

**LEVEL OF HEALTH ADJUSTMENT AND ACADEMIC PERFORMANCE
AMONG THIRD-YEAR NURSING STUDENTS DURING BLENDED
LEARNING CLASSES**

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MISAMIS UNIVERSITY

2024

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LEARNING CLASSES**

An Undergraduate Thesis

**Presented to the Faculty of the College of Nursing, Midwifery and Radiologic
Technology**

Misamis University, Ozamis City

**In Partial Fulfillment of the
Requirements for the Degree
Bachelor of Science in Nursing**

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2024

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DECLARATION

We hereby declare that this research output is our original work, and it has been written by us in its entirety. We have duly acknowledged all the sources of information which have been used in this output.

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APPROVAL SHEET

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ABSTRACT

Blended Learning is a learning modality that is a combination of eLearning (online class sessions and face-to-face class sessions). The learning problem that already existed before the pandemic is anticipated to get worse with school closures, with children who are most susceptible suffering the most. This study assesses health adjustment and academic performance levels in blended learning classes for third-year students in one of Misamis Occidental's Higher Education Institutions. A descriptive correlational survey method of research was utilized in the conduct of this study. The researchers gathered 95 respondents, selected through simple random sampling, and asked them to answer two sets of questionnaires. Blended learning improved physical, psychological, and social health during the pandemic, but also caused headaches, back pain, drowsiness, and eye problems. The study identified theoretical competence in learners' academic performance in four courses. Results showed that 53.69% of participants had a grade between 2.01-2.50. Researchers found a significant relationship between participants' academic performance and physical health, but no significant relationship between learners' psychological and social health. Based on the subsequent findings and conclusions, it is recommended that more research like this should be conducted, including more respondents to participate in the data-gathering procedure to gather more data. Thus, it can be said that blended learning could be a great form of learning modality to be used for the delivery of instruction.

Keywords: *academic performance, blended learning, descriptive correlational survey method, health adjustment*

ACKNOWLEDGEMENT

We, the researchers, would like to express our gratitude to the following people who shed light on the completion of this study at Misamis University

To the school president of Misamis University, Dr. Karen Belina Feliciano De Leon, for her inspiring and motivating words of wisdom that touched the hearts of the researchers to finish this undergraduate thesis.

To our research adviser, Mr. Jesus G. Ocapan Jr., for his dedication on sharing his expertise and for encouraging the researchers to diligently accomplished the research. He helped the researchers be on the right track patiently and politely throughout the entire process.

To the members of the defense panel, headed by Dr. Sammy Taghoy for heartily sharing their time, expertise and suggestions which helped a lot in putting this study together.

To our research instructor, Mr. Jesus G. Ocapan Jr., for sharing his precious time and expertise in helping and motivating the researchers in finishing this study.

To our family and friends who supported them financially, emotionally and taking good care of the subjects used in this study. They were the reason why the researchers are motivated to accomplish this endeavor.

Most especially to the Almighty Father in heaven, for giving us the knowledge, wisdom and strength they need and for being the provider of all. The researchers offer this success to the merciful and loving Father.

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Chapter 1

INTRODUCTION

Rationale of the Study

The COVID-19 epidemic has caused unparalleled disruptions and challenges that have permanently altered the global educational landscape. As countries grappled with the rapid spread of the virus, educational institutions were forced to implement measures to protect public health, leading to widespread school closures and a rapid shift to remote learning. The effects of these measures on the global education landscape have been profound and far-reaching (UNESCO, 2021). Moreover, the COVID-19 pandemic has prompted major changes in the education sector, driving a swift transition from conventional in-person instruction to cutting-edge remote learning strategies. UNICEF Executive Director mentioned the closing of schools and the cancellation of in-school activities and classes due to the alarming threat posed by the COVID-19 pandemic. The learning problem that already existed before the pandemic is anticipated to get worse with school closures, with children who are most susceptible suffering the most. With this, children are forced to stay at home and continue their education amidst the proliferation of COVID-19 cases all around the world (UNICEF, 2021).

Blended learning, which combines elements of traditional classroom instruction with online learning, has emerged as a promising solution during these challenging times. The pandemic has underscored the necessity for flexible educational models that enable continuous learning amidst physical and in-person disruptions. (Kaur,M. 2013) The transition from traditional to blended learning has allowed educational institutions to

adapt to the pandemic and enhance student engagement, personalized learning, and educational outcomes. Blended learning combines eLearning and face-to-face classes, revolutionizing teaching and learning outcomes (Raja, R. & Nagasubramani, P., 2018). However, challenges associated with online teaching have made university employment less attractive (de Boer, 2020). Post-traumatic stress is a concern, with 48.3% of academics stating that modifications required to deliver lectures have increased stress levels (Greenberg & Hibbert, 2020). Reflective studies show negative impacts on higher education practitioners from face-to-face to blended learning, but optimism exists among academics about the opportunity to enhance virtual learning environments and improve the student experience (Sangster et al., 2020).

The Commission on Higher Education (CHED) introduced Memorandum Order No. 4 series of 2020, implementing blended learning in instruction delivery across the Philippines, including Misamis Occidental province. This study aims to assess students' anxiety about adapting to blended learning, which is still considered new and young. However, there are issues and difficulties with this increasing demand for blended learning that are worth looking into, particularly in newly established higher education institutions, since they impede the efficient and successful delivery of teaching and learning. (Alvarez, 2020). Students must adjust their academic performance by balancing face-to-face and online learning modalities. Curriculum adaptation involves aligning existing materials with new visions, allowing for a successful transition from classroom-based to blended learning environments (Debarger et al., 2017). According to Rizaldi et al. (2021), to prepare pupils for the shift to the new normal, the learning process needs to be adjusted. Teachers, students, parents, and the environment are all impacted by the academic discipline of

education itself. Distance learning is required for even practical learning. Distance learning is a non-face-to-face learning process, but the government plans to create a policy scenario for education in the new normal era (Rizaldi & Fatimah, 2020). This aims to reopen economic, social, and public activities using health standards, saving citizens' lives and empowering the state. However, it must be objectively considered to ensure students feel comfortable in the classroom (Paramita & Putra, 2020; Sari, 2020).

With the implementation of blended learning classes during the time of the pandemic, problems in how students adjust to the shifting of classes as well as their academic performance arise. In one of the HEIs in Northern Mindanao, it was predetermined that third-year students are most likely to be greatly affected by the changes in learning modality due to the sudden shift from face-to-face classes to online learning modality in response to the onset surge of Covid-19 cases in the country. With this existing gap, this study aims to measure the level of adjustment among third year nursing students enrolled in the school year 2022-2023 as well as the students' academic performance during the blended learning classes.

