



Contextualizing The Higher Education In A Post-Pandemic Era: A Trisectoral Perception

Maria Asuncion R. Del Castillo¹

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¹College of Education, Polytechnic University of the Philippines Lopez, Quezon, Philippines



Contextualizing The Higher Education In A Post-Pandemic Era: A Trisectoral Perception

Maria Asuncion R. Del Castillo¹

¹College of Education, Polytechnic University of the Philippines Lopez, Quezon, Philippines

Email: riadelcastillo@yahoo.com

ABSTRACT

The sudden shift towards remote learning two years ago to curb the spread of the pandemic caught educational institutions off-guard. It specifically proved to be a struggle in the Philippine context because as noted by Mineo (2020), not all learners were prepared for the shift in learning modalities. However, even with the current easing of restrictions nationwide, the Commission on Education chair Prospero de Vera III implied that as far as the higher education is concerned, flexible learning is now here to stay. As such, this study aimed to explore the perceptions of students, faculty members, and university administrators on hybrid flexible (HyFlex) instruction. The study utilized a mixed method research design. To interpret the results, frequency distributions and mean values were presented. Findings revealed that. While the students moderately agree that like the flexibility that hybrid flexible courses may offer, they were still undecided whether they can study at home as much as I can when attending face-to-face classes. On the other hand, faculty members and the university administrators mostly have positive perspectives on hybrid flexible (HyFlex) learning design which may be related to the fact that most of them already participated in trainings related to the designing and implementation of a hybrid flexible classroom. Accordingly, the following recommendations were formulated: for the students to continuously participate and engage in research studies that aims to devise teaching and learning continuity plan in the context of post-pandemic education; for faculty members to regularly attend capacity-building trainings; for the university administration in general to consider the hybrid flexible learning design as an option since both the students and faculty members were found to have positive perceptions on it; lastly, for future researchers to assess other organizational considerations related to the implementation of HyFlex courses.

Keywords: higher education, hybrid flexible (HyFlex) learning design, perception, post-pandemic era, trisectoral

1. INTRODUCTION

The sudden shift towards remote learning two years ago to curb the spread of the pandemic caught educational institutions off-guard. It specifically proved to be a struggle in the Philippine context because as noted by Mineo (2020), not all learners were prepared for the shift in learning modalities. Nonetheless, Dayagbil et al. (2021) states that the uncertainty and volatility of COVID-19 left the education system with no other choice but to cope at the soonest possible time and keep up with the changing learning landscape in the country.

As efforts are finally being focused from education response to education recovery, after imposing one of the longest and strictest lockdowns in the world, one emerging reality should be accepted: there may no going back to how things there were, as far as the higher education is concerned. In fact, educational specialists remarked how the next normal or the post-pandemic will have a very disruptive world, especially for higher education (Baron, 2022). Accordingly, Cynthia Bautista, the University of the Philippines (UP) Vice President for Academic Affairs during the #PilipiLUNAS2022 virtual forum hosted by UP Diliman said that this disruptive world will require different competencies and skills on the part of the graduates that higher education institutions will be producing. Thus, the curriculum cannot be the same as before and forms of instruction anchored in sustainable development and lifelong learning must be utilized instead of just going back to how things were. This position can be reflected as well from the statement of Commission on Education chair Prospero de Vera III that flexible learning is now here to stay. He further implied that if we go back to the traditional face-to-face classes, we would have wasted all the investments in technology, in teacher training, and in the retrofitting of their facilities.

With that being said, several educational institutions in the Philippines have been already testing the waters for the implementation of hybrid flexible (HyFlex) classes. Case in point: In February, the Department of Education (DepEd) and the San Juan City government have given approval for the implementation of the Hyflex pilot

classes at Xavier School for the next two months. Their setup included 15-18 onsite learners they also call 'roomies' while the rest called 'Zoomies' proceeded to follow the class online. It was reported that the pilot classes involved only one section per grade level, and were a valuable learning experience for the school to implement the HyFlex structure when the new school year starts in June.

