



NORTHERN BUKIDNON STATE COLLEGE

Creando Futura, Transformationis Vitae, Ductae a Deo

Flexible Learning in the Context of a New State College in Northern Mindanao, Philippines

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NORTHERN BUKIDNON STATE COLLEGE

Creando Futura, Transformationis Vitae, Ductae a Deo



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FOCUS

The Offices of VPAA, TLC, QA, Registrar, and SAS conducted a study entitled, “Students’ Experiences in Flexible Learning Implementation”. It aimed to determine the level of experiences and challenges of students in the flexible learning implementation and students’ services of Northern Bukidnon State College in the COVID-19 pandemic. Results taken from the study will be the basis for recalibration of the existing mechanisms, addressing the gaps, and the conduct of further related studies.





Different offices collaboratively initiated the conduct of the study and had sufficient and comprehensive results that would help the entire institution to optimize its operation to offer quality services for the students. In connection, the undersigned seeks to gain the approval of the academic council to share the results of the study through publication. The undersigned believes that publication will be the best opportunity to share the milestones of NBSC and its challenges.





Abstract

NBSC is committed to develop innovative approaches that is entrenched to provide student-centered learning environment by determining flexible learning implementation for School Year 2021-2022. This included determination of demographic and socioeconomic characteristics of the respondents including their level of experiences in flexible learning through a descriptive survey





Respondents of the study were selected through a quota sampling with a total of 625 participants using Raosoft Sample Size Calculator. Based on the demographic profiles of the respondents, it was evident that there was female dominance who were in first year college and belonged to 21-30 age range. In terms of ethnicity, a large scale of respondents were indigenous people's (IP's) who belonged to Higaonon and Bukidnon tribes.



It was notable that majority of the respondents lived beyond Manolo Fortich. These respondents experienced difficult internet connectivity due to the remoteness of the areas. On the other hand, majority of the respondents lived below poverty line which was the result of low educational attainment of their parents and spouses who were farm workers, unskilled, and unemployed. Consequently, these respondents were working students who preferred asynchronous as their most preferred instructional modality followed by synchronous and modular modality.





Moreover, respondents shared that financial constraints and poor internet connectivity were major challenges that hindered learning. Despite these challenges, respondents thrived being working students to finance their studies. Meanwhile, though majority of the respondents had positive feedback and were satisfied regarding their flexible learning experience, there were support services which needed further





improvement in terms of: Information and orientation, guidance and counselling, student organizations, leadership training, student-publication, scholarship and financial assistance, health services, sports and development program.





In terms of challenges, there were three derived themes of their challenges namely poor internet connectivity, time management, and financial constraints. On the other hand, major themes of their good experiences were related to motivation of instructors and also independent learning. On the other hand, respondents of the study recommended clarity of instructions, flexible instructional deadlines, and enhancement of student-services



Hereunder are verbatim statements of the respondents:

-Time and internet and money for load

-The challenges I experienced in flexible learning is the unstable internet connectivity

-Sometimes there's no enough money to sustain my needs as student like projects or anything that needs money. Even though I experience this kind of challenge but I learn a lot.





Good Experiences

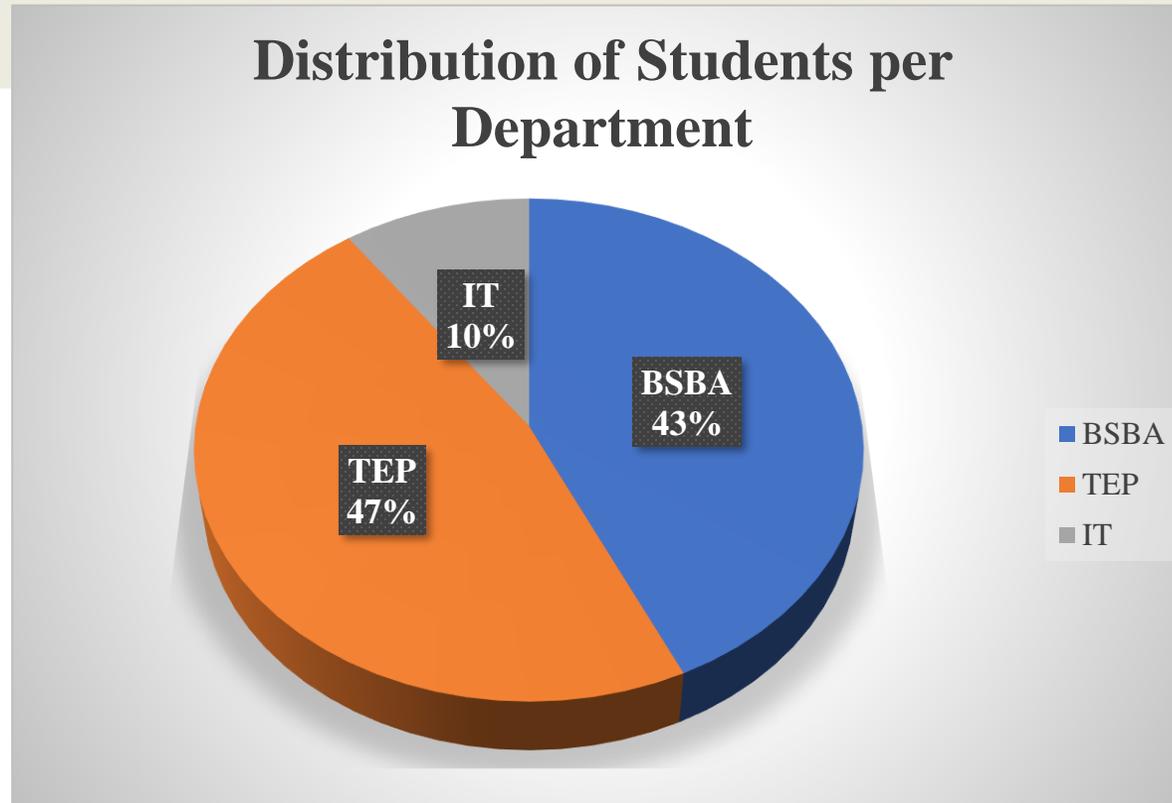
- *I am much in control of the pace of my learning*
- *I have enough time to do my responsibility in house and with my children*
- *My experience is good because of my responsive instructor*
- *Although we are still in the distance learning setup, I've always been appreciative with our instructors for giving their best efforts and for providing us with quality learning experience. They also make sure that they give the appropriate solutions to every problem that students face.*





Verbatim Suggestions

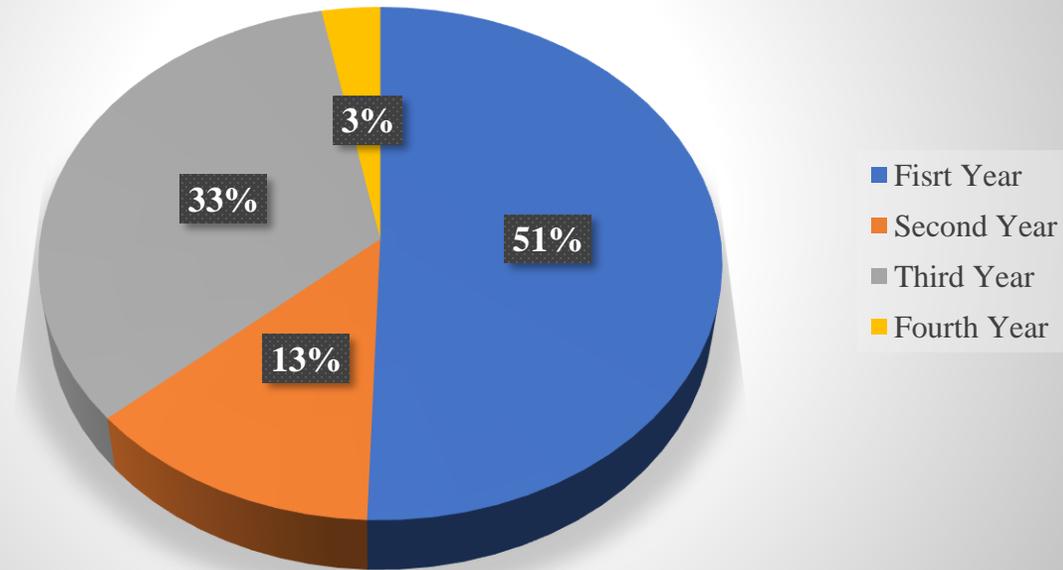
- *Make learning modules clear, brief, and concise so we can retain more information from what we are learning.*
- *Provide students enough time to submit requirements*
- *Give students a more clear instructions and good services.*



Data shows departmental distribution of participants who took the survey. 294 (47.04%) for TEP, BSBA 269 (43.04%), and IT with 62 (9.92%)



Distribution of Students per Year Level

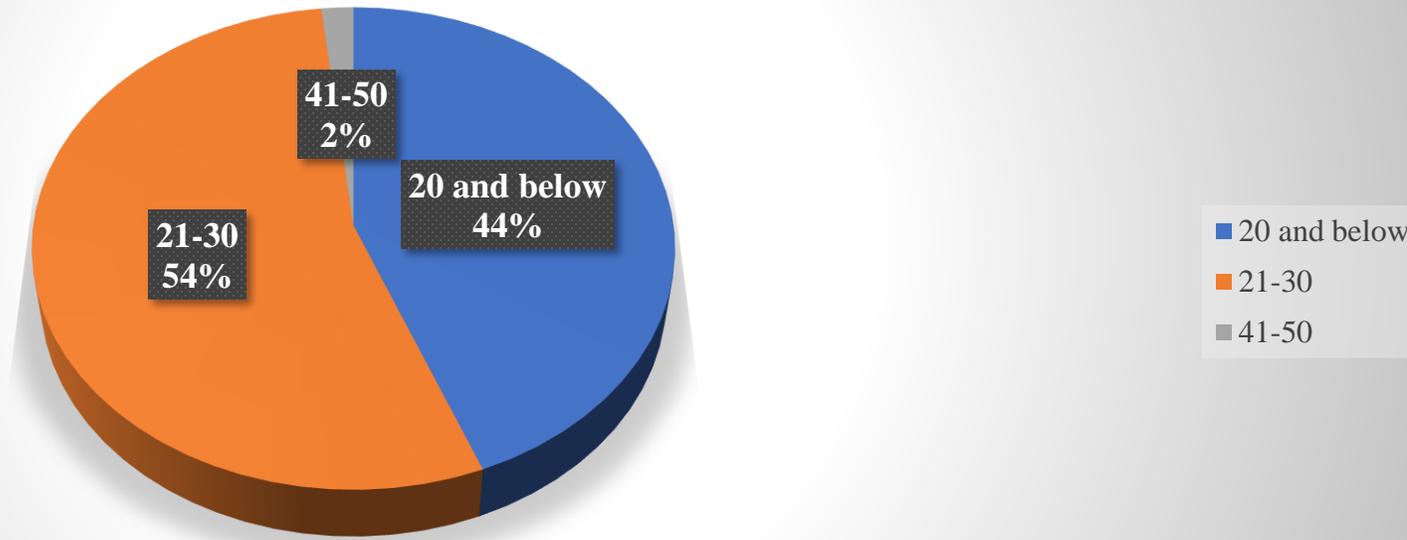


Data reveals that most of the participants are first year with 316 (50.56%) and the least percentage goes to 19 (3.04%)





Students Age Range



Data shows 339 (54.24%) belonged to 21-30 age range, followed by 275(44%) who belonged to 20 and below age bracket), and 11 (1.76%) who were 41-50 years old.





Students Marital Status

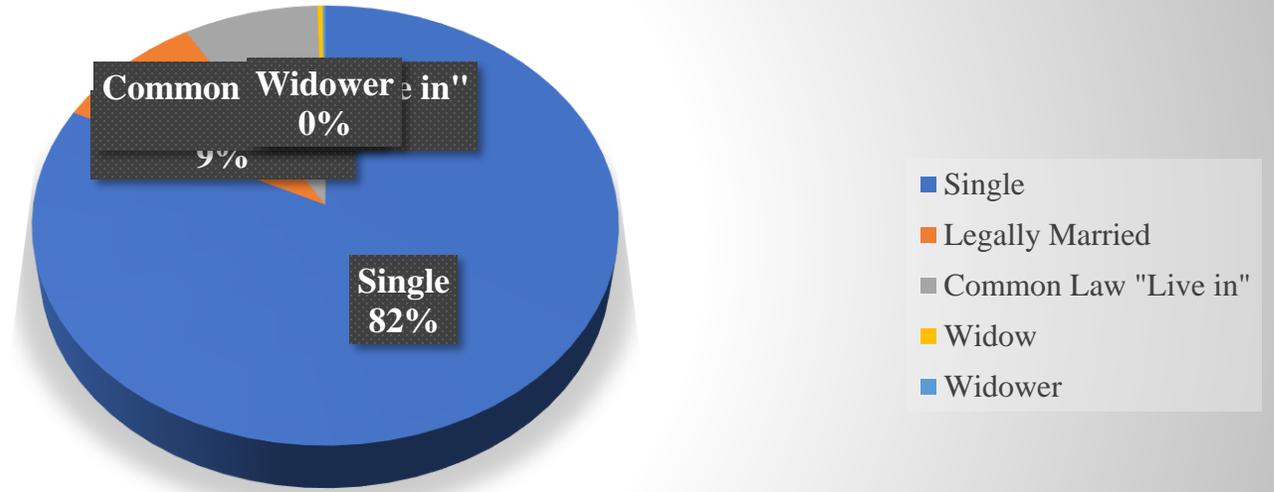


Figure presents the marital status of the students. It reveals that most of the respondents were singles with 514 (92.24%), 57 (9.12%) were legally married. It is also noted that we also have 51 (8.16%) for the common law/ "live in".



