



**Anxiety and Productivity of Grade 11 and Grade 12 Students Taking an
Online Class at Calamba Doctors' College**

A Research Study Presented
to the Senior High School Faculty of
CALAMBA DOCTORS COLLEGE,
Parian, Calamba City, Laguna

In Partial Fulfilment
of the Requirements for the
Science, Technology, Engineering, and Mathematics Strand

By:

**Magsajo, Kristel Ann
Mahinay, Marianne Joyce
Manglo, Nicole Ysabel
Maranion, Khrisha Mae
Nagpala, Patrice
Sarmiento, Ian Carl**

Researchers

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Dedication

In hope that this work may contribute on students being able to overcome their stress and anxiousness, the researchers dedicate this study to all of them especially for those who are experiencing anxiety in school during this trying times. This will provide them awareness and further understanding on how this anxiety may affect them and their productivity in school. May this study benefit them by having an insight on how can they work effectively regardless of their anxiety.



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CALAMBA DOCTORS' COLLEGE

Virborough Subdivision, Brgy. Parian, Calamba City, Laguna 4027

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Abstract

The normal way of learning changed from face-to-face learning to online learning which impacts the students' emotional behavior and the way they approach their lessons and activities online. Using a quantitative approach, this study aims to measure and understand how the anxiety of the students affect their productivity through a survey form where statistical data is obtained. With the total population of 208 respondents from Grade 11 and Grade 12 of Calamba Doctors' College, it was found through Pearson – Product Moment Coefficient of Correlation that there was a significant relationship between the anxiety and productivity of the Grade 11 and Grade 12 students taking an online class (r -value = 0.138, $p > 0.05$).

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**Chapter 1****The Problem and Its Background****Introduction**

The education we have before the pandemic was much better than the education we have right now. Students were able to concentrate more with their studies because they are away from distractions such as noisy surroundings, slow internet connection and scrolling through their social media while in classes. It is easier for them to learn their everyday lessons for the reason that there will be no technological problems or interruptions that may cause difficulties. Approaching your teachers whenever you have a problem with your subject will not be hard since you will be meeting face-to-face unlike with the online learning wherein you will wait an hour or more just for their response. Experiments and group work during face to face learning helps the students to experience real time application of their learnings which can help them understand it more.

But due to the Coronavirus pandemic, schools and universities all over the world was shut closed and billions of students were refrained from going school to avoid the spread of the virus. Briones (2020), explained that classes do not have to be done physically, saying it may be done “virtually in some areas”. As the education should not be paused, our normal way of learning drastically



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changed from face-to-face learning to online learning and this is what we refer to as the new normal education.

During these trying times, online classes are widely used as an alternative way of learning and teaching. Students are required to join their virtual classes instead of going to class physically. Many problems and disadvantages of this online learning arise which completely affects each of the students. Online classes require a lot of time and intensive work but the flexibility and time management of the students can be affected because it takes time to completely adapt to this new mode of learning. It requires a great amount of assignments and school work compared to face-to-face classes and without being able to manage their time, students might have a hard time finishing their assignments and school work. Technology does not always facilitate the right type or the good quality of information that is being exchanged or shared. This means that learning potential can be limited.

Some students are experiencing struggles with this new set up and are not able to keep up with their typical productivity. Others feel frustrated whenever they feel that they are left out in their class because they can't understand the lesson easily unlike their other classmates. They would be stressed out since this new set up is giving them a hard time.

Anxiety is one of the most common problems that most teens experience. It is considered to be one of the key psychological contributing factors to a



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student's productivity and online academic performance. Severe anxiety can lead to a serious problem like academic anxiety, it refers to the anxiousness of a student over several works and activities related to academic tasks. Students with anxiety have a hard time focusing on their study and cannot do or finish the tasks that are given to them by their teachers. It is one of the causes of distraction in academic performances during their online learning.

Anxiety plays a negative role in the processing capacity required for effective and efficient task performance (Tobias in Ibrahim, 1996). That is why this study is about the effects of anxiety on the productivity of Senior High School students at Calamba Doctors' College during their online class. It is conducted to have a deeper understanding on how anxiety negatively impacts students in terms of their productivity and also to know the things they must do in order to avoid these situations and experiences.



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Statement of the Problem

General Problem:

The researchers aim to determine the relationship between anxiety and productivity of Grade 11 and Grade 12 students with their online class.

Research Questions:

1. What is the level of anxiety of the Grade 11 and Grade 12 students taking online class?
2. How may the level of the Grade 11 and Grade 12 productivity be described in terms of school work?
3. Is there a relationship between anxiety and productivity of Grade 11 and Grade 12 students?

Hypothesis

There is no significant relationship between the anxiety and productivity of the Grade 11 and Grade 12 students taking an online class at Calamba Doctors' College.



Significance of the Study

This study is beneficial to the following persons:

To the Students. The greater demand for students to finish their tasks on the given time triggers worry and nervousness leading to anxiety. This will further improve the comprehension about anxiety which can help students to cope up with.

To the Parents. As students suffer from anxiety, parents can't help but to worry for their children. This study will help them learn what causes anxiety and its effect on their children's welfare and education and will give them ideas on how to help their children cope with it.

To the Teachers. The teachers who give the requirements to the students will most likely be concerned with their student's physical and mental health. Thus, they can benefit from it by creating a technique of teaching which can help students avoid suffering from anxiety due to academic pressure.

To the Future researchers. This study will help the future researchers who wish to understand anxiety and its relation to productivity.



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Scope and Delimitation

The general purpose of this study was to determine the relationship of anxiety and productivity of Grade 11 and Grade 12 students with their online classes. It focuses on the students of Calamba Doctors' College attending this Academic Year 2020-2021.

