

**HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY
AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE
TEACHERS OF THE UNIVERSITY OF MINDANAO**



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FINAL APPROVAL AND ENDORSEMENT SHEET

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The Researcher

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ABSTRACT

This study aims to identify the significant relationship between the home environmental factors and science anxiety affecting the academic performance of all pre-service science education students at the University of Mindanao. The total data from this study came from 124 respondents who participated in completing the survey and was collected using a descriptive correlation design. The researchers used a random sampling technique to select the respondents. Using mean and Pearson r analysis revealed a significant relationship between home environmental factors and science anxiety affecting the academic performance of pre-service science teachers. The study found that parents' socioeconomic status and student attitude resulted in a high mean and reached a high level. In contrast, parental involvement reached a moderate level. Science Anxiety with an indicator of science content showed low anxiety levels. The result revealed no significant relationship between the variables affecting the academic performance of pre-service science teachers. This study advocates the learners' various effects of dealing with anxiety about the factors from home environment and academic performance. It may consider giving guidance and support such as that will provide interest and motivation to students.

Keywords: *science anxiety, home environmental factors, academic performance, Philippines.*

INTRODUCTION

Anxiety is a feeling of unease a human can feel when stressed and nervous. It obstructs the normal thinking process of an individual and causes a threat to their self-esteem and well-being (Ahmad & Ajmal, 2019). The development and progression of an individual highly affect their level of academic performance as a student. Through the years, the concern about home environmental factors and science anxiety has been a big appearance in our society. In the context of Science, anxiety might involve the student's emotion and behavior, which affects the educational background, strategies, limitations, enthusiasm, and gender (Ali, 2015). For the science major student at the University of Mindanao, this challenge becomes critical to understanding anxiety concerning Science.

The home environment is the most notable institution for the existence and continuation of human life and the development of numerous personality traits (Mimrot, 2016). Moreover, Evans (2020) asserts that child development in Bronfenbrenner's ecological systems theory, a simple home and school environment, complicated societal ideals, rules, and practices all play a role in the intricate system of interactions that make up a child's development. Concerning dealing with anxiety, an emotional process that we need to survive in our daily life. Nowadays, the percentage of students' anxiety is increasing in our new normal educational system. The anxiety brought by the subjects, particularly Science, brings fear and disturbance among the students in schools, colleges, and universities. Although exceptionally excelling students in the mentioned subject, it cannot be repudiated that there are facing hardship in those subjects (Sanstad, 2018). Therefore, it needs to conduct a study. The center of this study is to measure the home environmental factors, anxiety among the students,

and how to deal with them due to face-to-face classes while most students engage in online classes.

The independent variable indicates Home Environmental Factors affecting Academic performance. It represents the following three (3) indicators: Parental Involvement, Socioeconomic, and Attitudes of the student. First, parental involvement asserted by Naite (2021) impacts the active involvement in their children's education. It may influence their growth, behavior, and performance in academics from early to adulthood years of education. In addition, the socioeconomic status of a student's family or parents significantly impacts academic success. The socioeconomic position of parents is a significant element that influences adolescents' academic achievement. Socioeconomic status specifies the combination of education, income, and profession. When a family exasperates poverty, the results may influence parenting and cause stress in the children, affecting their emotional intelligence. The financial inadequacy of the parents makes the children feel inferior, which inhibits them from engaging among others and increases their daily stress (Chitra, 2020).

As Bhat et al., (2016) stated, parents' socioeconomic status influences academic performance and allows children from low socioeconomic backgrounds to compete with their high socioeconomic peers in the same academic environment. Parental educational levels can influence the value parents place on education, which can influence a child's educational success, which can be independent of income (Gobena, 2018). Afterward, the students' attitudes influence a learner's decisions and acquire from various sources. The relevant criteria for evaluating academic success are their study habits and attitudes. The negative and positive attitudes in Physics significantly impact learning outcomes in Physics and Science, giving students a pessimistic

approach toward learning, and making the learning process more complex now and in the future (Astalini et al., 2018).

On the other hand, the dependent variable indicates Science Anxiety. A debilitating cognition of science learning and negative emotion before and during science learning (Megreya et al., 2021). A similar study by Sanstad (2018) added that science anxiety is a specific field that drives emotions to constant dilemmas. Furthermore, Molin (2018) indicates anxiety in Science is prevalent in exploration and science-related situations. Science content as an indicator represents a hostile field triggering students' emotional and psychological states in-depth and multiple perspectives on various concepts that reflect on balancing the factors of science and life (Brownell et al., 2018).

A study by Okoedion et al., (2019) imply that students' academic performance suffers due to a lack of family support. The lack of support and aid from friends and family members can impact the student's academic performance, emotional irregularities, short attention span, and a lack of self-esteem. The study of Muhammad et al., (2021) concludes that the home environment has a considerable impact on the emotional and thoughtful competency or incompetence of parents and guardians, which has either confirming or antagonistic impacts on the student.

Parental involvement, as described by Boonk et al., (2018), the following variables show promise in terms of their correlations with academic achievements such as home reading, parents' expectations of the student's academic achievement, a discussion between parents and children about school, and support for their learning. The analysis of Otani (2019) stated that students' attitudes and goals mediate the relationships between parental participation and academic achievement. Socioeconomic status, typically defined as an individual or group's social class, was

coined by Ovansa (2017). According to Das, Halder, and Mishra (2014), attitude is the belief that one has toward people and his surroundings. Their positive attitudes may influence students' academic achievement. Attitude shapes people's feelings, represented in their likes and dislikes. However, Verešová and Mala (2016) believe that students who do poorly in school have a negative attitude toward learning and that education and learning will not help them prosper.

Science continues to grow because of the advancement we have right now. Generally, anxiety is the common, broad, and vaguely mixed collection of different fears, making college students' education challenging (Sanstad, 2018). Enrolling in science courses is already a factor of student anxiety since digesting science content can be challenging to comprehend for students who have different abilities to analyze the problem. Brownell et al., (2018) added that the science field could picture a hostile environment that results in a higher level of anxiety in students that triggers their emotional and psychological state. In some cases, students feel anxiety when they are not welcome and are poorly treated (AlKandari, 2020).

According to a study by Bulic and Blazevic (2020), the setting affects students' duties, engaging the new norm of the educational system. Students perceive satisfaction in controlling the process. Students who lack motivation are those who quit upright once, as opposed to those who develop motivation through the fulfillment process. Psychological effects rise brought by the COVID-19 pandemic, changing behaviors such as physical activities, excessive phone usage, and isolation are the factor everyone experiences. College students who do online education are at a higher risk of developing mental health issues, social isolation, and less interaction with their social networks (Lischer et al., 2021). The researchers are determined to measure the relationship between Home Environmental Factors and Science Anxiety indicators

affecting students' academic performance. However, no academic studies focus on addressing this issue, and previous studies have different variables they measured related to this study. Therefore, this is the research gap that researchers find the need to conduct the study.

The primary purpose of our study is to measure the home environmental factors among the Preservice Science teachers and their relationship in science anxiety affecting Academic Performance. It answers the following questions: first, to determine the Home Environmental Factors affecting the academic performance among the Preservice Science Teachers of the University of Mindanao, with the following indicators: parental involvement, socioeconomic status of parents, and attitudes of the student. Second, to measure the influences of science anxiety affecting academic performance among the Pre-service Science teachers of the University of Mindanao based on science content. Furthermore, to determine if there is a significant relationship between Home environmental factors and Science Anxiety affecting academic performance among the Preservice Science teachers of the University of Mindanao. This study investigates the relationship between the Home Environmental Factors and Science Anxiety of the Pre-service Science Teacher at the University of Mindanao. It is tested with a null hypothesis that there is no significant relationship between the variables affecting academic performance, tested at a .05 level of significance.

METHODS

Participants

The respondents of this study are the students enrolled in the University of Mindanao, especially in the College of Teacher Education Department. The researcher

chooses a Bachelor of Secondary Education Major in Science students as the participants of this research. During data collection through a survey-designed questionnaire prepared by the researcher, 124 students responded, which took 43 days starting from February 12 to March 26, 2022. Some respondents could not respond due to their hectic academic priorities and poor connectivity. The sample size of 124 was significant and statistically measurable; Delice (2018) stated that a correlational study design should not be less than 30. It ratified Roscoe's idea of determining the sample size greater than 30 and less than 500 were fit to any behavioral studies (Memon et al., 2020) with a confidence level of 95% and a marginal error of 5.62%.

In addition, researchers use a random sampling technique to select the respondents since they are the ones who may bring forth the applicable information to appraise the hypothesis of this study and can select respondents online due to a limited face-to-face engagement. The strengths of random sampling include simplicity of utilization and precise interpretation (Depersio, 2021). Inclusion criteria are the key features of the target population that the investigators will use to answer their research questions. Typical inclusion criteria include the level of exposure to home environmental factors, level of science anxiety, and the correlation between home environmental factors and science anxiety. Standard exclusion criteria include characteristics of eligible individuals such as the name, age, gender, status of a student, and year level.

Materials/Instruments

The study applies Ngussa and Gundula's (2019) "The Effect of Home Environmental Factors on Students' Academic Achievement: A Case of Community Secondary Schools in Monduli District, Tanzania" and; "Science anxiety levels in

Emirati student teachers" adapted from Dickson et al., (2017) to create a 36-item survey questionnaire in measuring the relationship between home environmental factors and science anxiety affecting academic performance among the Pre-service Science Teachers.

Home Environmental factors as independent variables fall into three sub-categories: parental involvement, socioeconomic status, and the attitude of students. The survey consisted of (17) questions to assess the participants. The parental involvement and attitude of the student contain six (6) items each, while socioeconomic status contains five (5) items. The instrument used the Likert Scale and its corresponding interpretations. The range of mean and descriptive levels anchors were: very high (4.20 – 5.00), which means that home environmental factors are always manifested; high (3.40 – 4.19), which means that the home environmental factors are frequently manifested; moderate (2.60 – 3.39) which means that the home environmental factors are sometimes manifested; low (1.80 – 2.59) which means that the home environmental factors are seldom manifested; and very low (1.00 – 1.79) which means that the home environmental factors are never manifested.

Meanwhile, Science Anxiety as a dependent variable has one indicator of science content consisting of (19) questions to assess the participants. The instrument used the Likert Scale and its corresponding interpretations. The range of mean and descriptive levels anchors was: very high (4.20 – 5.00), which means that the anxiety level toward Science is always manifested; high (3.40 – 4.19), which means that the anxiety level toward Science frequently manifested; moderate (2.60 – 3.39) means that the anxiety level toward Science is sometimes manifested; low (1.80 – 2.59) means that the anxiety level toward Science is seldom manifested; and very low (1.00 – 1.79)

means that the anxiety level toward Science is never manifested. The researchers used google forms for the study to collect data.

After the data gathering, the researcher collected it for tallying scores and applying the following statistical tool used in the investigation. The Cronbach Alpha reliability test of Home Environmental Factors shows .920, which interprets reliability between Science Anxiety with .974. The study conducted for both variables was reliable and accepted. According to Chetty and Datt (2015), Cronbach's alpha statistic is standard equipment that assesses the reliability of the questionnaires or instruments developed or adopted appropriately for research initiatives.

In correlating between the home environmental factors and science anxiety affecting academic performance indicates the corresponding interpretation, the anchors were: very high positive (.90-1.00), high positive (.70-.90) correlation, moderately positive (.50-.70), low positive (.30-.50), and negligible (.00-.30) correlation. Those mentioned above distinguish the significant relationship between the variables.

Design and Procedure

This study used a quantitative method involving objective measurement and statistical and mathematical or numeral analysis. The collecting data focus on surveys, questionnaires, statistics and measure variables, and pre-existing data (Pal, 2017). The advantage and strength of the quantitative research method were statistical data to save time and resources (Daniel, 2016).