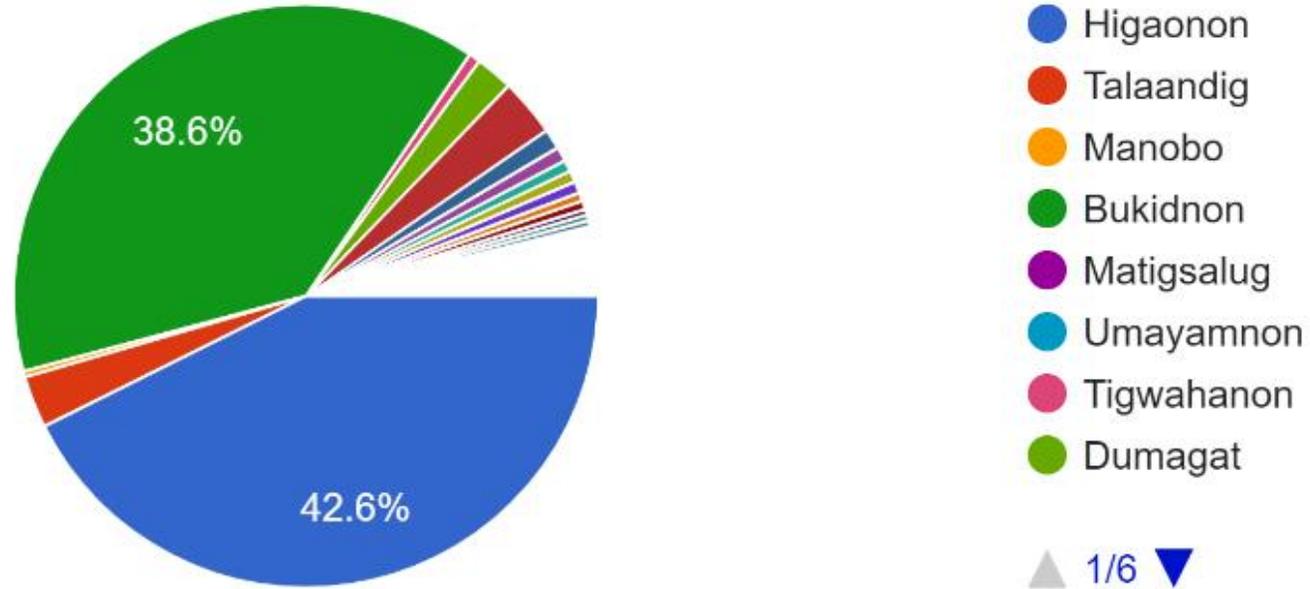
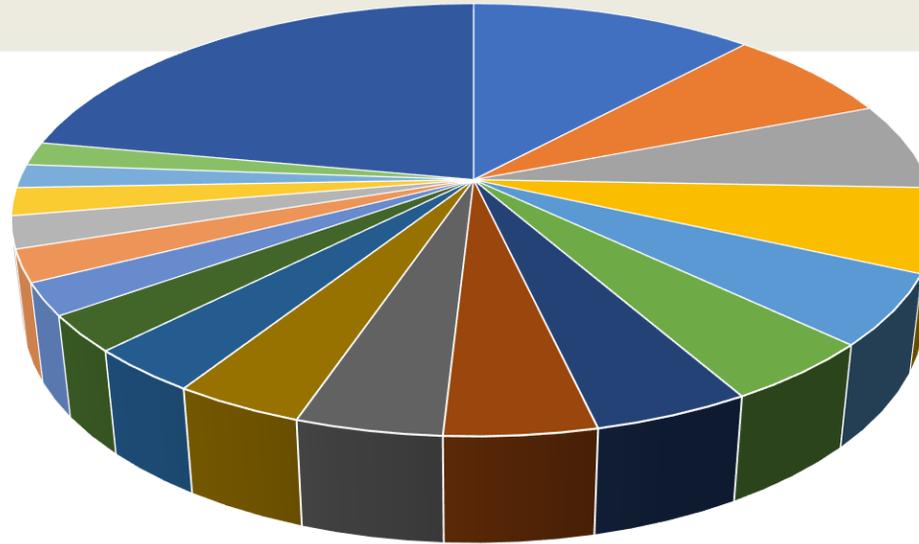


Figure reveals that 526 (84.16%) of NBSC students were IP's who belonged to higaonon, talaandig, and bukidnon tribes. Meanwhile there were 99 (15.84%) who were ildonggo, boholano, cebuano, minlanaw and waray. Need to have more IP and peace related activities to unite these diverse students and promote inclusivity





Students Residence



- Tankulan
- Dalirig
- Lunocan
- Lingion
- Dicklum
- Sumilao
- Damilag
- Maluko
- Agusan Canyon
- Kalugmanan
- Alae
- San Miguel
- Libona
- Santo Nino
- Sankanana
- Kisolon
- Lindaban
- Lindaban
- Others

It is remarkable that NBSC has a large number of students beyond Manolo Fortich with 179 (28.16%). These students are from Impasugong, Malaybalay, Dalwangan, Valencia, Libona, Sumilao, San Roque, Sil-ipon, Manlinaw, Maambong, Kibenton, and Cagayan de Oro, City. This is followed by Tankulan with 76 (12.16%). Furthermore, it is also noted that we have students from Guilang- Guilang which is farthest part of Manolo Fortich with 5 (.8%)



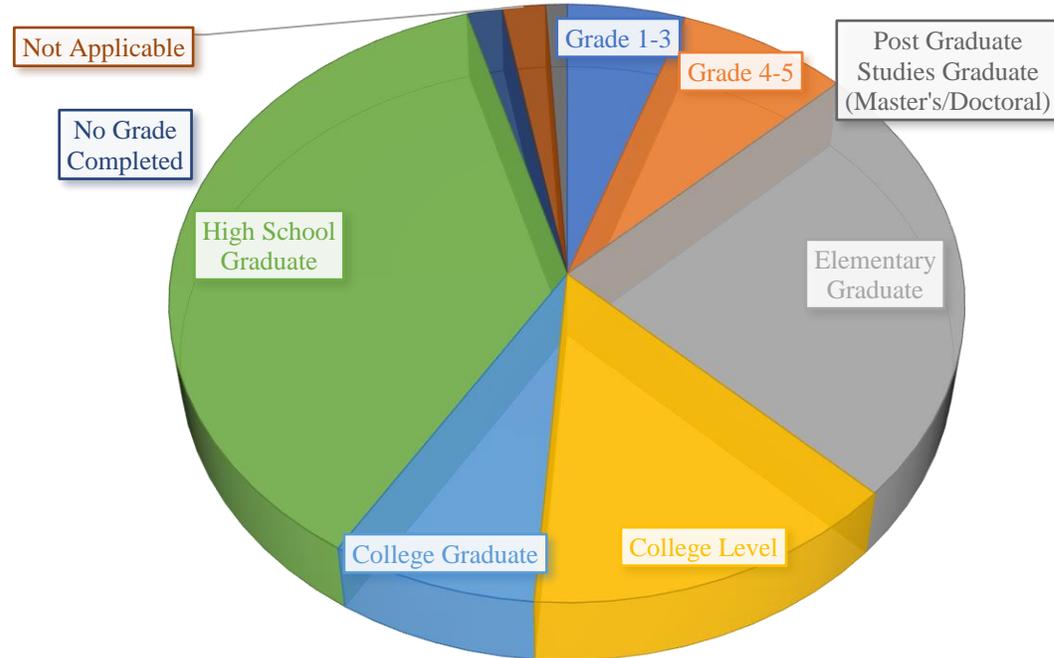


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Educational Attainment	Number of Students	Percentage (%)
No Grade Completed	16	2.56
Grade 1-3	75	12
Grade 4-5	63	10.08
Elementary Graduate	144	23.04
College Level	97	15.52
College Graduate	38	6.08
High School Graduate	150	24
Not Applicable	37	5.92
Post Graduate Studies Graduate (Master's/Doctoral)	5	0.8
Total	625	100

According to the data, 150 (24%) of respondents' fathers finished high school. Meanwhile, 16 (2.56%) respondents' fathers did not finish any grade level. Meanwhile, only few of their fathers finished college with 38(6.08%) and post graduate studies with 5 (0.8%).





According to the data, the highest percentage of mother's educational attainment of the respondents is 229 (36.64%). However, it is surmised that there are 10 (1.6%) of their mothers who did not finish any grade level. On the other hand, only 6 (.96%) earned their post graduate studies.





Spouse's Highest Educational Attainment

Educational Attainment	Number of Students	Percentage (%)
No Grade Completed	4	0.64
Grade 1-3	4	0.64
Grade 4-5	10	1.60
Elementary Graduate	24	3.84
High School Graduate	62	9.92
College Level	63	10.08
College Graduate	25	4.00
Post Graduate Studies Graduate (Master's/Doctoral)	0	0%
Not Applicable	433	69.28
	625	100%

It is revealed that 63 (10.08%) of their spouses finished highest school. On the other hand, There were also spouses 4 (0.64) who did not finish any grade level along with other spouses with the same equivalence of 4 (.64%)





Father's Employment Status

Employment	Number of Students	Percentage (%)
Farm worker	184	29.44
Professional	7	1.12%
Service Worker	19	3.04
Sales/Trade workers	6	.96%
Driver	62	9.92%
Unskilled worker/laborer	52	8.32
Construction worker	33	5.28
Business owner	1	.16%
Technician	0	0%
Plan and Machine Operator	0	0%
Real State	0	0%
Unemployed	56	8.96%
Not applicable	91	14.56%
Others	114	20.80

Based on the survey, 184 (29.44%) of their fathers were farm workers. There were only 7 (1.12%) of them whose fathers were professionals. However, it is gleaned that there were 56 (8.96%) who were unemployed and 52 (8.32%) unskilled fathers.





Mother's Employment Status

Employment	Number of Students	Percentage (%)
Farm worker	80	12.8
Professional	15	2.4
Service Worker	17	2.72
Sales/Trade workers	7	1.12
Driver	0	9.92%
Unskilled worker/laborer	17	2.72
Construction worker	0	5.28
Business owner	26	4.16
Technician	0	0%
Plan and Machine Operator	0	0%
Real State	0	0%
Unemployed	272	43.52
Not applicable	77	12.32
Others	114	18.24%

It is gleaned that 272 (43.52%) of respondents' mothers were unemployed and stayed at home. Based on the study, there were only 7 (1.12%) sales/trade workers. Based on the data only 15 (2.4%) were professionals who were employed.





Spouse's Employment Status

Employment	Number of Students	Percentage (%)
Farm worker	43	6.88
Professional	6	.96
Service Worker	10	1.6
Sales/Trade workers	3	.48
Driver	10	1.6
Unskilled worker/laborer	15	2.4
Construction worker	15	2.4
Business owner	0	0
Technician	0	0
Plan and Machine Operator	2	0.32
Real State	0	0
Unemployed	38	6.08
Not applicable	465	74.4%
Others	61	9.76

Based on the data, 465 (74.4%) of the participants responded not applicable since majority of them were singles. In terms of employment of married students, 38 (43.52%) of their spouses were unemployed. It is gleaned that only 3(.48%) spouses worked as sales/trade which has the least percentage along with 6 (.96%) professional spouses.





Income	Number of Students	Percentage (%)
Under 11, 000	535	85.6
11,000-21,000	61	9.76
22,000-32,000	18	2.88
33,000-43,000	8	1.28
44,000-54,000	1	.16
55,000-65,000	1	.16
66,000-76,000	0	0
77,000- 87,000	0	0
88,000-98,000	1	.16
99,000-109,000	0	0

It is evident that most of the respondents 535 (85.6%) lived below poverty line which was the result of low educational attainment of their parents and spouses who were farm workers, unskilled, and unemployed.



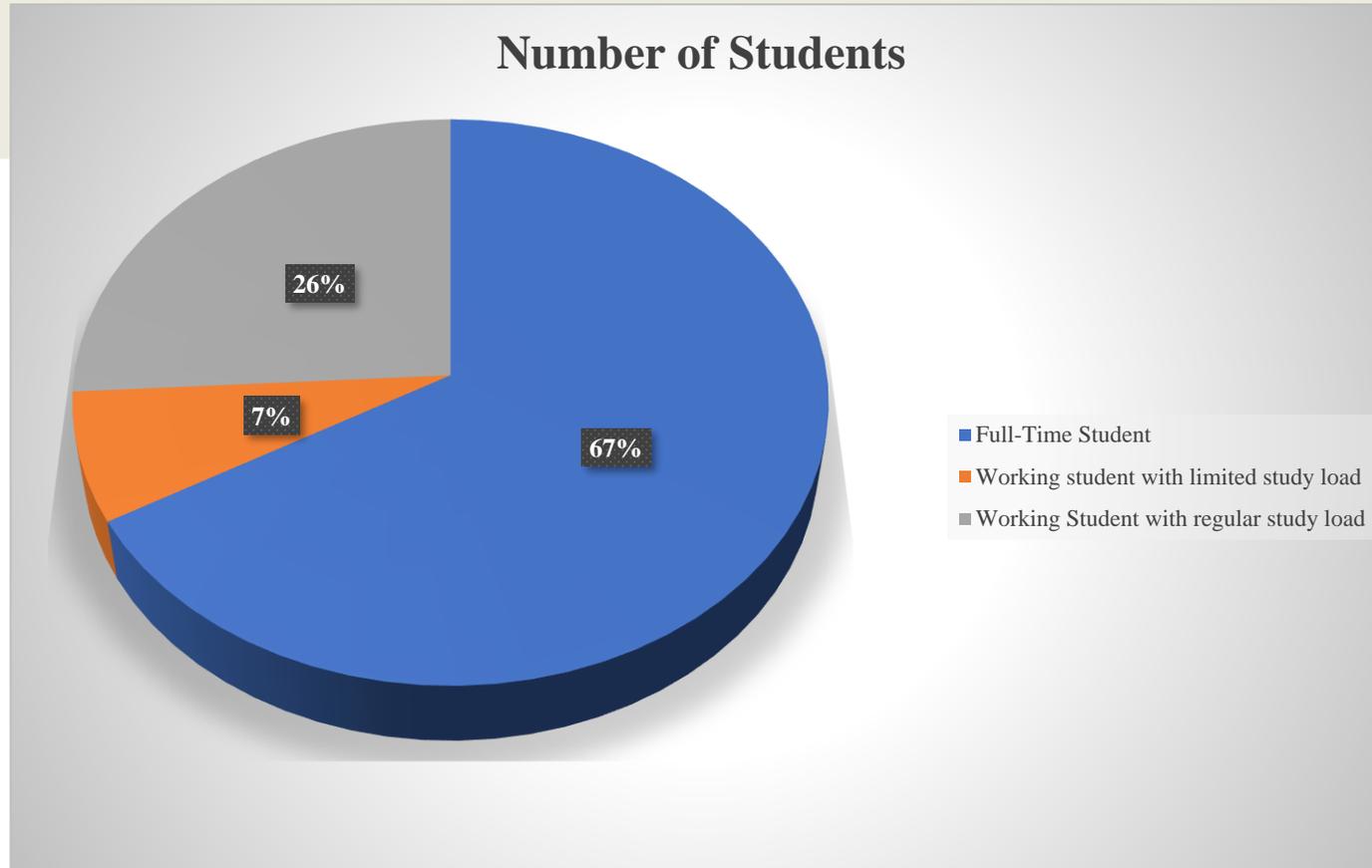


Scholarship Grant Aailed

Scholarship	Number of Students	Percentage (%)
TDP (Tulong Dunong Program)	302	57.984
UNIFAST	132	25.344
Mayor's Scholarship	15	2.88
Others	90	17.28
Not Applicable	86	13.76%

Based on the table, 539 (86.24%) of NBSC students are scholars and only 86 (13.76%) did not have any scholarship.