Theoretical Framework

According to Spielberger (1983), anxiety is a facilitative tool for an individual to perform ineffectively. It can lead to interference with performance and it can cause mind blocking, worries, and fears. The psychological characteristics of individuals can influence cognitive, behavioral and attitudinal outcomes of the students (Reynolds & Walberg 1992).

Conceptual Framework

To make the study more transparent, the researchers present a paradigm of the study which will serve as a guide throughout the whole study as shown on the figure below:



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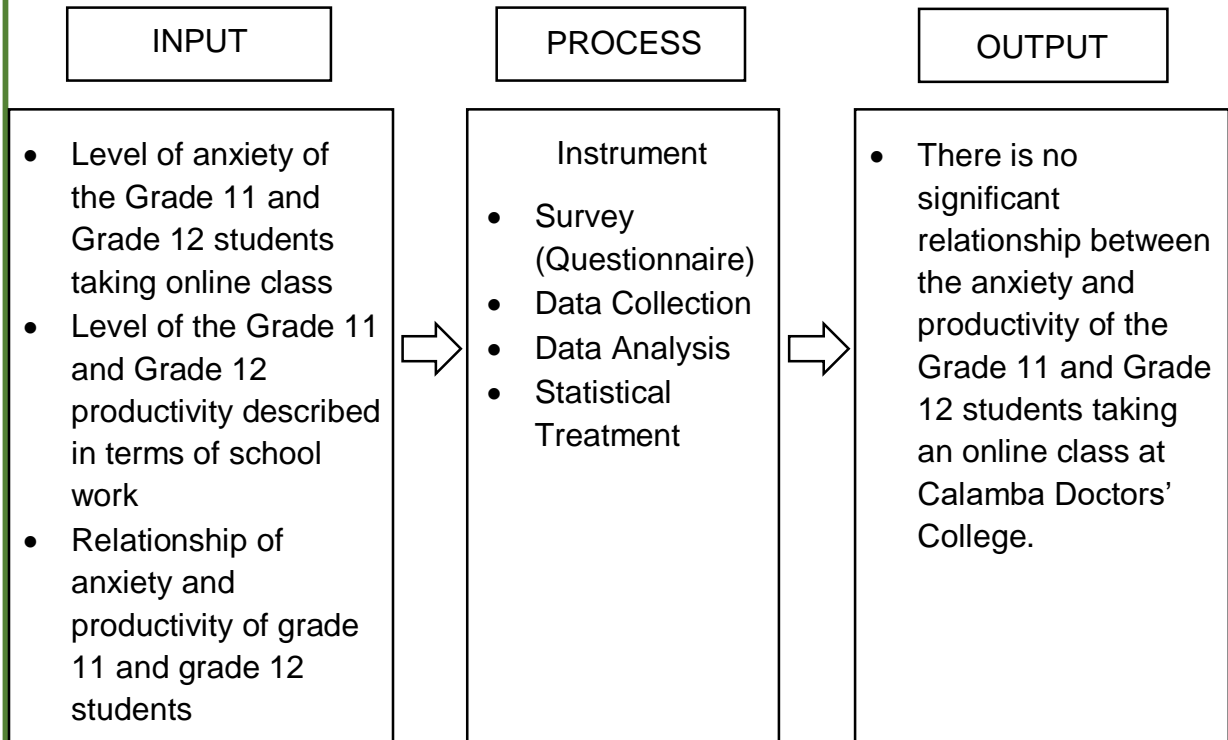


Figure 1. Anxiety and Productivity of Grade 11 and Grade 12 Students Taking an Online Class

The input contains the level of anxiety of the students, level of their productivity in terms of school work, and the relationship of anxiety and productivity. The researchers conducted a survey through the process of data collection, data analysis, and the statistical treatment. The output includes the hypothesis that there is no significant relationship between anxiety and productivity of the Grade 11 and Grade 12 students taking an online class at Calamba Doctors' College.



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Definition of Terms

The following key terms used in the research are given with operational and conceptual definition that may properly guide the readers.

Academic Performance. It is the extent to which a student has achieved their short or long-term educational goals.

Anxiety. Deemed as the feeling of worrying and anxiousness caused by excessive work to do.

Online Learning. A distance learning wherein students use the internet and gadgets to attend their virtual classes.

Productivity. It involves the student's engagement in all of the school's activities and their interest in doing all of their tasks.

School Work. It is the work assigned to students by their teachers.



Chapter 2

Review of Related Literature

This part of the research comprises the local and foreign literatures that are connected to this study.

Relationship between anxiety and productivity

Anxiety is defined as unpleasant emotion characterized by worry, apprehension, dread and fear in varying degrees. It exists when a person is weary, but does not know the reason at all. When this feeling persists out of proportion and remains unchecked, then the anxiety becomes a phobia. The people experiencing this kind of behaviour are easily agitated, restless and may indulge in purposeless or aimless activity. They may also experience some physiological discomforts which occur unexpectedly with or without being aware of it, such as increase in heart rate and blood pressure, dizziness, stomach discomfort, perspiration and other physiological manifestations.

The above cited behavioural manifestations are being referred to as anxiety, classified either a state anxiety or trait anxiety. State anxiety is temporary in nature and only evident in a specific situation, while trait anxiety is an enduring characteristic of a person, a fairly stable characteristic with pervasive effects or is evident in diverse aspects of a person's life (Cizek 2006).

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Many students are engaged in different school related anxiety. In line with this, the student in all ages has the tendency to perform low academic performance. The anxiety and stress that they convey can withhold them in having a progressive educational attainment. Some fears and concerns are considered complete, such as worrying about a loved one. Anxiety may occur without factor, or it can happen based on a real situation, but can be out of proportion to what normally happens. Extreme anxiety can have a serious impact on everyday life. Causes of anxiety include a disease in a physical condition, the effects of/ the medicine, or from a combination of them. Environmental factors like trauma and distressing events, such as abuse, the death of a beloved one, divorce, job change or school, can lead to anxiety disorder.

