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**ONLINE DISTANCE LEARNING INTERFERENCES AND ANXIETY  
AMONG COLLEGE STUDENTS OF PAMANTASAN NG  
LUNGSOD NG SAN PABLO**

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**Abstract:**

The main focus of this study was to determine the level of anxiety of the students in relation to Online Distance Learning interferences during this predicament in order to develop a proper and suitable psychological aid and mental healthcare program to address the same, and in the process, mitigate the psychological risks and consequences of this global pandemic. This study utilized the descriptive correlational method design. Through stratified sampling technique, there were a total of 2275 respondents who answered the online questionnaire. A researcher-made questionnaire to measure Online Distance Learning interferences and the GAD-7, a standardized questionnaire, to measure anxiety were used in this study.

Using the Pearson Product Moment Coefficient, findings revealed that there was a significant relationship between Online Distance Learning interferences in terms of unstable internet connectivity, inadequate learning resources, electric power interruptions, vague learning contents, overloaded lesson activities, limited teacher scaffolds, poor peer communication,

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conflict with home responsibilities, poor learning environment, financial related problems, compromised physical health, and mental health struggles and the level of anxiety among the college students of the Pamantasan ng Lungsod ng San Pablo. This means that the higher the online distance learning interferences were observed by the students, the higher their anxiety level.

**Keywords:** Anxiety, Online Distance Learning Interferences, GAD-7



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## INTRODUCTION

Anxiety is a normal reaction to tension, uncertainty, and changes in the environment. What makes it unusual and peculiar is when such anxiety already debilitates the person experiencing it thereby negatively affecting his or her functioning in terms of work, school, and other social relations. It is a fact that the coronavirus affected everyone. The economy is at the dumps, money, and opportunities are scarce, poverty is more prevalent than ever, discrimination and exclusion are continuously increasing each day, a rising number of hate crimes are seen on the news, the suicide rate is increasing at an alarming rate, stigma with regard to mental health still exist and are worsening, healthcare systems are failing, plans and dreams were postponed, and information overload and zoom fatigue are experienced.

Strict and national-level lockdowns, quarantine and isolation procedures, social distancing protocols, changes in the traditional way of learning such as postponement of examinations due to lockdowns, sudden cessation of classes, the shift from traditional classes towards distance learning, and the like are foreseen to negatively affect the mental health of the students of most educational institutions across the country. Moreover, people not just worry about their health and safety but, most of all the health and safety of their loved ones. Indeed, stress and negativity are swirling in the air. The effect of the pandemic can be seen everywhere.

Pelikan et al. (2021) said that the coronavirus was declared a pandemic by the World Health Organization in March 2020. In addition to the minimum safety protocols like house-arrest and provisional closure of establishments, many countries temporarily shut down the educational

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institutions and shifted to distance learning to stifle the proliferation of the virus among the populace. Consequently, the situation created substantial obstacles for everyone.

In addition, in a study published by the American Psychological Association or APA (2021), it was reported that one (1) in five (5) adults declared that their mental health has been exacerbated over the past year. Most specifically, this pandemic has greatly devastated essential workers, parents of young children, young people, low-income communities, and people of color. Subsequently, APA also anticipated that the mental health crisis will be the next pandemic after COVID-19. Community quarantines, social isolation, and social distancing exercises did not just affect people physically. Such also created a blueprint for psychological catastrophe especially for people who were already suffering from mental disorders even before this predicament. In addition, APA also found out that Gen Z adults (46%) were the generation that often declared that this pandemic aggravated their mental health. They are followed by Xers (33%), Millennials (31%), Boomers (28%), and older adults (9%). Furthermore, Gen Z adults (65%) and Millennials (62%) were more likely than other generations to report feelings of loneliness and isolation.

Meanwhile, in the Philippines, Rotas and Cahapay (2020) reported that they found that the difficulties faced by students during distance learning were unstable internet connectivity, inadequate learning resources, electric power interruptions, vague learning contents, overloaded lesson activities, limited teacher scaffolds, poor peer communication, conflict with home

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responsibilities, poor learning environment, financial related problems, physical health compromises, and mental health struggles.

It is a general notion that human beings are quick to judge and quick to say things even though they do not fully understand what others are going through. For most, anxiety might just be a small thing, but for certain individuals experiencing the symptoms of it, such is a different story. It can be quite debilitating for one. It can cause so much stress and frustration and becomes more burdensome especially when a person does not understand what he or she is going through and when they do not know how to help themselves. Furthermore, high levels of anxiety may influence not only the academic performance of students, but it may also cause many other detrimental effects such as depression, compromised physical health, and worst, suicide. Consequently, it is pertinent to determine the level of anxiety of the students in relation to Online Distance Learning interferences during this predicament in order to develop a proper and suitable psychological aid and mental healthcare program to address the same, and in the process, mitigate the psychological risks and consequences of this global pandemic.

## MATERIALS AND METHODS

This study answered the questions stated in the Statement of the Problem in order to attain a firm conclusion with the results gathered from the survey questionnaire constructed. The purpose of such a method was to gather information with regards to the relationship of the

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observance of online distance learning interferences and the anxiety level of the college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna.

The main instrument used was a constructed online survey questionnaire. The questionnaire consisted of three parts. The first part asked the demographic information of the respondents such as name, gender, department, and section. The second part contained the questionnaire measuring the Online Distance Learning interferences. The third part contained the Generalized Anxiety Disorder-7 (GAD-7).

The GAD-7 was used to measure the anxiety level of the respondents. To elaborate further, Tomitaka and Furukawa (2021) said that the GAD-7 was a seven-item scale and one of the tools typically utilized to assess GAD. The GAD-7 assessed GAD based on the symptom criteria provided by the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, and other validated anxiety measures. It was a valid and reliable tool (sensitivity of 89%, a specificity of 82%, and a high Cronbach Alpha value of 0.92). Each item can be answered through a four-point Likert scale (0 = Not at all to 3 = Nearly every day). It was self-administered and it took an estimated time of 1-2 minutes to complete. Pfizer Inc., the copyright owner, specifically made a statement that no permission was required to reproduce, translate, display, or distribute the same.