Accordingly, the Malayan Colleges Laguna, a Mapúa School, in March launched their HyFlex courses that allow students to choose whether to attend classes face-to-face or online synchronously or asynchronously. In these courses, Malayan Colleges Laguna stated that their students can choose from one of three participation paths: (1) participate in face-to-face class sessions in-person (in a classroom); (2) participate in face-to-face class sessions via video conference (Zoom and MS Teams); and (3) participate fully asynchronously via MCL Learning Management System (LMS) powered by Blackboard Learn (BBL). In connection with this, the institution has outfitted its classrooms with video cameras and distributed microphones to create hybrid learning environments, or the HyFlex classrooms. According to their president, Dr. Dodjie Maestrecampo, their goal in offering HyFlex classes is to reduce learning barriers (brought about by climate change, natural disasters which include tropical depression, floods, earthquake, and volcanic eruptions, and health crises such as the COVID-19 pandemic) by providing equitable access and meaningful learning opportunities for all our students.

2. METHODOLOGY

This part of study discusses how the research and methods for gathering were executed. It particularly describes the research design which pertains to the overall strategy that was utilized thereby serving as the blueprint for the collection, measurement, and analysis of data. This section also presents the research locale, research population and sample, research instrument, the data gathering procedure, and finally, the statistical treatment of data.

Methods of Research

The study utilized a mixed method research design. According to George (2021), a mixed method approach merges elements of quantitative research and qualitative research in order to answer research questions. This helped the researcher to gain a more complete picture than a standalone quantitative or qualitative study, as it integrates benefits of both methods.

Specifically, the descriptive research design was applied to determine the demographic profile of the respondents and to examine their perspectives in the possible adoption of a hybrid flexible design in the post-pandemic era of higher education through administering the test instrument prepared by the researcher. Meanwhile, the qualitative design was used to derive insights regarding the perceived needs of the respondents to successfully participate and/or implement in a hybrid flexible classroom.

Population, Sample Size, and Sampling Technique

The Polytechnic University of Philippines (PUP) Lopez, Quezon Branch was considered as the locale of the study. Given the health protocols and policies employed to curb the novel coronavirus pandemic, the respondents were selected through purposive sampling. Suen et al. (2014) notes that researchers who utilize purposive selection carefully select subjects based on study purpose with the expectation that each participant will provide unique and rich information of value to the study. Accordingly, the following were the criteria for the selection of the respondents: (a) a student, a member of the faculty, or a university administration in PUP Lopez and (b) willing to participate in the study.

Description of Respondents

This study explores perspectives on hybrid flexible learning design in a trisectoral manner. Accordingly, this involves the three hundred forty-five students, twenty-two faculty members, and four university administrators in a state university located in Lopez, Quezon.

Research Instrument

To realize the pursuit of the study, a survey using Google Forms was administered. The researcher-made survey is fundamentally based on the existing literature and previous studies. It asks about the demographic profile of respondents, explores their perspectives regarding hybrid flexible learning design, and inquires about the additional support/resources essential for them to successfully participate and/or implement in a hybrid flexible classroom.

The 10-item scale for the students, faculty, and university administrator respondents had a Cronbach's alpha of 0.761, 0.906, and 0.941 respectively. Items in this scale are answerable in a 5-point Likert scale format ranging from "1" strongly disagree to "5" strongly agree. The following scale was used to interpret the data 1.00-1.79 = Strongly Disagree (SD), 1.80-2.59 = Disagree (D), 2.60-3.39 = Undecided (U), 3.40-4.19 = Agree (A), 4.20-5.00 = Strongly Agree (SA).

Data Gathering Procedure

Data gathering took place during the first two weeks of May 2022. As previously mentioned, data were collected online through Google Forms since, at the time of writing, movement is still limited due to the existing threat of the pandemic. It is also important to note that before the conduct of the study, the researcher secured the approval of the ethics board from the Polytechnic University of the Philippines. Upon the distribution of the survey, the participants were informed about the objectives of the study and was assured that their decision to participate is completely voluntary.

The survey form could be filled out using a mobile phone, a laptop or personal computer, a tablet, or other similar computing devices. Those who decided to participate were given ample time to accomplish the survey. Afterwards, the collected data were secured and were only accessible to the researcher.

Statistical Treatment of Data

After the data gathering and organizing of data, the researcher analyzed and interpreted the results with the use of appropriate statistical treatment.

First, frequency percentage regarding the demographic profile of the respondents was identified. Afterwards, to answer the rest of the problems, frequency percentage of responses was prepared. The formula for the frequency percentage is as follows:

$$P = \frac{\text{frequency of responses}}{\text{total number of respondents}} \times 100$$

In addition, mean values of the responses for each item on the scale were analyzed. As previously mentioned, the following scale was used to interpret the data.

