Journal for Educators, Teachers and Trainers
The PROFESIOLab electronic, peer-reviewed, open-access Magazine

ISSN 1989 – 9572

DOI: 10.47750/jett.2023.14.05.035

Flexible Learning, Anxiety And Academic Performance Of Pre-Service Teachers: Input To Curriculum Adjustment

Rodel B. Guzman[1]

Loverina P. Sanchez[2]

Journal for Educators,Teachers and Trainers, Vol. 14 (5)

https://jett.labosfor.com/

Date of reception: 17 May 2023

Date of revision: 05 June 2023

Date of acceptance: 10 July 2023

Rodel B. Guzman, Loverina P. Sanchez (2023). Flexible Learning, Anxiety And Academic Performance Of Pre-Service Teachers: Input To Curriculum Adjustment .*Journal for Educators, Teachers and Trainers*,Vol. 14(5). 391-405

---

[1]Associate Professor III[1], College of EducationIsabela State University-Echague, Isabela
[2]Assistant Professor II[2], College of EducationIsabela State University-Echague, Isabela

Journal for Educators, Teachers and Trainers
The LabOSfor electronic, peer-reviewed, open-access Magazine

Journal for Educators, Teachers and Trainers, Vol. 14 (5)
ISSN 1989 –9572
https://jett.labosfor.com/

Flexible Learning, Anxiety And Academic Performance Of Pre-Service Teachers: Input To Curriculum Adjustment

Rodel B. Guzman[1], Loverina P. Sanchez[2]
[1]Associate Professor III[1], College of EducationIsabela State University-Echague, Isabela
[2]Assistant Professor II[2], College of EducationIsabela State University-Echague, Isabela
Email: rodel.b.guzman@isu.edu.ph

ABSTRACT
This descriptive-correlational study was conducted among randomly selected pre-service teachers of Isabela State University-Echague, Isabela. The purpose of which is to assess their attitude on blended learning, anxiety level and academic performance as an input to curriculum adjustment. Most of the participants of the study were female, user of cellular phone, messenger, and prepaid data. Also, the respondents are receiving financial and moral support from their parents while receiving help for their academics in their friends. In terms of their anxiety level, most of the respondents were suffering from moderate to severe level while they are performing on the average level. Generally speaking, the respondents have a positive attitude on blended learning.
Data shows that there is a higher probability that male respondents, user of FaceBook and prepaid data and those who do have someone to support their financial needs have higher level of anxiety. Statistically, the anxiety level of the respondents affects negatively the academic performance of the respondents. Furthermore, there is also a higher possibility that the respondents' academic performance get better when they have unlimited access to learning materials, with conducive place for learning, with organize time management, and comfortable with the use of laptops and technology-based materials. On the other hand, it was statically proven that when students get bored over the online learning and develop the feeling of being isolated, there is a probability that their grades will be affected negatively.

Keyword: anxiety, blended learning, education, academic performance

INTRODUCTION

Education will never be the same for quite some time because of Covid-19 pandemic. Teachers and students nowadays are expected to wear their facemask, practice social distancing, and are advised to improve lifestyle and personal hygiene. According to Teodoro (2020), nine (9) million students were enrolled in both private and public educational institutions in the Philippines. Although, this is a higher than what is expected, in the global context according to Saavedra (2020), around 1.6 billion of learners have been out of school due to this pandemic. This is close to 80% of the world's enrolled students.
In the Philippine public education sector, most of the schools have opted to use flexible learning modality. CMO No. 04, s. 2020 defines flexible learning as a pedagogical approach allowing flexibility of time, place and audience including but not solely focused on the use of technology. Although it commonly uses the delivery methods of distance education and facilities of education technology, this may vary depending on the levels of technology, availability of devices, internet connectivity, level of digital literacy, and approaches. Accordingly, flexibility applies based on the unique status, context and ability of every area, students and teachers to respond to pandemic situation. In the context of the university, module is the common instructional material being develop by the teachers across the discipline. Further, synchronous and asynchronous styles are being adopted by most of the teachers for the conduct of online classes.
While flexible learning ensures continuity of education in the country, various problems likeunstable internet connectivity, teachers' and students' preparedness and ability to digital learning, time management and mental health struggles were recorded across the country and the world (Bustillo &Aguilos, 2022; Özüdoğru, 2021; Mahyoob, 2020; Schleicher, 2020; Rotas&Cahapay, 2020, Tria, 2020).These problems were encountered despite the call for universities to devise and implement their learning continuity plan responsive to the needs of their teachers and students. Furthermore, according to UNESCO (2020), this global pandemic further aggravates the continuing inequalities in education. This assertion from UNESCO is also a concern in the Philippines. According to Abbang (2020), the education in the Philippine is way unequal between the rich and poor students. Issues such as the volume of learning activities and requirements are too much and there are technical contents which are hardly understood by the learner alone. Furthermore, Manaligod (2023), challenges

and difficulties related to this situation may affect quality of online teaching and will goes up to the conduct of face-to-face learning.

The pandemic situation in Philippine education have drastically and negatively affect the mental health conditions of students(Malolos et al., 2021). Globally, one (1) out of seven (7) individuals are suffering from the negative effects of the covid-19 pandemic. Furthermore, one (1) out of five (5) young people ages between 15 and 24 are suffering issues and struggles related to their mental health and well-being (UNICEF, 2021). Despite these conditions, a comprehensive strategy to ease this issue is still lacking (Malolos et al., 2021). Hence, there is a need to further assess the impact of the pandemic on mental health and well-being of the people around the world (UNICEF, 2021; Malolos et al., 2021).

Anxiety, on the other hand, is one among the various faces of mental health struggles among Philippine education learners. According to UNICEF (2021) anxiety disorder is one among the common effect of pandemic especially among the young people of the world. Anxiety is a common human emotion when facing problems and struggles. At some point, anxiety is healthy to one's physical and mental health as it drives individual to function well and produce better output. However, according to Browne (2020), anxiety becomes a disorder or mental health problem when a person regularly feels disproportionate and have a persistent feeling of tension, worrying of the unknown, etc. Once anxiety reaches the level of disorder, it can interfere one's daily activity. In Filipino psychology, anxiety is imbedded in the concept of pagkabahala and pag-aalinlangan. Both concepts are part of normal human emotions. However, when it becomes excessive, a person's activity will be affected negatively.

