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Research Article

Readiness, Access, Challenges, and Efficiency in using Flexible Mode of Learning: Inputs for Instructional Management Plan

Cecilia A. Geronimo[1]*, Audie L. Geronimo[2], Sarah M. Faustino[1]

[1]Civil Engineering Department, College of Engineering, Bulacan State University, 3000 City of Malolos, Bulacan, Philippines
[2]Mechanical Engineering Department, College of Engineering, Bulacan State University, 3000 City of Malolos, Bulacan, Philippines

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**Corresponding author:*
E-mail:
cecilia.geronimo@bulsu.edu.ph

ABSTRACT

The objective of the study is to determine the readiness, access, challenges, and efficiency in using the Flexible Mode of Learning among the faculty members and students of the College of Engineering in a Higher Education Institution in the academic year of 2020-2021. The study used a descriptive research design, constructed, and submitted for validation the survey questionnaires, and distributed google forms. and utilized mixed methods of research. The results of the study show that in terms of readiness, most of the faculty members attended the training webinars on a flexible mode of learning; spent more time attending the webinars; few have sufficient resources, but the majority are technically capable and prefer the blended learning modality. While the student-respondents, more than half of the respondents did not attend the training webinars, and minimal time was spent, the majority have sufficient resources, are technically capable, and preferred the blended learning modality. In terms of access, both faculty members and students use Wi-Fi connection and use devices like the combination of computers and smartphone/tablet; but differ in the time spent per day and per week on blended learning. The faculty members and students perceived that the level of efficiency of the flexible mode of learning implementation is moderately efficient. The challenges encountered by faculty members were the attitude of their students towards their subjects while the students are on their preparedness on the subjects, physical environment, financial and poor internet connection. The researchers proposed an instructional management plan based on the results of the study.

Keywords: *Access, Challenges, Efficiency, Flexible Mode of Learning, Readiness*

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Introduction

The entire world was affected by the COVID 19 pandemic. All sectors of every country like education, economy, tourism, infrastructure, food industry, and others were stopped or closed due to COVID 19 effects on the mobility and face-to-face interactions of people. The COVID 19 pandemic disrupted the operations of the educational institutions in the Philippines. The education system was compelled to consider a non-conventional approach to continue the students' learning even at this time of health crisis.

The Commission on Higher Education (CHED) issued the Circular Memorandum Order No. 4 series of 2020, Guidelines on the Implementation of Flexible Learning to be used as innovative learning modalities/ approaches by public and private Higher Education Institutions (HEIs). As stated in the CMO No.4, Flexible Learning is a pedagogical approach allowing flexibility of time, place, and audience, including but not solely focused on the use of technology. Although it commonly uses the Delivery methods of distance education and facilities of education technology, this may vary depending on the levels of technology availability of devices, internet connectivity, level of digital literacy, and approaches.

Most of the HEIs in the Philippines are implementing the following mode of learning: online or synchronous learning, where a virtual class operates using laptops/ desktops with the aid of an internet connection; offline/ modular learning/ remote printed learning, in here the developed modules were distributed, studied and answered the learning activities by students and returned to faculty for checking, blended learning/ asynchronous online learning, it is the combination of online and modular learning, students can attend/contact the faculty not regularly due to limited internet access but having modules to continue the learning process.

In the HEI where the study was conducted, adopted, and implemented the guidelines of Flexible Mode of Learning, but beforehand conducted surveys among faculty members, students, parents, and Local Chief Executives. The surveys were conducted to determine all stakeholders' psychological, physical, and technical readiness, the support system that every stakeholder can provide, and issues or problems that may be confronted during the implementation of the Flexible Mode of Learning. Results of the surveys revealed that there are faculty members and students who are not or only moderately technically equipped. As a solution, the Administration conducted a series of training webinars to improve the technical capabilities of faculty members and students. Also, experts in these fields conducted counselling sessions online regarding psychological and physical well-being. The HEI Learning Continuity Plan, guidelines to implement for the School Year 2020-2021 were prepared and complied with the CMO No. 4 series of 2020.

This study will try to determine the readiness, access, challenges, and efficiency of the Flexible Mode of Learning among faculty members and students in the College of Engineering of the HEI in the first semester of the school year 2020-2021.

Statement of the Problem

The general problem of the study is "How may the readiness, access, challenges, and efficiency of the Flexible Mode of Learning be assessed and consequently used as inputs in preparing the strategized instructional management plan?"