This research is also designated into the correlative type, as Creswell (2012) stated that Correlation analysis entails gathering data to describe and measure the degree of relationship between two or more variables. This research has two variables.

Home Environmental factors (IV) and Science Anxiety (DV) affect academic performance.

The researchers gathered the data by following a step-by-step procedure. The first step was to make a request letter for validating the questionnaires for a proper survey. The researchers obtain the request letter once the validators have approved it. Second, after the questionnaires' validation and approval, it was submitted to the thesis adviser for revision and some modifications to the questions. Third, the researchers used time allocation to administer the questionnaires through google forms. Fourth, after the data was gathered, the researcher collected it for tallying scores and applying the statistical tool used in the investigation. In line with the study's aims, the responses to the item on the questionnaires were tailed and recorded accordingly. The statistical tools that are used in the interpretation of data gathered are Mean and Pearson r. The Mean determined the Home environmental factors and Science anxiety of the respondent. Mean can prove the comparison of different data (Dudovskiy, 2015). Meanwhile, Pearson r determined the significant relationship between Home Environmental Factors (IV) and Science Anxiety (DV).

RESULT AND DISCUSSION

Level of Exposure to Home Environmental Factors

The mean score for the level of exposure to home environmental factors is presented in Table 1, with an overall mean of 3.56 attributed to the highest rating given by the respondents, indicating that the students frequently displayed a level of exposure

to home environmental factors. The resulting mean score of indicators ranging from highest to lowest was calculated to calculate the overall mean score.

Table 1. Level of Exposure to Home Environmental Factors

Indicators	Mean	SD	Descriptive Level
Parental Involvement	3.04	.97	Low
Socioeconomic Status of Parents	4.08	.85	High
Student Attitude	3.64	.81	High
Overall	3.56	.64	High

Two indicators classified as high, which signifies the parents' socioeconomic status, had the highest mean of 4.08, indicating that the home environmental factors are frequently manifested. It means that the socioeconomic status of parents affects their financial academic in terms of expenses. This study supports the idea of Chen et al., (2018) that there is a high and stable correlation between the parent's financial status and their children's academic achievement. Meanwhile, student attitude received as well a high mean of 3.64. It means that the student's attitude depends on how motivated the learner is. The results were in consonance with a previous study by Mao et al., (2021) that enhancing students' positive attitude toward science could be conducive to learning in science. It gives impacts students to improve positive attitudes that may be beneficial to science learning.

On the other hand, Parental Involvement has a mean of 3.04, which indicates that environmental factors are seldom manifested. It means the involvement of the parents moderately affects the academic performance of the pre-service science teacher. This finding agreed with the study of Rasool et al., (2021) that parents' involvement in their children's education at home has a significant positive impact on their academic

achievement by assisting them with homework, projects, and other school activities that affect their studies.

Level of Science Anxiety

Table 2 emphasizes the science anxiety that deals with the indicator science content. The result is 2.54 mean which means low, indicating that the anxiety level of pre-service science students toward science is seldom manifested. The pre-service science students are motivated to learn Science.

The learning in science content among pre-service science teachers shows low anxiety levels. In line with the findings of Avci (2017), as a result of research conducted on students' low level of science anxiety, they are influenced by their learning environment based on the country's educational system through integrating the education and changing world's advancement. Students' engagement in science is more actively motivated by learning than in another subject. The level of science anxiety about the science content results in a mean of 2.54 with a descriptive level of "low." This result aligned with the study of Downing et al., (2020) which students experience mild anxiety due to active participation in science courses and opportunities to learn through self-learning and group learning. Based on the theory of Yerkes-Dodson Law, the relationship between the feeling of pressure to a performance task and viewing anxiety as either an achievement or failure emotion varies across the students and the intensity of stress they experience.

Table 2. Level of Science Anxiety

Science Content	Mean	SD	Descriptive Level
1. I am afraid of science courses bringing down my overall GPA.	3.31	1.23	Moderate
2. I do not want to learn science if it is not mandatory.	2.30	1.10	Low

3. I am afraid of science exams more than any other exams.	3.06	1.24	Moderate
4. Thinking about learning new concepts, formulas, and definitions related to science makes me nervous.	2.87	1.26	Moderate
5. It is not necessary to learn science to be successful in my life (outside work).	2.05	1.16	Low
6. My mind goes blank in science exams, and I cannot think.	2.85	1.17	Moderate
7. I usually feel unhappy when learning science.	2.30	1.22	Low
8. It always makes me anxious that science is a compulsory course in the curriculum.	2.34	1.22	Low
9. Doing science activities in the classroom makes me uncomfortable.	2.42	1.23	Low
10. I feel like I am in a deep hole when solving science-related questions.	2.64	1.22	Moderate
11. I get stressed just when entering the classroom if the class is science.	2.38	1.17	Low
12. Learning science is not necessary to succeed in my career.	1.97	1.18	Low
13. I worry that the teacher will ask me questions in science class.	2.97	1.29	Moderate
14. I become nervous when I have to do science homework.	2.63	1.17	Moderate
15. I feel uncomfortable when I enter the science lab.	2.27	1.11	Low
16. I usually daydream in science class.	2.46	1.22	Low
17. I do not answer in science class even when I know the answer in case my friends make fun of me.	2.69	1.31	Moderate
18. I cannot learn science no matter how much I study.	2.35	1.20	Low
19. Everybody except me understands science.	2.41	1.24	Low
Overall	2.54	0.96	Low

Relationship between Home Environmental Factors and Science Anxiety

Table 3 displays study findings using the Pearson Product Moment Correlation Test. Parental involvement is significantly related to science anxiety ($r = .318$, $p < .05$); socioeconomic status of parents, and science anxiety ($r = .025$, $p > .05$); the student's attitude and science anxiety ($r = -.195$, $p < .05$). Home Environmental Factors are related

to Science Anxiety ($r=.110$, $p>.05$) means that there is no significant statistical difference thereof, the alternative hypothesis was not supported.

Table 3. *Correlation between Home Environmental Factors and Science Anxiety*

Variables	Science Anxiety		
	r-value	p-value	Decision on H ₀
Parental Involvement	.318*	.000	Reject
Socioeconomic Status of Parents	.025	.783	Accept
Students' Attitudes	-.195*	.030	Reject
Home Environmental Factors	.110	.225	Accept

* $p < .05$ is significant (two-tailed)

Among the three indicators, socioeconomic status relates to the highest percentage resulting in the based question specified "I have access to basic needs at home (clothes, food & shelter)" that has a mean of 4.59, followed by "My parents support my academic needs" with a mean of 4.23. The findings revealed that the socioeconomic status of pre-service teachers at the University of Mindanao has low anxiety. It means that they are well supported financially in school leads to better academic performance; this was in line with the findings of Mishra, 2021. Therefore, the statistic revealed accepted the decision in the null hypothesis. On the contrary, the student's attitudes toward science anxiety revealed a significant relationship in science anxiety. This finding has an overall mean of 3.64, with a rejected statistical decision affirmed by Besoyo and Tancinco (2016) that the attitude of the student in learning science and their anxiety level is rejected.

Moreover, in line with the ideas of Özbuğutu (2021), it can be figured that students' scores on science anxiety and attitude show a significant relationship wherein moderate and hostile toward the science lesson. Parental involvement was also rejected

based on the statistical decision in dealing with student anxiety. It provides the overall mean of 3.04 and determines the relationship of this indicator– science anxiety. This paper cannot comprehensively review parental involvement due to practical constraints. As proved by Qasem (2018), the involvement of parents actively supports and motivates a learner's academic performance. Previous research findings in the article of Barger et al., (2019) has been stated the findings of different support dimensions such as schooling, homework context, and academic adjustment for student development. Thus, this study's findings have shown no significant relationship between home environmental factors and science anxiety affecting academic performance.

In general, home environmental factors statistical decision indicates an "accepted" outcome, interpreting "no significance" between the science anxiety of the pre-service science teachers of the University of Mindanao. The home environmental factors overall resulted in a mean of 3.56, indicating a high level of exposure to students affecting their academic performance. This finding grounded bio-ecological system theory, as stated by Madison (2016), that parent's influence plays a bidirectional role in shaping the whole child with the security, resources, and cognitive and behavioral aspects but does not contribute to the child's anxiety in learning science courses.

CONCLUSION AND RECOMMENDATION

The study's findings conclude that the level of exposure to home environmental factors indicates a "high" overall and across all indicators: parental involvement, socioeconomic status of parents, and student attitude. The student's academic performance highly influences parents' socioeconomic status and attitudes. In contrast,

parental involvement is occasionally involved in their child's school progress and performance. The Home Environmental Factors agrees with Bronfenbrenner's theory—the Five Systems, the development of child grow as they expand their environment from the way they interact with people starting from their parents and the status they lived off. The student's attitude reflects how the child is molded through their environment sculpting their own values, and visions. Wherefore, the level of science anxiety is low, particularly in science content. Science anxiety has low results, which did not affect students' academic performance in school, but they were highly motivated to learn the science content. And then, there is no significant relationship between home environmental factors and science anxiety affecting the academic performance of pre-service science teachers.

This study shows that the pre-service science teachers in the University of Mindanao resulted in no significant relationship in both variables between home environmental factors and science anxiety, and it contradicts the findings from the conducted study by Ozbugutu (2021), where there is a significant relationship between science anxiety and environmental sub-dimension. It modifies that we cannot control the influences of each variable as a concluding result.

This study's result strengthens the students' progression in managing themselves in engaging home environmental factors and science anxiety. Since the study showed no significant relationship between home environmental factors and science anxiety, it magnifies that it influences the factors from home environmental in anxiety connecting the student's academic performance. In practicality, the study highlighted as well during the pandemic, even though the educational system is online-blended learning, it deals with standard navigation from the learners, which are the factors from the home environment and science anxiety showing barriers, and a new environment of learning.

How learners manage themselves for this new educational system is the general question of the stakeholders' part of the education, that is why researchers conduct this study to examine how this affects the pre-service science teachers.

This research can be applied to future studies to measure relevant issues related to this field for students. The researchers recommended:

That this study advocates the learners the various effects of dealing with anxiety about the factors from home environment and academic performance and if there would be a significant relationship between the variables or none. Perhaps, there are more possible factors that may affect the academic performance of pre-service science teachers. It needs to consider giving guidance and support such as that will provide interest and motivation to students. Continuing to provide psychological tests, counseling, daily monitoring from the parents and school administration, and peer counseling interaction between co-students. In addition, factors including teaching approaches, learning materials and instruments, performance and development, educational standards, peer pressure, and self-distraction variables are considered to be tested.

This study is beneficial in providing awareness to students, faculties, and stakeholders of possible circumstances. In some cases, if a pandemic may happen again, it may occur with limited interaction between students, teachers, and learning. It contributes to the advantages of students, where they can cope with limitations as individuals and can motivate through the setting of learning. Mastering a specific field is the cornerstone to tackling specificities in line with the variables that are not yet covered and discussed relevant to the following inquiry. The result of the research may serve as a basis for the subsequent study in identifying the home environmental factors and science anxiety that may bring the possibility as a result of incompetence of pre-

service science teachers. Moreover, these two variables will be a great deal to learn how to teach and master science context and other fields.

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APPENDIX A

Questionnaire

Title: Home Environmental Factors and Science Anxiety Affecting Academic Performance of Pre-service Science Teachers of the University of Mindanao

Name: _____
(Optional)

PART I. Home Related Factors

Instruction: Please read the questions below and check the number (1-5) that indicate how you feel about each statement.

5 (Always) - This means that the home environmental factors are always manifested.

4 (Usually) - This means that the home environmental factors are frequently manifested.

3 (Occasionally) - This means that the home environmental factors are sometimes manifested.

2 (Rarely) - This means that the home environmental factors are seldom manifested.