Meanwhile, to quantify the interferences under online distance learning, the concept of the online distance learning interferences such as unstable internet connectivity, inadequate learning resources, electric power interruptions, vague learning contents, overloaded lesson activities,

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limited teacher scaffolds, poor peer communication, conflict with home responsibilities, poor learning environment, financial related problems, compromised physical health, and mental health struggles was adopted from the study of Rotas and Cahapay (2020) with additional questions based on the Expert Validation of the Instrument done by the researcher. In this research, each online distance learning interferences can be answered through a four-point Likert scale (1 = Not observed to 4 = Highly observed). It takes an estimated time of 5-10 minutes to complete.

For the validation of the instrument, the researcher prepared 56 questions that will quantify the Online Distance learning interferences as observed by the respondents of the study. Such was sent to five (5) Registered Psychologists for content and face validation.

After validation, the Lawshe CVR table showed that 46 out of 57 questions were acceptable. The 46-item questionnaire was then sent to fifteen (15) BS Psychology students of Laguna College of Business and Arts (LCBA) for pilot testing. The BS Psychology students of LCBA were the ones chosen for pilot testing since they were the ones readily available and within the grasp of the researcher during this pandemic. They were also the ones recommended by the Thesis writing professor and the Dean. The 46-item questionnaire obtained a Cronbach's Alpha value of 0.941 which indicated an excellent level of reliability. A final draft was crafted and such questionnaire was approved by the Thesis adviser, Thesis writing professor, and the Dean before it was disseminated. Finally, a survey form was formulated via Google forms.

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The survey form included the Informed Consent Form and a disclaimer about the Data Privacy Act. There were a total of 2275 respondents who answered the online questionnaire. Thereafter, the responses of the respondents were tallied using the Excel application. To protect the respondents' confidentiality and anonymity, the respondents' data were only presented as a summary or reported as a collective combined total. The results were then sent to the statistician for the statistical treatment of the data gathered.

## RESULTS AND DISCUSSION

**Problem Number 1. To what extent are online distance learning interferences observed as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of:**

### 1.1 Unstable Internet Connectivity

Table 1.1 provides the results of the online distance learning interferences as observed by the college students of the Pamantasan ng Lungsod ng San Pablo in terms of unstable internet connectivity.

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**Table 1.1**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Unstable Internet Connectivity*

Indicators	$\bar{X}$	VI	Rank
1. It is hard for me to find a stable internet connection.	2.87	O	2
2. I miss school activities because there are times when my internet connection suddenly vanishes.	2.89	O	1
<b>GENERAL ASSESSMENT</b>	<b>2.88</b>	<b>O</b>	

Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)                      1.00 – 1.74 Not Observed (NO)

Table 1.1 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **Unstable internet connectivity**. It had a general assessment of **2.88** which was verbally interpreted as **Observed**. Furthermore, the indicator “I miss school activities because there are times when my internet connection suddenly vanishes.” had a computed composite mean of 2.89 which was higher than the indicator “It is hard for me to find a stable internet connection.” which had a computed composite mean of 2.87 which were both verbally interpreted as **Observed**.

It can be inferred that the online distance learning interference of unstable internet connectivity is observed by college students of Pamantasan ng Lungsod ng San Pablo. More specifically the students’ problems centered on the notion that it is difficult for them to find a

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stable one as there are times when their internet connectivity suddenly vanishes and they miss school activities due to this.

In support of this, Fallatah (2020) reported that distance learning can help lessen tuition cost, save time and cost with regards to commuting from and to campus, advancing education sustainability, encouraging learning flexibility, fostering effective learning, and expanding student enrolment. A well-formulated online course can foster innovative distance engagement that impacted student performance positively. However, such was not without challenges. Some obstacles were the accessibility and quality of the IT infrastructure if the persons involved were accustomed to distance learning, tools and methods, and the degree of the digital skills of the educator and students alike.

**Table 1.2**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Inadequate Learning Resources*

Indicators	$\bar{X}$	VI	Rank
1. I need a laptop to accomplish my school requirements.	3.20	O	1
2. I need a printer to accomplish my school requirements.	2.91	O	3
3. I still need to go to a Computer Shop to print school materials.	2.92	O	2
4. I still need to go to a Computer Shop to do school activities.	2.17	SO	4
5. I don't have a gadget which is suitable for Online Learning.	2.00	SO	5

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**GENERAL ASSESSMENT 2.64 O**

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Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)                      1.00 – 1.74 Not Observed (NO)

Table 1.2 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **Inadequate learning resources**. It had a general assessment of **2.64** which was verbally interpreted as **Observed**. Furthermore, the indicator “I need a laptop to accomplish my school requirements.” had the highest computed composite mean of 3.20 which was verbally interpreted as Observed while the indicator “I don’t have a gadget which is suitable for Online Learning.” had the lower computed composite mean of 2.00 which was verbally interpreted as Slightly Observed.

The findings denote that the online distance learning interference of inadequate learning resources is observed by college students of Pamantasan ng Lungsod ng San Pablo. More specifically, the students' problems centered on the notion that they lack gadgets or tools which are conducive and suitable for online distance learning.

In support of this, Helm et al. (2021) concluded that distance learning will only be efficacious if the students had a favorable socioeconomic background and learning success, have good motivation, accessible technical equipment at home, and parental support during this pandemic.