Specifically, the study sought answers to the following questions:

1. What are the perceptions of the respondent students and faculty members about their readiness, access, and efficiency of the Flexible Mode of Learning in the College of Engineering?
2. What are the challenges and issues encountered by the respondents in using the Flexible Mode of Learning?
3. What strategized instructional management plan may be proposed to improve the implementation of the Flexible Mode of Learning?

Methodology

This section presents the methods and techniques of the study, respondents of the study, research instrument, data gathering procedures, and statistical tools used in the study.

Methods and Techniques of the study

The study used a descriptive research design that focused on the readiness, access, challenges, and efficiency of the Flexible Mode of Learning being implemented by the College of Engineering in a Higher Education Institution. The utilized mixed methods of research experienced by faculty members and students in implementing the Flexible Mode of Learning. The quantitative analysis was employed to analyze and interpret the data obtained from the survey questionnaires. The questionnaires were administered using google form online. The qualitative data were gathered through unstructured interviews with the faculty members and students. The interview was conducted through phone calls and/messenger or in preference of the interviewees to use.

Respondents of the Study

The respondents of the study were the faculty members and students from the College of Engineering of a Higher Education Institution. Purposive sampling was carried out to determine the respondents of the study. A total of fifty-one faculty members and one thousand thirty students participated in the study.

Research Instrument

The research instruments used were the survey and interview questionnaires prepared by the researchers. After the development of the survey and interview questionnaires, these were validated by the educational researchers before the administration to the respondents. Part I. It pertains to the demographic profile of the respondents; Part II. Survey questions on readiness, access, level of efficiency in the implementation of Flexible Mode of Learning; Part III. It contains the challenges encountered by the respondents in the implementation of the Flexible Mode of Learning. The interview questions would validate the results of the survey questionnaires responded by the faculty members and students. This study considered a Five point and Four-point Likert scale in the survey.

Data Gathering Procedure

The researchers sought permission to conduct the surveys with the faculty and students from the Dean of the College of Engineering of a Higher Education Institution. Upon approval, the questionnaires were administered to the faculty and student respondents. All questionnaires were validated and sent through an online google form. Also, it was indicated in the survey questionnaire that the data or information gathered from the respondents will be treated strictly confidential.

Data Processing and Statistical Treatment

The gathered data were presented in charts and statistically analyzed and interpreted. Statistical tools such as frequency count, percentage, rank, mean, weighted mean, and t-test were used in the study. The frequency count and percentage were used to count the responses on the demographic profile of the respondents as well as the survey result of the Flexible Mode of Learning implementation. The rank was used to determine the challenges encountered by the faculty and students in the implementation of Flexible Mode of Learning. The mean and weighted mean were used to measure the results of the survey on Flexible Mode of Learning implementation. The t-test was used to identify the significant difference in the perceived level of efficiency between faculty and students on the implementation of the Flexible Mode of Learning.

Results and Discussion

This chapter includes the presentation, analysis, and interpretation of the results of the study, following the sequence of specific questions raised in the statement of the problem. The amount of carbon inventory was determined from sources under the scope of this study.

Table 1. Frequency Counts and Descriptive Measures of the faculty members' Readiness in using the Flexible Mode of Learning (FML)

Description	Frequency		
1.number of faculty who attended training webinars on Flexible Mode of Learning	**Yes**		**No**
	49		2
2.average number of hours in attending per webinar	**1-2**	**3-5**	**6-8**
	12	19	20
3.number of faculty with sufficient resources for FML	**GE**	**SS**	**VL**
	11	28	12
4. number of faculty with technical capabilities on computer technologies specifically software and hardware	**VGE**	**GE**	**LE**
	41	8	2
5. number of faculty who preferred modality on FML-Blended learning (combination of online learning and modules)	**Blended**	**Online/SL**	**RPL**
	32	19	0

Table 1 presents the faculty members' readiness in using the Flexible Mode of Learning (FML). Notably, from the fifty-one faculty respondents, 49 of them attended the training webinars on FML, and the other 2 failed to attend. In terms of the average time spent in hours attending every webinar, it may be gleaned that the 6-8 and 3-5 hours have 20 and 19 faculty members while for 1-2 hours have 12 faculty member attendees. Also, it can be gleaned that the faculty members varied in their responses about their sufficiency of resources for use in the flexible mode of learning; 28 indicated somewhat sufficient, 12 answered insufficient resources, and only 11 have sufficient resources. In terms of technical capabilities on computer technologies, specifically software and hardware, 41 of the faculty members indicated very great extent, 8 were great extent, and 2 were little extent, as expected most are technically capable since they are technical persons. Furthermore, in terms of the preferred modality on FML, 32 preferred blended learning, a combination of online learning and modules, while 19 preferred online or synchronous learning.