1 (Never) - This means that the home environmental factors are never manifested.

Parental						
Items	Description	5	4	3	2	1
1	My parents are always monitoring my learning activities.					
2	My parents manage my schedules at home.					
3	My parents cooperate with teachers to monitor my school progress.					
4	My parents are satisfied with my academic progress.					
5	My parents motivate, love, and monitor my learning.					
6	My parents checked my class notes, tests, and examinations.					

Social Economic Status of Parents						
1	My parents' revenue is enough to address my school needs.					
2	I have access to basic needs at home (clothes, food & shelter).					
3	My parents' revenue is enough to buy school requirements.					
4	My parents' revenue can meet my personal goals.					
5	My parents support my academic needs.					
Attitude of Students						
1	I am confident in my academic performance.					
2	My academic achievement is satisfactory.					
3	My performance is better than the other students in our class.					
4	My academic performance meets my expectations.					
5	My academic ability is better than that of students from other schools.					
6	My academic capability is improving day by day.					

Ngussa, B. & Gundula, A. (2019) *The Effect of Home Environmental Factors on Students' Academic Achievement: A Case of Community Secondary Schools in Monduli District, Tanzania.*

Part II. Science Anxiety

Instruction: Please read the questions below and check the number (1-5) that indicate how you feel about each statement.

5 (Always) - This means that the anxiety level towards science is always manifested.

4 (Usually) - This means that the anxiety level toward science frequently manifested.

3 (Occasionally) - This means that the anxiety level toward science is sometimes manifested.

2 (Rarely) - This means that the anxiety level toward science is seldom manifested.

1 (Never) - This means that the anxiety level toward science is never manifested.

Science Content						
Items	Description	5	4	3	2	1
1	I am afraid of science courses bringing down my overall GPA.					
2	I do not want to learn science if it is not mandatory.					
3	I am afraid of science exams more than any other exams.					
4	Thinking about learning new concepts, formulas, and definitions related to science makes me nervous.					
5	It is not necessary to learn science to be successful in my life (outside work).					
6	My mind goes blank in science exams and I cannot think.					
7	I usually feel unhappy when learning science.					
8	It always makes me anxious that science is a compulsory course in the curriculum.					
9	Doing science activities in the classroom makes me uncomfortable.					
10	I feel like I am in a deep hole when solving science-related questions.					
11	I get stressed just when entering the classroom if the class is science.					
12	Learning science is not necessary to succeed in my career.					
13	I worry that the teacher will ask me questions in the science class.					
14	I become nervous when I have to do science homework.					
15	I feel uncomfortable when I enter the science lab.					
16	I usually daydream in the science class.					
17	I do not answer in science class even when I know the answer in case my friends make fun of me.					
18	I cannot learn science no matter how much I study.					
19	Everybody except me understands science.					

Dickson, M., McMinn, M. & Kadbey, H. (2017). *Science anxiety levels in Emirati student teachers.*

APPENDIX B

Letter of Permission to Conduct the Study

January 30, 2022

JOCELYN B. BACASMOT, Ph.D
 Dean - College of Teacher Education
 University of Mindanao
 Davao City

Dear Ma'am:

The undersigned CTE/BSED-Biological Science students are presently conducting research entitled "**HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO**" The purpose of this study is to determine the significant relationship of home environmental factors and science anxiety affecting academic performance of Pre-service Science Teachers of the University of Mindanao.

We would like to ask the number of Science Teacher Students of the College of Teacher Education enrolled in the University of Mindanao this semester of 2021-2022 for the purpose of the educational research study.

Thank you very much for your kind consideration.

Respectfully yours,


ANJANETTE S. NACIONAL
 Researcher


DANICA JADE I. QUILOS
 Researcher


LOREN HAZEL MAE A. SALVA
 Researcher

Noted by:

Approved by:

(SGD)
ELLIENE ROSE A. OLIVA, Ed.D
 CTE Research Coordinator
 University of Mindanao
 Davao City

(SGD)
JOCELYN B. BACASMOT, Ph.D.
 CTE DEAN

APPENDIX C

Statistician's Computations of Data

Table 1.1

Level of Parental Involvement

Items	Mean	SD
1 My parents are always monitoring my learning activities.	3.09	1.18
2 My parents manage my schedules at home.	2.55	1.32
3 My parents cooperate with teachers to monitor my school progress.	2.44	1.18
4 My parents are satisfied with my academic progress.	4.07	1.08
5 My parents motivate, love, and monitor my learning.	3.62	1.31
6 My parents checked my class notes, tests, and examinations.	2.45	1.23
Overall	3.04	0.97

Table 1.2

Level of Social Economic Status of Parents

Items	Mean	SD
1. My parents' revenue is enough to address my school needs.	3.73	1.12
2. I have access to basic needs at home (clothes, food & shelter).	4.59	0.75
3. My parents' revenue is enough to buy school requirements.	3.96	1.08
4. My parents' revenue can meet my personal goals.	3.87	1.08
5. My parents support my academic needs.	4.23	1.04
Overall	4.08	0.85

Table 1.3

Level of Attitude of Students

Items	Mean	SD
1 I am confident in my academic performance.	3.92	0.89
2 My academic achievement is satisfactory.	3.96	0.84
3 My performance is better than the other students in our class.	3.22	1.03
4 My academic performance meets my expectations.	3.71	0.99
5 My academic ability is better than that of students from other schools.	3.20	1.08
6 My academic capability is improving day by day.	3.85	1.00
Overall	3.64	0.81

APPENDIX DGrammarly Report

**IMRAD MANUSCRIPT (NACIONAL,
QUILOS, SALVA)**by Mercy Joy Mendez

General metrics

29,257	4,268	307	17 min 4 sec	32 min 49 sec
characters	words	sentences	reading time	speaking time

Score

99

This text scores better than 99%
of all texts checked by Grammarly

Writing Issues

28		28
Issues left	Critical	Advanced

APPENDIX E

Turnitin Result

HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY
AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE
SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO

ORIGINALITY REPORT

4 %	%	4 %	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

APPENDIX F

Survey Instrument

Survey Questionnaire of Home Environmental Factors and Science Anxiety Affecting Academic Performance of Pre-service Science Teachers

The purpose of this study is to determine the relationship between Home Environmental Factors and Science Anxiety. Your responses will be anonymous and will never be linked to your personal information. There be will no right or wrong answer. Your participation and opinion are what is wanted. Thank you for your cooperation.

Name: _____
(Optional)

PART I. Home Related Factors

Instruction: Please read the questions below and check the number (1-5) that indicate how you feel about each statement.

5 (Always) - This means that the home environmental factors are always manifested.

4 (Usually) - This means that the home environmental factors are frequently manifested.

3 (Occasionally) - This means that the home environmental factors are sometimes manifested.

2 (Rarely) - This means that the home environmental factors are seldom manifested.

1 (Never) - This means that the home environmental factors are never manifested.

Parental						
Items	Description	5	4	3	2	1
1	My parents are always monitoring my learning activities.					
2	My parents manage my schedules at home.					
3	My parents cooperate with teachers to monitor my school progress.					
4	My parents are satisfied with my academic progress.					

5	My parents motivate, love, and monitor my learning.					
6	My parents checked my class notes, tests, and examinations.					
Social Economic Status of Parents						
1	My parents' revenue is enough to address my school needs.					
2	I have access to basic needs at home (clothes, food & shelter).					
3	My parents' revenue is enough to buy school requirements.					
4	My parents' revenue can meet my personal goals.					
5	My parents support my academic needs.					
Attitude of Students						
1	I am confident in my academic performance.					
2	My academic achievement is satisfactory.					
3	My performance is better than the other students in our class.					
4	My academic performance meets my expectations.					
5	My academic ability is better than that of students from other schools.					
6	My academic capability is improving day by day.					

Part II. Science Anxiety

Instruction: Please read the questions below and check the number (1-5) that indicate how you feel about each statement.

5 (Always) - This means that the anxiety level towards science is always manifested.

4 (Usually) - This means that the anxiety level toward science frequently manifested.

3 (Occasionally) - This means that the anxiety level toward science is sometimes manifested.


2 (Rarely) - This means that the anxiety level toward science is seldom manifested.



1 (Never) - This means that the anxiety level towards science is never manifested.


Science Content						
Items	Description	5	4	3	2	1
1	I am afraid of science courses bringing down my overall GPA.					
2	I do not want to learn science if it is not mandatory.					
3	I am afraid of science exams more than any other exams.					
4	Thinking about learning new concepts, formulas, and definitions related to science makes me nervous.					
5	It is not necessary to learn science to be successful in my life (outside work).					
6	My mind goes blank in science exams and I cannot think.					
7	I usually feel unhappy when learning science.					
8	It always makes me anxious that science is a compulsory course in the curriculum.					
9	Doing science activities in the classroom makes me uncomfortable.					
10	I feel like I am in a deep hole when solving science-related questions.					
11	I get stressed just when entering the classroom if the class is science.					
12	Learning science is not necessary to succeed in my career.					
13	I worry that the teacher will ask me questions in the science class.					
14	I become nervous when I have to do science homework.					
15	I feel uncomfortable when I enter the science lab.					
16	I usually daydream in the science class.					
17	I do not answer in science class even when I know the answer in case my friends make fun of me.					
18	I cannot learn science no matter how much I study.					
19	Everybody except me understands science.					



APPENDIX G


Undergraduate Research Agreement Form



 The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input checked="" type="checkbox"/> Main <input type="checkbox"/> Branch _____ UNDERGRADUATE RESEARCH AGREEMENT
<p>As a research student, I hereby declare my acceptance and adherence to the policies, rules, and guidelines in the conduct of my thesis/capstone/FS/creative work as follows:</p> <ol style="list-style-type: none"> 1. The researcher/s shall be required to attend the research orientation and shall submit this signed agreement to the subject teacher. Failure to do so shall render the researcher/s ineligible for title defense. 2. The researcher/s shall group themselves by three, of their own choice and at their own risk. They shall work as a team from the initiation to completion of the project. They shall choose a research topic/theme/subject that is aligned with the agenda of the College and the University. 3. With advisement from the Research Coordinator(RC) and approval of the Dean of College, the researcher/s shall choose qualified research personnel (adviser and statistician) to help them out in the conduct of the project. 4. The researcher/s shall exercise due diligence and adhere to established standards/rules of data gathering, experimentation, field work that ensure safety, security and ethical practice. Research activities in remote and secluded areas are highly prohibited. 5. The researcher/s shall seek guidance, assistance and approval from their adviser in all research-related activities, documented in a journal/record book which is to be inspected by the subject teacher from time to time for purposes of monitoring. 6. The researcher/s shall always secure the endorsement of the adviser before submitting the outline/final manuscripts for defense to the subject teacher who shall coordinate with the RC re schedule of defense. 7. The researcher/s shall be responsible to get updates about schedules for outline/final defense (one month before finals) and thesis booking as announced/posted. Three (3) copies of the outlines/manuscripts shall be submitted to the subject teacher one week before the scheduled defense. 8. The researcher/s shall pay P2700 per group as defense fee. Lone-research or two-member group are allowed only when there is no other possible way to divide the class. Anything beyond it needs to obtain RPC consent through writing. No additional payment shall be made to panel members. Researcher/s are strongly enjoined to report to the Dean/RPC any extra fee solicited by any party. 9. The researcher/s shall deliver oral defense as scheduled by the RC a month before the final exam. Failure to submit themselves for oral examination forfeits their right to obtain a passing grade. Likewise, failure to submit bounded duly approved final manuscript on time shall cause a grade of 7.2 which should be completed within the standard completion days as prescribed by the UM registrar. No extension shall be entertained. 10. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability. 	

