



Relationship between the Level of Anxiety and Coping Strategies among Boarding Students of Cavite State University

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Abstract: *The study entitled “Relationship between the Level of Anxiety and Coping Strategies among Boarding Students of Cavite State University” was conducted to distinguish the relationship between the level of anxiety and coping strategies of boarding Cavite State University’s students. Kendall’s Tau-B, a nonparametric statistical test, was used to determine the correlation between the two factors using SPSS, a statistical software, for fast computation. The inquiry is carried out by handing out 100 survey-modified questionnaires that consist of two factors, the Beck Anxiety Inventory and Coping Inventory for Stressful Situation-21, to boarding students in or near Cavite State University – Indang Campus. The study’s findings found a weak but significant relationship ($\tau=0.293$) between the level of anxiety and coping strategies among boarding students of Cavite State University – Indang Campus with a p-value of 0.002. This underscores a meaningful association, indicating that as the level of anxiety increases, coping strategies tend to increase as well. Whereas students should prioritize self-care and ask for professional help to develop coping strategies to improve their well-being.*

Keywords: *Anxiety, Boarding Students, Coping Strategies, Kendall’s Tau-B.*

1. INTRODUCTION

In pursuit of quality education, some students from distant areas often seek temporary residences, such as dormitories or boarding houses, strategically situated near university campuses to access better learning opportunities (Salindo & Ubat, 2018).



While these arrangements save time and transportation fare, boarding students may face with feelings of separation anxiety, homesickness, and stress associated with college life, such as academic pressures, financial, and emotional independence (Thurber & Walton, 2012; Dyson & Renk, 2006).

Within this context, anxiety is an impactful mental health issue, affecting approximately 47.2 percent of college students, as noted by Alibudbud (2021). Boarding students, in particular, face unique challenges like fitting in, establishing identities, and balancing academics and social life.

This study aimed to analyze the relationship between anxiety levels and coping strategies among boarding students, providing insights for better understanding and evidence-based mental health support. Specifically, it aimed to describe the profile of these students, including their age, sex, province of residence before boarding, type of boarding arrangement, duration of stay, and reasons for boarding. Additionally, this research aimed to assess the level of anxiety within this demographic and determine their coping strategies, in terms of task-oriented, emotion-oriented, and avoidance coping. Finally, the study aimed to analyze if there is a significant relationship between the level of anxiety and coping strategies among boarding students of Cavite State University using Kendall's Tau-b correlation coefficient approach.

2. RELATED WORKS

Boarding arrangements allow students to concentrate on academics without household distractions, fostering independence through schedule management and communication skills. However, challenges arise, leading to adjustment difficulties and homesickness when living away from home (Varney, 2016). According to Lester and Mander (2020), high school boarders indicate an increase in emotional difficulties and a decline in academic motivation over time. Additionally, anxiety is a prevalent issue among college students, potentially impacting social, emotional well-being, and academic achievement if undetected (Costello et al., 2003; Essau et al., 2000). Tattao (2016) stresses the importance of identifying effective coping strategies during the transition to boarding. Coping plays a crucial role in psychosocial adaptation, with problem-focused strategies linked to reduced anxiety levels and emotion-focused strategies associated with higher anxiety levels (Luthans, 2002). Negative thinking has been shown to predict maladaptive coping behaviors, such as avoidance and denial, which, in turn, can contribute to increased anxiety levels among young adult college students (Moulds et al., 2007). Moreover, coping has been recognized as an effective means of alleviating anxiety (Mahmoud, 2011).

3. METHODOLOGY

The study employed a quantitative research design, incorporating both descriptive and correlational approaches. Primary data were collected through face-to-face surveys at Cavite State University – Indang Campus, utilizing a survey questionnaire comprising three parts: Profile of the Participant, Modified Beck Anxiety Inventory (BAI), and Modified Coping Inventory for Stressful Situations-21 (CISS-21). The BAI assessed anxiety levels on a 4-point Likert scale, while the CISS-21 measured coping strategies across task-oriented, emotion-

oriented, and avoidance coping mechanisms on a 5-point Likert scale. Participants, focusing on boarding students, included those from any year and department enrolled at Cavite State University – Indang Campus for the academic year 2022-2023, with a sample size of at least 100 using a snowball sampling technique. Data analysis involved descriptive statistics and Kendall's Tau-b correlation coefficient. In addition, ethical considerations prioritized informed consent, voluntary participation, adherence to the Data Privacy Act, and confidentiality.

