

Level of Readiness of Education Students for Hy Flex Modality

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ABSTRACT

The core of this research is the readiness of education students for HyFlex learning modality. It made use of the descriptive-correlational research design to describe their readiness for this modality of learning in terms of knowledge, skills, attitude, and values; and to establish the strength and direction of the relationship between these variables. This study was conducted at Notre Dame of Midsayap College during the academic year 2022-2023. It included forty-two Bachelor of Secondary Education students as respondents who were enrolled in the college at any given time during the conduct of the study. They were eighteen to twenty-five years old and were comprised of thirty-five females and seven males. Findings revealed that the respondents had the basic and necessary resources for the operation of HyFlex learning modality including possession of electronic communication devices such as android/smartphones and laptops; provision of internet connections such as pre-paid mobile/WIFI data and PLDT/DSL; and familiarity with virtual platform applications such as ZOOM, Class In, Schoology and Google Meet. The respondents had high level of readiness for the adoption of HyFlex learning. In terms of knowledge, they knew much about this modality as one involving face-to-face, synchronous online, and asynchronous online classes, and as one needing stable internet connections to be carried out effectively. In terms of skills, they could share and receive information using the internet, and could participate in a chat space along with the live video of the class session. In terms of values, they held on to the principles that students must maintain a balance between studying and taking care of their family, and that they should be given flexibility in accomplishing their tasks. In terms of attitude, they believed in the timeliness of HyFlex learning modality especially this time of climate change, and they were interested in participating in class discussions either online or face-to-face. Finally, there is a strong and positive relationship between skills and knowledge, and attitude and values, and that relationship is highly significant.

Keywords: Hy Flex learning modality, knowledge, skills, attitude, values

INTRODUCTION

Background of the Study

The COVID-19 pandemic has significantly impacted higher education, leading to the adoption of online and blended learning modalities worldwide. This shift includes the use of learning management systems (LMS) and synchronous video conferencing, among other virtual transmission and reception of information, to ensure continuity in education (Moorhouse, 2020; Van Nuland et al., 2020). One such mode gaining popularity is the Hybrid Flexible (HyFlex) modality, which allows students to choose between face-to-face (F2F), synchronous, and asynchronous learning (Koskinen, 2018).

The Philippine educational system is moving towards HyFlex setup where educators and students do not need to be physically in the same room all the time to learn. For instance, Ateneo de Davao University has implemented a “hybrid classroom” model where students can participate in class either physically or remotely using video-conferencing software like Zoom or Microsoft Teams (Ateneo de Davao University,

2021). This approach blends in-person learning experiences with online activities, offering flexibility, and increasing safety through social distancing. However, before attaining the optimal benefits in HyFlex settings, certain challenges need to be addressed, including levelling-up students' readiness for online engagement.

While HyFlex modality is a promising alternative to traditional modes of teaching, there is limited research on students' perceptions about their readiness. Understanding learners' perspectives is crucial for the successful adoption of HyFlex and other alternative instructional approaches in higher education on this post-COVID-19 era. This study aims to contribute to the literature on HyFlex learning modality by evaluating and understanding students' knowledge of its essential features, skills for its proper operation, values for its significance and attitude towards its implementation. The combined measurement of these variable is crucial in ascertaining the readiness of the students to this modality of learning.

Research Questions

This study sought to answer the following:

1. What is the demographic profile of the respondents in terms of age and sex and the resources they possessed for HyFlex learning modality?
2. What is the level of readiness of the respondents for HyFlex learning modality as measured in terms of knowledge, skills, attitude, and values?
3. Is there a significant relationship between the knowledge about and skills for HyFlex learning modality of the respondents, and their values and attitudes towards this modality?

Scope and Delimitation of the Study

This study had focused on determining the level of readiness of college students for HyFlex learning modality. It was conducted in Notre Dame of Midsayap College, Midsayap, Cotabato, through survey during the academic year 2022-2023. It included as respondent forty-two college students, twenty-five of whom came from Bachelor of Secondary Education major in English, and seventeen of whom came from same college major in Filipino.

