Level of Convenience to Teachers, Acceptability and Challenges Experienced by the Learners on Hy Flex (Hybrid and Flexible) Learning Modality

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I.   INTRODUCTION

During the COVID-19 pandemic, the changes precipitated were what people were most afraid of, not the virus itself. People had little choice but to adapt to these changes in their way of life, affecting practically every societal sector worldwide. It did not make an exception when it came to bringing about change, particularly in the business, economic, and educational fields. In fact, schools and colleges temporarily ceased or mandated localized closures, affecting around 1.7 billion pupils, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2020). All tiers of the educational system were harmed by the COVID-19 sickness (Nicola et al., 2020). As explained by Mobo et al. (2022), a number of literary works provided insights into the field of HyFlex learning in the Philippines. With the onset of the global pandemic came a radical change in learning modes that had unfavorable effects on both the educational and economic landscapes. Universities and Basic Education establishments creatively developed substitute teaching methods to comply with the guidelines set forth by the Inter-Agency Task Force on COVID-19 (IATF). The researchers used a quantitative study strategy and methodically gathered and examined numerical data. This approach was frequently used to objectively evaluate theories about people's attitudes and behaviors that were supported by statistical evidence. Students'

In clinations were more toward hybrid learning, with a strong preference for in-person instruction because of its ease of participation and comprehension. According to Ndlovu and Merisi (2022), the HyFlex learning modality was a teaching and learning strategy that combined many instructional platforms to provide both physical and epistemological access to knowledge. Due to the COVID-19 epidemic, which increased demand for creative teaching and learning approaches, this relatively new idea became more well-known (Ceallaigh et al., 2023; Brown, 2021). According to Ceallaigh et al. (2023), the HyFlex paradigm allowed instructors to use video-conferencing software to conduct synchronous and face-to-face online classrooms simultaneously, while also permitting asynchronous participation from other students. The learning objectives for every registered student were the same regardless of how they chose to attend (Brown, 2021). The design, development, and facilitation of different involvement modes in the HyFlex approach was a difficult task that called for certain pedagogical knowledge and skills (Ceallaigh et al., 2023). The Community of Inquiry (CoI) paradigm, which highlighted the idea of presence and how it affected students' learning in an online setting, became popular during the pandemic (Ceallaigh et al., 2023). According to Ceallaigh et al. (2023), the instructor was crucial in establishing the best possible learning environment for the pupils in the HyFlex paradigm. Thus, the researcher aimed to determine how the HyFlex Learning Modality affected the level of convenience for teachers and the acceptability and challenges experienced by the

learners of the junior high school students at Tuntungin-Putho Integrated National High School – Los Baños during the post-pandemic period. This analysis aimed to examine the factors that influenced the academic productivity of students and to determine the level of convenience for faculty in using the HyFlex (Hybrid and Flexible) Learning Modality post-pandemic.

Background of the Study : The term "hyflex" was a combination of the word "hybrid" and "flexible," and it referred to a modern method of education that mixed conventional in-person instruction with online learning in a seamless manner. This provided students with the opportunity to participate in a dynamic and adaptive learning environment by giving them the choice between in-person and virtual involvement. The goal of the Hyflex model was to provide a flexible platform for the delivery of educational information, with the additional goal of catering to the varied tastes and requirements of both educators and students.

(Barrot, J. S., Llenares, I. I., & Del Rosario, L. S., 2021).

The capacity of Hyflex learning to suit a variety of learning styles and preferences was the primary reason for its significance. Students were able to interact with the content of the course in a manner that was tailored to their specific requirements, which made it possible for them to have a more customized learning experience (Lin, 2019). This modality also improved accessibility by removing geographical obstacles, which enabled students to engage from a remote location (Ceallaigh, 2023). Additionally, Hyflex provided a framework for smooth transition between in-person and online learning, which allowed it to meet the issues that were brought by unanticipated occurrences such as pandemics (Kim, 2022). A number of benefits were associated with Hyflex learning. Students had the option of attending classes in person or participating electronically, depending on their schedules or the circumstances of their lives (Chen, 2022). This program offered flexibility. Through the use of online conversations, collaborative projects, and multimedia materials, the modality fostered active participation. In addition to this, it promoted a sense of inclusiveness by catering to a variety of learning styles and interests. As an additional benefit, Hyflex encouraged the use of technology in the educational process, which helped students get ready for the digital requirements of the modern workforce (Brown, 2021).

Hyflex learning presented a number of obstacles, despite the fact that it offered several advantages. The experience of online learning could be hampered by the occurrence of technical problems (Kohnk3, 2021). Maintaining constant levels of student engagement in both virtual and in-person environments was a challenging endeavor. To add insult to injury, it could be difficult for educators to provide a unified educational experience suitable for both in-person and online participants. Achieving a balance between the demands of dual instructional modes could put a strain on resources and required careful preparation to guarantee that educational opportunities were available to all students (Escabillas, 2022). Regarding the application of Hyflex learning, one of the most important aspects was the degree to which it was accepted by both teachers and pupils. For this novel paradigm to be successfully adopted, it was vital to have a solid understanding of the views, attitudes, and preferences of both educators and students (Binnewie, 2019). The degree to which Hyflex was accepted in educational contexts would be determined by a number of factors, including technological preparedness, familiarity with online learning, and the perceived benefits of using Hyflex (Kim, 2022).

The evaluation of the academic success of students who used the Hyflex learning modality was of utmost importance (Cabrejas, 2023). The success of this technique in attaining educational goals, building critical thinking abilities, and enhancing student comprehension was something that had to be studied (Kim, 2022). Analyzing student results, such as grades, test scores, and involvement levels, would contribute to a more thorough understanding of the influence that Hyflex had on academic accomplishment (Detyna, 2022). The necessity of filling existing gaps in the literature led to the decision to undertake the study on the level of convenience to instructors, acceptance, and academic performance of learners in the Hyflex learning modality. The study focused on the level of convenience to teachers. The researcher acknowledged the changing nature of the educational landscape as well as the growing popularity of hybrid and flexible learning methods. Investigating the complexities of Hyflex learning would provide educators, administrators, and policymakers with useful insights to improve the quality of educational practices and make them more inclusive. Regarding the unique dynamics of Hyflex learning, there was a considerable vacuum in the existing corpus of research. This gap mainly concerned the influence that Hyflex learning had on the convenience of teachers, the acceptance of students, and the academic achievement of learners. Providing comprehensive knowledge of the problems and advantages connected with the application of Hyflex learning was the goal of this study, which aimed to bridge this gap by investigating these areas. It was anticipated that the findings would make a contribution to the academic discourse on new educational models and provide insightful information on practical techniques for effective implementation. By offering evidence-based insights on the practicability and effectiveness of the Hyflex learning modality, the study was significant. The findings would provide educational institutions, policymakers, and educators with information on the practical implications of adopting Hyflex. This would assist them in making informed decisions to improve the entire educational experience for both instructors and students.

Research Paradigm : This study follows the Input-Process-Output (IPO) model as its main conceptual framework which is visually illustrated below.

INPUT	PROCESS	OUTPUT
Data on the level of convenience for the teachers in managing HyFlex learning modality. Data on the level of acceptability of the learners in using HyFlex learning modality. Data on the challenges experienced by the learners.	Employment of Correlational-Quantitative Research Method Data Gathering Procedures Data Analysis, Interpretation, and Discussion	Conclusions, Recommendations, Implications, and Model Exemplars

The initial part of the conceptual framework for this study collected essential data on several aspects of the HyFlex learning modality. Firstly, it included information about the degree of ease that teachers perceived when managing the HyFlex learning environment. This entailed comprehending the difficulties, advantages, and overall encounters of educators when maneuvering via the dual instructional approaches. In addition, the Input step involved gathering data on the extent to which learners found the HyFlex learning modality acceptable. The purpose of this data was to gather the viewpoints, attitudes, and preferences of students, providing insights into their experiences and contentment with the hybrid and flexible learning method. Furthermore, the challenges experienced by the learners' data were regarded as a crucial component of the Input. This data included problems, difficulties, and other pertinent metrics that offered valuable insights into the efficacy of the HyFlex model in attaining educational goals. The Process component of the conceptual framework delineated the approach utilized in this study. The research design employed a Correlational-Quantitative approach, enabling the investigation of associations among factors such as instructor convenience, acceptance, and challenges experienced by the learners. The data collection methods encompassed surveys and interviews to obtain both quantitative and qualitative insights from educators and students. The utilization of a mixed-methods approach enriched the study by offering a thorough comprehension of the experiences and perspectives of stakeholders in the HyFlex learning environment. In the following step of Data Analysis, Interpretation, and Discussion, statistical approaches were utilized to detect correlations, trends, and patterns in the gathered data. This thorough study allowed for the extraction of significant insights into the correlations between variables, which informed the conclusions and recommendations.

The Output phase of the conceptual framework signified the finalization of the study's discoveries. The conclusions were derived from the examination of data pertaining to instructor convenience, learner acceptability, and academic success in the HyFlex learning modality. The recommendations were derived from these conclusions and provided practical insights for educators, institutions, and policymakers to improve the application of HyFlex learning. The study's implications transcended the particular setting and provided a valuable contribution to the wider discussion on new educational paradigms. The model exemplars were helpful resources for decision-makers who were looking for evidence-based solutions to enhance the quality and efficacy of hybrid and flexible learning approaches. The primary objective of the study was to close the divide between theoretical concepts and practical application by offering practical insights that contributed to the continuous development of educational approaches.

Statement of the Problem : This study aims to assess the level of convenience of teachers in managing HyFlex learning modality to determine the acceptability of the HyFlex and assess the challenges experienced by the learners.

Specifically, this study seeks answers to the following questions:

1. What is the level of convenience for the teachers in managing HyFlex learning modality?
2. What is the level of acceptability of the learners in using HyFlex learning modality?
3. How often do learners experienced the challenges in terms of:
+ Study habits
+ Technology and
+ Socialization
4. Is there a significant correlation between the level of convenience of teachers and acceptability of the learners in using HyFlex learning modality?

5. Is there a significant correlation between the level of convenience of teachers and challenges experienced by the learners in using HyFlex learning modality?
6. Is there a significant correlation between the level of acceptability and challenges experienced by the learners in using HyFlex learning modality?
7. What model exemplars can be developed to enhance the implementation of the HyFlex Learning Modality?

Hypotheses
The following hypotheses will be tested using 0.05 degree of error.
1. There is no significant correlation between the level of convenience of teachers and acceptability of the learners in using HyFlex learning modality.
2. There is no significant correlation between the level of convenience of teachers and challenges experienced by the learners in using HyFlex learning modality.
3. There is no significant correlation between the level of acceptability and challenges experienced by the learners in using HyFlex learning modality.

Scope and Limitations of the Study : The study focused on junior high school students and teachers from Tuntungin-Putho Integrated National High School – Los Baños. Its objective was to examine the teachers' perception of convenience, the acceptance of the HyFlex (Hybrid and Flexible) learning method, and the challenges experienced by the learners. The research intended to offer valuable insights into the distinct obstacles and opportunities encountered by junior high school instructors and learners in the context of HyFlex learning by specifically concentrating on this educational level. Moreover, this study utilized a Correlational-Quantitative research approach, with a primary emphasis on finding connections between variables using statistical analysis. The study employed a survey questionnaire as the principal tool to collect data. The questionnaire was designed to gather the viewpoints of both educators and junior high school students regarding the practicality of the HyFlex model, their receptiveness to this way of learning, and any discernible effects on academic achievement. The study utilized a stratified random sampling technique to ensure a representative and unbiased selection of participants from 35 junior high school teachers, 50 learners per grade level from Tuntungin-Putho Integrated National High School – Los Baños. Stratified random sampling involved dividing the population into distinct subgroups or strata based on certain characteristics that were relevant to the research objectives. Individuals were then randomly selected from each stratum, providing a more accurate reflection of the diversity within the population.

Significance of the Study : This study made some important contributions to universities or schools. The findings of this study were of great value to the following:

Students. This study will help enhance the student experience and improve student outcomes. It provides students with access to a variety of learning resources, including online lectures, discussion forums, and virtual labs. With each passing year, technology was increasingly integrating into people's lives and experiences.

Teachers. The lesson exemplar that will be created from this study can be utilized by teachers for more convenience in preparing learning materials and delivering the subject in any learning modality.

Curriculum. The lesson exemplar created by this study inform curriculum design and adaptation processes within hybrid and flexible learning environments. Educators can draw inspiration from exemplars to design or modify lessons that align with the principles of hybrid and flexible pedagogy, including flexibility, accessibility, and learner engagement. This ensures that lessons are effectively tailored to meet the diverse needs and preferences of learners.

Administrators. The results of this study can be used to assist school administrators in implementing the HyFlex learning modality in their universities. It also improves the marketability of schools if they implement the findings of this study.

Future Researchers. The results of this study can serve as a reference for future researchers who wish to conduct a similar study related to the HyFlex learning modality.

Definition of Terms
To understand further the operations of this study, the following terms are defined below:

Acceptability- refers to the willingness and approval of teachers and learners to embrace the HyFlex learning modality. It involves assessing the attitudes, preferences, and perceptions of stakeholders, gauging their openness to adopting this hybrid and flexible approach. Acceptability encompasses not only the willingness to engage with the technology and adapt teaching or learning styles but also the overall satisfaction with the HyFlex model in meeting educational objectives.