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input type="checkbox"/> Main <input type="checkbox"/> Branch _____
UNDERGRADUATE RESEARCH AGREEMENT	
<p>11. All transactions with research personnel during the processing/critiquing of the final manuscript shall require the use of the standard routing form. This routing form is to be submitted to the RC who shall in turn submit to the RPC.</p> <p>12. The researcher/s shall maintain the right of three(3) plagiarism checks: one during Methods of Research or its equivalent, and two during Research Proper after final oral presentation. Five hundred pesos shall be charged for the fourth and succeeding checks. Threshold of similarity is 25% and lower.</p> <p>13. Manuscripts shall follow the institutional format and referencing style; the study must be a product of exercise of intellect, free of dishonesty and fraud.</p> <p>14. The researcher/s shall acknowledge the right of the College to disallow or reject researches found to be deficient, unsatisfactory or plagiarized in form or substance.</p> <p>15. The researcher/s shall take precautionary measures to ensure that their paper will not be copied, replicated or duplicated by others.</p> <p>16. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and booked. After which no paper shall be published or presented without consent/approval from the College.</p> <p>17. The schedule of oral defense is on <u>July 12, 2022</u>.</p> <p style="margin-top: 20px;">I affix my signature to signify that I read, understand, and conform to the items enumerated above.</p> <div style="text-align: right; margin-top: 20px;">  <u>ANJANETTE S. NACIONAL</u> Signature over printed name </div> <div style="text-align: right; margin-top: 20px;"> <u>July 08, 2022</u> Date </div>	

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input checked="" type="checkbox"/> Main <input type="checkbox"/> Branch _____ UNDERGRADUATE RESEARCH AGREEMENT
<p>As a research student, I hereby declare my acceptance and adherence to the policies, rules, and guidelines in the conduct of my thesis/capstone/FS/creative work as follows:</p> <ol style="list-style-type: none"> 1. The researcher/s shall be required to attend the research orientation and shall submit this signed agreement to the subject teacher. Failure to do so shall render the researcher/s ineligible for title defense. 2. The researcher/s shall group themselves by three, of their own choice and at their own risk. They shall work as a team from the initiation to completion of the project. They shall choose a research topic/theme/subject that is aligned with the agenda of the College and the University. 3. With advisement from the Research Coordinator(RC) and approval of the Dean of College, the researcher/s shall choose qualified research personnel (adviser and statistician) to help them out in the conduct of the project. 4. The researcher/s shall exercise due diligence and adhere to established standards/rules of data gathering, experimentation, field work that ensure safety, security and ethical practice. Research activities in remote and secluded areas are highly prohibited. 5. The researcher/s shall seek guidance, assistance and approval from their adviser in all research-related activities, documented in a journal/record book which is to be inspected by the subject teacher from time to time for purposes of monitoring. 6. The researcher/s shall always secure the endorsement of the adviser before submitting the outline/final manuscripts for defense to the subject teacher who shall coordinate with the RC re schedule of defense. 7. The researcher/s shall be responsible to get updates about schedules for outline/final defense (one month before finals) and thesis booking as announced/posted. Three (3) copies of the outlines/manuscripts shall be submitted to the subject teacher one week before the scheduled defense. 8. The researcher/s shall pay P2700 per group as defense fee. Lone-research or two-member group are allowed only when there is no other possible way to divide the class. Anything beyond it needs to obtain RPC consent through writing. No additional payment shall be made to panel members. Researcher/s are strongly enjoined to report to the Dean/RPC any extra fee solicited by any party. 9. The researcher/s shall deliver oral defense as scheduled by the RC a month before the final exam. Failure to submit themselves for oral examination forfeits their right to obtain a passing grade. Likewise, failure to submit bounded duly approved final manuscript on time shall cause a grade of 7.2 which should be completed within the standard completion days as prescribed by the UM registrar. No extension shall be entertained. 10. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability. 	


 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input type="checkbox"/> Main <input type="checkbox"/> Branch _____
UNDERGRADUATE RESEARCH AGREEMENT	
<p>11. All transactions with research personnel during the processing/critiquing of the final manuscript shall require the use of the standard routing form. This routing form is to be submitted to the RC who shall in turn submit to the RPC.</p> <p>12. The researcher/s shall maintain the right of three(3) plagiarism checks: one during Methods of Research or its equivalent, and two during Research Proper after final oral presentation. Five hundred pesos shall be charged for the fourth and succeeding checks. Threshold of similarity is 25% and lower.</p> <p>13. Manuscripts shall follow the institutional format and referencing style; the study must be a product of exercise of intellect, free of dishonesty and fraud.</p> <p>14. The researcher/s shall acknowledge the right of the College to disallow or reject researches found to be deficient, unsatisfactory or plagiarized in form or substance.</p> <p>15. The researcher/s shall take precautionary measures to ensure that their paper will not be copied, replicated or duplicated by others.</p> <p>16. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and booked. After which no paper shall be published or presented without consent/approval from the College.</p> <p>17. The schedule of oral defense is on <u>July 12, 2022</u>.</p> <p style="margin-top: 20px;">I affix my signature to signify that I read, understand, and conform to the items enumerated above.</p> <div style="text-align: right; margin-top: 20px;">  <u>DANICA JADE I. QUILOS</u> Signature over printed name </div> <div style="text-align: right; margin-top: 20px;"> <u>July 08, 2022</u> Date </div>	

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input checked="" type="checkbox"/> Main <input type="checkbox"/> Branch _____ UNDERGRADUATE RESEARCH AGREEMENT
<p>As a research student, I hereby declare my acceptance and adherence to the policies, rules, and guidelines in the conduct of my thesis/capstone/FS/creative work as follows:</p> <ol style="list-style-type: none"> 1. The researcher/s shall be required to attend the research orientation and shall submit this signed agreement to the subject teacher. Failure to do so shall render the researcher/s ineligible for title defense. 2. The researcher/s shall group themselves by three, of their own choice and at their own risk. They shall work as a team from the initiation to completion of the project. They shall choose a research topic/theme/subject that is aligned with the agenda of the College and the University. 3. With advisement from the Research Coordinator(RC) and approval of the Dean of College, the researcher/s shall choose qualified research personnel (adviser and statistician) to help them out in the conduct of the project. 4. The researcher/s shall exercise due diligence and adhere to established standards/rules of data gathering, experimentation, field work that ensure safety, security and ethical practice. Research activities in remote and secluded areas are highly prohibited. 5. The researcher/s shall seek guidance, assistance and approval from their adviser in all research-related activities, documented in a journal/record book which is to be inspected by the subject teacher from time to time for purposes of monitoring. 6. The researcher/s shall always secure the endorsement of the adviser before submitting the outline/final manuscripts for defense to the subject teacher who shall coordinate with the RC re schedule of defense. 7. The researcher/s shall be responsible to get updates about schedules for outline/final defense (one month before finals) and thesis booking as announced/posted. Three (3) copies of the outlines/manuscripts shall be submitted to the subject teacher one week before the scheduled defense. 8. The researcher/s shall pay P2700 per group as defense fee. Lone-research or two-member group are allowed only when there is no other possible way to divide the class. Anything beyond it needs to obtain RPC consent through writing. No additional payment shall be made to panel members. Researcher/s are strongly enjoined to report to the Dean/RPC any extra fee solicited by any party. 9. The researcher/s shall deliver oral defense as scheduled by the RC a month before the final exam. Failure to submit themselves for oral examination forfeits their right to obtain a passing grade. Likewise, failure to submit bounded duly approved final manuscript on time shall cause a grade of 7.2 which should be completed within the standard completion days as prescribed by the UM registrar. No extension shall be entertained. 10. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability. 	
F-13100-021/ Rev. 1/ Effectivity: February 15, 2019	Page 1 of 2

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input type="checkbox"/> Main <input type="checkbox"/> Branch _____
UNDERGRADUATE RESEARCH AGREEMENT	
<p>11. All transactions with research personnel during the processing/critiquing of the final manuscript shall require the use of the standard routing form. This routing form is to be submitted to the RC who shall in turn submit to the RPC.</p> <p>12. The researcher/s shall maintain the right of three(3) plagiarism checks: one during Methods of Research or its equivalent, and two during Research Proper after final oral presentation. Five hundred pesos shall be charged for the fourth and succeeding checks. Threshold of similarity is 25% and lower.</p> <p>13. Manuscripts shall follow the institutional format and referencing style; the study must be a product of exercise of intellect, free of dishonesty and fraud.</p> <p>14. The researcher/s shall acknowledge the right of the College to disallow or reject researches found to be deficient, unsatisfactory or plagiarized in form or substance.</p> <p>15. The researcher/s shall take precautionary measures to ensure that their paper will not be copied, replicated or duplicated by others.</p> <p>16. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and booked. After which no paper shall be published or presented without consent/approval from the College.</p> <p>17. The schedule of oral defense is on <u>July 12, 2022</u>.</p> <p style="margin-top: 20px;">I affix my signature to signify that I read, understand, and conform to the items enumerated above.</p> <div style="text-align: right; margin-top: 10px;">  <u>LOREN HAZEL MAE A. SALVA</u> Signature over printed name </div> <div style="text-align: right; margin-top: 20px;"> <u>July 08, 2022</u> Date </div>	


APPENDIX H

Assignment of Research Personnel

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input checked="" type="checkbox"/> Main <input type="checkbox"/> Branch _____ ASSIGNMENT OF RESEARCH PERSONNEL																										
<p>Course Code: _____ 8655 _____</p> <p>Program: _____ BSED - BIOSCI _____</p> <p>This is to acknowledge acceptance of assignment as Research Personnel for the thesis entitled:</p> <p style="text-align: center;">HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC</p> <p style="text-align: center;">PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO</p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 30%; text-align: center;">Name</th> <th style="width: 20%; text-align: center;">Signature</th> <th style="width: 20%; text-align: center;">Date</th> </tr> </thead> <tbody> <tr> <td>Adviser</td> <td style="text-align: center;"><u>MERCY JOY R. MENDEZ, MAEd</u></td> <td style="text-align: center;"><u>SGD</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Statistician/Data Analyst</td> <td style="text-align: center;"><u>JOEY C. OLIVEROS, MAEd</u></td> <td style="text-align: center;"><u>SGD</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Editor</td> <td style="text-align: center;"><u>MERCY JOY R. MENDEZ, MAEd</u></td> <td style="text-align: center;"><u>SGD</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td rowspan="3">Panel Members</td> <td style="text-align: center;"><u>MICHELLE Y. ACLEDAN, Ed.D</u></td> <td style="text-align: center;"><u>SGD</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><u>GIOVANNI T. PELOBILLO, MAEd</u></td> <td style="text-align: center;"><u>SGD</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><u>ELLEINE ROSE A. OLIVA, Ed.D</u></td> <td style="text-align: center;"><u>SGD</u></td> <td style="text-align: center;">_____</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Endorsed by: _____ ELLEINE ROSE A. OLIVA, Ed.D _____ Research Coordinator/Asst. Research Coordinator</p> <p>Approved by: _____ JOCELYN B. BACASMOT, PhD _____ Dean of College</p>			Name	Signature	Date	Adviser	<u>MERCY JOY R. MENDEZ, MAEd</u>	<u>SGD</u>	_____	Statistician/Data Analyst	<u>JOEY C. OLIVEROS, MAEd</u>	<u>SGD</u>	_____	Editor	<u>MERCY JOY R. MENDEZ, MAEd</u>	<u>SGD</u>	_____	Panel Members	<u>MICHELLE Y. ACLEDAN, Ed.D</u>	<u>SGD</u>	_____	<u>GIOVANNI T. PELOBILLO, MAEd</u>	<u>SGD</u>	_____	<u>ELLEINE ROSE A. OLIVA, Ed.D</u>	<u>SGD</u>	_____
	Name	Signature	Date																								
Adviser	<u>MERCY JOY R. MENDEZ, MAEd</u>	<u>SGD</u>	_____																								
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Editor	<u>MERCY JOY R. MENDEZ, MAEd</u>	<u>SGD</u>	_____																								
Panel Members	<u>MICHELLE Y. ACLEDAN, Ed.D</u>	<u>SGD</u>	_____																								
	<u>GIOVANNI T. PELOBILLO, MAEd</u>	<u>SGD</u>	_____																								
	<u>ELLEINE ROSE A. OLIVA, Ed.D</u>	<u>SGD</u>	_____																								