In the Philippines, an increase number of students suffering from anxiety is observed during the pandemic. Pelucio et al. (2022) found out in their study that the pandemic has an impact on mental health of the students, particularly, a sufficient percent of the male and female students has reported that they have anxiety with distance education. Also, they found out that younger students are more anxious than the older ones. In addition, Acob, et al. (2021) also reported in their research about the anxiety of students during online education.Also, according to Idris (2021), students are experiencing higher anxiety level during the online and blended learning caused by the pandemic. Increasing anxiety level may lead to decrease motivations towards studying. Students suffered from loneliness and isolation due to disconnections from friends, and other academic activities. Moreover, Aldalalah and Gasaymeh (2021) found out that anxiety level of students during pandemic education has an impact on the performance of the students in flexible learning.

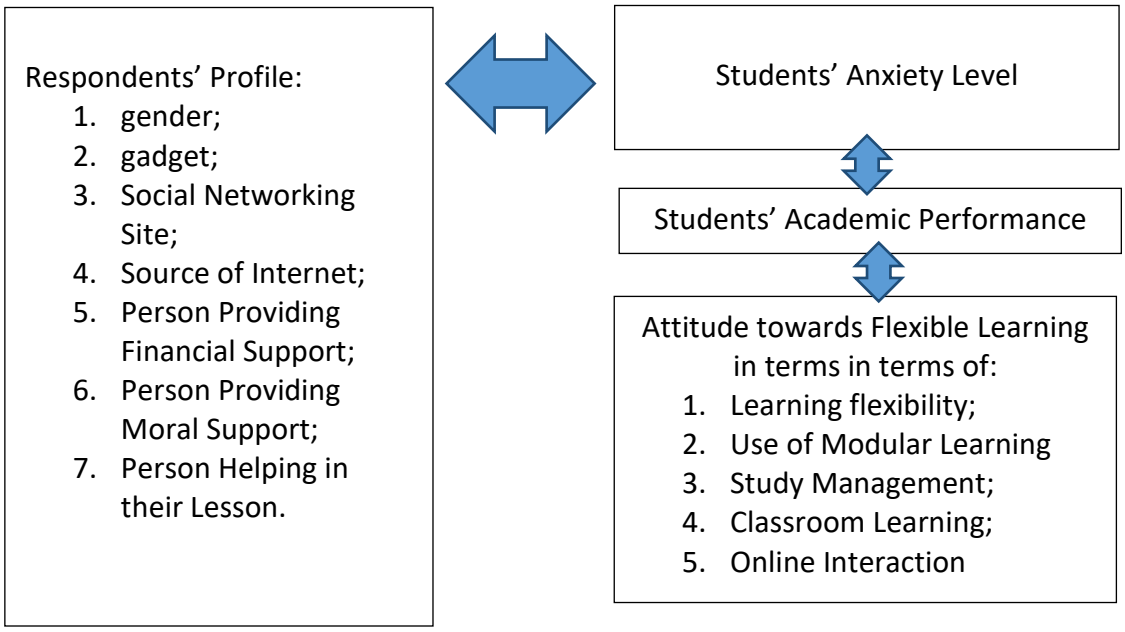
As various problems related to students' academic endeavor and health situation in the country, students are being exposed to both emotional and psychological problems which may lead to depression and other behavioral problems. Without interventions, the case of depression and suicidal tendency in the Philippine may go higher. Hence, this study was conducted to assess the anxiety level of the pre-service teachers of Isabela State University to be used as basis for curriculum adjustment.

Objectives

The following are the objectives of the study:

1. Determine the profile of the respondents based on the following:
   - **a.** gender;
   - **b.** gadget;
   - **c.** Social Networking Site;
   - **d.** Source of Internet;
   - **e.** Person Providing Financial Support;
   - **f.** Person Providing Moral Support;
   - g. Person Helping in their Lesson.
2. Assess the anxiety level of the respondents in the distance education.
3. Describe the academic performance of the respondent.
4. Describe the attitude of the respondents on flexible learning.
5. Assess the relationship between the respondents' anxiety level and their profile.
6. Evaluate the relationship between the respondents' attitude on blended learning and their academic performance.
7. Analyze the relationship between the respondents' anxiety level and their academic performance.

Conceptual Framework



Null Hypothesis

1. There is no significant relationship between the respondents' anxiety level and their profile.
2. There is no significant relationship between the respondents' anxiety level and their academic performance.
3. There is no significant relationship between the respondents' attitude on flexible learning and their academic performance.

METHODOLOGY

The study utilizes descriptive-correlational design of research. The respondents of the study were the students enrolled in any course at the College of Education. They were selected using the probability sampling of 95% level of confidence and 5% margin of error. Further, proportional allocation was used to determine the number of respondents per course namely: Bachelor of Secondary Education, Bachelor of Elementary Education, Bachelor of Technology and Livelihood Education and Bachelor of Physical Education. The grades of the respondents during the 2nd Semester of school year 2020-2021 was used to evaluate the academic performance of the respondents. For the level of anxiety,Coronavirus Pandemic Anxiety Scale (CPAS-15) Anxiety Scale developed by Bernardo, etal. (2020) was used. The scoring was based on the criteria set by the General Anxiety Disorder (GAD-7) developed by Spitzer, et al. (2006). On the other hand, the questionnaire for the attitude on flexible learning was adopted from the study of Paguirigan (2021). Simple frequency counts, mean and percentaging were used to describe the profile, anxiety level and academic performance of the students. On the other hand, Kendall Tau b was used to evaluate the relationships among variables.

RESULT AND DISCUSSION

Table 1: The Profile of The Respondents.

Profile	Frequency n=188	Percent 100.0
Gender		
Male	24	12.8
Female	152	80.9
LGBT	12	6.4
Gadget Used		
Cellular Phone	164	87.2
Laptop	24	12.8
Social Networking Site		
FB	72	38.3
Messenger	105	55.9
Others	11	5.9
Source of Internet		

Prepaid Data	116	61.7
Wifi	72	38.3
Person Providing Financial Support		
Self	13	6.9
Parent	148	78.7
Scholarship	14	7.4
Distant Relatives	13	6.9
Person Providing Moral Support		
None	6	3.2
Parent	154	81.9
Friends	16	8.5
Teachers	2	1.1
Siblings	5	2.7
Relatives	5	2.7
Person Helping in their Lesson		
Friends	135	71.8
Siblings	7	3.7
Parent	10	5.3
None	36	19.1

Table 1 presents the profile of the respondents in terms of their gender, gadget being used in their classes, social networking sites, source of internet, person providing financial support and moral support and the person helping them in their studies.

