

Fitness For Lifelong Learning Through Electronic Exploration (Flex): An E-Module on Understanding Students' Lifestyle and Performance

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Abstract — This study examined the effectiveness of Fitness for Lifelong Learning Through Electronic Exploration (FLEX): An E-Module on Understanding Students' Lifestyle and Performance among Grade 8 students. Specifically, it aimed to determine the level of FLEX's components, FLEX's characteristics. In addition, the study assessed the level of students' performance in terms of written assessment and performance task, as well as the significant effect of FLEX on students' understanding of their lifestyle and academic performance.

The study utilized a quasi-experimental research design, particularly a one-group posttest design. The respondents of the study were Grade 8 students who used the FLEX e-module during the Academic Year 2025–2026. The data was collected with the use of self-administered questionnaire, written test, and performance task checklist

The summary of the study showed that the elements of FLEX, especially the determination of purpose of the lesson, uncovering content and implementing safety precaution, got extremely high rate of agreement, whereas creating comprehension and achieving fulfilment of the activity got high rate of agreement. Similarly, the students also rated the FLEX features of being easy to access and useful to use overtime among the high rated features of the module. The findings also indicated that after using the e-module, students achieved a high performance in written assessment, performance tasks. These results indicate that FLEX allowed students to grasp the lessons more accurately and make them want to use what they studied in real life.

Moreover, the results indicated that FLEX had a positive effect on students' understanding of their lifestyle and academic performance. Therefore, the null hypothesis stating that there is no significant effect between the use of FLEX and students' lifestyle and performance was rejected. Overall, the study concludes that the FLEX e-module is an effective instructional material that supports meaningful learning experiences and promotes students' awareness of healthy lifestyle practices.

Hence, the findings of this study highlight the importance of integrating well-designed e-modules in teaching to support learning continuity and improve students' academic performance and lifestyle awareness. Teachers are encouraged to use digital learning materials like FLEX to create more engaging, flexible, and student-centered learning environments.

Keywords — FLEX E-module, Digital Learning, Healthy Lifestyle, Performance and Physical Education.

I. INTRODUCTION

The teaching and learning process depends heavily on various instructional materials which enhance students' comprehension and participation. Unfortunately, this is greatly

affected due to cancellation of classes because of natural phenomenon and other unforeseen events. Because of this, a shift in learning modality became the last resort, and one of these is Modular Distance Learning that involves individualized instruction that allows learners to use Self-Learning Modules in print or digital format.

The advancement of digital technology has made electronic modules or e-modules more relevant for educational purposes and this equips the learners to be the 21st century learner they needed to be. The materials are built to be accessible while maintaining compatibility with contemporary learning environments thus making them appropriate for learners who prefer digital platforms. E-modules are considered to be able to answer the challenges of 21st century learning that demand flexibility, interactivity, and personalization in the teaching and learning process (Faidah et al. 2025).

Fitness for Lifelong Learning Through Electronic Exploration (FLEX): An E-Module on Understanding Students' Lifestyle and Performance or FLEX represents an electronic module made by hand to serve as a teaching tool for Physical Education. The purpose of this e-module exists to explain lifestyle concepts to students so they can understand how their actions affect their health and wellness. People make daily lifestyle choices which include physical activity together with nutrition and sleep and recreational activities. The habits which people adopt directly affect their physical and mental and emotional health states. FLEX presents students with educational content that allows them to think about their daily routines while learning to adopt better health practices.

FLEX functions as a performance measurement tool which evaluates students' achievements across written and practical domains. The evaluation process consists of pre-tests and post-tests which enable educators to determine student knowledge levels at the beginning and end of module usage. Evaluation of learning outcomes based on practical skills offers a valuable input in the ability of the students to transfer the knowledge to real world scenarios thus not merely portraying the understanding but also performing functional skills and techniques applicable in the disciplines. It was found that a combination of the theoretical knowledge and the practical ability is the key to quality learning outcomes since the assessment of the practical skills is closely linked to better

competencies development and performance of students (Gonza et al. 2024).