APPENDIX I

Title Defense Evaluation Form

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input checked="" type="checkbox"/> Main <input type="checkbox"/> Branch _____ RESEARCH TITLE EVALUATION SHEET
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Title: HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO

Proponents: Anjanette S. Nacional
Danica Jade I. Quilos
Loren Hazel Mae A. Salva

For a research title to be approved for endorsement, it has to satisfy the following criteria:

Criteria	YES	NO
1. The research problem conforms to the agenda of the University Research Program.	/	
2. The research problem is within the specialization/competence of the researcher.	/	
3. The research problem is significant, important, and relevant to the present time and situation.	/	
4. The objectives of the research project are specific and achievable.	/	
5. Proposed design and procedures are logical.	/	
6. Data needed are attainable and verifiable.	/	
7. The research problem is manageable and can be finished within the prescribed time.	/	
8. Expected output is practical and can be utilized by its stakeholders.	/	
9. The research is ethical and does not undermine/violate any moral, legal, and spiritual values/standards of people.	/	
10. The research presents an important contribution to the generation of knowledge; to the realization of institutional/national development goals all for the improvement of the quality of human life.	/	


Comments:


(SGD) MICHELLE Y. ACLEDAN, Ed.D
 Signature Above Printed Name of Panel Member

 September 03, 2021
 Date

APPENDIX J

Questionnaire Validation Sheet

 The University of Mindanao	<h2 style="margin: 0;">RESEARCH AND PUBLICATION CENTER</h2> [] Main [] Branch _____				
VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE					
Name of Evaluator : <u>ELLEINE ROSE A. OLIVA, EdD.</u> Degree : _____ Position : _____ Number of Years of Teaching : _____ To the Evaluator : _____ Points of Equivalent : _____					
Please check the appropriate box for your ratings 5 - Excellent 2 - Fair 4 - Very Good 1 - Poor 3 - Good					
ITEMS	5	4	3	2	1
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.	/				
2. Presentation and Organization of Items The items are presented and organized in logical manner.		/			
3. Suitability of Items The Item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.	/				
4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.	/				
5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.			/		
6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.	/				
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.	/				
Title of Approved Research: <u>HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRESERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO</u>					
Name of Researcher: <u>ANJANETTE S. NACIONAL, DANICA JADE I. QUILOS, LOREN HAZEL MAE A. SALVA</u>					
Research Adviser: <u>MERCY JOY R. MENDEZ, MA.</u>					
Date of Evaluation of the Questionnaire: _____					
Remarks of the Evaluator: _____ _____					
(SGD) <u>ELLEINE ROSE A. OLIVA</u> Signature Above Printed Name					

 <b style="font-size: 24pt; color: red;">UM The University of Mindanao	<h2 style="margin: 0;">RESEARCH AND PUBLICATION CENTER</h2> <p style="margin: 0;">[] Main [] Branch _____</p> <h3 style="margin: 0;">VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE</h3>				
Name of Evaluator : <u> GIOVANNI T. PELLOBILO, MAEd </u> Degree : _____ Position : _____ Number of Years of Teaching : _____ To the Evaluator : _____ Points of Equivalent : _____	Please check the appropriate box for your ratings 5 - Excellent 2 - Fair 4 - Very Good 1 - Poor 3 - Good				
ITEMS	5	4	3	2	1
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.	/				
2. Presentation and Organization of Items The items are presented and organized in logical manner.	/				
3. Suitability of Items The Item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.		/			
4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.		/			
5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.		/			
6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.	/				
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.	/				
Title of Approved Research: <u>HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRESERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO</u>					
Name of Researcher: <u>ANJANETTE S. NACIONAL, DANICA JADE I. QUILOS, LOREN HAZEL MAE A. SALVA</u>					
Research Adviser: <u>MERCY JOY R. MENDEZ, MA.</u>					
Date of Evaluation of the Questionnaire: _____					
Remarks of the Evaluator: _____ _____					
<u>(SGD) GIOVANNI T. PELLOBILO, MAEd</u> Signature Above Printed Name					

 <b style="font-size: 2em; margin-left: 10px;">UM <small>The University of Mindanao</small>	<h2 style="margin: 0;">RESEARCH AND PUBLICATION CENTER</h2> <p style="margin: 0;">[/] Main [] Branch _____</p> <h3 style="margin: 0;">VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE</h3>
---	---

Name of Evaluator : LESLAE KAY C. MANTILLA
 Degree : MAED
 Position : Lecturer 3
 Number of Years of Teaching : 5
 To the Evaluator :
 Points of Equivalent : Please check the appropriate box for your ratings

5 - Excellent	2 - Fair
4 - Very Good	1 - Poor
3 - Good	

ITEMS	5	4	3	2	1
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.	/				
2. Presentation and Organization of Items The items are presented and organized in logical manner.				/	
3. Suitability of Items The Item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.				/	
4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.				/	
5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.			/		
6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.		/			
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.	/				

Title of Approved Research: HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRESERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO

Name of Researcher: ANJANETTE S. NACIONAL, DANICA JADE I. QUILOS, LOREN HAZEL MAE A. SALVA

Research Adviser: MERCY JOY R. MENDEZ, MA.


Date of Evaluation of the Questionnaire: 14 JANUARY 2022

Remarks of the Evaluator: - Consider changing the questionnaire for Science and Mathematical Anxiety. See specific comments in your questionnaire.


LESLAE KAY C. MANTILLA
 Signature Above / Printed Name

APPENDIX K

Outline Defense Evaluation Form

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input checked="" type="checkbox"/> Main <input type="checkbox"/> Branch _____ THESIS OUTLINE DEFENSE EVALUATION FORM (For Students)
---	---

Title: HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO

Proponents: Anjanette S. Nacional
Danica Jade I. Quilos
Loren Hazel Mae A. Salva

Rating Scale:


<i>Score</i>	<i>Equivalent</i>	<i>Narrative Description</i>
100-95	<i>Outstanding</i>	The indicators of the criterion are carried out in an excellent manner.
94.99-90	<i>Very Good</i>	The indicators of the criterion are carried out evidently.
89.99-85	<i>Good</i>	The indicators of the criterion are carried out fairly.
84.99-80	<i>Poor</i>	The indicators of the criterion are carried out deficiently.
79.99-75	<i>Very Poor</i>	The indicators of the criterion are carried out very deficiently.
74.99-70	<i>Missing</i>	The indicators of the criterion are not evident at all.

I. THE PROBLEM

<i>Indicators</i>	<i>Score</i>
1. The problem and its significance to the field were explained.	95%
2. The section gives a clear exposition on the nature and background of the area and the rationale of the study.	
3. The objectives are presented clearly and listed in order of importance of potential contribution.	
4. The objectives are specific, measurable, achievable, realistic and time-bound.	
5. The hypotheses clearly flow from the problem statement.	
6. The scope and delimitations of the study are clearly explained.	
7. The theoretical base for the study has been described and its relation to the problem has been clearly indicated.	
8. Operational definitions of key terms/variables are adequately provided.	

II. RELATED LITERATURE

<i>Indicators</i>	<i>Score</i>
1. Materials which most directly bear on the problem have been carefully selected.	91%
2. Selected materials are adequate to satisfy the purpose of the review.	
3. Selected materials are current.	
4. They have been summarized so that the reviewer does not need to know the article to sense its significance.	
5. A brief annotation of the selected literature explaining its relevance to the study is provided.	

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____ THESIS OUTLINE DEFENSE EVALUATION FORM (For Students)
---	--

III. METHODOLOGY

<i>Indicators</i>	<i>Score</i>
1. The research design chosen is appropriate and capable of obtaining reliable and valid data to answer the research problem.	90%
2. Sampling technique is appropriate and discussed clearly.	
3. Sample size is justified.	
4. Important details regarding the subjects/participants are included.	
5. Research instruments are described and their functions are explained.	
6. Validity and reliability of research instruments are discussed.	
7. Research procedure is logical and suitable.	
8. The choice of statistical tests is appropriate to the chosen research design and to the nature, level and distribution of data.	

IV. GENERAL FORMAT

<i>Indicators</i>	<i>Score</i>
1. The paper is well organized and contains all the main requisites of a typical thesis outline.	91%
2. The paper is well organized and its physical appearance is attractive.	
3. The prescribe rules format, spacing, pagination, tables and figures are followed.	
4. Mechanics of writing is satisfactory, The style is impersonal, straight forward, objective and affective	

V. ORAL PRESENTATION

<i>Indicators</i>	<i>Score</i>
1. Oral presentation is methodological, rational and coherent.	92%
2. It is brief but complete.	
3. Visual aids are appropriate.	
4. Presenters are articulate.	
5. Questions are answered satisfactorily.	

Average Score: 91%
(Passing Score = 85)

Remarks: Passed []
Failed []

Comments:

(SGD) ELLEINE ROSE A. OLIVA, Ed.D
Signature Above Printed Name of Panel of Member

Date: October 14, 2022

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input checked="" type="checkbox"/> Main <input type="checkbox"/> Branch _____
	THESIS OUTLINE DEFENSE EVALUATION FORM (For Students)

Title: HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO

Proponents: Anjanette S. Nacional
Danica Jade I. Quilos
Loren Hazel Mae A. Salva

Rating Scale:


Score	Equivalent	Narrative Description
100-95	Outstanding	The indicators of the criterion are carried out in an excellent manner.
94.99-90	Very Good	The indicators of the criterion are carried out evidently.
89.99-85	Good	The indicators of the criterion are carried out fairly.
84.99-80	Poor	The indicators of the criterion are carried out deficiently.
79.99-75	Very Poor	The indicators of the criterion are carried out very deficiently.
74.99-70	Missing	The indicators of the criterion are not evident at all.

I. THE PROBLEM

Indicators	Score
1. The problem and its significance to the field were explained.	96%
2. The section gives a clear exposition on the nature and background of the area and the rationale of the study.	
3. The objectives are presented clearly and listed in order of importance of potential contribution.	
4. The objectives are specific, measurable, achievable, realistic and time-bound.	
5. The hypotheses clearly low from the problem statement.	
6. The scope and delimitations of the study are clearly explained.	
7. The theoretical base for the study has been described and its relation to the problem has been clearly indicated.	
8. Operational definitions of key terms/variables are adequately provided.	

II. RELATED LITERATURE

Indicators	Score
1. Materials which most directly bear on the problem have been carefully selected.	92%
2. Selected materials are adequate to satisfy the purpose of the review.	
3. Selected materials are current.	
4. They have been summarized so that the reviewer does not need to know the article to sense its significance.	
5. A brief annotation of the selected literature explaining its relevance to the study is provided.	

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____ THESIS OUTLINE DEFENSE EVALUATION FORM (For Students)
---	--

III. METHODOLOGY

<i>Indicators</i>	<i>Score</i>
1. The research design chosen is appropriate and capable of obtaining reliable and valid data to answer the research problem.	90%
2. Sampling technique is appropriate and discussed clearly.	
3. Sample size is justified.	
4. Important details regarding the subjects/participants are included.	
5. Research instruments are described and their functions are explained.	
6. Validity and reliability of research instruments are discussed.	
7. Research procedure is logical and suitable.	
8. The choice of statistical tests is appropriate to the chosen research design and to the nature, level and distribution of data.	