Table 1: Likert scale interpretation

Likert Scale	Mean Range	Interpretation
5	4.20 - 5.00	Strongly Agree
4	3.40 - 4.19	Agree
3	2.60 - 3.39	Undecided
2	1.80 - 2.59	Disagree
1	1.00 - 1.79	Strongly Disagree

Accordingly, the formula to get the mean value is stated below:

$$\bar{x} = \frac{\sum f(x)}{n}$$

Finally, all percentages are rounded up when the decimals are .50 or higher and rounded down when the decimals are smaller than 0.50. Thus, the figures in some tables may not exactly add up to 100%. These measures helped the researcher to obtain respondents' perspectives on the adoption of hybrid flexible learning design.

RESULTS AND DISCUSSIONS

This chapter presents the data gathered, the results of the statistical analysis, as well as the interpretation of the findings. All of these are presented in tabular forms to make the information easier to grasp. These are followed by the analysis and interpretation of data supported by the findings taken from the related literature and studies. To make the presentations orderly and organized, the results of the data analysis are divided into three parts: the data analysis regarding the students' responses, data analysis regarding the faculty members' responses, and data analysis regarding the university administrators' responses.

The succeeding tables present the demographic profile of the students, their perspectives on hybrid flexible learning design, and the additional support/resources they feel they need to successfully participate in a hybrid flexible classroom.

Table 2: Frequency and percentage distribution of the students

Demographic Profile	f	%
Sex		
Male	101	71
Female	244	29
Total	345	100
Year Level		
1st	253	73

2nd	6	2
3rd	82	24
4th	4	1
Total	345	100
Perceived Computer Competency		
Beginner	168	49
Intermediate	169	49
Advanced	8	2
Total	345	100
Stability of Internet Connection		
Not Stable	70	20
Somewhat Stable	261	76
Very Stable	14	4
Total	345	100
Device Used to Access Online Learning Tools		
Mobile phone	297	86
Laptop/PC	48	14
Total	345	100

Table 2 demonstrates the distribution of the students according to their demographic profile. As such, in terms of sex, majority of the respondents were female. On the other hand, it can be noticed that a notable fraction of the students who participated in the study were freshmen students. This makes sense because, potentially, they will be the ones who will spend much more time university compared to those in higher years. In other words, any changes in learning modality shall greatly affect them. Hence, their position on this matter should be acknowledged.

Furthermore, with respect to their perceived computer competency, most of the respondents classified themselves as a beginner and an intermediate user. This is somehow in contrast with the results reached by Barrot et al. (2021) when they noted that the students in their experienced the least challenge on technological literacy and competency, and generally considered themselves tech-savvy. However, the results of this current study regarding the computer competency of the students are possibly linked to the fact that most of them do not have access to a very stable internet connection and also because when they were asked to identify the device they mainly use to access online learning tools, 86% of them reported that they only use their mobile phones.

Table 3: Students' perception on hybrid flexible learning design

Items	Mean	Interpretation
I like having the freedom to choose where, when, and how I want learning to occur.	4.08	Agree
I can effectively manage my schedule for both in-person and online classes.	3.74	Agree
I can study at home as much as I can when attending face-to-face classes.	3.19	Undecided
I can concentrate and understand the content of the lesson regardless of the delivery mode.	3.37	Undecided
I can engage with my classmates and participate in virtual classrooms as much as I can in physical classrooms.	3.5	Agree
Items	Mean	Interpretation
I have my own learning space at home so I do not get distracted when attending online classes.	3.14	Undecided
I receive important information and announcements from my professors and the university promptly.	3.92	Agree
I have sufficient knowledge in using new technologies and online learning tools.	3.76	Agree
I have sufficient electronic devices to access online learning tools such as Zoom, Google Meet, etc.	3.69	Agree
Overall, I believe hybrid flexible (HyFlex) learning is the future of post-pandemic education.	3.71	Agree

Table 3 shows the mean responses of the students regarding their perspectives on hybrid flexible learning. In general, most students agree that they like the having the freedom to choose where, when, and how they want learning to occur. In other words, they like the flexibility that hybrid flexible courses may offer. Following the same logic, they also believe that when the time comes, they can effectively manage their schedule for both in-person and online classes and can also participate in virtual classrooms as much as they can in physical classrooms, which was particularly the dominant challenge among students attending face-to-face classes and those attending online classes according to the study of Kohnke and Moorhouse (2021).