Sarason in Haris and Coy (2003), stated that anxiety is a basic human emotion. It consists of fear and uncertainty that appears when an individual perceives an event as a threat to the ego or self- esteem.

Students that have high levels of anxiety show less motivation in classrooms perceived as highly evaluative compared to students with low levels of anxiety (Hancock, 2001).

Anxiety is one of the wide varieties of emotional and behavior disorders (Rachel and Chidsey, 2005). According to McCraty (2007) and McCraty, et al., (2000), anxiety while studying is the major predictor of academic performance. Students with high levels of anxiety tend to have lower marks in their end-of

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semester examination, and have low academic performance. These findings are supported by a previous research that anxiety brings about lower academic performance (Sena et al., 2007 and Luigi et al., 2007). Students that has high level of anxiety has low ability to study, tend to have low GPA, reduced memory span, lose concentration, and lack of confidence.

Distant Learning

Learning within the distance education context may be a daunting prospect for many students. One likely source of the concerns is the intervening variable of anxiety, which has been found to have a serious inhibitory effect in conventional classrooms. There is evidence in the literature indicating that negative correlations exist between anxiety and student's achievement, as well as between anxiety and affective outcomes within conventional classes (Spielberger, 1966; Tobias, 1979; Fraser, Nash, and Fisher, 1983; Okebukola and Jegede, 1989; Jegede, Alaiyemola and Okebukola, 1990).

Moreover, studies have shown a direct negative influence of anxiety on performance in an examination due to the division of attention between irrelevant and relevant thoughts. This anxiety induced reduction in cognitive efficiency entails thoughts such as self-evaluation, general worry (Mathews, 2000), thinking about performance in course assignments, strategizing on what to do with missed assignments, calculating grade scenarios, and meeting deadlines of final



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assignments. Adding to this reduced efficiency in attention is lack of sleep, improper food habits and other social and behavioral factors.

The obvious differences between face-to-face and distance learning and the attendant environmental variables which exert effect on the distance learners make it highly possible that the effect of anxiety on the learners at a distance could be more pronounced than on face-to-face learners.

Anxiety in online class According to Macher, Paechter, Papousek & Ruggeri (2012), those students who experience general technophobia or specific online courses anxieties are experiencing learning difficulties, postpone taking online courses or examinations, delay assignments, and show overall lower academic achievement.

According to Vrasidas & Zembylas (2003), online learning environments can be a little bit indifferent and impersonal compared to the environment that the face-to-face class is giving. Compared to the environment that the face-to-face class exhales, online learning has the tendency to create an environment that lacks expression and other cues in regards to academic state.

Students can also experience a sense of inconclusiveness by learning online with an unknown environment, communicating with strangers, and time lags in receiving and sending messages (Kear 2011; Donelan et al., 2010; Brindley et al., 2009). According to Angelaki & Mavroidis (2013), anxiety is the most common negative emotion associated with online learning.

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Numerous studies have shown that anxiety experienced in online collaboration can stem from a multitude of sources related to working in a team, such as interacting with others, fear of being judged, and worry of letting others down due to the lack of interactions and other social activities with their prospective groups. (Symeonides and Childs, 2015; Duncan et al., 2013; Allan and Lawless, 2003).

Academic Pressure

Some students have anxiety about school work, homework, and tests. This anxiety has a negative impact on students' academic performance. One of the reasons why they are pressured to get high grades is because they are afraid of making a mistake in the exam that will affect test performance (OECD, 2015).

Academic-related-stress has an impact on students' academic performance, mental health, and well-being. The OECD conducted a survey about academic related-stress, with 66% of students feeling stressed about having poor grades and 59% of students feeling anxious about taking the exam because it might be difficult. The OECD found that 55% of students feel anxious about taking the exam even though they are prepared to take it. They reported that 37% of students feel tense when it comes to studying and the percentage of girls in anxiety is higher than boys (OECD, 2017).

The productivity of a student may also be affected because of anxiety due to academic pressure. An article states that the symptoms of depression, anxiety,

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and other mental health disorders are largely invisible. The medical consensus is that their root causes develop as early as 12 years old and below (the developmental stage in individuals), with the majority of clinical symptoms present before the age of 14 (Bueno, 2018). Thus, while the formative years play a crucial role in shaping an individual's mental health, issues may only surface through a confluence of stressors appearing at a particular time: life-changing decisions, the influx of hormones, peer and familial pressure, the strain of first relationships, academic and societal expectations, and the onslaught of information through technology, among others (Bueno, 2018).

Anxiety plays a significant role in a student's learning and academic performance, it has been also known to have both facilitating and debilitating effects on academic achievement (Tobias in Ibrahim, 1996). Researchers found that students with higher level of anxiety have lower academic performance (McCraty, 2007).

Importance of Physical and Mental health in the Productivity of a student

Effects of anxiety manifest in different ways, according to Alibudbud (2020), the effects of anxiety run deeper. The constant feeling of fear and dread can make it difficult to perform normal tasks and strain social interactions.

According to The World Health Organization (1996), the student must be physically and emotionally healthy to be active in class or to participate in class. Some students have anxiety about school work, homework, and tests. This

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anxiety has a negative impact on students' academic performance. One of the reasons why they are pressured to get high grades is because they are afraid of making a mistake in the exam that will affect test performance (OECD, 2015).

As stated in an article, when a person's stress lasts, their muscles remain stiff, their heart beats fast, and blood pressure and cholesterol levels, sugar, hormone, and other chemicals in the blood. It's not bad if the level rises from time to time in sudden circumstances, especially for a moment. But if it is always the same, the essential factories of your body will soon be harmful. According to doctors, these symptoms are usually associated with lasting stress. Such stress can affect one's creativity and productivity, including his enthusiasm and relationships with others (JW.org, 2010). Anxiety that leads to stress affects a person's performance, its ability to create and multi-task.

