

Republic of the Philippines

Department of Education

**AMA Computer College**

Iyam, Lucena City

**GENERALIZED ANXIETY DISORDER: FACTORS TO CONSIDER IN UNDERSTANDING GRADE 12 STUDENTS WITH GENERALIZED ANXIETY DISORDER AND COPING WITH ANXIETY**

Presented to the faculty of AMA Computer College

In partial fulfilment for the requirements in K to 12 Senior High School

**By:**

Alaejah M. Anog

Maria Jelica C. Gozo  
 Shania Janelle N. Mauzar

AMACC LUCENA

**Table of Contents**

**Dedication**

**Acknowledgement**

**Abstract**

**Chapter 1**  
 Introduction  
 Background of the Study  
 Objectives of the Study  
 Significance of the Study  
 Definition of Terms

**Chapter 2** Generalized Anxiety Disorder  
 Symptoms of Generalized Anxiety Disorder  
 Coping with Anxiety  
 Conceptual Framework  
 Research Paradigm

**Chapter 3** Research Locale  
 Respondents  
 Research Design  
 Instrumentation  
 Data Gathering Procedure  
 Statistical Treatment

**Chapter 4** Table I: Demographic Profile of Respondents  
 Table II: Survey Questionnaires  
 Table II-A: Physical Symptoms  
 Table II-B: Mental Symptoms  
 Table II-C: Emotional Symptoms  
 Table II-D: Behavioral Symptoms  
 Table II-E: Decision-Making Related  
 Table III: Approaching Someone with GAD  
 Table IV: Coping With Anxiety  
 Discussion

**Chapter 5** Summary  
 Conclusion  
 Recommendations  
**References**

**Chapter I**

**INTRODUCTION**

Generalized Anxiety Disorder (GAD) is much more than the normal people experience day to day. It is chronic and sufferers experience severe worries and tension, often without provocation. This disorder involves anticipating disaster, often worrying excessively about health, money, family, or work. Sometimes, though, just the thought of getting through the day brings on anxiety. (Psychology Today, 2018)

GAD is diagnosed when a person finds it difficult to control worry on more days than not for at least six months and has three or more symptoms. This differentiates Generalized Anxiety Disorder from worry that may be specific to set stressors or for more limited period of time (ADAA 2013). Sometimes just the thought of getting through the day produces anxiety. People with GAD don’t know how to stop the worry cycle and feel it is beyond their control, even though they usually realize that their anxiety is more intense than the situation warrants. All anxiety disorders may relate to a difficulty tolerating uncertainty and therefore many people with GAD try to plan or control situations. Many people believe worry prevents bad things from happening so they view it is risky to give up worry. At times, people can struggle with various symptoms such as physical, mental, emotional, and behavioural symptoms. They also have difficulties in terms of decision making.

According to the Anxiety and Depression Association of America when an individual has a mild to moderate anxiety or with treatment, they can function socially, have meaningful lives and be gainfully employed as well.

**BACKGROUND OF THE STUDY**

Every classroom has a student who is suffering from anxiety disorder. The students may feel uncomfortable, pressured and helpless. As a result, their academic performance will be affected; they will have difficulties in their everyday lives. The students have poor social interaction; they worry over common and simple things.

Based on the everyday life of the researchers, they have also felt the same kind of difficulty in which other students came to face. Being afraid to be judged by others, feel like something is always wrong and too much worrying for simple things that are not normal for others, having difficulties in speaking in front of many people, and being afraid to express feelings and insights are example of situations that the researchers experienced. It does not only affect the everyday life of an individual but having anxiety is a big nuisance in being a student. Having trouble falling asleep and waking up the next day feeling tired, feeling alone, being awkward with other people, avoiding to be asked by the teacher during recitations and lack of participation in class, having the urge to ask help from other people but ended up keeping it to themselves are not simple things for someone suffering from anxiety and it is a big deal that should be paying attention of. Furthermore, the researchers want to know the possible factors on understanding an individual that is experiencing GAD, as well as spread awareness and suggest possible treatment methods in helping an individual or a student with Generalized Anxiety Disorder.

With all the experience and having enough understanding about having an anxiety, the researchers want to know the factors in understanding students with GAD, how a student handle the feeling of anxiousness when they are faced in some certain situation. Also how an individual approach or act when they encounter a person or students with GAD as well as the ways to help the students suffering from anxiety. And lastly, what are the coping strategies to fulfil of an individual suffering from Generalized Anxiety Disorder. This paper will not just help students but also the people around them like teachers and parents in a way that gives them knowledge how to act around students who needs emotional and mental help.

**OBJECTIVES OF THE STUDY**

This research aimed to know the possible factors to understand and approach someone with General Anxiety Disorder, as well as the methods on how to help the students suffering from anxiety and how to prevent it.

Specifically, the study seeks to achieve the following objectives:

1. Determine the various symptoms of GAD that are experienced by students as to:
2. Physical
3. Mental
4. Emotional
5. Behavioral, and;
6. Decision-Related
7. Identify how an individual could possibly approach someone who has GAD.
8. Recommend possible remedies on helping people who are experiencing GAD..

**SIGNIFICANCE OF THE STUDY**

The researchers believe that this study would be beneficial to the following:

**Students**

The study can help the students to reduce and prevent anxiety disorder and finding ways to cope with it. The students can gain knowledge as to how one should approach individuals with Generalized Anxiety Disorder.

**Parents**

The study can help the parents to support their children in school or academic activities and give them knowledge how anxiety can affect their children. Parents could also assess their children if the symptoms are present and be able to help them if it’s the case.

**Teachers**

The study can help the teachers to understand their students that are suffering from anxiety disorder. Teachers would also be able to assist and guide their students when their students come to them, asking for help.

**Guidance Counsellor**

The study can help the guidance counsellor in a way that this material could be used as reference when counselling. The guidance counsellor can also

**SCOPE AND LIMITATIONS**

This study focused on determining the factors to consider on how to approach someone with GAD on Grade 12 students of AMACC Lucena on different tracks and strands such as HUMSS, ABM, and STEM as well as the TVL track.

**DEFINITION OF TERMS**

Anxiety- is conceptually defined as fear or nervousness about what might happen

Coping - to invest own conscious effort, to solve personal and interpersonal problems, in order to try to master, minimize or tolerate stress and conflict.

GAD- Generalized Anxiety Disorder is an anxiety disorder characterized by excessive, uncontrollable and often irrational worry about events or activities.

**Chapter II**

**REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter talks about existing related literatures and research studies after the in-depth search of the researchers. This also presents the research paradigm and conceptual framework that explains the basic actions that were done within the research.

**Generalized Anxiety Disorder**

Being anxious, worried and having doubts and fear is normal for an individual, it is a form of emotion normal to human beings especially in stressful situations, but having a severe anxiety is not a good thing. Anxiety disorder can affect people of all ages. There are several cases of anxiety; especially anxiety on teenagers and high school to senior high school students, and one of those is Generalized Anxiety Disorder. According to Beyond Blue Organization Generalized Anxiety Disorder (GAD) is a common anxiety disorder that involves constant and chronic worrying, nervousness, and tension, but another thing is this kind of anxiety can make you feel alert and focused, helping to get things done faster or perform at your best.