IV GENERAL FORMAT

<i>Indicators</i>	<i>Score</i>
1. The paper is well organized and contains all the main requisites of a typical thesis outline.	94%
2. The paper is well organized and its physical appearance is attractive.	
3. The prescribe rules format, spacing, pagination, tables and figures are followed.	
4. Mechanics of writing is satisfactory, The style is impersonal, straight forward, objective and affective	

V. ORAL PRESENTATION

<i>Indicators</i>	<i>Score</i>
1. Oral presentation is methodological, rational and coherent.	93%
2. It is brief but complete.	
3. Visual aids are appropriate.	
4. Presenters are articulate.	
5. Questions are answered satisfactorily.	

Average Score: 93%
(Passing Score = 85)

Remarks: Passed []
Failed []

Comments:

(SGD) GIOVANNI T. PELOBILLO, MAEd
Signature Above Printed Name of Panel of Member

Date: October 14, 2022

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input checked="" type="checkbox"/> Main <input type="checkbox"/> Branch _____
	THESIS OUTLINE DEFENSE EVALUATION FORM (For Students)

Title: HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO

Proponents: Anjanette S. Nacional
Danica Jade I. Quilos
Loren Hazel Mae A. Salva

Rating Scale:


Score	Equivalent	Narrative Description
100-95	Outstanding	The indicators of the criterion are carried out in an excellent manner.
94.99-90	Very Good	The indicators of the criterion are carried out evidently.
89.99-85	Good	The indicators of the criterion are carried out fairly.
84.99-80	Poor	The indicators of the criterion are carried out deficiently.
79.99-75	Very Poor	The indicators of the criterion are carried out very deficiently.
74.99-70	Missing	The indicators of the criterion are not evident at all.

I. THE PROBLEM

Indicators	Score
1. The problem and its significance to the field were explained.	90%
2. The section gives a clear exposition on the nature and background of the area and the rationale of the study.	
3. The objectives are presented clearly and listed in order of importance of potential contribution.	
4. The objectives are specific, measurable, achievable, realistic and time-bound.	
5. The hypotheses clearly flow from the problem statement.	
6. The scope and delimitations of the study are clearly explained.	
7. The theoretical base for the study has been described and its relation to the problem has been clearly indicated.	
8. Operational definitions of key terms/variables are adequately provided.	

II. RELATED LITERATURE

Indicators	Score
1. Materials which most directly bear on the problem have been carefully selected.	91%
2. Selected materials are adequate to satisfy the purpose of the review.	
3. Selected materials are current.	
4. They have been summarized so that the reviewer does not need to know the article to sense its significance.	
5. A brief annotation of the selected literature explaining its relevance to the study is provided.	

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____ THESIS OUTLINE DEFENSE EVALUATION FORM (For Students)
---	--

III. METHODOLOGY

<i>Indicators</i>	<i>Score</i>
1. The research design chosen is appropriate and capable of obtaining reliable and valid data to answer the research problem.	93%
2. Sampling technique is appropriate and discussed clearly.	
3. Sample size is justified.	
4. Important details regarding the subjects/participants are included.	
5. Research instruments are described and their functions are explained.	
6. Validity and reliability of research instruments are discussed.	
7. Research procedure is logical and suitable.	
8. The choice of statistical tests is appropriate to the chosen research design and to the nature, level and distribution of data.	

IV. GENERAL FORMAT

<i>Indicators</i>	<i>Score</i>
1. The paper is well organized and contains all the main requisites of a typical thesis outline.	93%
2. The paper is well organized and its physical appearance is attractive.	
3. The prescribe rules format, spacing, pagination, tables and figures are followed.	
4. Mechanics of writing is satisfactory, The style is impersonal, straight forward, objective and affective	

V. ORAL PRESENTATION

<i>Indicators</i>	<i>Score</i>
1. Oral presentation is methodological, rational and coherent.	90%
2. It is brief but complete.	
3. Visual aids are appropriate.	
4. Presenters are articulate.	
5. Questions are answered satisfactorily.	

Average Score: 91%
(Passing Score = 85)

Remarks: Passed []
Failed []


Comments:

(SGD) LESLAE KAY C. MANTILLA, MAEd
Signature Above Printed Name of Panel of Member

Date: October 14, 2022

APPENDIX L

Final Defense Evaluation Form

 <b style="font-size: 24px; color: red;">UM <small>The University of Mindanao</small>	<b style="font-size: 18px; color: blue;">RESEARCH AND PUBLICATION CENTER <input checked="" type="checkbox"/> Main <input type="checkbox"/> Branch _____ THESIS FINAL DEFENSE EVALUATION FORM <small>(For Students)</small>
---	--


Title: HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO

Proponents: Anjanette S. Nacional
Danica Jade I. Quilos
Loren Hazel Mae A. Salva

Instructions:
 Enclosed are the criteria-indicators and rating scale to help you evaluate the various components of this thesis work. Please read the criteria carefully and place the corresponding score of each item on the blank provided for. Multiply the score with its corresponding weight and enter it on the last column. Add the points in the last column to compute the final grade. Space is provided for your comments at the bottom of the page. Thank you.

100.00 - 95	Outstanding	The indicators of the criterion are carried out in an excellent manner.
94.99 - 90	Very Good	The indicators of the criterion are carried out evidently.
89.99 - 85	Good	The indicators of the criterion are carried out fairly.
84.99 - 80	Poor	The indicators of the criterion are carried out deficiently.
79.99 - 75	Very Poor	The indicators of the criterion are carried out very deficiently.
74.99 - 70	Missing	The indicators of the criterion are not evident at all.
N/A		Not Applicable

Criterion	Score	Weight	Points
The Problem An explosion on the background, rationale and significance of the study are given, The objectives are specific, measurable, achievable, realistic and time-bond. The scope and delimitations of the study are clearly explained. The theoretical base for the study is described and its relation to the problem clearly indicated. Operational definitions of key terms/variables are adequately provided.		10%	
Related Literature There is evidence that the writer made a scholarly attempt to find his precursors in the field. The review provides relevant discussion on theories, concepts, facts, and/or ideas related to the subject. The materials are current, adequate and carefully selected. A synthesis is provided at the end of the section describing the review's significance.		9%	


 The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____		
	THESIS FINAL DEFENSE EVALUATION FORM (For Students)		

<i>Criterion</i>	<i>Score</i>	<i>Weight</i>	<i>Points</i>
Methodology Description of the research approach used is concisely written. Procedures are presented in very clear and logical sequence. The rationale behind the choice of method/procedure is explained. Sample size, sampling technique, research instruments and statistical treatment are suitable.		10%	
Results The purpose of the study is attained. Data are sufficient, logically presented, thoroughly analyzed, and soundly interpreted as to their meanings, substance, trends, relationships, implications, and/or statistical significance. Weaknesses, inconsistencies and other limitations of the findings are admitted and discussed.		19%	
Conclusion and Recommendations The summary of findings is logically presented. Conclusions are valid outgrowths of the findings and formulated concisely. Recommendations offered are logical, valid, feasible, practical, and attainable.		18%	
General Format The manuscript is very well-organized and contains all the main requisites of a typical thesis manuscript. The prescribed rules on the format, spacing, pagination, tables and figures are strictly followed. Mechanics of writing is satisfactory. The style is impersonal, straight forward, objective and effective.		9%	
Oral Presentation Oral presentation is methodical, rational and coherent. It is brief but complete. Appropriate and attractive visual aids are used. Presenters are articulate and questions are answered satisfactorily.		15%	
		90%	

Comments:

(SGD) MICHELLE Y. ACLEDAN, Ed.D
Name and Signature of Panel Member

JULY 12, 2022
Date

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input checked="" type="checkbox"/> Main <input type="checkbox"/> Branch _____ THESIS FINAL DEFENSE EVALUATION FORM (For Students)
---	---


Title: HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO

Proponents: Anjanette S. Nacional
Danica Jade I. Quilos
Loren Hazel Mae A. Salva

Instructions:
 Enclosed are the criteria-indicators and rating scale to help you evaluate the various components of this thesis work. Please read the criteria carefully and place the corresponding score of each item on the blank provided for. Multiply the score with its corresponding weight and enter it on the last column. Add the points in the last column to compute the final grade. Space is provided for your comments at the bottom of the page. Thank you.

100.00 - 95	Outstanding	The indicators of the criterion are carried out in an excellent manner.
94.99 - 90	Very Good	The indicators of the criterion are carried out evidently.
89.99 - 85	Good	The indicators of the criterion are carried out fairly.
84.99 - 80	Poor	The indicators of the criterion are carried out deficiently.
79.99 - 75	Very Poor	The indicators of the criterion are carried out very deficiently.
74.99 - 70	Missing	The indicators of the criterion are not evident at all.
N/A		Not Applicable


Criterion	Score	Weight	Points
The Problem An explosion on the background, rationale and significance of the study are given. The objectives are specific, measurable, achievable, realistic and time-bond. The scope and delimitations of the study are clearly explained. The theoretical base for the study is described and its relation to the problem clearly indicated. Operational definitions of key terms/variables are adequately provided.		8%	
Related Literature There is evidence that the writer made a scholarly attempt to find his precursors in the field. The review provides relevant discussion on theories, concepts, facts, and/or ideas related to the subject. The materials are current, adequate and carefully selected. A synthesis is provided at the end of the section describing the review's significance.		9%	

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____		
	THESIS FINAL DEFENSE EVALUATION FORM (For Students)		

<i>Criterion</i>	<i>Score</i>	<i>Weight</i>	<i>Points</i>
Methodology Description of the research approach used is concisely written. Procedures are presented in very clear and logical sequence. The rationale behind the choice of method/procedure is explained. Sample size, sampling technique, research instruments and statistical treatment are suitable.		8%	
Results The purpose of the study is attained. Data are sufficient, logically presented, thoroughly analyzed, and soundly interpreted as to their meanings, substance, trends, relationships, implications, and/or statistical significance. Weaknesses, inconsistencies and other limitations of the findings are admitted and discussed.		18%	
Conclusion and Recommendations The summary of findings is logically presented. Conclusions are valid outgrowths of the findings and formulated concisely. Recommendations offered are logical, valid, feasible, practical, and attainable.		17%	
General Format The manuscript is very well-organized and contains all the main requisites of a typical thesis manuscript. The prescribed rules on the format, spacing, pagination, tables and figures are strictly followed. Mechanics of writing is satisfactory. The style is impersonal, straight forward, objective and effective.		17%	
Oral Presentation Oral presentation is methodical, rational and coherent. It is brief but complete. Appropriate and attractive visual aids are used. Presenters are articulate and questions are answered satisfactorily.		15%	
		92%	

Comments:

(SGD) GIOVANNI T. PELOBILLO, MAEd Name and Signature of Panel Member	JULY 12, 2022 Date
---	-----------------------

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input checked="" type="checkbox"/> Main <input type="checkbox"/> Branch _____ THESIS FINAL DEFENSE EVALUATION FORM (For Students)
---	---

Title: HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO

Proponents: Anjanette S. Nacional
Danica Jade I. Quilos
Loren Hazel Mae A. Salva

Instructions: Enclosed are the criteria-indicators and rating scale to help you evaluate the various components of this thesis work. Please read the criteria carefully and place the corresponding score of each item on the blank provided for. Multiply the score with its corresponding weight and enter it on the last column. Add the points in the last column to compute the final grade. Space is provided for your comments at the bottom of the page. Thank you.

