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Implications of Flexible Learning to Politics and Economics of Educational Management

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ABSTRACT

This study determined the impact of flexible learning on the politics and economics of educational management. This was conducted to unveil challenges and opportunities encountered by teachers, their implications on the politics and economics of educational administration, and proposed solutions. This was shown on all nine secondary school principals in Zone 3, Division of Catanduanes, Philippines using mixed methods with complete enumeration. The "serious problems" dealt with challenges of the *scarcity of supplies and more time printing* modules (3.67%), monitoring student's learning on the *difficulty in validating performance* (3.89%)*, difficulty in tracking students* (3.78%), and teacher's *health risk* (3.56%); retrieval of modules like *late submission*; checking and evaluating on the *difficulty in validating performance and low passing rate*. For feedbacking, *poor internet connection, and poor parental support. The* opportunities for teachers are *quality time with family, good savings, and sound health, and* very less on developing professionalism like *innovating and improving expertise in ICT*. The conclusions drawn were the majority are "*aged professionals*" who do not prioritize *higher studies*"; 11 years more in service, and most participated in "*division level trainings*" only. The *impact* on economics reveals a scarcity of

resources that caused teachers to spend personal money; capital outlay funds were spent on printing machines. For politics, it forged strong partnerships among stakeholders for support from LGU and community and private organizations.

Keywords **—** Institutional Research, flexible learning, politics, economics, educational management, mixed methods, Philippines

INTRODUCTION

This covid-19 pandemic has created unprecedented economic, social, and political challenges around the world (*Pokhrel & Chhetri, 2021*) where 1.52 billion learners, or 87 of the world's student population, mainly were affected due to lockdowns and quarantines, leading to far-reaching changes in all aspects of our lives. Many countries admit have experienced challenges in implementing distance learning; the most apparent among these issues is access to technology (*Anderton, 2021*). Only the privileged can continue their education without it being jeopardized, which is part of the larger social issue of digital inequality. For instance, the United States coined the term "homework gap" to describe the difficulties students face in their education when they do not have access to a high-speed connection. Even before COVID-19, this has been a persistent issue that their nation has been working to address, and it will become more prominent during the pandemic.

Among Russians, it caused explosive growth of digitalization processes in almost all aspects of modern life (*Novikova et al., 2022*), where a change in university psychology students' attitudes towards digital educational technologies (DET). Hence, a shift towards greater flexibility in the curriculum is considered a linchpin of broader recalibration of the government's role in the education system. Likewise, in Italy, this has caused significant uncertainty for students and teachers and the widespread use of media in education (*Brivio et al., 2021*). There is a need for school administrators to have the time and space to reflect on the enhancement of academics and facets of school (Salvador, 2017). Regarding adopting strategies for health promotion, the teachers' self-efficacy was low to moderate (Brivio et al., 2021).

At the University of Seville in Spain, Fernandez et al. (2022) disclosed that the university needs to prepare for the emerging digital learning migration with issues of inequality, lack of access, and lack of faculty skills. They must improve teachers' digital literacy and reduce their difficulties and insecurities. In a similar country, Verde and Valero (2021) the study highlighted the effect of the

pandemic on education methods; hence they provide a basis for reflection on the pros and cons of teaching and learning modalities in higher education depending on the context, situation, and needs of students. Among American students, flexible learning became more engaged, on-task, collaborative, and interactive. The academic results for those in flexible learning were higher in English, Mathematics, and Humanities than those in traditional classrooms (Kariippanon et al., 2021). Similarly, Li & Wong (2018) of Japan highlighted that flexibility in learning enhanced quality education, satisfying highly diverse student needs; like what Takeuchi et al. (2022) divulged that this pandemic disproportionately affected vulnerable children and youth like school closures that brought heightened psychological and physical stress among Japanese children.

Around 1.9 million households, including those in the United Kingdom, another first-world nation, do not have access to the internet and rely on pay-as-you-go services. This was also the case before COVID-19 hit their country. The least developed nations (LDCs) will be more vulnerable to this problem if these developed nations experience a digital divide. They will be the least prepared for the digital age, and the education gap will widen.

The availability of resources will significantly affect students' distance learning experiences and widen the education gap, just like in the Philippines. According to Albay Representative Joey Salceda, only 17% of Filipino students have access to the internet at home, and only 3.74% have mobile devices. Some students from low-income households or remote locations also need more internet access and technology. Even middle-class residents in a third-world nation struggle with resources or may need additional assistance, depending on how close to the poverty line they are (Dangle & Sumaoang, 2020). Such flexible learning activities are for critical thinking, different learning styles, multiple intelligences, and digital literacy for the 21st - century students (Capone et al. 2017).