The readiness of the respondents was measured in terms of their knowledge about and skills for, attitude towards and values held for HyFlex modality. For knowledge, only the essentials (8 items) were included. For skills, only the basic ones (9 items) were considered. For values, only the fundamentals (7 items) were taken into account. And for attitude, only the most relevant ones (6 items) were dealt with. Finally, the responses of the respondents describing and measuring their knowledge, skills, values and attitudes were merely based in their perceptions and not on their actual performances and behaviors.

Assumptions of the Study

The following facts were presumed to be true:

1. The respondents were second year Bachelor in Secondary Education who were enrolled during the first and second semester of the school year 2022-2023.
2. The respondents had been taught of the course contents and learning materials through face-to-face and online modalities.
3. The respondents had been truthful and honest in their responses in the items in questionnaire.
4. The respondents had personally answered the questionnaire themselves and had not let others answer the same for them.
5. The responses of the respondents could be quantified, and therefore could be measured.

LITERATURE REVIEW

HyFlex Modality: Its Nature, Purpose and Importance

HyFlex or hybrid flexible course format is an instructional approach that combines face-to-face and online learning (Milman et al., 2020). It is a course design model that presents the components of hybrid learning combining face-to-face with online learning in a flexible course structure and gives students the option of attending sessions in the classroom, participating online, or doing both. Students can also change their mode of attendance periodically, e.g., weekly, or by topic, according to need or preference. In this design, instructors provide course content for both participation modes and can tailor activities for each format. The online sessions aspect can be either synchronous or asynchronous.

The Covid-19 pandemic resulted in the need for remote access to education, which was fulfilled through the use of internet resources and videoconferencing (Bond et al., 2021). Educational institutions have aimed to implement pedagogy and technology to best adapt to the current world and equip learners with 21st-century skills. Educational institutions are working towards providing learners with access to learning experiences regardless of their geographical location. This access to education has taken place in the form of various online, hybrid, and blended learning instructional formats (Irvine, 2020).

The post-pandemic reality served as a catalyst for higher education institutions to reinvent and redefine their worth in resources that will increase student achievement. At colleges and universities around the world, teaching and learning methodologies compellingly take into account the physical and virtual collective learning space. Enhancing course offerings by implementing a HyFlex strategy for academic programs will augment the student experience and help higher education institutions remain relevant in the changing educational landscape (Penrod, 2022).

Knowledge about HyFlex Modality

Knowledge basically means familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills. Knowledge guides one to make informed decisions, helps them develop new skills and adapt to change (Bayubay, 2023). For students to become ready to HyFlex learning modality, they should know the nature of this learning modality, its workings and applications, its significance, its advantages and disadvantages, and its implications for teaching and learning (Milman et al., 2020).

A HyFlex learning modality simultaneously offers face-to-face, online synchronous, and online asynchronous instruction modalities. Students can choose to attend each session that works best for their current circumstances – in the mode that works best for them in a particular place and at a specific time, i.e., in-person, synchronously online, or review the recorded lectures to engage with and complete the learning activities (Beatty, 2019). They can even keep changing their preferences throughout the semester and switch their course attendance modality.

The HyFlex model is designed to support different learning preferences and styles, allowing students to choose the mode of delivery that works best for them. 95.7% of students perceived that the HyFlex modality had a positive impact on their learning. The non-traditional students indicated a higher level of satisfaction and a more positive perception of the impact of this modality on their learning than the traditional students (Bakach, 2021). However, one of the biggest challenges regarding this modality of learning is the availability of technological gadgets and internet connectivity (Aboagye et al., 2021; Chase et al., 2018; Chung et al., 2020).