It is evident that most of the respondents 417(66.72%) are full time students. However, it is remarkable that 46 (7.36%) are working students with limited study load. Meanwhile, 162 (25.92%) of the students are also working students with regular study load.

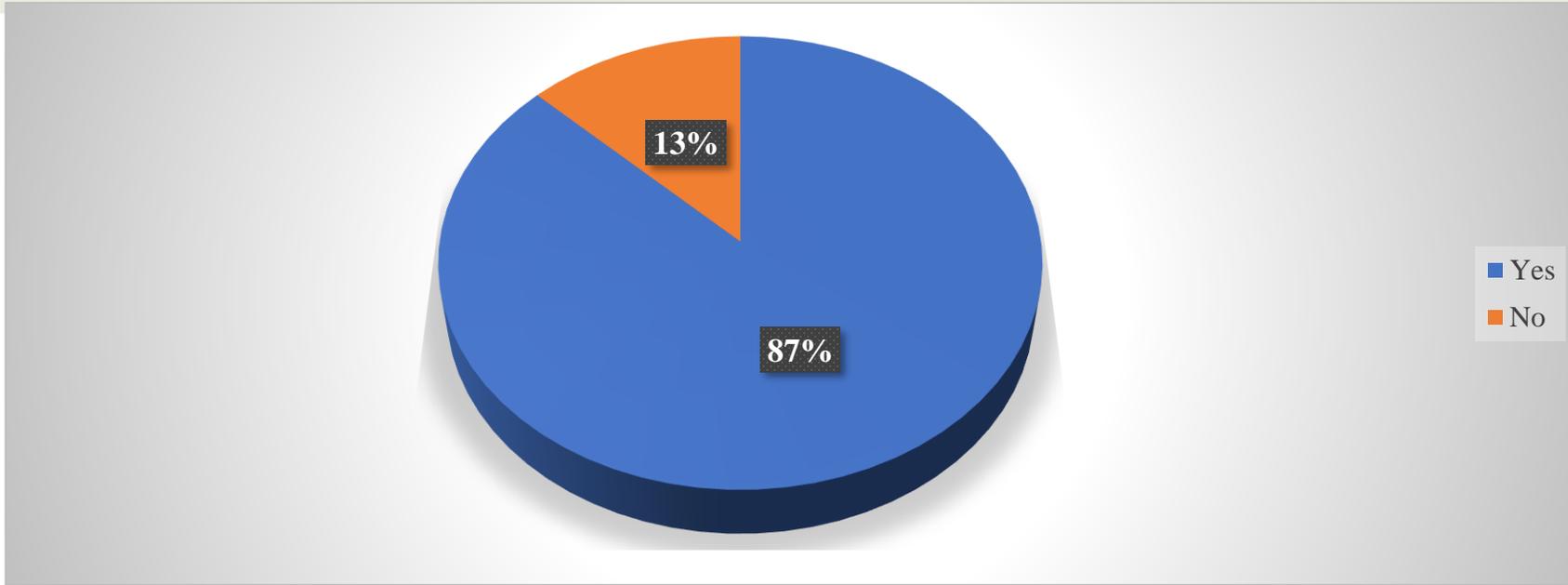


Gadgets Availability

Gadgets	Number of Students	Percentage (%)
Laptop	3	0.48
Mobile Phone	530	84.48
Tablet	4	0.64
Mobile Phone, Desktop	14	2.24
Mobile Phone, Laptop	68	10.88
Mobile Phone, Tablet, Laptop	2	0.32
Total	625	100

Based on the data 530 (84.48%) respondents prefer to use mobile phones in instruction. These respondents preferred mobile phones due to unavailability of other gadgets. Hence, only 2 (.32%) of the respondents utilize a combination of mobile phones, tablet, and laptop.





Based on the data, 545 (87.2%) of the respondents have internet connectivity. Meanwhile, 80 (12.8%) stated that they did not have any internet access.



Internet Connectivity	Number of Students	Percentage (%)
Poor	255	40.8
Fair	228	36.48
Good	140	22.4
Very Good	2	0.32
Total	625	100

According to the above table, 255 (40.8%) of the respondents experienced poor internet connectivity and only 2(.32%) have the most stable internet connectivity.





What is the student's level of experience in the flexible learning implementation

I am satisfied with the distance learning mode. (distance learning refers to the online instruction)

624 responses

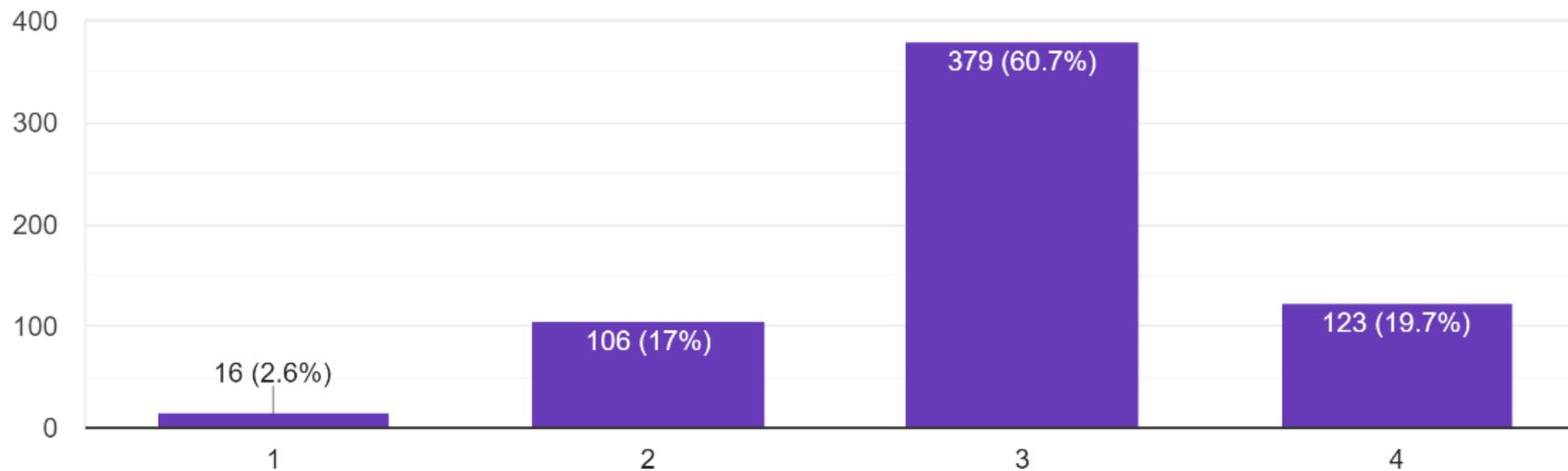
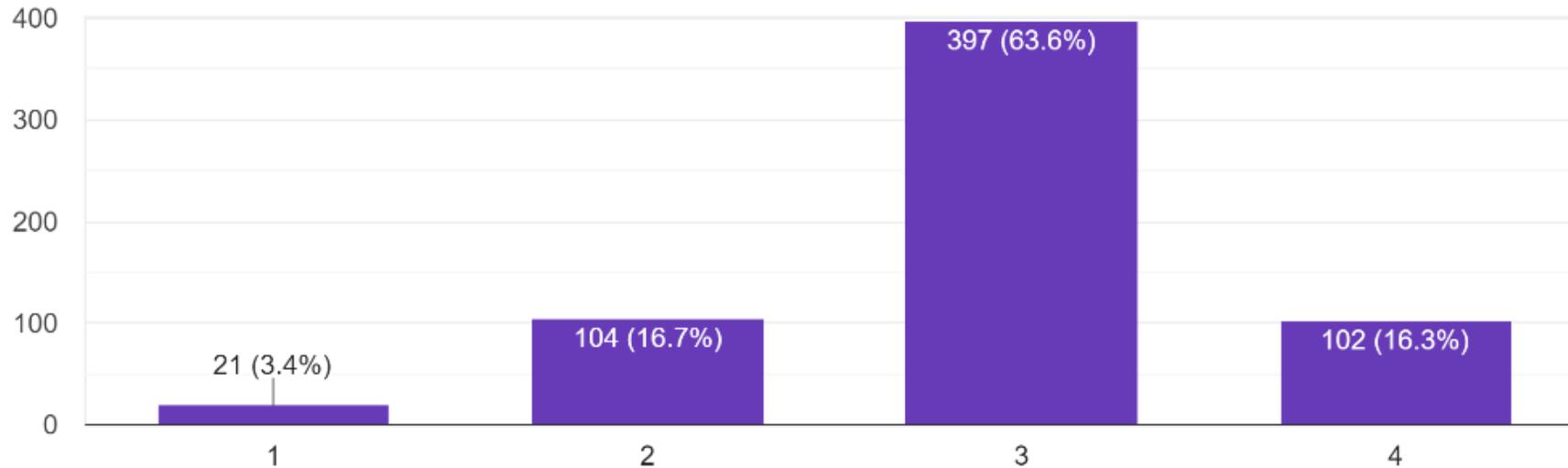


Figure displays that 379 (60.7%) agreed that they were satisfied with the distance learning mode. However, there were 16 (2.6%) who were not with their distance learning in online modality



I am satisfied with the synchronous learning mode. (synchronous learning means live online class instruction)

624 responses



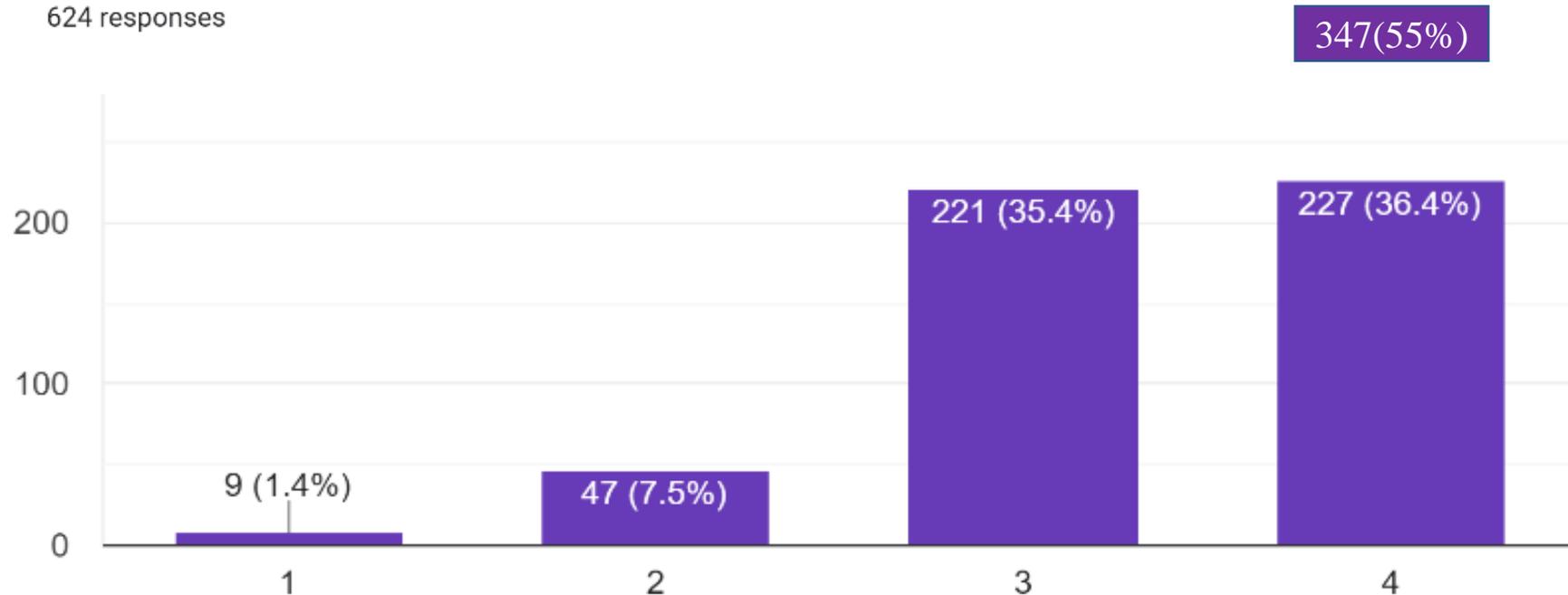
In terms of synchronous mode majority 397(63.6%) of the respondents agreed to be satisfied in synchronous modality. On the other hand, 21 (3.4%) strongly disagreed and expressed dissatisfaction.





I am satisfied with the asynchronous learning mode. (asynchronous means viewing recorded lectures with the emphasis of independent learning)

624 responses



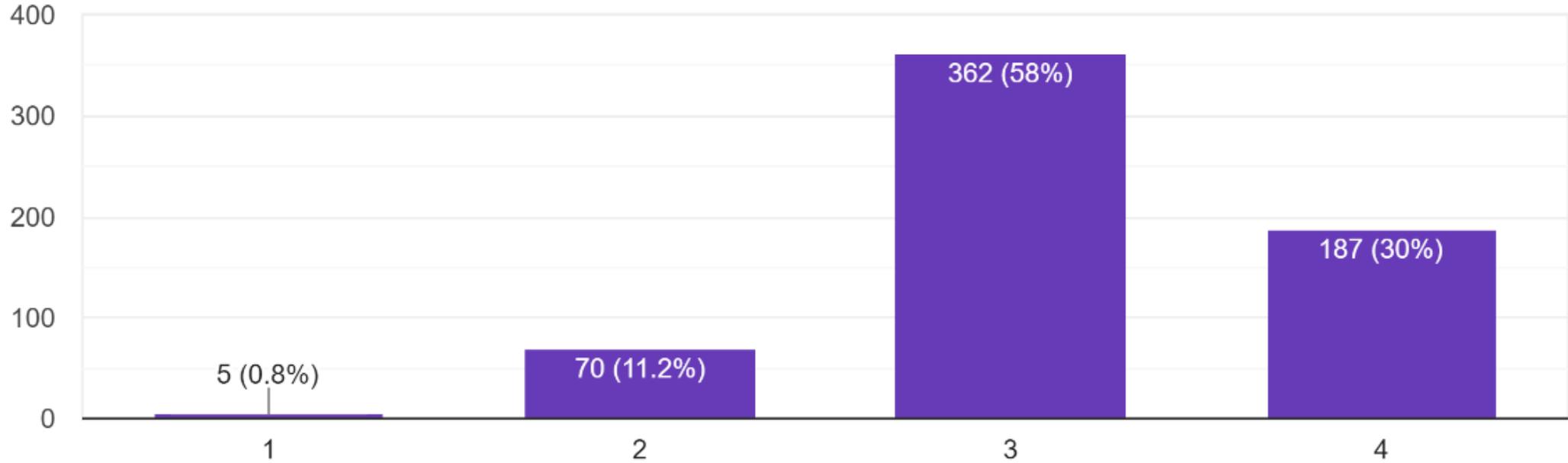
In terms of satisfaction of asynchronous modality, 347 (55.%) strongly agreed that they were satisfied. On the contrary, there were 9 (1.4%) who strongly disagreed and were not satisfied.