Challenges Experienced – refers to the challenges experienced by learners in their educational pursuits. In the context of the study, challenges experienced by learners will be assessed by grades, examination scores, or other quantitative indicators. It involves

evaluating the impact of the HyFlex learning modality on students' ability to meet academic standards and succeed in their educational endeavors.

Hyflex- Hyflex is a blended learning approach that combines the elements of both face-to-face (in-person) and online learning. The term "Hyflex" is derived from the combination of "hybrid" and "flexible." In a Hyflex learning environment, students have the flexibility to choose their mode of participation, allowing them to attend classes physically or virtually based on their preferences or circumstances. This educational model aims to provide a versatile and adaptable learning experience, often leveraging technology to facilitate seamless transitions between in-person and online instruction.

Hyflex Learning Modality- is a pedagogical approach that combines elements of traditional face-to-face instruction with online learning flexibility. The term

"HyFlex" is an abbreviation for "Hybrid-Flexible," indicating the dual nature of this educational model. In a HyFlex setting, learners have the option to attend classes in person, participate remotely through synchronous online sessions, or access recorded materials asynchronously. This modality is designed to provide flexibility for both educators and learners, accommodating various learning styles, schedules, and circumstances.

Learning Modality- A learning modality refers to the method or mode through which instruction and educational content are delivered to learners. It encompasses the various

approaches and formats used in the teaching and learning process. Learning modalities can include traditional face-to-face instruction, online learning, blended learning, and other innovative approaches like Hyflex. The choice of a learning modality depends on factors such as educational goals, student preferences, and the resources available. Different modalities cater to diverse learning styles and preferences, providing educators with the flexibility to design instructional experiences that meet the needs of their students.

Level of Convenience- refers to the extent to which a particular situation, system, or process is perceived as comfortable, user-friendly, and easily manageable by individuals, in this context, teachers within the HyFlex learning

modality. It involves assessing the ease with which educators can navigate and adapt to the hybrid and flexible aspects of teaching, incorporating both in-person and online components. Factors contributing to the level of convenience may include technological proficiency, ease of accessing resources, and the overall adaptability of the teaching environment.

Model Exemplars- Model exemplars refer to exemplary or ideal instances that serve as models or examples to illustrate a concept, method, or standard. In education, model exemplars can be specific examples of high-quality work, behavior, or performance that demonstrate the desired standards or outcomes. These exemplars are used to guide and inspire learners by providing clear benchmarks for success. Educators often use model exemplars as instructional tools to showcase the expectations and criteria for assignments, projects, or assessments. The goal is to help students understand and emulate the qualities or characteristics that contribute to successful outcomes in a particular context.

II.   REVIEW OF RELATED LITERATURE

This chapter explored the convenience it offered teachers, its acceptability among learners, and its impact on academic performance. Through an in-depth analysis of global and local literature, this review aimed to uncover the intricate dynamics of HyFlex education. By examining these dimensions, it sought valuable insights that could enhance the implementation of HyFlex, ensuring a seamless blend of pedagogical convenience, student satisfaction, and academic achievement.

Hyflex Learning Modality: The concept of the HyFlex learning modality, as described by Ndlovu and Merisi (2022), involves a teaching and learning approach that integrates various instructional platforms, enabling both physical and epistemological access to knowledge. This relatively recent concept has gained prominence in response to the COVID-19 pandemic, which has generated a demand for innovative teaching and learning methodologies (Ceallaigh et al., 2023; Brown, 2021). In the HyFlex model, instructors simultaneously conduct face-to-face and synchronous online classes via video-conferencing software while allowing other students to participate asynchronously (Ceallaigh et al., 2023). Regardless of the mode of attendance, the learning outcomes for all enrolled students remain consistent (Brown, 2021). Designing, developing, and facilitating multiple participation modes in the HyFlex approach presents a formidable challenge, necessitating specialized pedagogical knowledge and competencies (Ceallaigh et al., 2023). During the pandemic, the Community of Inquiry (CoI) model, which emphasizes the concept of presence and its impact on student learning in an online environment, gained widespread adoption (Ceallaigh et al., 2023). In the HyFlex model, the teacher plays a pivotal role in creating an optimal learning environment for students (Ceallaigh et al., 2023).

According to Binnewies and Wang (2019), HyFlex courses exhibit a blend of online and face-to-face learning components, allowing students to choose between online and face-to-face completion for any part of the course. This approach offers the utmost flexibility in student learning but also introduces various design challenges, encompassing both online and face-to-face instruction, as well as ensuring equitable alignment to achieve consistent learning outcomes. This chapter discusses insights gained from designing and delivering a second-year undergraduate information technology course across two campuses, where students could select online or face-to-face participation for learning activities and assessments. It details the strategy employed to promote student engagement, group work, and peer reviews within the HyFlex model, as well as the challenges faced in aligning learning designs with available technology. Evaluation of teaching components was based on student participation and their quantitative and qualitative feedback. The findings reveal that the majority of students appreciated the HyFlex delivery, and although the approach proved effective, it was somewhat constrained by technological limitations.

Williams et al. (2019) introduced Issue 49.2 of the Journal of College Reading and Learning. This issue encompasses a range of topics, including articles on supporting reading, information literacy, overall student success, and a book review. The issue commences with "Modeling Metacognition and Providing Background Knowledge via Guided Reading Videos." In this article, author Julie Wulfemeyer tackles issues related to reading comprehension and adherence to reading requirements in college courses. Drawing from research on metacognition, modeling, and background knowledge, Wulfemeyer presents a case study that outlines the process of developing and implementing guided reading videos in a lower-level philosophy course. Based on the results of an anonymous student survey regarding these videos, the author discusses their advantages, drawbacks, and potential applications in college courses. Davonna M. Thomas and Jwa K. Kim examine an alternative approach to supporting reading in "Impact of Literature Circles in the Developmental College Classroom." This article offers a much-needed addition to research on literature circles for postsecondary reading students, providing detailed quantitative analysis. In the reported experimental study, the use of literature circles is associated with improved reading comprehension, increased quantity and quality of textual connections when compared to independent reading. This area holds significant potential for further research, including the steps required to recognize student agencies and honor student voices in a literature circle, as well as the application of the literature circle across various disciplines. Shifting to the topic of information literacy, the subsequent article in this issue is "Early Information Literacy Experience Matters to Self-Efficacy and Performance Outcomes in Teacher

Education," authored by Melinda S. Burchard and Sarah K. Meyers. The authors explore a specific information literacy context, specifically, the necessity for teachers to identify and evaluate evidence-based teaching practices. They have found that early information literacy experiences in the first two years of college or earlier are linked to both self-efficacy and performance in the context of the specific information literacy tasks required of preservice teachers. This research carries implications for the early incorporation of information literacy into education and for the later support of preservice teachers in developing information literacy skills. In "Salient Factors for Student Success Gained through a Learning Frameworks Course," authors Russ Hodges, Emily Miller Payne, Keylan Morgan, Karen Johnston-Ashton, and Rene' LeBlanc discuss theory-based student success courses, referred to as learning frameworks courses. These courses represent a recent initiative in higher education aimed at enhancing student success. The focus of this article is a study of a learning frameworks course that employs a three-pronged curriculum, encompassing self-assessment, self-regulation.

Robinson and Young (2020) report on a scoping review of empirical literature addressing the relationship between teachers' knowledge, skills, and attitudes regarding inclusion and student outcomes. Six common electronic education databases (ProQuest, JSTOR, SAGE Journals Online, ScienceDirect, PsycINFO, PsycARTICLES) were utilized to search for peer-reviewed, English-language publications covering a 10-year period from January 1, 2008, to January 1, 2018. A total of 25 articles met the criteria for this scoping review and underwent a more detailed examination. This detailed examination focused on five student variables (intellectual disabilities [IDs], learning disabilities [LDs], autism spectrum disorder [ASD], other mental health disorders, and giftedness) and five potential student outcomes (social well-being, functional or life skills, academic achievement, post-secondary transitions, and exceptionality-related outcomes). These 25 articles comprised eight systematic or scoping reviews, two experimental studies, nine quasi-experimental studies, and six correlational-descriptive research studies. The article offers a summary of these 25 articles, along with a list of implications for both practice and inquiry. Notably, some of the most significant implications concern the limited body of evidence relating to several variables, including teachers' attitudes and the resulting impact on student outcomes, as well as giftedness and post-secondary transitions. These implications also urge caution in relation to teachers delivering mental health-related programs and utilizing technology-related interventions for students with ASD.

Importance of Hyflex Learning Modality : Zhu et al. (2020) assert that high-fidelity simulation (HFS) can bridge the gap between theoretical knowledge and nursing practice, enhancing safety and patient care quality in baccalaureate nursing education. While inconsistent assessment tools and research design quality impact the strength and generalizability of evidence, quantitative studies consistently demonstrate the effectiveness of HFS in baccalaureate nursing education. This review aims to synthesize existing evidence regarding baccalaureate nursing students' experiences with HFS, offering insights for

the improvement and refinement of simulation design and teaching. The review method entails a comprehensive search for qualitative studies on baccalaureate nursing students' HFS experiences, covering the period between January 2000 and December 2019. Two independent reviewers will conduct the literature search, assess methodological validity using the Joanna Briggs Institute (JBI) Critical Appraisal Checklist for Qualitative Research, and extract relevant data using JBI standardized data extraction tools. Subsequently, the JBI meta-aggregation method will be employed to synthesize the data, forming themes, categories, and synthesized findings. Confidence levels will be established based on the JBI ConQual approach. This review does not necessitate formal ethical review, as it is based on available published literature, and findings will be disseminated through peer-reviewed journal publications and potential scientific conference presentations.

Syahas (2019) examines whether hypnoteaching can eradicate students' negative perceptions of learning physics, subsequently enhancing their interest and active participation in the subject. Physics is often a challenging subject for many students, and the data in this paper are derived from relevant theoretical studies in reference books, journals, and research. Based on the reviewed studies, hypnoteaching emerges as a viable method for addressing learning challenges in physics. The literature indicates that hypnoteaching effectively resolves students' learning issues related to physics, such as feelings of inadequacy, laziness, perceived uselessness of physics, excessive pessimism, and other learning problems, all without the students' conscious awareness due to its subconscious approach. Hypnoteaching offers an easily implementable solution for teachers dealing with diverse learning issues in physics, requiring no additional tools and making it suitable for use in schools throughout Indonesia.

Pavão and Werneck (2021) delve into the concept of health literacy (HL), emphasizing its role in enhancing individuals' capacity to access, understand, assess, and apply health information for informed decision-making, with a focus on maintaining or improving health. Their study reviews HL research conducted in low- and middle-income countries, specifically examining the definitions of HL utilized in these studies. The authors conducted a systematic search across multiple databases, including Medline, Embase, Scopus, LILACS, and SciELO, selecting studies that outlined HL definitions and focused on low- and middle-income economies and Latin American studies. Initial selection involved reviewing titles and abstracts, with full-text evaluation performed by two independent evaluators to resolve any disagreements. The study identified 6,025 references, of which 36 were included in the final sample. The majority of studies (58.3%) were from Asian countries, followed by studies from South American countries (27.8%), including Brazil. The functional dimension of HL (FHL) was the most frequently assessed aspect (58.3%). The most prevalent HL definitions were those from the Institute of Medicine and the World Health Organization. Approximately 30% of the studies assessing FHL employed broader HL definitions as theoretical frameworks.

On the other hand, several discussions address teacher convenience, learner acceptability, and academic performance. In a literature review conducted by Baihaki (2020), it was noted that good classroom management produces favorable teaching and learning interactions. Learner objectives can be attained without encountering significant obstacles. However, it is lamentable that the maintenance of favorable classroom conditions is not always feasible. Often, students experience a lack of engagement, manifesting as distinct learning difficulties. This can be attributed to their routine approach to learning, where they attend class, take breaks, and return home according to the school's predetermined schedule. Simultaneously, the teaching methods employed by instructors remain routine, with little variation. Thus, this article is structured to contribute ideas for addressing these learning challenges. Following a literature review, a proposed solution to this issue is presented, involving the adoption of diverse teaching methods and the implementation of the PAIKEM approach.