Skills for HyFlex Modality

A skill is an ability to do something well. A well-developed skill can make people experts in a particular

field (Zahra, 2019). HyFlex modality provides flexibility for student attendance but introduces complexity in pedagogy and the use of instructional technologies (Chen & Lewis, 2021), thus, necessitates the acquisition of necessary skills for its effective implementation.

Anderson et al. (2021) recommended that in order to participate effectively in HyFlex learning, learners should develop self-directed learning, technology, and communication skills. They also need to learn to employ a variety of self-regulation strategies to maintain their learning progress (e.g., engage with course content, manage time) without extensive face-to-face feedback and guidance from their teachers (Xie et al., 2019).

In the practical level, Means & Neisler (2021) identifies several skills essential for effective teaching and learning in HyFlex mode, including time management, organization, self-motivation, digital literacy, and intercultural communication. Necessarily, learners must be adept in time management, adapting to new technologies, and engaging in communication with peers and instructors.

Valuing HyFlex Modality

Values are basic and fundamental beliefs that guide or motivate attitudes or actions. They help people determine what is important to them. They influence one's perceptions and behaviors (Perry, 2023). Thus, how the students believe and hold on to the importance, significance, and relevance of HyFlex learning modality influences their readiness on this modality.

HyFlex learning modality provides students with a learner-centered educational approach that is congruent with the ideals of student autonomy and self-directed learning. Students liked the flexibility provided by the HyFlex modality, which allowed them to choose their preferred mode of learning depending on their own needs and preferences. The traditional classroom paradigm, on the other hand, was decried as being stiff and inflexible, which prevented pupils and students from learning at their own pace and in their own way (Hodge and Fins, 2018).

Malczyk and Mollenkopf (2019) believed that HyFlex learning modality could result in increased flexibility, improved accessibility, enhanced student engagement, and improved instructor satisfaction. Thus, it is useful for students who must coordinate work and family responsibilities with a challenging course schedule (Jongmuanwai et al., 2019).

Attitude to HyFlex Modality

Attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. It is an important determinant of technology acceptance and integration in classrooms (Scherer et al., 2018).

Students' preferences in terms of the hybrid learning approach are with the in-person approach because they can easily understand and catch up with the subject being taught. Majority of the students are still determined to have limited in-person or face-to-face classroom discussion. Kohnke and Moorhouse (2021) found that students appreciated the flexibility of a HyFlex modality environment but perceived an increase in workload.

Similarly, Kumar (2018) found out that students appreciated hybrid learning. They appreciated the flexibility and convenience of this way of learning, as well as the ability to access course materials and engage with instructors and classmates through online platforms. In fact, Rodríguez-Illera et al. (2020) observed that students' attitudes regarding HyFlex modality were generally positive, with many appreciating the approach's flexibility and adaptability, although, those who were used to traditional face-to-face learning expressed some difficulties adjusting to this new modality.

Nonetheless, a significantly increasing number of non-traditional students appreciate courses and programs

that provide more flexibility (Palaoag et al., 2020). Such flexibility is crucial to provide the desired balance of work schedules and academic requirements (Education Advisory Board, 2019). This is particularly important because of the increasing number of adult students needing college degrees for career advancements (Zack, 2020).

Trends and Issues in HyFlex Learning Modality

The Department of Education (DepEd) and the San Juan City government have given approval for the implementation of the HyFlex pilot classes at Xavier School for the months of February and March 2022. Expectedly, the HyFlex structure means that both online and onsite students will be progressing together with the use of technology tools set up in each classroom. Parents were asked to volunteer for one week of face-to-face classes, though, others, known as the “Zoomies,” continue to follow the class online.

Raes et al. (2019) highlighted some pedagogical and technological challenges in the synchronous hybrid learning environment. They emphasize that a hybrid teaching and learning environment requires a shift in pedagogical approaches that will include the use of new technologies, adaptation of the learning activities and increased competencies in using technologies. Also, a hybrid environment increases educators’ mental load as they need to pay attention to two locations (in-class and online students) and ensure that the online students feel included in the learning environment as they do not have the same observation as the students who are present in the physical classroom have. They highlighted that when designing hybrid spaces for teaching and learning, “it is crucial to take into consideration pedagogical, social and technical elements as being part of the epistemic, social and set design of a learning and teaching space”.