Table 2. Frequency Counts and Descriptive measures of the Students' Readiness in using the Flexible Mode of Learning

Description			
1. Number of students who attended training webinars on Flexible mode of learning	**Yes**		**No**
	503		527
2. Average number of hours in attending the FML per webinar	**1-2**	**3-5**	**6-8**
	342	161	0
3. Number of students with sufficient resources for FML	**S**	**SS**	**IS**
	742	183	105
4. Number of students with technical capabilities on computer technologies specifically software and hardware	**VGE**	**GE**	**LE**
	375	462	193
5. Number of students who preferred modality on FML, Blended learning (combination of online learning and modules), OL/SL, RPL	**Blended**	**Online/SL**	**RPL**
	527	457	46

Table 2 presents the students' readiness in using the flexible mode of learning. It can be gleaned from the table that 503 students attended the training webinars on the flexible mode of learning while 527 did not attend the flexible mode of learning training webinars conducted by the University. Also, in this table, the average number of hours in attending the flexible mode of learning per webinar was 1-2 and 3-5 hours by 342 and 161 students, respectively. In terms of the number of students with sufficient resources for the flexible mode of learning, 742 students have sufficient resources, 183 and 105 students answered somewhat sufficient resources and insufficient resources, respectively. The number of students with technical capabilities in computer technologies, specifically software and hardware, the results show that 375, 462, and 193 students answered "Very Great Extent", "Great Extent", and "Little Extent", respectively. Further, in terms of the preferred modality, 527 students preferred blended learning, while 457 students preferred online learning/synchronous learning, and 46 preferred remote printed learning/modular learning.

Table 3. Frequency Counts and Descriptive Measures of the faculty members' Access in using the FML

Description				
1.number of faculty using this type of internet connection for FML	**Prepaid**		**Post paid**	**Wi-Fi**
	5		17	29
2.number of faculty using these devices for FML	**Computer**	**Smartphone/ Tablet**	**Both**	**Other**
	28	0	21	2
3.time being spent per day on Blended Learning by faculty members	**1-2**	**3-4**	**5-7**	**8-10**
	17	12	15	7
4.time being spent per week on Online/Synchronous Learning by faculty members	**1-2**	**3-4**	**5-7**	**8-10**
	8	12	16	15
5.modules of all subjects/courses attain its objectives and learning outcomes, helpful to students in acquiring knowledge and developing skills, agreement/disagreement of faculty members	**Agreement**		**Disagreement**	
	41		10	

It was presented in table 3 the faculty members' access in using the flexible mode of learning. The first consideration is the type of internet connection used for the flexible learning mode; 29 faculty members were using Wi-fi, 17 and 5 were using post-paid and pre-paid, respectively. In terms of devices being used for flexible mode of learning, 28 and 21 were using computers and both computers/smartphones/tablets, respectively, while 2 were using others. Also, the faculty members responded differently in the time being spent per day on blended learning; 17 spent 1-2 hours per day, 12 spent 3-4 hours, 15 spent 5-7 hours, and 7 spent 8-10 hours. While, on time spent per week on online/synchronous learning, for 1-2 hours, there were still 8 faculty members, 3-4 hours have 12 faculty members, and for 5-7 and 8-10 hours, there were 16 and 15 faculty members, respectively. Further, 41 faculty members agreed that the modules which are being used in all their subjects/courses attain its objectives and learning outcomes, helpful to students in acquiring knowledge and developing skills, while 10 faculty members disagreed.

Table 4. Frequency Counts and Descriptive Measures of the Students' Access in using the Flexible Mode of Learning

Description				
1. Number of students using this type of internet connection for FML	**Prepaid**		**Post paid**	**Wi-Fi**
	234		37	759
2. Number of students using these devices for FML	**Computer**	**Smartphone/ Tablet**	**Both**	**Other**
	211	376	411	32
3. Time being spent per day on Blended learning by students	**1-2**	**3-4**	**5-7**	**8-10**
	181	436	275	138
4. Time being spent per week on Online/Synchronous learning by students	**1-2**	**3-4**	**5-7**	**8-10**
	243	208	276	303
5. Online learning system effects to students: enhance quality education, increase the productivity, more effective than the traditional classroom-based approach, communicate and interact better, and sustainability	**SA**	**A**	**DA**	**SDA**
	21	329	460	220