Advantages of Hyflex Learning Modality : Several pieces of literature offer insights into the realm of HyFlex learning within the context of the Philippines, as elucidated by Mobo et al. (2022). The advent of the global pandemic dramatically transformed the landscape of education and the economy, ushering in a revolutionary shift in learning modalities with adverse implications. Universities and Basic Education institutions innovatively devised alternative modes of education to align with the regulations stipulated by the Inter-Agency Task Force on COVID-19 (IATF). Employing a quantitative research design, the researchers systematically collected and analyzed numerical data, a methodology commonly employed to empirically investigate theories related to people's attitudes and behaviors, grounded in statistical evidence. Student preferences lean towards the hybrid learning approach with a pronounced inclination towards in-person instruction, attributed to its ease of comprehension and engagement. Nevertheless, a significant proportion of students remain constrained by

limited access to in-person or face-to-face classroom interactions. The primary challenges encountered by these students, ranked in order of prevalence, include the scarcity of suitable devices and difficulties in teacher-student interactions. Kohnke & Moorhouse (2021) underscore the importance of leveraging various features of video-conferencing software and digital tools to enhance the efficacy of the HyFlex Learning Modality, emphasizing the need for stringent monitoring and adherence to National Government Agencies' compliance standards within colleges.Qualitative research conducted by Tupas and Linas-Laguda (2020) has centered its focus on literature reviews within the realm of HyFlex learning. Employing the method of document analysis, this investigation spanned the years 2010-2020, sourcing articles from various websites and documents housed in the libraries of Hokkaido University of Education and Northern Iloilo Polytechnic State College. The findings shed light on the inception of blended learning, which traces its roots back three decades, primarily in higher education institutions (HEIs) and also extending its reach into graduate programs and professional development. In 2007, the Philippines witnessed the emergence of the Center of Blended Learning, which garnered exceedingly positive responses from parents and students alike. Furthermore, blended learning (BL) was incorporated into subjects such as English, particularly within the domains of Language, Science, and Distance Learning. BL proved instrumental in fostering positive student engagement, bolstering their enthusiasm for learning, and empowering them to assume roles as mentors and leaders for their peers. Recognizing the pivotal role of teachers in the successful execution of BL, it becomes evident that conducting professional development is an indispensable step. In the Philippines, the Department of Education (DepEd) proposed a multi-pronged approach to blended learning, encompassing online learning, modular methods, radio-television broadcasts, face-to-face instruction, and para-teachers. However, the pervasive issue of limited access to gadgets and internet connectivity in the Philippines poses a unique challenge for DepEd. The education sector has sought assistance from various government bodies and private entities to bolster these proposals. The study calls for the engagement of experts in conducting comprehensive studies on BL to fortify the education system during the "new normal," advocating for schools to meticulously document both positive and negative BL experiences, which DepEd can consolidate and utilize to shape a framework for enhancing blended learning.

Sugue and Reyes (2022) explore the rich cultural tapestry of the Philippines, characterized by a myriad of literary art forms, including indigenous rituals and folk narratives that have been passed down through generations. Despite recurring studies on various literary facets, certain narratives and fields within the domain of literary studies remain underexplored, such as Philippine Mythology. The authors contend that the preservation and recognition of Philippine myths can be achieved through their comprehensive integration into academic institutions. In their article, the author delves into the status of literature in Philippine schools, particularly folk narratives, and delves into the nature of myths, along with the diverse mythological creatures inhabiting them. While many discussions revolve around the appreciation of these texts, the rekindling of these myths remains a work in progress. Schools, as accessible and trusted sources of knowledge, serve as the home for young generations, who are meant to be the custodians of these culturally significant artifacts. Myths hold a vital place in every culture, serving as a means to explain the origins of various phenomena and events that have shaped civilizations. To gain a deeper understanding of these texts, the discipline of mythology, involving the study and interpretation of myths and tales relating to human conditions and natural phenomena, becomes crucial. However, the practice of storytelling and documentation has, unfortunately, led to the neglect of these myths and tales. Philippine culture, though influenced by European-American colonization, boasts a well-established pre-colonial culture, which now strives to preserve and transmit its unique literary forms and arts. The pre-colonial literary arts are documented by past chroniclers, encompassing folk speeches, songs, narratives, rituals, and dances that resonate with Southeast Asian counterparts. In addition to research and studies, these narratives find their way into mainstream media, thereby diluting their cultural authenticity. Mythology, a fundamental part of a culture, provides insight into the origins and identities of people and societies. Filipino schools primarily focus on teaching Greek and Roman Mythology, which emphasize fundamental human nature and overarching

ideologies, leading to a dearth of knowledge about Philippine Mythology. While Filipino communities are replete with myths, they are often relegated to the status of superstition and hearsay, requiring a deeper and more thorough exploration of Philippine Mythology within the curriculum to cement their status as integral components of Filipino society and culture. Escabillas and Ilustre (2022) present a journal article that serves as an amalgamation of qualitative and quantitative explorations, research papers, and review papers published over the past decade. A succinct overview of motivation levels is provided, substantiated by an extensive literature review. This compendium of findings is poised to make a valuable contribution to the field of teaching and literacy, especially in the context of discerning the motivation levels of young Filipino learners in their pursuit of a second language in an online distance learning environment.

The journal article employs a grounded theory design to synthesize data on the motivation levels of young Filipino learners engaged in L2 Learning within the realm of Online Distance Learning. The article aims to furnish adaptable teaching styles designed to enhance the process of learning English as a second language, providing pupils with sustained motivation throughout their journey. Rivera (2018) delves into the challenges faced by higher education in the Philippines, catalyzed by the institutionalization of the K-12 basic education program. In light of this transformative educational landscape, faculty and administrators at higher education institutions have had to proactively reconfigure their curriculum to meet the evolving needs of a new generation of learners and align with the objectives of the school. This reflective paper offers a case study of the English department at Dela Salle-College of Saint Benilde, presenting a critical analysis of the department's endeavors to strengthen and expand its curricular offerings in language and literature, in preparation for the K-12 challenges that loom in the academic year 2018-2019. This scholarship harnesses qualitative techniques to review existing empirical research and pertinent institutional documents to fashion a framework guiding the department in the identification of new course offerings that adhere to K12 standards. Additionally, the paper explores the structural implications of K-12 developments on the department's organization and the requisite retooling of faculty members. The discourse contained in this paper offers an opportunity for faculty and school administrators to revisit and contemplate their curriculum development efforts in light of the curricular challenges, informed by an in-depth review of literature.

Moreover, several literature review collectively provide insights into teacher convenience, learner acceptability, and academic performance within the Philippines context. Mangalus (2021) While there have been studies and awareness seminars conducted in the promotion of Philippine English (PE), still PE has not fully-penetrated in most public schools. Hence, the study sought to identify the acceptability of PE among English teachers from a secondary high school in Pampanga. PE's levels of acceptability were determined using Torres and Alieto's (2019) Grammatical and Lexical Acceptability Questionnaire. Pre -test result revealed that teachers have low acceptability level of the PE grammatical and lexical items   and that they are not aware of the PE. A webinar was conducted to introduce the PE among teachers and the post-test showed a significant difference to their acceptability level. Furthermore, teachers' answers to the follow up questions imply that they are willing to introduce PE in the classroom, which they believe will help the students to be more conversant and become more confident in speaking the English language. It is concluded that teachers are open to incorporating the PE in their classes to further improve their students' confidence in learning the language. The following recommendations were given: (1) Teachers should be provided with more seminars that will update them with the current status of Philippine English; (2) Teachers should be encouraged to consider the Philippine English in motivating students to be confident speakers in the English classes; and (3) School administrators and English teachers should promote the acceptance of Philippine English in the academic context (Mangalus, 2021).

Matias and Timosan (2021) The Learner Information System is an online service that the Department of Education in the Philippines used to manage learner's information and improve the collaboration of all personnel in the organization. However, there is a need to examine the user's actual use, attitude, and behavior towards the system and to understand the factors affecting its successful implementation to improve the system capabilities and cater teacher and learner increasing needs. Using the extended technology acceptance model (TAM), this work analyzed 127 datasets gathered from 45 public and private schools in the Philippines using structural equation modelling in partial least squares. The result shows that system quality and facilitating conditions are significant predictors of teachers' attitudes towards the system. Generally, all original constructs of TAM were found to be significant implying a positive acceptance of the Learner Information System. These results provide further evidence in understanding the user acceptance of ICT-based teaching-learning systems in the Philippines (Matias & Timosan, 2021).

Mangaoil (2018) Students, as learners, must develop not only their intelligence but also non-intellective factors in the education or learning process. The purpose of the study was to identify the different psychological factors, specifically the study habits, attitudes, and methods which in a way influence the academic performance of students, particularly in English and Mathematics subjects among Third Year High School Students in one of the private schools in Manila, the Philippines. The descriptive and documentary method of research were generated for the qualitative analysis. The findings showed that in terms of study habits and attitudes, students are prompt in completing academic assignments and free from wasteful delay and distractions. While for their study methods, it was reflected that students have academic drive which refers to the persistence and determination to succeed in academic work. Moreover, the academic self-engagement program was designed to help the students improved the following non-intellective factors which obtained the lowest mean, particularly students' cooperation with the educational practices and requirements;

Inclination to use influence and playing up to the teacher to gain special consideration; and the feeling of being isolated or rejected in the academic environment manifested by hostility which affect an academic performance.Furthermore, the existing body of literature collectively sheds light on the convenience experienced by teachers, the acceptability among learners, and the impact on academic performance within the specific educational landscape of the Philippines. According to a study conducted by Mangalus in 2021, despite previous research and awareness seminars promoting Philippine English (PE), its integration into most public schools remains limited. This knowledge gap prompted an investigation into the acceptability of PE among English teachers in a secondary high school in Pampanga. To gauge PE's acceptability, Torres and Alieto's (2019) Grammatical and Lexical Acceptability Questionnaire was employed. The pre-test results indicated a low level of acceptability among teachers regarding PE's grammatical and lexical aspects, coupled with a lack of awareness about PE. To address this, a webinar was organized to introduce PE to teachers, and the subsequent post-test revealed a significant improvement in their acceptability level.Moreover, the teachers' responses to follow-up inquiries indicated their willingness to incorporate PE into the classroom environment. They believed that integrating PE could enhance students' conversational skills and boost their confidence in speaking English. Consequently, it can be concluded that teachers are receptive to incorporating PE into their curriculum, aiming to bolster their students' language learning confidence. Based on these findings, several recommendations were proposed: firstly, educators should partake in seminars to stay updated on the current status of Philippine English. Secondly, teachers should be encouraged to leverage Philippine English as a motivational tool to instill confidence in their students' English language proficiency. Lastly, school administrators and English teachers should actively promote the acceptance of Philippine English within the academic realm (Mangalus, 2021).

Disadvantages of Hyflex Learning Modality : In a separate study conducted by Matias and Timosan in 2021, the focus shifted to the Learner Information System, an online service employed by the Department of Education in the Philippines to manage learner information and enhance organizational collaboration. The research aimed to examine the actual usage patterns, attitudes, and behaviors of users toward the system. Employing the extended technology acceptance model (TAM), the study analyzed 127 datasets collected from 45 public and private schools across the country. Utilizing structural equation modeling in partial least squares, the study revealed that system quality and facilitating conditions significantly influenced teachers' attitudes towards the Learner Information System. Notably, all original constructs of TAM were found to be significant, indicating a positive acceptance of the system. These results contribute valuable insights into the user acceptance of ICT-based teaching-learning systems in the Philippines, enhancing our understanding of the integration of technology in education (Matias & Timosan, 2021).Additionally, Mangaoil's 2018 research delved into the multifaceted nature of student learning. The study aimed to identify various psychological factors, such as study habits, attitudes, and methods, influencing the academic performance of Third

Year High School students in Manila, Philippines, specifically in English and Mathematics subjects. Employing a descriptive and documentary research method, the findings highlighted the students' prompt completion of academic assignments and their ability to remain focused, devoid of unnecessary delays and distractions. Moreover, students exhibited academic drive, indicating their persistence and determination to succeed in their academic endeavors.In response to the identified areas for improvement, an academic self-engagement program was devised to enhance students' cooperation with educational practices and requirements. Furthermore, efforts were made to reduce inclinations towards seeking special treatment from teachers and to address feelings of isolation or rejection within the academic environment. These initiatives were aimed at fostering a positive learning atmosphere, thereby positively impacting students' academic performance. The study underscores the significance of addressing non-intellective factors to create an environment conducive to effective learning (Mangaoil, 2018) In terms of unique insights or challenges related to HyFlex, several studies have been conducted in the Philippines. Mobo et al. (2022) observed that the Covid-19 pandemic had a profound impact on the teaching and learning processes within the education sector. Both higher education and basic education institutions limited in-person classes to curb the virus's spread.

In response, the Department of Education (DepEd) in the Philippines introduced various distance learning modalities to ensure the continuity of education during the pandemic. In the local context of the study, in-person classes were halted, and for the past two years, online learning became the norm. However, for the academic year 2022-2023, the school administration launched a novel approach to learning, the Hyflex mode. This innovative modality allowed students to engage in class sessions either in a traditional classroom setting or online.The primary objective of the study by Mobo et al. was to gather essential data that would enhance the understanding of the myriad challenges science teachers encountered while implementing the Hyflex mode. The research employed a phenomenological design, employing in-depth interviews and survey questionnaires as data

collection techniques. From the experiences of science teachers, the study yielded four crucial themes. Consequently, the study recommends a reevaluation of the procedures involved in adapting the Hyflex mode, emphasizing the necessity of adequate teacher training to address device-related issues inherent to this modality. The key terms associated with this research include challenges, Enhanced Community Quarantine (ECQ), Hyflex, in-person classes, and phenomenology. In another study conducted by Cinco et al. (2023), it was noted that the Covid-19 pandemic significantly impacted the education sector's teaching and learning processes in the Philippines. Both higher education and basic education institutions resorted to limiting in-person classes as a preventive measure against the virus. To counter this, the Department of Education (DepEd) introduced various distance learning methods to ensure the continuity of education. In the study's specific location, in-person classes were discontinued, and online learning was the norm for the past two years. However, for the 2022-2023 academic year, the school administration initiated a new learning approach, known as the Hyflex mode. In this innovative model, students had the flexibility to participate in class sessions either in a traditional classroom or virtually online.

