

**Anxiety and Academic Performance of Mathematics learners  
in UM Panabo College**

A Thesis

Presented to

The Faculty of UM Panabo College

Panabo City

In Partial Fulfilment of the Requirements  
For the Course  
Research in Mathematics  
(MTH 413)

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**ACCEPTANCE SHEET**

This thesis entitled "**ANXIETY AND ACADEMIC PERFORMANCE OF MATHEMATICS LEARNER IN UM PANABO**" prepared and submitted by **Dennis Rellanos Payen** and **Jessielyn M. Cana** in compliance with the requirements in the Research subject under the Department of Teachers Education, UM Panabo College, Panabo City, hereby accepted.



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## ABSTRACT

The researchers aimed to determine the relationship between anxiety and academic performance among 2nd year and 3rd year BSED-Mathematics students of UM Panabo College. The independent variable in the study is anxiety. The indicators of anxiety are environmental factor, personal factor and intellectual factor. On the other hand, the dependent variable of this study is academic performance. The indicators of academic performance are interest and study habits. The researchers used a quantitative non-experimental correlation method, and the statistical tools used were, Mean and Pearson Product Moment Correlation Coefficient ( $r$ ). The result of the computation is  $r$ - value is 0.726\*\* whose  $p$ -value is less than 0.05. Thus, the null hypothesis is rejected. In other words, there is significant relationship between anxiety and academic performance among second year and third year BSED-Mathematics students. It implies that anxiety affects academic performance.

**Keywords:** *Anxiety and Academic performance*

## DEDICATION

I dedicate this study to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. A special feeling of gratitude to my loving parents, Belinda and Jesus Cana whose words of encouragement and push for tenacity ring in my ears. To my friends who have supported me throughout the process. I will always appreciate all they have done.

-Jessielyn-

I would like to thank to all the people who supports and give their time to help me throughout the hardship and patience making this thesis. To the Lord, our God, the almighty Father, giving us strength and mental stability to make this research complete. To my parents who support me unconditionally, who never failed to show their love, give inspiration, encouragement along to my journey as I continue achieving every stars of my dreams.

-Dennis-

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# CHAPTER 1

## THE PROBLEM AND ITS SETTING

### **Background of the Study**

Nowadays, students are confronting different difficulties in life might have influences their academic performance. Academic performance discusses how students achieved their obligations, obligations and studies. On the off chance that an understudy has done well in a test, they in all probability have positive in reflection to the score on the test in a specific subject. Be that as it may, issue happens in scholastic academic performance of the students which is influenced by inner elements and outer variables, including the interest, study propensities, climate, and class participation, the commitment of the educator to the academic performance of the students, using time effectively and instructive foundation of their folks.

Several studies have been directed in various nations to evaluate the components which add to academic performance of students at various levels. In Pakistan, Farooq, M. S., Chaudhry, A. H., Shafiq, M., and Berhanu, G. (2011) discovered that student scholarly academic performance in mathematics diminishes on account of the guardians' schooling and financial status. Guardians are thought to affect how their kids see themselves and act in school.

In the Philippines idea, especially the University of the Philippines had encountered biggest disappointment in mathematics. It is likewise said that the reiteration in math is normal among the UP students that one out of three will

rehash a mathematics course. Cabahug, L. furthermore, Ladot, C. (2005) likewise said that the staff of the UP Cebu Natural Science and Mathematics Division have felt the declining execution of the students in essential arithmetic. Nambatac (2011) states that among the 41 member nations, Filipino performed ineffectively in math. In addition, it is accounted for that Filipino students have a terrible showing in Mathematics subjects. Truth be told, the National Mean Percentage Score in Math on 2012 was just 48.90 which is portrayed as the underneath the public norm and it is among the most minimal in the five subject in the National Achievement Test (NETRC 2012). The MPS for Mathematics in 2015 is just 50.55. As seen in the insights, the MPS for as far back as long periods of the school were lessening. The outcome is underneath the passing rate which is 75% and this implies that understudies experienced issues in managing the subject which is disturbing and a common circumstance. It is accepted that greater part of the understudies feel troublesome and tedious to deal with the subject.

Most of the students of in a certain college in Panabo City who are taking education courses felt anxious and nervous engaging math related problems. It leads to negative impact on student's academic performance which affects their learning pattern. Therefore, the researchers would like to study if there is significant relationship between anxiety and academic performance among third year DTE students of UM Panabo College.

### **Statement of the Problem**

The study aimed to determine the relationship between anxiety and academic performance of mathematics learners in UM Panabo. More specifically, it sought answers to the following questions:

1. What is the level of math anxiety of the learners in terms of;
  - 1.1 Environmental factors;
  - 1.2 Intellectual factors; and
  - 1.3 Personal factors?
2. What is the level of academic performance of the learners in terms of;
  - 2.1. Interest;
  - 2.2. Study habit?
3. Is there a significant relationship between anxiety and academic performance?

### **Hypothesis**

The null hypothesis was determined in the statement of the problem number 3 and tested at 0.05 level which states there is no significant relationship between anxiety and academic performance of mathematics learners in UM Panabo.

### **Theoretical and Conceptual Framework**

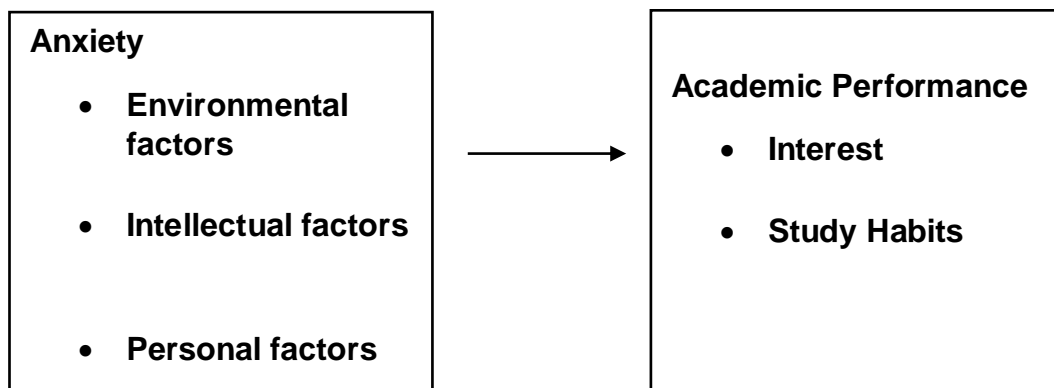
The theoretical and conceptual frameworks of the different theories that are supposed to be the conceptual standard of showing the relationship between anxiety and academic performance are presented here.

This study is anchored on the Eysenck's theory of close monitoring that anxiety and academic performance have a relationship since nervousness hinders the powerful working of understudies' consideration frameworks and expands how much preparing productivity relies upon consideration control. Thus, this explains the effect of anxiety on students' attention processes and

cognitive functions. In this regard, anxiety can reduce academic performance (Eccles & Wigfield, 2002; Eysenck et al., 2007). Despite the fact that there are many examinations on the connection among anxiety and academic performance there are as yet couple of studies on deciding if there is a

**Independent variable**

**Dependent variable**



### Figure 1. The Conceptual Framework Showing the Variables of the Study

beneficial outcome of uneasiness on scholarly execution (Seel, N. M., 2012). Various observational investigations have uncovered that anxiety has relationship and effect on academic performance (Oya et al, 2004; Saito and Samimy, 1996; Young, 1986; and Vitasari et al, 2010).