The educational resource known as Fitness for Lifelong Learning through Electronic Exploration (FLEX): An E-Module on Understanding Students Lifestyle and Performance or FLEX is what can be used to research the lifestyle choices of the students and their performance rates. The module will give an opportunity to the students to gain physical literacy and focus on the development of their skills to comprehend themselves and create the lifelong health and fitness patterns. FLEX also teaches students to monitor their daily activities, nutrition, and exercise to make them realize how these behaviors influence the school performance and wellbeing in general. It contains easy lessons, thinking questions and brief evaluations that assist learners to relate themes in their real life. Since it can be deployed in a standalone capacity or in the classroom, it facilitates self-directed learning, and the teachers can track shifts in habits of students over time. Overall, FLEX is designed not only to share information, but to encourage students to make healthier choices and apply them consistently in daily life.

II. METHODOLOGY

This study utilized a quasi-experimental design. It is a type of research methodology that evaluates the effect of an intervention or treatment on a target population without the use of random assignment. In quasi-experiments, the researcher manipulates an independent variable and observes its effect on a dependent variable while attempting to control for extraneous variables, though this control is often less rigorous compared to true experiments (Creswell & Creswell, 2018). In this case, the researchers described and analyzed Fitness for Lifelong Learning Through Electronic Exploration (FLEX): An E-Module on Understanding Students' Lifestyle and Performance. Quantitative research methods were employed to gather numerical data, which were analyzed using statistical techniques to draw conclusions.

III. RESULT AND DISCUSSION

TABLE I. Level of Level of the FLEX's components in terms of Establishing Lesson Purpose

STATEMENT	MEAN	SD	REMARKS
The lesson clearly explained what I was expected to learn before I started the activities.	4.25	0.73	Strongly Agree
Knowing the lesson's purpose made me more interested and motivated to finish the module.	4.13	0.80	Agree
The lesson's purpose helped me see why the topic is important in real life	4.53	0.63	Strongly Agree
The stated purpose helped me focus on what was important while studying the module.	4.19	0.80	Agree
After completing the module, I was able to check if I achieved the lesson's purpose.	4.11	0.80	Agree
Weighted Mean SD Verbal Interpretation		4.24 0.77	Very High

Table 1 shows Level of Level of the FLEX's components in terms of Establishing Lesson Purpose and all of them responded as Strongly Agree that the lesson clearly explained what they were expected to learn (M=4.25, SD=0.73), followed by the lesson's purpose helped them see why the topic is important in real life, (M=4.53, SD=0.63). Also, they Agree that after completing the module, they were able to check if they achieved the lesson's purpose. (M=4.11, SD=0.80) indicating a indicating a Very High respectively.

TABLE II. Level of the FLEX's components in terms of Introducing Content

STATEMENT	MEAN	SD	REMARKS
The introduction clearly explained what the topic is about.	4.44	0.70	Strongly Agree
The way the content was introduced caught my attention and made me curious to learn more.	4.12	0.74	Agree
The introduction helped me connect the lesson to what I already know.	4.32	0.74	Strongly Agree
The introduction prepared me for the activities and topics that followed.	4.18	0.76	Agree
After reading the introduction, I understood why the topic is important.	4.41	0.67	Strongly Agree
Weighted Mean SD Verbal Interpretation		4.68 0.60	Very High

Table 2 show the level of the FLEX's components in terms of Introducing Content and all of them responded as Strongly Agree that the introduction clearly explained what the topic is about (M=4.44, SD=0.70), also the introduction helped them connect the lesson to what they already know (M=4.32, SD=0.74), followed by after reading the introduction, they understood why the topic is important. (M=4.41, SD=0.67) indicating a Very High respectively.