The primary goal of Cinco et al.'s study was to gather valuable data to enhance the comprehension of the challenges faced by science teachers in implementing the Hyflex mode. The research design used phenomenological techniques, including in-depth interviews and survey questionnaires, to collect data. Based on the experiences of science teachers, the study identified four essential themes. Consequently, the study recommends a reconsideration of the procedures for adapting to the Hyflex mode, with a particular emphasis on providing teachers with proper training to address device-related issues associated with this modality. Key terms associated with this research include challenges, Enhanced Community Quarantine (ECQ), Hyflex, in-person classes, and phenomenology (Cinco et al., 2023).Kohnke and Moorhouse (2021) noted that the COVID-19 pandemic brought about significant changes in the way teachers deliver instruction and how students engage in higher education. Social distancing requirements and the diverse locations of students led to the adoption of various teaching and learning modes, including the HyFlex model. HyFlex involves teachers simultaneously instructing students in a physical classroom and through synchronous online sessions using video-conferencing software. In their small-scale exploratory study, they examined the experiences and perceptions of nine post-graduate students who participated in a six-week course delivered through the HyFlex approach. Findings indicated that while there were communication challenges between students engaging through different modes, participants appreciated the flexibility it offered. The effective use of various features of the video-conferencing software and digital tools was seen as crucial to the success of the HyFlex model.

Detyna et al. (2022) introduced HyFlex teaching at King's College London in 2020 as a response to COVID-19 restrictions, aiming to supplement online and face-to-face teaching. This approach allowed teaching to a mixed cohort of students, both online and on campus. The article outlines how this approach was conceptualized and implemented during an intense three-month period leading up to the limited reopening of the university campus. This innovative approach provides insights and reflections on this novel learning environment, as well as the physical and pedagogical contexts in which learning can occur. The research delves into technical implementation factors and discusses challenges and solutions. Pedagogical issues, such as cognitive load and social presence, are addressed, along with the complexities of managing a cohort dispersed across two different locations. Despite the specificity of this research, it is essential to recognize its limitations and avoid overgeneralizing the findings. One significant discovery from the study is that delivering HyFlex is associated with a higher cognitive load. Additionally, the study highlights the importance of audio quality in enhancing the feeling of presence in the learning environment. As a recommendation, the authors suggest providing appropriate technical and pedagogical training, as well as audio-visual and digital education support (Detyna et al., 2022).

Level of Convenience to Teachers in using Hyflex Learning Modality : In the study conducted by Nweke and colleagues in 2022, the HyFlex approach, denoted as hybrid-flexibility, was investigated as a teaching methodology offering both teachers and students the choice to engage in planned courses either remotely or face-to-face. This research, conducted amidst the pandemic in Nigeria, delved into the effectiveness of the HyFlex pedagogical method in imparting highly interactive digital and face-to-face cyber security training. To assess student perceptions, a survey questionnaire was administered to 113 participants, exploring their experiences with HyFlex through both physical classes and Zoom teleconferencing, enabling remote participation. The questionnaire, meticulously designed with a blend of open-ended and Likert-style questions, was distributed among purposefully selected participants. The study's findings not only shed light on the implementation intricacies of the HyFlex teaching model within the context of a developing country but also elucidate the challenges and opportunities encountered in adopting this pedagogical approach.

Furthermore, the research provides valuable recommendations for educators contemplating the incorporation of HyFlex into their teaching methods. Despite challenges faced by online attendees, such as connectivity issues and mastering certain Zoom features, students acknowledged and appreciated the flexibility offered by the HyFlex approach. This study thus underscores HyFlex as a promising teaching methodology, particularly in extensive cyber security courses with large student cohorts (Nweke et al., 2022). Battestilli and team, in their 2023 research, explored the Hybrid Flexible (HyFlex) instructional format, allowing learners to choose between in-person, online synchronous, or asynchronous learning modes. This comprehensive study aimed to discern how students' perceptions regarding the availability of learning resources correlate with their engagement and performance within the HyFlex learning framework. The study, conducted across multiple graduate and undergraduate courses in a large public university in the United States, encompassed diverse learning modalities such as in-person classes, online synchronous sessions, and asynchronous learning options. With a substantial sample size of 537 participants, the study revealed intriguing insights. While a significant portion of students found value in both in-person and online synchronous learning, a majority favored asynchronous learning and the flexibility to choose their learning modality without constraints. Surprisingly, the research highlighted that incorporating some real-time learning experiences alongside preferred asynchronous options enhanced both student engagement and course performance. This nuanced finding suggests that a hybrid approach, amalgamating real-time and non-real-time learning, leads to superior outcomes for both student engagement and academic achievement (Battestilli et al., 2023).

In a study conducted by Kiswati and Anjarwati in 2022, the shift from traditional face-to-face teaching to online learning, prompted by the pandemic, raised questions about the efficacy of teaching strategies in this new context. Specifically, the effectiveness of the concept mapping strategy, previously successful in face-to-face settings, was scrutinized in an online learning environment. Employing a quantitative approach, the researchers compared the impact of the concept mapping strategy against conventional methods within a hybrid flexible course. Utilizing tests, observations, and ANCOVA analysis, the study revealed intriguing results. While the concept mapping strategy did not significantly affect students' achievement, it notably influenced their motivation and activity during instruction. This nuanced outcome indicates that while concept mapping might not directly impact grades, it plays a pivotal role in enhancing student engagement and motivation, thereby contributing to a more vibrant and participative learning atmosphere (Kiswati & Anjarwati, 2022).

Acceptability of Hyflex Learning Modality : Researchers globally have delved into the realm of HyFlex learning, a versatile educational approach blending synchronous online and in-person attendance. These studies collectively contribute to the evolving discourse surrounding HyFlex learning, exploring its challenges, successes, and the crucial role of effective pedagogy in shaping the future of education. HyFlex learning grants students the freedom to choose when and how they engage in a course, offering unprecedented flexibility (Chen, 2022). One of the primary challenges within HyFlex learning lies in striking the right balance in online community building and interaction. Instructors grapple with the task of selecting effective online discussion modalities, ensuring these platforms foster positive, vibrant asynchronous discussions that genuinely engage students. Chen's study, using an exploratory mixed-method approach, delves into students' satisfaction levels and academic performance, scrutinizing different interface designs for online discussions in HyFlex courses (Chen, 2022).

Meanwhile, the Texas A&M University's College of Business adopted the HyFlex model, providing equal educational opportunities to online and in-person students. This model accommodates students' diverse learning styles, allowing them to attend classes face-to-face, synchronously, or asynchronously via the Adobe Connect platform (Liu & Rodriguez, 2019). Through quantitative analysis, Liu and Rodriguez shed light on the relationships between students' performance and their attendance choices, challenging preconceived notions about the efficacy of HyFlex learning and distance education in general, particularly in non-traditional online formats (Liu & Rodriguez, 2019).Furthermore, Kourouma et al. (2022) explored diverse course delivery methods, encompassing face-to-face, online synchronous, asynchronous, hybrid, and HyFlex approaches. Amidst the technology-driven educational landscape, their research aimed to answer crucial questions about course delivery: the methods employed by academic institutions, validation of institutional guidelines by instructors, and the strategies ensuring desired student learning outcomes. Utilizing the Learning Environment

Modeling Language (LEML), they delved into the design and implementation of courses across various environments, emphasizing the pivotal role of well-crafted course design in instructional alignment (Kourouma et al., 2022).Several studies conducted within the Philippines have delved into the realm of HyFlex Learning, a dynamic educational modality amalgamating face-to-face and online learning experiences. In the research

conducted by Mobo and colleagues (2022), it was discerned that students overwhelmingly gravitate towards the in-person approach due to its comprehensibility and facilitation of grasping the subject matter. Despite this preference, a significant portion of students still grapples with limited opportunities for face-to-face classroom discussions, citing impediments such as the scarcity of suitable devices and challenges in engaging with both teachers and peers, as highlighted in Mobo et al.'s (2022) study.

In another investigation by Chen (2022), the focus shifted to evaluating student satisfaction and academic performance within the HyFlex framework, specifically analyzing the impact of different interface designs on online discussion platforms. The study revealed a nuanced correlation: while varied interface designs significantly influenced academic achievements in online discussions, the overall satisfaction levels of students with the courses remained relatively unaffected.Meanwhile, Barrot and collaborators (2021) explored the broader challenges faced by Filipino students during the pandemic. Although HyFlex Learning was not the central focus, their research shed light on obstacles like limited access to devices and the internet, the struggle to adapt to online learning, and the absence of meaningful interactions with educators and peers.Mahande and Abdal's (2022) study ventured into the intricacies of cognitive learning styles and HyFlex modalities, aiming to construct a comprehensive measurement model. Their research, involving 451 students from various Indonesian universities, meticulously analyzed the constructs' validity and reliability, emphasizing the pivotal role these models play in ensuring equitable learning experiences.

Academic Performance of Learners using Hyflex Learning Modality : In a unique twist, Kim (2022) directed the spotlight toward early childhood education in the post-COVID-19 era. Kim's study explored the applicability of the HyFlex Learning Model (HLM) in this domain, meticulously examining global cases where the HLM was employed. The study concluded that the HLM's learner-centric approach could be transformative not just in higher education but also in early childhood education, championing learner choice and emphasizing activities tailored to individual needs. Lastly, Na-Songkhla and Sujiva (2022) undertook the ambitious task of proposing a HyFlex strategy tailored for students and workplace participants utilizing Massive Open Online Courses (MOOCs). Through an innovative approach reminiscent of origami paper folding, their research integrated real-world problem-solving techniques into both classroom and workplace settings. The results, as evidenced by compelling case studies, demonstrated a remarkable uptick in participants' creative problem-solving skills, underscoring the potency of a HyFlex approach in diverse learning environments.

Additionally, Cabrejas and Mendoza, in their 2023 research, delved into the challenge faced by college instructors in sustaining active student engagement, especially in the realm of flexible learning. Their descriptive-correlational study examined the intricate relationship between students' engagement, self-regulated learning strategies, and academic performance. Drawing data from 202 college students in Cagayan de Oro City, the study employed a modified questionnaire to assess students' engagement and learning strategies. The findings illuminated the students' high levels of engagement and self-regulated learning strategies. Notably, behavioral engagement emerged as a robust predictor of academic performance, underscoring the pivotal role of active participation in academic success. Conversely, the study revealed that self-regulated learning strategies, while valuable, did not significantly predict students' performance. This dichotomy in outcomes underscores the importance of fostering active engagement in students, encouraging educators to explore innovative methods to sustain student motivation and participation in the learning process (Cabrejas & Mendoza, 2023).

Lastly, in the study conducted by Ramdan and Lubis in 2023, the evolving landscape of online learning was explored, emphasizing the significance of effective interpersonal communication in enhancing the learning experience. The emergence of Hybrid Learning was examined as an innovative solution, transforming the process of interaction and communication among students. Through a qualitative approach, the study underscored the role of Hybrid Learning in facilitating better social skills among students, including public speaking and teamwork, essential in contemporary collaborative work environments. Moreover, the research highlighted how this flexible learning approach nurtured creativity among students, empowering them to think innovatively and devise novel solutions to challenges. This study thus emphasizes the transformative potential of Hybrid Learning, not only in enhancing interpersonal skills but also in fostering creativity, equipping students with essential competencies for the future (Ramdan & Lubis, 2023).In the realm of educational exploration, a plethora of foreign studies have delved into the multifaceted landscape of HyFlex learning environments. For instance, an illuminating inquiry conducted by Chen (2022) meticulously scrutinized the intricate interplay between various interface designs on online discussion platforms and the academic accomplishments and contentment levels of students partaking in HyFlex delivery modality education courses.

The profound insights gleaned from this study unveiled the profound impact of diverse interface designs, specifically in the realm of online discussion assessment, elucidating a significant influence on students' academic achievements. Although, intriguingly, this influence did not extend to students' overall satisfaction levels regarding the courses.Furthermore, the scholarly endeavors of Kruk et al. (2022) and Moskowitz et al. (2022) have coalesced to furnish a wealth of knowledge concerning the foreign language

(FL) learner. Their exhaustive research has not only enriched our comprehension of individual variances, personalities, and self-perceptions as pivotal motivational determinants but has also paved the way for a transformative perspective in language learning. This perspective, rooted in relational theory, posits human relationships as the linchpin of psychological processes and behaviors. According to this paradigm, the concept of self is intricately intertwined with interpersonal connections, fundamentally challenging the conventional notion of language learning as a solitary, knowledge-centric pursuit. Rather, it advocates for a paradigm shift, wherein language learning is envisaged as a dynamic and relational process, interweaving the lives of students and teachers in an indissoluble bond. A significant milestone in this domain was achieved through an expansive study encompassing qualitative data from eight adult learners, forming the bedrock of a comprehensive investigation. Employing qualitative content analysis, these case studies underscored the pivotal role of the teacher-student relationship in shaping and motivating students. Notably, the findings corroborated the assertion that foreign language learning is not merely a cognitive endeavor but a profound relational odyssey, aligning seamlessly with Gergen's (2009) profound insight that human relationships are not just isolated instances of self and others interacting but rather a profound confluence of minds, hearts, and souls (Kruk et al., 2022; Moskowitz et al., 2022).Additionally, the research endeavors of Liu and Rodriguez (2019) have brought to light the transformative potential of the HyFlex learning model. Through meticulous evaluation of student performance in a quantitative course section offered within the program, their study illuminated the efficacy of the HyFlex learning model in the realm of non-traditional online education. This revelation stands as a testament to the model's effectiveness, highlighting its capacity to bridge the gap between conventional classroom settings and the dynamic, ever-evolving landscape of online education.

