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Relationship of Demographics, Perceived Stressfulness Stressors, and Writing Apprehension Level among Students of Alternative Learning System

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Abstract— This study explored the relationship between demographics, perceived stressors, and writing apprehension among students enrolled in the Alternative Learning System (ALS) during the academic year 2023-2024 in Angeles City, Pampanga, Philippines. A total of 139 respondents participated in the study. Data were collected using two pen-and-paper surveys measuring perceived stressors and writing apprehension. A correlational approach with quantitative analysis was employed, utilizing statistical methods such as Cronbach's alpha, contingency coefficients, and Spearman rho correlation. The results indicated no significant correlation between sex and writing apprehension ($p = 0.159$, $\chi = 0.190$) or between age and writing apprehension ($p = 0.542$, $\chi = 0.269$). However, a weak positive relationship was found between civil status and writing apprehension ($p = 0.542$, $\chi = 0.269$). No significant correlation was observed between language and writing apprehension ($p = 0.150$, $\chi = 0.330$). Additionally, no significant correlations were found between various academic stressors—including written works and assignments, assessment-related stress, task-related stress, instructional-related stress, classroom-related stress—and writing apprehension. The study highlighted the prevalence of perceived stressors among ALS students and their impact on writing apprehension. Recommendations include further research to evaluate initiatives aimed at promoting equality, enhancing educational resources, and reducing inequalities among ALS students.

Keywords— Alternative Learning System, demographics, perceived stressfulness stressors, writing apprehension.

INTRODUCTION

Education is a pivotal tool for personal and societal development, offering opportunities for growth, empowerment, and advancement. However, not all individuals have equal access to traditional formal education systems. According to Ceballos (2023), the Philippine Statistics Authority (PSA) disclosed that approximately 20% of Filipino youth were not participating in formal education due to various factors.

The principal factors contributing to this educational disengagement included the completion of educational pursuits or attainment of degree-level qualifications (21.1%), workforce integration (19.7%), lack of motivation towards education (12.6%), matrimonial commitments (10.7%), and economic difficulties or prohibitive educational expenses (9.9%). Notably, there are gender differences in the reasons for non-attendance in formal schooling. More males were not attending school due to employment (25.9%) and lack of personal interest (17.9%), while more females were not attending school because they had already completed their education (28.9%) or due to marriage (17%).

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In response to the alarming percentage of youth not participating in formal education, the Department of Education (DepEd) instituted the Alternative Learning System (ALS). This supplemental education route is geared towards learners who were unable to finalize their foundational education within the standard academic infrastructure.

Correspondingly, in terms of applied or contextualized subjects, ALS students will take the following subjects, contrary to core subjects which are only meant to cover the most basic of the topics. Applied subjects focus on the specific applications of certain subjects on a student's chosen career track or learning strand. These subjects are aligned in the senior high school (SHS) curriculum guide such as (1) English for Academic and Professional Purposes; (2) Practical Research 1; (3) Practical Research 2; (4) Filipino sa Piling Larangan; (5) Empowerment Technologies (for the Strand); (6) Entrepreneurship; and (7) Inquiries, Investigations and Immersion, (Alternative Learning System [ALS] | Department of Education, 2020).

One of the critical factors that influence the success of ALS students is the interplay between demographic variables, academic stress, and writing apprehension. Demographic variables, such as age, sex/gender, socio-economic status, and prior educational experiences, can significantly impact the learning experience of ALS students.

According to Barbayannis (2022), academic stress is the pressure and strain placed on students to excel academically, attain high grades, and meet various educational standards and expectations. This stress can emanate from various sources, including parents, teachers, peers, and even self-imposed aspirations. As a result, students feel an overwhelming burden to constantly perform.

As stated by Symaco (2017), students may have difficulty following classes if the language used in schools differs from the language spoken at home. This can result in poorer levels of literacy and academic accomplishment. Like the student's language development, English may display behaviors associated with their language development, which can impact their learning and the learning of others in the classroom (Dobbins & Rodríguez, 2012).

Correspondingly with the students' language, despite the importance of English in the global context, the English language competency of Filipinos' apprehension is growing among students declining competency in language. This decline may hinder students' ability to actively participate in an educational system that utilizes English as the main medium of instruction (Costales, 2022). Also, in the multilingual context of the Philippines, due to the linguistic diversity in the country, the simultaneous use of Filipino and English as languages of instruction can create confusion, posing a challenge for students to attain complete literacy in either language (Vizconde, 2006).

According to Yu (2018), one of the factors that can heighten a learner's stress is writing apprehension, a common issue among ALS learners, where individuals experience fear or anxiety connected to writing tasks. The apprehension may be lacking due to limited prior exposure to formal writing education, leading to self-doubt and the fear of inadequacy when confronted with written assignments. These learners spent years away from formal education, resulting in apprehension due to a lack of practice.

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As mentioned by Urbano (2021), there is a notable and interrelated dynamic between academic stress and writing apprehension among ALS learners. Academic stress can exacerbate writing apprehension by increasing stress and anxiety levels. When students are under intense academic stress, writing tasks become even more daunting, leading to heightened apprehension (Llego, 2019). Conversely, it can contribute to academic stress as students struggle to complete writing assignments and assessments, adding to their overall educational pressure. This relationship is reciprocal, with each factor potentially cyclically reinforcing the other (Ravina, 2022).

The availability of support and resources for writing and stress management is crucial in mediating the impact of both academic stress and writing apprehension (Labarrete, 2019).

Jiménez-Mijangos et al. (2022) mentioned that the impact on mental health and academic stress can take a toll on physical well-being. The stress generated often disrupts sleep patterns, leading to insomnia and resulting fatigue. Some students may neglect proper nutrition due to the time constraints imposed by their academic demands. It also weakened immune systems stemming from stress can make students more susceptible to illnesses, further compromising their overall health (Arpilleda, 2018).

Franca (2022) posited that hinder creativity and critical thinking, as students may prioritize memorization and test preparation over deeper comprehension. As students struggle with academic stress, they may turn to various coping mechanisms, not all of which are healthy. Some may resort to unhealthy coping mechanisms, such as substance abuse or self-harm, to manage their stress and anxiety (Carnicer et al., 2019). Paradoxically, academic stress can also lead to procrastination, as students may avoid tasks, they find overwhelming, exacerbating their stress and anxiety (Hsu & Goldsmith, 2021).

Moreover, academic performance itself is subject to the impact of academic stress. While some students may thrive under pressure and achieve high grades, others may experience a decline in their academic performance due to the stress and anxiety it induces (Jiang, 2022). As stated by Deng (2016), the effects of academic stress can extend into the future, influencing students' career choices and their ability to handle job-related stress. This was affirmed by Epel (2018), that excessive and continuous stress on students' mental, emotional, and physical well-being can have detrimental effects, although a certain level of academic stress can be motivating.

The connection between academic stress and writing apprehension among ALS students is intricate and mutually dependent. Academic stress intensifies writing apprehension, whereas writing apprehension contributes to academic stress, generating a cyclical impact. Acknowledging and comprehending this connection is crucial for educators and policymakers to offer specific assistance to ALS learners, ultimately cultivating a more favorable and less burdensome learning environment (Licayan, et al., 2021).

In line with this, Badrasawi et al. (2016), posit that the need to conduct a study on the relationship between academic stress and writing apprehension among ALS students arises from the imperative to support the educational journey of this unique and diverse group of students. By understanding the challenges, students are facing on how these challenges intersect with academic stress and writing apprehension.

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Additionally, motivation plays a pivotal role in how ALS students experience academic stress. The study undertaken by Everaert et al., (2017), aimed to examine the relationship between motivation and academic attainment in students with ALS, demonstrated that elevated levels of academic stress had the potential to negatively impact motivation, leading to a decrease in levels of success. Some research also has concentrated on interventions aimed at alleviating academic stress among non-traditional learners, including ALS learners. Also, Brown (2022) examined the effectiveness of mentorship programs in mitigating academic stress and found that mentorship offered emotional and academic support, aiding students in coping with the pressures associated with alternative learning. With the integration of online and technology-enhanced learning of the ALS students, research conducted by Freire (2020), assessed the impact of technology on academic stress. It revealed that while technology afforded greater flexibility, it also introduced new challenges related to self-regulation and information overload, which contributed to academic pressure among ALS students.

