors affect your ability to manage exam anxiety?

<i>"Lalong nakalakas ng loob."</i>	It's even more encouraging.	That phrase suggests a situation has improved beyond initial expectations, offering increased optimism.
<i>"Pinalakas loob ko."</i>	Encouraged me.	That person or experience provided me with the motivation and confidence to pursue something.
<i>"Give me positive thought when I start the exam."</i>	Give me positive thought when I start the exam.	I am prepared, I am capable, and I will approach this exam with confidence and focus, knowing I can successfully demonstrate my knowledge.
<i>"I can stay always calm myself and I don't go to bad situation."</i>	I can stay always calm myself and I don't go to bad situation.	Maintaining consistent composure and avoiding detrimental circumstances comes from a foundation of inner peace and proactive decision-making.
<i>"It manage my exam anxiety because I always calm in bad situation."</i>	It manage my exam anxiety because I always calm in bad situation.	Your ability to remain calm in stressful situations effectively manages your exam anxiety.
<i>"Because I always calm in bad situation."</i>	Because I always calm in bad situation.	My composure in crises allows me to navigate difficult situations with clarity and effectiveness.



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"Nalalagpasan ko ang anxiety pag ako'y mag oopen up sa isang tao."	I overcome anxiety when I open up to someone.	Vulnerability through open communication alleviates my anxiety.
"Nagkakaroon ako ng malinawbba kaisipan upang makasanayan ko ang palimitabang pagkakaroon ng pagkabalisa."	I am gaining a clear mind so that I can practice avoiding anxiety.	I am cultivating mental clarity to proactively manage and minimize anxiety.
"Bumabagal."	Slowing down.	Slowing down involves intentionally reducing pace or activity to prioritize mindfulness, reduce stress, and enhance overall well-being.
"You won't get confused if you are focused and serious."	You won't get confused if you are focused and serious.	Clarity arises from dedicated attention, eliminating confusion.
"To pass the test and graduate."	To pass the test and graduate.	Successfully navigating academic evaluations and fulfilling all requirements culminates in graduation.
"It helped me to prevent distraction."	It helped me to prevent distraction.	That tool/method/strategy helped me maintain focus by effectively preventing distractions.
"None."	None.	Signifies the absence of something, indicating a lack of quantity, presence, or existence.
"Positive mind."	Positive mind.	A positive mind cultivates optimism, resilience, and a focus on solutions, leading to improved well-being and success.
"Nalagpasan ko ang anxiety ko natapos kung mag open up."	I overcame my anxiety when I finally opened up.	Sharing my vulnerabilities and speaking openly allowed me to dismantle the walls of anxiety that had held me captive.
"It would be have a mindfulness and relaxation."	It would be have a mindfulness and relaxation.	This experience cultivates inner peace and tranquility through focused attention and gentle relaxation techniques.
"Make it easily to me to act on the exam and easy to find solution when I'm feeling anxious."	Make it easily to me to act on the exam and easy to find solution when I'm feeling anxious.	Cultivate calm and clarity during exams by practicing deep breathing and visualizing successful problem-solving to quickly



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		access solutions and manage anxiety.
<i>"Malalagpasan ko ang anxiety kapag ako'y nag oopen up sa isang tao na mapapagkatiwalaan."</i>	I can overcome anxiety when I open up to someone I can trust.	Sharing vulnerable feelings with a trusted person can significantly alleviate anxiety by providing emotional support and perspective.
<i>"Nahihirapan."</i>	Struggling.	Struggling encompasses the experience of facing and enduring significant challenges or difficulties in pursuit of a goal or while navigating life's adversities.
<i>"Struggling."</i>	Struggling.	Struggling encompasses the experience of facing and enduring significant challenges or difficulties in pursuit of a goal or while navigating life's adversities.
<i>"None."</i>	None.	Signifies the absence of something, indicating a zero quantity or the lack of existence.
<i>"Naging matibay ang aking loob sa pagmamana ng exam at nalampasan ko ito."</i>	I gained confidence in managing the exam and I passed it.	Successful exam passage, coupled with a newfound confidence in my test-taking abilities, marked a significant personal achievement.
<i>"No comment, but I'm happy to manage the exam."</i>	No comment, but I'm happy to manage the exam.	While offering no specific details, I'm pleased to oversee the examination process.
<i>"Nakapag focus ako kaya ko nalaman ang mga COC."</i>	I was able to focus so I learned about COC.	Focused attention allowed me to acquire knowledge about the Chain of Custody (COC).
<i>"Easy to solve my problem."</i>	Easy to solve my problem.	The "Easy" category indicates a high likelihood of finding a straightforward solution to your problem.
<i>"Wag kabahan at gawin ang dapat gawin."</i>	Don't be nervous and do what needs to be done.	Overcome anxiety by focusing on action and completing necessary tasks.