Generalized Anxiety Disorder is different from phobia where the fear is connected to a specific thing or situation and this kind of anxiety is less tense than a panic attack but much longer lasting making normal life difficult and relaxation impossible. Moreover, if an individual has GAD, he or she may worry about the same things that other people do but they take these worries into a new level.

In a website HelpGuide.org shows the difference of a normal worry and GAD. It shows that GAD is excessive, intrusive, persistent and disruptive. Furthermore, this kind of worrying significantly disrupts jobs, activities and social life. Another thing, this worry is uncontrollable, hence extremely upsetting and stressful. Also, an individual having GAD worries about all sorts of things and tend to expect the worst and finally they worry almost every day for at least six months. On the other hand, normal worrying doesn’t get in the way of daily activities and responsibilities, it is controllable and don’t cause significant distress. Another thing is these kind of worries are limited to a specific, small realistic concern and it only last for only a short period of time.

**Symptoms of Generalized Anxiety Disorder**

Symptoms of GAD are different; it can affect how the person thinks but anxiety also has physical symptoms. Excessive, on-going worry and tension, an unrealistic view of problems, restlessness or a feeling of being "edgy", irritability, muscle tension, headaches, sweating, difficulty in concentrating, nausea, the need to go to the bathroom frequently, tiredness, trouble falling or staying asleep, trembling and being easily startled. Moreover, people with GAD often have another anxiety disorders.

According to Joseph Goldberg, MD, there are also different causes of GAD, but the exact cause is unknown. But a number of factors are stated including genetics, brain chemistry, and environmental stresses -- appear to contribute to its development. When it comes to genetics, some researchers suggest that family history plays a part in increasing the likelihood that a person will develop GAD. In Brain chemistry, GAD has been associated with abnormal functioning of certain nerve cell pathways that connect particular brain regions involved in thinking and emotion. These nerve cell connections depend on chemicals called neurotransmitters that transmit information from one nerve cell to the next. If the pathways that connect particular brain regions do not run efficiently, problems related to mood or anxiety may result. And lastly, environmental factors, trauma and stressful events may contribute to GAD and consuming of substances such as alcohol, nicotine, caffeine can make existing anxiety worsen.

Anxiety in children or teen is normal, for example, watching a horror movie, a child will have trouble getting to sleep. On the other hand, if anxiety in children cannot be controlled properly and not given attention, the simple worry of a child will increase and result into severe anxiety.

Childhood anxiety occurs in about one-in-four children at sometime between the ages of 13 and 18. However, the lifetime prevalence of a severe anxiety disorder in children 13-18 is about 6%.1. Left untreated, anxiety in children can cause problems in school, at home and with peers as well as continue into adulthood (Tracy, 2016). Some studies have shown that children having anxiety behaves differently from normal or average children.

School anxiety also known as social anxiety is also an example of anxiety for child or teen. According to Tracy (2016) the most obvious sign of school anxiety is refusal to attend school. For instance, avoiding school activities and interacting to others. When a child refuses to go to school constantly, seeking treatment for anxiety should be considered.

Tracy (2016) listed other signs of school anxiety on children, which includes selective mutism, low birth weight and possible intellectual disability, nightmares and tantrums. Moreover, older children ages 12-16 often experience physical anxiety symptoms namely headaches, dizziness, light-headedness, sweatiness, gastrointestinal symptoms such as stomach-ache, nausea, cramps, vomiting, and muscle or body aches.

Having early treatment or therapy for children can be a help for it to not get severe. Many treatments can reduce school anxiety in children. Techniques include relaxation exercises, cognitive therapy – often associated with the shortest duration (on average, six months) and best outcome, psychological therapy and social therapy (Tracy, 2016)

A student having anxiety is a real phenomenon and having a study anxiety is a big problem. In the research titled “A research for identifying study anxiety sources among university students”, researchers studied and found out that there are many sources of anxiety when it comes to study process particularly among college or university students, the results identify seven potential sources but researchers labelled five leading sources of study anxiety; exam anxiety, class presentation anxiety, mathematic anxiety, language anxiety and social anxiety. Aside from the results given, university students have difficulty of subjects, new roommates, identity crisis, cultural shock, and relationship problems that increase their anxiety and interrupt the students’ performance as a result.

The researchers gathered 770 students as respondents, consisting of 395 males and 375 females. The respondents are first year on second semester degree undergraduate students in five engineering faculties at University Malaysia Pahang. The questionnaire asks students about their feeling, experiences and thought related with anxiety as follows; exam, language, mathematics, social, family, presentation, and library anxieties.

The results obtained using descriptive statistics to find out the Mean (M) and standard deviation (SD) to identify the five potential sources of study anxiety. The results show that Exam anxiety is the leading source, second is presentation anxiety, third is mathematic anxiety, next is language anxiety and last is the social anxiety.

Exam anxiety is the leading with M=1870.29 and SD=99.52 which tells that students fell and have experience anxiety greatly when it comes to exams. Students pointed that lack of exam preparation and not enough review is creating their anxiety during exam. The second is Presentation anxiety with M=1715.20 and SD=108.99, students suffer greatly when it comes to reporting and taking class presentations. Next is Mathematics anxiety with M=1694 and SD=152.49, which tells that mathematics is quite difficult subject and students feel anxious when they do not understand the subject. The fourth source is Language anxiety with M=1672.20 and SD= 90.67, foreign language subject is possible to increase anxiety because of lack of confidence. Lastly, social anxiety with M=1463.43 and SD=97.34, where the number of roommates is a students’ problem in social anxiety and feel difficult to study. The researchers concluded that with the given sources of study anxiety, students cannot perform well in their study.

Having knowledge about these signs and symptoms might be a big help for parents and teachers to distinguish that a child or a teen is battling from anxiety and have a bigger chance to control it to prevent serious problems.

**Coping with Anxiety**

Anxiety treatment, using anxiety self-help strategies, works very well for those with mild to moderate anxiety. Living a healthy lifestyle represents your best defense against anxiety (Gluck, 2016). Not eating right, lack of physical activities and exercise, don’t often socialize are more likely to suffer from anxiety attacks.

Having an active lifestyle is a way to avoid severe anxiety, such as socializing to others. This will help an individual to reach out to others and have someone to talk to about problems rather than keeping the negative feelings.

Aside from therapy, exercise is a great way to fight severe anxiety disorder. Experts theorize that exercise helps relieve anxiety is by releasing endorphins (known as feel-good chemicals) in the brain, reducing certain chemicals associated with the immune system, and increasing body temperature, which has a calming effect on the body and mind (Gluck, 2016). According to Gluck (2016), exercise also distracts the brain from negative thoughts that will lead to anxiousness. Exercising regularly will make an individual feel better mentally and physically.