TABLE III. Level of the FLEX's components in terms of Developing Understanding

STATEMENT	MEAN	SD	REMARKS
The module helped me clearly understand the main lesson or topic.	4.32	0.79	Strongly Agree
The important ideas in the lesson were explained in a way I could understand.	4.14	0.79	Agree
I feel confident that I have mastered the lesson after completing the module.	3.79	0.80	Agree
After studying, I can now explain the lesson to someone else in my own words.	3.79	0.89	Agree
I can now use what I learned from the lesson in real-life situations.	4.38	0.72	Strongly Agree
Weighted Mean SD Verbal Interpretation		4.08 0.84	High

Table 3 shows the level of the FLEX's components in terms of Developing Understanding and all of them responded as Strongly Agree that the module helped them clearly understand the main lesson or topic (M=4.32, SD=0.79), followed by they can now use what they learned from the lesson in real-life situations (M=4.38, SD=0.72). They Agree that the important ideas in the lesson were explained in a way

they could understand (M=4.14, SD=0.79), followed by they felt confident that they have mastered the lesson after completing the module (M=3.79, SD=0.80), and after studying, they can now explain the lesson to someone else in their own words (M=3.79, SD=0.89), indicating a High respectively.

TABLE IV. Level of the FLEX's components in terms of Application of Safety Precaution

STATEMENT	MEAN	SD	REMARKS
Learning about safety precautions in the module is important for my protection.	4.72	0.53	Strongly Agree
Knowing the safety precautions made me feel more confident while doing the activities.	4.23	0.80	Strongly Agree
Including safety precautions in the lesson makes the module more helpful and complete.	4.40	0.71	Strongly Agree
Learning and applying safety precautions taught me to be more careful and responsible.	4.60	0.60	Agree
The safety precautions I learned can be applied in my daily life.	4.58	0.59	Strongly Agree
Weighted Mean		4.50	
SD		0.67	
Verbal Interpretation			Very High

Table 4 shows the level of the FLEX's components in terms of Application of Safety Precaution all of them responded as Strongly Agree that learning about safety precautions in the module is important for their protection (M=4.72, SD=0.53), that knowing the safety precautions made them feel more confident while doing the activities (M=4.23, SD=0.80), and including safety precautions in the lesson makes the module more helpful and complete (M=4.40, SD=0.71). Students also strongly agree that learning and applying safety precautions taught them to be more careful and responsible (M=4.60, SD=0.60) and the safety precautions they learned can be applied in their daily life (M=4.58, SD=0.59), indicating a Very High respectively,

TABLE V. Level of the FLEX's components in terms of Fulfillment of Activity

STATEMENT	MEAN	SD	REMARKS
The activities were related to the lesson and helped me understand the topic better.	4.32	0.74	Strongly Agree
I enjoyed doing the activities, and they kept me interested in the lesson.	4.10	0.80	Agree
The activities helped me practice what I learned and check if I really understood the lesson.	4.38	0.72	Strongly Agree
The difficulty of the activities was just right for me to learn effectively.	4.13	0.81	Agree
Doing the activities made me feel more confident about what I learned.	4.08	0.76	Agree
Weighted Mean		4.20	
SD		0.77	
Verbal Interpretation			High

Table 5 shows the level of the FLEX's components in terms of Fulfillment of Activity and all of them responded as Strongly Agree that the activities were related to the lesson

and helped them understand the topic better (M=4.32, SD=0.74) and the activities helped them practice what they learned and check if they really understood the lesson (M=4.38, SD=0.72). Students also agree that they enjoyed doing the activities, and they kept them interested in the lesson (M=4.10, SD=0.80), the difficulty of the activities was just right for them to learn effectively (M=4.13, SD=0.81), and doing the activities made them feel more confident about what they learned (M=4.08, SD=0.76). These findings indicate that fulfillment of activity positively affects the learning process of the students and helped them check their understanding about the topic, indicating a High respectively.