It is presented in table 4 the students' access in using the flexible mode of learning. The students answered the type of internet connection being used for flexible mode of learning, 759 students were using Wi-fi, 234 students were using prepaid, and 37 students were using postpaid. Students also answered the type of devices; 411 answered that they were using both-combination of computer/smartphone/tablet, 376 confirmed that they were using smartphone/tablet, 211 students were using a computer, and 32 were using others for the flexible mode of learning. It is noticeable that the time being spent per day on blended learning were mostly 3-4 and 5-7 hours, with 436 and 275 students, correspondingly. While, the time being spent per week on online learning/synchronous learning were mostly 5-7 and 8-10 hours, with 276 and 303 students, respectively. Furthermore, the students did not agree with the effects of online learning on enhancing the quality of education, increase the productivity, more effective than the traditional classroom-based approach, communicate and interact better, and sustainability; 460 and 220 students gave ratings of Disagree and Strongly Disagree, correspondingly

Table 5. Frequency Counts and Descriptive Measures of the Faculty members' Perceptions on the Efficiency of the Flexible Mode of Learning

Item	Extremely Effective	Very Effective	Moderately Effective	Slightly Effective	Not at all Effective
1. Effectiveness of FML					
Online/Synchronous Learning/AOL	2	13	28	8	0
RPL/Modular Learning	3	0	22	15	11
Blended Learning	0	18	28	5	0
2. Level of stress being experienced by faculty in using FML	**Extremely Stressful**	**Very Stressful**	**Moderately Stressful**	**Slightly Stressful**	**Not at all Stressful**
Online/Synchronous Learning/AOL	7	13	23	5	3
RPL/Modular Learning	9	15	21	3	3
Blended Learning	4	13	27	4	3

3. Level of enjoyment while teaching using FML	Yes, absolutely	Yes, but there were some aspects to adjust	No, there are some challenges	Not at all
OL/SL/OAL	5	28	11	7
RPL/ML	3	17	20	11
BL	4	31	15	1

4. Overall rating about FML	Excellent	Good	Average	Below Average	Poor
OL/SL/AOL	2	24	20	5	0
RPL/ML	2	15	14	20	0
BL	6	18	20	7	0

5. Efficiency of the implementation of FML	Extremely Efficient	Very Efficient	Moderately Efficient	Slightly Efficient	Not at all Efficient
How efficient is the implementation of FML	2	8	36	5	0

Table 5 presents the faculty members' perception of the efficiency of the flexible mode of learning. As can be gleaned from the table, in terms of effectiveness, the online/synchronous learning/asynchronous learning was rated moderately effective by 28 faculty members, while the remote printed learning/modular learning was also rated as moderately effective by 22 faculty members, the blended learning was rated moderately effective by 28 faculty members. For the level of stress being experienced by faculty members using the flexible mode of learning, the online learning/synchronous learning/asynchronous online learning was rated moderately stressful by 23 faculty members, while the remote printed learning/modular learning was rated moderately stressful by 21 faculty members, and the blended learning was rated moderately stressful by 27 faculty members. It was notable also that in all the flexible mode of learning being used, three faculty members rated "not at all stressful". In terms of the level of enjoyment while teaching using the flexible mode of learning, the online learning/synchronous learning/asynchronous learning and blended learning were rated "Yes, but there were some aspects to adjust" by 28 and 31 faculty members, respectively While 20 faculty members rated the remote printed learning/modular learning as "No, there are some challenges". For the overall rating of the flexible mode of learning being used, there were 24 faculty members who gave a rating of "Good", while both 20 faculty members rated the remote printed learning/modular learning and blended learning as "Below Average and "Average", respectively. Furthermore, the 36 faculty members rated the efficiency of the flexible mode of learning implementation as "Moderately Efficient".

Table 6. Frequency Counts and Descriptive Measures of the Students' Perceptions on the Efficiency of the Flexible Mode of Learning

Descriptive	Extremely Effective	Very Effective	Moderately Effective	Slightly Effective	Not at all Effective
1. Effectiveness of FML Blended Learning	11	30	536	338	115

2. Level of stress being experienced by students in using FML	Extremely Stressful	Very Stressful	Moderately Stressful	Slightly Stressful	Not at all Stressful
Blended Learning	384	470	154	22	0