Another way to relieve stress and anxiety is taking medications, but according to Tracy (2016), medications are not a cure for anxiety disorder but it can help to reduce symptoms. In an article the author listed different kinds of medication that are appropriate for different kinds of anxiety disorder. It includes antidepressants, benzodiazepines that are often prescribed for short-term treatment of acute anxiety symptoms. Another one is Anticonvulsants, an anti-seizure medication that is prescribed for long-term anxiety treatment, next is Antipsychotics which are often used in conjunction when other medications are not sufficient, Antihypertensive that can lower blood pressure and reduce physical symptoms of anxiety disorder and lastly Antianxiety agents, one example of this medication is buspirone (BuSpar) which specifically an antianxiety medication.

Aside from medications, therapy is another factor to reduce anxiety disorders, from the same article, according to Tracy (2016) therapy is also not a cure for anxiety disorder but it can help reduce symptoms and particularly help in changing anxiety-related thought patterns. Tracy (2016) also gives some types of therapies for anxiety disorder which includes Cognitive behavioural therapy (CBT), it is a therapy which can even be access by a computer program, and it is particularly useful in phobia disorders. Next is Behavioural therapy and last is Psychodynamic (talk or insight) therapy, it is rarely used as a standalone therapy for anxiety disorders unless there are complicating factors such as a history of abuse. Therefore, medications and therapy is not generally a cure for anxiety disorder but it is considered effective to reduce the symptoms of anxiety disorder.

Alternative treatments for anxiety disorder are often within the person’s power, as it only requires focus and desire to get better. Lifestyle change is an important part of anxiety disorder treatment. It includes exercise, diet, relaxation and sleep. Lifestyle change consists of simple things that a person can do without consulting a doctor regarding his or her anxiety disorder.

There are different factors that can trigger anxiety disorder of a person, children, adolescent, adult or a student. There are also different methods on how to reduce anxiety disorder symptoms and how to cope from it. There are also different kinds of anxiety that can affect a person. The effects are also different for different person or a student. Having knowledge about different factors regarding anxiety disorder can help students suffering from anxiety disorder as well as the people around them such as their teacher and parents.

Mental illnesses like general anxiety disorder (GAD) don't discriminate, no matter what your race, background, or socioeconomic status is. That being said, women are 60 percent more likely than men to have an anxiety disorder, so chances are, you or someone close to you is dealing with it. People with anxiety disorders are struggling behind closed doors more than they are in public, and just because they seem put together when you meet them in class or any social activities doesn’t mean they got it all figured out. It could be anyone, even that gorgeous, friendly woman you sometimes commute to work with. When it comes the "type" of person wrestling with this illness, don't get sucked into what the media portrays, there isn't one type.

The assistance they need isn't always what they think it is though, like taking them to the doctor. They might just need a pair of ears to hear them out or some alone time. The most important thing is to love them unconditionally and never make assumptions about their condition.

According to Florio (2015), there are 11 things people with anxiety want you to understand.

Social gatherings are hard- Parties are no fun. Someone with anxiety disorder comes stressed in large social situations, particularly when it's an event where everybody is smiling and celebrating a happy life event. If they turn down an invite, it's not because they don't love you, the party might just be genuinely overwhelming to them.

Sometimes they just don’t feel like laughing- People who see them on edge automatically assume that the best thing to do is tell a joke, or do something silly to make them smile. There's a difference between forcing them into laughter and lightening the mood; the former always comes off as inauthentic, because it usually is, while the latter can be done naturally, without making us feel like we're being treated in a loony bin. Don't force them to laugh.

Their condition doesn’t define them- don't whisper about them behind their backs and label them according to what kind of anxiety disorder they harbor. Their disease doesn't make up their entire identity; that's a fact we lose sight of at times, which just makes them feel worse about themselves, so try to steer clear of insensitive comments and nicknames. Instead, remind us of all the reasons we are wonderful — no harm can come out of that.

Things that don’t affects everyone bothers them- Talking about those little, tiny, minute occurrences that everyone probably don't even give a second thought to, like having someone come over to their apartment for the very first time. Their brains are wired differently, and they might even be dealing with some chemical imbalances, so those small things make their minds run wild while anyone can merely shrug them off and continue with life. If they seem a little nervous, don't make fun of them, or make them feel guilty.

They are physically exhausted- In case someone haven’t heard, the mind and body are intricately connected, so if one is facing difficulties, the other will visibly suffer. People with anxiety disorders tend to live in a hyper-tense state, especially when they're not getting the treatment they need. This causes the heart rate and blood pressure to rise, and our digestive system might not be working properly. Being gentle with them is a big help if you see that they're tired and cranky, because they probably didn't sleep at all last night.

They appreciate the space to vent- It's hard to find a good enough friend or family member out there who can listen to their troubles without passing any judgment whatsoever. If someone could be that person for them, they’ll love them forever. The more they bottle stuff up, the more likely they are to have a panic attack or end up locked up in their bedroom. Plus, nothing is worse than being honest, only to see the person across from them with a disgusted look on their face. Try not to be supportive and non-judgmental and remember no one has to fix it.

They’re trying their hardest- Just because they don't see them running to a therapy session every Wednesday doesn't mean they're not doing their absolute best to work on this mental illness. It's really hard being trapped in head constantly and not fully understanding all the emotional phases that pass by. Never assume that they aren't aware of their troubles. They are doing their best to heal themselves, in their own ways.

They appreciate everyone- Yeah, it's hard to say out loud, but they love all the support and encouragement that is given them. They might not show it, and that's only because they get so caught up in trying to make sense of the chaotic, demanding world around them. They appreciate the late-night chats and the text messages that are meant to bring them out of hiding on a weekend night. They're trying to get better at saying thank you more often.

They’ll never be just like everyone- There might be a "normal" mold out there that many people fit into and they may never be granted citizenship on that land. There's nothing wrong with that, so don't make them feel like there is. They might never be interested in social activities no matter how rad we think they are. Let them be their own people, and promise, they'll have a much better shot at getting along.

They don’t need medication- Far too common: people struggling with a mental illness are told that they should think about a certain kind of medication. Some respond well to anti-anxiety prescriptions, while it exacerbates the symptoms of others. Instead of telling them they need to take pills, ask them openly if they ever considered it. They’ll tell you where they stand.

They won’t let anyone know the whole story- Countless parts of illnesses like GAD are suffered behind closed doors. They don't like being the center of attention, so they do everything they can to hide all the awful things they're going through; this could mean that they aren't going to tell you everything when you ask them to share their personal stories. Don't take it personally, they either not ready yet to reveal corners of themselves, or they decided that there are some things they prefer to keep private.