It can be seen from the table that the study was participated by most of the female respondents. They composed 152 or 80.90% of the total respondents. Also, the study was participated by 24 male respondents which compose 12.80% of the total respondents. In addition, there were 12 or 6.40% of the respondents who belong to LGBTQIA+ community. In terms of gadget which the respondents are using during their distant education, most of the respondents were using their cellular phone. They composed of 164 or 87.20% of the total respondents. On the other hand, there were 24 respondents who were able to use a laptop for their schooling during the pandemic. In terms of their social media, most of the respondents are using messenger (105) followed by FaceBook (72). Also, there were 11 respondents who are using Twitter, Tiktok, and other online platform.On the source of internet, the study revealed that most of the respondents were using prepaid data for their online classes and other online activities. There were 116 or 61.70% of the respondents who were using prepaid data while there were 72 or 38.30% of the respondents were using wifi.

As to the person providing financial support among the respondents, it can be deduced from the table that most of the respondents were supported financially by their parents. There were 148 or 78.70% of the respondents were provided with financial support from their parents. There were 14 or 7.40% of the respondents were financially supported through their various scholarship grants. Furthermore, 13 respondents were either self-supported or receiving financial support from their distant relatives. In terms of moral support, most of the respondents declared that their parents are providing them with the necessary moral support. The study was participated by 154 respondents who were receiving moral support from their parents. On the other hand, 16 respondents declared that they received moral support from their parents while five (5) respondents were receiving moral support from their sibling and distant relative. Furthermore, two (2) respondents declared that they receive moral support from their teachers. On the other hand, the study revealed that there were six (6) respondents who were not able to receive any form of moral support from anybody. As to the person helping the respondents in their academic endeavour, the table revealed that most of the respondents were receiving help from their friends. There were 135 or 71.80% of the respondents who were able to receive help in their studies from their friends. Also, there were 10 respondents whose parent were able to help them in their academic activities while seven (7) respondents were able to receive help from their siblings. On the other hand, it can also be seen from the table that there were 36 respondents who did not receive any help from anybody in respect to their academic activities.

Table 2: Anxiety Level of the Respondents

Anxiety Level	Frequency	Percent
Mild	74	39.36
Moderate	81	43.09
Severe	33	17.55
Total	188	100.0

Table 2 presents anxiety level of the respondents. According to Holland (2022), anxiety is the body's common reaction to any form of stress. It is a feeling of fear or apprehension about what will happen. According to Marquez (2018), anxiety is not entirely bad since it's a natural body's response to external threat. When the brain believes that one is in danger, it sends series of signal which will require the body to response immediately. However, if it becomes persistent, it may affect one's daily activity and if not given proper management, it may lead to more serious mental health problem.

Based from Table 2, it can be seen from the table that most of the respondents' anxiety level is from moderate to severe. Most of the respondents were classified under moderate level of anxiety. There were 81 or 43.09% of the respondents who were included in the moderate level. According to Hull and Dush (2022), a moderate level of anxiety presents symptoms like feeling of being left alone, unable to control their worries or unable to relax several days of the week but not everyday. Moderate level of anxiety may be disruptive; however, they may still have better daily functioning than those with severe anxiety.

The table also shows that there were 74 or 39.06% of the respondent who were experiencing mild level of anxiety. According to Hull and Dush (2022), a mild level of anxiety is described as clinically non-significant. However, while it is not significant, it may affect one's emotional, social and professional functioning. Those with this level presents social anxiety of shyness which may be caused future severe mental conditions when not addressed properly.

The table also revealed that there were 33 or 17.55% of the respondents who were suffering from severe level of anxiety. According to Hull and Dush (2022), severe level can be considered as clinically-significant disorder. Those with severe anxiety may present symptoms frequent and persistent feeling of panic, social withdrawal, increased in hearth rate which may lead to intense inability to function well, loss of work and may lead to major depression.

Table 3: Grade Point Average of the Respondents during the 1st Semester SY 2021-2022

Grades	Frequency n=188	Percentage (100%)
1.25 – 1.49	27	14.36
1.50 – 1.74	86	45.75
1.75 – 1.99	53	28.19
2.00 – 2.24	21	11.17
2.25 – 2.49	1	0.53
Mean Grade: 1.70		

Table 3 presents the grade point average of the respondents during the 1st semester SY 2021-2022. It can be seen from the table that the respondents have an average to above average performance during the said semester. It can be deduced from the table that most of the respondents were able to get an average grade of 1.50 to 1.74. The study was participated by 86 or 45.75% of the total respondents were able to maintain a grade of 1.50 to 1.75 to 1.99. This was followed by 27 or 14.36% of respondents who were able to get a grade of 1.25 to 1.49. Also, there were 21 or 11.17% of the respondents were able to get an average grade of 2.00 to 2.24 and one (1) respondent was able to get an average of 2.25 to 2.49.

Table 4: Respondents' Attitude on Learning Flexibility with Flexible Learning in Distance Education.

Statements	Mean	Description
Learning Flexibility		
I would like unlimited access to lecture materials.	4.09	Agree
I would like to decide where I want to study.	3.92	Agree
I like to study at my own pace.	4.16	Agree
I would like to decide when I want to study.	3.71	Agree
I believe face-to-face learning is more effective than online learning.	4.30	Agree

Table 4 presents the attitude of the respondents in blended learning in terms of flexibility, use of modular learning and study management. In terms of flexibility all statements were rated by the respondents as "agree" with mean rating from 3.71 to 4.30. The respondents of the study agreed that in terms of learning flexibility they would like unlimited access to lecture materials, they like decide where I want to study, they like to study at my own pace, they like to decide when I want to study, and that they believe face-to-face learning is more effective than online learning.

Table 5: Respondents' Attitude on the use of Modular Learning with Flexible Learning in Distance Education.

Statements	Mean	Description
I am comfortable with self-directed learning.	3.16	Moderately Agree
I do not resist having my lessons online.	3.25	Moderately Agree
I like online learning as it provides richer instructional content.	3.06	Moderately Agree
I would like lecture time in the classroom to be reduced.	3.26	Moderately Agree
I would like to have my classes online rather than in the classroom.	2.51	Moderately Agree
I get bored when studying online.	3.19	Moderately Agree
I find it very difficult to study online.	3.61	Agree
I am able to understand course related information when it is presented in video format.	3.54	Agree
I can learn from things I hear, like lectures, audio recordings, or podcasts	3.63	Agree

In terms of the use of modular learning, it can be gleaned from Table 5 that the respondents rated three (3) statements as "agree" with mean rating of 3.54 to 3.63. The respondents agreed that they find it very difficult to study online, and they can learn from things I hear, like lectures, audio recordings, or podcasts and they are able to understand course related information when it is presented in video format. Furthermore, the respondents rated seven (7) statements as "moderately agree" with mean rating from 2.51 to 3.26. The respondents moderately agreeing that they are comfortable with self-directed learning, they do not resist having my lessons online, they like online learning as it provides richer instructional content, they like lecture time in the classroom to be reduced, they like to have their classes online rather than in the classroom and that they get bored when studying online.