Figure 1 shows the variable of the study. The independent variable is the anxiety with the indicators, environmental factors, intellectual factors and personal factors (Senajonon J., 2017). *Environmental factors*, refers to negative math learning experiences and negative attitudes of parents and teachers, *Intellectual factors* is a feeling of incompetence to learn mathematics, lack of understanding about the use of mathematical knowledge and deficiency in the coordination between teaching styles of teachers and the learning strategies of students and *personal factors*, which refers about having low self-esteem and fear of asking questions.

The dependent variable is academic performance which is measured by interest and study habit (Balbolosa J., 2010). *Interest* is an amazing inspirational interaction that invigorates learning, guides academic and vocation directions,

and is fundamental for academic achievement. Interest is both a mental condition of consideration and influence toward a specific item or theme, and a suffering inclination to reconnect after some time and *study habits* characterizes as a conduct or style which incorporate notetaking, using time productively and time designation to contemplate that is methodically framed by students towards learning math.

### **Significance of the Study**

The result of this study is very significant to the following persons:

***School Administrator.*** This study will help the administrator of what specific strategies, techniques and styles or approaches are appropriate to the nature and academic learning of the students. It may help implementing additional assistance in creating conducive schemes to help students improve their learning.

***Teachers.*** This study can help orient teachers on how they will be going to approach their students and nurture their performance that will encourage them to lessen their math anxiety.

***Students.*** This study will help students to recognize themselves as they are having symptoms of math anxiety and their performance towards learning mathematics.



**Parents.** For parents to be aware also that as a parent they will help their sons/daughters having this kind of situations and they can help through continuous support.

**Future Researchers.** The result of this study will help the future researchers who conduct a similar research to get some information and ideas that can improve their researches.

### **Definition of Terms**

These terms are conceptually and operationally defined to have a better understanding to this study.

**Anxiety.** Anxiety is defined as the pressure and fearfulness encountered by students in the foreign language classroom (Mohammad Ali, 2015) additionally, anxiety is characterized as the absence of ease that emerges from something that is compromising. In this study, it refers to environmental factor, personal factor and intellectual factor.

**Academic performance.** 'Performance' is a very common word used everywhere. Grimes (2003) described performance as "showing of a doing". A term used to describe the rating of a student following an examination. This is an important aspect of a student's life and is known to be influenced by various factors including anxiety and level of hard work/preparations done prior to the examination. In this study, it refers to interest and study habits.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This section of the study presents the related literature gathered by the researchers through reading various articles, papers, books, and internet references that we used to support this study.

#### **Anxiety**

Anxiety is an undesirable expression related to the feeling of uneasiness, misgiving, and elevated physiological excitement, for example, expanded

circulatory heart strain, expanded pulse, perspiring, and other physiological appearances (Getzfeld, 2006). It is a by implication that one is faced with lying outside the scope of the comfort of one's build framework. Moreover, it is an inclination of anxiety or pressure without a known reason. Furthermore, anxiety in an aversive enthusiastic encounter like sensations of apprehension, stresses disturbance, and frenzy (Burger, 2000). Anxiety has been conceptualized as an upgrade, thought process, an enthusiastic state, with the emotionally experienced nature of dread as a firmly related feeling. The feeling is undesirable, future situated, disproportional to the danger, and incorporates both abstract and show substantial aggravations (Ballesteros, 2005).

Anxiety has been found to diminish a person's functioning memory productivity because nosy musings and stresses remove the concentration from the arithmetic jobs needing to be done. It makes it hard for people to think coherently and brings about expanded blunders and longer preparing times when tackling issues intellectually. In the long haul, uneasiness prompts diminished skill, decreased fulfillment rates, and lower academic performance in the subject (Ho, Senturk, Lam, Zimmer, Hong, Okamoto, and Chiu, 2000). Ho et al. (2000) found that students with higher tension levels will generally have lower levels of math execution, recommending the presence of a negative connection between anxiety and academics. Math uneasiness can truly impact understudies' numerical exhibition by influencing memory (Kogelman and Warren, 1978) and making apprehension and powerlessness to think (Tobias, 1978). Cockcroft (1982) discovered individuals creating adapting systems for ordinary day-to-day

existence, and Brady and Bowd (2005) portray individuals keeping away from science where conceivable.

Basavanna (2000) said that anxiety could be an exceedingly repulsive emotional state comparative to fear strongly, which can incorporate sentiments of danger, dubious objectless fear, a form of uneasiness and pressure, and a generalized feeling of trepidation. Borrowing from Freud, Basavanna identifies three sorts of dissatisfaction; Reality uneasiness (a passionate response to recognition of threat within the outside world); Hypochondriac uneasiness (an emotional response to risk from the inner world; and Ethical uneasiness (an emotional reaction to the discernment of peril from the superego. Anxiety in this way happens to the body framework after one has experienced a debilitating circumstance. These variables allow rise to sentiments of profound disgrace for understudies encountering uneasiness within the classroom setting. Anxiety is described in three subcategories; environmental, intellectual, and personal (Senajonon J., 2017). The independent variable anxiety has three indicators; environmental factor, academic factor, and individual aspect.

*Environmental factors* incorporate classroom issues, parental weight, and the discernment of science as an unbending set of rules. Be that as it may, Suggate, Davis, and Goulding (1998) propose a need for delighting arithmetic understudies who are rationally frightened by past encounters of disappointment with teachers' desires set as well tall (Haylock, 2003). Haylock (2003) proves the negative impact of the teacher's reaction disappointment to get it on the portion of the learner.

Another distinguished concern is the feeling of 'being found out by somebody judgmental and 'in authority' (Buxton, 1981), with instructors continuously seen as adjust and understudies tolerating fault for not understanding. Whereas, Rossnan (2006) emphasized that uneasiness seems to create due to a student's earlier negative encounters learning science within the classroom or domestically. Besides, most-watched disappointments and substandard execution in science are due to an inadequately teaching-learning environment (Reusser, 2000). Other thinks about such as those of Faust, Ashcraft, and Bit (1996), Ashcraft (2002), Aschraft and Kirk (2001), and Brady and Bowd (2005), characterized math anxiety as a form of state uneasiness because it is shown in certain circumstances. The extended descriptions overcome almost since dissatisfaction could be a complete term utilized by numerous people to cover a vast stretch of watched characteristics in understudies. (Godbey, 1997; Perry, 2004). Others use this term to classify the mental side effects in the circumstances, including numerical assignments.

*Intellectual factors* incorporate a bungle of learning styles and self-doubt. Arithmetic done at speed is uncovered as a negative past school involvement (Buxton, 1981) nearby they require for precision and appearing flawless working out (Cockcroft, 1982) as cited in an inquire about conducted by Senajonon (2017). The essential issue is that most of the understudies have arithmetic learning issues (Jones, 2001). Students appear no maintenance and authority of the lesson being instructed, which causes them to fear learning new concepts. The students continuously think that arithmetic is complicated to get it. They

constantly feel uneasy, and these sentiments ruin their eagerness to memorize. It has been watched that understudies appear negatively to circumstances including numbers, science, and arithmetic calculations. The combination of feeling anxiety can obstruct execution through intellect blocking, consideration assets, more cognitive impedances, stresses, and fears initiated by pressure.

Cognitive anxiety is the most emphatical influence of execution (Ingugiro, 1999; Robb, 2005). It is considered one of the foremost broad and tireless human feelings, influencing physiological excitement and cognitive capacities. In expansion to being subjectively repulsive, uneasiness has overheads in the fight for fundamental (physiology) and mental assets (Kalisch et al., 2005).