According to Owens (2014), American Medical Association and the American Academy of Sleep Medicine recognized that one of the serious health risks is the lack of sleep, which is the most who do not get enough sleep are the young people. In a study from the United States, over 90% of Grade 9-12 students say that they do not get enough sleep at night. These ages affect them by difficulty paying attention, lower grades, higher stress, and trouble getting along with other people. There are ways to help them sleep better such as taking pills, smoking cigarettes and drinking alcohol (Noland et al., 2009).

*Science, Technology, Engineering, and Mathematics Strand***Time Management**

Some students have anxiety about school work, homework, and tests. This anxiety has a negative impact on students' academic performance. One of the reasons why they are pressured to get high grades because they are afraid of making a mistake in the exam that will affect in test performance (OECD, 2015).

Barriers to Online Learning

In this literature, the researchers stated that in March 2020, the Coronavirus Disease (COVID-19) pandemic made the students shift from face-to-face learning to online learning which made the students have a lot more barriers in learning than the face-to-face method. Besides the technological barriers that the students experience, they also have this individual barrier that makes the students having more difficulty coping up with online classes. These individual barriers that will be stated are possibly being experienced by most of them that undergo online classes.

First, some students are having difficulties in understanding lessons on their own. Sometimes, they need other students' help or the teacher's personal help for them to understand a lesson. This is possibly caused by lack of physical communication or the student's lack of personal understanding. The second one is mental health. Many students that undergo online classes have high odds of being stressed. The reason for this is too much work in a short period of time with



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the same deadlines, needing to do something that is outside the knowledge of the student, and more reason for the students to be stressed. There are many reasons why students are experiencing procrastination. The student does not know where to start, he believes that he could finish the work in a short period of time, and he probably did not know what he should do in the first place.

Impact of anxiety on student academic progress

Anxiety and depression are two of the most common obstacles that teens and young adults face. According to the Anxiety and Depression Association of America (ADAA), every year more cases of anxiety and depression are reported and 1 in every 8 children has anxiety. Students who have undiagnosed anxiety or depression can negatively impact their ability to learn and enjoy their time in school. They can experience social and behavioural problems, poor performance and learning, and resistance to anything that is related in school such as lack of engagement in the classroom, disinterest in pursuing passions and planning for the future, and poor relationships with peers and teachers. Anxiety and depression can also affect working memory, which makes it difficult to recall previously learned information and retain new information. It can also create worrisome thoughts that make it difficult for students to focus on positive thoughts and it can also be very exhausting for them. Fear is a reaction to a real external danger that threatens the person with possible injury and has no real external stimulus but the individual himself.



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Worry may give rise to anxiety. It is more often imaginary than real and a generalized emotional state rather than a specific one. In short, the individual is not anxious about specific things. Worry for students relates primarily to cognitive concerns about the consequences of failure. Students who think or verbalize a negative or pessimistic expectation manifest worry.

One of the most threatening events that may cause anxiety among the students today is examination. When students develop an extreme fear of performing poorly on an examination, they may experience anxiety. Test anxiety is a major factor contributing to a variety of negative outcomes including psychological distress, academic underachievement, academic failure, and insecurity. Although many students have the cognitive ability to do well on examinations, they may not be able to do so because of a high level of anxiety.

Students with frequent feelings of internalized distress such as sadness, anxiety, depression show poor academic functioning and those with externalized distress such as anger, frustration, and fear exhibit school difficulties (Roeser, Eccles & Strobel, 1998).

Experiencing anxiety amidst many school-related activities is very crucial in achieving a good academic performance. The impact of this mental health condition serves as a hindrance in accomplishing many tasks that are inclined with the studies of every student in all ages, especially in the range of senior high school students. Students experiencing anxiety can find it difficult to compromise



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with different areas of education where high productivity is always in need. Anxiety is not that easy to diminish, however, many students are still striving to surpass it for a promising future. The effect of anxiety in productivity is an important matter in achieving a quality education and a good future ahead, simultaneously.

Synthesis

Since students are taking online classes now instead of face-to-face classes, they are required to submit lots of school work compared to physical class. This load of work and activities are giving the students anxiety because of the new environment they are in which results to low productivity and academic performance. The studies of McCraty (2007) and McCraty, et al., (2000), stated that students with high levels of anxiety tend to have lower marks and Sena et al., (2007) and Luigi et al., (2007) found that anxiety brings low academic performance. Both of these studies concluded that anxiety has a major effect on a student's productivity and performance in school. Due to anxiety, some students experience low productivity which results in low academic performance.



Chapter 3

Research Methodology

This chapter shows the steps and procedure that was done by the researchers in order to gather the needed data. It presents the research design, locale of the study, participants of the study, data gathering procedure, data analysis, and statistical tools applied in the data treatment.

Research Design

This study was designed as a descriptive correlational, aiming to understand the relationship between anxiety and productivity in online class of Grade 11 and Grade 12 students. Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them (Sousa, Driessnack & Mendes, 2007).

Research Locale

This research was conducted at Calamba Doctors' College, a private educational institution, located at Virborough Subdivision, Brgy. Parian, Calamba City, Laguna 4027. Calamba Doctor's College was selected as the place for the research since the subjects of this study are all students.

*Science, Technology, Engineering, and Mathematics Strand***Participants of the Study**

A total of 208 students from Calamba Doctors' College Senior High School Department Academic Year 2020-2021 who are enrolled in online class are chosen to participate in this study. The researchers used a quota sampling in which the population is divided into strata and sample elements are selected from each stratum. Strands under Grade 11 and Grade 12 are the strata and the sections under each strands are the stratum. Sample elements are selected in each section of every strand under Grade 11 and Grade 12 level.