According to the National Institute of Mental Health, in treating this kind of anxiety disorder, there are several kinds of treatment that are present. Psychotherapy or “talk therapy” is one example of treatment. For it to be effective, psychotherapy must be directed at the person’s specific anxieties and tailored to his or her needs. A typical “side effect” of psychotherapy is temporary discomfort involved with thinking about confronting feared situations. Next is Cognitive Behavioral Therapy or CBT, it is a type of psychotherapy that can help people with anxiety disorders where it teaches a person different ways of thinking, behaving, and reacting to anxiety-producing and fearful situations. CBT can also help people learn and practice social skills, which is vital for treating social anxiety disorder. Another one is Self-Help or Support Groups. There are some people with anxiety disorders might benefit from joining a self-help or support group and sharing their problems and achievements with others. Not all can recognize the signs of anxiety of a person; even teachers can’t distinguish whether their students are suffering from anxiety. If teachers and parents help students learn to control anxiety, serious problem can be avoided (Dobson, 2012). If anxiety disorder cannot be controlled immediately, serious problem can occur. One example is avoiding and withdrawal from school. From the Journal of Anxiety, it stated that 201 patients completed a school leaving questionnaire as well as self-report measures of anxiety, depression and social adjustment. Results found that about 49% reported leaving school prematurely and 24% indicated that anxiety was the leading reason.

Understanding people with GAD isn’t easy, it takes effort and patience. To people with GAD, expressing themselves isn’t simple because they tend to overthink everything before they have a chance to talk, hence, they don’t speak so much.

**CONCEPTUAL FRAMEWORK**

Having knowledge with various signs and symptoms of anxiety particularly Generalized Anxiety Disorder does not only helps the individual suffering from it but also the people who surrounds and interacts with them. It can also be significant for them to know how they can approach and interact or act around with a person who suffers from mental and emotional stress without being awkward or harming each other’s perspective, thinking and feelings. With enough knowledge and understanding, it can help the individual suffering with the disorder to find remedies and ways to cope up with GAD. On top of that, having these kind of stress and anxiety are not helpful especially on students. First, by assessing students’ knowledge about their own possibility of having Anxiety Disorder with a set of questions involving various types of symptoms. Students who are evaluated having the disorder will be reassessing with how they cope up with their anxiety. Another assessment will be given for the students containing certain situations with how they interact towards other students that have an Anxiety Disorder. With the information and data gathered, the researchers can conclude the final outcome on what are the factors to consider in understanding students having a Generalized Anxiety Disorder and ways to cope with it.

**RESEARCH PARADIGM**

INPUT

PROCESS

CESS

OUTPUT

Generalized Anxiety Disorder: Factors to Consider in Understanding Students with Generalized Anxiety Disorder and Coping with Anxiety

* Demographic profile of the respondents (Age, Gender, and Different strands in G12)
* Readings from sources  
  - Online sources  
  - Print out materials (Books and articles)

Conducting a survey to determine how many students are having GAD assessment test to assess the students on which how they could help someone with anxiety another assessment test to determine how students with GAD cope up with their anxiety.

Development of Survey Questionnaires

* Validation
* Administration
* Gathering Data, analysing, interpreting, and evaluating

*Figure SEQ Figure \\* ARABIC 1* RESEARCH PARADIGM

**Chapter III**

**METHODOLOGY**

This chapter presents the method of research used in this study. This includes the research design, research locale, research population and sampling techniques, research instrument, data gathering procedures and identifies the respondents.

**RESEARCH LOCALE**

The research was conducted at AMA Computer College Lucena City. The reason is that the researchers are close with the area of the institution of the students of AMACC Lucena who will be the respondents of the study, where they can observe and ask easily.

**RESPONDENTS**

The respondents of the study are Grade 12 Senior High school students of AMA CC Lucena. The survey was given randomly to a total 85 students. The number of respondents was based on the number of students that the researchers were able to reach in the span of two days.. The respondents were chosen from different strands (ABM, GAS, HUMSS, STEM & TVL) In ABM, STEM & TVL. The respondents for the other set of questionnaires were chosen based on the results of the first instrumentation that will tell which students might have anxiety disorder and the students who encountered people with anxiety for it will help more in understanding students that have anxiety disorder.

**RESEARCH DESIGN**

The researchers used a quantitative descriptive research where the researchers seek the perception of the respondents about how to understand students with Generalized Anxiety Disorder and how to cope up from anxiety. The researchers also used the phenomenology where it asks the students on how to understand students

**INSTRUMENTATION**

The researchers used the survey questionnaires that were validated by their research adviser, school guidance counselor, and school nurse. The researchers developed three sets of questionnaires. The survey questionnaire was made to identify the students that were having anxiety disorder. In addition, after identifying the students with anxiety disorder, the researchers used a self-made-research-based questionnaire to find the factors on how to understand students with anxiety disorder.

**DATA GATHERING PROCEDURE**

In accomplishing the study, the following procedures are to be considered and followed. First, the researchers must look for the sources and related studies on the library or internet for better and further understanding of the topic of the research. Then after gathering sources for the study, the researchers formulated a self-made survey questionnaire for the first, second and third instrumentation of the research, next it will be validated by professionals that are inclined with the said topic of the research. After validated, the research will submit an approval letter to the institution to conduct the study and administered the questionnaires on the chosen respondents of the study. When approved, the researchers will proceed in conducting the survey to determine how many students are having a Generalized Anxiety Disorder. Afterwards, they will proceed to the second instrumentation of the study which wherein the students will answer how they act around or what they do when they encountered people with anxiety. Lastly, the results on the first instrumentation which is the survey will be considered to be the respondents of the third instrumentation wherein they will be ask how they cope up in having an anxiety disorder. With these instrumentations, the researchers will obtain the necessary data of the entire study**.**

**STATISTICAL TREATMENT**

The data gathered were tallied, tabulated, interpreted and analysed using the weighted mean. The formulas used to find the weighted mean for each set of results were;

|  |  |  |
| --- | --- | --- |
| **POINT SCORE** | **RANGE INTERVAL** | **DESCRIPTIVE READING** |
| **5** | **4.21 - 5.00** | **Many times a day** |
| **4** | **3.41 - 4.20** | **Once a Day** |
| **3** | **2.61 - 3.40** | **At least thrice a week** |
| **2** | **1.81 - 2.60** | **At least once a week** |
| **1** | **1.00 - 1.80** | **Never** |

Where: WM= Weighted Mean R= total number of respondents  
 *f=* Frequency

To interpret the respondents’ response, the following scale was used:

|  |  |  |
| --- | --- | --- |
| **POINT SCORE** | **RANGE INTERVAL** | **DESCRIPTIVE READING** |
| **4** | **3.26 - 4.00** | **Always** |
| **3** | **2.51 - 3. 25** | **Often** |
| **2** | **1.76 - 2.50** | **Sometimes** |
| **1** | **1.00 - 1.75** | **Rarely** |

**Chapter IV**

**PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter shows the data gathered, the outcome of the statistical analysis done and interpretation of findings. These are presented in tables following the sequence of the specific research problem regarding the factors to consider in understanding students with Generalized Anxiety Disorder and how to cope up with anxiety.

**TABLE I.** **DEMOGRAPHIC PROFILE OF THE RESPONDENTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **DEMOGRAPHICS** | | **FREQUENCY** | **PERCENTAGE** |
| **AGE** | 16-17 | 35 | 41.18% |
| 18-19 | 50 | 58.82% |
| **GENDER** | Male | 35 | 41.18% |
| Female | 50 | 58.82% |
| **GRADE 12 PER**  **SECTION** | F | 27 | 31.76% |
| H | 25 | 29.41% |
| J | 7 | 8.24% |
| C | 14 | 16.47% |
| A | 12 | 14.12% |

As shown in the table above, based on the data gathered from the surveys conducted, 58.82% of the respondents are 18-19 years old, while 41.18% of the respondents are 16-17 years old. In conclusion, the respondents who reached their legal age are more than those that are not.