I am satisfied with the delivery of instruction from my professors/instructors.

624 responses



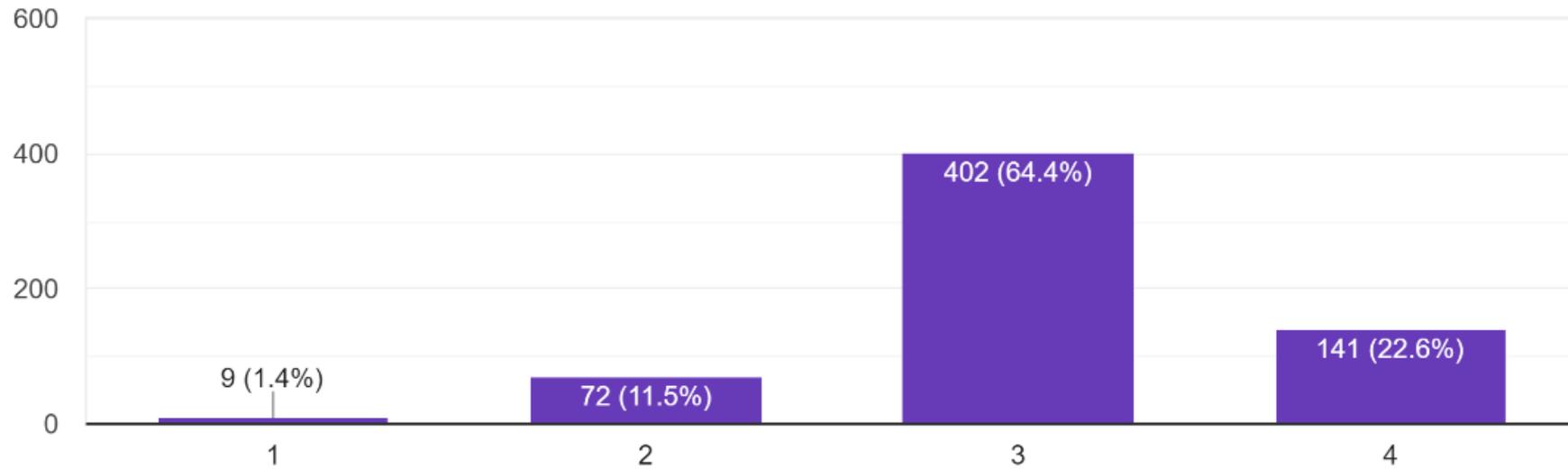
According to data 362 (58%) shared that they were satisfied with the delivery of instruction of their instructors and only 5(0.8%) strongly disagreed





Teaching method given addresses my learning needs

624 responses

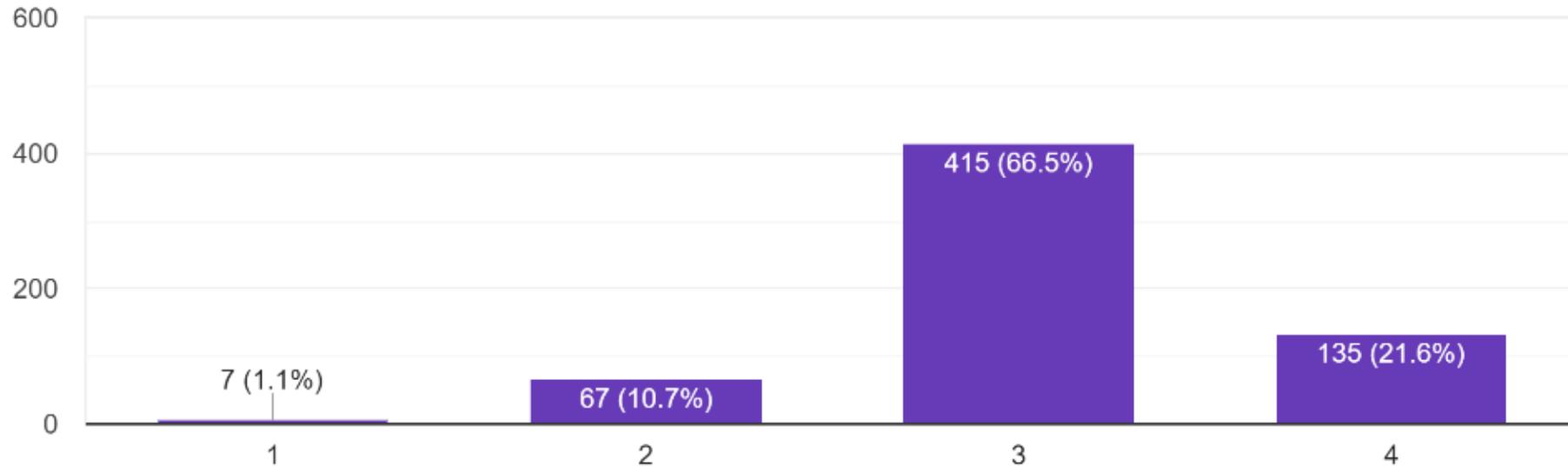


In terms of teaching method, 402 (64.4%) agreed that it addressed their learning needs. However, there were 9 (1.4%) who strongly disagreed



I am satisfied with the given assessment tasks

624 responses



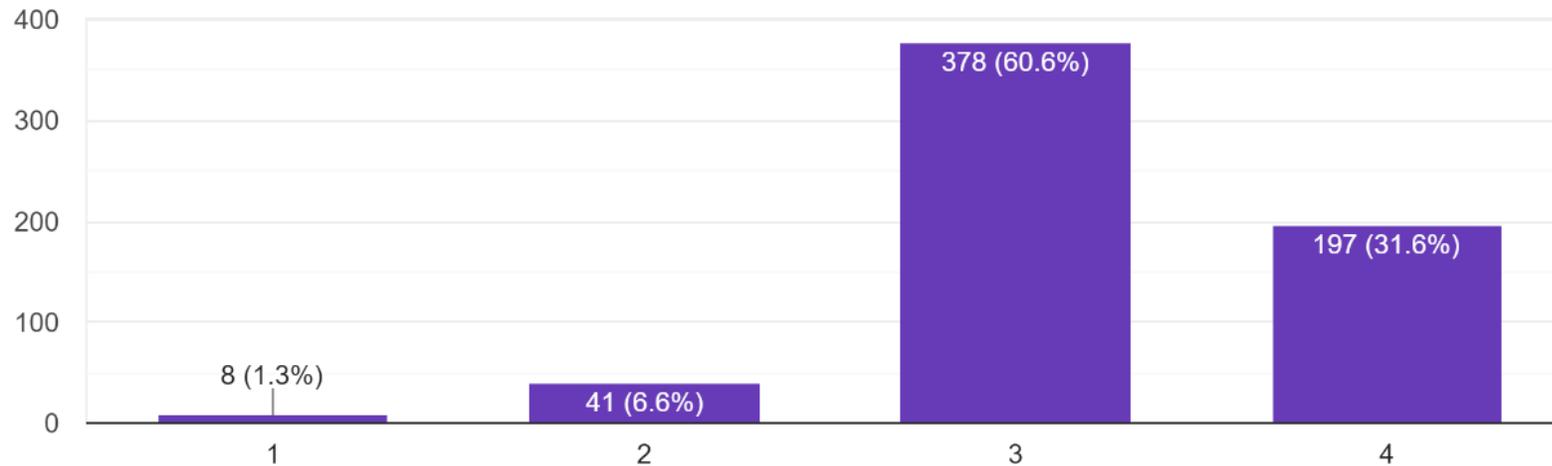
Data shows that 415 (66.5%) respondents agreed that they were satisfied on the given assessment tasks to them. Consequently, only 7(1.1%) who were not satisfied to the given assessments.





I am satisfied with my instructor's feedback about my performance

624 responses



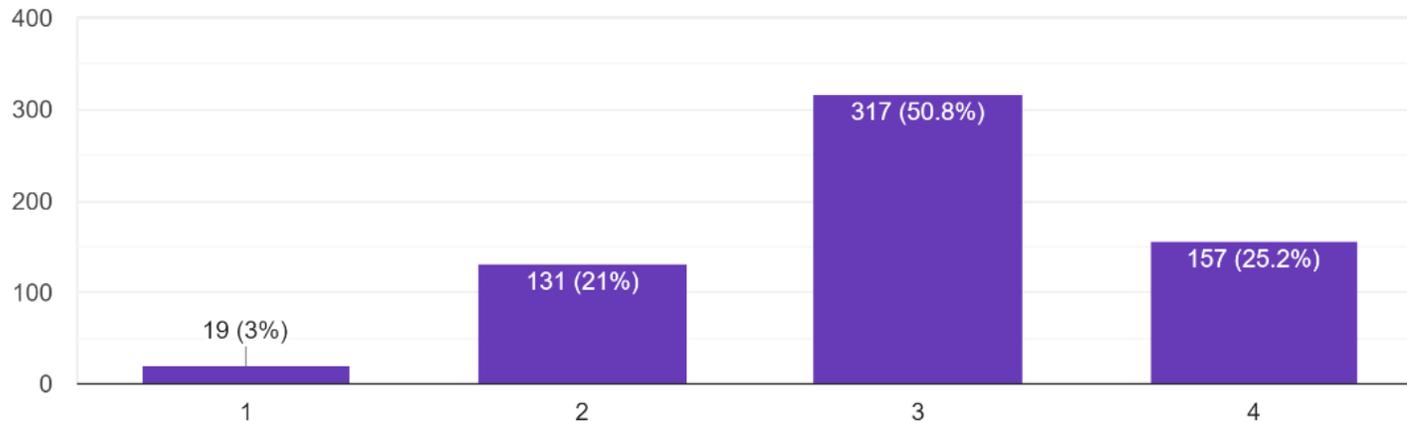
Meanwhile, it is notable that 378 (60.6%) agreed that they were satisfied in their instructor's feedback. In contrast, there were 8 (1.3%) who strongly agreed.





I can easily access Learning Management System e.g Google Classroom

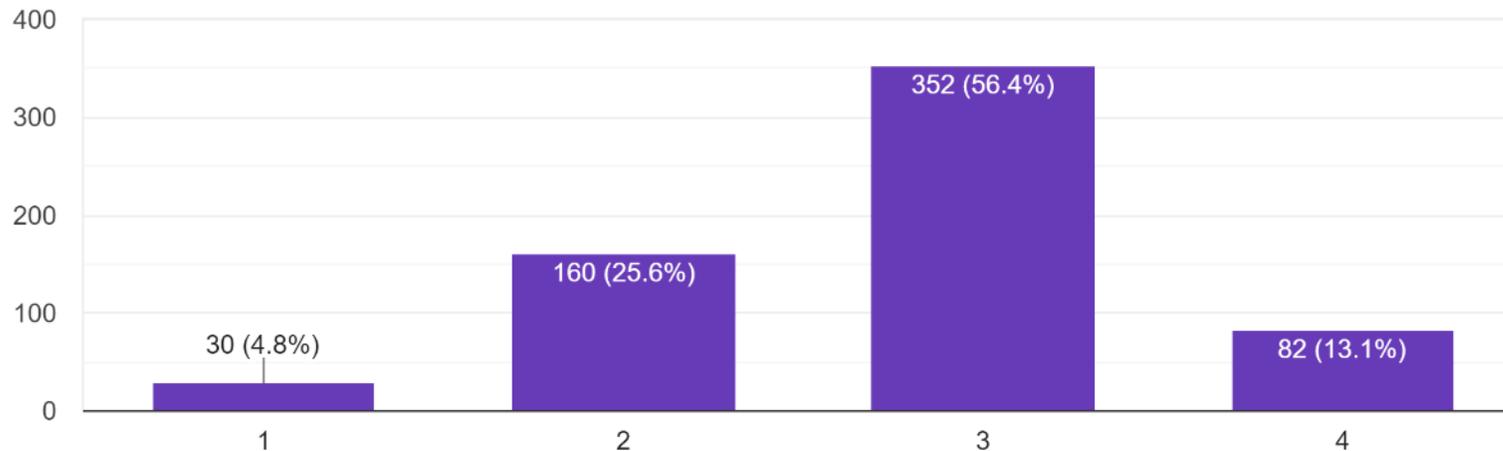
624 responses



In terms, of LMS navigation, 317 (50.8%) agreed to have easy access. On the other hand, there were 19 (3%) who experienced LMS access difficulties



I have access to the necessary equipment or gadget to facilitate online learning and instruction.
624 responses

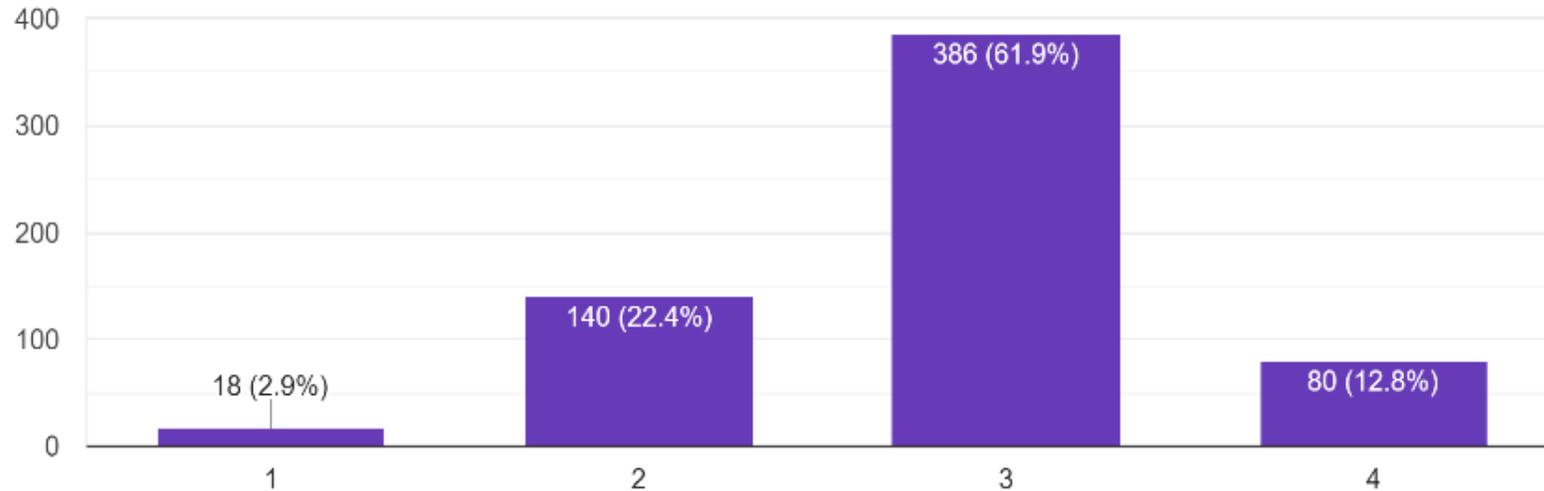


352 (56.4%) agreed to have access of necessary equipment and gadget in learning. Furthermore, there were 30 (4.8%) of the respondents strongly disagreed to have access of necessary gadgets.