Research Instrument

The researchers used Likert scale, which is a summated rating scale that is used for measuring attitudes (Rensis Likert, 1932). The level of anxiety was measured in four points: Severe, Moderate, Mild, and No anxiety. While the level of productivity in online class was also measured in four points: High, Moderate, Low, and No productivity. Student Stress Inventory (SSI) was used for the anxiety level of students. Out of forty (40) items, only ten (10) items under academic stress were used by the researchers. For the student's productivity, the Productivity Test was used with an overall sixteen (16) questions.

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The questionnaire was in a survey form with twenty-six (26) recognition questions. It is divided into 2 parts with ten (10) questions in part one and sixteen (16) questions in part two.

Data Gathering Technique

After the researchers have computed the total number of participants and the questionnaire was ready, the google form of the questionnaire was created. Since the researchers are in a lockdown, the google form with the survey was disseminated to the students with the use of social media. The researchers messaged some students from each section asking to forward the google form to their group chats so that their classmate could access and answer the survey. The 208 respondents were divided by the total of 10 sections under Grade 11 and Grade 12. The researchers collected 21 responses from 8 sections and 20 responses from the remaining 2 section.

The data gathered was tallied and computed for interpretation according to the frequency of items checked by the respondents.



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Statistical Analysis

The data will be tabulated to obtain the percentages of frequencies and to determine measures of central tendency. The data will be presented in tabular and graphical forms for simpler interpretation of the results.

- To determine the weighted mean, the following formula was used:

Weighted Mean

$$W = \frac{\sum_{i=1}^n w_i X_i}{\sum_{i=1}^n w_i}$$

Where:

- W - weighted average
- n - number of terms to be averaged
- w_i - weights applied to x values
- X_i - data values to be averaged

- To determine if there is a significant relationship between the two variables, the following formula was used:

Pearson - Product Moment Coefficient of Correlation

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$



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Where:

r - Relationship/ R-value

n - Sample size

Σ - Summation

x - Independent variable

y - Dependent variable

Table of Values of Pearson - Product Moment Coefficient of Correlation

| Negative Inverse/Indirect Correlation | Positive Direct Correlation | Description |
|--|--------------------------------|-------------|
| -0.99 to -0.80 | 0.80 to 0.99 | Very High |
| -0.79 to -0.60 | 0.60 to 0.79 | High |
| -0.59 to -0.40 | 0.40 to 0.59 | Moderate |
| -0.39 to -0.20 | 0.20 to 0.39 | Low |
| -0.19 to -0.00 | 0.00 to 0.19 | Very Low |

**Chapter 4****Presentation, Analysis, and Interpretation of Data**

This chapter comprises the analysis, presentation, and interpretation of the findings relative to the Statement of the Problem. The data collected from the surveys, which was disseminated by the researchers, will be presented in a tabular form. The tables presented below will discuss the findings from the 208 questionnaires completed by the Grade 11 and Grade 12 of Calamba Doctors' College.

Table 1**Level of Anxiety among Grade 11 and Grade 12 students**

| Statements | Mean | Verbal Interpretation | Rank |
|--|-------------|------------------------------|-------------|
| 1. I feel anxious when my teacher is asking me a question. | 3.12 | Moderate | 4 |
| 2. I find it difficult to juggle time between study and social activity. | 2.9 | Moderate | 8 |
| 3. I feel nervous delivering the class presentation. | 3.38 | Moderate | 1 |
| 4. I feel stressed when the submission deadline is near. | 3.13 | Moderate | 3 |
| 5. I feel stressed to sit for examination. | 2.99 | Moderate | 7 |
| 6. I find it difficult to juggle time between study and society involvement. | 2.58 | Moderate | 9.5 |
| 7. I loss interest toward my subjects. | 2.58 | Moderate | 9.5 |
| 8. I feel burdened of academic workloads. | 3.04 | Moderate | 6 |

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|---|-------------|-----------------|---|
| 9. I feel stressed dealing with difficult subject. | 3.35 | Moderate | 2 |
| 10. I feel difficult in handling my academic problem. | 3.1 | Moderate | 5 |
| Average Weighted Mean | 3.02 | Moderate | |

Legend:

| | |
|--------------------------------|----------------------------|
| 4.00 - 3.50 – Severe Anxiety | 2.49 - 1.50 – Mild Anxiety |
| 3.49 - 2.50 – Moderate Anxiety | 1.49 - 1.00 – No Anxiety |

The weighted mean of anxiety is 3.02 which means students have moderate anxiety. Among the 10 questions, “I feel nervous delivering the class presentation” has the highest average mean which is 3.38. Students feel nervous when doing a presentation because they feel uncomfortable being the focus of attention. According to Angelaki & Mavroidis (2013), anxiety is the most common negative emotion associated with online learning. According to Vrasidas & Zembylas (2003), compared to the environment that the face-to-face class is exhaling, online learning has the tendency to create an environment that lacks expression and other cues in regards with academic state.

While “I find it difficult to juggle time between study and society involvement” and “I lose interest toward my subjects” both have the lowest average mean of 2.58. Numerous studies have shown that anxiety experienced in online collaboration can stem from a multitude of sources related to working in a team, such as interacting with others, fear of being judged and worry of letting others down due to the lack of interactions and other social activities with their

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prospective groups. (Symeonides and Childs, 2015; Duncan et al., 2013; Allan and Lawless, 2003).