The table also shows that there are, respondents 58.82% female respondents while there are 41.18% male. In other words, there are more female respondents than male respondents.

The table also shows the frequency of respondents in each section of Grade 12 students. The section G12-F covered 31.76% of the number of respondents, while G12-H is 29.41% of the total respondents. of the overall percentage, while G12-C is 16.47%, G12-A is 14.12%, and G12-J is only 8.24%.

**TABLE II: SURVEY QUESTIONNAIRES**

**TABLE II-A.FREQUENCY DISTRIBUTION OF THE PHYSICAL SYMPTOMS OF GAD**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STATEMENTS** | **Frequency** | | | | | **WM** | **DR** |
| **5** | **4** | **3** | **2** | **1** |
| 1. Breathing rapidly (hyperventilation) | 7 | 10 | 16 | 34 | 18 | 2.46 | **2** |
| 2. Having increased heart rate | 5 | 10 | 20 | 31 | 19 | 2.42 | **2** |
| 3. Trembling | 1 | 9 | 11 | 35 | 29 | 2.03 | **2** |
| 4. Having trouble falling asleep | 17 | 14 | 19 | 23 | 12 | 3.01 | **3** |
| 5. Feeling weak or tired | 25 | 17 | 13 | 22 | 8 | 3.10 | **3** |
| 6. Gastrointestinal problems | 4 | 5 | 16 | 28 | 32 | 2.07 | **2** |
| 7. Muscle tension | 2 | 9 | 22 | 30 | 22 | 2.4 | **2** |
| 8. Feeling tense and jumpy | 2 | 19 | 22 | 28 | 14 | 2.61 | **3** |
| 9. The need to go to the bathroom | 13 | 10 | 15 | 36 | 11 | 2.74 | **3** |

**Table II-A** presents the physical symptoms of Generalized Anxiety Disorder, the frequency of respondents, weighted mean, and its percentage.

Based on the survey that presents a selection of checklist of symptoms of Generalized Anxiety Disorder, the results show that students experience feeling weak or tired the most in Physical category, gained a weighted mean of 3.10 followed by having trouble falling asleep yielded a weighted mean of 3.01. Students with these kinds of symptoms are physically exhausted because the mind and the body are initially connected. People with anxiety disorders tend to live in a hyper-tense state, especially when they're not getting the treatment they need. On the other hand, students rarely experience trembling gained a weighted mean of 2.03 followed by rarely experiencing muscle tension gaining a weighted mean of 2.4. Notably, based on the survey students experienced feeling weak or tired and trouble falling asleep at least thrice a week while they experience trembling and muscle tension rarely and only once a week. Above all, the Physical Category gained an overall weighted mean of 2.54.

**TABLE II-B: FREQUENCY DISTRIBUTION OF THE MENTAL SYMPTOMS OF GAD**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 10. Feeling nervous, restless, or tense | 13 | 13 | 15 | 36 | 8 | 2.85 | **3** |
| 11. Having a sense of impending danger, panic, or doom | 5 | 13 | 18 | 34 | 15 | 2.52 | **2** |
| 12. Trouble concentrating or thinking about anything other than the present worry | 13 | 13 | 20 | 31 | 8 | 2.91 | **3** |
| 13. Overthinking the risks of decisions you’ll make | 14 | 17 | 30 | 15 | 9 | 3.14 | **3** |
| 14. Have constant thoughts of negative “what if’s” | 20 | 15 | 20 | 22 | 8 | 3.2 | **3** |
| 15. Difficulty in concentrating. | 17 | 9 | 24 | 31 | 4 | 3.05 | **3** |

**Table II-B** presents the mental symptoms of Generalized Anxiety Disorder, the frequency of respondents, weighted mean, and its percentage.

In this category garnering an overall weighted mean of 2.95, among all the symptoms given students experience having sense of impending danger, panic or doom the least and for only once a week gained a weighted mean of 2.52. On the other hand, students experienced other mental symptoms given at least thrice a week, such as overthinking the risks of decisions they will make gained weighted mean of 3.14 followed by difficulty in concentrating which got a weighted mean of 3.05. Students also face constant thoughts of 'what if's', nervousness and being restless or tense at least thrice a week.

**TABLE II-C: FREQUENCY DISTRIBUTION OF THE EMOTIONAL SYMPTOMS OF GAD**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **C. EMOTIONAL** |  |  |  |  |  |  |  |
| 16. Feelings of apprehension or dead | 2 | 9 | 9 | 40 | 25 | 2.09 | **2** |
| 17. Watching for signs of danger | 9 | 11 | 19 | 27 | 19 | 2.58 | **2** |
| 18. Anticipating the worst | 8 | 7 | 15 | 43 | 13 | 2.49 | **2** |
| 19. Irritability | 8 | 11 | 18 | 30 | 12 | 2.47 | **2** |
| 20. Feeling like your mind’s gone blank | 17 | 10 | 22 | 25 | 11 | 2.96 | **3** |

**Table II-C** presents the emotional symptoms of Generalized Anxiety Disorder, the frequency of respondents, weighted mean, and its percentage.

In emotional symptoms category, most of the respondents faced feeling like their mind’s gone blank at least thrice a week gained a weighted mean of 2.96. Meanwhile, the survey shows that students experienced emotional symptoms mostly once a week, such as watching signs of impending danger and experienced anticipating the worst which gained a weighted mean of 2.58 and 2.49 respectively. People with anxiety tend to overthink some situations that are worse than the usual they have experienced. In addition, respondents also experienced irritability which got a weighted mean of 2.49. Some of the students who have anxiety tend to be irritable or be irritated by some sort of things or situations. Moreover, they also experienced feeling of apprehension or dread, yielding a weighted mean of 2.04 leaving a huge gap from the latter. Emotional Symptoms category gathered an overall weighted mean of 2.52.

**TABLE II-D: FREQUENCY DISTRIBUTION OF THE BEHAVIORAL SYMPTOMS OF GAD**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **D. BEHAVIORAL** |  |  |  |  |  |  |  |
| 21. Staying away from public places | 5 | 16 | 13 | 23 | 28 | 2.38 | **2** |
| 22. Being afraid of being judged silently | 20 | 18 | 15 | 22 | 9 | 3.18 | **3** |
| 23. Being self-conscious in front of other people and feeling embarrassed and awkward. | 18 | 12 | 15 | 31 | 9 | 2.99 | **3** |
| 24. Tend to isolate yourself in social gatherings | 9 | 8 | 18 | 35 | 15 | 2.54 | **2** |
| 25. Feeling anxious when giving a speech. | 15 | 16 | 23 | 17 | 14 | 3.01 | **3** |
| 26. Feeling anxious in starting a conversation | 12 | 14 | 17 | 32 | 10 | 2.84 | **3** |
| 27. Feelings anxious while eating in front of someone | 8 | 15 | 13 | 21 | 28 | 2.46 | **2** |
| 28. Feeling anxious in making a telephone call | 4 | 12 | 16 | 26 | 27 | 2.29 | **2** |
| 29. Feeling anxious in using public restrooms | 5 | 15 | 13 | 27 | 25 | 2.39 | **2** |

**Table II-D** presents the behavioral symptoms of Generalized Anxiety Disorder, the frequency of respondents, weighted mean, and its percentage.