TABLE VI. Level of the FLEX's components in terms of Evaluating Learning

STATEMENT	MEAN	SD	REMARKS
The evaluation activities like quizzes, tests, and reflections were clear and easy to understand.	4.18	0.73	Agree
The evaluation activities matched what I studied in the lesson.	4.44	0.74	Strongly Agree
The evaluation was fair and measured what I actually learned.	4.29	0.76	Strongly Agree
The evaluation helped me know if I really learned the topic.	4.46	0.67	Strongly Agree
I was able to finish the evaluation activities without confusion.	3.73	0.86	Agree
Weighted Mean		4.52	
SD		0.80	
Verbal Interpretation			Very High

Table 6 shows the level of the FLEX's components in terms of Evaluating Learning most of them responded as Strongly Agree that the evaluation activities matched what they studied in the lesson (M=4.44, SD=0.74), the evaluation was fair and measured what they actually learned (M=4.29, SD=0.76), and the evaluation helped them know if they really learned the topic (M=4.46, SD=0.67). Also, most of them responded Agree that the evaluation activities like quizzes, tests, and reflections were clear and easy to understand (M=4.18, SD=0.73) and they were able to finish the evaluation activities without confusion (M=3.73, SD=0.86), indicating a Very High respectively.

TABLE VII. Level of the FLEX's characteristics in terms of Ease of Access

STATEMENT	MEAN	SD	REMARKS
The e-module was easy to navigate from start to finish.	4.01	0.86	Agree
I was able to access the e-module anytime I needed to.	4.21	0.77	Strongly Agree
The module was simple and user-friendly, even without much help from others.	4.41	0.73	Strongly Agree
The module worked well on the device I used whether it's a phone, tablet, or computer.	4.59	0.65	Strongly Agree
I could easily go back to previous lessons or activities when needed.	4.60	0.72	Strongly Agree
Weighted Mean		4.36	
SD		0.78	
Verbal Interpretation			Very High

Table 7 shows the level of the FLEX's characteristics in terms of Ease of Access and most of them responded as

Strongly Agree that they were able to access the e-module anytime they needed to (M=4.21, SD=0.77) and the module was simple and user-friendly, even without much help from others (M=4.41, SD=0.73). Also, they Strongly Agree that the module worked well on the device they used whether it's a phone, tablet, or computer (M=4.59, SD=0.65) and they could easily go back to previous lessons or activities when needed (M=4.60, SD=0.72). In addition, most of them Agree that the e-module was easy to navigate from start to finish (M=4.01, SD=0.86), indicating a Very High respectively.

TABLE VIII. Level of the FLEX's characteristics in terms of Operational Clarity

STATEMENT	MEAN	SD	REMARKS
The module worked smoothly without confusion or errors while I was using it.	4.14	0.79	Agree
I was able to operate and finish the module without needing much help from others.	4.08	0.85	Agree
The order of activities made sense and helped me complete the module without getting lost.	4.12	0.77	Agree
Icons, buttons, and navigation tools were easy to understand and use.	4.42	0.70	Strongly Agree
The module clearly indicated when I had successfully finished an activity or lesson.	4.26	0.81	Strongly Agree
Weighted Mean	4.20		
SD	0.79		
Verbal Interpretation			High

Table 8 shows the level of the FLEX's characteristics in terms of Operational Clarity and most of them responded as Strongly Agree that the Icons, buttons, and navigation tools were easy to understand and use (M=4.42, SD=0.70) and the module clearly indicated when they had successfully finished an activity or lesson (M=4.26, SD=0.81). Also, most of them Agree that the module worked smoothly without confusion or errors while they were using it (M=4.14, SD=0.79), they were able to operate and finish the module without needing much help from others (M=4.08, SD=0.85), and the order of activities made sense and helped them complete the module without getting lost (M=4.12, SD=0.77), indicating a High respectively.

Table 9 shows the level of the FLEX's characteristics in terms of Visually Appealing all of them responded as Strongly Agree that the visual style was creative and made the module more interesting (M=4.28, SD=0.74), all images and graphics were directly related to the lesson content (M=4.55, SD=0.66), and interactive elements like buttons, activities, and clickable icons looked inviting and easy to use (M=4.33, SD=0.73). In additional, students also strongly agree that the spacing between the text and images was sufficient to keep the page organized and easy to read (M=4.53, SD=0.64) and they were satisfied with how the module looked from start to finish (M=4.49, SD=0.73), indicating a Very High respectively.