Table 2**Level of Productivity among Grade 11 and Grade 12 students**

| Statements | Mean | Verbal Interpretation | Rank |
|--|-------------|------------------------------|-------------|
| 1. I work more efficiently. | 3.07 | Moderate | 6.5 |
| 2. I organize my day to take advantage of natural highs and lows in my energy and motivation. | 2.91 | Moderate | 11 |
| 3. I actively look for ways to improve the flow of my work, and the way that I approach tasks. | 3.08 | Moderate | 5 |
| 4. I can maintain focus on one task for a significant period of time. | 2.92 | Moderate | 10 |
| 5. I spend lots of time looking for new information. | 2.88 | Moderate | 12 |
| 6. I actively look for ways to avoid wasting my time and effort. | 2.97 | Moderate | 8 |
| 7. I multitask. | 3.27 | Moderate | 2 |
| 8. I use my talents, time, and expertise to get the work done. | 3.20 | Moderate | 3.5 |
| 9. I use techniques like skimming and note taking to identify the key points of my lessons. | 3.20 | Moderate | 3.5 |
| 10. I keep track of my time. | 2.94 | Moderate | 9 |
| 11. I have a clear plan for dealing with disruptions and interruptions. | 2.81 | Moderate | 14 |
| 12. The number of school works that I receive every day overwhelms me. | 2.84 | Moderate | 13 |



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| | | | |
|---|------|----------|-----|
| 13. I delay difficult or unpleasant tasks until the last minute or until the issue disappears on its own. | 2.42 | Low | 16 |
| 14. To ensure that things are done right, I keep close track of my activities and decisions. | 3.07 | Moderate | 6.5 |
| 15. It is easy for me to concentrate on my school works. | 2.61 | Moderate | 15 |
| 16. I do all of the tasks that are assigned to me. | 3.63 | High | 1 |
| Average Weighted Mean | 2.99 | Moderate | |

Legend:

4.00 - 3.50 – High Productivity

2.49 - 1.50 – Low Productivity

3.49 - 2.50 – Moderate Productivity

1.49 - 1.00 – No Productivity

The average weighted mean on productivity is 2.99 which means students have moderate productivity. Among the sixteen (16) questions, the “I do all of the tasks that are assigned to me” has the highest average mean of 3.63 with a verbal interpretation of high productivity, since students are probably scared of failing. To further attest, some students have anxiety about school work, homework, and tests. This anxiety has a negative impact on students’ academic performance. One of the reasons why they are pressured to get high grades is because they are afraid of making a mistake in the exam that will affect their test performance (OECD, 2015).

“I delay difficult or unpleasant tasks until the last minute or until the issue disappears on its own” has the lowest average mean of 2.42 with the verbal

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interpretation of low productivity, this means that the students rarely delay task they perceive as difficult. In another article, Anxiety in online class According to Macher, Paechter, Papousek & Ruggeri (2012), those students who experience general technophobia or specific online courses anxieties experience learning difficulties, postpone taking online courses or examinations, delay assignments, and show overall lower academic achievement.

Table 3
Relationship between Anxiety and Productivity

| Variable | Computed r | T_c | Verbal Interpretation | Decision | Interpretation |
|-----------------------------|-----------------|-------|--|-----------------|--|
| Anxiety and Productivity | 0.138 | 2.000 | Positive/Direct Very Low Correlation | Reject H_0 | There is significant relationship. |

208**CV=1.960** **$\alpha=0.05$**

In table 4, the relationship between anxiety and productivity were measured using Pearson – Product Moment Coefficient of Correlation. Two-tailed test is used in the process with its critical value of 1.960 and significance level of 5%, $\alpha=0.05$. The computed value of relationship or r -value for anxiety and productivity is 0.138 which is greater than the significance level of 5%, $\alpha=0.05$. This acquires a verbal interpretation of very low correlation. The value of



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the t computed is 2.000 which is greater than the critical value of 1.960. Since the result shows that t computed is greater than the critical value, the hypothesis the researchers have formulated will be rejected.

Therefore, there is a significant relationship between anxiety and productivity of Grade 11 and Grade 12 students taking an online class at Calamba Doctors' College. The results show that students have both moderate level of anxiety and productivity. Researchers found that students with higher level of anxiety have lower academic performance (McCraty, 2007). According to McCraty (2007) and McCraty, et al., (2000), anxiety while studying is the major predictor of academic performance. Students with high levels of anxiety tend to have lower marks in their end-of semester examination, and have low academic performance. These findings are supported by a previous research that anxiety brings about lower academic performance (Sena et al., 2007 and Luigi et al., 2007).



Chapter 5

Summary, Conclusions, and Recommendations

This chapter of the study presents the summary of findings and conclusions derived in the conduct of the study on how anxiety affects the productivity of senior high school students taking an online class at Calamba Doctors' College. It will also provide recommendations based on the findings and conclusions presented.

Summary of Findings

Based on the data gathered, the key findings of the study are as follows:

1. What is the level of anxiety of the Grade 11 and Grade 12 students taking online class?

Senior High School students feel stressed and anxious over a variety of school work but they rarely lose interest in their subject. The respondents showed a moderate level of anxiety with an average weighted mean of 3.02.

2. How may the level of the Grade 11 and Grade 12 productivity be described in terms of school work?

The respondents classified the productivity of Senior High School students taking an online class in terms of school work as moderate productivity with an overall average weighted mean of 2.99. As the



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students had to adapt to the online environment, even a moderate form of anxiety can bring a moderate level of productivity.

Conclusions

Based on the indicated findings, the following conclusions were drawn:

1. The researchers conclude that variety of school work contributes to the level of anxiety the students have.
2. The researchers conclude that anxiety has a moderate impact on the productivity of the student in terms of different academic activities and examinations.
3. There is a significant relationship between anxiety and productivity of Grade 11 and Grade 12 taking an online class at Calamba Doctors' College.