100.00 - 95	Outstanding	The indicators of the criterion are carried out in an excellent manner.
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89.99 - 85	Good	The indicators of the criterion are carried out fairly.
84.99 - 80	Poor	The indicators of the criterion are carried out deficiently.
79.99 - 75	Very Poor	The indicators of the criterion are carried out very deficiently.
74.99 - 70	Missing	The indicators of the criterion are not evident at all.
N/A		Not Applicable

Criterion	Score	Weight	Points
The Problem An explosion on the background, rationale and significance of the study are given, The objectives are specific, measurable, achievable, realistic and time-bond. The scope and delimitations of the study are clearly explained. The theoretical base for the study is described and its relation to the problem clearly indicated. Operational definitions of key terms/variables are adequately provided.		9%	
Related Literature There is evidence that the writer made a scholarly attempt to find his precursors in the field. The review provides relevant discussion on theories, concepts, facts, and/or ideas related to the subject. The materials are current, adequate and carefully selected. A synthesis is provided at the end of the section describing the review's significance.		9%	

Plagiarism Check PROF. OLIVA	07/26/2022	SGD	07/30/2022	SGD	Approved
Editor PROF. MENDEZ	07/25/2022	SGD	07/25/2022	SGD	Approved
Dean PROF. BACASMOT					

F-13100-018 /Rev. # 0 /Effectivity: January 25, 2018

APPENDIX N

Endorsement for Outline Defense



College of Teacher Education

1st Floor,

GET Building

Maa, Davao City

Phone No.: (082)227-5456 Local 111

ENDORSEMENT FOR THESIS OUTLINE DEFENSE

This is to certify that the study entitled **“HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO”** of **Anjanette S. Nacional, Danica Jade I. Quilos, and Loren Hazel Mae A. Salva**, BSED Major in Science students of University of Mindanao, has been examined by the research personnel and has been evaluated to have adequately complied the quality standards deemed important by the UM Research Manual. Further, this document signifies that this be endorsed for thesis outline defense.

Designation	Name	Signature
Research Subject Teacher	MICHELLE Y. ACLEDAN, Ed.D	SGD
Research Adviser	MERCY JOY R. MENDEZ, MAEd.	SGD
Research Coordinator	ELLEINE ROSE A. OLIVA, Ed.D	SGD

APPENDIX O

Endorsement for Final Defense



College of Teacher Education
1stFloor,
GET Building
Maa, Davao City
Phone No.: (082)227-5456 Local 111

ENDORSEMENT FOR THESIS FINAL DEFENSE

This is to certify that the study entitled “**HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO**” of **Anjanette S. Nacional, Danica Jade I. Quilos, and Loren Hazel Mae A. Salva**, BSED Major in Science students of University of Mindanao, has been examined by the research personnel and has been evaluated to have adequately complied the quality standards deemed important by the UM Research Manual. Further, this document signifies that this be endorsed for thesis final defense.

Designation	Name	Signature
Research Subject Teacher	MICHELLE Y. ACLEDAN, Ed.D	SGD
Research Adviser	MERCY JOY R. MENDEZ, MAEd.	SGD
Research Coordinator	ELLEINE ROSE A. OLIVA, Ed.D	SGD

APPENDIX P**Data Analyst's/Statistician's Certification**

**College of Teacher Education**1st Floor,

GET Building

Maa, Davao City

Phone No.: (082)227-5456 Local 111

CERTIFICATION

This is to certify that the thesis entitled **“HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO”** prepared and submitted by **Anjanette S. Nacional, Danica Jade I. Quilos, and Loren Hazel Mae A. Salva**, has been reviewed and edited by the undersigned according to the format and standards prescribed by the University Research and Publication Center.

(SGD) JOEY C. OLIVEROS, MAED
Statistician

APPENDIX Q

Appointment to the Data Analyst/Statisticians

February 11, 2022

JOEY C. OLIVEROS

College of Teacher Education
University of Mindanao
Matina, Davao City

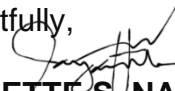
Dear Sir:

Greetings of peace!

We would like to invite you to be our **Statistician/Data Analyst** for our research study entitled **“HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE OF PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO”** This undergraduate research study is being conducted in partial fulfillment of the requirements in Educational Research subject enrolled in 1st Term 2nd Semester, SY 2021-2022.

We are hoping for your positive response. Thank you and God bless!

Respectfully,


ANJANETTE S. NACIONAL
Researcher


DANICA JADE I. QUILOS
Researcher


LOREN HAZEL MAE A. SALVA
Researcher

Recommending approval:

(SGD)
ELLEINE ROSE A. OLIVA, EdD
Research Coordinator, CTE

Approved by:

(SGD)
JOCELYN B. BACASMOT, PhD.
Dean, CTE

Accepted by:

(SGD)
JOEY C. OLIVEROS

APPENDIX R

Consent Form for Undergraduate Thesis Utilization

Consent Form for Undergraduate Thesis Utilization for Research Purposes

I ANJANETTE S. NACIONAL, a student-researcher/co-author of the undergraduate thesis entitled

“HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO”

hereby agree/acknowledge the following:

1. I consent to let the Research Coordinator of the College of Teacher Education and his/her recognized/interested research personnel to utilize the electronic/print copy of the thesis manuscript mentioned above for the purpose of:
 - Research presentation,
 - Research publication, and
 - Any research-related purpose such as the use of contents of the manuscript for analysis.
2. I understand that due acknowledgment of authorship is observed when the thesis manuscript or a portion thereof is to be presented or published.
3. I understand that confidentiality and anonymity is assured at all times if the thesis manuscript is used as unit of analysis in certain research project.
4. I understand that there is no potential risk involved in the utilization of the thesis manuscript.
5. Should there be queries about thesis utilization, I can contact the Research Coordinator of the College of Teacher Education.

By signing below, I am indicating my consent to give the Research Coordinator and the duly recognized interested party to utilize the thesis with the title mentioned above.



ANJANETTE S. NACIONAL

Student-researcher's signature above printed name

Signed date (month/day/year):

07/25/2022

Consent Form for Undergraduate Thesis Utilization for Research Purposes

I DANICA JADE I. QUILOS, a student-researcher/co-author of the undergraduate thesis entitled

“HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO”

hereby agree/acknowledge the following:

6. I consent to let the Research Coordinator of the College of Teacher Education and his/her recognized/interested research personnel to utilize the electronic/print copy of the thesis manuscript mentioned above for the purpose of:
 - Research presentation,
 - Research publication, and
 - Any research-related purpose such as the use of contents of the manuscript for analysis.

7. I understand that due acknowledgment of authorship is observed when the thesis manuscript or a portion thereof is to be presented or published.

8. I understand that confidentiality and anonymity is assured at all times if the thesis manuscript is used as unit of analysis in certain research project.

9. I understand that there is no potential risk involved in the utilization of the thesis manuscript.

10. Should there be queries about thesis utilization, I can contact the Research Coordinator of the College of Teacher Education.

By signing below, I am indicating my consent to give the Research Coordinator and the duly recognized interested party to utilize the thesis with the title mentioned above.



DANICA JADE I. QUILOS

Student-researcher's signature above printed name

Signed date (month/day/year):

07/25/2022

Consent Form for Undergraduate Thesis Utilization for Research Purposes

I LOREN HAZEL MAE A. SALVA, a student-researcher/co-author of the undergraduate thesis entitled

“HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHERS OF THE UNIVERSITY OF MINDANAO”

hereby agree/acknowledge the following:

11. I consent to let the Research Coordinator of the College of Teacher Education and his/her recognized/interested research personnel to utilize the electronic/print copy of the thesis manuscript mentioned above for the purpose of:
 - Research presentation,
 - Research publication, and
 - Any research-related purpose such as the use of contents of the manuscript for analysis.

12. I understand that due acknowledgment of authorship is observed when the thesis manuscript or a portion thereof is to be presented or published.

13. I understand that confidentiality and anonymity is assured at all times if the thesis manuscript is used as unit of analysis in certain research project.

14. I understand that there is no potential risk involved in the utilization of the thesis manuscript.

15. Should there be queries about thesis utilization, I can contact the Research Coordinator of the College of Teacher Education.

By signing below, I am indicating my consent to give the Research Coordinator and the duly recognized interested party to utilize the thesis with the title mentioned above.



LOREN HAZEL MAE A. SALVA

Student-researcher's signature above printed name

Signed date (month/day/year):

07/25/2022

APPENDIX S

Cronbach Alpha

Mean of each item of the indicators of home environmental factors

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.920	17

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.3333	1.09334	30
VAR00002	2.6333	1.15917	30
VAR00003	2.6333	1.47352	30
VAR00004	4.5000	.82001	30
VAR00005	3.9667	1.18855	30

Item Statistics

	Mean	Std. Deviation	N
VAR00006	2.5000	1.35824	30
VAR00007	3.8333	1.11675	30
VAR00008	4.6667	.80230	30
VAR00009	4.3667	.88992	30
VAR00010	3.9000	1.12495	30
VAR00011	4.6000	.72397	30
VAR00012	3.7667	1.07265	30
VAR00013	3.7667	1.19434	30
VAR00014	2.9000	1.02889	30
VAR00015	3.6000	1.22051	30
VAR00016	3.0667	1.11211	30
VAR00017	3.6667	1.24106	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	58.3667	140.378	.568	.916
VAR00002	59.0667	136.754	.671	.913
VAR00003	59.0667	129.857	.722	.912
VAR00004	57.2000	146.855	.441	.919
VAR00005	57.7333	143.099	.414	.921
VAR00006	59.2000	132.441	.704	.912
VAR00007	57.8667	139.292	.597	.915
VAR00008	57.0333	148.999	.339	.921
VAR00009	57.3333	144.299	.524	.917
VAR00010	57.8000	137.959	.646	.914
VAR00011	57.1000	150.921	.272	.922
VAR00012	57.9333	140.823	.562	.916
VAR00013	57.9333	135.375	.701	.912
VAR00014	58.8000	135.476	.825	.910
VAR00015	58.1000	133.817	.743	.911
VAR00016	58.6333	135.895	.739	.911
VAR00017	58.0333	133.068	.757	.911

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
61.7000	156.286	12.50145	17

Mean of each item of the indicator of Science Anxiety

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.974	19

Item Statistics

	Mean	Std. Deviation	N
VAR00018	3.1000	1.34805	30
VAR00019	2.3000	1.17884	30
VAR00020	2.7667	1.16511	30
VAR00021	2.8333	1.39168	30
VAR00022	1.7667	1.07265	30
VAR00023	2.6333	1.29943	30

Item Statistics

	Mean	Std. Deviation	N
VAR00024	2.3333	1.34762	30
VAR00025	2.2000	1.34933	30
VAR00026	2.0000	1.46217	30
VAR00027	2.6000	1.30252	30
VAR00028	2.2000	1.42393	30
VAR00029	1.8333	1.05318	30
VAR00030	2.7333	1.38796	30
VAR00031	2.6333	1.32570	30
VAR00032	1.9667	1.12903	30
VAR00033	2.3667	1.29943	30
VAR00034	2.5000	1.52564	30
VAR00035	1.8000	.96132	30
VAR00036	2.0000	1.31306	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00018	41.4667	368.602	.718	.973
VAR00019	42.2667	367.926	.846	.972
VAR00020	41.8000	375.821	.673	.974
VAR00021	41.7333	362.202	.820	.972
VAR00022	42.8000	380.924	.609	.974
VAR00023	41.9333	362.202	.883	.971
VAR00024	42.2333	359.702	.901	.971
VAR00025	42.3667	359.413	.906	.971
VAR00026	42.5667	357.909	.859	.972
VAR00027	41.9667	363.275	.858	.972
VAR00028	42.3667	356.102	.920	.971
VAR00029	42.7333	376.340	.737	.973
VAR00030	41.8333	358.075	.905	.971
VAR00031	41.9333	366.271	.779	.973
VAR00032	42.6000	370.869	.815	.972
VAR00033	42.2000	373.683	.641	.974

VAR00034	42.0667	357.789	.822	.972
VAR00035	42.7667	377.909	.769	.973
VAR00036	42.5667	365.151	.811	.972

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
44.5667	407.564	20.18822	19

Determine the significant relationship between home environmental factors and science anxiety affecting academic performance (Pearson r)