This research is based on CHED Memorandum Order No. 04 series of 2020 or the Guidelines on Flexible learning implementation and *Republic Act No. 10650*, an act expanding access to educational services by institutionalizing open distance learning in levels of tertiary education and appropriating funds, therefore.

SEC. 2. The Declaration of Policy. – It is declared the policy of the State to expand and further democratize access to quality tertiary education through the promotion and application of open learning as a philosophy of access to educational services and the use of distance education as an appropriate, efficient, and effective system of delivering quality higher and technical educational services in the country.

SEC. 3. The Definition of Terms. – As used in this Act: Distance education refers to a mode of learning in which students and teachers are distant from each other. It is a student-centered, guided independent study using well-studied teaching and learning pedagogies to deliver well-designed learning materials in various media. This is also sometimes described as flexible learning and distributed learning;

This action is in line with the article of Dabu (2022), who presented that UP recognizes the many difficulties students and faculty face in transitioning to the next normal. Likewise, academic institutions support the government's decision to delay the spread of the COVID-19 virus to arm the students and faculty for a safe and healthy environment while learning at home.

As warned by Gope et al. (2021) stated that education is susceptible to external threats, so particular measures should be taken to solve the challenges due to the epidemic when adapting to the new standard mode of education. In particular, the high mean stress it inflicted on vulnerable Japanese students. For Capinding (2022) of Nueva Ecija, Philippines, this flexible learning motivated students, but not in Mathematics, where extreme anxiety is highly evident, shattering the normal flow of education interest. For Herrera et al. (2021), curriculum delivery should be improved by addressing flexible learning policies. Barrera et al. (2020), conducted at Saint Michael College of Caraga, Philippines, recommended that the institution establish official online platforms or learning management systems where instructors can provide engaging educational activities. Additionally, to devise a scheme to lessen students' expenses in mobile data and further reach out to those without internet connectivity.

These challenges persist today, such as the increased administrative resources required to track students and operate multiple modules, problems with time management and self-motivation, particularly on the part of students, a lack of direct contact to assess student learning, teachers who are more focused on theoretical knowledge rather than practice, over-dependence on technology and its malfunctioning interrupts the learning process, difficulty in facilitating learning.

However, despite the challenges it brings, the emergence of covid-19 has caused us to reconsider not only the technologies for delivering education but also the motivation of students to persevere despite the numerous complex tasks they must complete each day to succeed in remote learning amid the current crisis. In Nardo's (2017) study, the benefits of using modules for instruction among students were discussed, such as acquiring better self-study or learning skills with a sense of responsibility and becoming empowered individuals. Therefore, the

government should develop and implement clear policies to encourage and assist students and teachers in adapting to the "new normal" of education.

In this moment of the pandemic, this research has been aligned in the institution Agendum 2 Priority Areas for Research with Research Thrust 6 in Education titled *Flexible learning modalities, strategies, and approaches* developed along varied disciplines and their impacts on students will be significant to raise concern over issues on politics and economics as regards flexible learning to handle and resolve frontline concern among political authorities, education sectors, teachers, parents and students alike.

This study, therefore, contributes to both scholarly and practical endeavors. From a theoretical standpoint, this study is the first to examine the implementation of flexible learning in distinct Zone 3, District of Viga, Panganiban, and Bagamanoc, Catanduanes, Philippines, thereby suggesting recommendations for further improvement of its performance. It is in light of the previous gaps that this study was conceived. The study substantially contributes to basic education and even higher institutions regarding quality teaching-learning outcomes. This is for the body of knowledge and in the field of research since new findings and realization have been unveiled in this study.

There is a need for critical reflection to create the best policy guideline for this flexible learning by benchmarking with school heads and administrators who are frontiers of this program. The responses would be part of the strategic plan to sustain modular distance learning efficiently and effectively. This is significant for designing key performance indicators and monitoring tools to ensure flexible, engaging, and interactive course content that will guarantee students' learning.

And to find this end, the researcher hopes to disclose the definite impact of flexible learning in politics and economics with identified opportunities and challenges encountered from the lenses of the school heads as the basis for developing strategic actions for teaching and learning continuity. Different studies were reviewed, but no investigation with emphasis solely on determining the impact of flexible learning on the administration had been conducted in Catanduanes, Philippines- as the gaps bridged by the study.