Previous studies found that anxiety influences don execution (Abenza et al., 2009), music execution (Thurber, 2006), as well understudy execution (McCraty, 2005; and Vitasari et al., 2010a). McCraty (2005) expressed that cognitive and physical execution offer assistance get it how feelings influence the apprehensive framework. Cognitive uneasiness is considered to bargain with adverse concern and self-doubt in connection to execution. In contrast, physiological excitement related to dissatisfaction, such heartbeat appeared to change persistently amid performance. Be that as it may, the common conclusion is that a high anxiety score is one of the deterrents to low scholarly execution.

*Personal factors* incorporate a hesitance to inquire questions in the course and moo self-esteem. As cited in a study by Senajonon (2017) Cockcroft (1982), once demeanors have been shaped, they can be exceptionally tireless and troublesome to alter. It is also expressed that arithmetic behavior has

continuously been a figure that influences accomplishment in science (Fullarton, 2003).

Poor attitude towards mathematics is frequently detailed as contributing components to lower support and minor victory within the courses. In expansion to Hadfield and McNeil's components of the natural variable, Baloglu and Kocak see the components thereof as issues that influence learners earlier to their scientific engagements; these incorporate age, sexual orientation, scholastic subjects, and past science encounters. The dispositional stay bargains with mental and enthusiastic highlights such as demeanors towards science, self-concept, and learning styles. The self-concept alludes to the learners' recognition of their claim capacity to perform well in science and memorize new subjects.

Shores (2005) depicted how a mild case of math shirking can rapidly turn into an extreme case of scientific uneasiness. Shores He expressed that it can turn into a changeless piece unless math uneasiness is stood up to. He accepted that an expansion to the assistance and back from the child's family, instructors can offer assistance chip absent at this piece by making a difference the understudy approach science with certainty. The build, uneasiness, and conviction are of tremendous significance to analysts endeavoring to educate and learn arithmetic (Akman YesilelBriley, (2012). submits that uneasiness could be a term utilized for a few disarranges that cause anxiety, fear, trepidation, and stress. According to him, these disarrange influence the way we feel and carry on.

A specific investigation comes about to uncover that there still exists science uneasiness among auxiliary school understudies. Be that as it may, gender-related components don't impact science uneasiness. The consider also shows a contrast in the arithmetic accomplishment of understudies based on their level of science uneasiness. In this manner, instructors ought to endeavor to get it arithmetic uneasiness and actualize instructing and learning techniques so that understudies can overcome their uneasiness. Yuksel-Şahin (2008) recommends that instructors be positive and steady and utilize teaching strategies that engage understudies to create solid demeanors toward science. In expansion, Smith (2004) proposes that instructors illustrate their claim intrigued in arithmetic in arrange to raise students' inspiration in arithmetic as an implies of making a difference understudy cause anxiety. Hence, this consider has suggestions for all parties, counting instructors, schools, and guardians, empowering those with a vested interest in their students' success to require under consideration math uneasiness levels some time recently deciding effective and suitable techniques when educating and learning is carried out. In this way, it is trusted that the level of science uneasiness can be decreased.

### **Academic performance**

Academic performance has been characterized and clarified by a few creators. Narad and Abdullah (2016) referenced that scholarly execution is the information acquired which is surveyed by marks by an educator or potentially instructive objectives set by understudies and instructors to be accomplished throughout a particular timeframe. They added that these objectives are



estimated by utilizing constant evaluation or assessments results. Annie, Howard, and Midred (as Arhad, Zaidi, and Mahmood, 2015) also showed that academic exhibition estimates instruction results. They focused on that it offers and measures the degree to which an instructive establishment, educators, and understudies have accomplished their informative objectives. Likewise, Yusuf, Onifade, and Bello (2016) thought that scholarly execution is quantifiable and recognizable conduct of an understudy inside a particular period. He added that it comprises scores acquired by an understudy in an evaluation, for example, class work out, class test, mid-semester, mock assessment, and end-of-semester assessment. Once more, Martha (2009) stressed that scholarly execution of understudies is characterized by an understudy's presentation of an evaluation, tests, and course work.

The academic performance of understudies is a vital element in training (Rono, 2014). It is viewed as the middle around which the entire training framework spins. Narad and Abdullah (2016) thought that the scholastic execution of understudies decides the achievement or disappointment of any educational foundation. Singh, Malik, and Singh (2016) likewise contended that the literary execution of understudies straightforwardly affects financial improvement. Also, Farooq, Chaudhry, Shafiq, and Behanu (2011) declared that understudies' scholastic exhibition fills in as a bedrock for information procurement and the advancement of abilities.

Moreover, Farooq et al. (2011) accentuated that the topmost need of all instructors is the scholastic execution of understudies. Narad and Abdullah

(2016) indicated that academic performance is the information acquired marks survey that by an instructor or potentially instructive objectives set by understudies and educators to be accomplished throughout a particular timeframe. They added that these objectives are estimated by utilizing constant appraisal or assessments results.

A few investigations have been directed in various nations to evaluate the components that add to understudies' scholastic execution at multiple levels. In Pakistan, Farooq and Berhanu (2011) found that guardians' schooling and financial status critically impact an understudy's scholarly presentation in Mathematics and English Language. An examination led by Jayanin Singapore, Balakrishnan, Ching, Latiff, and Nasirudeen (2014) in Singapore interest in seeking a subject, co-curricular exercises, ethnicity of an understudy, and sex influence the scholarly exhibition of an understudy. Also, Sibanda, Iwu, and Olumide (2015) tracked down that, ordinary examination, dependability in school, and self-inspiration are standard the key deciding elements that impact understudies' scholarly exhibition in South Africa. Ali, Munir, Khan, and Ahmed (2013) likewise tracked down those day-by-day study hours, parents' financial status, and age essentially affect scholarly execution.

*Interest*, which is a one of a kind persuasive variable, alludes to a favored commitment of an individual with a particular article, which can show itself as a mental state just as the moderately suffering inclination toward these items (Hidi and Renninger, 2006). In light of the individual article hypothesis of interest (POI; Krapp, 2000, 2005), the advancement of interest depends on the continuous

communications between the climate (object) and the individual. Moreover, interest can be isolated into situational and individual interests (e.g., Hidi, 1990; Krapp et al., 1992; Krapp, 2000, 2005).

Situational interest is a condition of centered consideration and emotional response evoked by current ecological upgrades (Hidi and Baird, 1986; Hidi, 1990). Whereas particular interest is a supported inclination for a specific substance (Krapp and Fink, 1992; Renninger, 2000). Particular interest creates from situational interest (Hidi and Renninger, 2006). The two kinds of interest have been displayed to decidedly impact consideration, psychological execution, and fondness (Hidi, 1990), albeit particular interest will have additional suffering impacts in general. Descriptors of premium in learning have incorporated a large group of names (e.g., scholarly, singular, individual, intellectual), which have been somewhat utilized.

Prior research would, in general, zero in on broad interest across subjects. In any case, understudies regularly are more inspired by some school subjects than in others. The idea of scholarly interest to which this paper alludes addresses the individual interest of young people identified with school undertakings, zeroing in on subject-explicit or subject interest. Managing the understudies' inspiration, the perusing interest of the understudies assumes significant parts. The understudies' revenue on perusing impacts the educators in showing perusing in connection with the learning materials and the media utilized in conveying the understanding materials. The subject and kinds of writings given

to the understudies ought to be viewed in light of the understudies' learning attributes and the requirements of the understudies in learning.