The relationship between academic stress and writing apprehension becomes apparent that academic stress exacerbates writing apprehension among ALS students. Writing apprehension arises due to the pressure to perform academically, especially when coupled with the challenges of the environment (Al-Khresheh et al., 2023). This relationship is mediated by factors like writing self-efficacy, where lower self-efficacy intensifies the impact of academic stress on writing apprehension.

Finally, effective coping strategies, such as time management and seeking academic support, can mitigate the adverse effects of academic stress on writing apprehension. However, the integration of technology and digital writing tools, while offering flexibility, can introduce additional challenges related to writing apprehension, such as technology-related stress (Yazon et al., 2017)

Writing self-efficacy, or an individual's belief in their writing abilities, plays a crucial role in understanding writing apprehension among ALS students. The students with low writing self-efficacy often experienced higher levels of writing apprehension (Caoli-Rodriguez, 2007). The same language skills are closely linked to how nervous students feel about writing, especially for those learning English as a second language, which can also include ALS learners. Studying how well students know the language and how worried they are about writing is vital. esearch by Nguyen (2019) showed that students with weaker

In the Philippines, a study conducted by Lucero and Ibojo (2023), graduate students from the ALS program at Bunawan National High School, found that learners perceive writing essays, sentences, and reflections as arduous and demanding tasks. It was observed that learners commonly faced challenges in organizing ideas, utilizing punctuation marks, creating content, and employing appropriate vocabulary usage. The aforementioned challenges resulted in difficulties in comprehension, sentence construction, understanding instructions, and explanation, and hurt self-esteem. Therefore, these factors had a significant impact on their ability to complete English writing assignments.

Intervention-based studies have contributed strategies to alleviate writing apprehension. A study conducted by Al-Ahdal and Abduh (2021), investigated the impact of writing workshops on reducing writing apprehension

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among non-traditional learners, including ALS participants, and highlighted that active participation in writing workshops led to a notable decrease in apprehension levels and an improvement in writing skills.

Also, technology's role in writing can significantly affect apprehension levels among ALS students. In the exploration of the relationship between the use of digital writing tools and writing apprehension among adult learners, including those in ALS programs by Swan (2017), the result of the study indicated that increased familiarity with and access to digital tools reduced writing apprehension and enhanced writing confidence.

Alyami (2021), focusing on the mediating role of writing self-efficacy in the relationship between academic stress and writing apprehension among ALS students, suggested that ALS students with lower levels of writing self-efficacy were more vulnerable to the negative impact of academic stress on writing apprehension.

Despite the factors that hinder ALS students in overcoming academic stress and writing apprehension, a study by Pilar (2016) on teachers of ALS learners in Bacolod City, Philippines, found that education can be flexible to meet the needs of the learners, allowing education to go beyond traditional boundaries. The study concluded that ALS teachers are flexible, open-minded, and persistent when working with ALS students, who have diverse characteristics such as age, gender, year level, civil status, and economic background. The teachers were also seeking better strategies to teach basic English grammar to ALS students, including those in jail and under the care of DSWD (for minors aged, 16 - 17 years old).

With ALS students it is evident that many of them face unique stress and apprehension due to their environment. Financial constraints, work commitments, and personal circumstances contribute to the pressure to catch up on missed education, adapt to self-directed learning, and succeed academically (Smith, 2012).

While each study addresses different aspects of these challenges, a common theme emerges: ALS students encounter a range of academic stress and related issues that impact their learning experiences and outcomes.

The existing literature highlights the crucial role of community-based ALS programs in providing educational access and opportunities for individuals who have been excluded from or failed by the formal education system. By addressing the diverse needs of learners from various backgrounds, these programs can serve as a transformative pathway for promoting social inclusion and empowerment (Mamba et al., 2021).

Overall, these studies underscored the multifaceted challenges faced by ALS students in their learning environments as it provided important social issues and can lead to numerous benefits such as (1) equity in education; (2) policy development; (3) cultural sensitivity; (4) enhanced learning materials; (5) improved educational outcomes; (6) workforce development; (7) community building; (8) personal development; (9) economic impact; and (10) reduced inequality.

There is a lack of empirical evidence or specific studies that particularly examine the relationship between the demographic characteristics, academic stress, and writing apprehension of ALS students. Additionally, there is a lack of methods geared toward addressing the issues that ALS students experience. Hence, studying these factors within ALS contexts not only enhances the learner's experience but also contributes to the broader societal good by creating more equitable, effective, and inclusive education systems.

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Conceptual Framework

The framework is designed to show the connection between the three variables of the study: demographic variables, academic stress, and the level of writing apprehension among learners in ALS. The demographic profile of the respondents considers various aspects such as their age, sex/gender, marital status, and even the language they use (Hayes, 2024).

Meanwhile, Urbano (2021) mentions that academic pressure includes pressure from academic expectations, workload, time management challenges, and the need to balance education with other responsibilities such as work or family. This conceptual framework delineates the primary factors: pressure from academic expectations, workload, time management challenges, and the need to balance education with other responsibilities such as work or family.

Academic expectations encompass the standards and goals set by educators, institutions, and the students themselves (Puyat et al. (2021). In the ALS context, these expectations can be particularly daunting due to the diverse backgrounds and varying levels of prior education among students.

These factors are interrelated and often compound one another. For instance, high academic expectations can exacerbate time management challenges, and a heavy workload can make balancing other responsibilities more difficult. Understanding these interconnections is crucial for developing holistic support strategies for ALS students.

The level of writing apprehension is a crucial aspect of the study. Writing apprehension is the fear or anxiety students feel when writing, which can make it hard for them to express their thoughts and ideas clearly. This variable is determined using the Daly-Miller Test, which has been used for gauging writing apprehension since 1975. The test allows researchers to objectively measure the respondents' writing apprehension and gauge their level of comfort and confidence when it comes to writing tasks. High levels of writing apprehension can lead to avoidance of writing tasks, lower quality of written work, and overall negative attitudes towards writing.

The framework provides a comprehensive understanding of the connection between demographic profile, academic stress, and the level of writing apprehension among students in ALS.

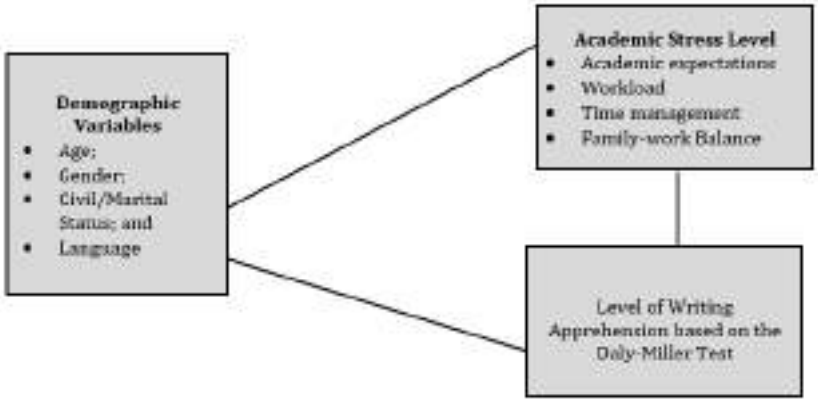

Figure 1. The Relationship of Demographic Variables, Academic Stress, and Writing Apprehension Level among Students of Alternative Learning System

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Statement of the Problem

The study aimed to determine the relationship between the respondents' demographics, perceived stressfulness stressors, and writing apprehension level based on the Daly-Miller Test among ALS students. Specifically, it sought to answer the following questions:

1. How may the demographics of the respondents be described in terms of:?
    a. Age;
    b. Sex/Gender;
    c. Civil Status; and
    d. Language
2. How do the respondents perceive the stressfulness of the following stressors:
    a. Written work and assignments;
    b. Assessment-related stressors;
    c. Tasks-related stressors;
    d. Instructional-related stressors; and
    e. Classroom-related stressors
3. How may the writing apprehension level of the respondents be described based on the Daly-Miller Test?
4. Is there a significant relationship between the respondents' demographics and their perceived stressfulness stressors?
5. Is there a significant relationship between the demographics and the writing apprehension level of the respondents?
6. Is there a significant relationship between the respondents' perceived stressfulness stressors and their writing apprehension level?
7. What is the implication of the result of the study for the enhancement of ALS?