I am well-versed concerning my readiness in using gadgets or equipment in online learning
624 responses



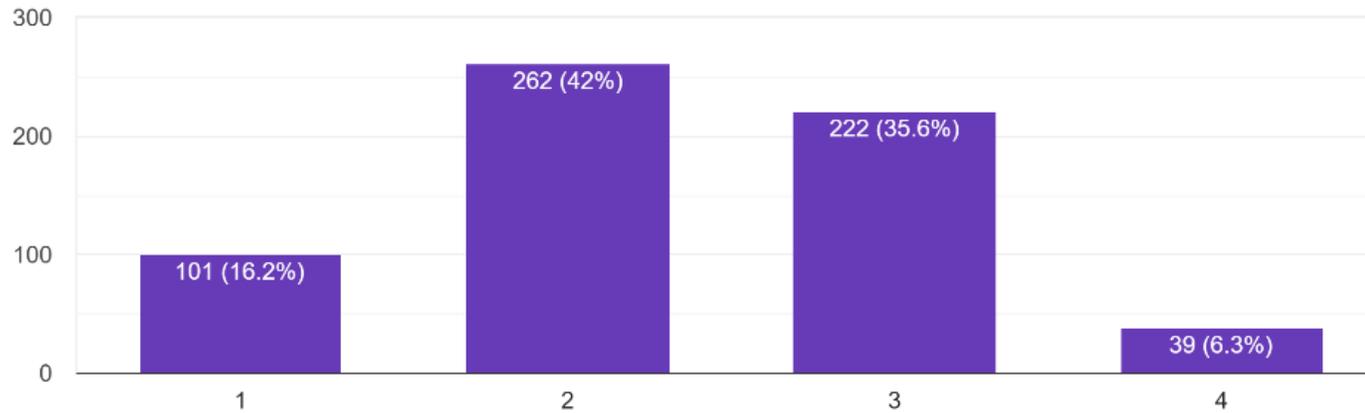
In terms of readiness in using gadgets, 386 (61.9%) of the respondents agreed that they were well-verse in using gadgets and 18 (2.9%) stated to have limited knowledge in navigating gadgets





I can sustain the expenses of internet connectivity for my learning.

624 responses



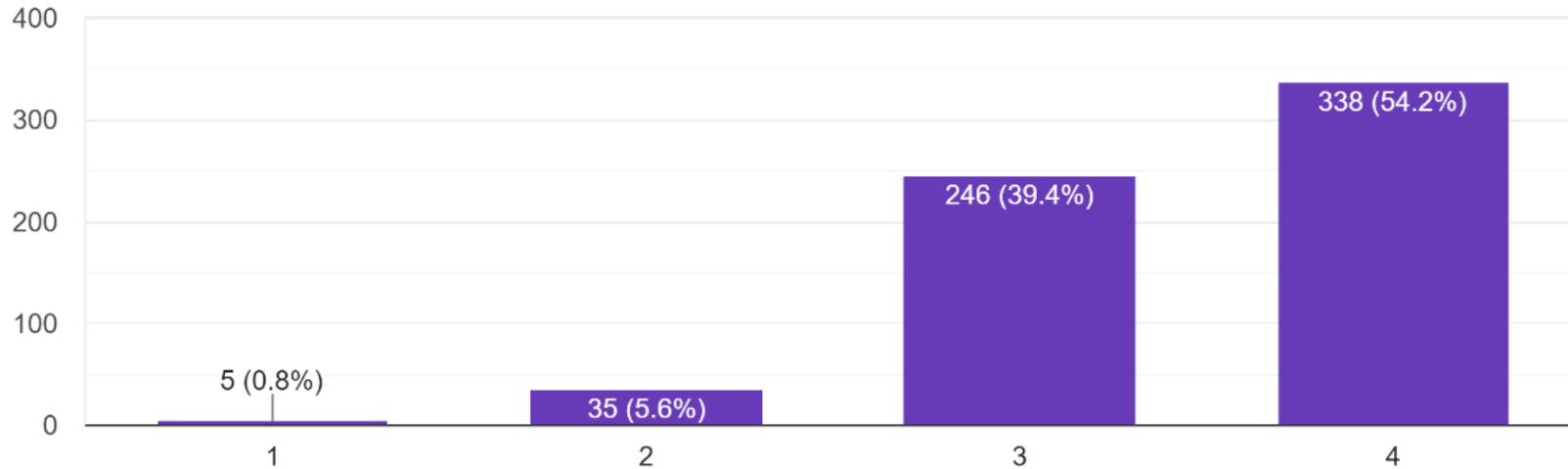
In terms of internet expenses, 262 (42%) shared that they could not sustain expenses and only 39 (6.3%) could finance expense





My instructors motivated me to finish my course

624 responses



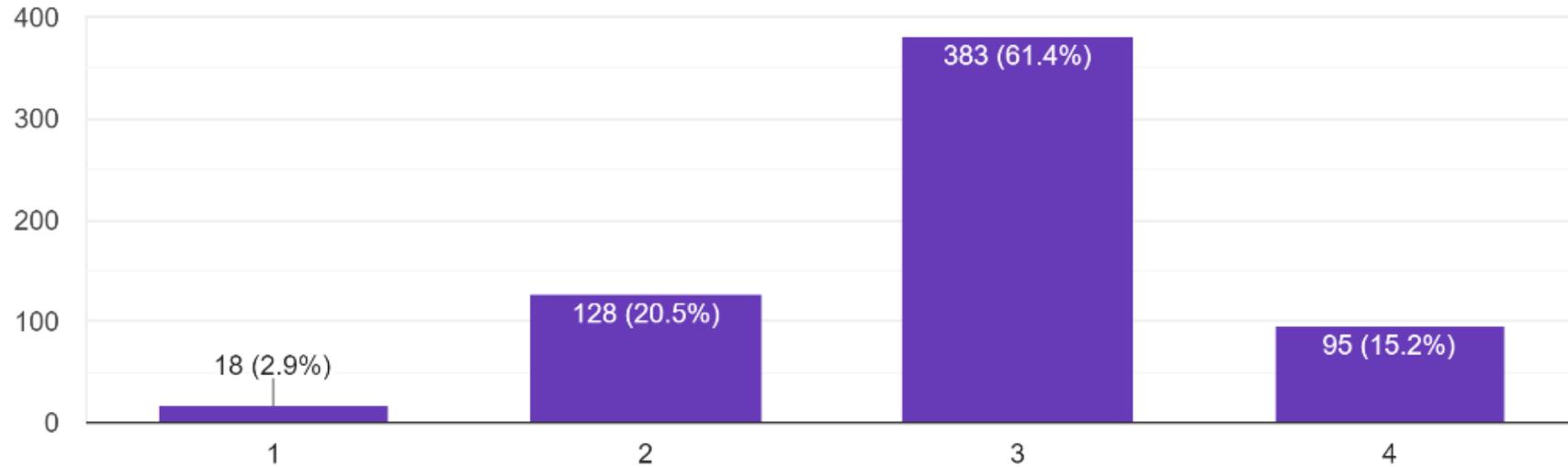
Based on the study, 338 (54.2%) shared that they were motivated by their instructors to finish the course. Only 5 (0.8%) stated that their instructors did not motivate them.





I have sufficient time to study in the distance or flexible learning system mode.

624 responses



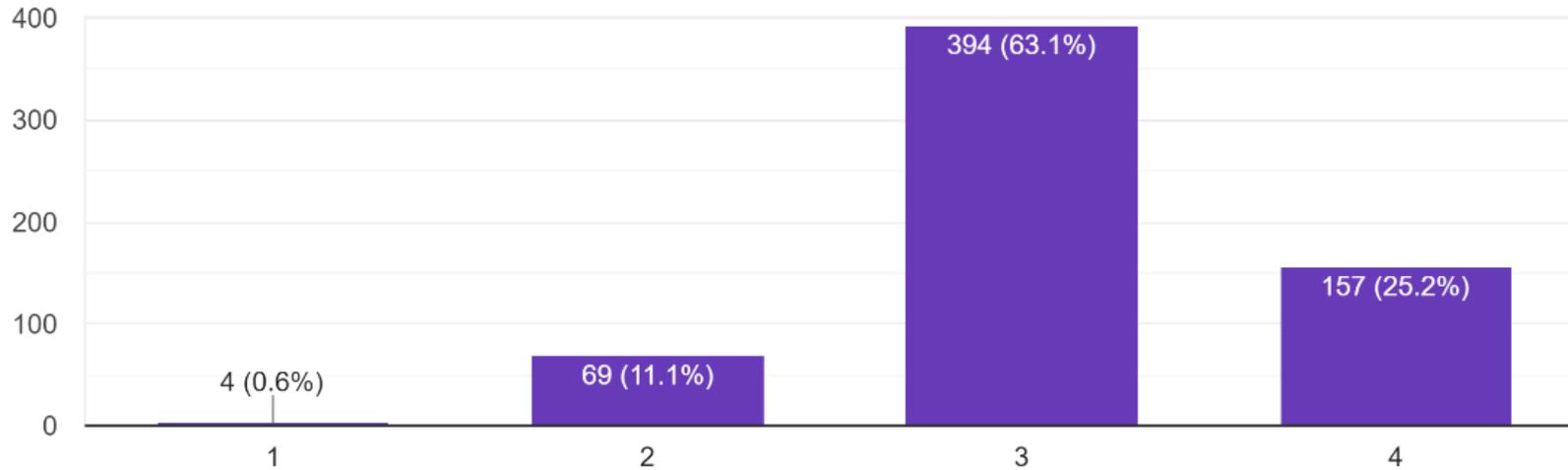
It can be gleaned that 383 (61.4%) shared that they have sufficient time to study and only 18 (2.9%) experienced challenges in time to study





My instructors attend to my inquiries about instruction

624 responses

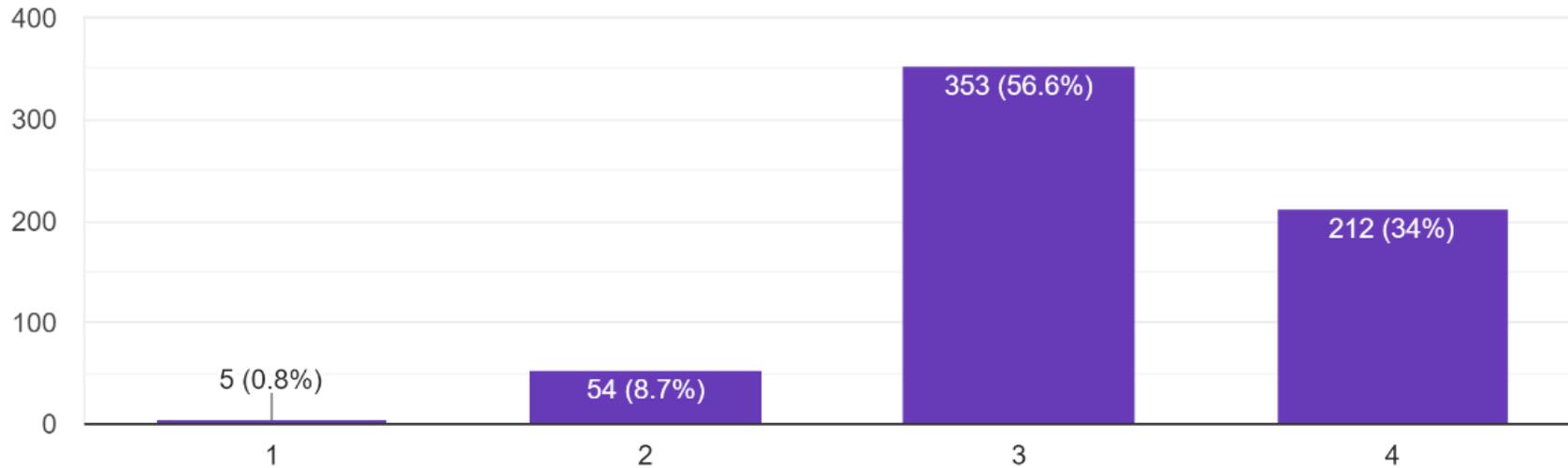


There were 394 (63.1%) respondents who agreed that their instructors attended their inquiries and only 4 (0.6%) of them shared that that they strongly disagreed.