4. RESULTS AND DISCUSSION

Profile of the Boarding Students

Table 1: Age of the respondents

Age	Frequency
18	6
19	15
20	21
21	30
22	20
23	6
24	2
TOTAL	100
Mean: 21 years old Range: 6	

Table 1 shows the age distribution of respondents, primarily aged 18 to 24. The majority (30 percent) were 21 years old, followed by 20-year-olds (21 percent) and 22-year-olds (20 percent). The mean age was 21, indicating that, on average, boarding students were in their early twenties. The age range of 6 suggests a concentrated distribution with a small age spread.

Table 2: Sex of the respondents

Sex	Frequency
Female	61
Male	39
TOTAL	100

The distribution of respondents' sex is presented in Table 2. The majority of respondents were female, comprising a significant portion of the sample at 61 percent. In contrast, males represented 39 percent of the total respondents.

Table 3: Place of origin of the respondents

Place of Origin	Frequency
Batangas	1
Bohol	1
Camarines	1
Cavite	82
Iloilo	2

Laguna	2
Lanao del Norte	1
Manila	8
Oriental Mindoro	1
Quezon Province	1
TOTAL	100

Table 3 reveals the distribution of respondents by place of origin. Dasmariñas, Cavite, had the highest representation at 15 percent, followed by Trece Martires (9 percent) and Tanza (8 percent). Other notable origins included Bacoar, Imus, and Silang, each contributing 6 percent. The majority hail from various locations within Cavite, emphasizing the diverse geographical backgrounds of Cavite State University – Indang Campus boarding students. There is also representation from regions like Biñan, Laguna, Bohol, and Camarines Sur.

Living Arrangements of the Boarding Students

Table 4: Type of boarding arrangement of the respondents

Type of boarding arrangement	Frequency
Off-Campus	95
On-Campus	5
TOTAL	100

Table 4 summarizes the boarding arrangements of Cavite State University – Indang Campus students. The majority (95 percent) prefer off-campus living for independence and flexibility, aligning with the broader trend in higher education. Only 5 percent opt for on-campus housing, valuing the convenience and sense of community it offers.

Table 5: Duration of stay of the respondents (*in months*)

Duration of stay (in months)	Frequency	Percentage
1 – 5	62	62.0
6 – 10	36	36.0
11 – 15	1	1.0
16 – 20	1	1.0
TOTAL	100	100.0
Median: 4.45 \approx 4 months		

Table 5 displays the duration of stay for Cavite State University – Indang Campus boarding students. The majority (62 percent) stayed for 1 to 5 months, and 36 percent for 6 to 10 months. Only 1 percent stayed for 11 to 15 months and another 1 percent for 16 to 20 months, indicating a prevalence of relatively short-term arrangements. The average duration of stay was 4 months.

Table 6: Reasons for boarding of the respondents

Reasons for boarding	Frequency	Percentage
Proximity to university	66	23.4

Access to university facilities and resources	33	11.7
Independence and personal growth	56	19.9
Improved focus and academic performance	53	18.8
Limited commuting options	47	16.7
Family reasons	26	9.2
Others (e.g., work)	1	0.4
TOTAL	282	100.0

Table 6 outlines motivations for boarding among Cavite State University – Indang Campus students. Key factors include proximity to the university (23.4 percent), access to facilities (11.7 percent), independence and personal growth (19.9 percent), improved focus and academic performance (18.8 percent), and limited commuting options (16.7 percent). Other factors, like family reasons and work commitments, were mentioned by smaller percentages. The findings align with previous research, emphasizing the positive impact of boarding on academic performance and personal growth. Challenges such as adjustment, homesickness, and the need for quality accommodations and safety measures should be addressed to provide comprehensive support to boarding students.