FRAMEWORK

The following legal bases provide anchorage for this study: CHED Memorandum Order No. 04 series of 2020 or the Guidelines on Flexible learning implementation; by institutionalizing open distance learning at the

tertiary level and allocating funds for it, Republic Act No. 10650 broadens access to educational services. The use of distance education as a suitable, efficient, and effective method of delivering high-quality higher and technical educational services in the nation should be promoted and applied by the State to increase and democratize access to quality tertiary education. Golding (2016) developed Relativism as a framework to explain the interactions between individuals and learning on the Internet. It posits that learning is a network phenomenon predisposed to technology. This is also connected to the SAMR Model, the Substitution, Augmentation, Modification, and Redefinition describing the impacts that educators make on learning with the inclusion of technology-based activities in instruction (Wendorf & Posts, 2020). The Framework of Complex Adaptive Blended Learning Systems (CABLS), originally developed by Garrison, Anderson, and Archer (2000) and influenced by Dewey (1938) and Vygotsky (1997), has grown to become one of the most useful theories in flexible learning.

On this note, the study was framed within the context of various local and foreign literature and studies of Gocotano et al. (2021) on the challenges on flexible online learning implementation in the rural areas; Ulanday et al. (2021) flexible learning adaptabilities in the new normal as to e-resources, digital learning platforms and online learning system and management; Dayagbil et. al (2021) issues and problems in teaching and learning continuity of public higher education in the Philippines; Dargo and Dimas (2021) effects and outcomes of MDL in the academic performance of learners; Barrera et al (2020) readiness for flexible learning amidst Covid 19 pandemic of Saint Michael College of Caraga, Philippines among JHS, SHS and college students; Capinding (2022) impact of modular distance learning on students' motivation, interest/attitude, anxiety and achievement; Batanero et al., (2022) on online education in higher education: emerging solutions in times of crisis; Veletsianos & Houlden (2019) on flexible learning analysis and flexibility"; Kintu et al, (2017 on effectiveness of a blended learning environment in the relation to student background, design features and learning outcomes; Butnaru (2021) on perspectives of the learners in terms of their strengths and its implications in the learning process; Demir-Yildiz & Samil (2019) on effects of flexibility and non-flexibility of the physical classroom setting on undergraduate students' learning ; Kumarl et al.,(2021) on impact of online education on students and teachers in medical courses; Sarkar et al. (2021) adaptation to the learning pedagogies developing as a result of the pandemic.

This study attempted to determine the impact of flexible learning on the politics and economics of educational management. The specific objectives of the study formulated in Chapter 1 are data and information gathered through a survey. The researcher hopes to generate essential findings used as inputs to concerned individuals. These Inputs include the Socio-Demographic Profile of the School Heads, Challenges Encountered, and Opportunities Gained.

The process instituted is a survey and a research questionnaire. Based on the study's findings, a recommendation for a forum with school administrators and facilitating the donation of instructional resources to teachers was devised to address teachers' needs.

With the suggested recommendations, the implementation of flexible learning by the students will improve as envisioned to be the outcome of the study.

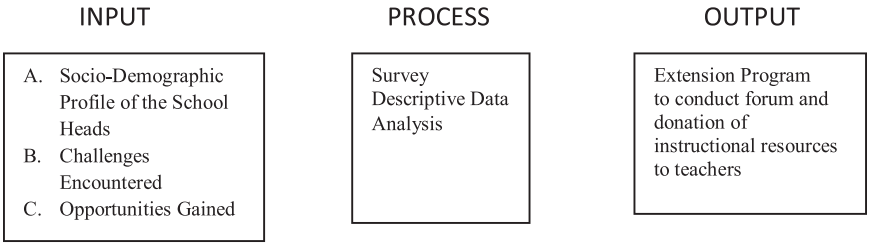

Figure 1. Schematic Diagram of the Conceptual Model of the Study

OBJECTIVES OF THE STUDY

The study determines the socio-demographic profile, challenges encountered, and opportunities gained by teachers and administrators in this type of flexible learning. The research output is an extension program: a forum for teachers and school heads and an outreach program like donating or giving instructional supplies for DepEd teachers.