*Study habit* is the example of conduct took on by understudies chasing their investigations that fills in as the vehicle of learning. It is how much the understudy takes part in standard demonstrations of considering portrayed by suitable examining schedules (for example, surveys of material, recurrence of contemplating meetings, and so forth) happening in a climate that helps feel. Study mentalities, then again, alludes to an understudy's uplifting outlook toward the particular demonstration of contemplating and the understudy's acknowledgment and endorsement of the more extensive objectives of school training (Crede and Kuncel, 2008). To put it plainly, study propensities and perspectives of not set in stone through their time usage capacity, work techniques, mentalities toward instructors, and acknowledgment of training

The examination propensities assume a significant part in accomplishing higher grades. Not many analysts have inspected the impact of time concentrating on scholarly execution (Rogaten et al., 2013). Notwithstanding, Nonis and Hudson (2006) noted that the measure of time spent considering or at work had no immediate impact on scholastic execution. Kleijn et al. (1994) gave accentuation on how experimentally, profound, and critical learning procedures bring about progress at definite assessments. Anyway, surface learning brings about disappointment.

Likewise, Bolling (2000) declares that great investigation propensity through arranging assists understudies with planning for the thing that's coming

down the road and achieve their educational objectives. Hence, the absence of study propensities unmistakably puts understudies in a difficult spot. This is one of the primary reasons understudies need healing classes, fall behind in coursework, and exit school. Growing great examination propensities brings down understudies' danger of scholastic battles and inability to finish an advanced education. Subsequently, Bolling (2000) presents that understudies who will, in general, perform high across the vast majority of their subjects can be considered to have great investigation propensities by being effectively engaged with their learning cycle, ongoing arranging, and cautiously checking of the instructive errand that they are needed to finish.

In summary, the previous discussions and shows of various literature related to this have contributed to the investigation of the resources and stages of fear of negative assessment and math tension to determine the correlation between anxiety and academic performance. Therefore, this paper aimed to analyze the elements contributing to the correlation between anxiety and academic performance.

## **Chapter 3**

### **METHOD**

This chapter presents the research method discussions: research design, research subject, research instruments, data gathering procedure, and statistical tools.

#### **RESEARCH DESIGN**

This research employed a quantitative non-experimental correlation method. The methodology of quantitative analysis maintains the assumption of an empiricist paradigm. As a result, data is used to measure reality objectively. Quantitative research creates meaning through objectivity uncovered in the collected data. The quantitative analysis employs strategies of inquiry such as experimental and surveys and collect data on predetermined instruments that yield statistical data. The findings from quantitative research can be predictive, explanatory, and confirming (Creswell, 2003).

It is non-experimental correlation research because this research design does not involve manipulating the situation, circumstances, or experience of the participants. The correlation method is intended to investigate between variables.

Investigators use it to describe and measure the degree of relationship between two or more variables or sets of scores (Creswell, J.A. (2008)

## **RESEARCH SUBJECTS**

The respondents of this study were the second year and third year BSED-Mathematics students in a certain college in Panabo City, academic year 2020-2021. The researchers utilized total enumeration in getting the research subject or respondents. The target respondents were 23 students enrolled. The respondents were the students with enough learning experiences and have gone through various transitions and adjustments in learning. Thus, the respondents have experienced being apprehensive, uneasy, worried, and anxious.

## **RESEARCH INSTRUMENT**

The research instrument used in data gathering was a standardized questionnaire that consists of 15 items for anxiety by Senajonon J. (2017), five items for the indicator: environmental factor, and five for intellectual factor five personal factor. The dependent variable, academic performance by Balbolosa J. (2010), has 15 items: five items for the indicator interest and ten items for the indicator of study habits. The panel members validate questionnaires. It was used to have validity, reliability, and objectivity.

This scale was used in determining the anxiety among college students of UM Panabo College.

| <b>Range of Means</b> | <b>Description</b> | <b>Interpretation</b>                             |
|-----------------------|--------------------|---|
| 4.21 – 5.00           | Very High          | The anxiety of the students is always manifested. |

|             |          |  |
|-------------|----------|--|
| 3.41 – 4.20 | High     | The anxiety of the students is often manifested. |
| 2.61 – 3.40 | Moderate | The anxiety of the students is manifested.       |
| 1.81 – 2.60 | Low      | The anxiety of the students is less manifested.  |
| 1.00 – 1.80 | Very Low | The anxiety of the students is not manifested.   |

This scale was used in determining the level of academic performance in mathematics among the students of UM Panabo College.

| <b>Range of Means</b> | <b>Description</b> | <b>Interpretation</b>   |
|-----------------------|--------------------|---|
| 4.21 –4.50            | Very High          | The academic performance of students in mathematics is very satisfactory.       |
| 3.41 –4.20            | High               | The academic performance of students in mathematics is satisfactory.            |
| 2.61 –3.40            | Moderate           | The academic performance of students in mathematics is moderately satisfactory. |
| 1.81 –2.60            | Low                | The academic performance of students in mathematics is less satisfactory.       |
| 1.00 –1.80            | Very Low           | The academic performance of students in mathematics is not satisfactory.        |



## **Data Gathering Processes**

The following were the steps in gathering the data of this study:

**Permission to conduct.** The researchers had sent a letter to the school director asking authorization and approval to conduct the study and administer the survey questionnaire to the second year and third year education students.

**Administration of questionnaire.** Amidst the pandemic situation, the researchers used the Google form format in conducting the study since this platform is one of the safest ways to conduct the research.

**Retrieval of the questionnaire.** All the questionnaires were retrieved through Google form when the respondents finish answering the survey questionnaire.

**Analyzed the data.** The researchers had examined, analyzed, and reviewed the data to form findings or conclusions.

## **Statistical Treatment of Data**

The data were collected, analyzed, and interpreted through the following statistical tools:

**Weighted Mean.** It was used to determine the level of anxiety and academic performance among the selected education students.

**Person Product Moment Correlation.** It was used to determine the significant relationship between anxiety and academic performance among second-year and third-education UM Panabo College students.

## CHAPTER 4

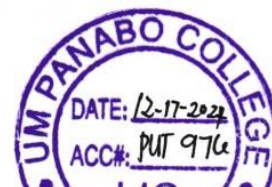
### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

In this unit, it presents the data and analysis on the responses of the respondents. It is sequenced base on the variable and the concerns of this study, which the independent variable is anxiety; the dependent variable is academic performance; relationship between anxiety and academic performance.

#### Level of Anxiety

Table 1 presents the level of anxiety. The grand mean score attained for anxiety is 3.85 or high which means that the students' anxiety is often manifested. Specifically, the indicator of anxiety has a mean rating are represented by the following: environmental factors have an overall mean of 3.93 or high; intellectual factors obtained an overall mean rating of 3.85 or high; personal factors have an overall mean of 3.77 or high. This means that the anxiety is often manifested.

Shown in Table 1 is the result on the level of anxiety which is the environmental factors. It was supported by the item referring to students feel that they will never be able to learn math no matter how hard they try which has the highest mean of 4.30 with a descriptive level of very high, which means the anxiety of the students is often manifested. This was followed by item that students have had math teachers that I really disliked for one reason or another where it has a mean of 4.17 with descriptive equivalent of high, which means the anxiety of the students is often manifested.