Theoretical Framework

This study is framed by **Online Learning Theory** and incorporates the concept of “digital readiness” proposed by Gomez et al. (2021). Digital readiness encompasses a student’s knowledge about, skills for, attitudes towards, and values underlying digital technology. Their readiness plays a critical role in their success in HyFlex and other digital learning environments. Higher levels of digital readiness are associated with active engagement, effective use of digital tools, and better learning outcomes in the HyFlex modality.

Conceptual Framework

This study assumed that the respondents’ level of readiness for HyFlex modality is a combined function of their knowledge, skills, values, and attitude such that their measurement determines their readiness for this modality. This study further proposed that their knowledge and skills is correlated to their values and attitude for this modality learning. This combination of factors and their relationship are featured in Figure 1.

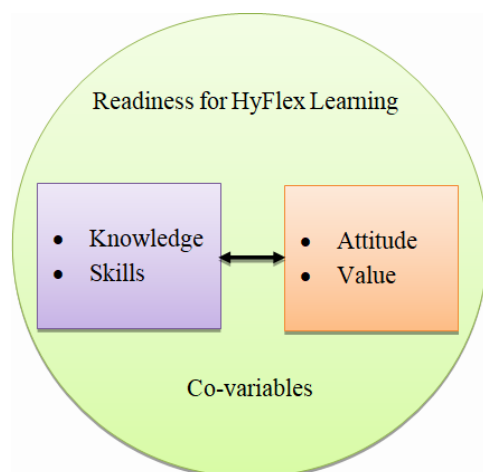


Figure 1. Schematic Diagram of the Conceptual Framework

As shown in Figure 2, there is one main variable considered: the readiness of respondents to HyFlex learning, and four specific variables: knowledge, skills, values, and attitude. The circle that contains these specific variables denotes that the readiness of the respondents to HyFlex learning is determined by their combined measurement. Moreover, the first box contains the two variables knowledge and skills, while the second box contains the two variables values and attitude, to indicate their separate measurements for the purpose of correlating them. These groups of variables are also called co-variables in correlational research (Tutor2u, 2022). The two-way arrow that connects the two boxes signifies the relationship between the two groups of variables.

Hypothesis

This proposition is drawn for testing:

H₀1: There is no significant relationship between knowledge about and skills for HyFlex learning, and attitudes towards and values held on HyFlex learning.

METHODS

Research Design

This study made use of the descriptive correlational research design to characterize the respondents in terms their age and sex, to describe the resources they possessed for HyFlex learning modality, to determine their readiness for this modality of learning in terms of knowledge, skills, attitude, and values, and to establish the strength (magnitude) and direction (nature) of the relationship between these variables. (Capinding, 2021).

Locale and Respondents of the Study

This study was conducted at Notre Dame of Midsayap College, a private religious educational institution operated by the Oblates of Mary Immaculate (OMI). The college is located at Quezon Avenue, Poblacion 5, Midsayap, Cotabato, Philippines. The respondents included both male and female second-year Bachelor of Secondary Education major in English and major in Filipino students who were enrolled for the first and second semesters of academic year 2022-2023. The final study combined the forty-two respondents from the main study and the fifteen samples from the pilot testing, for excluding the pilot-study respondents would result in a sample that would be too small.

Sampling Technique

Purposive sampling was used to select the respondents based on specific and relevant characteristics. Purposive sampling is a non-probability sampling technique that involves deliberately choosing individuals or cases with qualities of interest to the research objectives (Palinkas et al., 2015). The sample consisted of 42 second-year Bachelor of Secondary Education major in English and major in Filipino students who met the criteria of being at the rightful age (at least 18 years old) and of having experienced in both face-to-face and online learning.