METHODOLOGY

Research Design

The data were generated from a cross-sectional, self-administered research questionnaire to all nine secondary school heads in Zone 3, District of Viga, Panganiban and Bagamanoc, Division of Catanduanes, Philippines. The study

is a mixed-method type of research designed to fulfill the aim of this study as it sought to describe, record, analyze, and interpret the present situations on modular distance learning in the primary education curricula. It is descriptive in purpose, gathering salient profiles and other pertinent data with complete enumeration. Ethnomethodology was applied. Those data were then treated using the frequency count, percentage, weighted mean, and rank.

Research Site

This study was conducted at Zone 3, District of Viga, Panganiban and Bagamanoc, Division of Catanduanes, Philippines. The locale had been chosen as it is a public, local, government-owned geared to address the quality education of the general population, especially the secondary school heads and the frontiers of educational management.

Participants

All nine secondary school heads in Zone 3 District of Viga, Panganiban, and Bagamanoc, Division of Catanduanes, Philippines, comprised the study respondents with total enumeration. The list had been secured at the Office of the Schools Division Superintendent, Division of Catanduanes. Those who formed part of the study had been asked to sign the informed consent for research ethics.

The population is considered one of the limitations and or weaknesses of this study. Hence, it is recommended that future research observe the inclusion of all school heads at the elementary and secondary levels to generalize the findings.

Instrumentation

The research instrument was composed of three (3) sets of questionnaires. The researcher consulted the research experts for the appropriateness and relevance of statistical design on the variables for validation purposes. The instrument has undergone exploratory factor analysis and confirmatory factor analysis.

Before the data collection, the researcher sent a letter request to the Schools Division Superintendent. Likewise, the researcher requested permission from all the secondary school principals as respondents (*i.e.,* informed consent). The questionnaire was distributed with 100% retrieval to ensure the validity of the findings.

The research instrument consists of three parts. Part I contains the socio-demographic profile of the school heads. The profile includes age, sex, educational qualification/ attainment, years in service as school heads, and the number of training attended. The variables are attributed to Salvador (2015).

Part II pertains to challenges encountered by teachers in modular distance learning. Data on challenges had been adapted from the published study by Castroverde and Acala (2021). The measures used were a four-point scale coded 4-Serious Problem; 3 - Moderate Problem; 2– Slight Problem, and 1 – Not a Problem adapted from the study of Salvador (2015).

Part III contains opportunities that teachers and school management gain during this pandemic. The opportunities cited and listed have been modified from published research by Dangle and Sumaoang (2020) & Nardo (2017).

After instrument validation comes the reliability test to determine the consistency of the scores using the instrument measuring the same set of factors with a similar type of study established. The researcher used the Test-Retest Method for reliability. The validated instrument underwent pilot testing to ensure reliability. The result was 0.89 (High Correlation) in Cronbach's alpha which was interpreted based on the following: 0.90 to 1.00 (Very High Correlation); 0.70 to 0.90 (High); 0.50 to 0.70 (Moderate); 0.30 to 0.50 (Low), and 0.00 to 0.30 (Little). Thus, the computed correlation value indicated that the instrument was reliable.

Data Gathering

Given the established validity and reliability, the researcher sent a letter request to the Schools Division Superintendent of Catanduanes. The data were gathered towards the start of the Academic Year 2021-2022. Likewise, each participant was introduced to the nature and purposes of the study and data confidentiality.

Ethical Considerations

The researcher advised all participants of their voluntary participation and secured Ethics Clearance from the Ethics Review Committee with informed consent for all respondents.

Statistical Analysis

Before tallying, the researcher coded the questionnaires and used descriptive statistics for data analysis. The data gathered were collated, treated, and analyzed in accordance with the objective of the study.

RESULTS AND DISCUSSIONS

Socio-Demographic Profile of the School Heads in Zone 3, Division of Catanduanes

Table 1 shows the socio-demographic profile of the secondary school principals in Zone 3, Division of Catanduanes, Philippines. The profile used in this study includes age, gender, educational qualification, and number of years in service as school head, the number of relevant training attended. The data on the profile, however, is intended to look at a typical school head and not to correlate it with other variables in the study.