**Table 1**  
**Level of Anxiety**

| <b>Environmental factor</b>  | <b>Mean</b> | <b>Descriptive Equivalent</b> |
|--|-------------|-------------------------------|
| 1. Students feels that they will never be able to learn math no matter how hard they try.    | 4.30        | Very high                     |
| 2. Parents and/or friends them about their own struggles and frustration with math .         | 4.13        | High                          |
| 3. Students rely on other people to help them with day to day math situations.               | 3.35        | Moderate                      |
| 4. Students feel that others have more “mathematical” or “logical” mind that they do.        | 3.70        | High                          |
| 5. Students have math teachers that they really disliked for one reason or another.          | 4.17        | High                          |
| <b>Overall mean</b>  | <b>3.93</b> | <b>High</b>                   |
| <b>Intellectual factor</b>   |             |                               |
| 1. Students tends to do poorly on math test.   | 3.70        | High                          |
| 2. Students feel like they need to prepare much more for math test that other subject.       | 4.22        | Very high                     |
| 3. Students when studying for math test, they find us to showing anxious behavior.           | 3.87        | High                          |
| 4. Students feel that understand certain math concepts in class but do poorly on test.       | 3.96        | High                          |
| 5. Students do not feel confident when taking math test No matter how much they study.       | 3.52        | High                          |
| <b>Overall mean</b>  | <b>3.85</b> | <b>High</b>                   |
| <b>Personal factor</b>   |             |                               |
| 1. Students worry that other students might understand mathematics problem better than them. | 3.87        | High                          |
| 2. Students after getting math test back, they don't want others to see our score.           | 3.74        | High                          |
| 3. Students not interested of asking questions in us mathematics class.                      | 3.70        | High                          |
| 4. Students feel tense when someone talks some about mathematics.                            | 3.96        | High                          |
| 5. Students being called on to answer a math question scared us.                             | 3.57        | Very high                     |
| <b>Overall Mean</b>  | <b>3.77</b> | <b>High</b>                   |

**Grand Mean** **3.85** **High**

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| <b>Legend</b> | <b>Scale</b> | <b>Descriptive Equivalent</b> |
|---------------|--------------|-------------------------------|
|               | 4.21-5.00    | Very High                     |
|               | 3.41-4.20    | High                          |
|               | 2.61-3.40    | Moderate                      |
|               | 1.81-2.60    | Low                           |
|               | 1.00-1.80    | Very Low                      |

As shown in table 1, the result on the level of anxiety in terms of intellectual factors, it was strengthening by the item students feel like they need to prepare much more for math test that other subjects got the highest means of 4.22 with a descriptive level of very high, which means the anxiety of the students is often manifested. This was followed by item that students feel that understand certain math concepts in class but do poorly on test where this item got a mean of 3.96 with a descriptive level of high, which means the which means the anxiety of the students is often manifested.

In personal factors; the item referring to students feel tense when someone talks some about mathematics which it has the highest mean of 3.96 with a descriptive level of high, which means the anxiety of the students is often manifested. This was followed by the item of students worry that other students might understand mathematics problems better than they with a mean of 3.87 and a descriptive level of high, which means the anxiety of the students is often manifested.

### **Level of academic performance**

The level of academic performance among second year and third year BSED- Mathematics students as shown in table 2 with the indicators: Interest and study habit. The grand mean of academic performance is 4.01 with a

descriptive equivalent of high, which means the academic performance of students in mathematics is satisfactory. First indicator is interest got a total mean of 4.12, described as high, which means the academic performance of students in mathematics is satisfactory. Item no. 3. *Students want to get good grades on test, quizzes, assignment and projects.* It described as very high

**Table 2**  
**Level of Academic Performance**

| <b>Interest</b>  | <b>Mean</b> | <b>Descriptive Equivalent</b> |
|--|-------------|-------------------------------|
| 1. Students make their self to prepare for the math subject.   | 3.96        | High                          |
| 2. Students actively participate in the classroom, answering exercises and/or clarifying things they did not understand. | 3.78        | High                          |
| 3. Students want to get good grades on test, quizzes, assignments and projects   | 4.48        | Very high                     |
| 4. Students interested when the discussion has no interrupted.   | 4.26        | Very high                     |
| <b>Overall mean</b>  | <b>4.12</b> | <b>High</b>                   |
| <b>Study habits</b>  |             |                               |
| 1. Students do assignment regularly.   | 4.13        | High                          |
| 2. Students exert more effort when they do difficult assignment.   | 4.26        | High                          |
| 3. Students spent their vacant time in doing assignment or studying their lesson.  | 3.74        | High                          |
| 4. Students study the lesson we missed if we was absent from the class.  | 3.96        | High                          |
| 5. Students study and prepared for quizzes and test.   | 3.96        | High                          |
| 6. Students study harder to improve their performance when they get low grades.  | 4.30        | Very high                     |
| 7. Students spend less time with their friends during school days to concentrate more on their studies.                  | 3.96        | High                          |
| 8. Students prefer finishing their studying and my assignments first before watching television program                  | 3.91        | High                          |
| 9. Students see to it that extracurricular activities do not hamper their studies  | 3.83        | High                          |
| 10. Students have a specific place of study at home which they keep clean and clean and orderly.                         | 3.91        | High                          |

|                     |      |             |
|---------------------|------|-------------|
| <b>Overall Mean</b> | 3.97 | High        |
| <b>Grand Mean</b>   | 4.01 | <b>High</b> |

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| <b>Legend</b> | <b>Scale</b> | <b>Descriptive Equivalent</b> |
|---------------|--------------|-------------------------------|
|               | 4.21-5.00    | Very High                     |
|               | 3.41-4.20    | High                          |
|               | 2.61-3.40    | Moderate                      |
|               | 1.81-2.60    | Low                           |
|               | 1-1.80       | Very Low                      |

and this indicates that the academic performance of students in mathematics is very satisfactory. On the other hand, lowest score is item no. 2. *Students actively participate in the discussion, answering exercises and/or clarifying things they did not understand.* With a mean of 3.78 as high, which means the academic performance of students in mathematics is satisfactory.

The second indicator is study habit as an overall mean of 3.97 described as high, which means the academic performance of students in mathematics is satisfactory. Item no. 6. *They study harder to improve the performance when they get low grades* has got the highest mean of 4.30 described as very high, which means the academic performance of students in mathematics is very satisfactory. Meanwhile, the lowest score is item no. 4. *Students want to get good grades on test, quizzes, assignment and projects* with a mean of 3.65 described as high, which means the academic performance of students in mathematics is satisfactory.

### **Significant Relationship between Anxieties and Academic Performances**

Table 3 shows the significant relationship between anxiety and academic performance. The computed r-value is 0.726\*\* and the p-value is 0.000 which is less than 0.05; thus the null hypothesis is rejected. This implies that there is significant relationship between anxiety and academic performance among second year and third year BSED-Mathematics students it states that; anxiety

### Correlation Coefficient

affects the academic performance of the students. Therefore, the correlation between anxiety and academic performance is a significant. This further implies that there is significant relationship between anxiety and academic performance.

### **Table 3**

Significant Relationship between Anxieties  
and Academic Performances

---

Academic Performance

---

|         |         |
|---------|---------|
| Anxiety | 0.726** |
|---------|---------|

---

P-value (0.000) < 0.05

This study is anchored on the Eysenck's theory of close monitoring that anxiety and academic performance have a relationship since nervousness hinders the powerful working of understudies' consideration frameworks and expands how much preparing productivity relies upon consideration control.



Thus, this explains the effect of anxiety on students' attention processes and cognitive functions. In this regard, anxiety can reduce academic performance (Eccles & Wigfield, 2002; Eysenck et al., 2007). Despite the fact that there are many examinations on the connection among anxiety and academic performance there are as yet couple of studies on deciding if there is a beneficial outcome of uneasiness on scholarly execution (Seel, N. M., 2012). Various observational investigations have uncovered that uneasiness has relationship and effect on scholarly execution (Oya et al, 2004; Saito and Samimy, 1996; Young, 1986; and Vitasari et al, 2010).