Table 10 shows the level of the FLEX's characteristics in terms of Long-term Usefulness and all of them responded as Strongly Agree that the module is designed to be used many times without losing its quality or usefulness (M=4.51,

SD=0.67), can be used again to review and refresh their knowledge (M=4.64, SD=0.59), and it was as sustainable learning tool because it can be reused without extra cost (M=4.48, SD=0.70). In additional, students also strongly agree that the module can still be accessed even if technology or devices change in the future (M=4.32, SD=0.76) and that it supports sustainability because it can be shared digitally and reduces paper use (M=4.49, SD=0.72), indicating a Very High respectively.

TABLE IX. Level of the FLEX's characteristics in terms of Visually Appealing

STATEMENT	MEAN	SD	REMARKS
The visual style was creative and made the module more interesting.	4.28	0.74	Strongly Agree
All images and graphics were directly related to the lesson content.	4.55	0.66	Strongly Agree
Interactive elements like buttons, activities, and clickable icons looked inviting and easy to use.	4.33	0.73	Strongly Agree
The spacing between the text and images was sufficient to keep the page organized and easy to read.	4.53	0.64	Strongly Agree
I was satisfied with how the module looked from start to finish.	4.49	0.73	Strongly Agree
Weighted Mean	4.44		
SD	0.71		
Verbal Interpretation			Very High

TABLE X. Level of the FLEX's characteristics in terms of Long-term Usefulness

STATEMENT	MEAN	SD	REMARKS
The module is designed to be used many times without losing its quality or usefulness.	4.51	0.67	Strongly Agree
I can use this module again to review and refresh my knowledge.	4.64	0.59	Strongly Agree
This module is a sustainable learning tool because it can be reused without extra cost.	4.47	0.70	Strongly Agree
The module can still be accessed even if technology or devices change in the future	4.32	0.76	Strongly Agree
The module supports sustainability because it can be shared digitally and reduces paper use.	4.49	0.72	Strongly Agree
Weighted Mean	4.49		
SD	0.70		
Verbal Interpretation			Very High

Table 11 shows the level of Understanding Students' Lifestyle in terms of Acquired Insight and all of them responded as Strongly Agree that the FLEX provided them with new knowledge that they did not have before (M=4.46, SD=0.69), it helped them gain a clearer understanding of the topic (M=4.44, SD=0.67), and the module was effective in deepening their comprehension of the subject matter (M=4.36, SD=0.67). Students also strongly agree that FLEX helped them connect the lessons to real-life situations (M=4.65, SD=0.56) and the insights they gained motivated them to apply them in actual practice, indicating a Very High respectively.

TABLE XI. Level of Understanding Students' Lifestyle in terms of Acquired Insight

STATEMENT	MEAN	SD	REMARKS
FLEX provided me with new knowledge that I did not have before.	4.46	0.69	Strongly Agree
The module helped me gain a clearer understanding of the topic.	4.44	0.67	Strongly Agree
The module was effective in deepening my comprehension of the subject matter.	4.36	0.67	Strongly Agree
The FLEX helped me connect the lessons to real-life situations.	4.65	0.56	Strongly Agree
The insights I gained motivated me to apply them in actual practice.	4.43	0.71	Strongly Agree
Weighted Mean	4.47		
SD	0.67		
Verbal Interpretation	Very High		

Table 12 shows the level of Understanding Students' Lifestyle in terms of Healthy Habits most of them responded as Strongly Agree that they learned new information about how to maintain a healthier lifestyle (M=4.67, SD=0.53), the lessons encouraged them to reflect on their current health practices (M=4.35, SD=0.74), and the module increased their awareness of the importance of practicing healthy habits (M=4.55, SD=0.63). Students also strongly agree that through FLEX, they became more mindful of their eating, sleeping, and exercise habits after using the module (M=4.28, SD=0.78) and the module motivated them to apply healthy habits in their daily routine (M=4.37, SD=0.73), indicating a Very High respectively.