Theoretical Framework

This study is anchored on Roy's Adaptation Model (1976). This nursing theory model offers a framework for comprehending how people adjust to changes in their surroundings. Developed by Sister Callista Roy in the 1970s, the model is based on the belief that individuals are biopsychosocial beings who strive for adaptation and balance in response to environmental stimuli. The theory of academic performance, on the other hand, is a psychological theory that describes factors that influence academic achievement. It posits that academic performance is determined by a complex interplay of cognitive,

behavioral, and environmental factors, including motivation, self-regulation, learning strategies, and social support. In this paper, we will explore how Roy's adaptation model and the theory of academic performance can be combined to better understand the factors contributing to academic success among college students during blended learning classes.

The aforementioned Sister Callista Roy (1976) Adaptation Model serves as the primary foundation for our investigation. Roy's paradigm states that an individual is a bio-psycho-social being in constant touch with a changing environment. People can adapt in two ways: naturally and via education. Individuals and members of social groups, such as families, companies, and communities, are covered under the idea. The individual interacts with a dynamic environment on a continual basis. People employ both intrinsic and learned mechanisms—biological, psychological, and social in origin—to adapt to a changing reality. The individual has to adjust in order to react favorably to changes in the environment. This abrupt switch to online education necessitates some adaptations from many students due to the shift in learning style to stop the virus from spreading. In addition, this model's metaparadigm concepts include person, environment, health, and nursing. The environment contains focal, contextual, and residual stimuli. Focused stimulation is provided by the conflict between one's internal and external circumstances. The person quickly rejects these outside and internal pressures. The focus stimulus is managed by nurses first, followed by the contextual stimulus. Roy contends that people are holistic entities that constantly interact with their surroundings. Humans have an inbuilt and learned adaption mechanism that they employ to react to their surroundings. Individuals or groups, such as families, corporations, or the entire world community, can be considered human systems. In terms of study experience, students are often dissatisfied

with blended learning, as they miss interactions with peers and teachers (de Haas et al,2020). Because of the disorganized nature of blended learning and the worse quality of online courses in comparison to conventional ones, they view their academic experience as challenging and worse than it was before to the pandemic (Wilczewski et al., 2020). For this reason, students experience tension and pain as they struggle to acclimate to the new normal.

Since the goal of this study is to determine the degree of health adjustment that third-year nursing students make during blended learning classes, one of the theories that will form the basis of the investigation is Roy's adaption model. The third-year nursing students in the school year 2022-2023 are most likely to adjust during their first year as college students in the school year 2020-2021 where they are forced to adapt and adjust to the changes in learning modality and at the same time adjust as freshmen college students with a new unfamiliar system. Shortly after 2 years of having online classes, the majority of the population got their respective vaccines and also the majority of the schools and learning institutions opened its gates for traditional face-to-face classes and blended learning classes. With this implementation and changes in learning modality, students need to adapt and adjust once again. Roy's adaptation model will help the researchers to understand better the health adjustment level of students during blended learning classes.

Students have the capability for extraordinary academic achievement in a university environment. This proposition diverges among different students. Down-to-earth accomplishments happen in day-to-day practice in university settings. At the beginning of the semester, the teachers and administrators take a turn to inspire the students to pursue their dreams to come out with flying colors at the end of their study. Since accomplishments

are a shared vision of the entire academic community is applicable in many learning contexts.

Wallace Bacon's (2001) Performance Theory pushes teachers to become more empowered in order to support others' learning and development. This kind of education will develop information that will have an impact on society and promote rapid achievement. According to Wiske's (1998) research, performance suggests learning for comprehension. Academic quality rises as a result of improved performance in the classroom. An atmosphere where performance surpasses the expectations of the stakeholders in the academic community is created by this procedure. Additionally, there will be a reduction in cost, which means that less monetary resources will be needed to achieve the intended outcome. A stronger academic record will help boost motivation, ability, knowledge, and skills. If there's one thing a student is conscious of, it will be their academic performance. The factor influencing students' attitudes toward the learning process is their motivation. Numerous investigations have been carried out to examine the impact of student motivation on academic achievement, and diverse definitions of student motivation have been employed by diverse scholars. This idea, which will form the basis of the investigation, will greatly aid the researchers in their quest to comprehend students' academic achievement.

Conceptual Framework

This study describes the level of health adjustment among third-year nursing students during blended learning classes. In this study, the physical, psychological, and social health of the respondents play a vital role in identifying whether the students were able to adjust from face-to-face learning to blended classes and the level of these adjustments. According to Nie et al. (2004), health adjustment is the process by which students work to establish balance in their learning environment and enhance their academic performance. It entails learning habits, resource use, motives for learning, satisfaction from learning, learning styles, etc. Actively participating parents are essential to the academic and educational success of their children. When families, schools, and communities work together as partners, students achieve more and are better prepared for success in the classroom. To help their children thrive in school and beyond, parents—who are fundamental to learning and development—assist in directing their social, emotional, and physical development. With the pandemic preventing traditional face-to-face classes, schools immediately shifted to blended learning, forcing students to adapt to the new setup. Aside from teachers recording and uploading their lessons online, innovative ways are also being implemented such as the use of distance learning. However, since the pandemic was unprecedented, not all teachers and students were prepared for the modular setup. Moreover, affordability and accessibility are still an issue in terms of technology integration in online and modular learning (Alvarez, Jr., 2020). As issues and unpreparedness of both teachers and students, as well as parents are evident, the academic performance of students may be affected. The researchers want to measure the effects of online learning during the epidemic by examining student experiences as well as lecturer instruction and evaluations. They also want to investigate the effects on their emotional

and physical health, as the online learning environment would have an effect on these areas as well. In light of resurgent pandemic epidemics, traditional on-site teaching and learning cannot continue. Since social distance is now essential to the survival of all societies, there has been a swift shift in pedagogy from traditional classroom settings to online ones, in-person education to virtual instruction, and seminars to webinars. The repercussions of the pandemic have sped up the digitalization of higher education throughout the world and ushered in a moment of dramatic technical transformation.

Health Adjustment. Health adjustment in this paper refers to the three (3) aspects of Health namely Physical, Psychological, and Social Health.

Physical Health During Blended Learning. Researchers need to look at how the pandemic's introduction of online learning would impact students' physical and mental health in addition to their learning experiences. This includes how it will impact lecturers' instruction and assessments of their students. The Department of Health guidelines mandated that practical sessions be conducted in a staggered manner, with proper cleanliness, social and physical distance, mask use, and cohorting. Meanwhile, lectures were delivered via a range of online learning platforms, such as Canvas, Microsoft Teams, Google Meet, Skype, and Zoom. Online learning techniques immediately proved advantageous. Lectures and problem-based learning (PBL) may go on using teleconferencing software, technology, and online learning management systems. The teaching and learning procedures at UBD remained unaffected by the epidemic. (Naing, 2021).