Table 6: Respondents' Attitude on their Study Management in Flexible Learning in Distance Education.

Study Management		
I am more likely to miss assignment due dates in an online environment.	2.66	Moderately Agree
I organize my time better when studying online.	3.16	Moderately Agree
I like to learn in a group, but I can learn on my own as well.	3.69	Agree
Online learning motivates me to prepare well for my studies.	3.16	Moderately Agree
Online learning makes me more responsible for my studies.	3.29	Moderately Agree
I am comfortable using my computer.	3.53	Agree
I believe the Web is a useful platform for learning.	3.16	Moderately Agree
I am comfortable using Web technologies.	3.46	Moderately Agree
I think we should use technologies in learning.	3.38	Moderately Agree

Table 6 revealed the attitude of the respondents on their study management during the distance education. The table revealed that in terms of study management, the respondents rated two (2) statements as "agree" with mean rating of 3.53 and 369, respectively. The respondents agreed that they are comfortable using my computer, and that they like to learn in a group, but I can learn on my own as well. Moreover, the respondents rated seven (7) statements as "moderately agree" with mean rating from 2.66 to 3.46. The respondents moderately agreed that they are more likely to miss assignment due dates in an online environment, they can organize their time better when studying online, that online learning motivates them to prepare well and be responsible for their studies, that they believe the Web is a useful platform for learning, they are comfortable using Web technologies, and that they think we should use technologies in learning.

Table 7: Respondents' Attitude on Classroom Learning in Flexible Learning during Distance Education.

Statements	Mean	Description
I have a sense of community when I meet other students in the classroom.	3.72	Agree
I like the fast feedback when I meet my lecturer in person.	3.75	Agree
I find learning through collaboration with others face-to-face is more effective.	3.77	Agree
I learn better through lecturer-directed classroom-based activities.	4.11	Agree
I learn better when someone guides me personally in a face-to-face setting.	3.98	Agree

Table 7 presents the respondents' attitude on blended learning in terms of classroom learning and online interactions. In can be deduced from the table that in terms of classroom learning, the respondents rated all the statements as "agree" with mean rating from 3.72 to 4.11. The respondents agreed that they have a sense of

community when they meet other students in the classroom, they like the fast feedback when they meet their lecturer in person, they find learning through collaboration with others face-to-face is more effective, they learn better through lecturer-directed classroom-based activities, and that they learn better when someone guides me personally in a face-to-face setting.

Table 8: Respondents' Attitude on Online Interaction in Flexible Learning during Distance Education.

Statements	Mean	Description
Online Interaction		
I feel isolated in an online learning environment.	4.16	Agree
I am comfortable using Web technologies to exchange information with others.	3.30	Moderately Agree
I would like to interact with my lecturer online.	3.32	Moderately Agree
I would like to interact with other students outside of the classroom.	3.21	Moderately Agree
I am able to communicate effectively with others using online technologies (e.g. email, chat, discussion board.)	3.67	Agree
I appreciate easy online access to my lecturer.	3.44	Moderately Agree
I am able to express myself clearly online through my writing (e.g. mood, emotions, humor and content)	3.43	Moderately Agree
I can collaborate well with a virtual team in doing assignments.	3.38	Moderately Agree
I respect opinions and information provided by others in online communities.	3.27	Moderately Agree

Table 8 presents the attitude of the respondents about their online interaction during flexible learning. It can be noted from the table that the respondents rated two (2) statements as "agree" with mean rating of 3.67 and 4.16, respectively. The respondents agreed that they are able to communicate effectively with others using online technologies (e.g. email, chat, discussion board.) and they feel isolated in an online learning environment. Furthermore, the respondents rated seven statements as "moderately agree" with mean rating from 3.21 to 3.44. The respondents moderately agreed that they are comfortable using Web technologies to exchange information with others, that they like to interact with my lecturer online, they like to interact with other students outside of the classroom, they appreciate easy online access to their lecturer, they are able to express myself clearly online through my writing (e.g. mood, emotions, humor and content), and that they can collaborate well with a virtual team in doing assignments.

Table 9: The Relationship between Respondents' Profile and their Anxiety Level.

	Anxiety Level	
Profile Variable	Corr.	Sig.
Gender	0.22*	0.00
Gadget Used	0.33^{ns}	0.07
Social Networking Sites	0.77*	0.02
Source of Internet	0.14*	0.05
Person Providing Financial Support	0.12*	0.00
Person Providing Moral Support	0.24^{ns}	0.08
Person Helping in the Lesson	0.23^{ns}	0.09

*-Significant ns- Not Significant

Table 9 presents the relationship between the respondents' profile and their anxiety level. It can be deduced from the table that gadget used, the person providing moral support and the person helping the respondents in their lesson have no significant relationship with their anxiety level. This means that regardless of gadgets and whoever is helping them in their lesson and giving them moral support has nothing to do with the students' anxiety. It can also be considered that statistically, these profile characteristics has no bearing on their anxiety level. Hence, the null hypothesis of the study which states that there is no significant relationship between the respondents' anxiety level and their profile characteristics like gadget used, person providing moral support and the person helping them is hereby accepted.

The table also revealed that there is a significant relationship between the respondents' anxiety level and their gender, social networking sites, source of internet and the person providing financial help. This is based on the correlation value from 0.12 to 0.77 and significant level from 0.00 to 0.05. This result may imply that there is a higher chance that male respondents, FaceBook users, prepaid data users, and those respondents who do not receive any financial support from anybody has higher tendency of experiencing higher anxiety level than those

respondents who are female, messenger user, with Wifi at home, and those receiving financial support from their parents.

The result of the present study contradicts the findings of previous study about gender and anxiety. Previous studies suggests either there is no significant difference on the anxiety level of male and female students especially those who are categorized under moderate level (Pelucio, et al., 2022) or female students has higher chances of developing anxiety problems than male students (Acob, et al., 2021; Oducado, 2021; Cleofas& Rocha, 2021; Hosseinia and Khazali, 2013; Masjedi, et al., 2019).