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**Table 1.3**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Electric Power Interruptions*

Indicators	$\bar{X}$	VI	Rank
1. I often experience sudden and unexpected power interruptions in our residence.	2.82	O	1
<b>GENERAL ASSESSMENT</b>		<b>2.82</b>	<b>O</b>

Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)                      1.00 – 1.74 Not Observed (NO)

Table 1.3 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **Electric power interruptions**. It had a general assessment of **2.82** which was verbally interpreted as **Observed**. Furthermore, the indicator “I often experience sudden and unexpected power interruptions in our residence.” had the computed composite mean of 2.82 which was verbally interpreted as Observed.

It can be deduced that the online distance learning interference of electric power interruptions is observed by college students of Pamantasan ng Lungsod ng San Pablo. To delve deeper, such dilemma revolves around the notion that most of them frequently experience sudden and unexpected power interruptions in their residence.

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In support of this, Hoque et al. (2021) found that learning alone, having no access to learning resources and inaccessibility to e-learning mediums are the dilemmas students hurdle during online learning.

**Table 1.4**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Vague Learning Contents*

Indicators	$\bar{X}$	VI	Rank
1. I find it hard to understand the lessons delivered through online distance learning.	2.83	0	1
2. My professors often provide insufficient instructions during online distance learning.	2.56	0	3
3. I experience confusion due to insufficient instructions given during online distance learning.	2.76	0	2
<b>GENERAL ASSESSMENT</b>		<b>2.71</b>	<b>0</b>

Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)                      1.00 – 1.74 Not Observed (NO)

Table 1.4 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **vague learning contents**. It had a general assessment of **2.71** which was verbally interpreted as **Observed**. Furthermore, the indicator “I find it hard to understand the lessons delivered through online distance learning.” had the highest computed composite mean of **2.83** which was verbally interpreted as **Observed** while the indicator “My professors often provide

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insufficient instructions during online distance learning.” had the lowest computed composite mean of **2.56** which was verbally interpreted as **Observed**.

The findings revealed that the online distance learning interference of vague learning contents is observed by college students of Pamantasan ng Lungsod ng San Pablo. The students' dilemma centers around the notion that they find it difficult to comprehend the lessons delivered through online distance learning. Moreover, if the professors frequently provide insufficient instructions it may lead to more confusion and delve further away from the true essence of learning.

In support of this, Yang and Yang (2021) said that the main characteristic of distance learning was its self-regulated learning activities whereby students managed and monitored their progress without peer interaction. Accordingly, communication between teachers and students in distance learning happened remotely and can be made through the use of technology.

**Table 1.5**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Overloaded Lesson Activities*

Indicators	$\bar{X}$	VI	Rank
1. There are so many submissions that I need to accomplish.	2.99	0	1
2. I am overwhelmed with so many tasks or school activities from different subjects.	2.90	0	3
3. I think that online distance learning prioritizes compliance over learning.	2.97	0	2

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4. I answer my school activities without giving it much thought.	2.49	SO	5
5. Since I have a lot of school activities to submit, I can no longer review my lessons anymore.	2.75	O	4
<b>GENERAL ASSESSMENT</b>		<b>2.82</b>	<b>O</b>

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Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)                      1.00 – 1.74 Not Observed (NO)

Table 1.5 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **overloaded lesson activities**. It had a general assessment of **2.82** which was verbally interpreted as **Observed**. Furthermore, the indicator "There are so many submissions that I need to accomplish." had the highest computed composite mean of 2.99 which was verbally interpreted as Observed while the indicator "I answer my school activities without giving it much thought." had the lowest computed composite mean of 2.49 which was verbally interpreted as Slightly Observed.

It can be inferred that the online distance interference of overloaded lesson activities is observed by college students of Pamantasan ng Lungsod ng San Pablo. Their dilemma revolves around the number of academic workload provided by their professors. Such is of overwhelming nature that it emphasizes mere compliance and no longer focuses on the true essence of learning.

In support of this, Berger et al. (2021) said that a considerable number of students had difficulties adapting to the distinct demands of distance learning. Most students reported having difficulties organizing their self-regulated learning, felt overwhelmed by the demands of distance

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learning, cannot focus on their tasks, or it was challenging for them to do their homework alone. Furthermore, a huge percentage of students disclosed having only a maximum of two hours a day of studying during the lockdown. Many students complained of not getting enough support for school-related tasks from their teachers. And 1/5 to 1/3 of the students disclosed a lack of parental support at home.

**Table 1.6**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Limited Teacher Scaffolds*

Indicators	$\bar{X}$	VI	Rank
1. I believe some professors are inconsiderate to their students.	2.63	O	1
2. I cannot contact my professor when I need to consult him or her regarding an activity.	2.34	SO	2
3. I often end up passing the wrong format to an activity due to insufficient instructions.	2.28	SO	4
4. I often end up passing the wrong answer to an activity due to insufficient instructions.	2.29	SO	3
<b>GENERAL ASSESSMENT</b>	<b>2.39</b>	<b>SO</b>	

Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)                      1.00 – 1.74 Not Observed (NO)

Table 1.6 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **limited teacher scaffolds**. It had a general assessment of **2.39** which was verbally interpreted as **Slightly Observed**. Furthermore, the indicator “I believe some professors are

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inconsiderate to their students.” had the highest computed composite mean of 2.63 which was verbally interpreted as Observed while the indicator “I often end up passing the wrong format to an activity due to insufficient instructions.” had the lowest computed composite mean of 2.28 which was verbally interpreted as Slightly Observed.

The findings showed that the online distance learning interference of limited teacher scaffolds is slightly observed by college students of Pamantasan ng Lungsod ng San Pablo. More specifically, the students' difficulty centers around the notion that they get insufficient support from their professors during online learning. Such dilemma leads them to a scenario wherein they pass the wrong format and answer to their activities.

In support of this, Amir et al. (2020) and Al-Mawee et al. (2021) said that there’s an increased chances of distraction, feelings of isolation, limited social interaction, and increased difficulty to stay in contact with instructors were seen as disadvantages.