People have become less physically active, spend more time in front of screens, and eat poorly as a result of the COVID-19 epidemic, which has forced sports facilities all

around the world to close. These factors might all lead to health issues. More than half of the professors claimed to have "more time for exercise" while having "more screen time," which has led to "computer-related physical stress" such as back pain, dry eyes or strains, and carpal tunnel syndrome. Student respondents to our survey said they "missed dining outside," "did not participate in extracurricular activities," and experienced "increased back issues" and "eye strain/dry eyes." In the study, it was shown that the rising use of computers and other devices for online learning has physical consequences such as back issues, eye strain, dry eyes, and computer-related physical stress, which are most likely to be aggravated by extended screen time. (Naing, 2021)

Psychological Health During Blended Learning. People need healthy connections to maintain healthy mental health. They might promote a feeling of community. They can offer chances for experience sharing and make it possible to offer and receive emotional assistance. Education facilities are highly social environments. Finding ways for staff and students to stay connected should be a top concern at this time of educational setting closures and social estrangement. It is healthy for our mental health to quit worrying about things we cannot control by paying attention to what is happening in the "here and now." Utilizing our five senses to increase our awareness of the environment and spending some time to reflect on our physical and emotional states are examples of being present. (HWB, 2020). College students may experience loneliness and isolation from losing touch with friends, but the sudden end of the semester can also lead to the termination of research projects and internships, raising concerns about graduation and employment opportunities. (Naing, 2021)

Teenagers who experience anxiety over the pandemic may find that social isolation after school closures exacerbates their mental health issues. Their anxiety may be exacerbated by worries about their future employment, a lack of interpersonal communication, a lack of understanding of how the virus spreads, as well as a generalized fear of the unknown. Students in our research named the pandemic's consequences on mental health as stress, anxiety, loneliness, and sadness. Students endure stress because of increasing demands for autonomous study and deviations from their regular routines, which can have psychological effects including anxiety, sadness, trouble falling asleep, and stress eating. Due to the cancellation of clinical assignments, students may feel more isolated and cut off from their typical social networks at schools or colleges (Naing, 2021).

Social Health During Blended Learning. Information technology encourages personalized learning, develops critical, creative, and analytical thinking abilities, and inspires students via cooperation and interaction. Face-to-face education combined with technology integration can strengthen a collaborative and communicative learning environment and provide significant learning outcomes. Blended learning is one of the top ten developments in the field of knowledge delivery, according to Rooney (2003a). Blended learning is still restricted in Africa due to infrastructure issues, legislative issues, and other issues. As a result, technology needs to be modified to fit the unique characteristics of the area being studied. The difficulties encountered in Kenya's deployment of blended learning stated that these difficulties may be overcome by offering ways to close the digital divide, such as by implementing the module software's offline mode and adopting its mobile version. (Okocha, 2019)

The rising use of technology has altered both the way that students behave and how they study. This global trend states that these institutions face new difficulties because of incorporating new technology into the educational process. The traditional educational process calls both students and teachers to adopt new behaviors, cognitive processes, and abilities to accommodate more dynamic models. These changes highlight the need for innovative teaching strategies like blended learning. Due to its emphasis on work experience, BL offers benefits for international accreditation, attracts professionals and academics from different backgrounds and countries, lowers the barriers of cost and accessibility compared to traditional programs, and provides a more engaging learning experience. (Dakduk et al., 2019)

Academic Performance. Similar effects on mental health were shown among educators, where almost half of them reported feeling more stressed owing to juggling deadlines and unforeseen diversions. Work, family, and self-related worries might have also harmed one's mental state. However, our research revealed that academics had a closer bond with their families. It's interesting to note that instructors reported less stress, anxiety, and loneliness than did students. Anxiety and stress have been found to impair students' performance and perhaps hinder their academic success by interfering with their ability to learn new things and manage their time, focus, and motivation when studying (Naing, 2021).

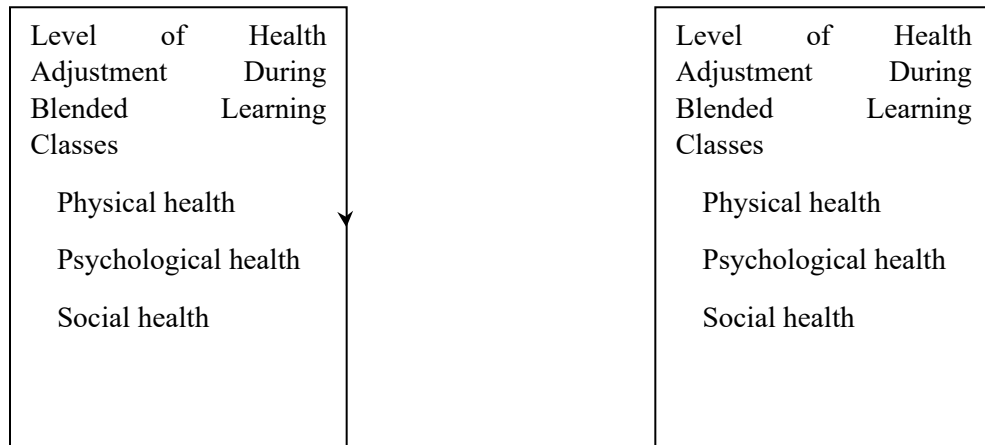


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study primarily aims to assess the level of health adjustment and academic performance among third-year students during blended learning classes. Specifically, this study sought to answer the following questions:

1. What is the respondents' level of health adjustment during blended learning classes in terms of physical, psychological, and social health?
2. What is the respondents' academic performance?
3. Is there a significant relationship between the respondents' level of adjustment and their academic performance during blended learning classes?

Hypothesis

Based on the research objectives, the hypothesis has been developed as follows:

Ho: There is no significant relationship between the student's level of adjustment and their academic performance during blended learning classes.

Chapter 2

RESEARCH METHODOLOGY

This chapter presents the research design, respondents, instrument, data gathering procedure, ethical considerations, and data analysis.

Design

A descriptive correlational survey method of research was used in the study. This method involves description, recording analysis, and interpretation of the existing conditions. Correlational research is an effective method for determining how closely two variables are related. Similar to descriptive designs, correlational designs do not call for a description of the characteristics of the variables being researched. Nevertheless, researchers cannot modify the variables in correlational research (Akinlua, 2019). Also, this research is a descriptive study because it aims to describe what a certain situation is and explore beyond and describe the respondents' profile in terms of their participation in their academic performance during blended learning classes. This study is correlational because it examined the level of adjustment and academic performance of the respondents during blended learning classes.

Setting

This study was conducted in one of the Higher Education Institutions in Misamis Occidental. The said institution is located approximately 39 kilometers away from Oroquieta City which is the capital city of the aforementioned province. This institution offers various programs including a Nursing program. Moreover, the said HEI recently switched from traditional teaching and learning set up to blended learning due to the

COVID-19 pandemic and in response to CHED memorandum no. 4 series of 2020 or also known as Guidelines on the Implementation of Flexible Learning. This allows the institutions to provide quality education through utilizing a different modality during the height of the pandemic. Thus, due to this reason, the setting is a great venue to conduct this study.