Social media used has a significant impact on the development of anxiety since it's the most preferred source of information during the pandemic (Superio, et al., 2021). Excessive use of social media platforms bridge anxiety among students (Blasco, et al., 2020. Also, according to Ahmad and Murad (2020) at Superio, et al., (2021), FaceBookas the most preferred social media platform is used to spread news about the covid-19 pandemic- both truth and lies. Statistically, the use of FaceBook has significant impact on the development of one's anxiety. Studies shows that too much used of this platform may aggravate the development of anxiety among the students.

Another possible aspect that may alleviate anxiety level among the students is the problem related to poor internet connections. According to Salac and Kim (2016), the Philippines ranked as 104 out of 160 countries in terms of average internet speed of 2.8Mpbs, while other countries like South Korea has 23.6Mbps, Singapore with 12.9Mpbs. This means that among all countries of world, the Philippines is one among countries with the slowest and poorest internet services. According to Rotas&Cahapay (2020), there is really a problem on poor internet connectionsamong the students during the pandemic. This is caused by geographical locations and bad weather conditions in a specific area. In light of the present study, Cleofas& Rocha (2021) revealed in their study that those students who have limited internet connections has higher chances of developing anxiety.

The present study also revealed that students without stable financial support has higher chances of developing anxiety. Alibudbud (2021) revealed in his study that students at any walk of life is affected by the closure of the school, students belonging to lower socioeconomic status have higher metal distress because of having limited financial ability to provide for their gadgets and internet connectivity. Furthermore, findings shows that those who are financially challenged have higher chances of having anxiety is in consonance with the findings of the present study (Pelucio, et al., 2022; Cleofas& Rocha, 2021; Rotas&Cahapay, 2020).

Table 10: The Relationship between the Respondents' Attitude on Learning Flexibility during Distance Education and their Academic Performance.

Statements	Corr.	Sig.
I would like unlimited access to lecture materials.	0.41*	0.05
I would like to decide where I want to study.	0.14*	0.05
I like to study at my own pace.	0.12 ns	0.10
I would like to decide when I want to study.	0.11 ns	0.13
I believe face-to-face learning is more effective than online learning.	0.10 ns	0.19

*-Significant ns- Not Significant

Table 10 presents the relationship between the respondents' attitude on blended learning in terms of learning flexibility, and their academic performance. It can be deduced from the table that two (2) statements show significant and direct relationship with the respondents' academic performance. This is based on the correlational value of 0.14 and 0.41 and significant level of 0.05, respectively. This result indicates that there is a higher possibility that when the students are given unlimited access to lecture materials and have the freedom to decide on the place where to study, their performance in their academic become better.

Students' access to instructional resources positively correlates with their academic performance. Furthermore, students with continuous access to instructional resources has better academic performance than those students who has no access to academic resources (Abubakar, 2020; Adalikwu&Iorkpilgh, 2013). Also, Matic (2022) revealed in her study that when students are given the liberty to access their lesson and to study at a place and time where they are most comfortable, there is a higher chance that they get a higher grade in their studies.

Table 11: The Relationship between the Respondents' Attitude on the Use of Modular Learning during Distance Education and their Academic Performance.

Statements	Corr.	Sig.
I am comfortable with self-directed learning.	0.14 ns	0.84
I do not resist having my lessons online.	-0.22 ns	0.76
I like online learning as it provides richer instructional content.	-0.15 ns	0.83
I would like lecture time in the classroom to be reduced.	-0.35 ns	0.66
I would like to have my classes online rather than in the classroom.	-0.04 ns	0.96

I get bored when studying online.	-0.53*	0.04
I find it very difficult to study online.	-0.03 ns	0.98
I am able to understand course related information when it is presented in video format.	-0.15 ns	0.84
I can learn from things I hear, like lectures, audio recordings, or podcasts	-0.44 ns	0.55
99		

*-Significant ns- Not Significant

Table 11 presents the relationship between the respondents' attitude on the use of modular learning during distance education and their academic performance. It can be noted from the table that a statement shows significant but indirect relationship with the respondents' academic performance. This is based on the correlational value of -0.53 and significant level of 0.04. This result indicates that there is a higher chance that when students get bored on their online classes, their academic performance may be affected negatively. According to Baloran (2020), students have a certain level of unwillingness to blended learning especially during online sessions. Affelat, et al. (2022) asserted that because of the continuous lockdown, triggered psychological distress among the students. The pandemic caused a certain level of boredom. In addition, Matic (2022) disclosed in her study that any feelings of isolation and boredom among the students may contribute negatively in their academic performance. She suggested that students in flexible approach of learning should be more participative and be able to communicate well with their classmates and teachers.

Table 12: The Relationship between the Respondents' Attitude on their Study Management during Distance Education and their Academic Performance.

Statements	Corr.	Sig.
I am more likely to miss assignment due dates in an online environment.	0.48 ns	0.51
I organize my time better when studying online.	0.13*	0.03
I like to learn in a group, but I can learn on my own as well.	-0.21 ns	0.77
Online learning motivates me to prepare well for my studies.	0.43 ns	0.55
Online learning makes me more responsible for my studies.	0.13 ns	0.85
I am comfortable using my computer.	0.25*	0.02
I believe the Web is a useful platform for learning.	-0.16 ns	0.40
I am comfortable using Web technologies.	-0.19 ns	0.79
I think we should use technologies in learning.	0.53*	0.02
99		

*-Significant ns- Not Significant

Table 12 presents the relationship between the respondents' attitude on their study management during flexible learning and their academic performance. The table revealed three (3) statements showing significant and direct relationship with the respondents' academic performance. This is based on the correlation value from 0.13 to 0.53 and significant level of which is not higher than 0.03 but not lower than 0.02. This result implies that there is a higher probability that when the respondents were able to organize their time for online learning, become more comfortable in using computer and technology-based learning, their academic performance become better or higher.

The result of the study concurs with the findings of Dingcog (2021). In her study, it was revealed that the ability of the students to prepare and implement a learning management plan has a positive impact on their grades. The ability of the students to organize their online and offline activities and school and house responsibilities will definitely provide higher academic performance. In addition, Santos (2020) revealed that in distance learning students who has access to gadgets and technology-based resources has an advantage to learning and consequently obtaining higher grades in their subjects. Confieso (2020) also argued in his research that when students are properly guided with use of online and technology-based resources they may use them to advance their knowledge and skills in their subjects.

Table 13:The Relationship between the Respondents' Attitude on their Classroom Learning during Distance Education and their Academic Performance.