Table 1. Socio-Demographic Profile of Secondary School Heads in Zone 3, Division of Catanduanes

Profile	Frequency	Percentage
1. The Sex		
Male	3	33
Female	6	67
Total	9	100%
2. Age		
25-37	1	11
38-50	5	56
50-63	3	33
Total	9	100%
3. The Educational Attainment		
Master's degree holder	2	22
Bachelor's degree with MA units	5	56
Bachelor's degree holder	2	22
Total	9	100%
4. The Years in Service as School Head		
1-5	1	11
6-10	2	22
11-15	3	33
16 and above	3	33
Total	9	100%

5. The Number of Training or seminars Attended during this Pandemic	
International	5
National	4
Regional	3
Division	38
Provincial	8
School level	15
Total	73

Sex. This study reveals that the majority, or 66.67%, of the secondary school heads in Zone 3, Division of Catanduanes, are females.

This result manifests that today's leadership examined gender and leadership styles that, according to research, compared to male leaders, *female leaders* use more transformational leadership (inspiring, caring, and encouraging) and also engage more in contingent reward behaviors (this for that in a consistent manner). Likewise, male leaders tend to adopt manage by exception style (only intervening when problems become severe) and the leadership style (Eagly et al., 2003).

Specific question number 1 states, "What is the socio-demographic profile of the school heads in terms of:

Age. The age of school heads varies. The majority, or 55.56%, fell into the 38-50 years old bracket. Likewise, the remaining have an age range from 50-63 years. This shows that many of the respondents are *aged professionals.*

Highest Educational Attainment. The majority have earned limited units in the master courses, which shows that most school heads do not prioritize higher studies. The situation relates to Andrade and Alden (2019), who pointed out that School Heads must equip themselves with the necessary skills and competencies for quality education and administration. The competencies and qualifications of School heads are educational attainments, training attended, years of experience as School head, and position, which are factors that may affect their performance as a school leader. Similarly, teachers in higher positions/ qualifications exhibit better teaching skills in terms of creating a secure learning environment, addressing individual differences, articulating learning objectives, and assessing learning outcomes (Tominez & Dela Cruz, 2015).

The Number of Years in Teaching as School Heads. The secondary school heads in Viga, Panganiban, and, Bagamanoc, Catanduanes had varied numbers of years where almost have been in service for 16 years and above.

The Number of Training or Seminars Attended during this Pandemic. Wibowo et al. (2021), professional school principals play a strategic role in developing a comfortable and conducive school atmosphere for the learning and teaching process through managerial processes, learning supervision, and entrepreneurship and developing school systems that encourage students and teachers to learn. Investment in the leadership capacity of school principals is essential for success. These investment forms are in-service education and training, including pre-service education as preparation and provisioning before taking on the principal position. Similarly, Araiz (2018) marked maintaining a high level of competence through exposure to a continuing high-quality training program and workshops.

As reflected in the table, school heads only have a minimal number of seminars majority of which are categorized as "division level." The principal's supervision focuses on helping teachers reflect on their actions and promoting school improvement through professional development. Brivio et al. (2021) posited that instructional management should allow teachers to explore new methods of improving their professionalism and apprehension, especially during this pandemic.

Challenges Encountered by Teachers in Modular Distance Learning

In terms of preparation of learning modules, the "serious problem" is "Lack or scarce of instructional resources and more time required for printing (3.67%). The only "moderate problem" on "Late claim of learning modules, particularly those from remote areas, and "Incompleteness of modules released to students due to delay of subject teachers furnish a copy to the class adviser. There is a "serious problem" on monitoring student's learning most especially in "Validating student's performance and "Health risk to teachers (3.89%).

In their article, Barrera et al. (2020) highlighted incredibly complex assignments or assessments where teachers may find it difficult to convey the instructional content to their students. It was also challenging to determine the student's level of comprehension of the course material due to the physical distance. Poor instructional content may make it difficult for instructors to determine whether a class is too difficult or too easy for the students. Doucet et al. (2020) pointed out that teachers need to develop creative initiatives to overcome the limitations of flexible learning.

Regarding retrieval of modules, the "serious problem" of teachers is "Late submission." The "serious problem" in checking and evaluating is "Difficulty in validating student's performance and Low test scores where answers are merely

copied in key to correction. The "Poor internet connection and poor attendance of parents during school meetings also appeared as "a serious problem. "

The problem of monitoring and giving feedback is related to the study of Dayagbil et al. (2021) on the Role of Technology in Learning Continuity, which is to provide an innovative and resilient solution by increasing internet bandwidth to ensure continuous connectivity on campus and providing faculty with internet allowance. Hence, Mu et al. (2022) developed a framework to assess challenges in virtual education in an Emergency Remote Teaching Environment. Likewise, Rosli et al. (2022) led in the development of the Technology Advancement Model (TAM) for higher education sustainability in this online learning.