## **Chapter 5**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

Presented in this chapter is the summary of findings, conclusion and recommendation of the study.

### **Summary of findings**

Based on the result formulated from the data collected, the researchers found out the following:

1. The anxiety among 2<sup>nd</sup> year and 3<sup>rd</sup> year BSED-Mathematics students of UM Panabo College has an overall mean of 3.85 interpreted as often manifested.

2. The academic performance among 2<sup>nd</sup> year and 3<sup>rd</sup> year BSED-Mathematics students of UM Panabo College has an overall mean of 4.01 interpreted as satisfactory.

3. The computed r-value of anxiety and academic performance is 0.726 with p-value of 0.000 which is less than 0.05. It implies that null hypothesis is rejected.

### **Conclusions**

The following conclusions are drawn based on the findings of the study:

1. The level of anxiety among second year and third year BSED-Mathematics students of UM Panabo College is high.

2. The level of academic performance among second year and third year BSED-Mathematics students of UM Panabo College is high.

3. There is a significant relationship between anxiety and academic performance among second year and third year BSED-Mathematics students.

## **Recommendation**

1. The students must build strong positive connection that complements each other. Moreover, the students must identify the strengths in life that can use as a weapon in securing itself from negative influences around.
2. The students must accept the responsibilities as student and appreciate one's capabilities to increase students' drive to do assignments and engage themselves in studying their lessons.
3. Future researchers may conduct another study by using another variable that could influence the academic performance.

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**Appendix A**

**Letter of Permission to Conduct the Study**

March 19, 2021

CELSO L. TAGADIAD, Ph. D.  
Director  
UM Panabo College

*Approved*  
*Tagadiad*  
*3/19/21*

Sir,  
Greetings!

The undersigned are currently conducting a study entitled "**Anxiety and Academic Performance of Mathematics Learner in UM Panabo**" as one of the requirements for the subject Math 314.

In line with this, we would like to ask for your approval that we are going to conduct our study to the selected college students in UM Panabo College. The respondents of this study are 2<sup>nd</sup> and 3<sup>rd</sup> year BSED-Math students, A.Y. 2020-2021. The data that will be gathered from the respondents shall be dealt with high confidentiality in relation to data privacy act.

Thank you very much for your support of this endeavor.

Respectfully yours,

*Canan*  
Canan Jessieyn M.

*Payen*  
Payen, Dennis R.

Noted by:

*Chan*  
LIEZEL V. CHAN  
Adviser

**Appendix B-1**

**Letter of Validation**

Appendix C  
Validation Letter

March 16, 2021

**DR. AMELIE L. CHICO**  
Research Coordinator  
UMPanaboCollege  
Panabo City

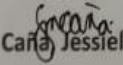
Dear Ma'am:

We are pleased to inform you that you are chosen as one of our validators on the questionnaire duly modified and prepared by the undersigned. This will be used in the conduct of our study entitled: **Anxiety and Academic Performance of Mathematics learner in UM Panabo.**

To this, we attached the following: Validation Sheet and the questionnaire for your reference. The expertise and experience you will share to us will give great advantage to our endeavor.


Respectfully yours,

  
Payen, Dennis R.

  
Carla Jessielyn M.

Researchers

Noted by:

  
LIEZEL V. CHAN  
Adviser

**Letter of Validation**

Appendix C

Validation Letter

March 16, 2021

**DR. JEANILYN E. TACADENA**  
BEED, Program Head  
UM Panabo College

Dear Ma'am:

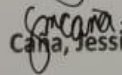
We are pleased to inform you that you are chosen as one of our validators on the questionnaire duly modified and prepared by the undersigned. This will be used in the conduct of our study entitled: **Anxiety and Academic Performance of Mathematics learner in UM Panabo.**

To this, we attached the following: Validation Sheet and the questionnaire for your reference. The expertise and experience you will share to us will give great advantage to our endeavor.

Respectfully yours,



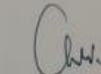
Payen, Dennis R.



Cana, Jessielyn M.

Researchers

Noted by:

**LIEZEL V. CHAN**

Adviser



**Appendix C-1**

**Questionnaire Validation Sheet**



**RESEARCH AND PUBLICATION CENTER**

[ ] Main [ ] Branch \_\_\_\_\_

**QUESTIONNAIRE VALIDATION SHEET**

Title of Research: Anxiety and Academic Performance of Mathematics learner in UH Panabo  
 Proponents : Jessielyn M. Caña, Dennis R. Payen

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent                      2 – Fair  
 4 – Very Good    1 – Poor  
 3 – Good

|   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| <b>1. CLARITY OF DIRECTION AND ITEMS</b><br>The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner. | ✓ |   |   |   |   |
| <b>2. PRESENTATION/ORGANIZATION OF ITEMS</b><br>The items are presented and organized in logical manner.  | ✓ |   |   |   |   |
| <b>3. SUITABILITY OF ITEMS</b><br>The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.        |   | ✓ |   |   |   |
| <b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b><br>The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.           | ✓ |   |   |   |   |
| <b>5. ATTAINMENT OF PURPOSE</b><br>The instrument as a whole fulfills the objectives for which it was constructed.  |   | ✓ |   |   |   |
| <b>6. OBJECTIVITY</b><br>Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.  | ✓ |   |   |   |   |
| <b>7. SCALE AND EVALUATION RATINGS SYSTEM</b><br>The scale adapted is appropriate for the items.  | ✓ |   |   |   |   |

*Amelie L. Vico*  
 AMELIE L. VICO, DM, FRIM

Signature Above Printed Name

**Appendix C-2**

## Questionnaire Validation Sheet



## RESEARCH AND PUBLICATION CENTER

[ ] Main [x] Branch Panabo


### QUESTIONNAIRE VALIDATION SHEET

Title of Research: Anxiety and Academic Performance of Mathematics Learner in UM Panabo  
 Proponents: Jessilyn M. Cana, Dennis R. Pagan

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent:    5 – Excellent                      2 – Fair  
                                  4 – Very Good                      1 – Poor  
                                  3 – Good

|   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| <b>1. CLARITY OF DIRECTION AND ITEMS</b><br>The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner. | / |   |   |   |   |
| <b>2. PRESENTATION/ORGANIZATION OF ITEMS</b><br>The items are presented and organized in logical manner.  | / |   |   |   |   |
| <b>3. SUITABILITY OF ITEMS</b><br>The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.        | / |   |   |   |   |
| <b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b><br>The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.           | / |   |   |   |   |
| <b>5. ATTAINMENT OF PURPOSE</b><br>The instrument as a whole fulfills the objectives for which it was constructed.  | / |   |   |   |   |
| <b>6. OBJECTIVITY</b><br>Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.  | / |   |   |   |   |
| <b>7. SCALE AND EVALUATION RATINGS SYSTEM</b><br>The scale adapted is appropriate for the items.  |   | / |   |   |   |

  
JESSILYN M. CANA, P. PAGAN, R.D.  
 Signature Above Printed Name

**Appendix D**  
**Survey Questionnaire on**  
**Anxiety and Academic Performance of Mathematics learner in UM Panabo**

**Adapted by: Senajonon, J. (2017)**

Part 1. Profile of the respondents

Name: \_\_\_\_\_ Gender: \_\_\_\_\_

Year and program: \_\_\_\_\_

Instruction: Please give answers in the spaces provided and put check (/) in the box that matches your response to the questions on mathematics anxiety.

Part 2. To what extent do you agree with the following regarding anxiety.