Hypothesis

The following are the null hypotheses formulated by the researcher:

H_o1. There is no significant relationship between the demographic profile and the academic stress factors of the respondents.

H_o2. There is no significant relationship between demographic profile and the level of writing apprehension of the respondents; and

H_o3. There is no significant relationship between the academic stress factors and the level of writing apprehension of the respondents.

Scope and Delimitation

The study included respondents that are in the ALS high school level, whose demographics like age, sex, civil status, and language, were included in the study. It explored various academic stressors such as heavy workloads, tight

deadlines, and the pressure to perform well in assessments, which are common challenges faced by students in alternative learning systems (ALS).

These stressors can significantly influence a student's ability to focus, retain information, and perform effectively in both written and oral assessments. By examining the correlation between these stressors and writing apprehension, the study aims to shed light on how the pressures of academic demands impact students' confidence and ability to express their ideas in writing.

Understanding this relationship will provide valuable insights into how educators can better support ALS students in managing stress and improving their academic performance.

However, the total population of the respondents from 144 ended to 139 due to students who were absent during the data gathering by the researcher, and some students stopped already from their schooling. This limited the number of respondents in the study.

Lastly, the number of respondents is limited also, mainly due to the number of schools offering ALS for senior high school in public schools.

METHODS

Type of Research

The study employed a descriptive-correlational research methodology. This study describes the characteristics of a population or phenomenon and examines the relationships between variables within that population (Curtis, Comiskey, & Dempsey, 2016).

Respondents and Sampling Technique

The target respondents for this study were senior high school students who are currently enrolled in the ALS program for the academic year 2023 to 2024 of Angeles City, Pampanga, Philippines.

To meet the specific criteria that correspond with the research objectives, the study used a total enumeration in selecting the respondents for the study.

A total population of 144 ALS students from the three public schools that offer ALS programs to students in Angeles City. The three ALS schools are Bonifacio V. Romero School, City College of Angeles, and Salapungan High School. The table below shows the data on the respondents.

ALS Schools	Actual Population	Respondents
Bonifacio V. Romero	93	73
City College of Angeles	47	26
Salapungan High School	75	65
TOTAL	215	164
ABSENTEES	31	

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Instrument

Formulation of Questionnaire

For the questionnaire, key variables were determined, and which ones were to be measured based on the research questions and objectives. Those variables included sources of stress, perceived stress levels, and academic performance.

Reliability Testing

The consistency of responses within the questionnaire was assessed. Cronbach's alpha, a statistical measure of reliability. The Academic Stress scale and Daly-Miller test demonstrated consistent reliability, in terms of academic stress scale with 35 or α=0.882 while the Daly-Miller test with 26 items or α=0.867. These values indicated a high-reliability coefficient, suggesting that the items within each scale consistently measure the intended construct. A Cronbach's alpha value of 0.70 or higher is acceptable.

Statistical Treatment

After collecting responses from the respondents, the researcher collaborated with a statistician to analyze and validate the findings. After the collected data from the respondents and tabulated by the researcher and statistician, the data were stored in a secure file where they were held, but after three years would be destroyed by using a paper shredder machine.

Data Gathering Procedure and Ethical Considerations

The study, conducted in 2023-2024, followed strict ethical guidelines, including ethics clearance and permissions from relevant authorities. ALS students voluntarily participated by completing confidential surveys with informed consent under the Data Privacy Act of 2012. Minor discomfort was acknowledged, but participation offered valuable insights. Data collection, aligned with DepEd schedules, was completed within five days, with surveys taking 20–30 minutes per respondent.

Data Analysis

The data collected from the respondents using paper and pencil survey questions were transported a tabulated into Microsoft Excel 2013 edition and were given appropriate numerical code. To describe the demographic profile of the respondents, frequency and percentage (%) were used.

In describing the respondents' academic stressors, the data were analyzed using frequency, percentage, and mean (x) distribution. The following are the range and descriptors for interpreting the level of academic stress.

Mean () Ranges*	**Descriptions**
1.00-1.49	**Not All Stressful**
1.50-2.49	Rarely Stressful
2.50-3.49	Sometimes Stressful
3.50-4.49	Fairly Stressful
4.50-5.00	Extremely Stressful

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Additionally, frequency (f) and percentage (%) were used to describe the level of writing apprehension by the Daly-Miller Test among the ALS students with the following score ranges and descriptions:

Score Ranges	Descriptions
26-59	High level of writing apprehension
60-96	Do not experience a significantly unusual level of writing apprehension
97-130	Low level of writing apprehension

Subsequently, the Pearson chi-square test correlation coefficient was employed to assess the association between demographic variables, academic stress, and writing apprehension levels. The p-value (that is less than or equal to 0.05 is considered statistically significant.

The correlation coefficient value was interpreted using the strength of the correlation framework developed by Dancey and Reidy (2004).

Contingency/Correlation Coefficient Value	Direction and Strength of Correlation
±1.00	Perfect (+/-) correlation
±0.70 to ±0.99	Strong (+/-) correlation
±0.40 to ±0.69	Moderate (+/-) correlation
±0.10 to ±0.39	Weak (+/-) correlation
±.00 to ±0.09	No correlation

Results

The data gathered were organized and processed using the appropriate statistical tools which revealed the following significant results:

Reliability Testing through Cronbach's Alpha

The Academic Stress scale and Daly-Miller test demonstrated consistent reliability, in terms of academic stress scale with 35 or α=0.882 while the Daly-Miller test with 26 items or α=0.867. Thus, these values indicated high reliability, suggesting that the items within each scale consistently measure the intended construct.

Table 1. Reliability Testing through Cronbach's Alpha

Section of the Questionnaire with Ordinal Values	N of items	Cronbach's Alpha (□)
Academic Stress Scale	35	0.882
Dally-Miller Test	26	0.867

Demographic Profile of the Respondents

Table 2 shows the frequency and percentage of the 139 respondents' demographic profiles:

Sex. The majority of the respondents are female 84 or 60.4% compared to males with 55 or 39.6%.

Age. In terms of age, the majority of the respondents are aged between 21 to 25 years old with 49 or 35.3%, followed by ages between 26 to 30 years old with 39 or 28.1%, then ages between 36 and above with 19 or 12.2%, followed by ages between 18 to 20 with 17 or 12.2%, while ages between 31 to 35 with 15 or 10.8% were the least ages of the respondents.

Civil Status. Most of the respondents were single 117 or 84.2%, followed by married respondents with 21 or 15.1%, and there was a respondent who is widow with 1 or 0.7%.

Language. Majority of the respondents were Tagalog with 62 or 44.6%, followed by Kapampangan with 53 or 38.1%, Waray with 13 or 9.4%, Ilocano with 8 or 5.8%, and Pangasinense with 3 or 2.2%.

Table 2. Demographic Profile of the Respondents

Sex	**f**	**%**
Male	55	39.6
Female	84	60.4
Total	139	100.00
Age	f	%
18-20	17	12.2
21-25	49	35.3
26-30	39	28.1
31-35	15	10.8
36 and above	19	13.7
Total	139	100.0
Civil Status	f	%
Single	117	84.2
Married	21	15.1
Widow	1	0.7
Total	139	100.0
Language	f	%
Tagalog	62	44.6
Kapampangan	53	38.1
Waray	13	9.4
Ilocano	8	5.8
Pangasinense	3	2.2
Total	139	100.0

N= 139; f= frequency; %=percentage

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Respondents' Academic Stressors

Table 3 shows the frequency and percentage of the respondents' academic stressors:

Written Works and Assignments. All the 139 respondents with an overall mean of ($\bar{x}$=3.23) stated sometimes stressful in terms of written work and assignments stressors such as excessive homework ($\bar{x}$=2.95); term papers ($\bar{x}$=2.91); forgotten assignments ($\bar{x}$=3.37); incomplete assignments ($\bar{x}$=3.45); and unclear assignments ($\bar{x}$=3.42).