TABLE XII. Level of Understanding Students' Lifestyle in terms of Healthy Habits

STATEMENT	MEAN	SD	REMARKS
I learned new information about how to maintain a healthier lifestyle.	4.67	0.53	Strongly Agree
The lessons encouraged me to reflect on my current health practices.	4.35	0.74	Strongly Agree
The module increased my awareness of the importance of practicing healthy habits.	4.55	0.63	Strongly Agree
I became more mindful of my eating, sleeping, and exercise habits after using the module.	4.28	0.73	Strongly Agree
The module motivated me to apply healthy habits in my daily routine.	4.37	0.49	Strongly Agree
Weighted Mean	4.44		
SD	0.70		
Verbal Interpretation	Very High		

Table 13 shows the level of Understanding Students' Lifestyle in terms of Recreational Engagement Mental and most of them responded as Strongly Agree that the module increased their knowledge about sports and recreational activity (M=4.82, SD=0.39), they now value recreational engagement as part of maintaining a balanced lifestyle (M=4.82, SD=0.39), followed by the module helped them realize the importance of sports for overall health and well-being (M=4.72, SD=0.49), and they were able to apply what they learned by engaging in physical or recreational activities. (M=4.29, SD=0.81). The students agree they feel more confident in joining sports or recreational activities after what

they learned. (M=4.05, SD=0.86), indicating a Very High respectively.

TABLE XIII. Level of Understanding Students' Lifestyle in terms of Recreational Engagement

STATEMENT	MEAN	SD	REMARKS
The module increased my knowledge about sports and recreational activity.	4.42	0.71	Strongly Agree
I now value recreational engagement as part of maintaining a balanced lifestyle.	4.22	0.72	Strongly Agree
The module helped me realize the importance of sports for overall health and well-being.	4.44	0.66	Strongly Agree
I feel more confident in joining sports or recreational activities after what I learned.	4.05	0.86	Agree
I was able to apply what I learned by engaging in physical or recreational activities.	4.29	0.81	Strongly Agree
Weighted Mean	4.28		
SD	0.76		
Verbal Interpretation	Very High		

Table 14 The result reveal that 18 students (18.00%) obtained scores ranging from 41-50), which is interpreted as Outstanding, 70 students (70.00%) obtained scores ranging from 31-40, interpreted as Very Satisfactory, while 12 students (12.00%) obtained scores ranging from 21-30. Interpreted as Satisfactory. No students scored within 11-20 and 1-10, which corresponds to Fairly Satisfactory and Did Not Meet Expectations, respectively.

TABLE XVI. Level of students' performance in terms of Written Assessment

WRITTEN ASSESSMENT	FREQUENCY	PERCENTAGE	REMARKS
41-50	18	18.00%	Outstanding
31-40	70	70.00%	Very Satisfactory
21-30	12	12.00%	Satisfactory
11-20	0	0.00%	Fairly Satisfactory
1-10	0	0.00%	Did Not Meet Expectations
Total	100	100%	
Weighted Mean	35.80		
SD	4.86		
Remarks	Very Satisfactory		

The result shows the level of Students' Performance in terms of Written Assessment. The calculated weight mean of 35.80 means that the overall performance of the students is in the High level and the standard deviation of 4.86 implies that the students scores are tightly distributed around the mean. These findings suggest that the students are competent and effective always in doing written assessment.

The results show that performance among the students in written assessment is high, and all the respondents obtained outstanding, very satisfactory or satisfactory marks. This underlines the fact that the students have been able to acquire good perception of the theoretical ideas and they are able to retrieve and manipulate the information under the formal

conditions of testing, indicating a Very Satisfactory respectively.

TABLE XV. Level of students' performance in terms of Performance Task

PERFORMANCE TASK	FREQUENCY	PERCENTAGE	REMARKS
33-40	55	55.00%	Outstanding
25-32	45	45.00%	Very Satisfactory
17-24	0	0.00%	Satisfactory
9-16	0	0.00%	Fairly Satisfactory
1-8	0	0.00%	Did Not Meet Expectations
Total	100	100%	
Weighted Mean	32.52		
SD	1.76		
Remarks	Very Satisfactory		

Table 15 reveals the level of Students' Performance in Terms of Performance Tasks. The result reveals that 55 students (55.00%) obtained scores ranging from 33–40, which is interpreted as Outstanding, while 45 students (45.00%) obtained scores ranging from 25–32, interpreted as Very Satisfactory. No students scored within the 17–24, 9–16, and 1–8 ranges, which correspond to Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations, respectively.