(5) Strongly agree                      (4) Agree                      (3) Moderately agree

(2) Disagree                      (1) Strongly disagree

| <b>A. Environmental Factors</b>   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. I feel that I am able to learn math.   |   |   |   |   |   |
| 2. My parents and/or friends tell me about their own struggles and frustration with math. |   |   |   |   |   |
| 3. I rely on other people to help me with today math situations.                          |   |   |   |   |   |
| 4. I feel that others have a more "mathematical" or "logical" mind that I do.             |   |   |   |   |   |
| 5. I have had math teachers that i really liked for one reason or another.                |   |   |   |   |   |
| <b>B. Intellectual Factors</b>  | 5 | 4 | 3 | 2 | 1 |
| 1. I tend to do well on math test.  |   |   |   |   |   |
| 2. I feel like i need to prepare much more for  |   |   |   |   |   |

|  |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| math test that other subjects.   |          |          |          |          |          |
| 3. When studying for math test, I find myself showing positive behavior. |          |          |          |          |          |
| 4. I understand certain math concepts in class.                          |          |          |          |          |          |
| 5. I am confident when taking math test.                                 |          |          |          |          |          |
| <b>C. Personal Factors</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. My classmates understand mathematics problems better than me.         |          |          |          |          |          |
| 2. After getting a math test back, I am ok that others see my score.     |          |          |          |          |          |
| 3. I'm interested of asking questions in mathematics class.              |          |          |          |          |          |
| 4. I alright when someone talk about mathematics.                        |          |          |          |          |          |
| 5. Being called on to answer a math questions cares me.                  |          |          |          |          |          |

Part 3. To what extent do you agree with the following regarding academic performance

|   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| <b>A. Interest</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. I make myself prepared for the math subject.   |          |          |          |          |          |
| 2. I listen attentively to the lecture of my math teacher.  |          |          |          |          |          |
| 3. I actively participate in the discussion, answering exercises and/or clarifying things I did not understand. |          |          |          |          |          |
| 4. I want to get good grades on test , quizzes, assignment and projects.  |          |          |          |          |          |

|  |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| 5. I get frustrated when the discussion is interrupted or the teacher is absent.                   |          |          |          |          |          |
| <b>B. Study Habits</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. I do my assignment regularly.   |          |          |          |          |          |
| 2. I exert more effort when I do difficult assignments.  |          |          |          |          |          |
| 3. I spent my vacant time in doing assignment or studying my lesson.                               |          |          |          |          |          |
| 4. I spent my vacant time in doing assignment or studying my lesson.                               |          |          |          |          |          |
| 5. I study and prepared for quizzes and test.  |          |          |          |          |          |
| 6. I study harder to improve my performance when I get low grades.                                 |          |          |          |          |          |
| 7. I spend less time with my friends during school days to concentrate more on my studies.         |          |          |          |          |          |
| 8. I prefer finishing my studying and my assignments first before watching any television program. |          |          |          |          |          |
| 9. I see to it that extracurricular activities do not hamper my studies.                           |          |          |          |          |          |
| 10. I have a specific place of study at home which I keep clean and orderly.                       |          |          |          |          |          |



# Appendix E

## Grammarly

CHAPTER 1  
THE PROBLEM AND ITS SETTING

Background of the Study

Nowadays, students are confronting different difficulties in life that might have influences their academic performance. Academic performance discusses how students achieve their obligations, obligations, and studies. The chance of understudy has done well in a test, they in all probability have positive in reflection to the score on the test in a specific subject. The issue happens in scholastic academic performance of the students, which is influenced by inner elements and external variables, including the interest, study propensities, climate, and class participation, the commitment of the educator to the academic performance of the students, union time

1 more suggestion

Overall score **99**  
See performance

Goals  
Adjust goals

All suggestions

Correctness  
1 alert

Clarity  
Very clear

Engagement  
Very engaging

Delivery  
Just right

Plagiarism

Chapter 3  
METHOD

This chapter presents the research method discussions: research design, research subject, research instruments, data gathering procedure, and statistical tools.

RESEARCH DESIGN

This research employed a quantitative non-experimental correlation method. The methodology of quantitative analysis maintains the assumption of an empiricist paradigm. As a result, data is used to measure reality objectively. Quantitative research creates meaning through objectivity uncovered in the collected data. The quantitative analysis employs inquiry strategies such as experimental and survey and collect data on predetermined instruments that yield

Looking good!

Overall score **99**  
See performance

Goals  
Adjust goals

All suggestions

Correctness  
Looking good

Clarity  
Very clear

Engagement  
Very engaging

Delivery  
Just right

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Plagiarism

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Chapter-5 (2)

All suggestions

Recommendation

The students must build a solid positive connection that complements each other. Moreover, the students must identify the strengths in life that can use as a weapon in securing themselves from negative influences around them.

The students must accept the responsibilities as a student and appreciate one's capabilities to increase students' drive to do assignments and engage themselves in studying their lessons. Future researchers may conduct another study by using another variable that could influence academic performance.



Great job!

Hide Assistant

Great job! ✓  
See performance

Goals  
Adjust goals

All suggestions

Correctness ✓  
Looking good

Clarity ✓  
Very clear

Engagement ✓  
Very engaging

Delivery ✓  
Just right

Corrected Undo

Plagiarism

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All suggestions

productivity rates upon consideration control. Thus, this explains the effect of anxiety on students' attention processes and cognitive functions. In this regard, anxiety can reduce academic performance (Eccles & Wigfield, 2002; Eysenck et al., 2007). Although there are many examinations on the connection between anxiety and academic performance, there are a couple of studies on deciding if there is a beneficial outcome of uneasiness on scholarly execution (Seel, N. M., 2012). Various observational investigations have uncovered that apprehension has a relationship and effect on scholarly execution (Oya et al., 2004; Saito and Samimy, 1996; Young, 1986; and Vitasari et al., 2010).



That's quite an improvement!