Assessment-related Stress. Most of the respondents stated they experienced sometimes stress. These stressors were their final grades ($\bar{x}$=2.68); examinations ($\bar{x}$=3.14); studying examination ($\bar{x}$=3.01); waiting for graded tests ($\bar{x}$=2.37); and announced quizzes ($\bar{x}$=2.17). While evaluating classmates' work ($\bar{x}$=2.17), it was rarely stressful. Overall, the mean value was ($\bar{x}$=2.17), thus, the respondents were sometimes stressed in terms of their assessment-related stressors.

Task-related Stress. Most of the respondents answered sometimes stressful. These stressors were class-speaking ($\bar{x}$=2.55); being unprepared to respond to questions ($\bar{x}$=3.22); incorrect answers in class ($\bar{x}$=3.02); and arriving late for class ($\bar{x}$=2.93). Respondents answered rarely stressed about learning new skills ($\bar{x}$=1.89) and notetaking in class ($\bar{x}$=2.04). Overall, the mean value was ($\bar{x}$=3.23), hence, the respondents were sometimes stressed by their task-related stressors.

Instructional-related Stress. Most of the respondents answered sometimes stressed. These stressors were missing class ($\bar{x}$=3.33); unclear course objectives ($\bar{x}$=3.17); nonnative language lectures ($\bar{x}$=3.00); and irrelevant classes toward major ($\bar{x}$=2.83). While the respondents answered rarely stressed in stressors of fast-paced lectures ($\bar{x}$=1.94); followed by buying textbooks ($\bar{x}$=2.17); and forgetting pencil/pen ($\bar{x}$=2.24). While respondents stated fairly stressed studying the wrong materials with ($\bar{x}$=3.65).

Overall, the mean value was ($\bar{x}$=2.79) for instructional-related stress, thus the respondents were sometimes stressed.

Task-related Stress. The respondents answered sometimes stressful in the following stressors such as class speaking ($\bar{x}$=2.55); prepared to respond to questions ($\bar{x}$=3.22); followed by incorrect answers in class ($\bar{x}$=3.02); and arriving late for class ($\bar{x}$=2.04). Some respondents answered rarely stressed in terms of learning new skills ($\bar{x}$=1.89) and notetaking in class ($\bar{x}$=2.04). In conclusion, the average value was ($\bar{x}$=2.65). Therefore, the respondents experienced sometimes stress related to their tasks-related stress.

Instructional-related Stress. The respondents stated they were sometimes stressed in the following stressors as missing class ($\bar{x}$=3.33); unclear course objectives ($\bar{x}$=3.17); followed by native language lectures ($\bar{x}$=3.0); and irrelevant classes toward major ($\bar{x}$=2.83). Also, respondents stated that they were rarely stressed in terms of fast-paced lectures ($\bar{x}$=1.94); followed by buying textbooks ($\bar{x}$=2.17); and forgetting pencil/pen ($\bar{x}$=2.34). The respondents stated fairly stressed in studying with the new materials ($\bar{x}$=3.65).

Overall, in terms of instructional-related stress, the mean value is $\bar{x}$=2.79. Therefore, the respondents were sometimes stressed.

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Classroom-related Stress. The majority of the respondents answered they were sometimes stressed. The stresses indicated by the respondents included hot classrooms ($\bar{x}$=3.09); attending wrong class ($\bar{x}$=2.99); late dismissal of class ($\bar{x}$=2.86); noisy classroom ($\bar{x}$=3.09); followed by crowded classes ($\bar{x}$=2.78); and poor classroom lighting ($\bar{x}$=2.50). While several respondents indicated rarely stressed in terms of boring classes ($\bar{x}$=2.43); followed by cold classrooms ($\bar{x}$=1.790; and classes with open discussions ($\bar{x}$=2.01). Thus, the average score of classroom-related stress is ($\bar{x}$=2.75), indicating that the respondents experienced sometimes stress about their classroom-related experiences.

Table 3. Written Works and Assignment Stressors

Statements	1 Not all Stressful	2 Rarely Stressful	3 Sometimes Stressful	4 Fairly Stressful	5 Extremely Stressful	Mean	Desc
11. Incomplete assignments	16 (11.5)	17 (12.2)	27 (19.4)	47 (33.8)	32 (23.0)	3.45	Sometimes Stressful
12. Unclear assignments	16 (11.5)	20 (12.4)	32 (22.3)	34 (24.5)	38 (27.3)	3.42	Sometimes Stressful
10. Unforgotten assignments	13 (9.4)	14 (10.1)	46 (33.1)	41 (29.5)	25 (18.0)	3.37	Sometimes Stressful
2. Excessive homework	4 (2.9)	39 (28.1)	66 (47.5)	20 (14.4)	10 (7.2)	2.95	Sometimes Stressful
3. Term papers	9 (6.5)	41 (29.5)	53 (38.1)	25 (18.0)	11 (7.9)	2.91	Sometimes Stressful
Overall mean for Written Works and Assignment Stressors						3.23	Sometimes Stressful
4. Examinations	9 (6.5)	30 (21.6)	47 (33.8)	38 (27.3)	15 (10.8)	3.14	Sometimes Stressful
5. Studying examinations	16 (11.5)	31 (22.3)	42 (30.2)	36 (25.9)	14 (10.1)	3.01	Sometimes Stressful
Final grades	23 (16.5)	38 (27.3)	52 (37.4)	13 (9.4)	13 (9.4)	2.68	Sometimes Stressful
9. Pop quizzes	23 (16.5)	51 (36.7)	42 (30.2)	11 (7.9)	12 (8.6)	2.55	Sometimes Stressful
14. Announced quizzes	27 (19.4)	44 (31.7)	43 (30.9)	16 (11.5)	9 (6.5)	2.54	Sometimes Stressful
7. Waiting for graded tests	41 (29.5)	35 (25.2)	44 (31.7)	8 (5.8)	11 (7.9)	2.37	Sometimes Stressful
34. Evaluating classmate's work	38 (27.3)	54 (38.8)	34 (24.5)	11 (7.9)	2 (1.4)	2.17	Sometimes Stressful
Overall mean for Assessment-Related Stress						2.62	Sometimes Stressful

6. Class speaking	34 (24.5)	37 (26.6)	38 (27.3)	17 (12.2)	13 (94.0)	2.55	Sometimes Stressful
13. Unprepared to respond to questions	7 (5.0)	32 (23.0)	48 (43.5)	28 (20.1)	24 (17.3)	3.22	Sometimes Stressful
16. Incorrect answers in the class	11 (7.9)	36 (25.9)	51 (26.7)	21 (15.1)	20 (14.4)	3.02	Sometimes Stressful
19. Learning new skills	74 (53.2)	28 (20.1)	21 (15.1)	10 (7.2)	6 (4.3)	1.89	Rarely Stressful
27. Arriving late for class	15 (10.8)	33 (23.7)	54 (38.8)	21 (15.1)	16 (11.5)	2.93	Sometimes Stressful
29. Notetaking in class	61 (43.9)	26 (18.7)	43 (30.9)	4 (2.9)	5 (3.6)	2.04	Rarely Stressful
Overall mean for Task-Related Stress						2.65	Sometimes Stressful
15. Studied wrong material	8 (5.8)	16 (11.5)	34 (24.5)	40 (28.8)	41 (29.5)	3.65	Fairly Stressful
17. Missing class	15 (10.8)	22 (15.8)	37 (26.6)	32 (23.0)	33 (23.7)	3.33	Sometimes Stressful
20. Unclear course objectives	9 (6.5)	29 (20.9)	54 (38.8)	24 (17.3)	23 (16.5)	3.17	Sometimes Stressful
22. Nonnative language	27 (19.4)	21 (15.1)	44 (31.7)	19 (13.7)	28 (20.1)	3.00	Sometimes Stressful
31. Irrelevant classes toward major	20 (14.4)	28 (20.1)	59 (42.4)	20 (14.4)	12 (8.6)	2.83	Sometimes Stressful
28. Forgetting pencil/pen	44 (31.7)	46 (33.1)	32 (23.0)	5 (3.6)	12 (8.6)	2.24	Rarely Stressful
18. Buying textbooks	52 (37.4)	33 (23.7)	38 (27.3)	10 (7.2)	6 (4.2)	2.17	Rarely Stressful
8. Fast-paced lectures	55 (39.6)	45 (32.4)	33 (23.7)	5 (3.6)	1 (0.7)	1.94	Rarely Stressful
Overall mean for Instructional-Related Stress						2.79	Sometimes Stressful
21. Hot classrooms	23 (16.5)	26 (18.7)	38 (27.3)	19 (13.7)	33 (23.7)	3.09	Sometimes Stressful
23. Boring classes	47 (33.8)	25 (18.0)	40 (28.8)	14 (10.1)	13 (9.1)	2.43	Rarely Stressful
24. Attending wrong class	38 (27.3)	20 (14.4)	23 (16.5)	22 (15.8)	36 (25.9)	2.99	Sometimes Stressful
25. Late dismissals of class	34 (24.5)	24 (17.3)	36 (25.9)	18 (12.9)	27 (19.4)	2.86	Sometimes Stressful
26. Cold classroom	83	22	20	9	5	1.78	Rarely Stressful