Synthesis : These related foreign and local literature and studies delved into the multifaceted aspects of HyFlex education, exploring its convenience for teachers, acceptance among learners, and impact on academic performance. Through a detailed analysis of global and local literature, the review aimed to unravel the intricate dynamics of HyFlex learning. By scrutinizing these dimensions, it sought valuable insights to enhance the implementation of HyFlex, ensuring a seamless blend of pedagogical convenience, student satisfaction, and academic achievement. In recent educational research, there was a significant focus on integrating innovative teaching and learning methodologies. One such approach gaining momentum was the HyFlex learning modality introduced by Ndlovu and Merisi (2022). This method combined various instructional platforms, enabling simultaneous face-to-face and online classes. Arising from the challenges posed by the COVID-19 pandemic, this approach aimed to maintain consistent learning outcomes for all students, regardless of their mode of attendance (Ceallaigh et al., 2023).

Designing effective HyFlex courses presented challenges, including equitable alignment and addressing technological limitations. Additionally, hypnoteaching emerged as a solution to counter students' negative perceptions of learning physics, offering a subconscious approach to tackle various learning issues (Syahas, 2019). In healthcare education, high-fidelity simulation (HFS) bridged the gap between theoretical knowledge and nursing practice, enhancing patient care quality and safety (Zhu et al., 2020). Furthermore, research emphasized the importance of teacher knowledge, skills, and attitudes in inclusive education, particularly in the context of mental health disorders and post-secondary transitions (Robinson and Young, 2020). These studies collectively underlined the ongoing evolution of pedagogical methods and the need to adapt teaching approaches to diverse learning needs and challenges. The educational landscape in the Philippines underwent significant changes due to the COVID-19 pandemic, leading to the adoption of various learning modalities. Studies by Mobo et al. (2022) and Cinco et al. (2023) highlighted the challenges faced by science teachers in implementing the HyFlex model, allowing students to choose between traditional classrooms or online participation. These studies underscored the necessity of proper teacher training to address device-related issues and ensure a smooth transition to HyFlex learning. Kohnke and Moorhouse (2021) explored the experiences of post-graduate students in a HyFlex course, noting communication challenges but appreciating the model's flexibility. Detyna et al. (2022) introduced HyFlex teaching at King's College London, addressing technical and pedagogical complexities, including managing cognitive load and enhancing social presence. Local literature also revealed teachers' acceptance and willingness to incorporate Philippine English (PE) in classrooms, highlighting the importance of seminars and support from school

Administrators (Mangalus, 2021). Additionally, studies focused on psychological factors influencing students' academic performance, leading to the development of programs addressing study habits and attitudes (Mangaoil, 2018). Integrating technology, understanding teacher and student perspectives, and addressing pedagogical challenges were pivotal in shaping the future of education in the Philippines. Globally, researchers extensively explored HyFlex learning, an adaptable educational approach blending synchronous online and in-person attendance. These studies delved into the challenges and successes of HyFlex, emphasizing the crucial role of effective pedagogy in shaping the future of education. The HyFlex model, exemplified by institutions like Texas A&M University's College of Business, provided students with the flexibility to choose their learning mode—whether in-person, synchronous, or asynchronous online—challenging preconceived notions about the efficacy of distance education. Researchers like Nweke and colleagues (2022) in Nigeria and Battestilli et al. (2023) in the United States investigated student perceptions and engagement in HyFlex, illuminating its potential despite challenges like connectivity issues. Moreover, studies such as Kiswati and Anjarwati's (2022) exploration of teaching strategies in online environments and Cabrejas and Mendoza's (2023) examination of student engagement emphasized the need for active participation to enhance learning outcomes. The transformative potential of HyFlex learning was further highlighted by studies in the Philippines, such as Mobo et al.'s (2022) assessment of student preferences and challenges and Kim's (2022) innovative application of the HyFlex Learning Model in early childhood education. Together, these studies contributed to a comprehensive understanding of HyFlex learning, emphasizing its adaptability, challenges, and transformative impact on diverse learning environments.

III.   RESEARCH METHODOLOGY

This chapter presented all the methods, procedures, approaches, and other significant analytical considerations and techniques significant in meeting the objectives of the study.

Research Design : This study employed a correlational research design. A correlational-quantitative approach involved collecting numerical data, allowing for objective measurement of variables. In this study, factors such as the presence or absence of a pet and the levels of stress, anxiety, and psychosocial well-being were quantified, providing a clearer understanding of the relationships (Bhandari, 2023). Correlational studies used statistical analysis to determine the strength and direction of relationships between variables (Fleetwood, 2019). This helped identify patterns, trends, or associations between pet ownership and psychosocial outcomes.The correlational aspect of the design allowed for the exploration of relationships between variables. In this study, relationships were examined, for example, between the level of convenience experienced by teachers in implementing HyFlex and the acceptability of this modality. It also explored whether there was any correlation between the perceived convenience of teachers and the challenges experienced by the learners of junior high school in a HyFlex environment. The quantitative nature of the research design was fitting for assessing and measuring variables using numerical data. Survey questionnaires, the chosen instrument for this study, were well-suited for quantifying responses and opinions. Numerical data allowed for statistical analysis, facilitating the identification of trends and patterns that contributed to a comprehensive understanding of the research questions.

Sampling Technique : The study utilized a stratified random sampling technique is a method of selecting a sample in which researchers first divide a population into smaller subgroups, or strata, based on shared characteristics of the members and then randomly select among each stratum to form the final sample to ensure a representative and unbiased selection of participants from the target population of senior high school teachers and learners from Tuntungin-Putho Integrated National High School – Los Baños. Stratified random sampling involved dividing the population into distinct subgroups or strata based on certain characteristics that were relevant to the research objectives. Individuals were then randomly selected from each stratum, providing a more accurate reflection of the diversity within the population.

Respondents of the Study : The respondents of the study included 35 junior high school teachers and 200 learners, with 50 learners at every grade level from Tuntungin-Putho Integrated National High School – Los Baños. Specifically, the study aimed to gather insights from educators who were actively engaged in delivering instruction through the HyFlex (Hybrid and Flexible) learning modality and junior high school students who were experiencing this educational approach. The choice of these respondents was integral to achieving a comprehensive understanding of the research objectives related to the level of convenience, acceptability, and challenges experienced by the learners within the HyFlex context.

Respondents of the Study Tuntungin-Putho Integrated National High School – Los Baños Junior High School Learners	
Respondents	**Number of Respondents**
Grade 7	50
Grade 8	50
Grade 9	50
Grade 10	50
Total	**200**

Respondents of the Study Tuntungin-Putho Integrated National High School – Los Baños Teachers	
Respondents	**Number of Respondents**
Teachers	35
Total	**35**

Research Instrument : The research relied on a survey questionnaire as the exclusive tool for collecting data. This method was selected for its effectiveness in acquiring quantitative data and offering a systematic format to solicit responses from junior high school teachers and students from Tuntungin-Putho Integrated National High School – Los Baños. The questionnaire was carefully designed to explore key aspects of the research, including the level of convenience perceived by teachers, the acceptability of the HyFlex learning modality, and the challenges experienced by the students.A 4-point Likert scale was employed in the survey questionnaire to measure the participants' responses. This scale allowed for a nuanced assessment, enabling respondents to express their opinions on a spectrum ranging from strongly disagree to strongly agree. The Likert scale provided a standardized and easily interpretable format, facilitating the quantification of perceptions and attitudes toward HyFlex learning. Each point on the scale was assigned a numerical value, enabling statistical analysis of the collected data.

The study utilized the following research instruments:
1. **Survey Questionnaires**. This was the primary instrument used to gather the needed data based on the sub-problems in Chapter 1. The following are the parts:

+ **Profile of the Respondents** This was used to generate data as to the demographic characteristics of the respondents in terms of age, sex, and their years of teaching for teachers and grade level for learners.
+ **Level of Convenience** This was used to generate data on the convenience of the teachers using hyflex modality.
+ **Acceptability of HyFlex** This was used to gather data on the acceptability of the learners using hyflex modality.
+ **Challenges Experienced** This was used to gather data on the challenges experienced by the learners using hyflex modality.

The study employed a researcher-made questionnaire as a primary data collection tool. This custom-designed questionnaire had been meticulously crafted by the researchers to gather specific and targeted information related to the level of convenience for teachers, the acceptability, and the challenges experienced by the learners in the Hyflex learning modality. The questionnaire was structured to elicit quantitative data, aligning with the correlational-quantitative research method chosen for this study.

Through carefully formulated questions, the researcher aimed to capture nuanced insights from both teachers and learners, providing a comprehensive understanding of their experiences within the Hyflex learning environment. The use of a researcher-made questionnaire ensured that the study addressed its unique research questions, tailoring the data collection instrument to the specific dynamics of the Hyflex model. Before the survey questionnaires were distributed, rigorous validity and reliability testing were conducted to ensure the robustness and accuracy of the instrument.. Content validity was ensured by aligning the questionnaire items with the specific research objectives. Additionally, expert reviews and pilot testing were employed to refine the clarity and relevance of the questions. Reliability testing, such as the calculation of internal consistency using measures like Cronbach's alpha, was conducted to assess the questionnaire's stability and consistency in measuring the intended constructs. These stringent testing procedures aimed to enhance the credibility of the survey instrument and strengthen the validity and reliability of the study's findings.

Data Gathering Procedure: The initiation of this study was preceded by a formal request for permission and endorsement from the School Head of the private educational institution under investigation. This crucial step aimed to establish ethical and procedural integrity, ensuring that the research aligned with the school's policies and guidelines. Seeking official approval from the School Head not only demonstrated respect for institutional protocols but also underscored the commitment to conducting the study responsibly. The endorsement served as a testament to the study's legitimacy and adherence to ethical standards, fostering a collaborative and supportive environment for the research within the private school setting. Once ethical clearance was obtained, the researchers proceeded with the distribution of the survey questionnaires. A stratified random sampling technique was employed to select a representative sample of high school teachers and students. Selected participants were contacted in advance, and permissions were sought from the school administrator to conduct the survey. Informed consent was obtained from both teachers and students before their participation, ensuring their understanding of the research purpose, voluntary participation, and confidentiality of their responses.

The survey questionnaires, designed to explore the level of convenience, acceptability, and challenges experienced by the learners within the HyFlex learning modality, were distributed electronically to facilitate efficient and widespread data collection. The survey link was sent to the selected participants via email, and instructions for completion were provided. Reminders were sent to encourage participation and increase response rates. The researchers set a specific timeframe for the completion of the surveys to manage data collection efficiently. Before the full-scale distribution, a pilot test was conducted with a small group of participants to identify any potential issues with the clarity or wording of the survey questions. Following the data collection period, the collected responses underwent thorough scrutiny for completeness and accuracy. The quantitative data gathered through the Likert scale responses were then subjected to statistical analyses to draw meaningful conclusions regarding the perceptions and experiences of junior high school teachers and students in Tuntungin-Putho Integrated National High School – Los Baños regarding the HyFlex learning modality.

Plan for Data Analysis : The data collected from the survey questionnaires underwent a systematic and rigorous analysis to derive meaningful insights into the perceptions and experiences of junior high school teachers and students regarding the HyFlex learning modality in Tuntungin-Putho Integrated National High School – Los Baños.

Descriptive Statistics- The initial phase of data analysis involved the calculation of descriptive statistics. This included computing measures such as mean, and standard deviation for each relevant variable. Descriptive statistics provided an overview of the central tendencies and variability of responses, offering a preliminary understanding of the data.

Correlational Analysis- To explore relationships between variables, correlational analysis was employed. The study aimed to investigate correlations between the perceived level of convenience for teachers, the acceptability of the HyFlex modality, and the challenges experienced by the students. Pearson's correlation coefficient were utilized to assess the strength and direction of these relationships.

Ethical Considerations : One paramount ethical consideration in this study involved obtaining informed consent from all participants. Prior to their involvement, junior high school teachers and students were provided with detailed information regarding the research purpose, procedures, and potential risks and benefits. They were clearly informed about their right to withdraw from the study at any point without facing any consequences. Consent forms were distributed, and participants were required to provide explicit agreement before taking part in the survey.