Hide Assistant

Great job! ✓  
See performance

Goals  
Adjust goals

All suggestions

Correctness ✓  
Looking good

Clarity ✓  
Very clear

Engagement ✓  
Very engaging

Delivery ✓  
Just right

Plagiarism

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**LIEZEL V. CHAN, Ph. D**

Dean of College  
UM Panabo College

## Appendix F



UM Panabo College  
Research Office  
Arguelles St. San Francisco  
Panabo City

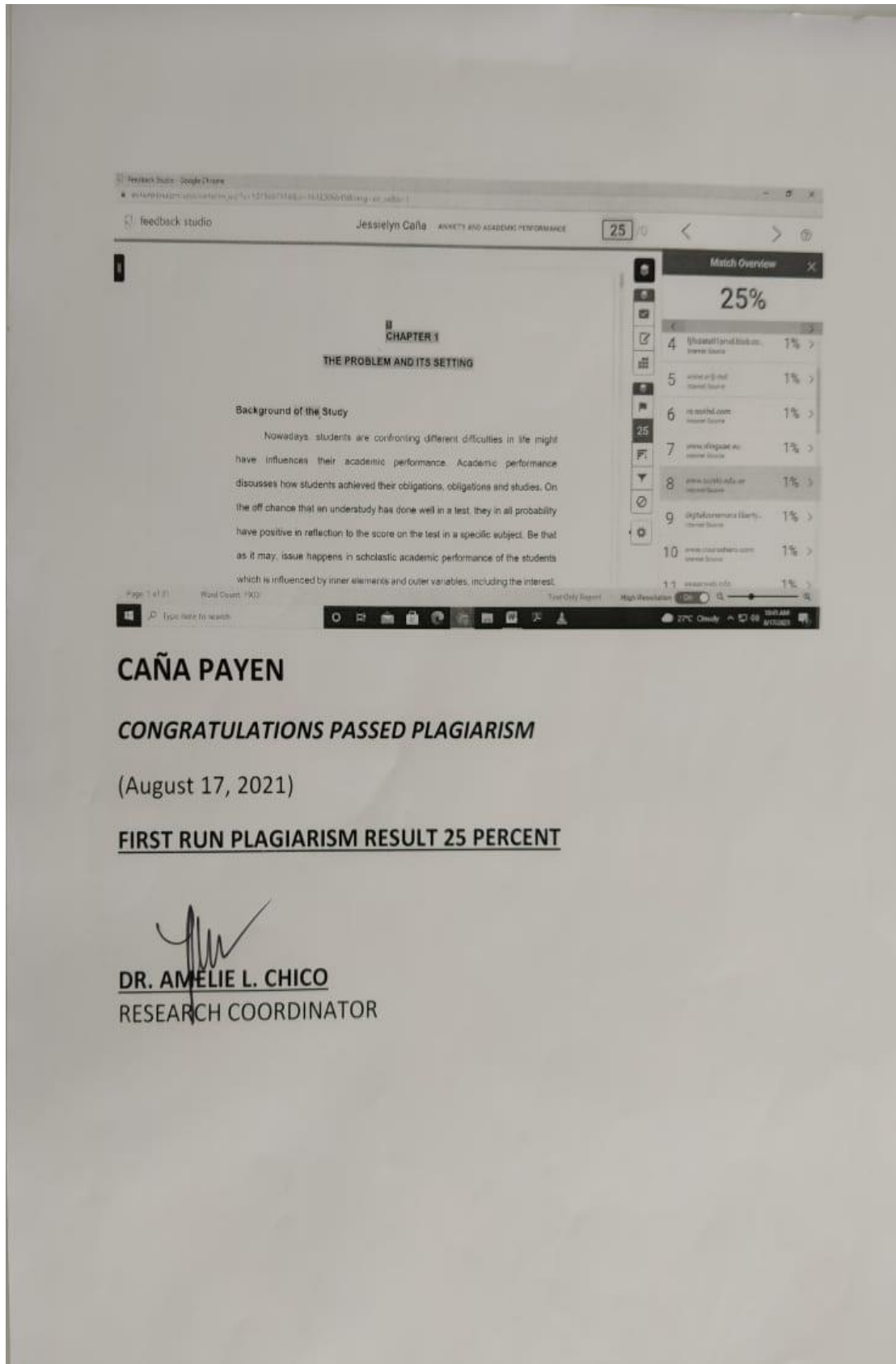
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### Certificate

This is to certify that thesis manuscript/feasibility study /business plan entitled "Anxiety and Academic Performance of Mathematics learners in UM Panabo College" prepared and submitted by Payen, Dennis R., Cana, Jessielyn M. has been reviewed and edited by the undersigned according to the format and standard prescribed by the UMPC Research.

  
**LIEZEL V CHAN Ph.D**  
Name and Signature of Editor

## Plagiarism Result





**CANA, JESSIELYN M.**

**Prk.San Antonio, LaPaz, Carmen Davao del Norte Philippines**

**Email Address: jayson08232000@gmail.com**

**Mobile Number: 09068403668**

#### **PERSONAL INFORMATION**

Age : 21  
Date of birth : October 24, 1999  
Sex :female  
Citizenship : Filipino  
Civil Status : Single

#### **EDUCATIONAL BACKGROUND**

College University of Mindanao Panabo College  
Bachelor of Secondary Education  
San Francisco, Panabo City  
2020-present

Senior High School: Carmen National High School  
Municipality of Carmen Davao del Norte  
2017-2018

Secondary: LaPaz National High School



Municipality of Carmen Davao del Norte  
2015-2016

Elementary: Pinta Sabarat Elementary School  
Municipality of Carmen Davao del Norte  
20011-2012.

## **TRAINING AND SEMINARS**

### **Accumulative Development Seminar for 1<sup>st</sup> Year Students, 2018**

UM Panabo College  
Arguilles St. Panabo City

### **Personality Development Boot Camo for CHED Ro XI UniFast and Stufaps Grantees and Scholars and Students in Davao Region, 2021**

Via Zoom Conference

### **Mental Health and Coping Strategies During COVID 19 Crisis, 2021**

UM Panabo City  
Arguilles St. Panabo City

### **Think Before You Click,2021**

UM Panabo City  
Arguilles St. Panabo City

### **Resiliency Amidst the New Normal, 2021**

UM Panabo City  
Arguilles St. Panabo City

## **CHARACTER REFERENCE**

### **MRS. LEE ANN NAVAROZZA**

Contact # 09071953450  
Teacher

### **MR. Kristoffer Desales**

Contact # 09101017591  
Teacher



**Dennis R. Payen**

PRK. 4 J.P.L Dacudao panabo city  
Mobile Number +639700286445  
Email ad: [dennispayen1@gmail.com](mailto:dennispayen1@gmail.com)

---

### **CAREER OBJECTIVE**

A teacher that will offer assistance me grow as individual and as human through utilizing the essential work of being an educator; at the same time, being a educator empowers me to create and witness the abilities and possibilities of the understudies for the longer term.

### **PERSONAL INFORMATION**

---

|                 |                             |
|-----------------|-----------------------------|
| Date of Birth:  | August 10, 1999             |
| Place of Birth: | Rivera hospital panabo city |
| Civil Status:   | Single                      |
| Nationality:    | Filipino                    |

### **EDUCATIONAL ATTAINMENT/BACKGROUND**

---

|                       |  |
|-----------------------|--|
| <b>Tertiary Level</b> | Bachelor of Secondary Education major in |
| Mathematics           | UM Panabo College                        |

Brgy. San Francisco, Panabo City  
(S.Y. 2020-2021)

**Secondary Level**

A.L Navarro National High School  
Lasang, DavaoCity  
(S.Y. 2015-2016)

**Primary Level**

San Pedro Elementary School  
San Pedro, Panabo City  
(S.Y. 20011-2012)

**KNOWLEDGE AND SKILLS**

---

- Computer Literate (Microsoft Office Word, Excel, PowerPoint)
- Time Management Skills
- Flexible and can adjust to different situations
- Can work under pressure

**SEMINAR/ TRAINING PROGRAMS ATTENDED**

---

- **Mathematical Problem-Solving Seminar**  
UM Panabo College  
October 19, 2020
- **Mental Health Awareness Webinar**  
University of Mindanao Facebook Page  
January 25, 2021

**AFFILIATIONS**

---

**{SM<sup>2</sup>} Set of Students Majoring Mathematics**

Member

2016-2021

**CHARACTER REFERENCE**

---

- **LIEZEL V. CHAN**  
Dean of College

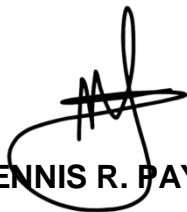
UM Panabo  
0907-777-4530

- **PEDRITO MISOLES**  
City Administrator  
Davao del Norte  
0908-710-6920
- **CRISTEN R. KIM**  
Professional Make-up Artist  
2nd floor SG Country Builder, New Pandan, Panabo City  
09974718822

### **CAREER SUMMARY**

A goal oriented person knows what it means in terms of time management, competent and highly organized individual. Extremely motivated to constantly develop my skills and grow professionally. Purely focused on the improvement of individuals for them to become efficient and useful individuals in the society

I hereby certify that the data above are true and correct.



**DENNIS R. PAYEN**