3. Level of enjoyment while studying using FML	**Yes, absolutely**	**Yes, but there are some aspects to adjust**	**No, there are some challenges**	**Not at all**	
Blended Learning	80	342	448	160	
4. Overall rating of the FML	**Excellent**	**Good**	**Average**	**Below Average**	**Poor**
Blended Learning	11	271	549	149	50
5. Level of efficiency of the implementation of FML	**Extremely Efficient**	**Very Efficient**	**Moderately Efficient**	**Slightly Efficient**	**Not at all efficient**
Efficiency of the implementation of FML	9	170	618	193	40

Table 6 reveals the students' perceptions on the efficiency of the flexible mode of learning. The 536 students rated the flexible mode of learning-blended learning as "moderately effective". In terms of the level of stress being experienced by students in flexible mode of learning (blended learning), 470 and 384 students gave a rating of "Very stressful" and "Stressful", respectively. While, 342 and 448 students that "Yes, but there are some aspects to adjust and No, there are some challenges", for the level of enjoyment while studying using the flexible mode of learning (blended learning). The students rated the blended learning overall as "Average" and its implementation as "moderately efficient".

Table 7. Frequency Counts and Descriptive Measures of the Faculty Challenges and Issues in Using the Flexible Mode of Learning

Description	Frequency
1. Lack of learner motivation and engagement	49
2. Poor time management skills in attending online classes	40
3. Poor internet connection during online classes by students	38
4. Students have limited preparation before online class	37
5. Some students do not attend online class due to some reasons	35
6. Some students do not know how to properly submit their activities online	30
7. Students cannot concentrate during classes due to poor learning environment	30
8. Students do not even read the modules posted in the Google classroom	25
9. Students have different excuses for missing assignment, test and other activities	22
10. Some students are not observing class/consultation hours in asking their teachers	20

Table 7 shows the faculty challenges and issues encountered in using the flexible mode of learning. It may be noted that 49 and 40 faculty members considered the "lack of learner motivation and engagement and poor time management skills in attending online classes" respectively, as the first two challenges they have encountered in teaching using the flexible mode of learning. Also, the next three challenges were "poor internet connection during online classes, students have limited preparation before online class, and some students do not attend online class due to some reasons", there were 38, 37, and 35 faculty members who encountered these, respectively. It can be observed from the table the two challenges encountered by the same number of 30 faculty members were "some students do not know how to properly submit their activities online and cannot concentrate during classes due to poor learning environment". The last three challenges encountered by 25, 22, and 20 faculty members were "students do not even read the modules posted in the google classroom,

students have different excuses for missing assignment, test, and other activities, and some students are not observing class/consultation hours in asking their teachers"

Table 8. Frequency Counts and Descriptive Measures of the Students Challenges and Issues Encountered in Using the Flexible Mode of Learning

Description	Frequency
1. Learning management system imperfections	735
2. Lack online learning budget	690
3. Poor internet connection during online classes	585
4. Cannot concentrate during classes due to poor learning environment	572
5. Lack prior training experience in online learning	515
6. Lack of motivation and engagement	340
7. Gadgets' shortage and crashing systems	288
8. Unrealistic deadline of assignments and activities	258
9. Sometimes electricity interruptions	172
10. Transforming boring subject matter into wonderful online interactions	130

Table 8 shows the students' challenges and issues encountered in using the flexible mode of learning. The students ranked the first five challenges and issues encountered in using flexible mode of learning as follows: "learning management system imperfections, lack online learning budget, poor internet connection during online classes, cannot concentrate during classes due to poor learning environment, and lack prior training experience in online learning". These challenges and issues validated their responses on the previous tables, specifically on readiness and access, and to add some environmental factors that affect their learning. It is noticeable that the second five challenges and issues were also encountered by some of the student-respondents and described as follows: "lack of motivation and engagement, gadgets' shortage and crashing systems, unrealistic deadline of assignments and activities, sometimes electricity interruptions, and transforming boring subject matter into wonderful online interactions". Even in face-to-face learning, the students encountered some of these challenges.

Interviews conducted with faculty members and students of the College of Engineering in a Higher Education Institution (HEI)

Faculty A. I appreciate what the HEI did to prepare the faculty members and students. There was a survey conducted to determine the preparedness of faculty and students in terms of physical, technical, and psychological. The administration designed capability building for the different training webinars, invited resource persons, created a technical pool of experts in the HEI and the psychologists/experts of the HEI. Policies and implementing guidelines for using the Flexible Mode of Learning were prepared. All the faculty members, including the part-timers, were instructed to develop modules in all the subjects they will handle in the first semester of the academic year 2020-2021.