My teachers deliver clear instruction

624 responses



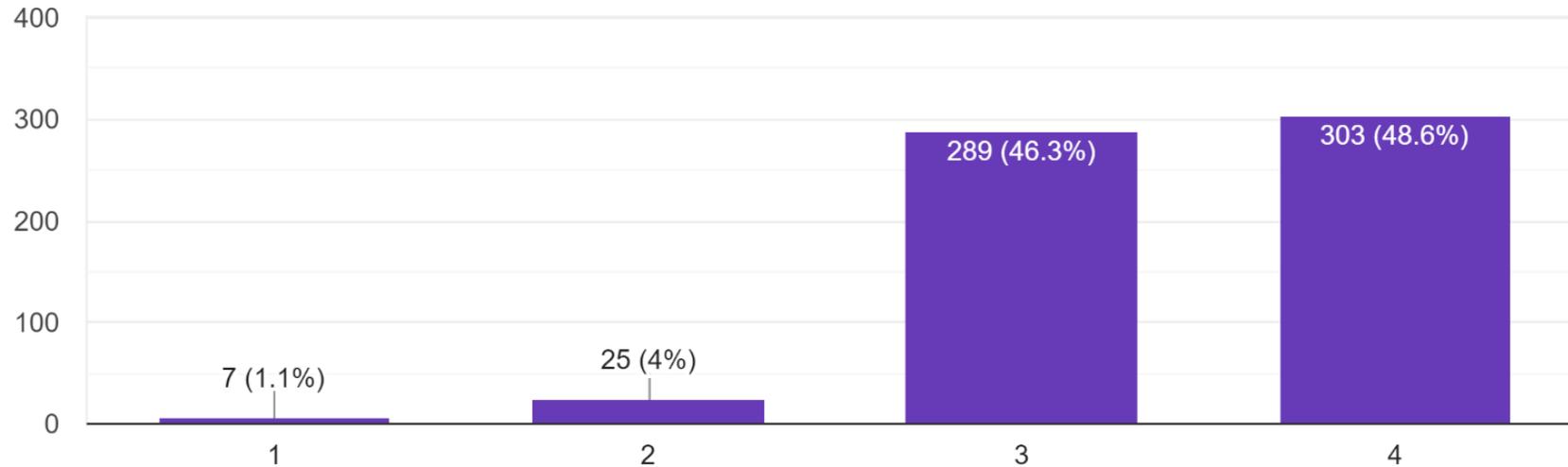
In terms of instruction, 353 (56.6%) respondents agreed that their instructors delivered clear policies and only 5 (0.8%) strongly disagreed about it





My teachers provide clear deadline of submission

624 responses



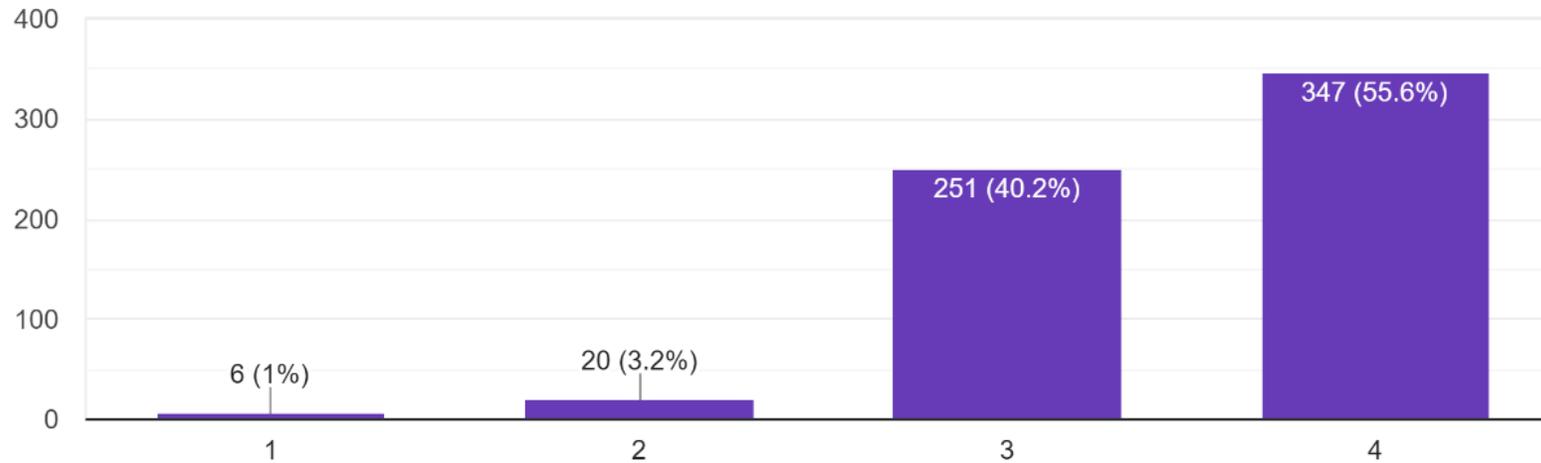
It is notable that 303 (48.6%) majority of the respondents strongly agreed that their instructors provided clear deadlines of submission. There were also 7 (1.1%) who stated strongly disagree about the matter.





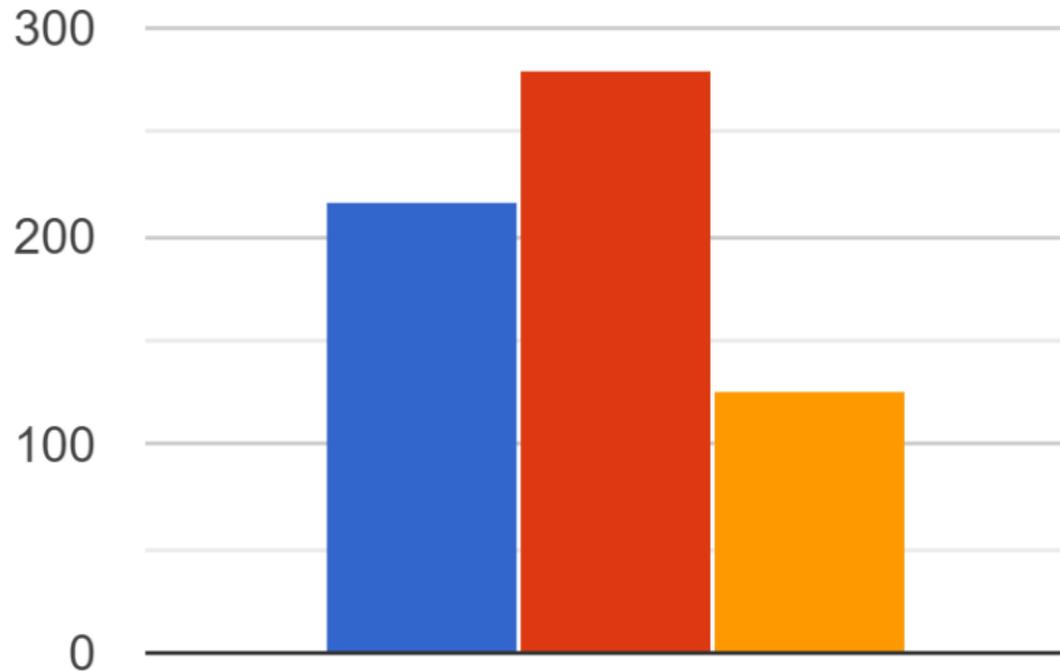
I understand the grading system of NBSC

624 responses



347 (55.6%) students expressed their understandings regarding the grading system. Hence, there were 6 (1%) who did not understand the grading system.





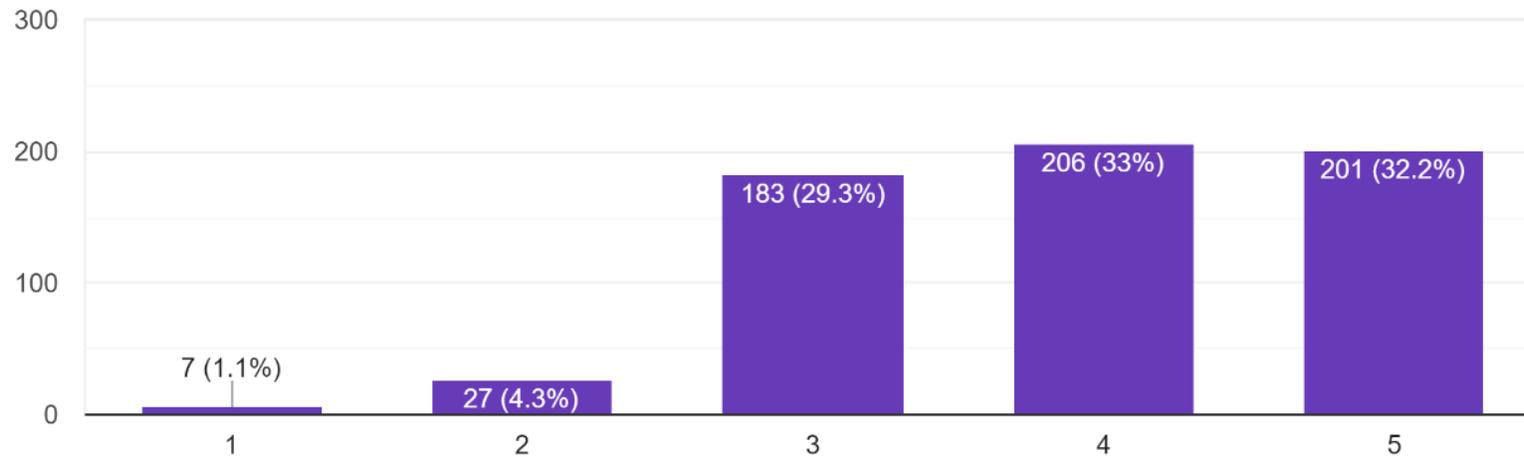
- In terms of instructional modality, 336(53.76%) students highly preferred asynchronous. Meanwhile, 186 (29.76%) preferred synchronous modality as its second choice, and only 103 (16.48%) served modular instruction as its third choice.





Usefulness of Distance Learning Modes or Techniques

Learning Modules

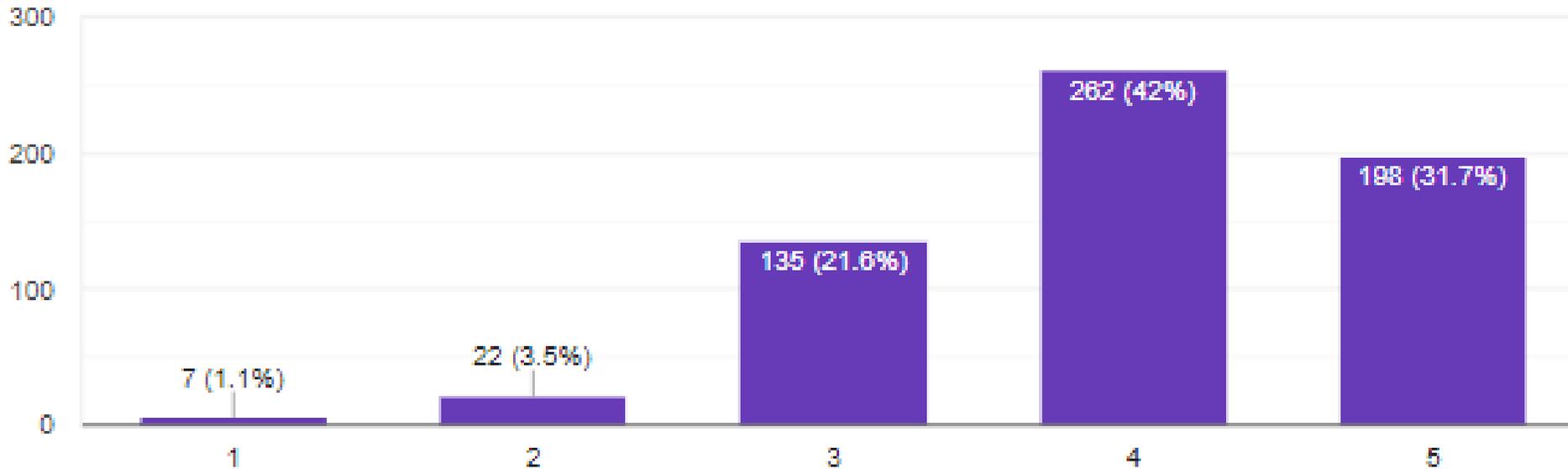


Based on the data, 206 (33%) stated that the given modules were very helpful to them and only 7 (1.1%) stated that modules were not that helpful to them





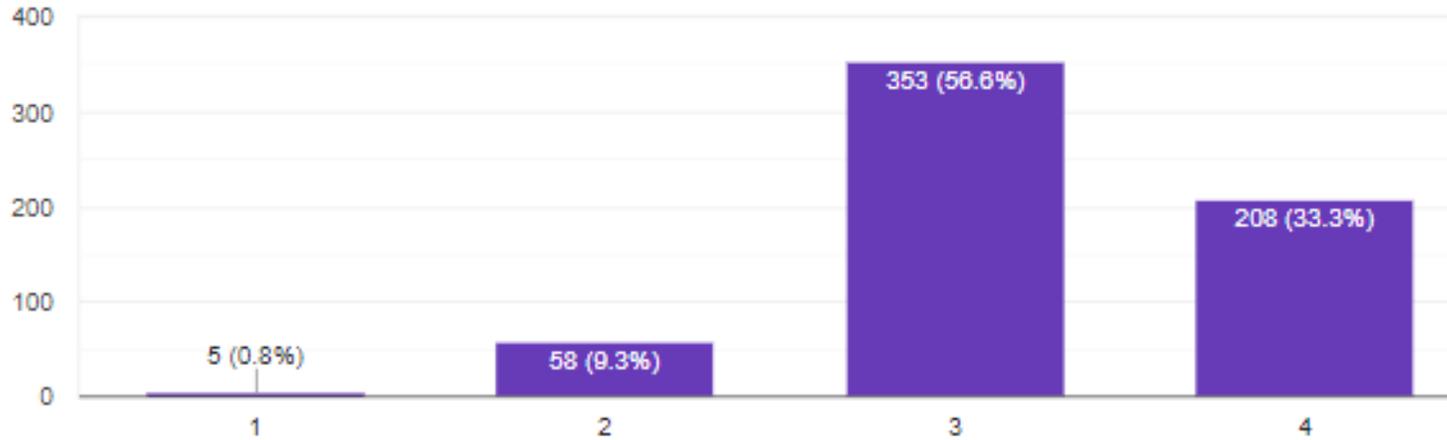
Synchronous class



262(42%) of the respondents shared that synchronous classes were very helpful to them. However, 7(1.1%) considered it as not helpful at all due to limited internet connectivity.