Additionally, this demands that, if possible, it should be timely (provided at the right time in which students can benefit from), helpful (more than just a mark and something students can benefit from), and developmental (to motivate student progress and improvement) as Ypsilandis (2010) marked.

Table 3. Challenges Encountered by Teachers in Modular Distance Learning

Challenges Encountered	Weighted Mean	Quant. Rating	Descriptive Rating
A. *Preparation of Modules*			
1. The lacking/ scarcity of school supplies like bond paper	3.67	4	SP
2. The inadequate printer supply	3.56	4	SP
3. The insubstantial learning material (SLM)	3.22	3	MP
4. The time-consuming printing modules	3.67	4	SP
5. The technical problems with the printer troubles much the teacher	3.33	3	MP
Others: *Pls specify* _____			
B. *Module Distribution*			
1. The late claim of modules, particularly those from remote areas	3.11	3	MP
2 The loss of some modules due to erroneous claimant	2	2	SLP
3. The incomplete modules due to delay of subject teachers to furnish a copy to the class adviser	3.11	3	MP
Others: *Pls specify*			
C. Monitoring Student Learning			
1. The difficulty in Validating Student's Performance	3.89	4	SP
2. The problem with Inactive Contact Numbers of Parents and Students	3.33	3	MP

3. The problem with Health risks among teachers, especially during home visitation	3.56	4	SP
4. The difficulty in monitoring/ responding to student's queries due to the nature of schooling	3.78	4	SP
Others: Pls. specify_____			
D. Retrieval of Modules			
1. The modules were late submitted	3.67	4	SP
2. The modules that lack answers	3.22	3	MP
3. The modules without the name of the student	3	3	MP
Others: *Pls. specify*			
E. Checking and Evaluating			
1. The difficulty in validating students' performance	3.78	4	SP
2. The illegible handwriting	2.44	2	SLP
3. The modules without the name of the student	3	3	MP
4. The answers merely copied in key to correction	3.44	3	MP
5. The majority got low scores	3.56	4	SP
Others: *Pls. specify*			
F. Feedbacking			
1. The poor internet connectivity, unable to give online feedback	3.56	4	SP
2. The minimal chance of personal feedbacking	3.67	4	SP
3. Poor parent attendance during school meetings	3.56	4	SP
Others: Pls. specify_____			

Legend:
SP- Serious Problem (4)
MP- Moderate Problem (3)
SLP – Slight Problem (2)
NP- Not a Problem (1)

Furthermore, it should be fast, frequent, positive, constructive, motivating, helpful, relevant, challenging, realistic, informative, interactive, and encouraging self-assessment. However, this makes it different, which becomes a significant challenge for teachers, as perceived in Mobo and Sabado's (2019) study on the effectiveness of e-learning.

Table 4. Opportunities for Teachers/ School Management during this Pandemic

Opportunities to Teachers	Observed	Not Observed
1. Finding new ways to teach	78%	22%
2. Inventing new curricula and materials	22%	78%
3. Inventing new pedagogical strategies	11%	89%
4. Using new curricula and materials invented by their teacher colleagues	11%	89%
5. Becoming adept in the use of technology	33%	67%
6. Maximizing other financial sources of income since in work from home arrangement	78%	22%
7. Spending quality time with family and kids	78%	22%
8. Saving more finances due to less expense in travel and allowance	56%	44%
9. Keeping health at no risk, especially the pregnant and those with comorbidity	78%	22%
Opportunities for School Management		
1. To strengthen/ encourage support from the community and other internal stakeholders, especially in providing instructional resources and supplies in the form of donations.	78%	22%
2. To support the school operation by the LGU sending job orders to assist in the delivery of modules, particularly in far-flung barangays.	56%	44%
3. To encourage the involvement of the school in other agencies like DOH to adhere to strict health protocols strictly	78%	22%

Opportunities for Teachers/ School Management during this Pandemic

Table 4 discloses that most opportunities listed rated "not observed," particularly developing professionalism in teaching like "Innovating and harnessing expertise in technology." It is a corollary to Demir-Yildiz's (2019) study that teachers' lack of computer skills had caused failure in e-learning, thereby suggesting teacher-led pedagogies. Also, Barrera et al. (2020) and Batanero et al. (2022) optimize instruction with these advanced technological competencies since a technology-enabled environment has enable teachers to adopt teaching-learning techniques. This showed that hedonic motivation, performance expectancy, and effort expectancy are factors of good implementation of flexible learning (Dakduk et al. 2018).