	(59.7)	(15.8)	(14.4)	(6.5)	(3.6)		
30. Noisy classroom	25 (18.0)	18 (12.9)	42 (30.2)	27 (19.4)	27 (19.4)	3.09	Sometimes Stressful
32. Crowded classes	33 (23.7)	25 (18.0)	42 (30.2)	17 (12.2)	22 (15.8)	2.78	Sometimes Stressful
33. Classes with open discussion	58 (41.7)	36 (25.9)	35 (25.2)	6 (4.3)	4 (2.9)	2.01	Rarely Stressful
35. Poor classroom lighting	46 (33.1)	26 (18.7)	34 (24.5)	17 (12.2)	16 (11.5)	2.50	Sometimes Stressful
Overall mean for Classroom-Related Stress						2.75	Sometimes Stressful

N= 139; $\bar{x}$ - mean; Desc – description

Respondents' Level of Writing Apprehension

Table 4 shows the frequency and percentage of the respondents' level of writing apprehension in their positive and negative statement values:

Positive Statements Value (PSV). The majority of them feel uncertain. The statements were being afraid of writing essays when they know they will be evaluated ($\bar{x}$= 3.21); taking a composition course is a very frightening experience ($\bar{x}$=3.14); their mind seems to go blank when they start to work on a composition ($\bar{x}$=2.83); nervous in writing ($\bar{x}$=2.71); they never seem to be able to write down their ideas clearly ($\bar{x}$=2.83); they expect to do poorly in composition classes even before when they enter them ($\bar{x}$=2.75); had a terrible time organizing their ideas in a composition course ($\bar{x}$=3.04); when they hand in a composition they know it will be going to do poorly ($\bar{x}$=2.92); they don't think they write as well as most other people ($\bar{x}$=3.05); followed by they do not like their compositions to be evaluated ($\bar{x}$=3); and they are not good in writing ($\bar{x}$=2.68). However, some respondents agreed to avoid writing ($\bar{x}$=2.47), and expressing ideas through writing seems to be a waste of time ($\bar{x}$=2.45).

Negative Statements Value (NSV). The majority felt uncertain. These negative items had no fear of their writing being evaluated ($\bar{x}$=2.86); they look forward to writing down their ideas ($\bar{x}$=2.64); handing in a composition makes them feel good ($\bar{x}$=2.72); they enjoyed submitting their writing to magazines for evaluation and publication ($\bar{x}$=3.04); they feel confident in their ability to express their ideas clearly in writing ($\bar{x}$=2.61); they liked to have their friends read what they had written ($\bar{x}$=2.76); people seem to enjoy what they wrote ($\bar{x}$=3.07); they enjoyed writing ($\bar{x}$=2.54); writing for them is a lot of fun ($\bar{x}$=2.66); they liked seeing their thoughts on paper ($\bar{x}$=2.64); followed by discussing their writing with others is enjoyable ($\bar{x}$=2.76); and it was easy for them to write good compositions ($\bar{x}$=3.14). While there are respondents who disagree, they liked to write down their ideas ($\bar{x}$=2.39).

Overall, respondents indicate that the predominant level of stress experienced falls within the moderate range, irrespective of the context in which stress is presented, be it through affirmations of their ability to handle stress (positive statement value) or expressions of their struggle with stress (negative statement value).

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Table 4. Respondents' Level of Writing Apprehension

Statements	1 Strongly Agree	2 Agree	3 Uncertain	4 Disagree	5 Strongly Disagree	Mean	Desc
4. I am afraid of writing essays when I know they will be evaluated.	20 (14.4)	21 (15.1)	37 (26.6)	32 (23.0)	29 (20.9)	3.21	Uncertain/Moderate
5. Taking a composition course is a very frightening experience	11 (7.9)	20 (14.4)	58 (41.7)	38 (27.3)	12 (8.6)	3.14	Uncertain/Moderate
23. It's easy for me to write good compositions*	10 (7.2)	23 (16.5)	60 (43.2)	30 (21.6)	16 (11.5)	3.14	Uncertain/Moderate
14. People seem to enjoy what I write*	6 (4.3)	17 (12.2)	87 (62.6)	19 (13.7)	10 (7.2)	3.07	Uncertain/Moderate
24. I don't think I write as well as most other people.	11 (7.9)	30 (21.6)	53 (38.1)	31 (22.3)	14 (10.1)	3.05	Uncertain/Moderate
9. I would enjoy submitting my writing to magazines for evaluation and publication. *	18 (12.9)	24 (17.3)	47 (33.8)	35 (25.2)	15 (10.8)	3.04	Uncertain/Moderate
21. I have a terrible time organizing my ideas in a composition course.	5 (3.6)	32 (23.0)	66 (47.5)	24 (17.3)	12 (8.6)	3.04	Uncertain/Moderate
25. I don't like my compositions to be evaluated.	13 (9.4)	32 (23.0)	50 (36.0)	30 (21.6)	14 (10.1)	3.00	Uncertain/Moderate
22. When I hand in a composition, I know I'm going to do poorly.	14 (10.1)	29 (20.9)	61 (43.9)	24 (17.3)	11 (7.9)	2.92	Uncertain/Moderate
2. I have no fear of my writing being evaluate*	20 (14.4)	41 (29.5)	41 (25.5)	24 (17.3)	19 (13.7)	2.86	Uncertain/Moderate
7. My mind seems to go blank when I start to work on my composition	18 (12.9)	36 (25.9)	48 (34.5)	25 (18.0)	12 (8.6)	2.83	Uncertain/Moderate
16. I never seem to be able to write down my ideas clearly.	19 (13.7)	34 (24.5)	54 (38.8)	15 (10.8)	17 (12.2)	2.83	Uncertain/Moderate

12. I like to have my friends read what I have written. *	27 (19.4)	24 (17.3)	58 (41.7)	16 (11.5)	14 (10.1)	2.76	Uncertain/Moderate
20. Discussing my writing with others is enjoyable. *	22 (15.8)	38 (27.3)	40 (28.8)	29 (20.9)	10 (7.2)	2.76	Uncertain/Moderate
18. I expect to do poorly in composition classes even before I enter them.	16 (11.5)	33 (23.7)	66 (47.5)	18 (12.9)	6 (4.3)	2.75	Uncertain/Moderate
6. Handing in a composition makes me feel good. *	24 (17.3)	35 (25.2)	47 (33.8)	22 (15.8)	11 (7.9)	2.72	Uncertain/Moderate
13. I'm nervous about writing.	25 (18.0)	43 (30.9)	35 (25.2)	19 (13.7)	17 (12.2)	2.71	Uncertain/Moderate
26. I'm not good at writing.	32 (23.0)	31 (22.3)	37 (26.6)	27 (19.4)	12 (8.6)	2.68	Uncertain/Moderate
17. Writing is a lot of fun. *	25 (18.0)	34 (24.5)	51 (36.7)	21 (15.1)	8 (5.8)	2.66	Uncertain/Moderate
3. I look forward to writing down my ideas. *	35 (25.2)	38 (27.3)	29 (20.9)	16 (11.5)	21 (15.1)	2.64	Uncertain/Moderate
19. I like seeing my thoughts on paper. *	24 (17.3)	36 (25.9)	52 (37.4)	20 (14.4)	7 (5.0)	2.64	Uncertain/Moderate
11. I feel confident in my ability to express my ideas clearly in writing. *	32 (23.0)	32 (23.0)	44 (31.7)	20 (14.4)	11 (7.9)	2.61	Uncertain/Moderate
15. I enjoy writing*	31 (22.3)	40 (28.8)	38 (27.3)	22 (15.8)	8 (5.8)	2.54	Uncertain/Moderate
1. I avoid writing.	42 (30.2)	27 (19.4)	42 (30.2)	18 (12.9)	10 (7.2)	2.47	Disagree/ Low
8. Expressing ideas through writing seems to be a waste of time.	42 (30.2)	34 (24.5)	35 (25.2)	15 (10.8)	13 (9.4)	2.45	Disagree/ Low
10. I like to write down my ideas. *	32 (23.)	52 (37.4)	33 (23.7)	13 (9.4)	9 (6.5)	2.39	Disagree/ Low