Student Development Services

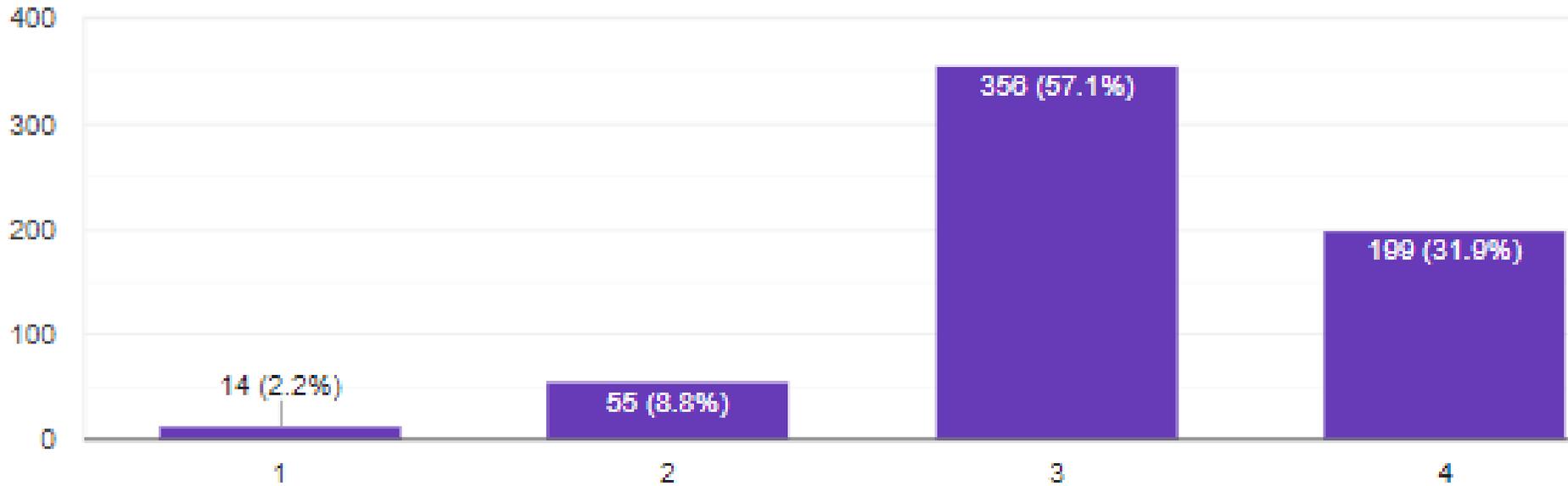


According to data, 353 (56.6%) considered student-organizations provided good services and only 5 (.08%) considered it poor





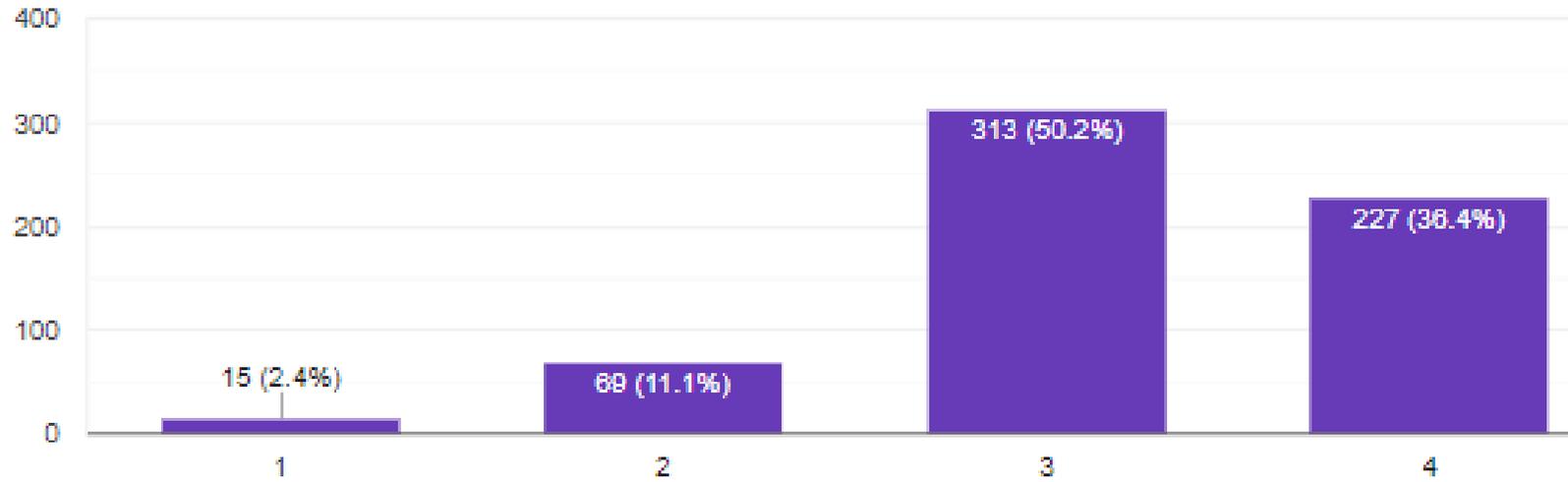
Leadership Training



On the other hand, 356 (57.1%) believed that leadership trainings were good and beneficial to them and 14 (2.2%) considered it as poorly implemented.



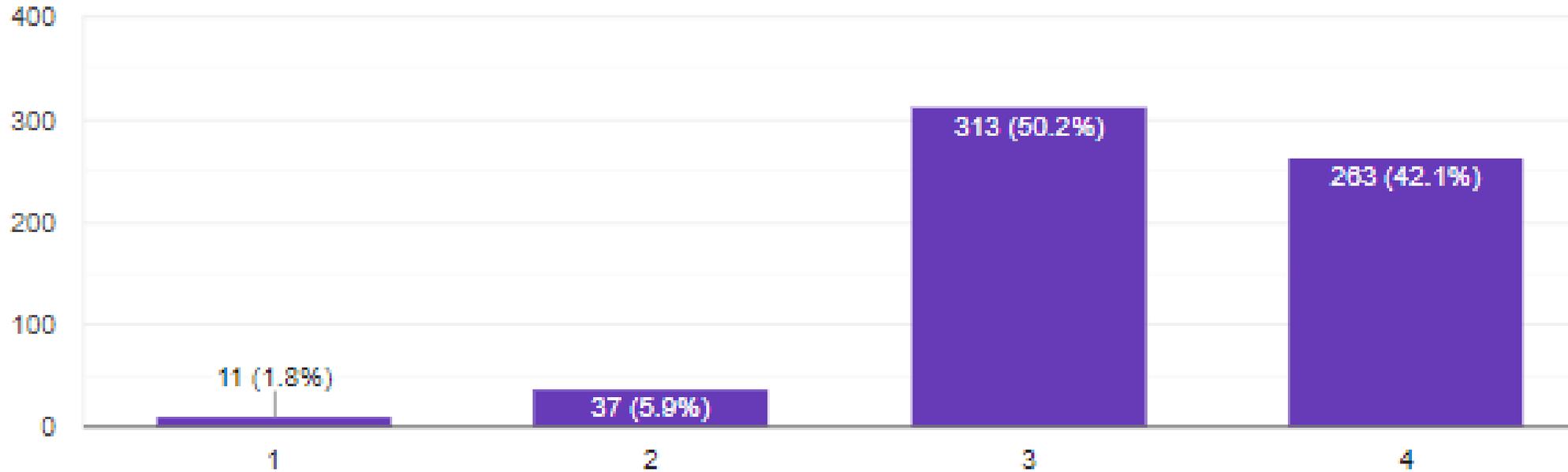
Student Publication/School Yearbook





Institutional Programs

Admission Services

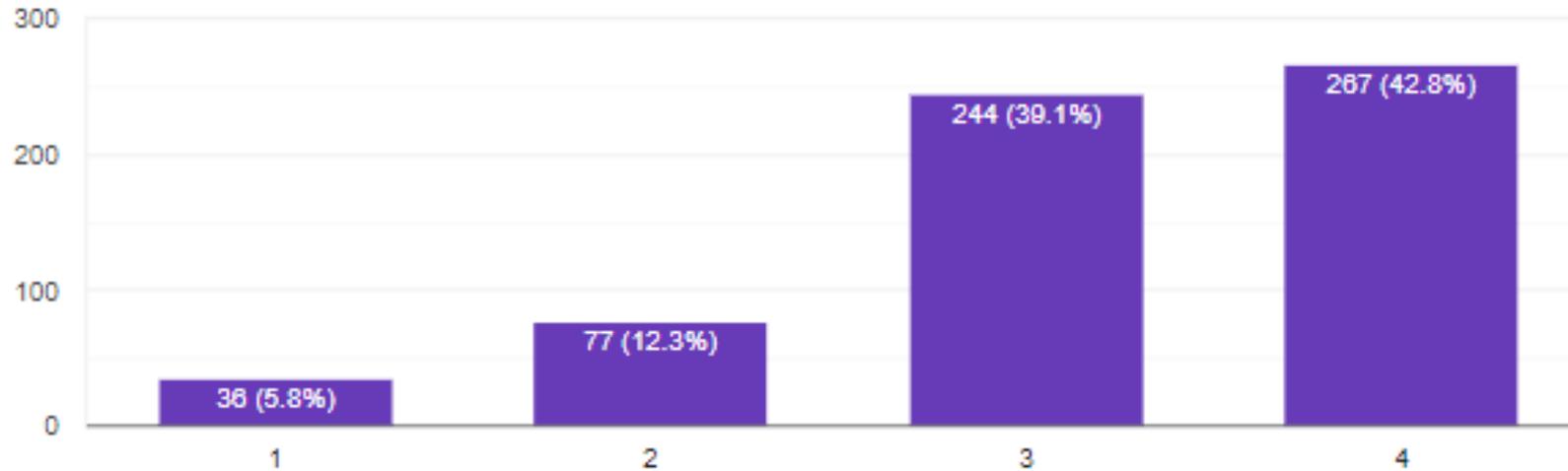


Survey shows that 313 (50.2%) believed that they received good admission services. Meanwhile, there were 11 (1.8%) who had poor admission experience.





Scholarship and Financial Assistance Services

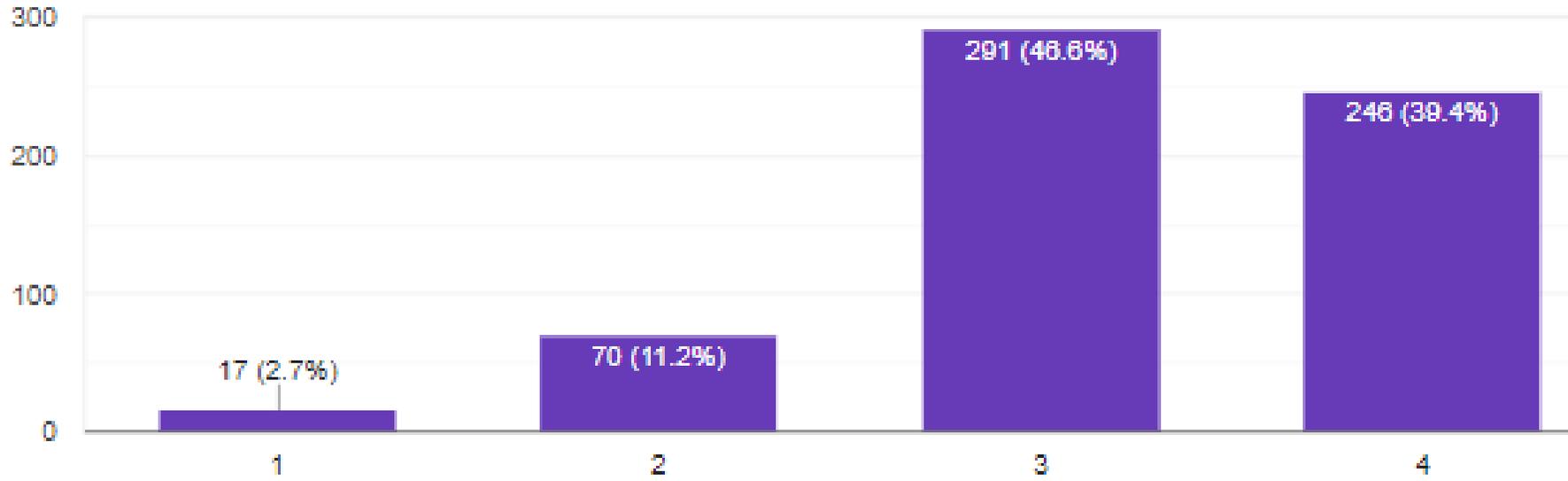


According to the figure, 267 (42.8%) very good experience and there were 36 (5.8%) who shared to have poor experience





Health Services

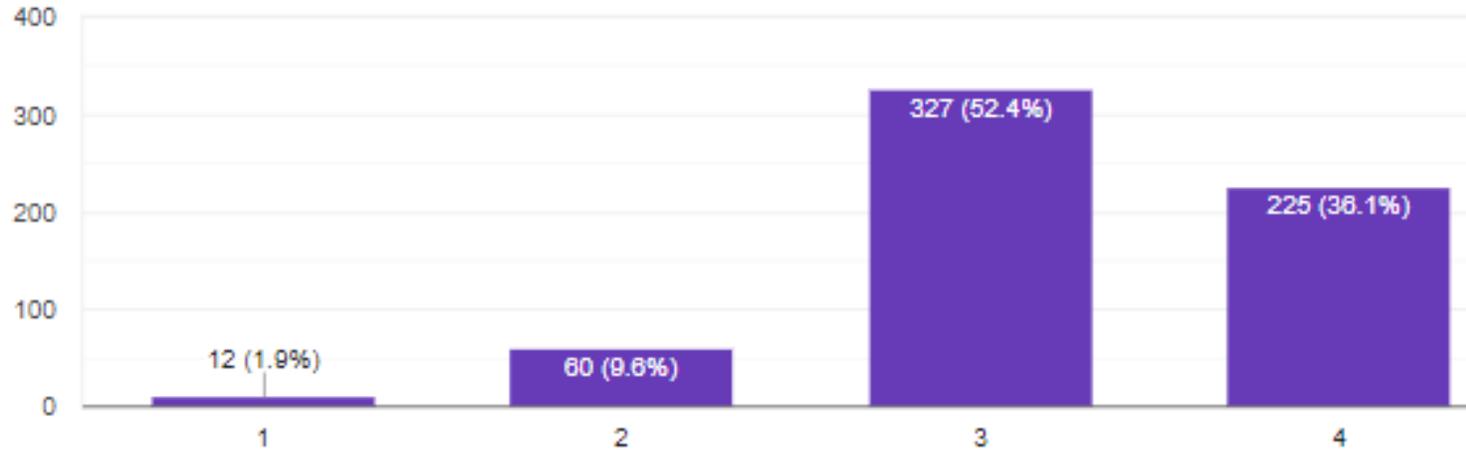


On the other hand, 291 (46.6%) shared to have good experience in health services. There were 17 (2.7%) who rated it as poor.





Multi Faith Services

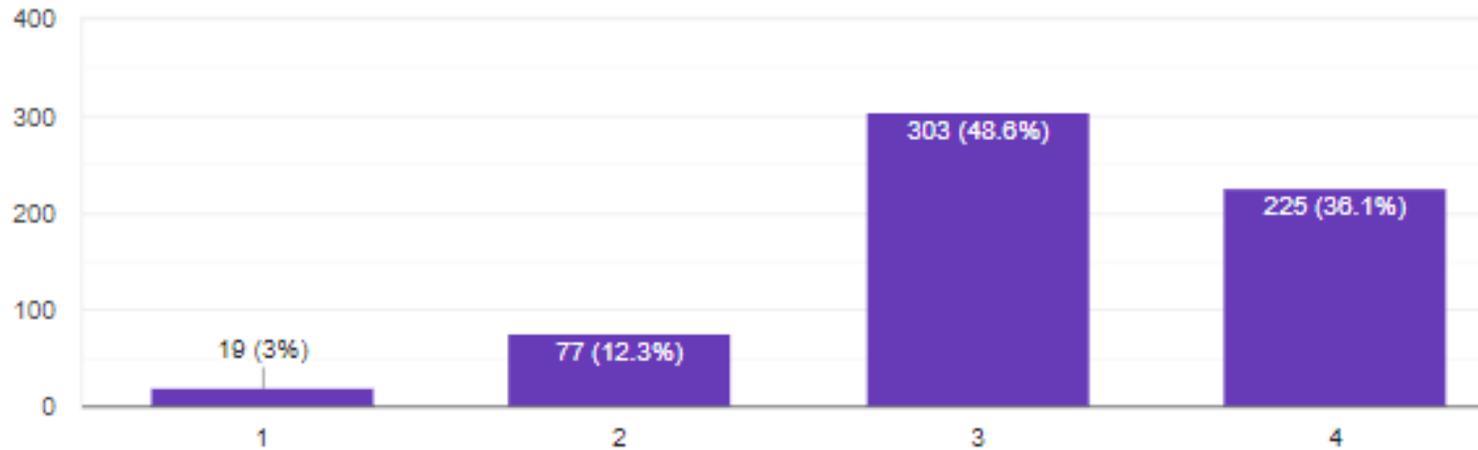


Data reveals that 327 (52.4%) rated multi faith services as good and only 12 (1.9%) shared to have poor experiences.