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Question 4: How do students perceive the impact of this coping strategies on their exam performance and emotional well-being?

1. In what ways do you think your coping strategies affect your performance during the exam?

<i>"In good ways kase natapos ako."</i>	In a good way, I've made it.	I've successfully achieved a desired outcome, resulting in positive progress.
<i>"In good way kase nakaya ko."</i>	In a good way, I managed.	
<i>"Meron akong positive mindset."</i>	I have a positive mindset.	In a good way, I managed to successfully navigate and resolve the situation.
<i>"Don't think negative, and chill always don't pressure yourself."</i>	Don't think negative, and chill always don't pressure yourself.	Cultivate a calm, positive mindset by avoiding negativity, staying relaxed, and releasing self-imposed pressure.
<i>"Remember the situation I practice in comlab."</i>	Remember the situation I practice in comlab.	In the computer lab, I practice responding to various prompts and queries, simulating real-world interactions to improve my performance.
<i>"Pinag iisipan ko muna bago ko gawin lahat."</i>	I think about it first before I do anything.	I prioritize thoughtful consideration and planning before taking action.
<i>"Nag iisip ako ng nakaka distract saakin para sa ganon mas lumakas ang loob ko sa anumang hamon ng buhay."</i>	I think about things that distract me, so that I feel more confident in any challenge in life.	By acknowledging and processing distractions, I cultivate mental clarity and resilience, empowering me to approach life's challenges with greater confidence.
<i>"Positive way."</i>	Positive way.	A positive way focuses on constructive actions, optimistic perspectives, and solutions-oriented approaches to create beneficial outcomes.
<i>"It is affecting the ability to provide encouragement to finish the activity."</i>	It is affecting the ability to provide encouragement to finish the activity.	A lack of something, whether it be time, resources, or morale, is hindering the capacity to effectively motivate completion of the task.
<i>"To be positive and success."</i>	To be positive and success.	Cultivating a positive mindset fuels success by



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		fostering resilience, creativity, and the ability to seize opportunities.
<i>"It helped me to relax."</i>	It helped me to relax.	That experience provided a sense of calm and eased my tension.
<i>"Decent"</i>	Decent.	Generally describes something that is adequate, respectable, or morally acceptable, falling within expected standards.
<i>"In good way."</i>	In good way.	"In a good way" describes actions or outcomes that are positive, beneficial, or pleasing.
<i>"I can act easily an exam and I can manage my anxiety it I have coping."</i>	I can act easily an exam and I can manage my anxiety it I have coping.	With effective coping mechanisms, I can confidently approach and manage exam anxiety, allowing me to perform well.
<i>"I think it will affect nicely because when I'm doing that it makes me calm."</i>	I think it will affect nicely because when I'm doing that it makes me calm.	Engaging in that activity will likely have a positive impact on my well-being, as it induces a sense of calm.
<i>"I can act easily on exam and I can manage my anxiety if I have coping strategies."</i>	I can act easily on exam and I can manage my anxiety if I have coping strategies.	With effective coping strategies, I can confidently manage exam anxiety and perform optimally.
<i>"Nagkakaron ako ng magandang kaisipan bago ko desisyonan lahat ng ito."</i>	I have good thoughts before I decide all this.	I prioritize careful consideration and thoughtful reflection before making decisions.
<i>"Nalagpasan ko ang mga problema."</i>	I overcame the problems.	Through perseverance and adaptability, I successfully navigated and resolved the challenges I faced.
<i>"Praying."</i>	Praying.	Praying is a communication practice, often involving words or thoughts, directed towards a deity or higher power for various purposes, including worship, supplication, or gratitude.
<i>"Meron akong positive mindset at sinamahan ko ito bg dasal."</i>	I have a positive mindset and I accompany it with prayer.	My positive outlook is grounded in faith, as I cultivate optimism through prayer.