Based on the survey being afraid being judged silently is the most experienced behavioural symptoms of Generalized Anxiety Disorder by the most number of students answered, gaining a weighted mean of 3.18. Students who have anxiety tend to be more conscious with what other people will say or think of them. Feeling anxious in variety of situations given in the survey such as being anxious in giving a speech and starting a conversation got the most number of respondents experiencing it gained a weighted mean of 3.01 and 2.84 respectively. Students with anxiety can have a difficulty in fulfilling speech task in school because of the nervousness and tense feeling they experience and they can also have a difficulty in socializing with other people. Being self-conscious in front of other people and feeling embarrassed and awkward is also a behavioural symptoms mostly experienced by the students at least thrice a week gained a weighted mean of 2.99. Meanwhile, feeling anxious in making a telephone call is the least respondents have experienced generating a weighted mean of 2.29. In general, behavioural symptoms gained a weighted mean of 2.68.

**TABLE II-E: FREQUENCY DISTRIBUTION OF THE DECISION-RELATED QUESTION FOR MORE SYMPTOMS OF GAD**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **STATEMENTS** | **Frequency** | | | | **WM** | **DR** |
| **A** | **O** | **S** | **R** |
| 1. Do you share your thoughts or problems with other people? |  |  |  |  |  |  |
| a. Family | 14 | 40 | 16 | 15 | 2.62 | **O** |
| b. Close Friends | 28 | 35 | 19 | 3 | 3.04 | **O** |
| 2. Are you afraid of being judged and evaluated? | 22 | 41 | 17 | 5 | 2.94 | **O** |
| 3. Do you feel conscious about yourself? | 23 | 40 | 17 | 5 | 2.95 | **O** |
| 4. Do you feel down without unsure reason | 18 | 39 | 20 | 8 | 2.79 | **O** |
| 5. Do you feel uncomfortable in school or outdoors? | 9 | 40 | 23 | 13 | 2.53 | **O** |
| 6. Do you think you affect others negatively? | 10 | 40 | 23 | 12 | 2.56 | **O** |
| 7. Do you think other people understand your condition? | 3 | 39 | 30 | 13 | 2.38 | **O** |
| 8. Does someone help you when you are having anxiety attacks? | 8 | 35 | 29 | 13 | 2.54 | **O** |
| 9. Are you afraid of being pitied? | 15 | 33 | 23 | 14 | 2.58 | **O** |
| 10. Avoiding new and unfamiliar people, places, and situations? | 15 | 37 | 20 | 13 | 2.64 | **O** |

**Table II-E** presents the question asked related to decision making of the respondents, the frequency of respondents, weighted mean, and its percentage.

The decision making category consisted of positive questions, which gained a weighted mean of 2.65, and negative questions, which obtained a weighted mean of 2.71. In addition, based on the survey, it shows that students share their thoughts or problems with their peers and friends rather than their family and relatives. Sharing thoughts with family gained a weighted mean of 2.62 while sharing thoughts with friends generating a weighted mean of 3.04. It only shows that the students tend to be more comfortable sharing their problems with their friends than to their family. Respondents also experienced being conscious about themselves and being afraid of being judged and evaluated very often gained a weighted mean of 2.95 and 2.94. People with anxiety have a tendency to overthink what other people might say to them, there is high possibility that they will react differently and change the way of their thinking. Moreover, respondents experiencing feeling down for no clear reasons often gained a weighted mean of 2.79, feeling upset and down for no reason is one of the signs of having an anxiety disorder. Avoiding new people, places, and situations yielded a weighted mean of 2.64. In addition, respondents have answered that they are afraid of being pitied gained a weighted mean of 2.58. A person with anxiety somehow doesn’t want to burden other people because of their condition. They prefer being treated normal and they don’t like to feel like there is something wrong with them. Respondents also experienced thinking that they affect other people negatively and being uncomfortable in school or outdoors obtained a weighted mean of 2.56 and 2.53 respectively.

**TABLE III. FREQUENCY DISTRIBUTION OF QUESTIONS ABOUT HOW RESPONDENTS APPROACH SOMEONE WITH GAD**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **STATEMENTS** | **Frequency** | | | | **WM** | **DR** |
| **A** | **O** | **S** | **R** |
| 1. Do you feel awkward when you encounter someone with anxiety | 11 | 25 | 37 | 12 | 2.41 | **S** |
| 2. Based on your observations, do they participate well in class? | 4 | 33 | 43 | 5 | 2.42 | **S** |
| 3. Do you assure someone when you think they are anxious? | 4 | 38 | 37 | 6 | 2.47 | **S** |
| 4. Do you judge based on what you just see? | 1 | 14 | 54 | 16 | 2 | **S** |
| 5. Do you feel comfortable hanging out with someone with anxiety? | 6 | 29 | 42 | 5 | 2.39 | **S** |
| 6. Do they affect you negatively? | 4 | 18 | 38 | 25 | 2.01 | **S** |
| 7. Are you willing to open up your ears when they talk about their problems? | 37 | 29 | 19 | 0 | 3.21 | **O** |
| 8. Are you confused on why they worry too much? | 11 | 29 | 40 | 5 | 2.54 | **O** |
| 9. Do you help them cope up with their anxiousness? | 18 | 37 | 26 | 4 | 2.81 | **O** |
| 10. Do you pity them? | 9 | 19 | 39 | 18 | 2.22 | **S** |
| 11. Do you get irritated when a person you know is having anxiety is sad or down with no clear or unsure reason? | 6 | 21 | 39 | 19 | 2.16 | **S** |
| 12. Does it bother you how much the two of you perceive certain situations differently? | 5 | 28 | 38 | 14 | 2.28 | **S** |

**Table III** shows the questions asked on how the respondents act or what they do when they encounter people with anxiety, the frequency of respondents’ answers, the weighted mean and its descriptive reading.

Another set of questionnaires were given to the respondents where they sought to answer how they approach, act or what they do when they encounter someone with anxiety. Based on the assessment, students said that they are willing to open up their ears when people with anxiety talk about their problems, obtaining a weighted mean of 3.21. It is important for an individual to have a person who can they talk about their problems. The statement “Do you help them cope up” acquired a weighted mean of 2.81. The students respond that they are willing to help an individual or a student who is suffering from the disorder. Willingness is a big factor to help. Some students said that they are confused why the students with anxiety worry too much, representing a mean of 2.57. It only means that though they are willing to help someone with a stress disorder, they can get confused at times why they worry too much. However, the students said that they assure someone when they think they are anxious, gaining a weighted mean of 2.47. Prior with this, they still comfort and assure an anxious person or students when faced to some certain situations.