The computed weighted mean of 32.52 indicates that students' overall performance falls within the High level, while the standard deviation of 1.76 show that students' scores are closely clustered around the mean. These results imply that students consistently demonstrate strong competence and effectiveness in completing performance tasks.

In summary, the findings indicate that students exhibit a high level of performance in performance tasks, with all respondents achieving either outstanding or very satisfactory ratings. This emphasize that students have developed strong practical skills and are capable of applying learned concepts effectively in task-based assessments indicating a Very Satisfactory respectively.

The Table 16 shows the Regression analysis between the use of FLEX and Understanding Students' Lifestyle. The ANOVA results show that the regression model is statistically significant ($F = 25.825, p = .000$), indicating that using FLEX significantly influence students' lifestyle. Developing Understanding ($B = 0.252, p = .001$), Application of Safety Precaution ($B = 0.247, p = .007$), Operational Clarity ($B = 0.240, p = .005$), and Visually Appealing ($B = 0.159, p = .032$) stand out as some of the predictors (significant) with a positive impact on learning habits and academic behavior among the students. In the meantime, Ease of Access ($B = -0.259, p = .002$) exhibits a significant negative influence, which might suggest that over-convenience with the access to materials might diminish the independent learning discipline or a structured studying habit in students. Controlling variables like setting the purpose of the lesson, presenting material, content satisfaction, assessment of learning and its ultimate usefulness were also identified to have no significant effect.

TABLE XVI. Regression analysis between the use of FLEX and Understanding Students' Lifestyle

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	15.599	10	1.560	25.825	.000b
Residual	5.376	89	.060		
Total	20.975	99			

a. Dependent Variable: OveallStudents Lifestyle
 b. Predictors: (Constant), Longterm Usefulness, Applicationof Safety Precaution, Visually Appealing, Ease Access, Establishing LessonPurpose, Developing Understanding, Operational Clarity, Fulfillmentof Activity, Introducing Content, Evaluating Learning

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	1.138	.295		3.857	.000
Establishing Lesson Purpose	-.140	.095	-.161	-1.463	.147
Introducing Content	.066	.108	.069	.609	.544
Developing Understanding	.252	.070	.344	3.586	.001
Application of Safety Precaution	.247	.090	.249	2.740	.007
Fulfillment of Activity	.143	.084	.181	1.710	.091
Evaluating Learning	-.048	.096	-.059	-.494	.623
Ease Access	-.259	.080	-.293	-3.248	.002
Operational Clarity	.240	.082	.307	2.906	.005
Visually Appealing	.159	.073	.181	2.175	.032
Longterm Usefulness	.100	.080	.110	1.257	.212

TABLE XVII. Regression analysis between FLEX and Students' Performance in Written Assessment

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	435.424	10	43.542	2.686	.006b
Residual	1442.576	89	16.209		
Total	1878.000	99			

a. Dependent Variable: Written Assessment
 b. Predictors: (Constant), Longterm Usefulness, Application of Safety Precaution, Visually Appealing, Ease Access, Establishing LessonPurpose, Developing Understanding, Operational Clarity, Fulfillmentof Activity, Introducing Content, Evaluating Learning

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	19.974	4.833		4.132	.000
Establishing Lesson Purpose	.727	1.563	.088	.465	.643
Introducing Content	3.357	1.766	.374	1.901	.061
Developing Understanding	-2.019	1.152	-.291	-1.753	.083
Application of Safety Precaution	3.459	1.476	.368	2.343	.021
Fulfillment of Activity	-1.865	1.372	-.249	-1.360	.177
Evaluating Learning	-1.066	1.579	-.140	-.675	.501
Ease of Access	3.384	1.308	.404	2.587	.011
Operational Clarity	.090	1.350	.012	.067	.947