Faculty B. As part-time faculty members, we were instructed to be involved not only in accreditation works but also in the preparation of modules in all subjects we are going to handle; we could be the sole author or with collaborators who are also handling the subject. There were implementing guidelines to compensate for the preparation of modules. Also, being the adviser of an engineering student organization, from time to time, I often called our old students to have feedback about their challenges and issues encountered during the pandemic and their intentions to pursue their studies.

Faculty C. I am worried about the flexible mode of learning implementation; the students may have different modalities to choose from, like; synchronous learning, asynchronous learning, and remote printed learning. Is it

possible to combine two of the modalities like SL and RPL?

Faculty D. Although there were training webinars conducted on OBE, technical capability building, and mental wellness, I still cannot cope very well with using the flexible mode of learning. My technical, physical and mental preparedness is only average. I am not technologically prepared compared to my students, but I am willing to adjust and learn the technology required in the flexible mode of learning.

Faculty E. My problem is I don't have sufficient resources to teach my students, particularly in online/synchronous modality. I have one computer at home, but our children will use it in their online classes. Our house location is not that accessible to internet connection providers.

Student A. I have my smartphone and just bought prepaid for my load; how can the HEI help me? I tried to solicit with our relatives and politician; I was able to have a tablet, but again I had another problem with the internet load, last semester, I am in AOL modality and very dependent on the class mayor and other classmates; it's really very difficult, am feeling deprived because of the pandemic. I could not participate very well in the discussion; most of the time, I am disconnected.

Student B. I have not attended the training webinar conducted by the HEI. Yes, I may be technically capable, but I cannot focus on my online learning because my siblings are also in my place during their online classes, and it is noisy outside. There are times I cannot submit my assignments and activities on time because of internet connectivity.

Student C. Some of our instructors are using different techniques in teaching, I can follow, but some of my classmates cannot. For computation subjects, it is not that easy to understand the application of the formulas; there should be extra time to study my lessons every day, there are times every subject has requirements to submit, it takes too much of my studies, I see to it that at least I spent extra two hours for studying my subjects, aside from answering the activities and assignments. I was really challenged; engineering is a very difficult course.

Student D. There is no difference whether it is online with module teaching-learning and face-to-face learning; the students should really focus on their studies; others said they are working, but it is online selling, so if their priority is studying, they should know how to manage their time. Time is very important to students, especially with many subjects we are enrolled in.

Student E. My experience using this flexible mode of learning is really different from my experience during face-to-face. I am more motivated in face-to-face learning, less motivated this time. I missed preparing myself for going to the HEI, change of environment, and receiving an allowance to buy my other needs in my studies. I am not enjoying the teaching-learning process this time. It's challenging with face-to-face learning; at the end of the day, whatever I have achieved is worthy.

Proposed Instructional Management Plan

1. Continue the institutional capacity building on digital skills and competencies for both faculty members and students for their digital transformation.
2. Further, enhance the faculty members' teaching strategies and tools to meet the students' learning needs to maximize their potential for quality delivery of flexible mode of learning.
3. Improve the implementation of the Flexible Mode of Learning by providing sufficient resources for the access of faculty members like issuance of the laptop, internet allowance, and other accessories.
4. Continuous development of instructional materials and modules for all the subjects being offered every semester of the academic year.
5. If the HEI budget will allow, provide resources to indigent students for their access to the flexible mode of learning being used during the pandemic.

6. The pool of techno-savvy faculty members may conduct monthly training with faculty members encountering technical difficulties in using the flexible mode of learning or the faculty members who are encountering technical difficulties may request tutorial assistance to the identified pool of techno-savvy.
7. The College should monitor religiously the weekly accomplishment of faculty members and use it as inputs in identifying and formulating intervention programs for faculty members and students to ensure the quality of learning.
8. Tap student organizations in providing intervention programs like online peer tutoring and coaching. There should be a regular schedule of peer tutoring which can be recorded and viewed by students during their available time.
9. Tap faculty members and dean's list students who can provide review materials with problems and answers on different subjects to enhance and increase the knowledge and develop critical thinking skills among other students.
10. The college may also assess the good practices of other faculty members in using the flexible mode of learning. Also, the student performances in the previous semester may be analyzed and used as a basis for improving the flexible mode of learning.

Conclusion

Based on the findings of this study, the researchers concluded that the implementation of the flexible mode of learning is successful. There are some issues and challenges encountered in its implementation, but the concerned College's faculty members and students should collaboratively work together and adopt the proposed Instructional Management Plan to improve the level of efficiency implementation of Flexible Mode of Learning.

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