Statements	Corr.	Sig.
I have a sense of community when I meet other students in the classroom.	-0.25^{ns}	0.33
I like the fast feedback when I meet my lecturer in person.	-0.07^{ns}	0.32
I find learning through collaboration with others face-to-face is more effective.	-0.74^{ns}	0.12
I learn better through lecturer-directed classroom-based activities.	-0.29 ^{ns}	0.69
I learn better when someone guides me personally in a face-to-face setting.	0.19^{ns}	0.32

ns- Not Significant

Table 13 presents the relationship between the respondents' attitude on blended learning in terms of classroom learning and online learning and their academic performance. It can be noted from the table that, statistically, no statements have significant relationship with the respondents' academic performance. Because of this result, the null hypothesis of the study which states that there is no significant relationship between the respondents' attitude on classroom learning in flexible type of learning and their academic performance is hereby accepted.

Table 14: The Relationship between the Respondents' Attitude on their Online Interaction during Distance Education and their Academic Performance.

Statements	Corr.	Sig.
I feel isolated in an online learning environment.	0.91*	0.00
I am comfortable using Web technologies to exchange information with others.	0.32 ^{ns}	0.07
I would like to interact with my lecturer online.	0.58 ^{ns}	0.43
I would like to interact with other students outside of the classroom.	-0.31 ^{ns}	0.67
I am able to communicate effectively with others using online technologies (e.g. email, chat, discussion board.)	0.58 ^{ns}	0.51
I appreciate easy online access to my lecturer.	0.05 ^{ns}	0.96
I am able to express myself clearly online through my writing (e.g. mood, emotions, humor and content)	0.14 ^{ns}	0.85
I can collaborate well with a virtual team in doing assignments.	0.48 ^{ns}	0.51
I respect opinions and information provided by others in online communities.	0.10 ^{ns}	0.15

*-Significant ns- Not Significant

Table 14 presents the relationship between the respondents' attitude on their online interaction under flexible learning and their academic performance. It can be deduced from the table that one (1) statement shows significant relationship with the respondents' academic performance. This is based on the correlational value of 0.91 and significant level of 0.00. This implies that there is a higher possibility that when the respondents' feel isolated in an online environment, their academic performance will be affected negatively. This is

Table 15: The Relationship between the Respondents Anxiety Level and Academic Performance

	Academic Performance	
	Corr.	Sig.
Anxiety Level	0.15*	0.01

*-Significant

Table 15 presents the relationship between the respondents' level of anxiety and their academic performance. Based from the table, a significant relationship exist. This is based on the correlational value of 0.15 and significant level of 0.01. This result signifies that there is a higher probability that when the students are suffering from anxiety level, their performance will be affected negatively.

The present study concurs with existing literatures about the possible negative impact of anxiety among learners' academic performance. Vitasari, et al. (2010) explained that anxiety is one among the major predictor of students' academic performance. Statistically, students with higher level of anxiety recorded lower academic performance. According to Daracan (2022), online and flexible type of learning gave the students various problems and challenges which has significant impact on their behavioral and mental status. If the students are unable to process all these things, anxiety and other mental health issue may be developed. In her study, students who are suffering from anxiety tend to get lower grades in their subjects. Also, Masjedi, et al. (2019) revealed in her study that students who are suffering from anxiety has significantly lower academic performance than those students who do not have such kind of struggles.

Summary
The study was conducted to asses the attitude on flexible learning, anxiety level and academic performance of the pre-service teachers in Isabela State University-Echague campus. The 188 randomly selected respondents were chosen using 95% confidence level and 5% margin of error. Proportional allocated was also performed to ensure equal distribution of respondents per program namely: Bachelor of Secondary Education, Bachelor of Elementary Education, Bachelor of Technology and Livelihood Education and Bachelor of Physical Education. In the gathering of data, the respondents' anxiety level was assessed using the Corona Pandemic Anxiety Scale (CPAS-15) developed by Bernardo, et al. (2020). For the attitude of the respondents on flexible learning, an adopted questionnaire from the study of Paguirigan (2021) was used. Furthermore, the grades of the respondents during the 2nd Semester of school year 2020-2021 was used to evaluate the academic performance of the respondents.
Most of the participants of the study were female using cellular phone as gadget. Most of them were using messenger as an online tool for communication and they are using prepaid data for their internet. The study revealed parents were the one providing moral and financial support for the respondents while the respondents' friends were the one helping them in their studies. As to the level of the respondents' anxiety, the study revealed that most of them are under mild and moderate level. Anxiety at a mild level is considered to be clinically negligible. Meaning to say, students under mild level are experiencing a bit of shyness. On the other hand, students under moderate level of anxiety may experience the feeling of loneliness and at some point, they are unable to control their emotions. Although, students under this level may function well on their daily activities, this should be given proper attention as it may cause disruptive behavior. The study also revealed that the respondents have positive attitude on flexible learning because of its flexibility in terms of accessibility of learning resources and its provision for independent learning.
The study also revealed that male respondents, FaceBook users, prepaid data users and those respondents who do not receive financial support from anybody has higher tendency of developing higher level of anxiety. Furthermore, the study revealed that developing anxiety level may affect negatively the academic performance of the respondents. As to attitude of the respondents towards flexible learning, there is a higher tendency of developing better academic performance if they are given unlimited access on lecture materials and if the respondents are given the freedom to study on their desired time and place. Also, higher chances of developing better academic performance if the respondents are able to organize their schedules for online learning using technologies. However, the study also revealed that the academic performance of the respondents may be affected negatively of the respondents were able to develop the feeling of boredom and isolation during online classes. Adjustment may be considered to assist the students during their academic activities.

CONCLUSION

1. Most of the respondents were female, use of cellular phone, messenger, and prepaid data. They usually receive financial and moral support from their parents while they receive assistance for their academic activities from their friends.
2. Most of the respondents are suffering from moderate to severe anxiety level.
3. Generally, the respondents have an average to above-average academic performance during the first semester SY 2021-2022.
4. On the respondents' attitude on blended learning, they agreed about learning flexibility and classroom learning. On the other hand, they have moderate agreement about the use of modular learning, study management and online interactions.
5. There is a higher chance that male respondents, use of FaceBook, prepaid data and those who do not receive financial assistance from anybody has higher tendency of developing higher level of anxiety.
6. There is a higher probability that the academic performance of the respondents become better if they are allowed to access learning materials anytime, if they develop proper strategies for time management, were able to use computer and technology-based learning. On the other hand, there is a chance that the respondents' academic performance become lower when they feel isolated and get bored during online learning.
7. There is a higher chance that as the anxiety level of the respondents gets higher their academic performance will be affected negatively.