The statements rated as "observed" are those that dealt with personal gain and opportunities for teachers, such as "Quality time with family, "Good savings due to less travel," and "Keeping health at no risk." It is very evident in the research of Dargo and Dimas (2021) that modular distance learning strengthens family bonding and is cost-effective.

On the contrary, in terms of opportunities for school management, it was clearly shown that there is a "Manifestation of strong and collaborative support and involvement from the external stakeholders" as evidence of a positive impact on politics in general.

As exhibited in the table, the support to the school heads is a manifestation of improvement and altruism in an administration that, despite challenges, the education is quality sustained.

Impact of Problems/ Challenges on Instructional Resources to Teachers/ School Management

Only one specific question states, "*How do challenges on instructional resources affect the teachers and school management in terms of personal services, maintenance and operating expenses (MOOE), and capital outlay*?"

Personal Services

Rank 1 response among eight secondary school heads who exclaimed that "The school head can manage the staff out rightly."

Rank 2 statement with six school head respondents stated that "Teachers can print modules either at school or at home," supported by Butnaru et al. (2022); Gossenheimer et al. (2017); Müller et al. (2018) and Turan et al. (2022) that this flexible learning encourages flexibility on dimensions of time, pace, place and teaching- learning style not just to students but to teachers.

Rank 3 statement was evident among the similar responses of 5 respondents who noted it as "*time-consuming in terms of printing and distributing modules.*

Rank 4 statement by three teachers who stressed that the "Monitoring may cause health risk to teachers leading to hiring for tutor or students learning independently and limited personal services on student mentoring physically." Brackette and Cannizzaro (2020) pointed out that the toll of this pandemic is palpable, where anxiety, motivation, and engagement, especially mental and physical health, can lead to stress and disappointment.

Last, in rank, two respondents claimed, "Additional burden due to expenses in load for internet connection purpose where teachers personally finance other

school expenses like procuring of bond paper and other instructional materials."

In the study entitled "Emergency Remote Teaching Experiences," Dr. Celina Sarmiento of the Philippine Normal University and NRCP's division of governmental, educational, and international policies made the findings public that teachers use their resources for school-related expenses, especially for distance learning needs like laptops, phones, printers, and internet connection (*Cuisia-Villanueva & Núñez, 2021*). Smith and Hill (2019) described this learning mode as problematic due to ambiguity and little consensus on teaching resources.

Unfortunately, the government response was far from ideal. It led to disruptions in learning, for adequate instructional resources were not provided to teachers, which concluded that "public school teachers are highly under-supported," making "effective distance learning far from reality."

Maintenance and other Operating Expenses *(MOOE)*

In terms of Maintenance and Other Operating Expenses (MOOE), it was observed that the responses of the school heads are almost alike. The Rank 1 statement claimed by all nine respondents that "MOOE fund often used to purchase instructional school supplies such as bond paper and ink for module printing, so the other related concerns are not provided due to lack of funds." Also similar to the study of Dangle and Sumaoang (2020) & Castroverde and Acala (2021), that in one of the main challenges that emerged was the lack of school funding (for instructional resources) in the production and delivery of modules; hence students struggle with self-studying.

Rank 2 statement "Insufficient to procure essential items for module printing like printer and ink and almost 100% of schools MOOE spent purchasing materials needed for MDL that other school concerns are put in to hold" as exclaimed by 6 or 67% of the respondents. Tartaglia (2020), Anwar & Wahid (2021), and Turan et al. (2022) commented on the frequent hiccups in accessibility, affordability, and other challenges and discrepancies affecting the effectiveness and usefulness of flexible learning.

Capital Outlay

For Capital outlay funds, all the respondents shared the same sentiment "This is used to purchase additional printing machines instead of using it for physical property improvement and construction."

The toll of the coronavirus on our nation's school leaders is palpable. The most frequently mentioned emotion was anxiety, which stood out glaringly

above all others—overwhelmed, sad, stressed, frustrated, uncertain, and worried. An overwhelming 95 percent of the feelings they named could be classified as "negative" (*Brackette & Cannizzarro, 2020*).

School Head's Suggestions to Further Improve Modular Distance Learning

The respondents are earnestly looking forward to the management and authority taking action on problems and challenges experienced in the pandemic.