Recommendations

Based on the conclusions presented, the following recommendations are suggested:

Students should practice planning and organizing their tasks to help them ease their mind. Talking to their guidance counselor, classmates, and friends can also help them with their struggles. The school, with the assistance of guidance



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counselors, is encouraged to conduct a seminar tackling strategies on how the students can reduce or handle their anxiety to maintain high productivity and quality work in school. Schools must administer meetings between teachers and parents to help the parents understand their child's anxiety and performance in school. In that way, they can provide motivation and build support for their child which can lessen the students' anxiety.

The following recommendations for future researchers were developed:

Since the researchers are in a lockdown while conducting this study, finding relevant studies and literature online is a challenge. It is an encouragement for the future researchers to collect their Review of Related Literatures (RRLs) in libraries such as public libraries and academic libraries for complete information which can effectively support their studies.



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Appendix A
PERMISSION NOTE

December 4, 2020
Czarlynn C. Goopio, RN
College Registrar

Dear Ms. Goopio,

In fulfilment of the requirements of Grade 12 students (A.Y 2020-2021) in our Research Paper in Practical Research 1, we are in the process of gathering data that will be used in this study. In line with this, we would like to ask the total number of enrollees of Senior High School Department of Calamba Doctors' College who is taking online classes in this Academic Year 2020-2021. The gathered information will remain confidential and will be used for school purposes only.

Your consideration and assistance regarding this matter will be appreciated. Thank you!

Respectfully yours,

Magsajo, Kristel Ann P.

Mahinay, Marianne Joyce R.

Nagpala, Patrice S.

Manglo, Nicole Ysabel B.

Maranion, Khrisha Mae N.

Sarmiento, Ian Carl C.

Noted by:

Approved by:

MS. CECILLE JIREH PORTEZA-BLANCO
Research Adviser

MS. RAYVEN JARED A. JIMENEZ, MACDDS
Office-in-Charge, K-12



CONSENT FORM

Dear Respondents,

We, the researchers from Grade 12- Newlands, are conducting a research entitled "The Effects of Anxiety on the Productivity of SHS Students Taking an Online Class at Calamba Doctors' College". We would like to invite you to take part in this survey and answer the following statements. Your name and response will remain confidential and will be used for research purposes only.

Your participation in this survey will be highly appreciated. Thank you!

Sincerely yours,

Ian Carl C. Sarmiento

Kristel Ann P. Magsajo

Khrisha Mae N. Maranion

Marianne Joyce R. Mahinay

Nicole Ysabel B. Manglo

Patrice S. Nagpala

**Appendix B****SURVEY QUESTIONNAIRE**

Name (Optional): _____

Grade and Section (Required): _____

Instruction: Put a check on the corresponding frequency for each statement.

| Statements | Mean | Verbal Interpretation | Rank |
|--|-------------|-----------------------|------|
| 1. I feel anxious when my teacher is asking me a question. | 3.12 | Moderate | 4 |
| 2. I find it difficult to juggle time between study and social activity. | 2.9 | Moderate | 8 |
| 3. I feel nervous delivering the class presentation. | 3.38 | Moderate | 1 |
| 4. I feel stressed when the submission deadline is near. | 3.13 | Moderate | 3 |
| 5. I feel stressed to sit for examination. | 2.99 | Moderate | 7 |
| 6. I find it difficult to juggle time between study and society involvement. | 2.58 | Moderate | 9.5 |
| 7. I loss interest toward my subjects. | 2.58 | Moderate | 9.5 |
| 8. I feel burdened of academic workloads. | 3.04 | Moderate | 6 |
| 9. I feel stressed dealing with difficult subject. | 3.35 | Moderate | 2 |
| 10. I feel difficult in handling my academic problem. | 3.1 | Moderate | 5 |
| Average Weighted Mean | 3.02 | Moderate | |

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| Statements | Mean | Verbal Interpretation | Rank |
|---|------|-----------------------|------|
| 1. I work more efficiently. | 3.07 | Moderate | 6.5 |
| 2. I organize my day to take advantage of natural highs and lows in my energy and motivation. | 2.91 | Moderate | 11 |
| 3. I actively look for ways to improve the flow of my work, and the way that I approach tasks. | 3.08 | Moderate | 5 |
| 4. I can maintain focus on one task for a significant period of time. | 2.92 | Moderate | 10 |
| 5. I spend lots of time looking for new information. | 2.88 | Moderate | 12 |
| 6. I actively look for ways to avoid wasting my time and effort. | 2.97 | Moderate | 8 |
| 7. I multitask. | 3.27 | Moderate | 2 |
| 8. I use my talents, time, and expertise to get the work done. | 3.20 | Moderate | 3.5 |
| 9. I use techniques like skimming and note taking to identify the key points of my lessons. | 3.20 | Moderate | 3.5 |
| 10. I keep track of my time. | 2.94 | Moderate | 9 |
| 11. I have a clear plan for dealing with disruptions and interruptions. | 2.81 | Moderate | 14 |
| 12. The number of school works that I receive every day overwhelms me. | 2.84 | Moderate | 13 |
| 13. I delay difficult or unpleasant tasks until the last minute or until the issue disappears on its own. | 2.42 | Low | 16 |
| 14. To ensure that things are done right, I keep close track of my activities and decisions. | 3.07 | Moderate | 6.5 |
| 15. It is easy for me to concentrate on my school works. | 2.61 | Moderate | 15 |
| 16. I do all of the tasks that are assigned to me. | 3.63 | High | 1 |
| Average Weighted Mean | 2.99 | Moderate | |



MAGSAJO, Kristel Ann P.