*Items were reversed-scored

N= 139; $\bar{x}$ - mean; Desc – Description

Relationship Between Respondents' Demographic Profile and Academic Stressors

Table 5 shows the p-value ($\hat{p}$) and contingency coefficient (χ) between the respondents' demographic profile and academic stressors:

Sex and Academic Stressors. The results of the study indicate no significant relationship between sex and academic stressors. By using the Pearson chi-square test correlating respondents' stressors in terms of written works and assignments ($\hat{p}$=0.295 and χ=0.185); assessment-related stress($\hat{p}$=0.099 with χ=0.231); task-related stress ($\hat{p}$=0.098 with χ=0.037); instructional-related stress ($\hat{p}$=0.512 with χ=0.128); and classroom-related stress ($\hat{p}$=0.763 with χ=0.115) showed $\hat{p}$ greater than 0.05 level of significance, resulting in the rejection of the null hypothesis. This indicates that there is no correlation between the sex of the respondents and their academic stressors.

Age and Academic Stressors. The study's results indicated the Pearson chi-square test, which examined the relationship between respondents' age and academic stressors resulted in the following findings: assessment-related stress($\hat{p}$=0.519 with χ=0.313); for task-related stress ($\hat{p}$=0.380 with χ=0.291); for instructional-related stress ($\hat{p}$=0.055 with χ=0.360); and classroom-related stress ($\hat{p}$=0.456 with χ=0.321). Significantly, all the $\hat{p}$ values were found to be greater than 0.05 level of significance. This indicates that there is no correlation between the age of the respondents and levels of assessment-related stress task-related stress, instructional-related stress, and classroom-related stress. In comparison, the analysis of the written works and assignments ($\hat{p}$=0.010 and χ=0.432), the study revealed the $\hat{p}$ value is less than the 0.05 level of significance. This indicates a moderate positive connection between the age of the respondents and their written work and assignments.

Civil Status and Academic Stressors. The study revealed that there is a weak positive correlation between the civil status of the respondents and their academic stressors. This was determined by the Pearson chi-square test, with ($\hat{p}$=0.003 with χ=0.381) for written works and assignments; task-related stress ($\hat{p}$=0.010 with χ=0.329); and instructional-related stress ($\hat{p}$=0.026 with χ=0.306). These results indicate that the correlations are statistically significant at the 0.05 level.

However, the statistical analysis reveals that there is no significant relationship between the civil status of the respondents and their assessment-related stress and classroom-related stress. This is indicated by the fact that the $\hat{p}$ value for both assessment-related stress ($\hat{p}$=0.834 with χ=0.172) and classroom-related stress ($\hat{p}$=0.923 with χ=0.149) is greater than the 0.05 level of significance.

Language and Academic Stressors. The Pearson chi-square test showed that there was no significant correlation between language and stressors related to written works and assignments ($\hat{p}$=0.918 and χ=0.245), assessment-related stress ($\hat{p}$=0.173 with χ=0.363), task-related stress ($\hat{p}$=0.866 with χ=0.217), instructional-related stress ($\hat{p}$=0.666 with χ=0.252), and classroom-related stress ($\hat{p}$=0.224 with χ=0.354). The $\hat{p}$ values were greater than

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0.05, indicating the rejection of the null hypothesis. This indicates that the language used by the respondents does not have any correlation with their academic stressors.

Overall, the contingency coefficients and p-values indicate the strength and significance of the relationships between respondents' demographic profiles and various categories of academic stressors.

Table 5. Relationship Between Respondents' Demographic Profile and Academic Stressors

Academic Stressors						
	Demographic Profile	Written Works and Assignments	Assignment-Related Stress	Tasks-Related Stress	Instructional-Related Stress	Classroom-Related Stress
Sex	Contingency coefficient	0.185	0.231	0.037	0.128	0.115
	p-value	0.295	0.099	0.980	0.512	0.763
	Decision	No Correlation	No Correlation	No Correlation	No Correlation	No Correlation
Age	Contingency coefficient	0.432	0.313	0.291	0.360	0.321
	p-value	0.010	0.519	0.380	0.055	0.456
	Decision	Moderate positive correlation	No Correlation	No Correlation	No Correlation	No Correlation
Civil Status	Contingency coefficient	0.381	0.172	0.329	0.306	0.149
	p-value	0.003	0.834	0.010	0.026	0.923
	Decision	Weak positive correlation	No Correlation	Weak positive correlation	Weak positive correlation	No Correlation
Dialect	Contingency coefficient	0.245	0.363	0.217	0.252	0.354
	p-value	0.918	0.173	0.866	0.666	0.224
	Decision	No Correlation	No Correlation	No Correlation	No Correlation	No Correlation

N= 137; $\hat{p}$ – value; χ- Contingency Coefficient

Relationship Between Respondents' Demographic Profile and Writing Apprehensions

Table 6 shows the p-value ($\hat{p}$) and contingency coefficient (χ) between the respondents' demographic profile and writing apprehensions:

Sex and Writing Apprehension. The study's results indicate that there is no significant association between the sex of the respondents and their writing apprehensions. This is supported by the Pearson chi-square test, which yielded a ($\hat{p}$=0.159 and χ=0.190), both of which are greater than the 0.05 level of significance.

Age and Writing Apprehension. The Pearson chi-square test examining the correlation between respondents' age and writing apprehensions ($\hat{p}$=0.542 and χ=0.269) indicated that the $\hat{p}$ value is greater than the 0.05 level of significance. This indicates that there is no relationship between the age of the respondents and their writing apprehensions.

Civil Status and Writing Apprehension. Regarding the Pearson chi-square test correlating respondents' civil status and writing apprehensions ($\hat{p}$=0.542 and χ=0.269), the study showed $\hat{p}$ is less than 0.05 level of significance, hence, this signifies that the civil status of the respondents has a weak positive relationship with their writing apprehension.

Language and Writing Apprehension. The Pearson chi-square test comparing the respondents' language and writing apprehension has a $\hat{p}$=0.150 and χ=0.330) revealed that $\hat{p}$ is greater than the 0.05 level of significance, indicating that there is no correlation between the respondents' language and writing apprehensions.

Table 6. Relationship Between Respondents' Demographic Profile and Writing Apprehensions

Demographic Profile		**Writing Apprehensions**
Sex	Contingency coefficient	0.190
	p-value	0.159
	Decision	No Correlation
Age	Contingency coefficient	0.269
	p-value	0.542
	Decision	No Correlation
Civil Status	Contingency coefficient	0.304
	p-value	0.028
	Decision	Weak positive correlation
Dialect	Contingency coefficient	0.330
	p-value	0.150
	Decision	No Correlation

N= 137; $\hat{p}$ – value; χ- Contingency Coefficient

Relationship Between Respondents' Academic Stressors and Writing Apprehensions

Table 7 shows the relationship between the respondents' academic stressors and writing apprehensions:

Written Works and Assignments and Writing Apprehension. The Spearman rho correlation between the respondents' written works and assignments and their writing apprehension was revealed ($\hat{p}$=0.743 and r=.028), indicating that there is no correlation between the respondents' writing apprehension and their written works and assignments.