Level of Anxiety among Boarding Students

Table 7: Median table assessing the level of anxiety among boarding students of Cavite State University - Indang Campus

Statements	Median	Description
Numbness or tingling feeling	0	Not at all
Feeling hot	1	Mildly
Half-asleep, half-awake	0	Not at all
Unable to relax	1	Mildly
Fear of worst happening/s	1	Mildly
Dizzy or lightheaded	1	Mildly
Heart pounding/racing	1	Mildly
Unsteady	0	Not at all
Feeling nervous	1	Mildly
Feeling lonely	0	Not at all
Hands trembling	0	Not at all
Fear of losing control	0	Not at all
Difficulty in breathing	0	Not at all
Fear of dying	1	Mildly
Scared	1	Mildly
Indigestion	1	Mildly
Faint/lightheaded	0	Not at all
Face flushed	0	Not at all

Having hot or cold sweats	1	Mildly
GRAND MEDIAN	1	MILDLY
3 – Severely – it bothered me a lot 2 – Moderately – it wasn't pleasant at times 1 – Mildly, but it didn't bother me much 0 – Not at all		

Table 7 highlights the median and grand median of anxiety levels among Cavite State University – Indang Campus boarding students. The grand median is 1, indicating mild anxiety. Lester and Mander's (2020) research support elevated anxiety levels in boarding students. Most anxiety-related statements received a median of 1, suggesting mild anxiety, while statements like "Numbness or tingling feeling" received a median of 0, indicating no reported symptoms. The findings emphasize the importance of mental health support and targeted interventions for boarding students, as highlighted by previous research. Implementing mental health screening measures and providing coping mechanisms are crucial to addressing potential negative emotional outcomes associated with the boarding school experience.

Table 8: Distribution of the level of anxiety among boarding students of Cavite State University - Indang Campus

Level of Anxiety	Frequency
Low	63
Moderate	29
High	8
TOTAL	100
30 and above – High anxiety 16 to 29 – Moderate anxiety 0 to 15 – Low anxiety	

Table 8 displays the distribution of the level of anxiety among Cavite State University boarding students. The majority of students (63 out of 100) report low anxiety, followed by students with moderate anxiety (29 out of 100), and only eight students with high anxiety (8 out of 100).

Coping Strategies of the Boarding Students

Table 9: Distribution of coping strategies among boarding students of Cavite State University - Indang Campus

Coping Strategies	Frequency
Task-Oriented Coping	40
Avoidance Coping	58
Emotion-Oriented Coping	2
TOTAL	100

Table 9 shows the distribution of coping strategies utilized by Cavite State University students to cope with varying levels of anxiety. The vast majority of students (58 out of 100) use the

avoidance strategy, followed by the task-oriented coping method (40 out of 100), and only two students (2 percent) use the emotion-oriented coping method.

Table 10: Median table of task-oriented coping strategies practiced by boarding students of Cavite State University – Indang Campus

Statements	Median	Remarks
Focus on the problem and see how I can solve it.	3	Moderately
Think about how I solved similar problems and do it.	3	Moderately
Determine a course of action and follow it.	3	Moderately
Work to understand the situation and thinking of positive instead of negative thing.	4	Considerably
Think about the event and learn from my mistakes.	4	Considerably
Analyze my problem before reacting.	3	Moderately
GRAND MEDIAN	3	MODERATELY
5 – Very much 4 – Considerably 3 – Moderately 2 – Slightly 1 – Not at all		

Table 10 displays the median and grand median of task-oriented coping strategies among Cavite State University – Indang Campus boarding students. Most statements received a median of 3, indicating a moderate level of utilization. Statements like "Focus on the problem," "Think about how I solved similar problems," and "Determine a course of action" all scored 3. However, "Work to understand the situation and think positively" and "Think about the event and learn from my mistakes" scored higher at 4, indicating considerable use. The findings highlight the active engagement of students in problem-solving and positive reframing, emphasizing the importance of effective coping strategies to address anxieties faced by boarding students and contribute to their well-being and academic success.