On the contrary, students reported that are undecided whether they can study at home as much as I can when attending face-to-face classes and whether they can setup their own learning space at home so they do not get distracted when attending online classes. This coincides with findings from Barrot et al. (2021) where it was revealed that the learning environment is the greatest challenge that students needed to hurdle, particularly distractions at home and limitations in learning space and facilities.

In addition, most of the respondents were also having doubts whether they can concentrate and understand the content of the lesson regardless of the delivery mode. However, it is important to note, that in the end, they still agreed to the premise that the hybrid flexible (HyFlex) learning design is the future of post-pandemic education.

Table 4: Additional support/resources needed according to students

Additional Support/ Resources Needed	f	%	Example Statements
Student Assistance	6	2	I suggest that the university should give the students gadgets such as tablets who cannot afford them. It is already happening in some universities.
Providing university-issued emails	16	5	School-issued email that provides access to different software and which the university can use to communicate with students
Providing easy-to-digest video recordings about the lesson	17	5	If possible, it would be nice if our university an official YouTube channel that will contain a playlist of 10-20 minutes of concise and engaging videos.
Online Library Access	33	10	I think having access to online libraries would be a great help for us to study effectively and efficiently.
Conducting relevant webinars	52	15	I think the additional support that we need are webinars about mental health because many students are experiencing mental health issues during this pandemic.
Flexible deadlines and having considerate professors	68	20	I think flexible deadlines can really help us a lot since there were times when we're required to submit multiple activities on different subjects at the same time.
No further support/resources needed	153	44	I think that what the university is currently doing and providing is already sufficient.

Through an open-ended question, the students were invited to identify the additional support/resources they need to successfully participate in a hybrid flexible classroom. Table 4 summarizes their responses.

Accordingly, almost half of the respondents reported that they need no further support from the university as they believe that the resources it currently provides are already sufficient. On the other hand, 20% of them expressed their desire to be given flexible deadlines and for their professors to be more considerate. Under this pretext it was also mentioned that this would be a great help especially for students who have part-time jobs to attend to.

Consequently, 15% revealed that the additional support they need are webinars about mental health because many students are experiencing mental health issues during this pandemic. Meanwhile, 10% of them are convinced that it is necessary for them to have access to online libraries. Other forms of support mentioned include providing easy-to-digest video recordings about their lessons (5%), providing university-issued emails which allow access to different software and which the university can use to communicate with students (5%), and providing student assistance (2%).

The following tables illustrate the demographic profile of faculty members, their perspectives on hybrid flexible learning design, and the additional support/resources they feel they need to successfully implement a hybrid flexible classroom.

Table 5: Frequency and percentage distribution of faculty members

Demographic Profile	f	%
Sex		
Male	14	64
Female	8	36
Total	22	100
Educational Attainment		
Bachelor's Degree	8	36
Master's Degree	12	55
Doctorate Degree	2	9
Total		
Years in Teaching		
1 to 5 years	6	27
6 to 10 years	6	27
11 years and above	10	46
Total		
Attendance to training related to HyFlex learning design		
Yes	17	77
No	5	23
Total	22	100
Perceived Computer Competency		
Beginner	0	0
Intermediate	15	68
Advanced	7	32
Total	22	100
Stability of Internet Connection		
Not stable	0	0
Somewhat stable	18	82
Very stable	4	18
Total	22	100
Main Device Used to Access Online Teaching Platforms		
Mobile phone	0	0
Tablet/iPad	0	0
Laptop/PC	22	100
Total	22	100

A total of twenty-two faculty members agreed to participate in the study. From this, table 5 shows that 64% were male whereas 36% were women. Furthermore, in terms of their educational attainment, more than half of them have a master's degree, two carry a doctorate degree, while the rest have a bachelor's degree. Forty-six percent of them were also found to have spent eleven years and more in the teaching profession. Moving on, majority of them had trainings related to hybrid flexible (HyFlex) learning design and also have an intermediate level of computer competency. Few had a very stable internet connection while it was also reported that laptops and/or personal computers are the main device they use to access online teaching platforms.