Respondents

The research was implemented starting with selecting researchers from a population using simple random sampling, a sort of probability sampling to eliminate bias in gathering data for the conduct of this study. Every individual in the population has the same chance of being chosen. This sample was utilized by the needs of the research project and to achieve a reasonably equitable selection from the population size. Using Simple Random Sampling (SRS), the researchers aimed to collect around several 95 respondents to answer the questionnaire provided this number of respondents is enough for sampling. Moreover, the respondents were asked for their permission to participate in this study. When respondents decline to participate, the researchers will pick other respondents at random. The respondents were questioned at their homes or another comfortable location of their choice.

Instruments

The study used two sets of researcher-made questionnaires as data-gathering instruments:

A. Respondent's level of health adjustment questionnaire (Appendix A). The questionnaire utilized the four-point Likert Scale. In determining the health adjustment

among the respondents, the researchers crafted a questionnaire that was checked and evaluated by the thesis adviser and validated using Cronbach's Alpha before its implementation. The instrument contains 40 items describing the three concepts of adjustment during blended learning classes including physical, psychological, and social health.

In determining the level of adjustment, the following scale was used:

Level of Adjustment Scale

Continuum	Responses	Interpretation
3.25 – 4.0	4 – Strongly Agree	Very High
2.25 – 3.24	3 – Agree	High
1.75 – 2.24	2 – Disagree	Low
1.0 – 1.74	1 – Strongly Disagree	Very Low

The table above shows the level of adjustment scale of the respondents. The scale is made up of four different responses with 4 as Strongly Agree, 3 as Agree, 2 as Disagree, and 1 as Strongly Disagree. Upon collection and interpretation of data, it is then interpreted based on the results and according to the elements projected in Table 1.

B. Respondent's academic performance (Appendix B). The researchers used documentary analysis of students' academic performance. Grades from their subjects NCM111, NCM112, NCM113, and NCM114, constitute the theoretical competence of the student during blended learning classes. The average grades of the theoretical competence

represent students' academic performance. To determine students' academic performance, table 2 shows the continuum used in the study.

Students' Academic Performance Continuum

Average Grade	Interpretation
1.0 – 1.25	Outstanding
1.26 – 1.5	Very Satisfactory
1.51 – 2.0	Satisfactory
2.01 – 2.50	Fair
2.51 – 3.0	Poor

Table 2 shows the continuum used in identifying the academic performance of the respondents. If the student receives a mark of 1.0-1.25, his/her academic grade will be interpreted as outstanding. A mark of 1.26-1.5 is interpreted as very satisfactory, 1.51-2.0 as satisfactory, 2.01-2.5 as fair and 2.51-3.0 as poor.

Data Gathering Procedure

In gathering the data, the researchers personally asked the college dean for consent to allow the researchers to conduct their pilot test and the actual data-gathering procedures. Researchers prepared a formal letter to ask permission to allow us to conduct this study (Appendix C). Upon securing the necessary approval, the researchers set the schedule for meeting the respondents. The respondents of the study were informed about the purpose of this paper and were asked for their free time to answer the research questionnaires. Moreover, the researchers asked the respondents for a way that is efficient and comfortable

for them to answer the survey questionnaire which they chose to answer via Google Forms. The data gathered were then submitted for analysis and interpretation.

The survey questionnaire used in this study has two parts. The first part of the questionnaire consists of questions relevant to the level of adjustment of learners in terms of their physical, psychological, and social health. The second part of the questionnaire is intended for the research respondents to indicate their grade marks for the courses NCM111, NCM112, NCM113, and NCM114.

The three parts of the questionnaire used a four-point Likert scale with the following descriptive ratings for the level of adjustment during blended learning classes: 4- Strongly Agree, 3- Agree, 2- Disagree, and 1-Strongly Disagree. After multiple adjustments based on the feedback, recommendations, and comments of the thesis adviser and panel of experts, the questionnaire's content validity was attained. The instruments were pilot tested with the respondents after content validation. Uncertain and unsuitable questions were removed or swapped out. The final questionnaire included feedback from the pilot test.

Ethical Considerations

This study was subjected to various ethical concerns. Prior to the participation of the respondents in the implementation of this study, all were given a consent and assent form. This is to ensure that the participation of the respondents was completely voluntary and that they may withdraw from participation in this research at any time and for any cause.

In order to give the respondents the assurance that their responses would be

carefully kept confidential and would only be used for academic purposes, the researcher subsequently and explicitly explained the objectives and purpose of the study to the participants. The researchers took precautions to ensure each participant's safety throughout the study to prevent physical or psychological harm. The respondents were made aware that they could stop taking part in the study whenever they wanted to. Due to this, the researchers thought about fostering a positive environment among the participants of this study.

Data Analysis

This study used the following tools in analyzing the data that will be gathered with the use of Minitab Software:

Frequency and Percentage were used to determine the academic performance of the third-year students in terms of theoretical competence which includes the courses NCM111, NCM112, NCM113, and NCM114.

Mean and Standard Deviation were used to determine the level of adjustments during blended learning classes among third-year students as to physical, psychological, and social health.

Pearson Product Moment Correlation Coefficient was used in exploring the significant relationship between the student's level of adjustment and their academic performance during blended learning classes.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the results, analysis, and interpretation of the gathered data. The analysis of the data was presented in accordance with the statement of the problem in Chapter 1.

Level of Health Adjustment during Blended Learning Classes

Physical Health

Table 1A shows the level of health adjustment during blended learning classes in terms of Physical health among third-year nursing students. The data shows that the respondents respond highly on feeling anxious during blended classes which has a weighted mean of 2.80. Also, in terms of having dark eye circles during blended learning due to lack of sleep, the respondents highly responded to this which has a weighted mean of 2.71. However, the respondents responded lowly when asked about having back pains when sitting in a classroom or having online classes which garnered a 1.85 weighted mean. Moreover, it was determined that in terms of not getting headaches when using laptops during online classes or staring at the TV monitor during face-to-face classes for a very long period, the respondents responded lowly with a weighted mean of 1.96. In general, the weighted mean of the data gathered is 2.37 which means that the level of health adjustment of the respondents in terms of their physical health is high.

This study, based on Idris et al.'s 2021 study, found that students often miss extracurricular activities and face back problems, eye strain, and dry eyes during online classes. Distractions, such as background noise, also hinder at-home education. Home

environmental issues, task conflicts, and the conflict between academic roles and family responsibilities may also hinder students' performance. Additionally, Lemana's (2022) study found that physical and mental health significantly impacts students' academic performance, and students' frustrations with their new learning environment may negatively impact their academic performance. Data suggests learners should be well-oriented on blended learning mechanisms to prepare physically for better experiences and enhance academic performance in theoretical competence.