**Table 1.7**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Poor Peer Communication*

Indicators	$\bar{X}$	VI	Rank
1. I end up doing most of the tasks when there are group activities because some group members are not cooperative.	2.59	O	3
2. When there are group activities, I let my group mates do the activity themselves.	1.99	SO	4

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3. I don't want to bother my classmates.	2.65	O	2
4. I cannot ask my classmates about specific school matters because I know that they are struggling too.	2.75	O	1
<b>GENERAL ASSESSMENT 2.50 O</b>			

Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)      1.00 – 1.74 Not Observed (NO)

Table 1.7 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **poor peer communication**. It had a general assessment of **2.50** which was verbally interpreted as **Observed**. Furthermore, the indicator "I cannot ask my classmates about specific school matters because I know that they are struggling too." had the highest computed composite mean of 2.75 which was verbally interpreted as Observed while the indicator "When there are group activities, I let my group mates do the activity themselves." had the lowest computed composite mean of 1.99 which was verbally interpreted as Slightly Observed.

The findings revealed that the online distance learning interference of poor peer communication is observed by college students of Pamantasan ng Lungsod ng San Pablo. Specifically, their problem revolves around the notion that they do not want to bother their classmates to inquire about their school lessons as they know that they too are struggling. Moreover, cooperation during group activities are also difficult especially since there is a barrier between the method of communication of the students thus, miscommunications may frequently

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happen. Not to mention that in online learning, the absence of warmth, deep personal talks, physical touch, and bonding with regards to the students may impact their learning processes.

In support of this, Langedgård et al. (2021) found that the shift towards distance education reduced the chances for students to interact with their peers which were considered as a vital aspect of the learning process. Such was a major obstacle, and teachers needed to construct activities that improved socialization between the students to cope with this absence.

**Table 1.8**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Conflict with Home Responsibilities*

Indicators	$\bar{X}$	VI	Rank
1. I cannot focus in class since I also have house chores to attend to at home.	2.84	O	1
2. My parents require me to do house chores even during classes.	2.38	SO	2
<b>GENERAL ASSESSMENT</b>	<b>2.61</b>	<b>O</b>	

Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)                      1.00 – 1.74 Not Observed (NO)

Table 1.8 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **Conflict with Home Responsibilities**. It had a general assessment of **2.61** which was verbally interpreted as **Observed**. Furthermore, the indicator “I cannot focus in class since I also have house chores to attend to at home.” had the higher computed composite mean of

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2.84 which was verbally interpreted as Observed while the indicator "My parents require me to do house chores even during classes." had the lower computed composite mean of 2.38 which was verbally interpreted as Slightly Observed.

It can be deduced that the online distance learning interference of conflict with home responsibilities is observed by college students of Pamantasan ng Lungsod ng San Pablo. The students' dilemma centered around the notion that they still needed to do house chores even during classes which lead them to a scenario wherein they cannot focus on their studies well.

In support of this, Baticulon et al. (2020) found that another challenge reported by the students was overloaded lesson activities. It was found that a teacher would usually enjoin them to submit three activities in a subject. Considering all the classes and subjects they had in a day, they had less time to meticulously answer them all. In addition, creating a conducive learning space during distance learning was crucial since it determined the degree of productivity and concentration of students during online classes. Moreover, students also disclosed that their class schedules conflicted with their home responsibilities as students were expected to assist in doing household chores during these trying times. Lastly, the students complained of their compromised physical health as they spent the entire day for online classes and answering activities. In lieu thereof, they had less time or no time to engage in physical activities.

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**Table 1.9**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Poor Learning Environment*

Indicators	$\bar{X}$	VI	Rank
1. Whenever I go to other locations, I get distracted by the noise in my surroundings.	3.12	0	1
2. Our house is small so I can only study in the common area of the house (i.e. Sala, Dining area, etc.).	3.05	0	2
3. I cannot concentrate as there is no enough space for learning at home.	2.76	0	5
4. I study in my bed since I don't have my study table.	2.77	0	4
5. I cannot concentrate because of the distractive noise at home.	2.96	0	3
<b>GENERAL ASSESSMENT</b>	<b>2.93</b>	<b>0</b>	

Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)                      1.00 – 1.74 Not Observed (NO)

Table 1.9 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **Poor learning environment**. It had a general assessment of **2.93** which was verbally interpreted as **Observed**. Furthermore, the indicator “Whenever I go to other locations, I get distracted by the noise in my surroundings.” had the highest computed composite mean of 3.12 which was verbally interpreted as Observed while the indicator “I cannot concentrate as there is no enough space for learning at home.” had the lowest computed composite mean of 2.76 which was verbally interpreted as Observed.

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The findings denote that the online distance learning interference of poor learning environment is observed by college students of Pamantasan ng Lungsod ng San Pablo. Specifically, the students' difficulty revolved around the notion that they do not have a space at home which is conducive for learning. Most of them have small houses and they tend to study in the common areas of their house like the sala, dining area, etc.

In support of this, Basheti et al. (2021) said that a study environment at home which was not conducive to learning, poor internet connectivity, and problems linked to anxiety and depression were reported by the students which led to poor learning process.

**Table 1.10**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Financial Related Problems*

Indicators	$\bar{X}$	VI	Rank
1. My family experiences financial problems due to this pandemic.	3.20	O	1
2. It is hard to find a stable job to support my education.	2.91	O	2
3. I do not have financial assistance for the internet subscription that I need for my online classes.	2.77	O	4
4. I still ask money from my parents for my online classes.	2.90	O	3
5. I do part-time jobs to earn money and support my education.	2.32	SO	5
<b>GENERAL ASSESSMENT</b>		<b>2.82</b>	<b>O</b>

Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)      1.00 – 1.74 Not Observed (NO)

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Table 1.10 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **financial related problems**. It had a general assessment of **2.82** which was verbally interpreted as **Observed**. Furthermore, the indicator "My family experiences financial problems due to this pandemic." had the highest computed composite mean of 3.20 which was verbally interpreted as Observed while the indicator "I do part-time jobs to earn money and support my education." had the lowest computed composite mean of 2.32 which was verbally interpreted as Slightly Observed.