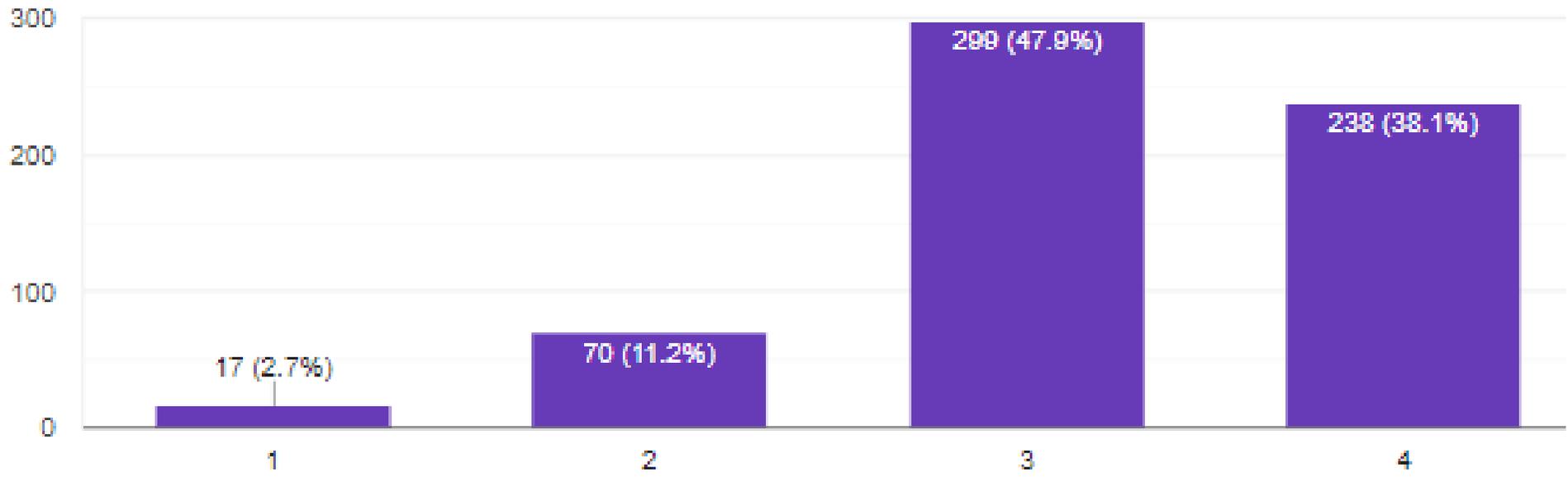
Sports and Development Programs



According to 303 (48.6%) rated it as good and only 19 (3%) rated it as poor



Library Services



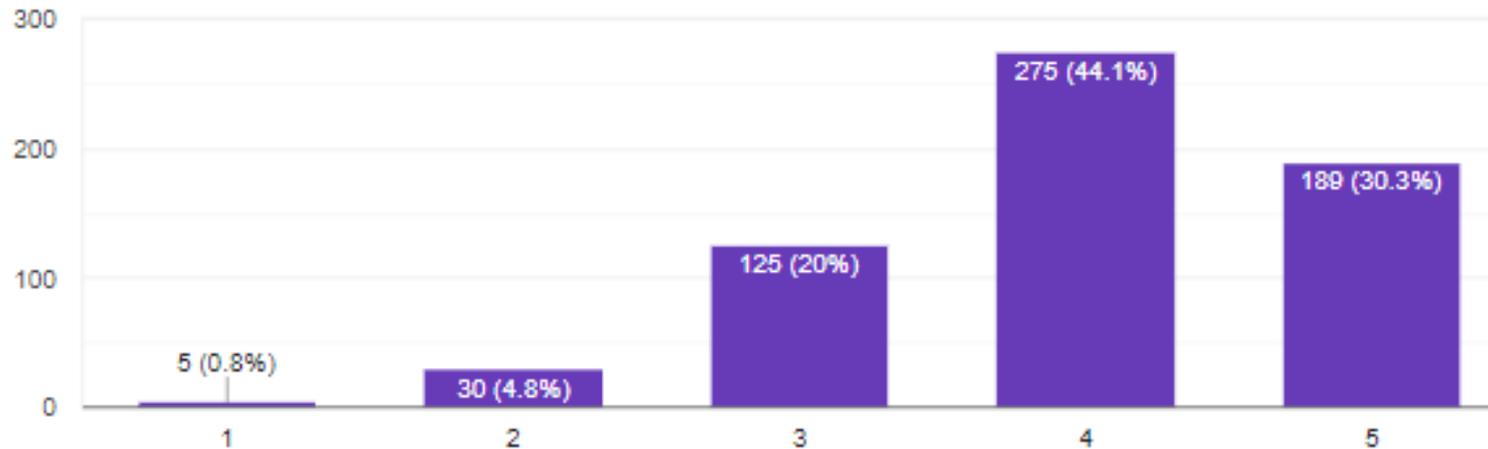
Based on the results, 299 (47.9%) described library services as good. There were also 17 (2.7%) who considered it as poor





Enrolment and Admission Experience

Our enrolment officer is responsive to my inquiries and concerns

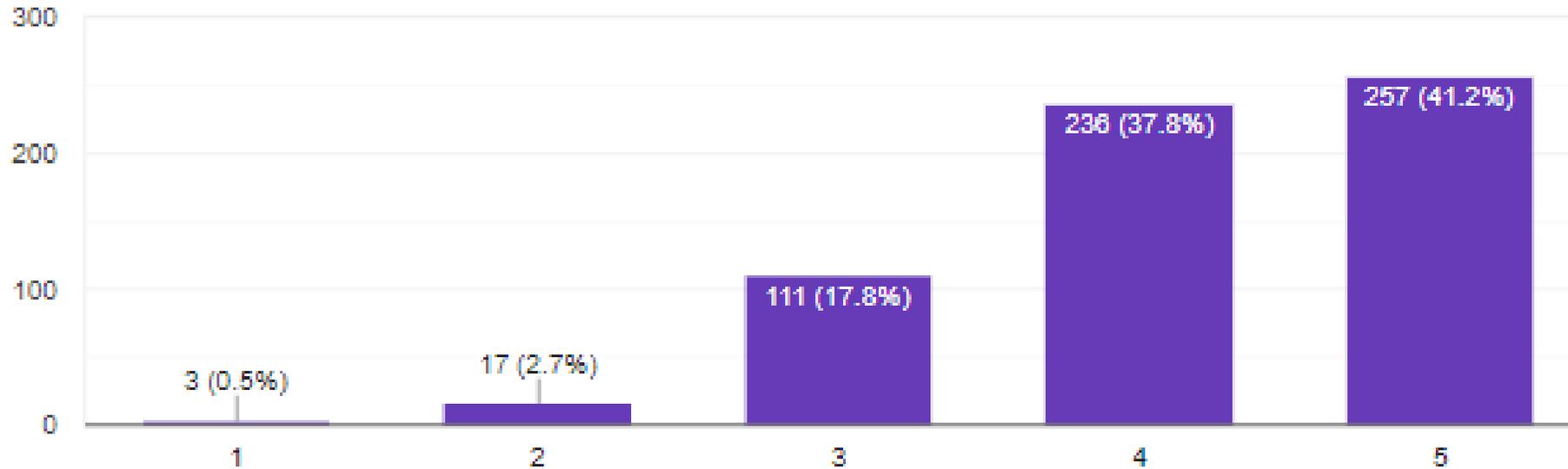


Based on the data, 275 (44.1%) were very satisfied with the response of the enrolment officer and only 5 (0.8%) were not satisfied.





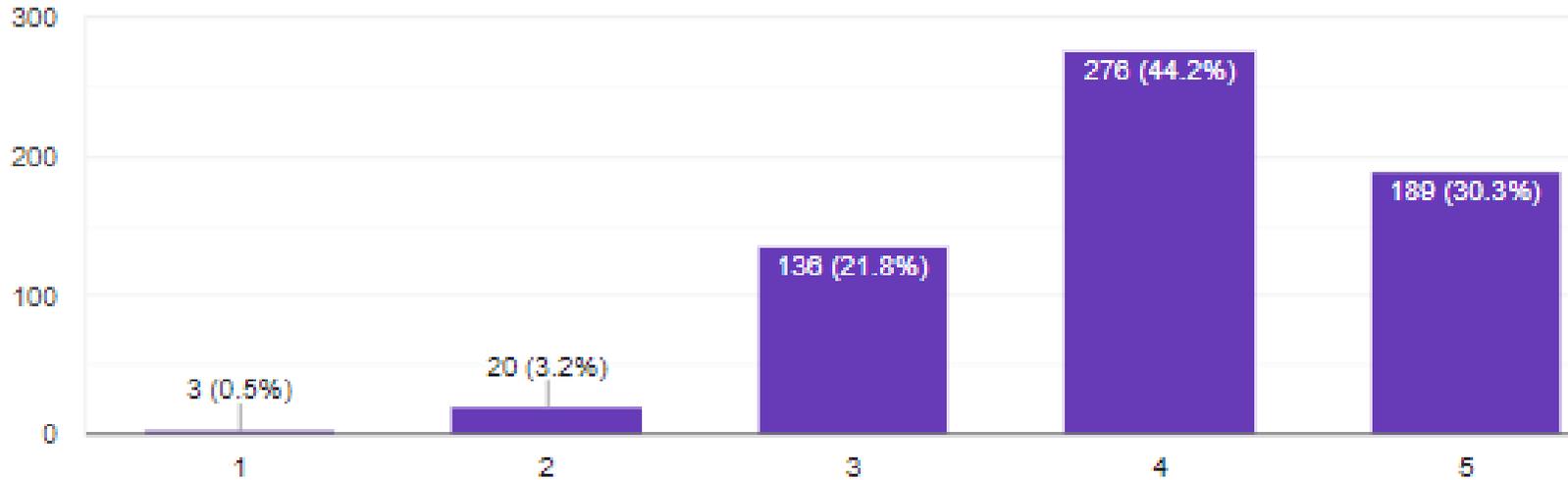
The enrolment process is explained clearly



Based on the data 257 (41.2%) stated that they were extremely satisfied and only 3 (0.5%) considered it as poor.



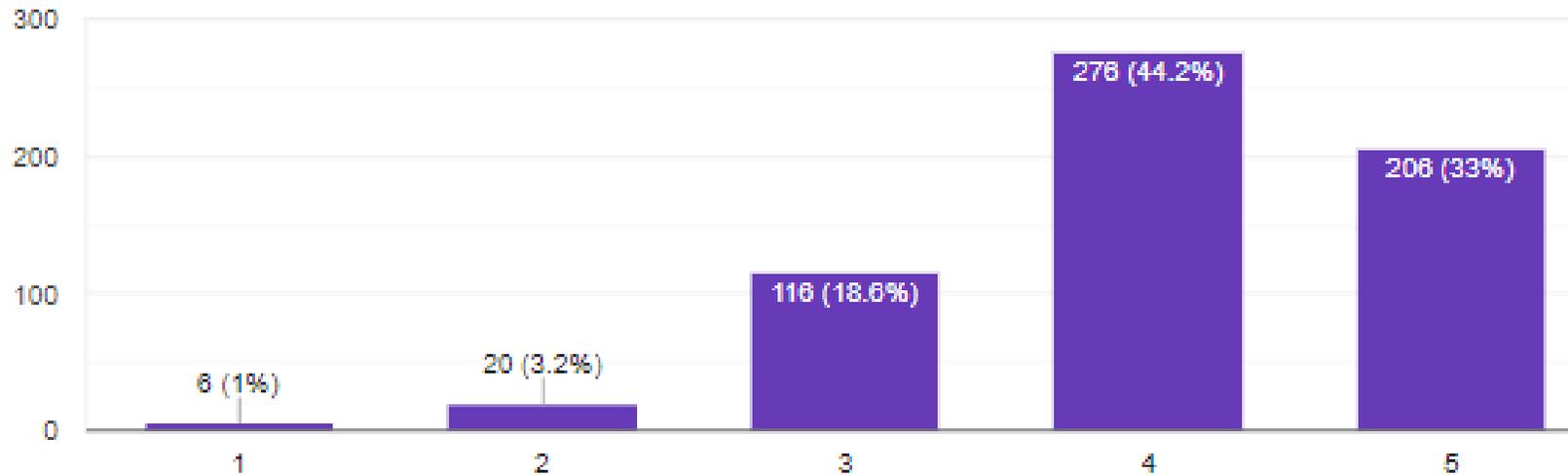
I am satisfied with the disseminated information



Meanwhile, 276 (44.2%) were very satisfied with the information that they received. Consequently, 3 (0.5%) shared that they were not satisfied at all



Overall College Experience



In terms of overall experience, 276 (44.2%) were very satisfied regarding the flexible learning experience in terms of instruction and student-services and only 6 (1%) stated that they were not satisfied with flexible learning implementation.





What challenges do the respondents experience in the flexible learning implementation?

There were three major themes of students' challenges derived from the survey namely:

Poor internet connectivity

Time management

financial constraints





Hereunder are verbatim statements of the respondents:

-Time and internet and money for load

-The challenges I experienced in flexible learning is the unstable internet connectivity

-Sometimes there's no enough money to sustain my needs as student like projects or anything that needs money. Even though I experience this kind of challenge but I learn a lot.



What are your good experiences in distance learning?

Motivation of instructors

Independent learning





- I am much in control of the pace of my learning
- I have enough time to do my responsibility in house and with my children
- My experience is good because of my responsive instructor
- Although we are still in the distance learning setup, I've always been appreciative with our instructors for giving their best efforts and for providing us with quality learning experience. They also make sure that they give the appropriate solutions to every problem that students face.





Suggestions

- Clarity of instructions
- Flexible deadline
- Enhance services





One of Our Interventions

The 2F3C Teaching and Learning Framework

The 2F3C Teaching and Learning Framework is further discussed in the Poster Presentation:
Enhancing Students' Learning Outcomes through the 2F3C Model





2F3C

Focus
Flexibility
Connectedness
Commitment
Consistency





Thank you very much.