Ensuring informed consent upheld the principles of autonomy and respect for individuals' rights, ensuring that participants engaged in the research willingly and with a clear understanding of the study's objectives. The researcher ensured that anonymity and confidentiality of the respondents were considered and put in place.Preserving the confidentiality and anonymity of participants was crucial to protect their privacy. The survey responses were treated with the utmost confidentiality, and any identifying information was carefully guarded. Data collected was anonymized, with participants referred to by codes or identifiers rather than their names. Only the research team had access to the raw data, and any published or shared results aggregated responses to prevent the identification of individual participants. This commitment to confidentiality fostered trust among participants, encouraging open and honest responses while safeguarding their personal information. The research team was committed to ensuring the well-being of participants throughout the study. Efforts were made to minimize any potential discomfort or harm resulting from survey participation. The collected data were securely stored on password-protected servers, and only authorized members of the research team had access. Data were used exclusively for research purposes, and any reports or publications presented aggregated findings rather than individual responses. This ethical approach aligned with the principle of beneficence, prioritizing the welfare of participants and safeguarding their data from unauthorized access or use. The study adhered to legal and institutional guidelines regarding data security and ethical research practices.

IV.   PRESENTATION, INTERPRETATION, AND ANALYSIS OF DATA

This chapter presents data, analysis, and interpretation of "Level of Convenience to Teachers, Acceptability, and Challenges Experienced by the Learners on HyFlex (Hybrid and Flexible) Learning Modality."This study seeks these precise goals. (a) To assess the level of convenience to teachers in managing this learning modality; (b) to determine the acceptability of learners on this approach of learning process; and (c) to assess the challenges experienced by the learners during the HyFlex learning modality.

Statement of the Problem
1. What is the level of convenience for the teachers in managing HyFlex learning modality?
2. What is the level of acceptability of the learners in using HyFlex learning modality?

3. How often do learners experienced the challenges in terms of:

- Study habits
- Technology and
- Socialization

4. Is there a significant correlation between the level of convenience of teachers and acceptability of the learners in using HyFlex learning modality?
5. Is there a significant correlation between the level of convenience of teachers and challenges experienced by the learners in using HyFlex learning modality?
6. Is there a significant correlation between the level of acceptability and challenges experienced by the learners in using HyFlex learning modality?
7. What model exemplars can be developed to enhance the implementation of the HyFlex Learning Modality?

Presentation, Interpretation, and Analysis of Data
1. What is the level of convenience for the teachers in managing HyFlex learning modality?

Table 1
Assessment of the Level of Convenience to Teachers in Managing HyFlex Learning Modality.

Indicator	Mean	Interpretation
1. deliver the lessons on a regular basis with in-person, online or modular students.	3.200	Convenient
2. accommodate lesson planning to the diverse needs of students, whether they engage in-person, online, or through modular learning.	3.086	Convenient
3. prepare learning materials for in-person, online, or modular modality.	3.371	Convenient

Indicator	Mean	Interpretation
4. monitor in-person, online, or modular modalities of learning to identify students who struggle in completing learning activities.	2.971	Convenient
5. attend to the learning needs and situations of in-person, online or modular students.	3.086	Convenient
6. communicate as needed with in-person, online, or modular students about course progress and changes via email, LMS, etc.	3.114	Convenient
7. provide learners' academic needs with in-person, online, or modular learning modalities.	3.114	Convenient
8. check the activities – written works, performance task, etc. of the learners whether in-person, online, or modular modality.	3.200	Convenient
9. evaluate the in-person, online, or modular students fairly.	3.086	Convenient
10. track the academic progress of learners whether in-person, online, or modular student.	3.200	Convenient
General Assessment	**3.143**	**Convenient**

Legend: 1.00 – 1.74 Not Convenient; 1.75 – 2.49 Moderately Convenient; 2.50 – 3.24 Convenient; 3.25 – 4.00 Very Convenient

Table number 1 reveals the level of convenience for teachers in managing the HyFlex learning modality. The data shows that most teachers are more convenient in preparing learning materials for in-person, online, or modular modality has mean of 3.371 followed by deliberation of the lessons on a regular basis, checking the activities (written works, performance tasks, etc.) of the learners, and tracking the academic progress of learners, whether in-person, online, or modular learners with mean of 3.200. In the third group, providing learners' academic needs and communicating as needed with in-person, online, or modular students about course progress and changes via email, LMS, etc. with mean of 3.114, next are accommodating lesson planning to the diverse needs of students, attending to the learning needs and situations, and evaluating the in-person, online, or modular students fairly with the mean of 3.086 and the least is monitoring in-person, online, or modular modalities of learning to identify students who struggle in completing learning activities with mean of 2.971.

In general, teachers showed a mean of 3.143 interpreted as convenience in using the HyFlex learning modality; although gathering data has a range from highest to lowest, all interpretations land on a convenient level. They can handle the change of modality from in-person, online, or modular modality based on the needs of learners. It is convenient for teachers to utilize HyFlex learning modality.The result is supported by the study of Nweke et al., (2022) when he underscores that educators contemplating the incorporation of HyFlex into their teaching methods. Despite challenges faced by online attendees, such as connectivity issues and mastering certain Zoom features, students acknowledged and appreciated the flexibility offered by the HyFlex approach. This study thus underscores HyFlex as a promising teaching methodology. (Nweke et al., 2022)

2.   What is the level of acceptability of the learners in using HyFlex learning modality?

Table 2
Assessment on the Level of Acceptability of the Learners in Using HyFlex Learning Modality

Indicator	Mean	Interpretation
1. attend class and catch-up in lessons whether in-person, online class, or modular.	2.830	Acceptable
2. adapt with lessons and fulfill academic requirements whether in-person, online, or modular.	2.770	Acceptable
3. get appropriate learning materials for in-person, online, or modular students.	2.795	Acceptable

4. submit tasks and activities on or before the deadline whether in-person, online or modular student	2.915	Acceptable
5. attend by teachers the learners needs and situations of in-person, online, or modular students.	2.760	Acceptable
6. communicate as needed whether in-person, online, or modular to your teachers about course progress and changes via email, LMS, etc.	2.810	Acceptable
7. be guided by teachers in academic needs with in-person, online or modular modality.	2.945	Acceptable
8. submit all activities, homework, and projects whether in-person, online or modular	2.950	Acceptable
9. receive fair grades from teachers whether in-person, online or modular.	2.920	Acceptable
10. update to the academic progress whether in-person, online or modular student.	2.820	Acceptable
General Assessment	**2.852**	**Acceptable**

***Legend**: 1.00 – 1.75 Not Acceptable; 1.76 – 2.50 Moderately Acceptable; 2.51 – 3.25 Acceptable; 3.26 – 4.00 Very Acceptable*

The table number 2 presents the acceptability of learners in using HyFlex learning modality, the gathered data shows that most accepted of learners is the submitting all activities, homework, and projects whether in-person, online or modular with mean of 2.950, followed by being guided by teachers in academic needs with mean of 2.945, receiving fair grades from teachers with mean of 2.920, submitting tasks and activities on or before the deadline with the mean of 2.915, attending class and catch-up in lessons with mean of 2.830, updating to the academic progress with mean of 2.820, communicating as needed to teachers with the mean of 2.810, getting appropriate learning materials with mean of 2.795, adapting with lessons and fulfill academic requirements whether in-person, online, or modular with mean of 2.770 and the least acceptable of learners is attending by teachers the learners needs and situations of in-person, online, or modular with the mean of 2.760. Based on the data gathered, the HyFlex learning modality is accepted by the learners. Generally, all indicators are acceptable with the mean of 2.852 in general assessment. Learners can also adjust to the learning modalities depending on the needs of the situation. The focus shifted to evaluating student satisfaction and academic performance within the HyFlex framework, specifically analyzing the impact of different interface designs on online discussion platforms. The study revealed a nuanced correlation: while varied interface designs significantly influenced academic achievements in online discussions, the overall satisfaction levels of students with the courses remained relatively unaffected. (Chen, 2022)

3.   How often do learners experience challenges in Hyflex learning modality in terms of:

Table 3

STUDY HABITS	Mean	Interpretation
1. Engagement to the class	3.030	Often
2. Effectiveness of the lesson	3.240	Often
3. Complying with the activities	3.070	Often
General Assessment	**3.113**	**Often**

TECHNOLOGY	Mean	Interpretation
1. Availability of gadget/s and other learning materials	2.995	Often

2. Internet/data connection		3.065	Often
3. Computer literate		2.810	Often
	General Assessment	**2.957**	**Often**

SOCIALIZATION		**Mean**	**Interpretation**
1. Confidence in class		3.070	Often
2. Connection with teachers and classmates		3.200	Often
3. Collaboration of ideas		3.115	Often
	General Assessment	**3.128**	**Often**

Legend: *1.00 – 1.75 Never; 1.76 – 2.50 Sometimes; 2.51 – 3.25 Often; 3.26 – 4.00 Always*

Table number 3 shows the challenges experienced by the learners in using the HyFlex learning modality. The most common challenges experienced by the learners are socialization with mean of 3.128 with the sub-challenges of connecting with teachers and classmates with mean of 3.200, collaborating on ideas with mean of 3.115 and confidence in class with mean of 3.070, next are study habits with mean of 3.113 with sub-challenges of effectiveness of the lesson with the mean of 3.240, complying with the activities mean of 3.070 and engagement in the class with mean of 3.030 and the least is technology with the mean of 2.957 with sub-challenges of internet/data connection with mean of 3.065 availability of gadgets and other learning materials with mean of 2.995 and computer literacy with the mean of 2.810. Study habits has a general assessment with the mean of 3.113, while the socialization has mean of 3.128 and the technology has the mean of 2.957. Those are the challenges experienced by the learners in using the HyFlex learning modality; in this case, we know that we can encounter challenges like those mentioned above. Addressing these conflicts requires proactive strategies from educators and schools.

(Mangaoil's 2018) the research delved into the multifaceted nature of student learning. The study aimed to identify various psychological factors, such as study habits, attitudes, and methods, influencing the academic performance, the findings highlighted the students' prompt completion of academic assignments and their ability to remain focused, devoid of unnecessary delays and distractions. Moreover, students exhibited academic drive, indicating their persistence and determination to succeed in their academic endeavors.

4. Is there a significant correlation between the level of convenience of teachers and acceptability of the learners in using HyFlex learning modality?

Table 4
Significant Correlation Between the Level of Convenience to Teachers and the Acceptability of the Learners in using HyFlex Learning Modality

	Mean	**Standard Deviation**	**Computed R**	**Interpretation**	**P value**	**Decision**
Level of Convenience	3.1429	0.107				
			-0.237	Low Inverse Correlation	0.511	Not Significant
Level of Acceptability	2.8515	0.073				

Level of Significance p<0.05

Table 4 reveals that there is no significant correlation between the level of convenience for teachers and the acceptability of the learners in using the HyFlex learning modality. The level of convenience for teachers gathered

(M=3.1429, SD=0.107, CR=-0.237, PV=0.511) has a low inverse correlation, and the level of acceptability for learners with (M=2.8515, SD=0.073, CR=-0.237, PV=0.511) also has a low inverse correlation, which is why the decision will not be significant.

In short, the two variables have no bearing on using the HyFlex learning modality; it's essential to consider individual preferences, needs, and challenges when implementing and assessing the effectiveness of this

modality. The concept of the HyFlex learning modality, as described by Ndlovu and Merisi (2022), involves a teaching and learning approach that integrates various instructional platforms, enabling both physical and epistemological access to knowledge.

5. Is there a significant correlation between the level of convenience of teachers and challenges experienced by the learners in using HyFlex learning modality?

Table 5
Significant correlation between the level of convenience to teachers and challenges experienced by the learners in using HyFlex learning modality.

	Pearson Correlation	Interpretation	P value	Int
Study Habits	0.433	Moderate Correlation	0.000**	Significant
Technology	0.418	Moderate Correlation	0.000**	Significant
Socialization	0.419	Moderate Correlation	0.000**	Significant

**significant at p<0.01
Legend to interpret Pearson r: 0.00 No correlation; ±0.01 to ± 0.20 Very weak [(-)inverse] Correlation; ±0.21 to ±0.40 Weak [(-)inverse] Correlation; ± 0.41 to ±0.70 Moderate [(-)inverse] Correlation; ±0.71 to 0.90 Strong [(-)inverse]Correlation; ±0.91 to ±0.99 Very Strong [(-) inverse] Correlation; ±1.00 Perfect[(-)inverse] Correlation

On table number 5, it is presented that there is a significant correlation between the level of convenience for teachers and the challenges experienced by the learners with a moderate correlation when using the HyFlex learning modality. The highest will be study habits with (PC=0.433, PV=0.000**), followed by socialization, it has (PC=0.419, PV=0.000**) and the least is technology with (PC=0.418, PV=0.000**), based on the data gathered, all of the results are significant with a moderate correlation. In general, it has an impact on how teachers deliver their lessons because of the challenges experienced by the learners. It starts with their study habits, socialization, and, of course, technology. Though HyFlex is convenient to teachers, student experience challenges in complying with the requirements and deliverables given by the teachers. They experiences coping with change of modality and how they will adjust their study habits, how they will use technology and how they will socialize with their classmates and teachers.

The concept of the HyFlex learning modality, as described by Ndlovu and Merisi (2022), involves a teaching and learning approach that integrates various instructional platforms, enabling both physical and epistemological access to knowledge.