Table 1A: Level of Health Adjustment during Blended Learning Classes in terms of Physical Health

Construct/ Indicator	Weighted Mean	Interpretation
1. I'm physically active during blended classes.	2.55	High
2. I don't get headache when I'm using my laptop during online class or staring on the tv monitor during face to face for a long period of time.	1.96	Low
3. When I'm sitting in classroom or having my online class, I don't get back pain.	1.85	Low
4. I have dark eye circles during blended learning due to lack of sleep.	2.74	High
5. I don't feel drowsy during blended classes.	2.05	Low
6. My eyesight didn't get bad when shifting of mode of learning (face-to-face to online and vice versa) weekly.	2.04	Low
7. During blended learning classes I feel confident and relax after when I got enough of sleep.	2.72	High
8. I feel anxious during blended classes.	2.80	High
9. I could regain my strength if I took a 10-minute power nap during blended learning.	2.47	High
10. I don't have trouble sleeping after a face-to-face class or an online class.	2.29	High
11. My energy doesn't gets easily drained during blended learning classes	2.32	High
12. After a week of online class and we shift to face-to-face, I experienced muscle cramps and pain.	2.49	High
13. I get constipated during face-to-face classes, but my bowel movement is fine during online class.	2.15	Low
14. I feel recharged and active when I'm full both in online class and during face-to-face.	2.67	High
15. I have time to do physical activity before having face-to-face classes and online classes.	2.41	High
GRAND WEIGHTED MEAN	2.37	High

Legend: Very High- 3.25-4; High- 2.25-3.34; Low- 1.75-2.24; Very Low- 1.0-1.74

Psychological Health

Table 1B shows the level of health adjustment of the respondents during blended classes in terms of their psychological health. The table indicates that the respondents highly believed that they knew how to handle and calm themselves when stressed during blended classes with a weighted mean of 2.87. When asked if they felt well-adjusted during blended classes, the respondents responded positively with a weighted mean of 2.69. However, the table also shows that the respondents responded negatively in terms of the mind feeling tired, used up, and exhausted with a weighted mean of 1.95. Also, the respondents felt anxious, exhausted, and depressed during the conduct of blended classes with a weighted mean of 2.23. In general, the weighted mean in terms of the level of health adjustment among third-year nursing students is 2.49 which is interpreted as high.

The results imply that the respondents were able to adjust well during blended learning psychologically. This means that the use of blended learning does not affect the learner's psychological health still being able to cope with classes and performance tasks assigned to them. Idris et al. (2021) found that students became more independent, adaptable to online learning, and self-motivated during the pandemic. Online pedagogy benefits students by encouraging independent work and improving self-efficacy. Autonomous learners achieve higher standards, employ various learning methodologies, and have higher self-esteem. However, increasing pressure to complete tasks can cause stress, leading to psychological effects like anxiety, sadness, sleep difficulties, and stress eating.

Table 1B: Level of Adjustment during Blended Learning Classes in Terms of Psychological Health

		Construct/Indicator	Weighted Mean	Interpre
Social Health	Table 1C shows the level of health adjustment among third-year nursing students during blended learning. The data shows that the respondents were able to try new things during blended learning with a weighted mean of 3.06. Also, the respondents responded positively in terms of being able to build a good	1. I have felt well-adjusted during the blended class.	2.69	Hig
		2. After class, my mind doesn't feel tired, used up or exhausted.	1.95	Lo
		3. I don't feel anxious and nervous during blended learning.	2.23	Lo
		4. I have been happy and satisfied with my academic performance in blended classes.	2.52	Hig
		5. I have felt eager to study our lessons and assignment during blended classes.	2.61	Hig
		6. During blended classes I could easily handle or cope my school problems.	2.60	Hig
		7. I can think and decide clearly during blended class.	2.62	Hig
		8. I don't feel dull and sluggish when having our blended classes.	2.36	Hig
		9. During blended classes I feel calm and listen attentively.	2.56	Hig
		10. I know how to manage my time during blended classes.	2.59	Hig
		11. I am excited having our blended classes.	2.49	Hig
		12. I don't procrastinate and submit my outputs on time during blended classes.	2.46	Hig
		13. I know how to handle and calm myself when I'm stressed during blended classes.	2.87	Hig
		14. My confidence level improved during blended classes.	2.59	Hig
		15. I never got depressed during blended learning classes.	2.23	Lo
GRAND WEIGHTED MEAN		2.49	Hig	
Legend: Very High- 3.25-4; High- 2.25-3.34; Low- 1.75-2.24; Very Low- 1.0-1.74				

relationship with their classmates during blended learning classes garnering a weighted

mean of 3.04 which is interpreted as high. In general, the respondents were able to attain a high level of health adjustment in terms of their social health with a weighted mean of 2.83. Thus, this implies that learners were well-adapted and adjusted socially during the blended learning modality used in the institution they were enrolled.

Thus, through the data, the results imply that the respondents are well-adjusted in terms of their social health. This means that the shift to the use of blended learning does not negatively affect the students' social health. According to a study by Tidmore (2018), online instruction combined with blended learning can help address low self-esteem, behavioral changes, homelessness, incarceration, and unemployment by preparing students for the workforce of the twenty-first century. Thus, this implies that blended learning could be of great help for learners in becoming well-equipped with the necessary social skills intended to boost self-esteem and become efficient in dealing with their future careers.

Table 1C: Level of Adjustment during Blended Learning Classes in Terms of Social Health

Construct/Indicator	Weighted Mean	Interpretation
1. I gained a lot of friends during blended learning classes.	3.02	High
2. I believe blended learning classes are convenient for our social being.	2.83	High
3. I developed my communication skills during blended learning classes.	2.83	High

4. I find it easy to connect virtually and communicate personally with my classmate during blended learning classes.	2.92	High
5. I feel more comfortable around other students during blended learning classes.	2.83	High
6. During blended learning classes, I participate in discussions.	2.96	High
7. I believe that blended learning classes reduced my social anxiety.	2.73	High
8. I share my life experiences with my peers during blended learning classes.	2.59	High
9. I try new things during blended learning classes.	3.06	High
10. I have built a good relationship with my classmates during blended learning classes.	3.04	High
11. During blended learning classes, I find group activities productive.	2.77	High
12. I developed my social skills during blended learning classes.	2.81	High
13. I am more interactive during blended learning classes.	2.75	High
14. I am confident in doing my return demonstration with my clinical instructor during blended learning classes.	2.75	High
15. I become confident to join school events during blended learning classes.	2.60	High
GRAND WEIGHTED MEAN	2.83	High

Legend: Very High- 3.25-4; High- 2.25-3.34; Low- 1.75-2.24; Very Low- 1.0-1.74

Academic Performance in Terms of Theoretical Competence

Table 2 shows the respondents' academic performance in terms of theoretical competence. The table reflected that 51 of the learners have a grade average of 2.01-2.50 which is interpreted as fair. Moreover, 35 out of 95 respondents have an average ranging

from 1.51 to 2.0 which is then interpreted as satisfactory. This implies that learners perform fairly during the implementation of blended learning.