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Assessment-related Stress and Writing Apprehension. The findings of the Spearman rho correlation between the respondents' assessment-related stress and their writing apprehension revealed ($\hat{p}$=0.260 and r=.094), which shows that there is no association between the respondents' assessment-related stress and writing apprehension.

Task-related Stress and Writing Apprehension. The study's findings, which examined through the Spearman rho correlation between the respondents' task-related stress and their writing apprehension, revealed ($\hat{p}$=0.458 and r=.063), indicating that there is no relationship between the respondents' task-related stress and writing apprehension.

Instructional-related Stress and Writing Apprehension. In terms of the Spearman rho correlation between the respondents' instructional-related stress and their writing apprehension, the findings of the study revealed that the ($\hat{p}$=0.0322 and r=-.085). This indicates that there is no correlation between the stress that is related to the task at hand and the writing apprehension they experience.

Classroom-related Stress and Writing Apprehension. In terms of the findings regarding the Spearman rho correlation between the respondents' classroom-related stress and their writing apprehension, the results showed that the ($\hat{p}$=0.795 and r=-.022). This indicates that there is no correlation between classroom-related stress and the writing apprehension of the respondents.

Overall, there is no correlation between several academic stressors, such as written works and assignments, assessment-related stress, task-related stress, instructional-related stress, and classroom-related stress, and the level of writing apprehension indicated by the respondents.

Overall, the Spearman rho correlation coefficients and p-values assess the relationships between different categories of academic stressors and writing apprehensions.

Table 7. Relationship Between Respondents' Academic Stressors and Writing Apprehensions

Academic Stressors		**Writing Apprehensions**
Written works and assignments	Spearman rho correlation coefficient	.028
	p-value	0.743
	Decision	No Correlation
Assessment-related stress	Spearman rho correlation coefficient	.094
	p-value	0.270
	Decision	No Correlation
Tasks-related stress	Spearman rho correlation coefficient	.063
	p-value	0.458
	Decision	No Correlation
Instructional-related stress	Spearman rho correlation coefficient	-.085
	p-value	0.322

	Decision	No Correlation
Classroom-related stress	Spearman rho correlation coefficient	-.022
	p-value	0.795
	Decision	No correlation

DISCUSSION

The following paragraphs present the discussion of the findings of the study.

Gender Distribution

The majority of respondents were female (60.4%), while males comprised 39.6%. This gender distribution may influence the study's findings as previous research suggests that stress and anxiety levels, including writing apprehension, can vary between males and females (Smith, 2020).

Age Distribution

Most respondents were aged 21-25 years (35.3%), followed by those aged 26-30 years (28.1%), with smaller proportions in other age brackets. The predominance of younger adults may affect the results, given that age can influence stress and coping mechanisms (Johnson & Agee, 2019).

Civil Status

A significant majority of the respondents were single (84.2%), with married respondents making up 15.1%, and a very small percentage being widowed (0.7%). Marital status can affect stress levels and writing apprehension, as single individuals might face different stressors compared to their married counterparts (Brown, 2021).

Language

The linguistic diversity among respondents showed a majority speaking Tagalog (44.6%), followed by Kapampangan (38.1%), Waray (9.4%), Ilocano (5.8%), and Pangasinense (2.2%). Language background may play a role in writing apprehension, as proficiency in the medium of instruction can impact confidence and stress levels in academic tasks (Garcia, 2018).

The predominance of younger, single, and female respondents, along with the diversity in languages, provides a comprehensive backdrop for examining how these factors interplay with their academic experiences. It should be noted that demographic differences contribute to the development of targeted interventions that address the specific needs and challenges faced by diverse student populations in alternative learning systems.

Academic Stressors faced by ALS students

Task-related stressors, such as class speaking, preparing to respond to questions, incorrect answers in class, and arriving late, were identified as sometimes stressful by the respondents, with an average mean value of 2.65. Notably, learning new skills and notetaking in class were considered rarely stressful, suggesting that performance

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pressure in classroom interactions is a more significant stress factor compared to routine academic activities (Rodriguez & Johnson, 2020).

Instructional-related stressors also contributed to the respondents' academic stress. Stressors such as missing classes, unclear course objectives, nonnative language lectures, and irrelevant classes towards their major were reported as sometimes stressful, with a mean value of 2.79. Interestingly, fast-paced lectures, buying textbooks, and forgetting pencils/pens were rarely stressful, while studying with new materials was fairly stressful. These findings highlight the importance of clear instructional goals and accessible materials in reducing academic stress (Smith & Wesson, 2021).

Classroom-related stressors were another area of concern. Factors such as hot classrooms, attending the wrong class, late dismissal of class, noisy classrooms, crowded classes, and poor classroom lighting were reported as sometimes stressful, with an average mean value of 2.75. In contrast, boring classes, cold classrooms, and classes with open discussions were rarely stressful. This suggests that physical and environmental factors in the classroom significantly impact students' stress levels (Brown et al., 2019).

Overall, the study indicates that ALS students experience moderate levels of stress across various academic dimensions. Task-related and instructional-related stressors, particularly those involving performance and clarity of instruction, are significant contributors to their stress. These findings underscore the need for targeted interventions to address these specific stressors, potentially through improved instructional design, better classroom environments, and enhanced support systems.

Writing Apprehension Levels

The analysis of respondents' levels of writing apprehension reveals various levels of understanding of the factors contributing to their anxiety about writing tasks. The study categorizes the respondents' apprehensions into positive and negative statement values, highlighting the complex nature of writing anxiety among ALS students.

Positive Statements Value (PSV)

The data indicate that most respondents experience moderate to high levels of writing apprehension as reflected in their positive statements. The respondents frequently feel uncertain and apprehensive about writing essays, particularly when they anticipate evaluation ($\bar{x}$ = 3.21). This aligns with existing literature, which suggests that the fear of negative evaluation is a significant source of anxiety in academic writing (Daly & Miller, 1975). Additionally, the experience of a composition course is described as frightening ($\bar{x}$ = 3.14), and many students report their minds going blank when starting a composition ($\bar{x}$ = 2.83). This phenomenon can be attributed to the cognitive overload theory, which posits that anxiety can hinder the working memory capacity necessary for effective writing (McLeod, 1987).

Further, respondents expressed nervousness about writing ($\bar{x}$ = 2.71) and a pervasive sense of inadequacy in clearly conveying their ideas ($\bar{x}$ = 2.83). Such feelings of self-doubt are consistent with the findings of Pajares and Johnson (1994), who noted that self-efficacy beliefs significantly influence writing performance and apprehension. The anticipation of performing poorly even before entering composition classes ($\bar{x}$ = 2.75) and difficulties in

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organizing ideas ($\bar{x}$ = 3.04) highlight the anticipatory anxiety that can precede writing tasks (Shell, Murphy, & Bruning, 1989).

Negative Statements Value (NSV)

Conversely, the responses to negative statements also reveal considerable uncertainty, with respondents reporting mixed feelings about their writing abilities. Many students do not fear their writing being evaluated ($\bar{x}$ = 2.86) and look forward to expressing their ideas ($\bar{x}$ = 2.64), suggesting a degree of confidence that counterbalances their apprehension. However, the enjoyment of writing and submitting work for evaluation is also fraught with uncertainty ($\bar{x}$ = 3.04). This duality indicates a complex interplay between anxiety and confidence, where students may recognize the value of writing but still struggle with the apprehension associated with it (Bandura, 1997).

Overall Stress Levels

The overall mean values for both positive and negative statements suggest that ALS students experience moderate levels of writing apprehension. This moderate apprehension is significant because it implies that while students are not incapacitated by anxiety, it still poses a barrier to their effective writing performance (Pajares & Valiante, 1997). These findings underscore the need for targeted interventions to mitigate writing apprehension. Strategies such as increased feedback, peer support, and scaffolding writing tasks can help alleviate anxiety and improve writing confidence among ALS students (Graham & Perin, 2007).

Relationship Between Demographic Profile and Academic Stressors

The relationship between respondents' demographic profiles and their academic stressors was assessed through various statistical tests.