Cell no.: 0907 520 9793

Email Address: kamagsajo@calambadoctorscollege.edu.ph



CURRENT/PERMANENT ADDRESS:

#87 Rosal st. Christopher II, Mayapa, Calamba City, Laguna

PERSONAL INFORMATION

| | |
|----------------|--------------------|
| Date of Birth | : June 25, 2003 |
| Place of Birth | : Pagbilao, Quezon |
| Age | : 17 |
| Civil Status | : Single |
| Nationality | : Filipino |
| Religion | : Roman Catholic |

EDUCATIONAL BACKGROUND

| School | Year Graduated |
|--|----------------|
| Senior High Calamba Doctors' College | 2020-2021 |
| Secondary Canlubang Christian School | 2018-2019 |
| Elementary Canlubang Christian School | 2014-2015 |



MAHINAY, Marianne Joyce R.

Cell no.: 0977 400 0409

Email Address: mjmahinay@calambadoctorscollege.edu.ph



CURRENT/PERMANENT ADDRESS:

Blk 23 lot 37 Villa Prinza, Calamba City, Laguna

PERSONAL INFORMATION

| | |
|----------------|-------------------|
| Date of Birth | : June 24, 2002 |
| Place of Birth | : Calamba, Laguna |
| Age | : 18 |
| Civil Status | : Single |
| Nationality | : Filipino |
| Religion | : Roman Catholic |

EDUCATIONAL BACKGROUND

| School | Year Graduated |
|---|----------------|
| Senior High Calamba Doctors' College | 2020-2021 |
| Secondary St. Peter Academy | 2018-2019 |
| Elementary St. Peter Academy | 2014-2015 |



CALAMBA DOCTORS' COLLEGE

Virborough Subdivision, Brgy. Parian, Calamba City, Laguna 4027

Science, Technology, Engineering, and Mathematics Strand

MANGLO, Nicole Ysabel B.

Cell no.: 0953 143 3603

Email Address: nymanglo@calambadoctorscollege.edu.ph



CURRENT/PERMANENT ADDRESS:

Blk37 Lot12 Ph6 Mabuhay City, Mamatid, Cabuyao city, Laguna

PERSONAL INFORMATION

| | |
|----------------|--------------------------------|
| Date of Birth | : February 09, 2003 |
| Place of Birth | : Cabanatuan City, Nueva Ecija |
| Age | : 18 |
| Civil Status | : Single |
| Nationality | : Filipino |
| Religion | : Roman Catholic |

EDUCATIONAL BACKGROUND

| School | Year Graduated |
|-------------------------------------|----------------|
| Senior High | |
| Calamba Doctors' College | 2020-2021 |
| Secondary | |
| St. Isidore Academy of Laguna, Inc. | 2018-2019 |
| Elementary | |
| St. Mary Montessori of Cabuyao | 2014-2015 |



CALAMBA DOCTORS' COLLEGE

Virborough Subdivision, Brgy. Parian, Calamba City, Laguna 4027

Science, Technology, Engineering, and Mathematics Strand

MARANION, Khrisha Mae N.

Cell no.: 0935 241 9868

Email Address: kmmaranion@calambadoctorscollege.edu.ph



CURRENT/PERMANENT ADDRESS:

Purok 3 Majada Out, Calamba City, Laguna

PERSONAL INFORMATION

| | |
|----------------|-------------------|
| Date of Birth | : May 30, 2003 |
| Place of Birth | : Calamba, Laguna |
| Age | : 17 |
| Civil Status | : Single |
| Nationality | : Filipino |
| Religion | : Roman Catholic |

EDUCATIONAL BACKGROUND

| School | Year Graduated |
|---|----------------|
| Senior High Calamba Doctors' College | 2020-2021 |
| Secondary North Marie Montessori Academy | 2018-2019 |
| Elementary Majada Out Elementary School | 2014-2015 |



CALAMBA DOCTORS' COLLEGE

Virborough Subdivision, Brgy. Parian, Calamba City, Laguna 4027

Science, Technology, Engineering, and Mathematics Strand

NAGPALA, Patrice S.

Cell no.: 0930 417 4341

Email Address: pnagpala@calambadoctorscollege.edu.ph



CURRENT/PERMANENT ADDRESS

Ilang-Ilang Street, Barangay Sampiruhan Calamba City, Laguna

PERSONAL INFORMATION

Date of Birth : October 03, 2002
Place of Birth : Calamba, Laguna
Age : 18
Civil Status : Single
Nationality : Filipino
Religion : Christian Born Again

EDUCATIONAL BACKGROUND

| School | Year Graduated |
|--|----------------|
| Senior High Calamba Doctors' College | 2020-2021 |
| Secondary Calamba Bayside I.S. | 2018-2019 |
| Elementary Jose Rizal Memorial School | 2014-2015 |



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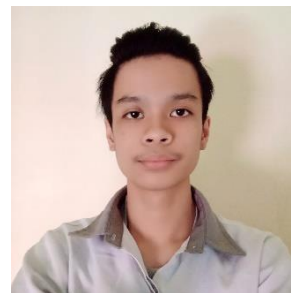
Virborough Subdivision, Brgy. Parian, Calamba City, Laguna 4027

Science, Technology, Engineering, and Mathematics Strand

SARMIENTO, Ian Carl C.

Cell no.: 0920 689 3273

Email Address: icsarmiento@calambadoctorscollege.edu.ph



CURRENT/PERMANENT ADDRESS:

Block 17 Lot 48 Phoenix Street, Pacific Hills, Palo Alto Calamba City Laguna

PERSONAL INFORMATION

| | |
|----------------|------------------|
| Date of Birth | : June 20, 2003 |
| Place of Birth | : JP Rizal |
| Age | : 17 |
| Civil Status | : Single |
| Nationality | : Filipino |
| Religion | : Roman Catholic |

EDUCATIONAL BACKGROUND

| School | Year Graduated |
|--------------------------------|----------------|
| Senior High | |
| Calamba Doctors' College | 2020-2021 |
| Secondary | |
| Calamba Institute - Canlubang | 2018-2019 |
| Elementary | |
| Palo Alto National High School | 2014-2015 |