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<i>"Nakatulong ito upang malampasan ang problema."</i>	This helped to overcome the problem.	This solution effectively resolved the identified issue.
<i>"Failed."</i>	Failed.	"Failed" generally describes the state of not achieving a desired or intended outcome.
<i>"Nakatulong siya para matapos ko ang exam ng mabilis."</i>	It helped me finish the exam quickly.	The tool/method/strategy allowed for rapid completion of the exam.
<i>"Nope."</i>	Nope.	Nope is a science fiction horror film about residents of a California ranch who witness a terrifying and inexplicable phenomenon in the sky.
<i>"Nakatulong ito para malampasan ang kaba."</i>	This helped me overcome my nervousness.	That experience provided the necessary tools and confidence to conquer my anxiety.

2. How do your coping strategies impact your overall emotional well-being before during and after the exam?

<i>"Naging good naman nung natapos ko at talagang nakakaproud sa sarili."</i>	It was good when I finished and I was really proud of myself.	Completing the task brought a strong sense of accomplishment and satisfaction.
<i>"Maayos naman ang naging impact ng ginawa ko."</i>	What I did had a good impact.	Your actions demonstrably contributed to a positive outcome.
<i>"Nagtiwala ako sa sarili para maganda ang kalabasan."</i>	I trusted myself to make sure the outcome was good.	My confidence in my own abilities guided me towards a successful result.
<i>"Focus to your work at wag isipin na hindi makakapasa, dahil sarili mo lang ang kakayana na ikaw ay pumasa."</i>	Focus on your work and don't think you won't pass, because only you can make sure you pass.	Success hinges on dedicated effort, not self-doubt; your focus determines your outcome.
<i>"In the first place I feel struggle pero nung natapos ko ganon pala kadali."</i>	In the first place I feel struggle pero nung natapos ko ganon pala kadali.	Initial difficulty masked the actual simplicity of the completed task.
<i>"Tanggapin ang resulta at mag move on."</i>	Accept the result and move on.	Accepting the result and moving on signifies acknowledging the outcome, regardless of preference, and shifting focus towards future endeavors.



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<i>"Bago ko desisyunan ang mga gagawin ko nagkakaroon muna ako ng maayos na isipin para matugunan ko ang mga ito."</i>	Before I decide what to do, I first have a clear idea so that I can meet them.	Before acting, I prioritize understanding the desired outcome to ensure effective results.
<i>"Mas makakapagperform ng maayos."</i>	Will perform better.	Will perform better" generally indicates an expectation or prediction of improved effectiveness, efficiency, or quality in a future action or result.
<i>"It provide the ability to how a confidence."</i>	It provide the ability to how a confidence.	It provides the ability to quantify and visualize the certainty or reliability of a prediction or assessment.
<i>"Do not think negative always think positive."</i>	Do not think negative always think positive.	Cultivate a mindset that prioritizes positive thoughts over negative ones to foster optimism and well-being.
<i>"It helped me to complete the exam."</i>	It helped me to complete the exam.	This resource/tool/method was instrumental in my successful completion of the exam.
<i>"Decent, well-balanced."</i>	Decent, well-balanced.	Describes something or someone possessing moderate quality and exhibiting fairness or stability in its various aspects.
<i>"Nakakaproud sa sarili dahil natapos ko yung assessment."</i>	I'm proud of myself because I finished the assessment.	I'm proud of myself because I finished the assessment, demonstrating my commitment and perseverance.
<i>"My coping strategies impact my overall emotionally well-being beforehand during and after the exam."</i>	My coping strategies impact my overall emotionally well-being beforehand during and after the exam.	My coping strategies directly influence my emotional state, either positively or negatively, throughout the entire exam process, from preparation to post-exam reflection.
<i>"The impact of my strategies to my emotion is in the terms I can control my self and also my emotion."</i>	The impact of my strategies to my emotion is in the terms I can control my self and also my emotion.	My strategies have empowered me to achieve greater self-control and emotional regulation.
<i>"My coping strategies impact my overall emotional well-being before during and after the exam."</i>	My coping strategies impact my overall emotional well-being before during and after the exam.	My coping strategies directly influence my emotional well-being and sense of relaxation and