Table 6: Faculty members' perception on hybrid flexible learning design

Item	Mean	Interpretation
I can design my lessons in such a way that it attends to the learning needs of both in-person and online students.	4.55	Strongly Agree
I can respond immediately to both in-person and online students' inquiries about the lesson.	4.73	Strongly Agree

I can communicate as needed with in-person and online students about course progress, changes, and important announcements.	4.68	Strongly Agree
I can ensure that both in-person and online students will have equal learning experiences.	4.32	Strongly Agree
I can equally supervise learners in two different settings and guarantee academic honesty.	4.27	Strongly Agree
I can provide detailed feedback for both in-person and online students' learning progress.	4.55	Strongly Agree
I can encourage effective communication and collaboration among students regardless of their preferred mode of learning.	4.64	Strongly Agree
I can achieve mastery in using technological tools needed in the implementation of hybrid-flexible classes.	4.59	Strongly Agree
I am willing to participate in professional development trainings essential for teachers to effectively facilitate hybrid-flexible classrooms.	4.73	Strongly Agree
Overall, I believe hybrid flexible (HyFlex) learning is the future of post-pandemic education.	4.77	Strongly Agree

Table 6 reveals that in general, faculty members have positive perspectives on hybrid flexible (HyFlex) learning design. This positive feedback is in contrast with Moralista and Oducado (2020) who examined the perception toward online education among faculty in a State College in the Philippines using a descriptive online survey involving a sample of 27 faculty members and found that they were generally unsure if they are in favor of online education which makes sense according to the authors because as noted in Kurt Lewin's 3 Stage Change Model, transition during change is typically accompanied by feelings of hesitation and confusion. Nonetheless, the results of this study go along with the study of Romero-Hall and Ripine (2021) which aimed to shine a light on faculty members' perceived level of preparedness to design and implement hybrid flexible (HyFlex) instruction and where it was implied that overall faculty members who participated in their research study feel prepared to engage in HyFlex instruction competencies that are similar to competencies required for other instructional formats such as in-person instruction.

Table 7: Additional support/resources needed according to faculty members

Additional Support/ Resources Needed	f	%	Example Statements
Classroom facilities and laboratoy equipments	3	14	If the HyFlex learning design will be implemented, the university should provide the materials and equipments needed for teaching process.
Stable internet connection	5	23	Stable internet connection for both professors and students.
Additional Support/ Resources Needed	f	%	Example Statements
Teaching resources such as webinars, books, and access to online libraries	5	23	Webinars, books for references, and access to different online learning materials.
Premium access to different softwares	5	23	A premium Google Account (Classroom) is highly helpful.
No further support needed	4	18	No statement available.

Through an open-ended question, faculty members were asked as well to identify the additional support/resources they need to successfully implement and facilitate a hybrid flexible classroom. As such, table 7 indicates that three of them believe that if the HyFlex learning design will be implemented, the university

should provide the materials and the necessary equipment for an effective teaching-learning process. Moreover, five reported that solutions that allow both professors and students to have a stable internet connection should be prioritized. Another five on the other hand stated the need webinars, books for references, and access to different online learning materials, and another five once again suggested to provide a premium access to different software. Finally, four faculty members declared that they need to no further support as of the moment. The following tables present the demographic profile of the university administrators, their perspectives on hybrid flexible learning design, and the additional support/resources they feel they need to successfully facilitate a hybrid flexible classroom.

Table 8: Frequency and percentage distribution of university administrators

Demographic Profile	f	%
Sex		
Male	1	25
Female	3	75
Total	4	100
Educational Attainment		
Bachelor's Degree	1	25
Master's Degree	1	25
Doctorate Degree	2	50
Total	4	100
Years in University Administration		
1 to 5 years	1	25
6 to 10 years	0	0
11 years and above	3	75
Total	4	100
Attendance to training related to HyFlex learning design		
Yes	2	50
No	2	50
Total	4	100
Perceived Computer Competency		
Beginner	0	0
Intermediate	4	100
Advanced	0	0
Total	4	100
Stability of Internet Connection		
Not stable	1	25
Somewhat stable	3	75
Very stable	0	0
Total	4	100
Main Device Used to Access Online Teaching Platforms		
Mobile phone	0	0
Tablet/iPad	0	0
Laptop/PC	4	100
Total	4	100

Only four members of the university administrators were able to participate in the study as others already responded during the pilot testing of the instrument used to collect data. Out of these four, three were female. One has a bachelor's degree, another has a master's degree, while the rest are attained a doctorate degree. Three of them were in the service for eleven years and more. Only two attended trainings related to the designing and implementation of HyFlex learning design. All considered their computer competency as intermediate. One reported having a not stable internet connection, while three stated having somewhat stable internet connection. Lastly, it was found that all of them primarily use a laptop and/or personal computers to access online learning and teaching platforms.