It can be inferred that the online distance learning interference of financial related problems is observed by college students of Pamantasan ng Lungsod ng San Pablo. Their dilemma centered around lack of enough money to support their education. Most of them look for work and do part-time jobs so that they can make ends meet and continue their education despite the pandemic.

In support of this, Alvarez (2020) stated that this pandemic had forced higher education institutions to shift towards distance learning. His findings supported the notion that distance learning was indeed very challenging as it was laden with problems such as access, affordability, financial stability, and effective support. Moreover, distance learning was a huge leap, not only for the students but also for all the people involved, from the usual traditional class setup.

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**Table 1.11**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Compromised Physical Health*

Indicators	$\bar{X}$	VI	Rank
1. I face my computer or phone the entire day and even until midnight to do my school activities and it causes me eye strain and headache.	3.00	O	1
2. I often miss meal times because I have a lot of school activities to attend to.	2.83	O	3
3. I am no longer able to exercise because I have a lot of school activities to attend to.	2.85	O	2
4. Most of the time, the most stable internet connection is around 11 PM thus, I lose sleep to deal with my school activities.	2.76	O	4
<b>GENERAL ASSESSMENT</b>	<b>2.86</b>	<b>O</b>	

Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)      1.00 – 1.74 Not Observed (NO)

Table 1.11 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **compromised physical health**. It had a general assessment of **2.86** which was verbally interpreted as **Observed**. Furthermore, the indicator “I face my computer or phone the entire day and even until midnight to do my school activities and it causes me eye strain and headache.” had the highest computed composite mean of 3.00 which was verbally interpreted as Observed while the indicator “Most of the time, the most stable internet connection is around 11

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PM thus, I lose sleep to deal with my school activities.” had the lowest computed composite mean of 2.76 which was verbally interpreted as Observed.

The findings show that the online distance learning interference of compromised physical health is observed by college students of Pamantasan ng Lungsod ng San Pablo. Their dilemma centered around the notion that this online distance learning negatively affects their physical health. Such is due to the fact that most of them face their gadgets the entire day in order for them to cope with the demands of their studies.

In support of this, Viner et al. (2020) said parents substituted teachers partially besides having other household and work obligations. Students also found themselves in a new and uncharted circumstance. Before this pandemic, face-to-face classes and fixed structures managed daily school life and time allotment for learning, students nowadays had to systematize and self-supervise their learning independently with little allotment for time to prepare from one class to another and due to this, they frequently lacked rest.

**Table 1.12**

*Extent of Online Distance Learning Interferences Observance as assessed by College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of Mental Health Struggles*

Indicators	$\bar{X}$	VI	Rank
1. There are times when I cry because I do not know which activity to finish and submit first.	2.82	0	5
2. Thinking about the difficulties I experience related to online distance learning makes me feel sick.	2.91	0	3

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3. Sometimes there are days wherein I experience lack of focus and motivation.	3.26	HO	1
4. I often have difficulty falling asleep at night thinking of the school activities that I need to accomplish.	3.02	O	2
5. I often feel unenthusiastic when I am in front of my phone or laptop or when I am doing my school activities.	2.88	O	4
6. I am thinking of not attending my online classes anymore.	2.29	SO	6

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GENERAL ASSESSMENT		2.86	O
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Legend: 3.25 – 4.00 Highly Observed (HO)      1.75 – 2.49 Slightly Observed (SO)  
2.50 – 3.24 Observed (O)      1.00 – 1.74 Not Observed (NO)

Table 1.12 shows the extent of online distance learning interferences observance as assessed by college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna in terms of **mental health struggles**. It had a general assessment of **2.86** which was verbally interpreted as **Observed**. Furthermore, the indicator “Sometimes there are days wherein I experience lack of focus and motivation.” had the highest computed composite mean of 3.26 which was verbally interpreted as Highly Observed while the indicator “I am thinking of not attending my online classes anymore.” had the lowest computed composite mean of 2.29 which was verbally interpreted as Slightly Observed.

The findings revealed that the online distance learning interference of mental health struggles is observed by college students of Pamantasan ng Lungsod ng San Pablo. More specifically, their dilemma revolved around the fact that this online distance learning had negatively affected their mental health. Such was supported by the findings that the students

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frequently experience lack of focus, overthinking, anxiety, monotony, feeling overwhelmed by their situation, feeling unenthusiastic, and lack of motivation.

In support of this, Grewenig et al. (as cited in Berger et al., 2021) mentioned that children with low academic achievement, low learning motivation, and from underprivileged families might not be able to use the full potential of distance learning.

## **Problem Number 2. What is the level of anxiety among college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna?**

Table 2 provides the results of the anxiety level among college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna.

**Table 2**

*Anxiety Level among College Students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna*

Indicators	$\bar{X}$	VI	Rank
1. Feeling nervous, anxious, or on edge	1.88	HIGH	6
2. Not being able to stop or control worrying	1.97	HIGH	4
3. Worrying too much about different things	2.19	HIGH	1
4. Trouble relaxing	1.90	HIGH	5
5. Being so restless that it is hard to sit still	1.81	HIGH	7
6. Becoming easily annoyed or irritable	2.11	HIGH	2
7. Feeling afraid, as if something awful might happen	2.10	HIGH	3
<b>GENERAL ASSESSMENT</b>	<b>1.99</b>	<b>HIGH</b>	

Legend: 2.25 – 3.00 Very High      0.75 – 1.49 Low  
1.50 – 2.24 High                      0.00 – 0.74 Very Low

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Table 2 shows the anxiety level among college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna. It had a general assessment of **1.99** which was verbally interpreted as **High**. Furthermore, the indicator "Worrying too much about different things" had the highest computed composite mean of 2.19 which was verbally interpreted as High while the indicator "Being so restless that it is hard to sit still" had the lowest computed composite mean of 1.81 which was verbally interpreted as High.