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<i>and after the is my feeling relaxed and confident."</i>	after the is my feeling relaxed and confident.	confidence before, during, and after stressful events.
<i>"Tagapin kung anong resulta."</i>	Accept the result.	Accepting the possible outcomes.
<i>"Nagawa ko ang mga activities sa assessment."</i>	I completed the assessment activities.	I have successfully finished all assigned assessment activities.
<i>"Not reviewing of examination."</i>	Not reviewing of examination.	Not reviewing for examinations often leads to decreased performance and a higher likelihood of failure due to inadequate preparation.
<i>"Nung natapos ko para bang naging proud ako sa sarili ko dahil natapos ko yun."</i>	When I finished, I felt proud of myself because I finished it.	A sense of accomplishment and pride washed over me upon completing the task.
<i>"Napos ko ang assessment at nakakuha ng NC certificate."</i>	I finished the assessment and I get NC certificate.	Having completed the assessment, I received a National Certificate (NC), signifying successful demonstration of required competencies.
<i>"Struggle."</i>	Struggle.	Struggle is the act of contending with difficulty, opposition, or adversity in pursuit of a goal or survival.
<i>"Nakatulong siya para manatili akong active sa exam."</i>	It helped me to stay active during exam.	It helped me to stay active during exams by providing a means of physical engagement, mental breaks, or a combination of both.
<i>"Yup."</i>	Yup.	Yup is a JavaScript schema validation library that allows developers to define and enforce rules for data structures, ensuring data integrity.
<i>"Natapos ko ang assessment."</i>	I finished the assessment.	I have successfully completed the assessment.



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CHAPTER V

Summary of findings

The statements emphasize feelings of nervousness before, during, and after an assessment, particularly in the context of an NC National Certification evaluation. Many individuals experience initial anxiety due to fear of failure, pressure, and uncertainty. Some struggle with mental blocks, while others find ways to manage their emotions, such as relaxing before the exam or maintaining focus. As the assessment progresses, nervousness often subsides, leading to relief, excitement, or a sense of accomplishment. The responses highlight the common emotional journey of stress, perseverance, and eventual confidence in facing assessments.

The statements highlight the importance of coping strategies, mindset, and self-confidence in overcoming nervousness and performing well in assessments. Many individuals rely on relaxation techniques, prayer, positive thinking, and focus to manage anxiety. Success in the exam brings pride, relief, and a sense of accomplishment, while failure is accepted as a learning experience. Coping mechanisms help in emotional well-being before, during, and after the exam, allowing individuals to stay calm, perform better, and build resilience. The overall message emphasizes self-trust, preparation, and a balanced mindset for handling challenges.

Conclusions

In conclusion, this qualitative exploration of coping strategies for exam anxiety among Grade 12 Information and Communication Technology (ICT) students reveals a complex interplay of emotional and physical experiences before, during, and after exams. The findings show that students commonly experience a range of anxieties, from nervousness and self-doubt to physical symptoms such as headaches, stomachaches, and cold sweats. These symptoms are often compounded by anticipatory fears about failing the exam or not performing well.

Recommendations

1. Consistent practice with relevant software and hardware can build confidence and reduce anxiety related to practical exams.
2. familiarized the possible problem during practice ,it can help to troubleshoot the possible problem that encountered in exam NCII assessment.
3. Use relaxation techniques to calm anxiety during exams.
4. Practice mindfulness and relaxation techniques to reduce stress related to technology use.
5. Seek help from instructors or peers when needed.
6. Practice deep, slow breaths to calm your nerves before and during the assessment.
7. Instead of worrying about the outcome, focus on giving your best effort.
8. Prioritize tasks and manage time effectively to reduce feelings of overwhelm.



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Tab 2