Rank number 1 among the suggestions is that "DepEd must increase MOOE of every school so that physical facilities maintenance is not being sacrificed, and DepEd must support the needs or provide sufficient and functional instructional resources to cope with all the teaching-learning demands. Valtonen et al. (2021); Rahman et al. (2021) concluded that the condition for help (particularly ICT and the support and availability of teaching personnel), thereby providing critical perspectives for developing appropriate learning environments for higher education. This is evident in Agapito & Japos (2021) study that engineering students were dissatisfied with the online teaching mode due to technical issues and a lack of practical learning.

In addition, Dziuban et al. (2018) marked that although blended learning predates contemporary instructional technologies, it will be inextricably linked to their development because they emulate some aspects of our thinking. Likewise, technology greatly supports people's daily lives in terms of education, business, medicine, and many other aspects. Higher education institutions' students rely on technological support and university assistance during the pandemic (Keoy et al., 2022).

The three school heads suggested that "we cannot give what we do not have." One school head exclaimed, "How could we finance and support all the needs of the school and teachers if the budget is always less?" The suggestion is reasonable, as Sydney Lynch emphasized, "Funding disparities in a school can alter the opportunities for students to meet their academic potential."

Rank 2 among the suggestions was the "Division Office must disseminate soundly and promptly the DepEd issuances and implement the policy by adapting the change while still strictly considering the health standards."

Third, in the rank was that DepEd must conduct more innovations for the benefit of the learners and teachers with the support of parents, like what Barbu et al. (2022) recommended for using innovative teaching techniques to engage students in the educational process. And that policymakers implement supportive strategies and policies to ensure technology adoption and success in

shaping students' mindsets and achieving the perceived outcome (Keoy et al., 2022). This is supported by Redoblo (2015) postulated that the computer era is integrated and assimilated into the academic curriculum and instruction.

Table 5. School Principal's Suggestions to Further Improve the Implementation of Modular Distance Learning

Suggestions	Frequency	Rank
Division Office should have an adjustment of all the activities anchored on the modular distance learning as per required by the higher authority.	3	6.5
DepEd must conduct more innovations to benefit the learners and teachers supported by parents.	6	5
Division Office must disseminate soundly and promptly the DepEd issuances and implement the policy by adapting the change while still strictly considering the health standards.	3	6.5
DepEd must increase MOOE to every school for the best physical facilities maintenance.	9	1.5
DepEd must support the needs or provide sufficient and functional instructional resources to cope with all the teaching-learning demands.	9	1.5
Teachers should be the ones to contextualize their instructional resources with no complete dependence on module writers.	7	4

While the last in rank is the suggestion that "The division office should also push every teacher to contextualize lessons and not rely on module writers. The teachers should not only be doing the printing chores; instead, they should keep learning to write something for their learners based on learning needs assessment".

On these particular suggestions, the school heads expressed their sentiment on inadequate support for instructional resources and supplies from DepEd management, where the teachers are mostly affected.

CONCLUSIONS

The majority of the school heads in selected secondary schools do not prefer higher educational qualifications. Their major problems are the scarcity of instructional resources, poor internet connection, and monitoring of students' performance. What becomes evident is the opportunity for family, savings, and health but not their teaching professionalism, like ICT expertise. Apparently, due to inadequate MOOE, teachers spend personal money to meet their needs. Even

the capital outlay funds were realigned for additional printing machines. This FL forged strong partnerships and collaborations with stakeholders.

It is, therefore, significant for all educational leaders to undergo continuous professional development to increase motivation, confidence, and commitment to lead. Hence, every school should prioritize the professional development of its staff to bring about profound change. Teachers need to ensure an effective balancing act between work and personal life through a functional policy framework toward the overall satisfaction of the workforce. Furthermore, teachers need to find flexible and innovative solutions that maximize productivity without affecting employees' well–being, health, and family relationships. This study will help future researchers and readers discover the scenario in flexible learning modality.

TRANSLATIONAL RESEARCH

The findings of this study could be translated through a journal article for international publication, newsletters, radio, social media, and other media for information dissemination and revisiting institutional policies. Both the external and internal stakeholders might be able to translate it into a more comprehensive administrative policy and enhanced support for the school administration and teachers, most especially employing an extension program like a lecture/forum to school heads and teachers and donation of instructional supplies among selected schools especially those in remote areas.

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