The information below suggests that respondents did reasonably throughout blended learning, indicating that the use of blended learning did not have a detrimental impact on learners. In a research project led by Tong, DH. et. al. (2022), it was mentioned that integrated learning enhanced students' academic performance and abilities for independent study. Based on observations and a survey of students' opinions, blended learning has enhanced students' academic performance, self-study abilities, and learning attitudes. Additionally, it demonstrated how it improved the rapport between students and teachers.

Table 2. Respondents' Academic Performance in terms of Theoretical Competence

Grade Range	Frequency	Percentage	Interpretation
1.26- 1.50	5	5.26%	Very Satisfactory
1.51- 2.0	35	36.84%	Satisfactory
2.01- 2.50	51	53.69%	Fair
2.51- 3.0	4	4.21%	Poor
TOTAL	95	100%	
<i>Legend: Outstanding- 1.0-1.25; Very Satisfactory- 1.26-1.50; Satisfactory- 1.51-2.0; Fair- 2.01-2.50; Poor- 2.51-3.0</i>			

Relationship between Physical, Psychological, and Social Health to Academic Performance during Blended Learning

To answer the third problem stated in Chapter 1, the researchers gathered the data from the respondents' answers and were subjected to data analysis. To know the relationship among variables, the Pearson Product Moment Correlation Coefficient was gathered and analyzed whether the existing variables have a significant relationship or none. Table 3A, Table 3B, and Table 3C show the relationship between physical, psychological, and social health and their academic performance in theoretical competence during blended learning.

Physical Health

As shown in Table 3A, the result reveals that there is a significant relationship between physical health and academic performance in terms of the respondents' theoretical competence during blended learning since the computed r -value of 0.250 is greater than the p -value which is 0.202 with a degree of freedom of 93 and level of significance of 0.05. This implies that the physical health of the respondents has a significant relationship with their academic performance in terms of their theoretical competence. Thus, the physical health of the learners could have adverse effects on their academic performance. This means that students were still able to perform activities that could help them improve their physical health even during the implementation of blended learning.

The results gathered in the study conducted by Idris, F. (2021) supported the data analyzed in this study. The results of the aforementioned study show that there is a significant relationship between the students' physical health and their academic performance. Students showed a positive response and reported that blended learning made them more independent and allowed them to cope with the change immediately. Also, the

study conducted by Tenison & Touger-Decke (2018) revealed that students have a positive response towards physical activities during blended learning and its efficiency is almost the same as their performance during face-to-face classes. Concerning the aforementioned studies, the physical health of learners involved in a blended learning program may benefit or improve their physical health even though students are in their homes and away from the institution.

Table 3A. Relationship between Physical Health and Academic Performance in Theoretical Competence during Blended Learning

<i>r-comp.</i>	p-value	Degree of Freedom	Level of Significance
0.250*	0.202	93	0.05
*= significant			

Psychological Health

As projected in Table 3B, the result shows that the psychological health of the learners does not have a significant relationship to their academic performance in terms of their theoretical competence during blended learning since the computed r-value -0.114 is less than the p-value which is 0.202 with a degree of freedom 93 and 0.05 level of significance. This implies that the psychological health of the respondents does not have significant effects on their academic performance when engaging in blended classes. Moreover, the relationship established in these results entails that there are no adverse effects on the respondents' psychological condition negatively or positively during blended learning. This concludes that psychological health does not have any significant effect on the learners' academic performance during blended learning.

Wong (2022) highlighted that the results of blended learning have the potential to start a positive feedback loop that starts with other people's acknowledgment and progresses to meeting the second need—competence—later on, improving identity formation and finally going back to relatedness. The study of Niu et al. (2023) also provides an understanding that blended learning has a positive benefit for learners, especially nursing students. The results of the study provide an understanding that in blended learning, learners tend to have a balanced life and opportunities for in terms of their mental health in an online and offline learning.

Table 3B. Relationship between Psychological Health and Academic Performance in Theoretical Competence during Blended Learning

<i>r-comp.</i>	p-value	Degree of Freedom	Level of Significance
-0.114	0.202	93	0.05
ns= not significant			

Social Health

As depicted in Table 3C, the results reveal that there is no significant relationship between social health and academic performance in terms of theoretical competence during blended learning. This is due to the reason that the computed r-value which is -0.0006 is less than the p-value which is 0.202 with a degree of freedom which is 93 and 0.05 level of significance. This simply implies that the social health among the respondents does not necessarily have significant effects on their academic performance. This means that learners may or may not be introduced to blended learning because this does not adversely affect the learners socially.

On the other hand, the study conducted by Huang & Lee (2023) presents that during blended learning, social health plays a pivotal role in making learners more motivated, engaged, and playful influencing their academic performance positively. So & Brush (2008) revealed that during blended learning, students' social health, presence, and overall satisfaction are positive yet it does not have a significant relationship with their academic performance. Thus, collaborative works during online and offline learning tend to still improve social skills and sense of belongingness among their peers and classmates. Thus, still, despite the aforementioned relationship established between social health and the student's academic performance, it is important to help learners hone their social skills as this may or may not influence their acquisition of learning.

Table 3C. Relationship between Social Health and Academic Performance in Theoretical Competence during Blended Learning

<i>r-comp.</i>	p-value	Degree of Freedom	Level of Significance
-0.0006	0.202	93	0.05
ns= not significant			

Chapter 4

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of findings and conclusion of the study as well as recommendations of the researchers.

Summary

This study primarily aims to assess the level of health adjustment and academic performance during blended learning classes among third-year students. The research was conducted on one of the HEIs in the province of Misamis Occidental. Moreover, the researchers gathered 95 respondents to participate in the data gathering procedure of this study of which the selection of the respondents was done by randomly selecting the participants to eliminate the bias of the data. To fully understand the level of adjustment and academic performance of the research participants, frequency and percentage, mean and standard deviation, and Pearson product-moment correlation coefficient were used in treating the data,

Findings

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

1. The study found that learners experienced positive adjustments in their physical, psychological, and social health during blended learning, particularly during the pandemic. The data suggests that the respondents positively conquered the challenges faced as being subjected to blended learning. Moreover, in terms of their health adjustment, social health received the highest weighted mean of 2.83 followed by psychological health with a weight mean of 2.49 and physical health

received the lowest weighted mean of 2.37. All three weighted means are interpreted as High meaning, the learners were able to adjust well during blended learning classes.