Based on the assessment given, some students said that they feel awkward when they encounter someone with anxiety while some students said that they feel comfortable hanging out with them, yielding a weighted mean of 2.41 and 2.39 respectively. With different views, perspective, and understanding, this kind of certain situation can happen. On the other hand, students said that sometimes it bothers them how much they perceive certain situations differently which gained a weighted mean of 2.28. A person having an anxiety worries so much different from a normal person can. It is difficult for them to control their worries and emotions and tensions especially when they are faced with difficult situations. Meanwhile, they added that sometimes they feel pity for a person having an anxiety, gaining a weighted mean of 2.22. It is only normal to feel pity but pitying a person with an anxiety can lead them to more emotional stress. Furthermore, some students said that sometimes they get irritated when a person having anxiety is sad or down with no clear or unsure reason, obtaining a weighted mean of 2.16. Some situations can occur when they don’t find clear or unsure reason about the other person being anxious so in result it can affect them negatively which some students said that sometimes it does affect them negatively, gaining a weighted mean of 2.01.

**TABLE IV: FREQUENCY DISTRIBUTION OF WAYS COPING FROM ANXIETY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **STATEMENTS** | **Frequency** | | | | **WM** | **DR** |
| **A** | **O** | **S** | **R** |
| 1. I do meditations like any of the following when I feel anxious |  | | | | | |
| a. Yoga | 0 | 0 | 0 | 6 | 1 | **R** |
| b. Listening to music | 2 | 4 | 0 | 0 | 3.33 | **A** |
| c. Breathing exercises | 1 | 2 | 3 | 0 | 3.33 | **A** |
| Statement number 1 average | | | | | 2.55 | **O** |
| 2. Have a relaxing spa to calm myself. | 0 | 1 | 0 | 5 | 1.33 | **R** |
| 3. I take medications for my anxiety | 0 | 0 | 0 | 6 | 1 | **R** |
| 4. I hold on to someone to feel calm. | 1 | 3 | 2 | 0 | 2.83 | **O** |
| 5. I sit quietly and try to focus on my physical being. | 2 | 3 | 1 | 0 | 3.17 | **O** |
| 6. I try to focus my mind on what’s currently happening and not possible negative outcomes of the things I do | 2 | 2 | 1 | 1 | 2.83 | **O** |
| 7. I try not to be anxious by arguing with my thoughts. | 1 | 2 | 3 | 0 | 3.33 | **A** |
| 8. I divert my negative thoughts by playing games that takes my mind off of it. | 1 | 2 | 3 | 0 | 3.33 | **A** |
| 9. I try to think that people won’t remember the things I do for too long. | 2 | 0 | 4 | 0 | 2.67 | **O** |
| 10. I disregard my negative feelings | 1 | 1 | 3 | 1 | 2.33 | **S** |
| 11. When having an attack, I calm myself down by trying to smile. | 0 | 2 | 4 | 0 | 2.33 | **S** |
| 12. I tried to consult experts | 0 | 0 | 1 | 5 | 1.17 | **R** |
| 13. I do new things that involve interacting with people | 1 | 2 | 3 | 0 | 2.67 | **O** |
| 14. I go out by myself to places I don’t know. | 1 | 1 | 4 | 0 | 2.5 | **S** |
| 15. I go to places that can calm my mind. | 1 | 1 | 3 | 1 | 2.33 | **S** |
| 16. I try to don’t mind what other people think of me | 2 | 1 | 2 | 1 | 2.67 | **O** |

**Table IV** shows the coping mechanism statements that the respondents do when they experience anxiety, the frequency of answers, the weighted mean, and its descriptive reading.

The last set of questionnaires was given to the students as a result on the first instrumentation. This assessment shows the coping mechanism that the respondents do when they experience anxiety. First, the respondents stated that they do meditation or personal free time such as always listening to music and breathing exercises, both yielding a mean of 3.33, meanwhile said that they do yoga rarely, gaining a weighted mean of 1. Based on the survey, there are coping mechanism statements that students stated that they do rarely such as having a relaxing spa, taking medications and trying to consult an expert all generated a weighted mean of 1. Since they are only students, they don't usually seek for medical assistance not unless they are in a critical condition. Students or teens find alternative ways to calm themselves. Based on the assessment trying not to be anxious by arguing with negative thoughts and diverting negative thoughts by playing games are best given example, both gaining a weighted mean of 3.33. Trying to find source of entertainment like listening to music or playing games are helpful for the respondents to divert their worries. Sitting quietly and trying to focus on their physical being gained a weighted mean of 3.17. Similar with the statement "I try to focus my mind on what’s currently happening and not possible negative outcomes of the things I do" which gained a weighted mean of 2.83. Respondents try to focus their mind on the physical world and prevent their mind to think negatively. Moreover, students stated that they hold on to someone to feel calm obtained a weighted mean of 2.83. It only meant that they need a companion or someone they can lean on or talk about their problems to lessen the negativity on their minds.

Another coping mechanism that students agreed are trying to think that people won’t remember the things they do for too long and trying to don’t mind what other people think of them both yielded a weighted mean of 2.67. It only means that the respondents think that not thinking about other people might think of them negatively will help them cope up with their anxiety. Furthermore, students said that they try doing new things that involve interacting with people, gaining a weighted mean of 2.67. Interacting and trying to be active socially is helpful for the students. Also, students said that they disregard their negative feelings and when having an attack, they calm down by trying to smile both obtaining a weighted mean of 2.33 respectively.

**Chapter V**

**SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter shows the summary of the research that was evaluated from the previous chapter containing the data analysis from the results of survey and assessments as well as the conclusions and the recommendation.

**SUMMARY**

Generalized Anxiety Disorder is experienced by a lot of students, and most people don’t know how to approach them. They are often confused on how to treat people with anxiety because they don’t know what’s going on in the person’s mind. On the other hand, the people affected by anxiety often find ways to help them cope up with their problem and having a supportive environment is a great help for them.

The first step in understanding students with anxiety is looking out for the symptoms experienced by them. Based on the data gathered, feeling tired, having trouble in sleep, being tensed, and trembling are just some of the easier-to-spot symptoms that are experienced by the students. Having increased heart rate, muscle tension, and having gastrointestinal problems are symptoms that are harder to spot since they can’t be seen by just the eyes. Someone who can be with them when they experience the following symptoms and reassure them that things are going to turn out just fine without pushing the person too much is a great way to approach them. With the physical symptoms being the easiest to see, a keen observation should be able to help if a person wants to know who has anxiety or not.

Mental symptoms are the most common symptoms that are experienced, based on the data gathered. Difficulty in concentrating, overthinking, and constant worries all root from the constant negative “what if’s that people with anxiety think. Although one might tell them to just think about more positive thoughts or just don’t think about negative thoughts, it really doesn’t help because anxiety disorders mess with the person’s mind. So, instead of telling them to just get over it, the proper way to aid them is help them sort out the things that make them worried. Questions about how important something is, the urgency of the things they need to do, or even simply telling them that you’re willing to help them will help lessen their worry and trust you more about their condition.