Table 9: University administrators' perception on hybrid flexible learning design

Item	Mean	Interpretation
Our institution is ready to offer hybrid flexible courses to students by next school year.	3.75	Agree
Our institution has an effective system of information dissemination to communicate with the parents and the learners.	3.50	Agree
Our institution has provided capacity building for faculty members by hosting series of trainings and webinars.	4.25	Strongly Agree
Our institution can provide supplementary materials for flexible learning such as subscriptions to online libraries and acquisition of online learning management systems.	4.00	Agree
Our institution is equipped with different educational tools and technologies necessary for the enactment of hybrid flexible classes and has enough facilities and infrastructure for students, faculty, and staff.	3.50	Agree
Our institution can strictly follow hygienic practices, health protocols and other precautionary measures such as contact tracing, foot baths, sanitation, and frequent handwashing.	4.00	Agree
Our institution can ensure that physical distancing is maintained and has enough isolation rooms prepared.	4.00	Agree
Our institution can establish a support center/office to address, capacitate, and assist students, faculty members, and staff on their concerns about hybrid flexible learning modality.	4.00	Agree
Our institution can support research and development activities to contribute to the generation of knowledge and its application on the development of strategic response for academic continuity.	4.00	Agree
Overall, I believe hybrid flexible (HyFlex) learning is the future of post-pandemic education.	4.50	Strongly Agree

Table 9 reveals that university administrators primarily believe that the flexible (HyFlex) learning design is the future of post-pandemic education. While all the mean values correspond to their positive perceptions on it, the lowest one came from the statements which pertains to the university having an effective system of information dissemination to communicate with the parents and the learners and to the university being equipped with different educational tools and technologies necessary for the enactment of hybrid flexible classes and has enough facilities and infrastructure for students, faculty, and staff.

Lapada et al. (2020) made the same observations when they assessed teachers' awareness of the COVID-19 pandemic, their readiness to distance learning education, and its perceived implications and found that in general, only 51% of the surveyed teachers think they are well-equipped and ready for distance learning while the rest reported that the lack of facilities, equipment, and capacity building to distance learning education affects their perception on the said learning modality, while 62% of the respondents answered positively when asked if their school has an information dissemination system to communicate with the parents and the learners during the shift to remote learning.

Table 10: Additional support/resources needed according to university administrators

Additional Support/ Resources Needed	f	%	Example Statements
Stable internet connection	2	50	Sufficient budget for fast and stable internet connectivity
Software and upgraded facilities	1	25	Provision of computer in every classroom.
No further support needed	1	25	No statement available.

Through the same open-ended question, university administrators were urged to identify the additional support/resources they think the university need to successfully implement and facilitate a hybrid flexible classroom.

Accordingly, table 10 reveals almost the same as the support needed by students and faculty members discussed earlier. Two university administrators particularly expressed the how essential it is to have sufficient budget for

fast and stable internet connectivity. One asserted that the provision of computer in every classroom would be greatly helpful, which is reasonable because as mentioned earlier, the lowest mean values of responses from the scale above corresponds to the statement which asks the respondents whether they agree that the university is already equipped with different educational tools and technologies necessary for the enactment of hybrid flexible classes and has enough facilities and infrastructure for students, faculty, and staff. Finally, one university administrator did not provide a suggestion.

To sum up, most of the students, faculty members, and university administrators have positive perceptions regarding the hybrid flexible learning design. Meanwhile the additional support/resources they think they need include having a reliable internet connection, access to online teaching and learning materials, and the procurement of upgraded software and classroom facilities.

CONCLUSIONS AND RECOMMENDATION

This chapter presents the summary of the findings of the study, the conclusions derived from the findings, and the recommendations of the study.

Summary of Findings

After the data analysis, the following findings were obtained:

In terms of the student respondents, majority of them were female. A notable fraction who participated in the study were freshmen because, ideally, they will be the ones who will spend much more time university compared to those in higher years. Most of the respondents classified themselves as a beginner and an intermediate user when asked to identify their computer competency. It was also found that they only experience a somewhat stable internet connection at home, and that the main device they use to access online learning platforms are their mobile phones.