2. The academic performance of the learners was identified by getting the mean of the existing grade marks of the students among three courses namely NCM111, NCM112, NCM113, and NCM114. The data revealed that in terms of theoretical competence, the academic performance of the respondents is mainly saturated on marks ranging from 2.01-2.50 which constitutes 53.69% of the total number of research participants. Thus, this entails that the respondents' academic performance was not negatively affected by blended learning.
3. In determining the relationship between two variables, researchers calculated the *r*-value. Data revealed that there is a significant relationship between the academic performance of the participants and their physical health. However, data suggests that there is no significant relationship between the academic performance of the learners and their psychological health as well as their social health.

Conclusion

Based on the findings of the study, below are the following conclusions obtained:

1. During the implementation of blended learning, the level of adjustment of nursing students in terms of their physical, psychological, and social health is high which entails a positive response among the respondents in terms of adjusting to the new learning modality.

2. Most of the learners have grades concentrated from 2.01-2.50 on courses NCM111, NCM112, NCM113, and NCM 114. The data indicates that the learners' academic performance was not negatively impacted by the novel learning modality.
3. It was found that respondents' level of health adjustment in terms of their physical health and their academic performance established a significant relation while it was also established that there is no significant relationship between the level of health adjustment and their psychological and social health. With this, the null hypothesis is rejected.

Recommendations

Based on the findings and conclusion of the study, the researchers came up with the following recommendations:

1. The administration of the institution may provide more avenues for students on research like this as this helps the institution to understand how to better implement other forms of learning modalities, especially during times of need like during a pandemic.
2. The institution's researchers may collaborate to develop and strengthen the culture of research.
3. Faculty members may understand the conditions experienced by the learners during blended learning so they would be able to provide better and more appropriate methods for delivering lessons using the blended learning modality. This will help the learners to better grasp the concepts presented during face-to-face and online classes.

4. Students may conduct more studies like this to better understand how other students cope with changes in terms of the learning modalities used in schools in relation to the changes happening in the world.
5. Future researchers may continue exposing themselves to research relevant to the level of adjustment among students in relation to their academic performance in various courses and field expertise.
6. Future researchers may utilize more respondents compared to the number of participants in this study to gather more data relevant to understanding the level of adjustment among learners.
7. Future researchers may utilize this study as a baseline reference in the conduct of future studies relevant to understanding the level of adjustment among learners and their academic performance during blended classes. Also, future researchers should also assess and evaluate other modalities used for instruction delivery and examine its effects to the learners and other factors such as their academic performance and theoretical competence.

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Appendix A. LEVEL OF ADJUSTMENT QUESTIONNAIRE

Directions: The following are statements about your level of adjustment during blended learning classes in terms of physical health, psychological health, and social health. Please answer the following questions by placing a checkmark (✓) on the most suitable options and/or writing the answer in the space provided. Kindly complete the questionnaire.

Construct/Indicator	[4] Strongly Agree	[3] Agree	[2] Disagree	[1] Strongly Disagree
A. Physical Health During Blended Learning				
1. I'm physically active during blended classes.				
2. I don't get headache when I'm using my laptop during online class or staring on the tv monitor during face to face for a long period of time.				
3. When I'm sitting in classroom or having my online class, I don't get back pain.				
4. I have dark eye circles during blended learning due to lack of sleep.				

5. I don't feel drowsy during blended classes.				
6. My eyesight didn't get bad when shifting of mode of learning (face to face to online and vice versa) weekly.				
7. During blended learning classes I feel confident and relax after when I got enough of sleep.				
8. I feel anxious during blended classes.				
9. I could regain my strength if I took a 10-minute power nap during blended learning.				
10. I don't have trouble sleeping after a face-to-face class or an online class.				
11. My energy doesn't gets easily drained during blended learning classes				
12. After a week of online class and we shift to face-to-face, I experienced muscle cramps and pain.				
13. I get constipated during face-to-face classes, but my bowel movement is fine during online class.				

14. I feel recharged and active when I'm full both in online class and during face-to-face.				
15. I have time to do physical activity before having face-to-face classes and online classes.				
B. Psychological Health During Blended Learning Classes				
1. I have felt well-adjusted during the blended class.				
2. After class, my mind doesn't feel tired, used up or exhausted.				
3. I don't feel anxious and nervous during blended learning.				
4. I have been happy and satisfied with my academic performance in blended classes.				
5. I have felt eager to study our lessons and assignment during blended classes.				
6. During blended classes I could easily handle or cope my school problems.				
7. I can think and decide clearly during blended class.				

8. I don't feel dull and sluggish when having our blended classes.				
9. During blended classes I feel calm and listen attentively.				
10. I know how to manage my time during blended classes.				
11. I am excited having our blended classes.				
12. I don't procrastinate and submit my outputs on time during blended classes.				
13. I know how to handle and calm myself when I'm stressed during blended classes.				
14. My confidence level improved during blended classes.				
15. I never got depressed during blended learning classes.				
C. Social Health During Blended Learning Classes				
1. I gained a lot of friends during blended learning classes.				
2. I believe blended learning classes are convenient for our social being.				

3. I developed my communication skills during blended learning classes.				
4. I find it easy to connect virtually and communicate personally with my classmate during blended learning classes.				
5. I feel more comfortable around other students during blended learning classes.				
6. During blended learning classes, I participate in discussions.				
7. I believe that blended learning classes reduced my social anxiety.				
8. I share my life experiences with my peers during blended learning classes.				
9. I try new things during blended learning classes.				
10. I have built a good relationship with my classmates during blended learning classes.				
11. During blended learning classes, I find group activities productive.				
12. I developed my social skills during blended learning classes.				
13. I am more interactive during blended learning classes.				