6. Is there a significant correlation between the level of acceptability and challenges experienced by the learners in using HyFlex learning modality?

Table 6
Significant Correlation Between the Level of Acceptability and Challenges Experienced by the Learners in Using HyFlex Learning Modality

	Pearson Correlation	Interpretation	P value	Int
Study Habits	0.457	Moderate Correlation	0.000**	Significant
Technology	0.375	Weak Correlation	0.000**	Significant
Socialization	0.419	Moderate Correlation	0.000**	Significant

**significant at p<0.01
Legend to interpret Pearson r: 0.00 No correlation; ±0.01 to ± 0.20 Very weak [(-)inverse] Correlation; ±0.21 to ±0.40 Weak [(-)inverse] Correlation; ± 0.41 to ±0.70 Moderate [(-)inverse] Correlation; ±0.71 to 0.90 Strong [(-)inverse]Correlation; ±0.91 to ±0.99 Very Strong

[(-)inverse] Correlation; ±1.00 Perfect[(-)inverse] Correlation

Table 6 shows that there is a significant relationship between the acceptability and challenges experienced by the learners, with a weak correlation in technology with (PC=0.375, P=0.000**) when using the HyFlex learning modality. As in Table 6, both study habits and socialization has moderate correlation in using HyFlex learning modality, study habits will be the first with (PC=0.457, P=0.000**), followed by socialization (PC=0.419, P=0.000**) . All of the above-mentioned are significant, but technology has a weak correlation, while the study habits and socialization have moderate correlation.

To sum it up, the HyFlex learning modality is accepted by the learners, and they experience in coping with the demands on their study habits, technology, and socialization.These studies collectively contribute to the evolving discourse surrounding HyFlex learning, exploring its challenges, successes, and the crucial role of effective pedagogy in shaping the future of education. HyFlex learning grants students the freedom to choose when and how they engage in a course, offering unprecedented flexibility (Chen, 2022). Chen's study, using an exploratory mixed-method approach, delves into students' satisfaction levels and academic performance, scrutinizing different interface designs for online discussions in HyFlex courses (Chen, 2022).

7. What model exemplars can be developed to enhance the implementation of the HyFlex Learning Modality?

HyFlex Learning Modality Lesson Exemplar (Filipino)

TALA SA PAGTUTURO	Paaralan	TPINHS	Baitang	10
	Guro	Jervin M. Moldez	Antas	JHS
	Petsa	Marso 14, 2024	Markahan	Ikatlo
	Oras	3:15 -4:00 n.h.	Bilang ng Araw	1

I. LAYUNIN	Sa katapusan ng aralin ang mga mag-aaral ay inaasahang: 1. Natutukoy ang pagkakaiba ng tuwiran at di-tuwirang pahayag na mababasa sa sanaysay. 2. Nakasusulat ng isang sanaysay na mayroong angkop na tuwiran at di-tuwirang pahayag. 3. Naisasabuhay ang pagpapahalaga sa ating sariling wika.		
Paraan para maabot ang layunin	Face-to-face	Synchronous Online	Asynchronous Modular
	Pag gabay ng guro sa mga mag-aaral sa silid aralan.	Pag gamit ng LMS katulad ng gforms/msteams etc. sa pag gabay sa mga mag-aaral.	Pag gamit ng module sa pag gabay sa mag-aaral.
A. Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa kultura at panitikan natin at ibang bansa.		
B. Pamantayan sa Pagganap	Ang mga mag-aaral ay nakapaghihinuha ng kanilang pansariling kaisipan o opinion batay sa kanilang mababasang akda.		
C. Pinakamahalagang Kasanayan sa Pagkatuto (MELC)	- Naipaliliwanag ang mga likhang sanaysay batay sa napakinggan. **F10PN-IIIf-g-80** - Naibibigay ang katumbas na salita ng ilang salita sa akda. **F10PT-IIIf-g-80** - Nagagamit ang angkop na mga tuwiran at di-tuwirang pahayag		

	sa paghahatid ng mensahe. **F10WG-IIIf-g-75**
II. NILALAMAN	- Sanaysay Ako ay Ikaw ni Hans Roemar T. Salum - Tuwiran at di-tuwirang pahayag
III. KAGAMITANG PANTURO	
A. Mga Sanggunian	Filipino 10 Panitikang Pandaigdig Modyul para sa Mag-aaral

Panitikan

1. Talas-Salitaan 2. Magbasa tayo!	20 Minuto	Ibibigay ang tamang kahulugan ng mga salita at gagamitin ito sa pangungusap Basahin ang isang sanaysay na "Ako ay Ikaw" ni Hans Roemar T. Salum at sagutan ang mga katanungan tungkol sa nabasang akda. Ibabahagi ito sa klase.	Ibibigay ang tamang kahulugan ng mga salita at gagamitin ito sa pangungusap Basahin ang isang sanaysay na "Ako ay Ikaw" ni Hans Roemar T. Salum at sagutan ang mga katanungan tungkol sa nabasang akda. Ibabahagi ito sa klase.	Isulat sa kuwaderno ang tamang kahulugan ng mga salita at gamitin ito sa pangungusap Basahin ang isang sanaysay na "Ako ay Ikaw" ni Hans Roemar T. Salum at sagutan ang mga katanungan tungkol sa nabasang akda.
				Isulat ito sa kuwaderno.

a. Mga Pahina sa Gabay ng Guro	Pahina 269 – 272	
b. Mga Pahina sa Kagamitang Pangmag-aaral	Pahina 269 – 272 Sipi ng akda Module	
c. Mga Pahina sa Teksbuk	Pahina 269 – 272	
B. Listahan ng mga Kagamitang Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan	*powerpoint presentation* *instructional material* *video* larawan module Online learning platform	

Lokasyon

Face-to-face: TSL Building room 4
Synchronous (online): Online link
Asynchronous (module): Module

Balik-Aral

Activity	Time	Face-to-face	Synchronous Online	Asynchronous Modular

Determine the following:	- What did the learners achieve after the lesson? - What challenges are experienced by the learners? - What adjustment of teachers can apply to address the issue? - Assess the learner's capacity and needs on the learning modality.			
Reflection				
Post lesson notes evaluating the effectiveness of the lesson along with notes regarding changes or adjustments to make in the future delivery of the lesson.	Face-to-face – Synchronous (Online class) – Asynchronous (Modular) –			

Katotohanan o Opinyon mula sa Talumpati ni Nelson Mandela	5 minuto	Pagsasagot ng mga mag-aaral sa mga pahayag kung katotohanan o opinyon	Pagsasagot ng mga mag-aaral sa mga pahayag kung katotohanan o opinyon gamitn ang online platform	Pagsasagot ng mga mag-aaral sa mga pahayag kung katotohanan o opinyon sa module
Talakayan				
Activity	Time	Face-to-face	Synchronous Online	Asynchronous Modular
Pagganyak Mga salita na may kaugnayan sa sanaysay	5 minuto	Magtatala sa pisara ng mga salita na kaugnay ng sanaysay	Magtatala sa kuwaderno ng mga salita na kaugnay ng sanaysay	Magtatala sa kuwaderno ng mga salita na kaugnay ng sanaysay

Gramatika				
3. Pagtalakay sa Aralin		Pagtalakay sa paksang sanaysay at tuwiran at di-tuwiran sa klase.	Pagtalakay sa paksang sanaysay at tuwiran at di-tuwiran gamit ang gmeet/zoom.	Pagbabasa sa paksang sanaysay at tuwiran at di-tuwiran sa iyong module.
Pangkatang Gawain	10 minuto	Pagsasama-sama ng bawat pangkat. Gamit ang larawang mapipili, gumawa ng sanaysay at magbigay ng angkop na sariling kaisipan o opinyon at ibahagi ito sa klase. Limitahan ito mula 3 - 5 opinyon. Sundan ang gabay para sa mahusay na pag-gawa.	Pagpasok sa breakout room ng magkakapangkat. Gamit ang larawang mapipili, gumawa ng sanaysay at magbigay ng angkop na sariling kaisipan o opinyon at ibahagi ito sa klase. Limitahan ito mula 3 - 5 opinyon. Sundan ang gabay para sa mahusay na pag-gawa.	Pag-uusap sa pamamagitan ng text o group chat ng magkakapangkat. Gamit ang larawang mapipili, gumawa ng sanaysay at magbigay ng angkop na sariling kaisipan o opinyon. Limitahan ito mula 3 - 5 opinyon. Sundan ang gabay para sa mahusay na pag-gawa

III. LEARNING RESOURCES	
A. References	LeaP
a. Teacher's Guide Pages	LeaP
b. Learner's Material Pages	LeaP
c. Textbook Pages	LeaP
B. List of Learning Resources for Development and Engagement Activities	*powerpoint presentation* *instructional material* *video* *pictures* *module* *Online learning platform*

Location	
Face-to-face: TSL Building room 4 Synchronous (online): Online link Asynchronous (module): Module	

Review				
Activity	Time	Face-to-face	Synchronous Online	Asynchronous Modular
To honor and to love our country are noble acts that should be instilled in young minds like you. Ez Mil, a Philippine-born rapper, takes pride on the lyrics of *"Panalo"* which shows his love of country.	5 mins.	Listening to the music and realize the beauty and grandeur of our country. As you read the lyrics, take notice of our uniqueness as a nation.	Using the LMS listen to the music and realize the beauty and grandeur of our country. As you read the lyrics, take notice of our uniqueness as a nation.	Using the recorded or downloaded music, listen to the music and realize the beauty and grandeur of our country. As you read the lyrics, take notice of our uniqueness as a nation

HyFlex Learning Modality Lesson Exemplar (English)

Lesson Exemplar	School	TPINHS	Grade	7
	Teacher	Jervin M. Moldez	Level	JHS
	Date	March 15, 2024	Quarter	Third
	Time	3:15 –4:00 pm	No. Of Days	1

I. OBJECTIVES	At the end of the period the learners are expected to: 1. Identify the figurative language and imagery used in the poem, 2. Explain how a selection may be influenced by culture, history, environment, or other factor, and 3. Show understanding of the poem through creative activity.		
To reach the objectives	Face-to-face	Synchronous Online	Asynchronous Modular
	The teacher will guide the students in the classroom.	Using LMS like gforms/msteams etc. to guide students.	Using modules to guide learners.
A. Content Standards	The learner demonstrates understanding of; Philippine literature in the Period of Emergence as a tool to assert one's identity; strategies in listening to and viewing of informative and short narrative texts; word relationships and associations; informative speech forms; and use of direct/reported speech, passive/active voice, simple past and past perfect tenses, and sentence connectors.		
B. Performance Standards	The learner transfers learning by: showing ways of asserting one's identity; comprehending informative and short narrative texts using schema and appropriate listening and viewing strategies; expressing ideas, opinions, and feelings through various formats; and enriching written and spoken communication using direct/reported speech, active/passive voice, simple past and past perfect tenses and connectors correctly and appropriately.		
C. Most Essential Learning Competencies (MELC)	Explain how a selection may be influenced by culture, history, environment, or other factors. EN7LT-IV-h-3		
II. CONTENT	- I Am Proud to be A Filipino by Toribia A. Mano - Figurative Languageand Imagery		

Pagtataya Tuwiran at Di Tuwiran	5 minuto	Panuto: Uriin kung tuwiran o di tuwiran ang pahayag na ginamit at isulat ang iyong patunay. Gawin ito sa ¼ na bahagi ng papel at iwasto pagkatapos	Panuto: Uriin kung tuwiran o di tuwiran ang pahayag na ginamit at isulat ang iyong patunay. Gamitin ang gform/msteams sa pagsasagot	Panuto: Uriin kung tuwiran o di tuwiran ang pahayag na ginamit at isulat ang iyong patunay. Gamitin ang module sa pagsasagot
Takdang Aralin Basa-Larawan		Sa isang buong papel, gumawa ng isang sanaysay patungkol sa wikang Ingles o wikang Filipino. Ang gagawing sanaysay ay naglalaman ng tuwiran at di-tuwirang pahayag, nasasa-iyong perspektibo anong wika ang pipiliin, dapat ito ay tuluyan, mayroong 10-15 pangungusap. Sundan ang gabay sa pag gawa ng sanaysay.		
Note				

Discussion				
Activity	Time	Face-to-face	Synchronous Online	Asynchronous Modular
Pagganyak To honor and to love our country are noble acts that should be instilled in young minds like you. Ez Mil, a Philippine-born rapper, takes pride on the lyrics of *"Panalo"* which shows his love of country.	5 mins.	Listening to the music and realize the beauty and grandeur of our country. As you read the lyrics, take notice of our uniqueness as a nation.	Using the LMS listen to the music and realize the beauty and grandeur of our country. As you read the lyrics, take notice of our uniqueness as a nation.	Using the recorded or downloaded music, listen to the music and realize the beauty and grandeur of our country. As you read the lyrics, take notice of our uniqueness as a nation

Literature				
1. Vocabulary 2. Let's Read!	20 mins	Give the correct meaning of the given words and use them in a sentence in the blackboard. Read the poem , then find out the reasons why the author is	Give the correct meaning of the given words and use them in a sentence using LMS. Read the poem , then find out the reasons why the author is proud	Write it on your notebook. Give the correct meaning of the given words and use them in a sentence. Read the poem , then find out the reasons why the
		proud to be a Filipino. Are you both proud for the same reason? **I Am Proud to be A Filipino** by Toribia A. Mano	to be a Filipino. Are you both proud for the same reason? **I Am Proud to be A Filipino** by Toribia A. Mano	author is proud to be a Filipino. Are you both proud for the same reason? **I Am Proud to be A Filipino** by Toribia A. Mano

Grammar				
3. Lesson Proper		Discussion about the Figurative Language and Imagery in classroom.	Discussion about the Figurative Language and Imagery in LMS.	Read and understand the Figurative Language and Imagery in module.
Group Activity	10 mins.	Merging of each group. Every group is given a different task. They have 5 minutes to finish the activity; follow the rubrics for a better presentation. The output will be presented in the class.	Entering of each group on their breakout room. Every group is given a different task. They have 5 minutes to finish the activity; follow the rubrics for a better presentation. The output will be presented in the online class.	Communicating of each group using texts/group chats, etc. Every group is given a different task. They have 5 minutes to finish the activity; follow the rubrics for a better presentation. The output will be presented when we return to face-to-face classes.