It can be deduced that the anxiety level among college students of Pamantasan ng Lungsod ng San Pablo is high or the students experience anxiety for more than half the days in the past two weeks. Such is supported by the findings that most of them cannot stop worrying about a variety of things, become easily irritated, fearful, agitated, always alert, and expecting bad things to happen all the time.

In support of this, Odriozola-González et al. (2020) studied the well-being of Spanish students and they found that such students have higher anxiety levels compared to the general public. This was also the findings of Busetta et al. (2021). They found that this pandemic exacerbated the symptoms of 60% of students who had pre-existing anxiety and more than 50% of the students began to suffer from anxiety during the lockdown. Indeed, it was found that this pandemic triggered symptoms of anxiety amongst the students.

Meanwhile, Zhang et al. (2021) found that 24% of Chinese students are experiencing symptoms of anxiety during this crisis. The strict lockdown measures are seen as the reason

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which caused the numbers to spike from 17% pre-pandemic to 24% during the pandemic. Additionally, the pandemic caused 91% of students to be anxious about not just their health, but also their loved ones. This was further supported by the findings of Liang et al. (2021). They believed that the global crisis and lockdown protocols aggravated the negative feelings of anxiety, depression, and social anxiety among postgraduate students thereby making their mental health dilemmas worst compared to the pre-pandemic era.

**Problem Number 3. Is there any significant relationship between the observance of online distance learning interferences and the level of anxiety among college students of Pamantasan ng Lungsod ng San Pablo?**

Table 3 provides the results of whether there is significant relationship between the observance of online distance learning interferences and the level of anxiety among college students of Pamantasan ng Lungsod ng San Pablo.

**Table 3**

*Test of Significant Relationship between Observance of Online Distance Learning Interferences and the Level of Anxiety among College Students of Pamantasan ng Lungsod ng San Pablo*

<b>Observance of Online Distance Learning Interferences</b>	<b>Level of Anxiety</b>	<b>r value</b>	<b>P value</b>	<b>Remarks</b>	<b>Decision</b>
Unstable internet connectivity	Anxiety Level	.287**	.001	Significant	Reject H <sub>0</sub>
Inadequate learning resources		.234**	.000	Significant	Reject H <sub>0</sub>
Electric Power Interruptions		.279**	.000	Significant	Reject H <sub>0</sub>
Vague Learning Contents		.373**	.001	Significant	Reject H <sub>0</sub>
Overloaded Lesson Activities		.409**	.000	Significant	Reject H <sub>0</sub>

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Limited Teacher Scaffolds	.301**	.000	Significant	Reject H <sub>0</sub>
Poor Peer Communication	.309**	.001	Significant	Reject H <sub>0</sub>
Conflict with Home Responsibilities	.409**	.000	Significant	Reject H <sub>0</sub>
Poor Learning Environment	.404**	.000	Significant	Reject H <sub>0</sub>
Financial Related Problems	.363**	.001	Significant	Reject H <sub>0</sub>
Compromised Physical Health	.503**	.000	Significant	Reject H <sub>0</sub>
Mental Health Struggles	.635**	.000	Significant	Reject H <sub>0</sub>

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\*\*Correlational at the level 0.01

\*Correlational at the level 0.05(Two-tailed)

Table 3 shows the significant relationship between observance of online distance learning interferences and the level of anxiety among college students of Pamantasan ng Lungsod ng San Pablo. The result shows that there was significant relationship between online distance learning interferences and the level of anxiety of the respondents. The r values ranged from .234 to .635 which indicated a positive relationship between the variables. The computed probability values .000 were lesser than the level of significant ( $P < 0.05$ ); thus, the null hypothesis was rejected. It indicates that the higher the independent variable, the higher the dependent variable.

It can be inferred that observance of online distance learning interferences has significant relationship with the level of anxiety among college students of Pamantasan ng Lungsod ng San Pablo. Therefore, the higher the online distance learning interferences observed by the students, the higher their anxiety level.

Likewise, Wen et al. (2020) found gender variance in the participants' anxiety rates. Female students, students with more excellent academic performance, and students with higher academic pressure were observed to have higher levels of anxiety. This was also supported by

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Biswas and Biswas (2021) findings. found that 1.44% of students had severe anxiety, 14.35% suffered from moderately severe anxiety, 36.36% had moderate anxiety, and 47.85% of the students had mild anxiety. Indeed, it was found that this pandemic triggered symptoms of anxiety amongst the students. Similar advantages and disadvantages were reported by other researchers as well (AlShamlan et al., 2020; Fu et al., 2020; Ghazawy et al., 2020; Wathelet et al., 2020; Dalcali et al., 2021) with the addition of financial problems, psychological issues, medical issues, and having symptoms of the COVID-19 virus infection. On another note, Han et al. (2021) found that male students, those who believe that their risk of infection is high, those who are greatly influenced by the pandemic, and those who are unwilling to leave home were found to be at risk of developing symptoms of anxiety.

In addition, Tee et al. (2020) found that there was a direct link between the psychological impact of the pandemic, higher levels of stress, anxiety, and depression, and being a female, single, student, youth, having specific mental health symptoms, recently imposed quarantine, unnecessary worry, prolonged home-quarantine and reports of poor health status, concerns for family members, and discrimination. On the other hand, sufficient health information, perception of good health status, having grown-up children, and confidence in doctors' abilities were linked with the lesser psychological impact of the pandemic and lower levels of stress, anxiety, and depression.