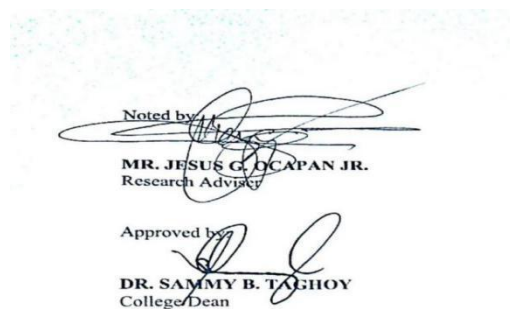
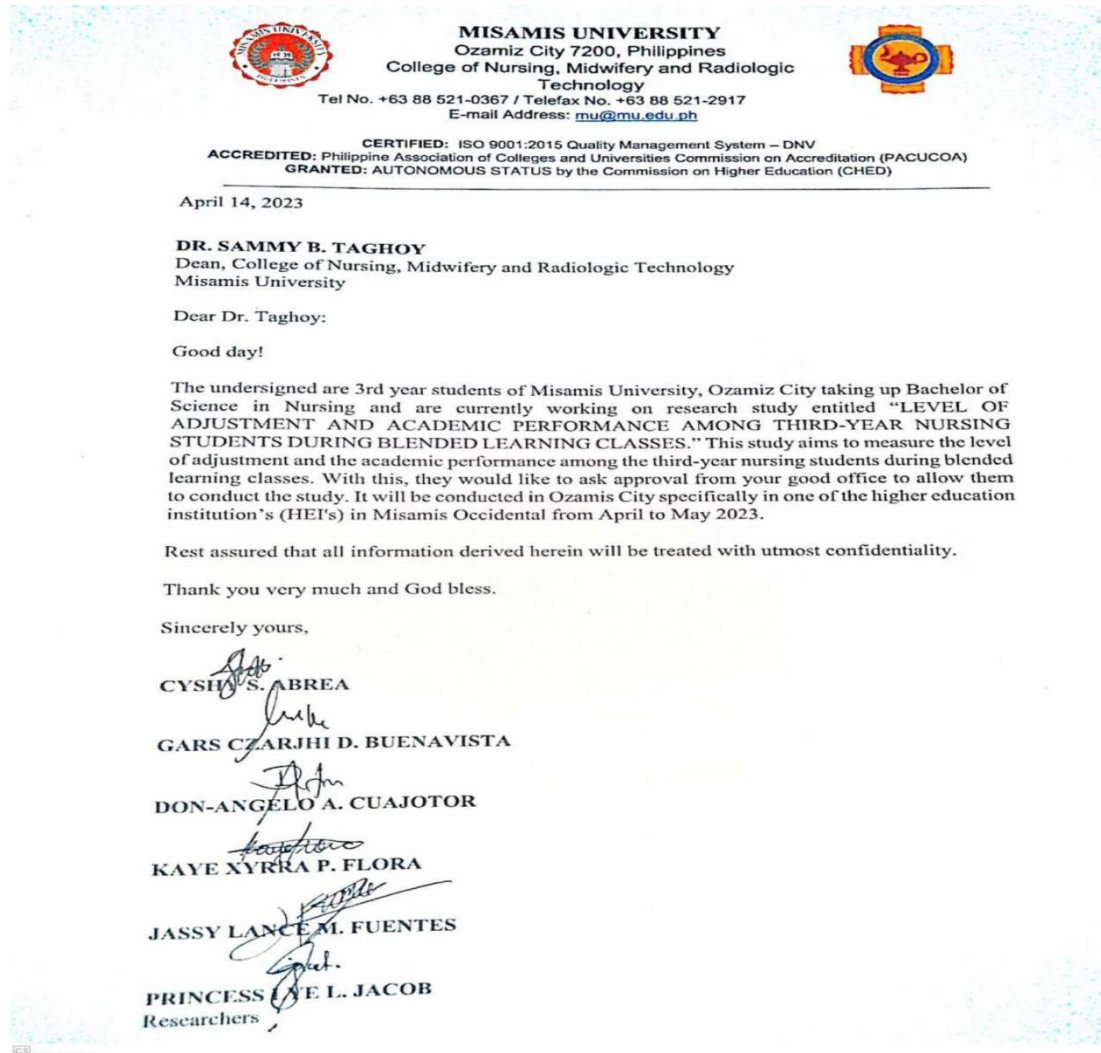
14. I am confident in doing my return demonstration with my clinical instructor during blended learning classes.				
15. I become confident to join school events during blended learning classes.				

Appendix B. ACADEMIC PERFORMANCE QUESTIONNAIRE

(GRADES IN FIRST SEMESTER SY: 2022-2023)

Subjects	Grades
Theoretical Competency	
NCM111	
NCM112	
NCM113	
NCM114	
Average	

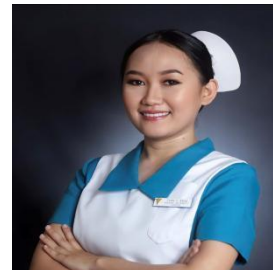
Appendix C. Letter Addressed to the College Dean



CURRICULUM VITAE

PERSONAL DATA

Name	Cyshy S. Abrea
Address	P-1 Barra Mialen Clarin Mis. Occ
E-mail Address	abreacyshy@gmail.com
Birthdate	Dec. 27, 2001
Father's name	Danilo D. Abrea
Mother's name	Chermie B. Sacote
Sex	F
Age	21



EDUCATIONAL ATTAINMENT

College	Misamis University H. T. Feliciano St., Aguada, Ozamiz City Philippines
Senior High	Misamis University H. T. Feliciano St., Aguada, Ozamiz City March 2020
Junior High	Clarin National High School Poblacion 3 Clarin Misamis Occidental March 2018
Intermediate	Mialen Central School Purok 1 Mialen Clarin, Misamic Occidental March 2014

CURRICULUM VITAE

PERSONAL DATA

Name	Gars Czarjhi D. Buenavista
Address	Bliss Lasan Clarin
E-mail Address	gars.buenavista@yahoo.com
Birthdate	June 19, 1995
Father's name	Gary Buenavista
Mother's name	Josarina Buenavista
Sex	Male
Age	27



EDUCATIONAL ATTAINMENT

College	Misamis University
	H. T. Feliciano St., Aguada, Ozamiz City
	Philippines
Junior High	MSU- IIT Coop Academy
	Iligan City
	March 2011
Intermediate	MSU- IIT Coop Academy
	Iligan City
	March 2007

CURRICULUM VITAE

PERSONAL DATA

Name	Don-Angelo A.Cuajotor
Address	Purok 1 Labo Aloran, Misamis Occidental
E-mail Address	donangelocuajotor101202@gmail.com
Birthdate	October 12, 2002
Father's name	Gregorio P. Cuajotor Jr.
Mother's name	Daisy A. Cuajotor
Sex	Male
Age	20



EDUCATIONAL ATTAINMENT

College	Misamis University H. T. Feliciano St., Aguada, Ozamis City Philippines
Senior High	Misamis University- Oroquieta Unit Oroquieta City, Misamis Occidental March 2020
Junior High	Aloran Trade High School Labo Aloran, Misamis Occidental March 2018
Intermediate	Lobogon Elementary School Lobogon Aloran, Misamis Occidental March 2014

CURRICULUM VITAE

PERSONAL DATA

Name	Jassy Lance M. Fuentes
Address	Sinonoc, Sinacaban, Misamis Occidental
Email Address	jaslance15@gmail.com
Birthdate	October 7, 2001
Father's name	Joel M. Fuentes
Mother's name	Lunravi M. Fuentes
Sex	Male
Age	21



EDUCATIONAL ATTAINMENT

College	Misamis University H. T. Feliciano St., Aguada, Ozamis City Philippines
Senior High	Misamis University H. T. Feliciano St., Aguada, Ozamis City March 2020
Junior High	Sinonoc National High School Sinonoc, Sincaban, Misamis Occidental March 2018
Intermediate	Sinonoc Elementary School Sinonoc, Sincaban, Misamis Occidental March 2014