Evaluation Figurative and Imagery	5 mins.	Direction: Choose the letter of the phrase that completes the sentence. Answer it on 1/2 crosswise, and we'll check right after.	Direction: Choose the letter of the phrase that completes the sentence. Answer it using gform/msteams.	Direction: Choose the letter of the phrase that completes the sentence. Answer it using your module.
Assignment Creative Writing		On a short piece of bond paper, picture three different spots or scenarios in our school that you love the most. Give a brief explanation using figures of speech and imagery. Refer to the rubrics for the scoring of your output.		

Note				
Determine the following:	- What did the learners achieve after the lesson? - What challenges are experienced by the learners? - What adjustment of teachers can apply to address the issue? - Assess the learner's capacity and needs on the learning modality.			

Reflection				
Post lesson notes evaluating the effectiveness of the lesson along with notes regarding changes or adjustments to make in the future delivery of the lesson.	Face-to-face – Synchronous (Online class) – Asynchronous (Modular) –			

conclusions drawn or implications, and the recommendations made as an outgrowth of this study. This study was conducted at Tuntungin-Putho Integrated National High School to measure the level of convenience to teachers, acceptability, and challenges experienced by the learners in using the HyFlex (Hybrid and Flexible) learning modality.

Summary : This study determined the level of convenience for teachers in handling face-to-face, online, or modular modalities, how students accepted them, and what challenges they could experience in this kind of learning modality.

This study utilized a correlational research design. A correlational-quantitative approach involves collecting numerical data, allowing for objective measurement of variables. The main source of the data gathering was a survey questionnaire, which was self-made by the researcher, validated to ensure the robustness and accuracy of the instrument, and statistically treated by systematic and rigorous analysis to derive meaningful insights into the perceptions and experiences of the respondents.   The outcome demonstrates that teachers find the HyFlex learning modality to be convenient in terms of convenience. Depending on the demands of the students, they can manage switching between in-person, online, or modular learning environments. The learners have accepted the HyFlex learning modality, according to the data collected. In general, every indication is valid. In accordance with the demands of the circumstance, learners can also adapt to the learning modalities. The challenges experienced by the learners using the HyFlex learning modality face include study habits, technology, and socialization; in this instance, we are aware that difficulties similar to those listed above may arise. In order to resolve these issues, schools and educators must take the initiative to addressed it, a model exemplar created for the guidance of teachers and learners using the HyFlex learning modality.

Findings
Based on the data gathered, the findings of the study were as follows:

1. The level of convenience to teachers in managing HyFlex learning modality is found to be convenient to teachers. They can handle the change of modality from in-person, online, or modular modality based on the needs of learners. It is convenient for teachers to utilized HyFlex learning modality.
2. It is acceptable for the learners to use the HyFlex learning modality. in general assessment, learners can also adjust to the learning modalities depending on the needs of the situation.
3. The common challenges that the learners experience in using HyFlex learning modality are socialization, study habits, and technology. Those are the challenges experienced by the learners in using the HyFlex learning modality.
4. The level of convenience to teachers and the acceptability of learners in HyFlex learning modality is not significant with low inverse correlation. It's essential to consider individual preferences, needs, and challenges when implementing and assessing the effectiveness of this modality.
5. It has significant correlation between the level of convenience to teachers and challenges experienced by the learners in using HyFlex learning modality with moderate correlation. Though HyFlex is convenient to teachers, student experience challenges in complying with the requirements and deliverables given by the teachers.
6. Level of acceptability and challenges experienced by the learners has a significant correlation with weak correlation in technology and moderate correlation in study habits and socialization. Learners experiencing challenges in coping with the demands on their study habits, technology, and socialization in using HyFlex learning modality.
7. A lesson exemplar created for teachers to guide the learners in using HyFlex learning modality.

Conclusions
Based on the aforementioned findings, the investigation has drawn the following conclusions:

1. **Level of Convenience to Teachers in Using HyFlex Learning Modality**
   All things considered, teachers find HyFlex modalities convenient because they allow for delivery flexibility, make use of remote teaching tools, encourage personalized learning, make time management easier, give access to resources, present opportunities for professional development, and improve work-life balance.

2. **Acceptability of Learners in Using HyFlex Learning Modality**
   The positive aspects of flexibility, accessibility, personalization, technological integration, engagement, adaptation, and future skill preparation are what ultimately promote learners' acceptability of HyFlex modalities. By empowering students to take responsibility for their education, these modalities promote a more dynamic, inclusive atmosphere for learning.

3. **Challenges Experienced by the Learners in Using HyFlex Learning Modality**
   Proactive measures are required to address these issues, like offering digital literacy skills orientation sessions, offering technical support, creating a sense of community through online forums and virtual events, putting motivation and engagement strategies into practice, and creating inclusive assessments that consider a variety of

learning contexts and needs. Teachers may build more accommodating and productive hybrid and flexible learning environments for all students by acknowledging and resolving these issues.

4. **Significant Correlation between the Level of Convenience to Teachers and Acceptability of the Learners in Using HyFlex Learning Modality**
The level of convenience for teachers and the degree to which students find hybrid and flexible learning modalities acceptable may not directly and significantly correlate, but each component plays a separate role in the overall efficacy and success of these modalities.

5. **Significant Correlation between the Level of Convenience to Teachers and Challenges Experienced by the Learners in Using HyFlex Learning Modality**
The level of convenience for teachers and the difficulties that students have utilizing the HyFlex learning modality are significantly correlated, suggesting that teacher experiences have a direct influence on student experiences. Overall, there appears to be a clear relationship between teachers' experiences and the difficulties that students have when utilizing the HyFlex learning modality, as evidenced by the moderate correlation that exists between the two. In order to guarantee that teachers can successfully apply the HyFlex modality and produce engaging learning experiences for every student, it is imperative that they receive the assistance and tools they need.

6. **Significant Correlation between the Level of Acceptability and Challenges Experienced by the Learners in Using HyFlex Learning Modality**

In fact, there is a significant correlation between learners' difficulties with HyFlex learning modality and the degree of acceptability. The necessity of resolving and reducing problems to achieve a pleasant learning experience is highlighted by the considerable association found between the level of acceptance and the challenges faced by learners. By doing this, educational institutions can improve the general success, engagement, and contentment of their students in flexible and hybrid learning environments.

7. **Model Exemplar to Enhance the Implementation of the HyFlex Learning Modality**
In order to improve the HyFlex learning modality's implementation, a model exemplar must be created that addresses all of the crucial elements required for success. Institutions can improve the HyFlex learning modality's implementation and establish a dynamic, inclusive learning environment that emphasizes flexibility, engagement, and student success by implementing the developed model exemplar.

It might be concluded that utilizing HyFlex learning modality has significant advantages in adapting a wide range of learning preferences, styles, and situations. Hybrid learning gives learners the freedom to work with course materials at their own pace while nevertheless benefiting from in-person interactions with fellow learners and teachers by blending in-person and online components. On the other hand, flexible learning enables learners to access instructional resources from a distance, meeting different times, places, and personal obligations. With this method, students are given the opportunity to take responsibility for their education and learn on their own.
All things considered, the use of HyFlex learning modalities promotes resilience and adaptation in teachers and learners. By integrating conventional teaching techniques with innovative pedagogy and technology, it helps educational institutions reach a wider audience and improves the quality of education overall. To make sure that these modalities effectively satisfy the requirements of all stakeholders and progress inclusive education, it is crucial to continuously assess and enhance methods.

Recommendations

Based on the preceding findings and conclusions, the following recommendations are presented:

1. Even though the HyFlex learning modality is convenient for teachers to use, it is recommended that they know how it operates, how to get support when needed, and how to encourage students' participation and engagement in any modality. For consistency and to expedite the process, utilize online grading and feedback options. Participate in conferences, workshops, and professional development opportunities to learn about the latest developments in HyFlex learning and best practices. To determine areas for improvement, seek students for comments and keep reflecting on your teaching methods. To better serve the needs of your pupils, be willing to modify and improve your strategy.

2. The learners accept that HyFlex is a valid learning medium, and they ought to schedule their time to attend classes, complete assignments, and interact with the online materials. Participate in class discussions, pose questions, and work together with classmates to improve your understanding of the subject matter. Get familiar with using these platforms to communicate with teachers and fellow students, as well as to access course resources. React quickly to changes in the schedule or learning environment by being adaptive and flexible. To get the most out of your education, embrace innovative

   teaching techniques, learning formats, and technologies. Incorporate feedback into your upcoming learning endeavors and use it as a chance for evaluation and personal development. Make self-care and well-being a priority in order to strike a good balance between your personal and academic obligations. Take breaks, practice mindfulness, and seek support from friends, family, and mental health resources when needed.

3. To the challenges experienced of the learners, in terms of socialization It is recommended that teachers organize virtual group activities such online chats, group projects, and cooperative assignments to promote connection and socializing in response to the socialization difficulties faced by the students. Create online study groups where students can get together to talk about the course material, go over concepts again, and help one another learn. Teachers can also encourage students to interact with and learn from their peers by including peer feedback activities in assignments.

   In terms of technology, provide instruction or lessons on how to use the online learning environment, access course materials, take part in online forums, and make efficient use of additional technological resources. help pupils quickly resolve technology-related problems. Include materials and activities that foster digital literacy, such as practicing online etiquette, assessing the reliability of information, and accessing online resources.

   As for the study habits, to assist students in their learning, provide workshops or materials on note-taking methods, reading comprehension approaches, and efficient study habits. Use self-assessment resources, such as tests or tools, to assist students pinpoint their learning styles, areas of strength, and areas for development. This will enable them to modify their study habits in the appropriate ways.

4. Even there is no significant with low inverse correlation between the level of convenience to teachers and acceptability of learners, it is recommended to compare how HyFlex learning are implemented in diverse educational situations, and carry out longitudinal research to monitor changes in learner acceptance and teacher convenience over time. Use a user-centered design methodology to create and enhance HyFlex learning environments. To increase overall happiness and effectiveness, involve teachers and students in the design process, asking for their comments and attending to their requirements and preferences.

5. It has significant with moderate correlation between level of convenience to teachers and challenges experienced by the learners using HyFlex learning modality, it is recommended to design interventions to lessen learner difficulties in the flexible and hybrid learning environment and to make teaching more convenient. Use pre- and post-intervention measures to evaluate the effects of these treatments on the two variables while implementing them in controlled environments. Encourage cooperation between educators, students, administrators, instructional designers, and tech support personnel to solve issues and improve convenience in the context of flexible and hybrid learning.

   Promote multidisciplinary discussion and cooperative problem-solving to establish a more accommodating and adaptable learning environment.

6. It has significance between the level of acceptability and challenges experienced by the learners with weak correlation in technology and moderate correlation in both study habits and socialization. It still recommended to investigate whether this link is mediated by elements like peer relationships, teacher support, high-quality instructional design, or technology infrastructure. Put into practice measures meant to enhance areas that have been identified as major problems while also promoting a productive learning environment. Assess how well these strategies are working to improve learner outcomes and acceptance.

7. It is recommended for schools to use the lesson exemplar designed for HyFlex learning modality, give teachers thorough training and opportunities for professional growth so they can use HyFlex teaching techniques. Provide educators with continuous support, workshops, and seminars to assist them in adjusting

to new pedagogical techniques and technologies. Determine which learning goals, teaching resources, and evaluation techniques are appropriate for in-person, online, or modular instruction. Give learners the tools and support they need to overcome the difficulties that arise with this modality. Inform stakeholders of any changes to the expectations, the learning environment, and the support services that are offered. Assess the efficacy of flexible and hybrid learning modalities on an ongoing basis using data analysis, assessments,

and feedback surveys. Make the necessary changes based on this knowledge to optimize the learning process as a whole.

8. Further studies should be done to include more variables that would conclude and enhance information about Level of Convenience to Teachers, Acceptability, and Challenges Experienced by Learners on HyFlex (Hybrid and Flexible) Learning Modality.

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