Sex and Academic Stressors

The findings suggest that sex does not significantly impact the experience of academic stressors. Statistical analysis using the Pearson chi-square test revealed that the p-values for all stress categories—written works and assignments, assessment-related stress, task-related stress, instructional-related stress, and classroom-related stress—were consistently above the 0.05 significance level. This result indicates a lack of significant correlation between sex and academic stressors, aligning with similar findings in prior research that also reported no substantial differences in stress levels based on sex (Misra & McKean, 2000).

Age and Academic Stressors

The data revealed that age does not generally influence most types of academic stress, with p-values exceeding the 0.05 significance level for assessment-related stress, task-related stress, instructional-related stress, and classroom-related stress.

However, a significant finding was observed for stress related to written works and assignments, with a p-value of 0.010, suggesting a moderate positive correlation. This result is consistent with research (Choi, 2013) suggesting that age may influence specific aspects of academic stress.

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Civil Status and Academic Stressors

The study identified a weak positive correlation between civil status and academic stressors, particularly concerning written work and assignments, task-related stress, and instructional-related stress. The p-values for these stressors were below 0.05, indicating statistical significance. This supports existing literature that highlights how personal circumstances can affect academic stress, although the effect is often weak (Zimmet et al., 1991). No significant relationship was found between civil status and assessment-related or classroom-related stress.

Language and Academic Stressors

Analysis of the impact of language on academic stressors revealed no significant correlations. All p-values for written works and assignments, assessment-related stress, task-related stress, instructional-related stress, and classroom-related stress were greater than 0.05. This finding is in line with studies that have found no significant link between linguistic background and academic stress as in the study by Lipson et al. (1996).

The results suggest that demographic variables such as sex, age, and language generally do not have a significant impact on academic stress. However, civil status exhibits a weak but statistically significant association with certain stressors, and age shows a specific relationship with stress related to written assignments. These findings are consistent with existing literature on academic stress and demographic factors.

On the sixth question on the relationship between respondents' demographic profiles and their writing apprehensions, as well as the connection between academic stressors and writing apprehensions, the following can be noted.

Sex and Writing Apprehension

The Pearson chi-square test results indicate no significant association between sex and writing apprehensions. With a p-value of 0.159 and a contingency coefficient (χ) of 0.190, both exceeding the 0.05 significance level, these results suggest that sex does not significantly affect writing apprehension among respondents. This finding aligns with previous research that found no substantial differences in writing anxiety based on gender (Daly & Miller, 1975).

Age and Writing Apprehension

The Pearson chi-square test also revealed that age does not have a significant impact on writing apprehension, as evidenced by a p-value of 0.542 and a contingency coefficient of 0.269, both greater than the 0.05 significance threshold. This supports earlier findings suggesting that age does not significantly influence writing apprehension (Harb, 2008).

Civil Status and Writing Apprehension

In contrast, the results showed a weak positive relationship between civil status and writing apprehension. The Pearson chi-square test yielded a p-value of 0.542 and a contingency coefficient of 0.269, suggesting a weak but statistically significant correlation. This suggests that civil status may have a modest impact on writing

apprehension, echoing findings from studies that have explored the effects of personal circumstances on academic anxiety (Williams, 2004).

Language and Writing Apprehension

The relationship between language and writing apprehension was also examined using the Pearson chi-square test, which showed a p-value of 0.150 and a contingency coefficient of 0.330. Both values exceed the 0.05 significance level, indicating that language does not significantly influence writing apprehension. This is consistent with research indicating that linguistic background does not majorly affect writing anxiety (Horwitz, 2001).

Academic Stressors and Writing Apprehension

The correlation between writing apprehension and stress from written works and assignments was not significant, with a p-value of 0.743 and a correlation coefficient of r = 0.028. This suggests no meaningful relationship between these stressors and writing apprehension.

Assessment-Related Stress

Similarly, the correlation between assessment-related stress and writing apprehension was non-significant (p = 0.260, r = 0.094), indicating that assessment-related stress does not significantly affect writing apprehension.

Task-Related Stress

The analysis revealed no significant correlation between task-related stress and writing apprehension (p = 0.458, r = 0.063), suggesting that task-related stress does not strongly impact writing apprehension.

Instructional-Related Stress

The Spearman rho correlation between instructional-related stress and writing apprehension indicates no significant relationship, reflecting that instructional-related stress does not correlate with writing apprehension.

Classroom-Related Stress

Finally, there was no significant correlation between classroom-related stress and writing apprehension, with a p-value of 0.795 and a correlation coefficient of r = -0.022. This result suggests that classroom-related stress does not significantly impact writing apprehension.

Overall, the study's findings indicate that writing apprehension is not significantly correlated with demographic factors such as sex, age, language, and most academic stressors. The only notable relationship observed was the weak positive association between civil status and writing apprehension. These results contribute to the understanding of factors influencing writing apprehension and are consistent with existing literature on academic stress and writing anxiety.

The study's findings suggest that demographic factors such as age, sex, and language have minimal impact on academic stress and writing apprehension among ALS students. However, civil status shows a weak but notable correlation with both academic stressors and writing apprehension, indicating that students with different personal circumstances may experience unique challenges.

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This implies that while general support strategies are effective, additional tailored interventions, particularly for students with familial responsibilities, could be beneficial in reducing stress and enhancing writing confidence.

Ultimately, through the integration of the three critical variables—demographic profile, academic stress, and writing apprehension—the framework of this study offered an in-depth perspective on how these elements interrelate and impact students enrolled in the ALS program. The research aimed to answer the intricate factors that shape the students' demographics, while simultaneously examining how these characteristics influence and are influenced by the pressures of academic stress and the degree of anxiety they experience when faced with writing tasks. By dissecting these connections, the study sought to provide nuanced insights into the specific dynamics at play, to illuminate the underlying causes and effects that contribute to the educational experiences of ALS learners.

CONCLUSION

The primary goal of this study was to provide a better understanding of the specific factors that determined the demographic characteristics of the respondents, and how these characteristics were affected by academic stress and levels of writing apprehension.

Based on the preceding discussion, the following conclusions are drawn:

1. The utilization of Cronbach's Alpha as the statistical test for assessing reliability was appropriate for the research objectives, contributing to the accuracy and comprehensiveness of the study.
2. The demographic profile of the respondents described a predominantly female sample, primarily aged between 21 to 25 years old, predominantly single, and primarily using Tagalog as their language.
3. The academic stressors experienced by the respondents, including written work, assignments, assessment-related stress, task-related stress, instructional-related stress, and classroom-related stress, were identified as sometimes stressful.
4. The respondents' written apprehension towards positive and negative statements suggested a tendency towards uncertainty or moderation.
5. There is no significant correlation found between demographic variables and academic stress among the respondents.
6. While no relationship was observed between demographic variables such as sex, age, language, and writing apprehension, a weak positive correlation was noted between writing apprehension and civil status.
7. Furthermore, there is no significant relationship was identified between academic stressors and writing apprehension among the respondents.

RECOMMENDATIONS

Following the findings and conclusions, the following propositions are offered:

1. Tailored educational programs must be flexible and responsive to the diverse demographic backgrounds of individual students.
2. Establish a flexible learning mode that provides a variety of learning delivery methods.

3. Make counseling and support services available to students to address the specific issues that students deal with writing competency and anxiety.
4. Establish peer support groups or organizations in which students may discuss their experiences, work together on writing assignments, and provide each other encouragement.
5. Provide training to the teaching faculty and employees so that they can understand all of the demands of students and effectively respond to them.
6. Build writing centers that are easily accessible or provide online writing resources.
7. Incorporate regular formative assessments into the curriculum to provide students with feedback on their writing without the high expectations of graded tasks.
8. The DepEd, CHED, and higher education institutions can promote research undertaking toward student needs and characteristics.

Future research should examine how demographic profiles, such as marital status and socio-economic background, influence writing apprehension among single and married students. Identifying specific factors affecting each group will enable the creation of targeted interventions to address their unique challenges. This approach will improve writing programs by tailoring support to the distinct needs of each demographic.

Finally, considering a qualitative approach could enhance the depth of the findings.

Propose a pedagogical program that focuses on enhancing writing competency and integrating reading and writing skills.

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