Correlations

		IND1	IND2	IND3	VARA	VARB
IND1	Pearson Correlation	1	.349**	.233**	.798**	.318**
	Sig. (2-tailed)		.000	.009	.000	.000
	N	124	124	124	124	124
IND2	Pearson Correlation	.349**	1	.251**	.715**	.025
	Sig. (2-tailed)	.000		.005	.000	.783
	N	124	124	124	124	124
IND3	Pearson Correlation	.233**	.251**	1	.636**	-.195*
	Sig. (2-tailed)	.009	.005		.000	.030
	N	124	124	124	124	124
VARA	Pearson Correlation	.798**	.715**	.636**	1	.110
	Sig. (2-tailed)	.000	.000	.000		.225
	N	124	124	124	124	124
VARB	Pearson Correlation	.318**	.025	-.195*	.110	1
	Sig. (2-tailed)	.000	.783	.030	.225	
	N	124	124	124	124	124

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX T

Senior Research Fee

COMPLETE NAME			SRF No.	EDRES CODE	SEM	SCHOOL YEAR	EDRES TEACHER
LAST	FIRST	MI					
NACIONAL	ANJANETTE	S.	2972170	8655	2nd	2021-2022	Mercy Joy Mendez
QUILOS	DANICA JADE	I.	2993737	8655	2nd	2021-2022	Mercy Joy Mendez
SALVA	LOREN HAZEL MAE	A.	3026674	8655	2nd	2021-2022	Mercy Joy Mendez

Research Title: HOME ENVIRONMENTAL FACTORS AND SCIENCE ANXIETY AFFECTING ACADEMIC PERFORMANCE IN PRE-SERVICE SCIENCE TEACHER OF THE UNIVERSITY OF MINDANAO

UNIVERSITY OF MINDANAO, Inc.
 UIM BOLTON COLLEGE
 VAT REG. TIN 000-265-368-00000
 Bolton Street Barangay 3-A (Pob.) Davao City 8000
 Davao City Davao Del Sur, Philippines
 Bus. Style: Private Higher Education

OFFICIAL RECEIPT 2972170

Date _____

ACCOUNT NAME	Access Code: OPWY	TIN
DEPT. REF.	DATE	REFERENCE
476113	6/6/2022	Summer 2022
PAYMENT FOR:		ADDRESS
6/6/2022 09:31 AM 46322-004549F		NACIONAL ANJANETTE SUMAG
Senior Research Fee		900.00

SUBJECT	TEACHER	SUBJECT	TEACHER	SUBJECT	TEACHER

STUDENT'S COPY ORIGINAL
 PRINTED BY R.O. TESORO & SONS INCORPORATED, 6517 TESORO BLVD. BANGAY ST BRGY 3 A BARANGAY 3A DAVAO CITY
 DATE ISSUED 06/06/2022 VALID UNTIL 06/06/2023
 PRINTERS ACCREDITATION NO. 15749264000000000000 2021/2018

THIS OFFICIAL RECEIPT SHALL BE VALID FOR FIVE (5) YEARS FROM THE DATE OF ATP.

UNIVERSITY OF MINDANAO, Inc.
 UIM BOLTON COLLEGE
 VAT REG. TIN 000-265-368-00000
 Bolton Street Barangay 3-A (Pob.) Davao City 8000
 Davao City Davao Del Sur, Philippines
 Bus. Style: Private Higher Education

OFFICIAL RECEIPT 2993737

Date _____

ACCOUNT NAME	Access Code: 0630	TIN
DEPT. REF.	DATE	REFERENCE
481046	6/6/2022	Summer 2022
PAYMENT FOR:		ADDRESS
6/6/2022 12:01 PM 17322-016611D		QUILOS DANICA JADE IGNACIO
Senior Research Fee		900.00

SUBJECT	TEACHER	SUBJECT	TEACHER	SUBJECT	TEACHER

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 Davao City Davao Del Sur, Philippines
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CURRICULUM VITAE OF RESEARCHERS



NACIONAL, ANJANETTE S.

COLLEGE OF TEACHER EDUCATION
BACHELOR OF SECONDARY EDUCATION
BIOLOGICAL SCIENCE

CONTACT

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VILLA PARK SUBD., BRGY.
CABANTAN, DAVAO CITY

SKILLS

- Strong Work Ethics
- Community Building Skills
- Computer Literacy Skills
- Verbal & Written communication
- Organizational Skills

EDUCATION

- *Tertiary*
2018 – present
UNIVERSITY OF MINDANAO
BSED – BIOLOGICAL SCIENCE
- *Senior High School*
2016 – 2018
STA. ANA NATIONAL HIGH SCHOOL
Davao City
- *Junior High School*
2012 – 2016
**SENATOR NINOY AQUINO
NATIONAL HIGH SCHOOL**
Poblacion, Senator Ninoy Aquino,
Sultan Kudarat
- *Elementary*
2006 – 2012
**KULAMAN CENTRAL ELEMENTARY
SCHOOL**
Poblacion, Senator Ninoy Aquino,
Sultan Kudarat

PERSONAL INFORMATION:

- Date of Birth: JULY 28, 1999
- Place of Birth: POBLACION, SENATOR NINOY AQUINO,
SULTAN KUDARAT
- Age: 22 YEARS OLD
- Height: 5'5
- Weight: 53
- Civil Status: SINGLE
- Nationality: FILIPINO
- Religion: BAPTIST

SEMINAR AND TRAININGS

- **STANDARD FIRST AID TRAINING WITH PERSONAL WATER SAFETY - DAVAO CITY CHAPTER**
2017-2019
- **NSTP (CWTS 1 & CWTS 2)**
SY. 2018-2019
- **CITIZEN SCIENCE IN ACTION: AN ENVIRONMENTAL AWARENESS WEBINAR**
May 15, 2021
- **THE BUILDING BLOCK: YEAST GENERAL ASSEMBLY**
September 28, 2021
- **EXCELLENCE IN CITIZENSHIP WEBINAR**
March 30, 2022
- **CHALLENGING GENDER INEQUALITY AND SENSITIVITY IN THE 21ST CENTURY**
March 30, 2022
- **CTExcels 2022 WEBINAR: "GURO NG KALIKASAN: PROMOTING TEACHER EDUCATION STUDENT AS CHAMPIONS OF BIODIVERSITY CONSERVATION" & "COVID - 19 VACCINE AWARENESS: WHAT WE KNOW, WHAT WE DON'T KNOW AND WHAT WE NEED TO KNOW ABOUT COVID - 19 VACCINES"**
June 17, 2022
- **CTExcels 2022 WEBINAR: LIPAD NG AGILA: SOARING HEIGHTS IN LEADING EXCELLENTLY THROUGH CRISIS, CONFLICT AND CHANGE IN PHILIPPINE EDUCATION" & "EDCATION IN CONTEXT: PROMOTING COMMUNITY INDIGENOUS VALUES IN LEARNING**
June 20, 2022



QUILOS, DANICA JADE I.

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BIOLOGICAL SCIENCE

CONTACT

-  091-5354-0643
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-  Purok 2, Lanzones St. Tugbok District, Davao City

SKILLS

- Teamwork
- Time Management
- Leadership
- Computer Literacy Skills
- Written communication
- Organizational Skills

EDUCATION

- *Tertiary*
2018 – present
UNIVERSITY OF MINDANAO
BSED – BIOLOGICAL SCIENCE
- *Senior High School*
2016 – 2018
UNIVERSITY OF MINDANAO
GUIANGA COLLEGE
Tugbok District, Davao City
- *Junior High School*
2012 – 2016
TUGBOK NATIONAL HIGH SCHOOL
Tugbok District, Davao City
- *Elementary*
2006 – 2012
TUGBOK CENTRAL ELEM. SCHOOL
SPED CENTER
Tugbok District, Davao City

PERSONAL INFORMATION:

- Date of Birth: SEPTEMBER 9, 1999
- Place of Birth: BROKESHIRE INTEGRATED HEALTH MINISTRIES, INC., MADAPO HILLS, DAVAO CITY
- Age: 22 YEARS OLD
- Height: 5'5
- Weight: 53
- Civil Status: SINGLE
- Nationality: FILIPINO
- Religion: EVANGELICAL CHRISTIAN (FOURSQUARE)

SEMINAR AND TRAININGS

- **OFFICE PRACTICE PROGRAM TRAINING**
SY. 20118-2019
- **NSTP (CWTS 1 & CWTS 2)**
SY. 2018-2019
- **CITIZEN SCIENCE IN ACTION: AN ENVIRONMENTAL AWARENESS WEBINAR**
May 15, 2021
- **THE BUILDING BLOCK: YEAST GENERAL ASSEMBLY**
September 28, 2021
- **EXCELLENCE IN CITIZENSHIP WEBINAR**
March 30, 2022
- **IGNITING CLIMATE AND EARTH LITERACY IN LINE TO THE EARTH DAY CELEBRATION**
MARCH 29, 2022
- **CHALLENGING GENDER INEQUALITY AND SENSITIVITY IN THE 21ST CENTURY**
March 30, 2022
- **UNDERSTANDING COMMUNITY RESILIENCY AND AWAKENING PATRIOTISM**
March 31, 2022
- **THE IMPORTANCE OF FOLLOWING HEALTH PROTOCOL AND QUARANTINE GUIDELINES**
April 1, 2022
- **A TALK ABOUT THE ACCOUNTABILITY AND THE CONSEQUENCE OF RESPONSIBLE VOTERS IN THE 2022 NATIONAL ELECTION**
April 2, 2022
- **CTExcels 2022 WEBINAR**
June 17, 2022
- **CTExcels 2022 WEBINAR**
June 20, 2022



SALVA, LOREN HAZEL MAE A.

COLLEGE OF TEACHER EDUCATION
BACHELOR OF SECONDARY EDUCATION
BIOLOGICAL SCIENCE

CONTACT

-  097-7658-7559
-  l.salva.476113@umindanao.edu.ph
-  PUROK 4F ISLA VERDE, BRGY.
23-C, DAVAO CITY

SKILLS

- Computer Literacy Skills
- Verbal & Written communication
- Organizational Skills
- Accountability Skills
- Initiative and Detailed Oriented Skills

EDUCATION

- *Tertiary*
2018 – present
UNIVERSITY OF MINDANAO
BSED – BIOLOGICAL SCIENCE
- *Senior High School*
2016 – 2018
ANONANG INTEGRATED SCHOOL
Brgy. Anonang, Kaputian District III,
IGACOS
- *Junior High School*
2012 – 2016
ANONANG INTEGRATED SCHOOL
Brgy. Anonang, Kaputian District III,
IGACOS
- *Elementary*
2006 – 2012
ANONANG ELEMENTARY SCHOOL
Brgy. Anonang, Kaputian District III,
IGACOS

PERSONAL INFORMATION:

Date of Birth: MAY 07, 2000
Place of Birth: CABAGUIO MATERNITY HOSPITAL,
DAVAO CITY
Age: 22 YEARS OLD
Height: 5'3
Weight: 53
Civil Status: SINGLE
Nationality: FILIPINO
Religion: ROMAN CATHOLIC

SEMINAR AND TRAININGS

- **NSTP (CWTS 1 & CWTS 2)**
SY. 2018-2019
- **Eye Opener: A Social Media Awareness Seminar**
October 2019
- **Enrichment Seminar on Excellence through Resilience**
January 2020
- **Teacher Education Intervention Program**
February 2020
- **CITIZEN SCIENCE IN ACTION: AN ENVIRONMENTAL AWARENESS WEBINAR**
May 15, 2021
- **THE BUILDING BLOCK: YEAST GENERAL ASSEMBLY**
September 28, 2021
- **EXCELLENCE IN CITIZENSHIP WEBINAR**
March 30, 2022
- **IGNITING CLIMATE AND EARTH LITERACY IN LINE TO THE EARTH DAY CELEBRATION**
MARCH 29, 2022
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