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To connect the findings of this study to the Learned Helplessness Theory, Andrews et al. (2019) said that the theory proposed that individuals became passive as they were exposed to frequent inescapable or unavoidable stressors. Additionally, this theory has been habitually linked to generalized anxiety and worry. Additionally, this theory has been habitually linked to generalized anxiety and worry.

**Problem Number 4. Based on the findings of the study, what program may be proposed?**

Table 4 provides the proposed program to address the level of anxiety in relation to online distance learning interferences among college students of Pamantasan ng Lungsod ng San Pablo. Such is named the CJL Anxiety-reduction Program which caters specifically to the needs of the college student of the Pamantasan.

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**Table 4**

*The CJL Anxiety-reduction Program*

AREA OF CONCERN Anxiety level of College Students caused by...	OBJECTIVES	STRATEGIES & ACTIVITIES	TIME FRAME	PERSONS INVOLVED	SOURCE OF FUND	SUCCESS INDICATORS
1. Poor peer communication and Mental health struggles	<ul style="list-style-type: none"> <li>To foster amiable school environment between the parties concerned.</li> </ul>	<ul style="list-style-type: none"> <li>- Kamustahan sessions</li> </ul>	Twice a month	<ul style="list-style-type: none"> <li>- Students</li> <li>- Class Advisers</li> </ul>	None	<ul style="list-style-type: none"> <li>- Create a schedule for meaningful and active involvement between the teacher and students.</li> <li>- Establish rapport between the parties and ensure open communication between them.</li> </ul>
2. Electric power interruption, Inadequate learning resources, and Unstable internet connection	<ul style="list-style-type: none"> <li>To ensure quality education during this pandemic.</li> <li>To assist the students in their technical deficiencies.</li> </ul>	<ul style="list-style-type: none"> <li>- Blended learning</li> </ul>	Every semester	<ul style="list-style-type: none"> <li>- Students</li> <li>- Teachers</li> <li>- School personnel</li> </ul>	- School Municipality of San Pablo City	<ul style="list-style-type: none"> <li>- When the students' problems with regards to the technical matters such as lack of devices, power interruptions, and unstable internet connection has already been partially or fully abated.</li> </ul>
3. Mental health struggles and Poor peer communication	<ul style="list-style-type: none"> <li>To foster amiable school environment between the parties concerned.</li> </ul>	<ul style="list-style-type: none"> <li>- Seminar/ Webinar</li> <li>- Team building</li> <li>- Group Outreach</li> <li>- Field trips and Religious Outing</li> </ul>	Once a month OR once per semester OR once per School year	<ul style="list-style-type: none"> <li>- Students</li> <li>- Guest Speakers</li> <li>- Organizers</li> <li>- Teachers</li> <li>- School personnel</li> <li>- Class Advisers</li> </ul>	<ul style="list-style-type: none"> <li>- School Municipality of San Pablo City</li> <li>-Parents</li> <li>-Students</li> <li>-Student Organizations</li> </ul>	<ul style="list-style-type: none"> <li>- When the students are able to understand what they are going through clearly and be able to produce insights and reflections that will help them understand themselves better.</li> <li>- When the students are able to empathize with others more since they already understood what other people are going through.</li> </ul>

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- The whole activity is therapeutic to every possible attendee.

4. Conflict with home responsibilities and Poor learning environment	<ul style="list-style-type: none"><li>• To ensure that the students and parents alike know what to expect during the semester.</li></ul>	<ul style="list-style-type: none"><li>- Stakeholder's meeting with parents and students</li></ul>	Once per semester	<ul style="list-style-type: none"><li>-Students</li><li>-Parents</li><li>-Teachers</li><li>- School personnel</li></ul>	-School	<ul style="list-style-type: none"><li>- When the students and parents alike already know what to expect during the semester.</li><li>- When the students and parents alike already know their duties and obligations during the semester.</li></ul>
5. Mental health struggles	<ul style="list-style-type: none"><li>• To foster amiable school environment for students and teachers alike.</li></ul>	<ul style="list-style-type: none"><li>- Stress management and mindfulness exercises</li></ul>	Once a month OR twice per sem OR before and after each lesson	<ul style="list-style-type: none"><li>-Students</li><li>- Teachers</li></ul>	None	<ul style="list-style-type: none"><li>- When the students are in a more relaxed state, hence, can focus and concentrate on their activities more.</li></ul>
6. Limited teacher scaffolds	<ul style="list-style-type: none"><li>• To foster amiable school environment for students and teachers alike.</li></ul>	<ul style="list-style-type: none"><li>- Stress management and mindfulness training for teachers and concerned school personnel</li></ul>	Once per semester before the start of each semester	<ul style="list-style-type: none"><li>-Teachers</li><li>- School personnel</li><li>- Class Advisers</li></ul>	- School Municipality of San Pablo City	<ul style="list-style-type: none"><li>- When the concerned parties know the proper stress management and mindfulness exercises and can thus, practice it in their daily endeavours.</li><li>- When the teachers can teach such exercises to their students.</li></ul>