Visually Appealing	-2.591	1.195	-0.312	2.169	.033
Longterm Usefulness	-.072	1.305	-.008	-0.055	.956

The Table 17 shows the Regression analysis between FLEX and Students' Performance in Written Assessment. The ANOVA results show that the regression model is statistically significant ($F = 2.686, p = .006$), indicating that FLEX have a significant influence on students' written assessment performance. Among the predictors, Application of Safety Precaution ($B = 3.459, p = .021$) and Ease of Access ($B = 3.384, p = .011$) have significant positive effects, indicating that students perform better in written assessments when learning environments promote safety and when instructional materials are easily accessible. On the other hand, Visually Appealing ($B = -2.591, p = .033$) demonstrates that there is a negative and significant relationship and this means that, paying too much attention to the visual presentation would distract or diminish emphasis on learning the content. The other variables which included setting lesson purpose, content introduction, understanding development, activity fulfillment, evaluation of learning, clarity of operations and usefulness in the long term did not significantly contribute to written assessment performance.

TABLE XVIII. Regression analysis between FLEX and Students' Performance in Performance Task

a. Dependent Variable: PerformanceTask_Overall

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.519	10	1.152	1.572	.128 ^b
	Residual	65.221	89	.733		
	Total	76.740	99			

a. Dependent Variable: PerformanceTask Overall

b. Predictors: (Constant), Longterm Usefulness, Application of Safety Precaution, Visually Appealing, Ease Access, Establishing Lesson Purpose, Developing Understanding, Operational Clarity, Fulfillment of Activity, Introducing Content, Evaluating Learning

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	14.327	1.028		13.940	.000
	Establishing Lesson Purpose	.323	.332	.194	.972	.334
	Introducing Content	-.163	.375	-.090	-.433	.666
	Developing Understanding	-.523	.245	-.373	-2.135	.036
	Application of Safety Precaution	.324	.314	.170	1.031	.305
	Fulfillment of Activity	.148	.292	.097	.506	.614
	Evaluating Learning	-.248	.336	-.161	-.739	.462
	Ease Access	.809	.278	.478	2.910	.005
	Operational Clarity	-.100	.287	-.067	-.348	.729
	Visually Appealing	-.344	.254	-.205	-1.354	.179
	Longterm Usefulness	.174	.277	.100	.627	.532

The Table 18 shows Regression analysis between FLEX and Students' Performance in Performance Task. The ANOVA result shows that the regression model is not

statistically significant ($F = 1.572, p = .128$), indicating that, as a whole, the FLEX component and characteristic do not significantly predict students' performance in performance tasks. However, examining individual predictors reveals that Developing Understanding ($B = -0.523, p = .036$) and Ease of Access ($B = 0.809, p = .005$) significantly influence students' performance. The negative correlation of Developing Understanding suggests the possible problems in delivery/interpreting content, whereas Ease of Access has a positive impact on performance, which means that students can learn better when the material is easily available. The determination of purpose of lesson, introduction of content, safety precautions use, applicability of activity, learning assessment, clarity of operation, visual attractiveness and long-term usefulness were established to have no significant impact.

IV. CONCLUSION

“There is no significant effect between the use of FLEX and Understanding Lifestyle” is hereby rejected. And “There is no significant effect between FLEX and Students' Performance” is hereby rejected.

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations were given: (1) Students may continue and may use the FLEX e-module as a learning guide and to review the lessons to better understand their lifestyle and improve their academic performance. Through this, they can develop responsible habits and apply what they learn in their daily lives. (2) Teachers can incorporate the FLEX e-module in the instructional practices to make lessons more captivating and interactive. Digital modules such as FLEX can enable educators to give concise instructions, meaningful and digitalized tasks as well as have students be able to study on their own. (3) The school administrators can endorse the usage of e-module like FLEX in teaching materials in Physical Education and other curricula. This can assist in facilitating digital learning and enhance the general learning experience of the students. (4) Further investigations that can be undertaken by the future researchers in the area of the e-modules and student performance are to investigate the other variables that can affect the learning performance. They may also improve or modify the FLEX e-module to make it more effective for different groups of learners.

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