Based on the data gathered, students often experience anticipating for the worst thing to happen, watching out for danger, feeling conscious, and feeling anxious in doing a lot of things that include socializing with other people. Reassuring them with words help but actually showing them it’s not how they think things are could change their way of thinking. People with anxiety needs people who can understand them and won’t judge them for the things they worry about even if others may think it’s a small thing, because to them, even the tiniest detail of something can affect how situations would go. They are natural pessimists, so their decisions might be different of that a normal person. They consider a lot of things and sometimes, those thoughts get tangled in their mind, resulting to anxiety attacks. These thoughts disrupt how the individual work. Based on a literature review in chapter 2, having an anxiety disorder is proven to be a problem with neurotransmitters in the nerve pathways that makes people feel more anxious than a person with a normal working nerve pathways.

All in all, it is important to consider that an anxiety disorder is not “just in the head” but an actual problem in the brain. If a person happens to encounter someone with GAD, the best thing to do is to be supportive and not treat them differently. It takes effort to be with someone with GAD because they need constant reassuring, but it is guaranteed that being able to help someone with anxiety will have a good effect on their relationship and the helper themselves. It will make them a more open-minded person and more understanding.

On the other hand, for people with anxiety, finding good friends that can and will support them and being open to people that can help them lessen anxiety. Trying out new things little by little is a great way to cope up with anxiety. Being able to sort out thoughts and worries should be practiced. Surrounding oneself with positive things could be of help to have a positive mind. Keeping in mind that thoughts are just thoughts unless executed is a way to lessen overthinking. Having distractions from negative thoughts like a new hobby, doing one’s passion, or even just playing games to get off the negative thinking should be considered by people with anxiety.

**CONCLUSION**

Based on the findings of the study, the following conclusion were drawn:

* The researchers conclude that the respondents from AMACC Lucena were mostly normal and only few are more prone to anxiety disorders.
* The researchers conclude that even though only few actually affected by anxiety, symptoms are prevalent in the area.
* The researchers conclude that the case of anxiety in the area is not that worse yet and could lessen through time and support.
* The researchers conclude that respondents who appeared to have anxiety have coping strategies to help themselves, and most appeared to be doing better.
* The researchers conclude that a lot of respondents do understand the situation where affected people are.

**RECOMMENDATIONS**

Based on the findings and the conclusion presented, the following recommendations are suggested for further research of this study.

* The researchers suggest that future researchers can increase the population of respondents for better understanding on the perspective of more people.
* The researchers suggest that students with anxiety disorder should also be open to their family in the same way they are open to their friends and peers.
* The researchers suggest that parents of students check on their children’s mental health as much as they look after their physical being.
* The researchers suggest that teachers should be able to look after students who might have an anxiety disorder and help them through it.
* The researchers suggest that peers of students with anxiety disorder should be more understanding and open-minded to be able to help their friends

**REFERENCES:**

ADAA. (2010). *Understanding GAD and Symptoms.* Retrieved from:

<https://adaa.org/understanding-anxiety/generalized-anxiety-disorder-gad>

# Boyes, A. (2016). *How to Help Someone With Anxiety.* Retrieved from: <https://www.psychologytoday.com/us/blog/in-practice/201607/how-help-someone-anxiety>?

Cuncic, A. (2009) *Symptoms and Diagnosis of Social Anxiety Disorder.* Retrieved from: <https://www.verywellmind.com/social-anxiety-disorder-symptoms-and-d>?

Dobson, C. (2012) Effects Of Academic Anxiety On The Performance Of Students With And Without Learning Disabilities And How Students Can Cope With Anxiety At School. Retrieved from <http://www.nmu.edu/education/sites/DrupalEducation/files/UserFiles/Dobson_Cassie_MP.pdf>

Florio, G. (2015) *11 Things People With Anxiety Want You To Understand.* Retrieved from: <https://www.bustle.com/articles/114084-11-things-people-with-anxiety-want-you-to-understand>

Folk, J. & Folk, M. (2019)  *15 Ways To Help Someone With Anxiety Disorder.* Retrieved from: [https://www.anxietycentre.com/anxiety-tips/15-ways-to-help-someone-with-anxiety- disorder.shtm](https://www.anxietycentre.com/anxiety-tips/15-ways-to-help-someone-with-anxiety-%20disorder.shtm)

Gluck, S. (2016) Anxiety Treatment: How To Treat Anxiety. Retrieved from <https://www.healthyplace.com/anxiety-panic/anxiety-information/anxiety-treatment-how-to-treat-anxiety/>

Gluck, S. (2016) What Is Anxiety? Anxiety Definition. Retrieved from <https://www.healthyplace.com/anxiety-panic/anxiety-information/what-is-anxiety-anxiety-definition/>

Kate. (2013) *How To Cope With And Help A Loved One Experiencing Anxiety And Depression.* Retrieved from: <https://www.adavic.org.au>

# Locke, A. et al (2015) *Diagnosis and Management of Generalized Anxiety Disorder and Panic Disorder in Adults* Retrieved from: <https://www.aafp.org/afp/2015/0501/p617.html?fbclid=IwAR20u9->

Shaikh, F. (2018) *12 Do’s and Dont’s of Helping Someone With Anxiety* Retrieved from: <https://www.calmclinic.com/anxiety/tips-for-friends-family>

Stanford Children’s Health. (2019). *Generalized Anxiety on Children and Adolescents.* Retrieved from: <https://www.stanfordchildrens.org/en/topic/default?id=generalized-anxiety-disorder-in-children-and-adolescents-90-P02565>

Tracy, N. (2016) Anxiety And Children: Symptoms, Causes Of Childhood Anxiety. Retrieved from <https://www.healthyplace.com/anxiety-panic/anxiety-and-children/anxiety-and-children-symptoms-causes-of-childhood-anxiety/>

Tracy, N. (2016)  Anxiety Disorders Symptoms, Anxiety Disorder Signs. Retrieved from <https://www.healthyplace.com/anxiety-panic/anxiety-disorders/anxiety-disorder-symptoms-anxiety-disorder-signs/>

Tracy, N. (2016)  School Anxiety In Children: Signs, Causes, Treatments. Retrieved from <https://www.healthyplace.com/anxiety-panic/anxiety-and-children/school-anxiety-in-children-signs-causes-treatments/>Torpy, J. et al. (2011). *Generalized Anxiety Disorder.* Retrieved from: <https://jamanetwork.com/journals/jama/fullarticle/645425>

# URMC. (2019). *Generalized Anxiety Disorder (GAD) in Children and Teens.* Retrieved from: <https://www.urmc.rochester.edu/encyclopedia/content.aspx?ContentTypeID=90&ContentID=P02565>

Vitasari, P.,  Wahab, M., Othman, A., Awang, M. (2010) A Research for Identifying Study Anxiety Sources among University Students. Retrieved from <https://files.eric.ed.gov/fulltext/EJ106607>