RECOMMENDATIONS

1. For the teachers, to provide their students avenue to continuously access their online materials anytime. They are encouraged to continuously guide their students and allow them to explore various technology-based materials for educational purposes. Also, they are advised to look for a variety of presentation and strategies during online classes to ensure that the students to not get bored.

2. For the students, they advised to properly manage their time, participate in online and face-to-face lectures and activities. Also, they may continue to explore computer-based and technology-based materials for their learnings.
3. The College may link with the office of the student services to conduct counselling and stress management seminars/trainings to help the students manage their own anxiety. Also, the college may establish a support group and/or peer counselling group from the students who can help their fellow students.
4. The college through the department chairs and faculty may revisit curriculum content, teaching strategies and learning activities to look for possible adjustment in order to provide a more student-friendly learning environment among the students.
5. Other similar studies may be conducted to develop a more conclusive findings along this area.

REFERENCES

1. Abubakar, Mohammad Bello. (2020). Impact of Instructional Materials on Students' Academic Performance in Physics in Sokoto, Nigeria. 2nd International Conference on Civil and Environmental Engineering. doi:10.1088/1755-1315/476/1/012071.
2. Acob, Joel Rey U., Arifin, Hidayat& Dewi, YulisSetiya. (2021). Depression, Anxiety and Stress among Students amidst COVID-19 Pandemic: A Cross-Sectional Study in Philippines. JurnalKeperawatanPadjadjaran, Vol. 9, No. 2. http://jkp.fkep.unpad.ac.id/index.php/jkp/article/view/1673.
3. Adalikwu, Stephen A. Iorkpilgh, Isaac T. (2013). The Influence of Instructional Materials on Academic Performance of Senior Secondary School Students in Chemistry in Cross River State. Global Journal of Educational Research, Vol. 12, pp. 39 – 45. http://dx.doi.org/10.4314/gjedr.v12i1.6
4. Adao, Rosemarie M.; Bueno, Maureen B.; Persia, Jovelyn M.; Landicho, Lida C. (2015). Academic Motivation among College Students with Math Anxiety: Basis for an Enhancement Program. Asia Pacific Journal of Education, Arts and Sciences, Vol. 2 No. 3, 2015, pp. 58 – 62.
5. Afellat, Fatima zahare. (2021). The Impact of Boredom on the Attitude and Behaviors of Edutourist during the Era of Covid-19 and the Mediating Role of Psychological Distress. National Library of Medicine. https://doi.org/10.1016%2Fj.tmp.2021.100885.
6. Ahmad, Araz Ramazan & Murad, Hersh Rasool. (2020). The Impact oof Social Media on Panic during Covid-19 Pandemic in Iraqi Kurdistan: Online Questionnaire Study. Journal of Medical Internet Research, Vol. 22, No. 5. https://www.jmir.org/2020/5/e19556.
7. Aldalalah, Osamah Ahmad &Gasaymeh, Al-Mothana M. (2021). Perceptions of Blended Learning Competencies and Obstacle among Educational Technology Students in Light of Different Anxiety Levels and Locus of Control. Contemporary Educational Technology, Vol. 5, s. 3, pp. 218 – 238.
8. Alibudbud, Rowalt. (2021). On Online Learning and Mental Health during the Covid-19 Pandemic: Perspective from the Philippines. Asian Journal of Psychiatry, Vol. 66. https://doi.org/10.1016%2Fj.ajp.2021.102867.
9. Baloran, Erick T. (2020). Knowledge, Attitude, Anxiety and Coping Strategies of Students during Covid-19 Pandemic. Journal of Loss and Trauma, Vo. 25, No. 8, pp. 635 – 642.
10. Baloran, Erick T. (2020). Knowledge, Attitudes, Anxiety, and Coping Strategies of Students during COVID-19 Pandemic. Journal of Loss and Trauma. May 2020
11. Bernardo, Allan B. I., et al. (2020). Coronavirus Pandemic Anxiety Scale: Development and Initial Validation. Current Psychology, Springer.
12. Blasco, Raquel L., Coscullela, Cecilia L., &Robres, Alberto Q. (2020). Social Network Addiction and its Impact on Anxiety Level among University Students. Sustainability, Vol. 12, pp. 1 – 14.
13. Browne, Dillon. (2020, January 11). What to Know About Anxiety?. Medical News Today. https://www.medicalnewstoday.com/articles/323454#symptoms.
14. Burnett, Ingrid. (2020, October 22). Opinion: A Different Perspective on Education during a Pandemic. The Missouri Times. https://themissouritimes.com/opinion-a-different-perspective-on-education-during-a-pandemic/.
15. Bustillo, Ermelyn&Aguilos, Maricar. (2022). The Challenges of Modular Learning in the Wake of COVID-19: A Digital Divide in the Philippine Countryside Revealed. Education Sciences, Vol. 12. https://www.mdpi.com/2227-7102/12/7/449.
16. Cleofas, Jerome V. & Rocha, Ian Christopher N. (2021). Demographic, Gadget and Internet Profiles as Determinants of Disease and Consequence Related Covid-19 Anxiety among Filipino

