



## EXPLORING THE CAMPUS' SUSTAINABILITY TOWARD FLEXIBLE LEARNING

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**Abstract:** *The sudden shift of learning modality is the most crucial event in the teaching-learning phase in today's time and in avoiding academic freeze, flexible learning modality was used as an alternative to the conventional teaching modality. Thus, this study aimed to determine the extent of sustainability on flexible learning at CapSU Roxas City where in the result of this study may serve as basis in fostering teachers' adeptness towards modalities of learning and the institution's retrofitting of facilities to appropriately and sustainably comply with the demands of education in the new normal setting. This study is a descriptive correlational research study using a research-made questionnaire to ascertain the extent of sustainability on flexible learning at CapSU Roxas City among the three colleges. The sustainability of flexible learning at Capiz State University, Roxas City campus as a whole is "high" and when grouped as to colleges, College of Education, College of Management and College of Engineering, Architecture and Technology exhibited the "high" extent of sustainability. Thus, flexible learning is now the post pandemic learning modality which both students and teachers in Capiz State University Roxas City campus are able to continue the academic progress amidst the threat of pandemic. Also, there is no significant difference among the colleges as to the sustainability of flexible learning. Thus, the Roxas City Campus teachers are delivering high extent of academic services and performing well their duties and responsibilities as teachers in this flexible learning modality.*

**Key Words:** *Academic freeze, Conventional teaching, retrofitting.*

### 1. INTRODUCTION:

The sudden shift of learning modality is the most crucial event in the teaching-learning phase in today's time. Since the traditional teaching-learning mechanism, the face-to-face learning pattern, is in abeyance due to the pandemic that is wrapping the world. The flexible learning modality is the only way that the government considers to continuously carry the progress in education and at the same time adheres to the stipulated protocols set forth by the inter-agency task force in battling the spread of COVID-19 infection in the community and this modality is presented in the learning continuity plan of the university as a key point in continuing the teaching-learning process in the institution. It's been a year where this type of learning modality is being utilized by the university. In the advent of the present scenario where the institutions of learning are being challenge in this post pandemic time, no one can tell if when will this 100% face-to-face learning pattern will commence again. The only way to continue the progress in any event in education is to dwell with virtual and self-paced learning system.

In avoiding academic freeze, flexible learning comes into realization since it is an alternative to the face-to-face teaching model traditionally associated with higher education (Cybinski & Selvanathan, 2005). This learning modality is a global educational trend in offering new course delivery format. Also, this is in response to flexibility and convenience to adult learners, accommodate increased number of learners in and outside classroom, address budget constraints in education funding, promote self-reliance and life-long learning and remain competitive in providing 21st



Century digital learning spaces (Ling & Fraser, 2014). However, there are concerns that arises when it comes to this learning modality, such concerns pertain to the quality education looking into the factors such as the preparation of teachers capable to handle online and offline classes; the availability of information technology (IT) resources in schools, teachers and students; the curriculum; the syllabi to be used; the internet connectivity of the schools and the learners; among others. Hence patience and cooperation of everyone is called in this transition or transformation towards the new normal or new modalities of the teaching-learning process. The main objective of flexible learning is to provide learners with most flexibility on the learning content, schedules, access, and innovative assessment, making use of digital and non-digital tools. In this pandemic period, flexible learning aims to decongest classrooms or to reduce the number of students who go to the classroom at one time. This is to promote physical distancing and to protect the health of the students (Casiple, 2020).

The aforesaid concerns serve as the ignition from which this study was formulated, and it is to determine flexible learning sustainability since it is very vital to know the if the learning modality possess balance in the pursuit of an improved quality of life and is a long-term goal (UNESCO, 2019). The practice of sustainability recognizes how these consideration or issues are interconnected and requires a systems approach and an acknowledgement of complexity. It presumes that resources are finite, and should be used conservatively and wisely with a view to long-term priorities and consequences of the ways in which resources are used (ULCA, 2021).

Thus, this study aimed to determine the extent of sustainability on flexible learning at CapSU Roxas City anticipating that this study may serve as basis for fostering teachers' adeptness towards modalities of learning and the institution's retrofitting of facilities to appropriately and sustainably comply with the demands of education in the new normal setting.

## **2. STATEMENT OF THE PROBLEM :**

Primarily, this study aimed to determine the extent of sustainability on flexible learning at CapSU Roxas City and specifically, this study sought to answer the questions: What is the extent of sustainability on flexible learning at Capiz State University, Roxas City campus as a whole and when grouped as to colleges? Is there a significant difference as to the sustainability of flexible learning among the colleges?

## **3. THEORETICAL FRAMEWORK:**

This study was anchored to the transformative learning theory postulated by Mezirow (1991) that in principle, personal experience is an integral part of the learning process. It suggests that a learner's interpretation of the experience creates meaning, which leads to a change in the behavior, mindset, and beliefs. When transformational learning occurs, a learner may undergo a paradigm shift that directly impacts future experiences.