Moving on to their perspectives on hybrid flexible learning, in general they agree that they like the having the freedom to choose where, when, and how they want learning to occur. They also believe that when the time comes, they can effectively manage their schedule for both in-person and online classes and can also participate in virtual classrooms as much as they can in physical classrooms. Lastly, some of the additional support they think they need include having flexible deadlines and considerate professors, participation in relevant webinars, and access to online libraries and other learning materials.

On the other hand, with regards to the faculty members who decided to participate in the study, majority were male. More than half of them have a master's degree, two carry a doctorate degree, while the rest have a bachelor's degree. Forty-six percent of them were also found to have spent eleven years and more in the teaching profession. Those who had trainings related to hybrid flexible learning design outweigh those who did not. Most of them also have an intermediate level of computer competency. Few had a very stable internet connection while it was also reported that laptops and/or personal computers are the main device they use to access online teaching platforms.

Interestingly, it was noted that faculty members mostly have positive perspectives on hybrid flexible (HyFlex) learning design. However, when invited to identify the additional support/resources they need to successfully implement and facilitate a hybrid flexible classroom, they still asserted that a stable internet connection for both professors and students, access to different online learning materials, and a premium access to different software would be very much helpful.

Finally, out of the four university administrators who were available to participate in the research study, three were female. One has a bachelor's degree, another has a master's degree, while the rest are attained a doctorate degree. Three of them were in the service for eleven years and more. Only two attended trainings related to the designing and implementation of HyFlex learning design. All considered their computer competency as intermediate. One reported not having stable internet connection, while the rest experience a somewhat stable internet connection. Lastly, it was found that all of them primarily use a laptop and/or personal computers to access online learning and teaching platforms.

In general, these four university administrators believe that the flexible (HyFlex) learning design is the future of post-pandemic education but furthermore admitted that how essential it is to have sufficient budget for fast and stable internet connectivity and to have upgraded software and classroom facilities.

CONCLUSIONS

Based on the findings of the study, the following conclusions were acquired:

While the students moderately agree that like the flexibility that hybrid flexible courses may offer, they were still undecided whether they can study at home as much as I can when attending face-to-face classes, whether they can concentrate and understand the content of the lesson regardless of the delivery mode, and whether can have their own learning space at home so they do not get distracted when attending online classes. Accordingly, the top three additional support students feel they need included having flexible deadlines and considerate

professors, participation in relevant webinars, and having access to online libraries and different learning materials.

Moving on, faculty members mostly have positive perspectives on hybrid flexible (HyFlex) learning design which may be related to the fact that most of them already participated in trainings related to the designing and implementation of a hybrid flexible classroom. Among the additional support faculty members think should be prioritized to successfully facilitate a hybrid flexible classroom include solutions that will allow both professors and students to have a stable internet connection, provision of books and access to online learning materials, and having a premium access to different software for teaching.

While all the mean values primarily indicate that university administrators have positive perceptions on hybrid flexible learning, the lowest mean responses came from the statements which pertains to the university having an effective system of information dissemination to communicate with the parents and the learners and to the university being equipped with different educational tools and technologies necessary for the enactment of hybrid flexible classes and has enough facilities and infrastructure for students, faculty, and staff. Finally, two university administrators particularly expressed the how essential it is to have sufficient budget for fast and stable internet connectivity, and one asserted that the provision of computer in every classroom would be greatly helpful

RECOMMENDATIONS

In the light of the findings and conclusions of the study, the researcher offers the following recommendations:

First, for the students to continuously participate and engage in research studies that aims to examine strategic actions for devising teaching and learning continuity plan in the context of post-pandemic education.

Second, for faculty members to regularly attend capacity-building trainings related to the designing and implementation of different and innovative approaches related to teaching and learning.

Third, for the university administration in general to consider the hybrid flexible learning design as an option since both the students and faculty members were found to have positive perceptions on it. In connection with this, allocation of a stable internet connection and upgraded facilities in classrooms should be prioritized. Information dissemination system to communicate with the parents and the learners should be improved as well. In addition, university-issued email that allows access to online teaching and learning resources and different platforms and software should be provided to every student and faculty members. If possible, the university can as well consider creating an official YouTube channel that will contain a ten to twenty-minute lecture videos regarding different lessons.

Finally, for the future researchers to use the findings of the study to primarily assess other organizational considerations such as those related to infrastructure, resources, and support needed before the pilot implementation of hybrid flexible courses in their respective universities.

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