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7. Vague learning contents, Overloaded lesson activities, and Limited teacher scaffolds	<ul style="list-style-type: none"> <li>To ensure quality education during this pandemic.</li> <li>To foster amiable school environment for students and teachers alike.</li> </ul>	<ul style="list-style-type: none"> <li>- Training and mentoring of teachers regarding best practices and teaching strategies</li> </ul>	As frequent as needed and necessary	<ul style="list-style-type: none"> <li>-Teachers</li> <li>- Deans</li> <li>- Program Chairs</li> <li>-CLAMDEV</li> </ul>	<ul style="list-style-type: none"> <li>- School Municipality of San Pablo City</li> </ul>	<ul style="list-style-type: none"> <li>- When the teachers are already trained to handle their students as well as see the set up from the point-of-view of the students thus, extending more compassion and kindness to the students during this pandemic.</li> </ul>
8. Financial related problems	<ul style="list-style-type: none"> <li>To assist the students in their financial difficulties during this pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>- Enterprise development of student organizations</li> </ul>	Every semester	<ul style="list-style-type: none"> <li>-Student Org.</li> <li>-Students</li> <li>-Student Org. Officers &amp; Members</li> </ul>	<ul style="list-style-type: none"> <li>- Student Organizations</li> </ul>	<ul style="list-style-type: none"> <li>- When the students are given assistance with regards to their financial difficulties.</li> </ul>
9. Unstable internet connection and Financial related problems	<ul style="list-style-type: none"> <li>To assist the students in their financial difficulties during this pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>- Increasing of external linkages and sponsors to assist the students</li> </ul>	Twice per semester	<ul style="list-style-type: none"> <li>-School Administrators &amp; personnel</li> <li>-VPs of every School Dept.</li> <li>-External linkages/ Sponsors</li> </ul>	<ul style="list-style-type: none"> <li>- School Municipality of San Pablo City</li> <li>- External linkages/ Sponsors</li> </ul>	<ul style="list-style-type: none"> <li>- When the students are given assistance with regards to their financial difficulties.</li> </ul>
10. Compromised physical health and Mental health struggles	<ul style="list-style-type: none"> <li>To assist the students in their struggles and extend consideration and compassion to what they are currently going through during this pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>- Self-care</li> <li>Week/ Screen Break</li> <li>Week/ Academic Break</li> </ul>	Once or twice per semester (A week before the Midterms and Final Exams)	Students	None	<ul style="list-style-type: none"> <li>- When the students are able to replenish their inner balance and find their passion to learn again.</li> </ul>

Table 4 shows the proposed program based on the results of the study. Since there was a significant relationship between online distance learning interferences and the anxiety level of the students, this program aimed to mitigate the anxiety level of the college students of the

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Pamantasan ng Lungsod ng San Pablo in order to assist them in their academic endeavors during these trying times.

## CONCLUSION

Based on the abovementioned findings of the study, the following conclusions have been obtained.

1. That all online distance learning interferences are observed by the college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna, except for limited teacher scaffolds which were slightly observed.

2. That the anxiety level among college students of Pamantasan ng Lungsod ng San Pablo, San Pablo City, Laguna is High or the students experience anxiety for more than half the days in two weeks.

3. That the observance of online distance learning interferences has a significant relationship with the level of anxiety among college students of Pamantasan ng Lungsod ng San Pablo. Therefore, the more frequent the online distance learning interferences are observed by the students, the higher their anxiety level.

4. That the CJL Anxiety-reduction Program aims to be a helpful resource for effective strategies to combat and manage the student's anxiety level in connection to online distance learning interferences. Such will be able to assist the students in their academic pursuit during this pandemic.

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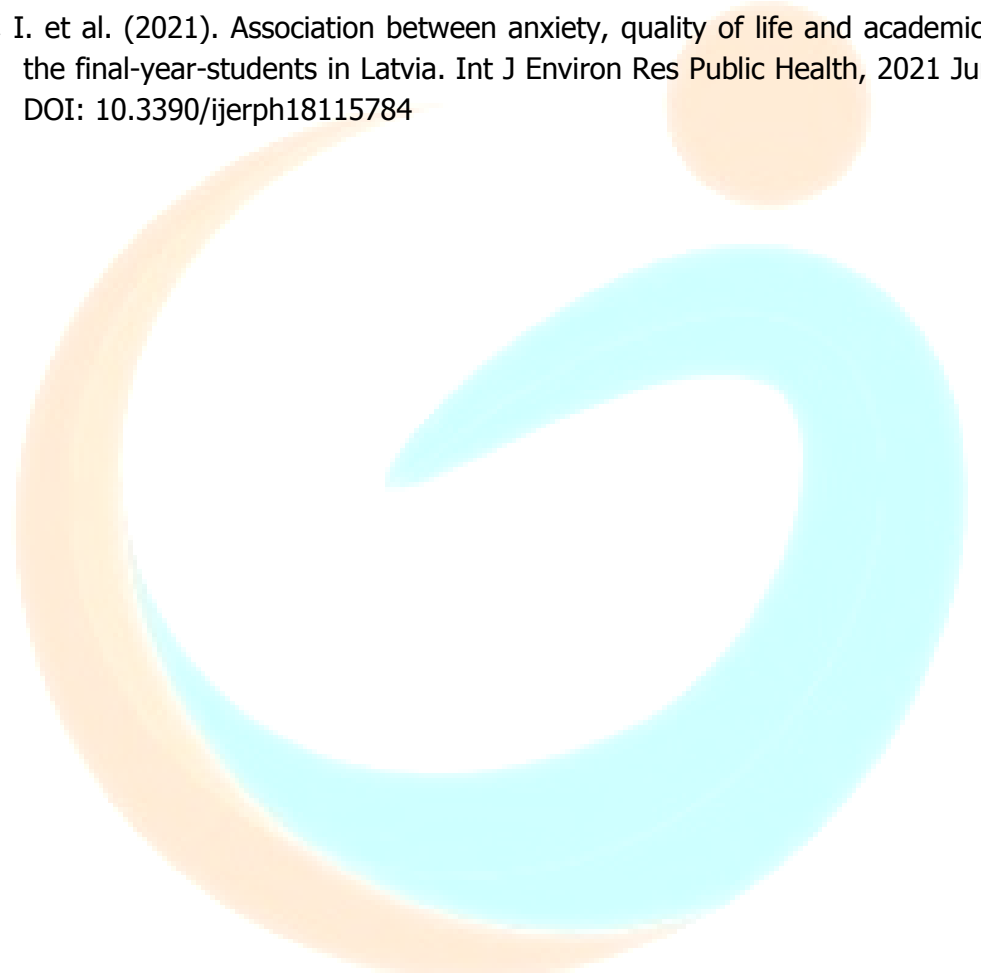


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