## **4. METHODOLOGY:**

Descriptive correlational research design was used in this research study as it determined the extent of sustainability on flexible learning at CapSU Roxas City among the three colleges. The independent variable of this study was the students grouped according to three colleges and the independent variable was the extent of sustainability on flexible learning.

This study has 365 respondents taken from the total population of 6,930 of Higher Education students enrolled at Capiz State University, Roxas City Main Campus during the first semester of the academic year 2021-2022.

Before the commencement of this study, pilot testing commenced determining the reliability and validity of the researcher-made questionnaires. Upon securing that the questionnaires were reliable and valid, administration of the survey questionnaire among the respondents followed in the form of google survey.

The extent of sustainability on flexible learning as a whole and as to colleges were determined using a researcher-made questionnaire where the mean from the scores was computed and interpreted. This survey questionnaire underwent content validation and reliability testing which result to 0.84 Cronbach's alpha coefficient and which denotes the survey questionnaires were reliable. This study used the scale and interpretation presented as Very Low (1.00 – 1.80), Low (1.81 – 2.61), Average (2.62 – 3.42), High (3.43 – 4.23), and Very High (4.24 – 5.00).

This study uses mean to analyze the descriptive data and one-way analysis of variance in analyzing the inferential data collected set at 0.05 level of significance.

## **5. RESULTS AND DISCUSSIONS :**

### **The Extent of the Campus' Sustainability on Flexible Learning as a whole and when grouped as to Colleges**

The result reveals that the sustainability of flexible learning at Capiz State University, Roxas City campus is "high" (mean = 3.70) and when grouped as to colleges, the College of Education got the highest mean of 3.82 which is



interpreted as “high” extent of sustainability, followed by the College of Management with a mean of 3.72 which entails “high” extent of sustainability as well, and the College of Engineering, Architecture and Technology exhibited the same extent sustainability revealing a mean of 3.65. The result implies that the institution is on its way of achieving an excellent transfer of learning in utilizing flexible learning modality since it able to bridge the gap between student’s academic concerns and teacher’s ability to provide pedagogical context and teaching resources. Further, the result entails that the institution justly traverse the complexities inherent in implementing the learning modality in an increasingly digital world. However, the setbacks of this learning modality implementation are determined on submission of students output on time which is influenced by motivation and time management among students and faculty competence in utilizing platforms as means of learning avenue. The result of the study conforms with the findings of Tucker, Richard, Morris, & Gayle (2012) which reveals that both student and teachers should equip themselves with profound knowledge of technology in order to develop interest and make learning easy and effective. Flexible learning molds the learners to plan activities according to interest and enthusiasm.

Table 1: The extent of campus’ sustainability on flexible learning as a whole and when grouped as to colleges

Colleges	N	Mean	Std. Deviation	Verbal Interpretation
CapSU Roxas City Campus	365	3.70	.771	High
CEAT	212	3.65	.793	High
COED	65	3.82	.724	High
CM	88	3.74	.745	High

Legend: *Scale* *Verbal Interpretation*  
 1.00 – 1.80 *Very Low*  
 1.81 – 2.61 *Low*  
 2.62 – 3.42 *Average*  
 3.43 – 4.23 *High*  
 4.24 – 5.00 *Very High*

**On the Difference as to Campus’ Sustainability of Flexible Learning among the Colleges**

The result reveals that there is no significant difference among the colleges as to the sustainability of flexible learning, this finding is determined due to the obtained significance value of 0.263 which is greater the the 0.05 level of significance. The result implies that the ways, means and support that the institution in giving as to the sustainability of flexible learning is equally given among colleges. Webinars and technical-competence enhancements are provided to address the gap of technological tool utilization and pedagogical learning approaches to effectively and efficiently deliver teaching-learning process.

Table 2: ANOVA result of sustainability of flexible learning among the colleges.

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	1.589	2	.795	1.340	.263	Not Significant
Within Groups	214.630	362	.593			
Total	216.219	364				

**6. CONCLUSIONS AND RECOMMENDATIONS:**

**Conclusion**

The campus’ sustainability on flexible learning as a whole is “high” and when grouped as to colleges, College of Education, College of Management and College of Engineering, Architecture and Technology exhibited the “high” extent of sustainability. Thus, flexible learning is now the post-pandemic learning modality which both students and teachers in Capiz State University Roxas City campus are able to continue the academic progress amidst the threat of pandemic. Also, there is no significant difference among the colleges as to the sustainability of flexible learning. Thus, the Roxas City Campus teachers are delivering high extent of academic services and performing well their duties and responsibilities as teachers in this flexible learning modality.

**Recommendation**

The institution should further provide competence enhancement among teachers as to skill of technology and instructional materials making trainings to increase the sustainability of flexible learning modality. Also, it is



recommended that the institution may provide adequate infrastructure to establish flexible learning mainly internet facilities at the same time, it recommended among students to practice self-paced learning to learn with the help of internet, printed resources and other ways of technology-based learning.

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