Table 11: Median table of emotion-oriented coping strategies used by boarding students of Cavite State University – Indang Campus

Statements	Median	Remarks
Blame myself for having gotten into this situation.	2	Slightly
Feel anxious about not being able to cope.	3	Moderately

Become very upset.	2	Slightly
Blame myself for not knowing what to do.	2	Slightly
Sulking until it feels okay.	3	Moderately
GRAND MEDIAN	3	MODERATELY
5 – Very much 4 – Considerably 3 – Moderately 2 – Slightly 1 – Not at all		

Table 11 presents the median and grand median of emotion-oriented coping strategies among Cavite State University – Indang Campus boarding students. The grand median is 3, indicating a moderate level of implementation. Students exhibit slight tendencies (median 2) toward blaming oneself and a moderate level (median 3) in feeling anxious about coping and becoming very upset. Sulking until it feels okay is also moderate (median 3), indicating a preference for seeking solace in solitude. These findings emphasize the importance of recognizing effective coping strategies to help boarding students manage emotional distress during their school experience. Effective coping mechanisms are crucial for successful adjustment and emotional well-being during the transition to college.

Table 12: Median table of avoidance coping strategies utilized by boarding students of Cavite State University – Indang Campus

Statements	Median	Remarks
Take some time off and get away from the situation.	3	Moderately
Treat myself to a favorite food or snack.	4	Considerably
Visit a friend.	3	Moderately
Buy myself something.	4	Considerably
Spend time with a special person.	4	Considerably
Phone a friend	3	Moderately
GRAND MEDIAN	4	CONSIDERABLY
5 – Very much 4 – Considerably 3 – Moderately 2 – Slightly 1 – Not at all		

Table 12 displays the median and grand median of avoidance coping strategies among Cavite State University – Indang Campus boarding students. The grand median is 4, indicating a frequent use of avoidance coping to a moderate to considerable extent. Students employ behaviors like taking time off, indulging in favorite foods, visiting friends, buying personal

items, spending time with special individuals, and reaching out to friends to temporarily escape or divert attention from stressors. It's essential to note that while avoidance coping provides immediate relief, it may not effectively address underlying issues or contribute to long-term problem resolution. Overreliance on avoidance coping can hinder personal growth, impede problem-solving skills, and perpetuate the cycle of stress.

Kendall's Tau-b Correlation Coefficient

Table 13: Kendall's tau-b correlation between the level of anxiety and coping strategies

Variables	Value (τ_b)	P-Value	Decision	Remark
Level of anxiety – Coping strategies	0.213	0.028*	Reject H_0	Small but significant relationship
0.91 to 1 – Very Strong 0.71 to 0.90 – High 0.41 to 0.70 – Moderate 0.21 to 0.40 – Small but definite 0 to 0.20 – Slight but almost negligible				

Table 13 displays Kendall's tau-b correlation between anxiety levels and coping strategies among 100 CVSU student boarders. The analysis indicates a weak but significant relationship. A p-value ≤ 0.05 suggests statistical significance, rejecting the null hypothesis. It's important to note that there isn't a universally applicable method for relieving stress and anxiety, and the relationship between coping strategies and anxiety levels can vary among individuals. The current data limitations make it challenging to identify which coping strategies contribute to increased anxiety.

5. CONCLUSION

This study concluded on the relationship between anxiety levels and coping strategies among 100 boarding students at Cavite State University's Indang Campus. The study found a significant association between anxiety levels and coping strategies, with higher anxiety levels leading to more frequent use of coping strategies. Students with lower levels of anxiety may rely less on coping mechanisms. Most participants reported low anxiety levels, suggesting a positive mental health status among boarding students. Avoidance coping strategies are common among students, indicating a preference for avoiding anxiety-inducing situations. The rejection of the null hypothesis and significant correlation at the 0.01 level (2-tailed) highlights a link between anxiety levels and coping strategies in boarding students. These findings highlight the significance of considering coping strategies for anxiety management and mental well-being among boarding students.



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