College Students. Springer: Education and Information Technologies, Vol. 26, pp. 6771 – 6786. https://link.springer.com/article/10.1007/s10639-021-10529-9.
17. Commission on Higher Education (CHED). CMO No. 04, s. 2020: Guidelines of the Implementation of Flexible Learning. https://ched.gov.ph/wp-content/uploads/CMO-No.-4-s.-2020-Guidelines-on-the-Implementation-of-Flexible-Learning.pdf.
18. Confieso, Ronaldo S. (2020). AralingPanlipunan Students' Perception on Distance Learning in Relation to their Academic Performance during Covid-19 Pandemic. Unpublished Thesis.
19. Cruz, Tonyo. (2020, September 4). Class Struggle: Education amid Pandemic. Manila Bulletin. https://mb.com.ph/2020/09/04/class-struggle-education-amid-a-pandemic/.
20. Daracan, Marie Claire P. (2022). Distance Learning Challenges and Students' Academic Performance in Social Science Subject: Basis for Intervention Program. Unpublished Thesis, ISUE.
21. Dingcog, Aileen R. (2021). Karanasan, Suliranin at Akademikong Performance ng mga Mag-aaralsa Filipino sa Alicia National High School. Unpublished Thesis, Isabela State University.
22. Holland, Kimberly. (2022, June 28). Everything You Need to Know about Anxiety: A Medical Review by Dr. Jacquelyn Johnson. Online Healthline. https://www.healthline.com/health/anxiety.
23. Hosseinia, Leili&Khazalib Homayoun. (2013). Comparing the Level of Anxiety in Male & Female School Students. Procedia: Social and Behavioral Sciences. Vol. 84, pp. 41 – 46.
24. Hull, Megan and Dash, Sarah. (2022, May 25). Different Levels of Anxiety. The Recovery Village for Professionals. https://www.therecoveryvillage.com/mental-health/anxiety/levels-of-anxiety/.
25. Idris, Fasean. (2021). Academic Experiences, Physical and Mental Health Impact Of COVID-19 Pandemic on Students and Lecturers in Health Care Education. BMC Medical Education, Vol. 21, s. 542. https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02968-2.
26. Lee, Romeo B.; Sta. Maria, Madelene; Estanislao, Susana; & Rodriguez, Cristina. (2013). Factors Associated with Depressive Symptoms among Filipino University Students. PLOS ONE, Volume 8, Issue 11, 2013, pp. 1 – 8.
27. Mahyoob, Mohammad. (2020). Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners. Arab World English Journal (AWEJ), Volume 11, Number 4, pp. 351 – 362. https://files.eric.ed.gov/fulltext/EJ1287713.pdf.
28. Malolos, Grace Zurielle C. et al. (2021). Mental Health and Well-Being of Children in the Philippine Setting during the COVID-19 Pandemic. Health Promotion Perspective- An International Journal, Vol. 11, s. 3, pp. 267 – 270. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8501475/.
29. Manaligod, Sheryl Irene E. (2023). The Quality Elements of Flexible Learning: Basis for Localized modular Development for teachers and Students. Journal for Educators, Teachers and Trainers, Vol. 14, No. 2, pp. 510-540.
30. Marquez, Luana. (2018, July 23). Do I have an Anxiety of Worry: What is the Difference?. Harvard Health Blog. https://www.health.harvard.edu/blog/do-i-have-anxiety-or-worry-whats-the-difference-2018072314303.
31. Masjedi, Mahnaz F., et al. (2019). The Relationship between Gender, Age, Anxiety, Depression and Academic Performance among Teenagers. Journal of Family Medicine and Primary Care, Vol. 8, Issue 3, pp. 799 – 804.
32. Matic, Shayne Antonnette L. (2022). Web-Based Learning Experiences and Learners' Academic Performance: Basis for Intervention Program. Unpublished Thesis, Isabela State University
33. Mustafa, Nasir. (2020). Impact of the 2019–20 Coronavirus Pandemic on Education. International Journal of Health Preferences Research.
34. Oducado, Ryan Michael F. (2021). Gender Differences in Covid-19 Anxiety Syndrome among Filipino Nursing Students. JurnalKeperawatanPadjadjaran, Vol. 6, No. 1, pp. 1 – 8. http://jurnalkeperawatanglobal.com/index.php/jkg/article/view/170/81.
35. Özüdoğru, Gül. 2021. Problems Faced in Distance Education during Covid-19 Pandemic. Participatory Educational Research (PER), Vol. 8, No. 4, pp. 321 – 333. https://files.eric.ed.gov/fulltext/EJ1300914.pdf.
36. Pelucio, Luísa; Simões, Pedro;Dourado, Marcia Cristina; Quagliato, Laiana A. & Nardi, Antonio Egidio. (2022). Depression and Anxiety among Online Learning Students during The Covid-19 Pandemic. BMC Psychology. Vol. 10.

37. Rotas, Erwin E. &Cahapay, Michael B. (2020). Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis. Asian Journal of Distance Education, Vol. 15, Issue 2, pp. 147 – 158. https://files.eric.ed.gov/fulltext/EJ1285295.pdf.
38. Saavedra, Jaime. (2020). Educational Challenges and Opportunities of the Coronavirus (COVID-19) Pandemic. World Bank Blogs. https://blogs.worldbank.org/ education/educational-challenges-and-opportunities-covid-19-pandemic.
39. Salac, Romeo A., & Kim, Yun Seon. (2016). A Study on the Internet Connectivity in the Philippines. Asia Pacific of Business Journal, Vol. 1, Issue 1, pp. 67 – 88. https://doi.org/10.20522/APJBR.2016.1.1.67.
40. Santos, Geraldine B. (2020). Learners' Social Media Utilization and Study Habits in AralingPanlipunan Modular Distance Learning. Unpublished Thesis, Isabela State University.
41. Schleicher, Andreas. 2020. The Impact of Covid-19 on Education Insights from Education at a Glance 2020. The Organization for Economic Cooperation and Development. https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf.
42. Spitzer, Robert L., Kroenke, Kurt; Williams, Janet B. W.; Lo¨we, Bernd. (2006). A Brief Measure for Assessing Generalized Anxiety Disorder. Arch Intern Med, Vol. 166, pp. 1092 - 1096.
43. Superior, Daryl L., et al. (2021). The Information Seeking Behavior and Level of Knowledge, Precaution and Fear of College Students in Iloilo Philippines amidst the Covid-19 Pandemic. International Journal of Disaster Risk Reduction, Vol. 62, pp. 1 – 14. https://www.sciencedirect.com/science/article/pii/S2212420921003757.
44. Teodoro, Luis V. (2020, July 9). Philippine Education in Crisis. Business World Blog. https://www.bworldonline.com/philippine-education-in-crisis/.
45. Tria, Jose Z. (2020). The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal. International Journal of Pedagogical Development and Lifelong Learning.
46. Tria, Jose. Z. (2020). The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal. International Journal of Pedagogical Development and Lifelong Learning, Vol. 1, No. 1. https://doi.org/10.30935/ijpdll/8311.
47. UNESCO. (2020). Education in Post-Covid World: Nine Ideas for Public Action. International Commission on the Futures of Education. https://en.unesco.org/sites/default/files/education_in_a_post-covid_world-nine_ideas_for_public_action.pdf.
48. UNICEF Philippines. (2021). Impact of Covid-19on Poor Mental Health in Children and Young People "Tip of the Iceberg". https://www.unicef.org/philippines/press-releases/impact-covid-19-poor-mental-health-children-and-young-people-tip-iceberg-unicef.
49. Vitasari, Prima, et al. (2010). The Relationship between Study Anxiety and Academic Performance among Engineering Students. Procedia – Social and Behavioral Sciences, Vol. 8, pp. 490 – 497. https://www.sciencedirect.com/science/article/pii/S1877042810021725.