Instrumentation

Data for this study were collected using an online survey-type questionnaire specially developed for this research. The questionnaire consisted of six main parts: Part 1- personal profile, Part 2 – resources for HyFlex modality, Part 3 – knowledge and perception of the new modality, Part 4 – minimum skills needed for HyFlex engagement, Part 5 – values underlying HyFlex, and Part 6 – attitudes towards HyFlex modality.

For Part 1, the respondents supplied the information about their sex and age. For Part 2, they put check marks to indicate the resources they possessed for HyFlex learning modality. For Part 3, they rated their knowledge about this modality on scale of 1 (know nothing) to 5 (know very much); for Part 4, their performance on a scale of 1 (cannot perform) to 5 (can perform very well); for Part 5, their attitude on a scale of 1 (strongly disagree) to 5 (strongly agree); and for Part 6, their values on a scale of 1 (not evident) to 5 (very evident).

Data Gathering Procedure

This study employed the survey method to gather the data needed for this study. Upon approval by the adviser, permission was secured from the Dean of the College of Education at Notre Dame of Midsayap College. All second-year English and Filipino Major students who enrolled in the college for the first and second semesters of the academic year 2022-2023 were invited to participate in the study. A survey link was sent to them through Messenger, leading them to a secure online survey form created by the researchers using Google Form. The respondents completed the questionnaire, and the researchers promptly retrieved the data for coding, tabulation, analysis, and interpretation.

Statistical Tools and Treatment of Data

This study made use of the univariate descriptive statistical tools of absolute and relative frequency distributions to describe the characteristics of the respondents in terms of sex and age, and their attributes in terms resources for HyFlex learning modality; the univariate statistical tools of mean and standard deviation to determine their readiness to this modality in terms of knowledge, skills, values and attitude (Adeel, 2022); the bivariate statistical tool of Pearson product correlation (Pearson-r) to establish the strength (magnitude) and nature (direction) of relationship between the variables knowledge and skills, and values and attitude; and the test statistic of probability value (p-value) to measure if the observed relationship between these variables occur merely by chance (Dahiru, 2008).

RESULTS AND DISCUSSION

Profile of Respondents

Table 1. Profile of Respondents

Characteristics	Frequency (f)	Percentage (%)
Sex		
Female	35	83.3
Male	7	16.7
Total	42	100.0
Age		
18 below	1	2.4
19-21	36	85.7
22-24	4	9.5
25 and above	1	2.4
Total	42	100.0

Table 1 shows that most of the respondents (f=35 or 83.3%) are females, while a lesser number of them (f=7 or 16.7%) were males. The majority of respondents (f=36 or 85.7%) are 19-21 years old, with a minor proportion (f=1 or 2.4%) being 18 years old or younger, and 25 years old or older.

Resources of Respondents for Hyflex Modality

Table 2. Resources of Respondents for HyFlex Modality

Items	Frequency (f)	Percentage (%)
Devices		
Tablet	7	5.98
Laptop	26	22.22
Desktop	10	8.55
Smart / Android Phone	39	33.33
Microphone	7	5.98
Speaker or Earphones	15	12.82
Printer	12	10.26
Others (please specify)	1	0.85
Total Responses	117	100
Internet		
PLDT/DSL	18	29.03
Globe/Smart Broadband	10	16.13
Prepaid Mobile/wifi Data	26	41.94
Postpaid Mobile/wifi Data	7	11.29
Others (please specify)	1	1.61
Total Responses	62	100
Virtual Platforms		
Zoom	39	25.7
ClassIn	39	25.7
Google Meet	25	16.4
Schoology	34	22.4
Google Classroom	13	8.6
Others (Please specify)	2	1.3
Total Responses	152	100

Table 2 reveals that the respondents possessed the basic and necessary resources for the operation of HyFlex learning modality including devices such as android/smartphones and laptops; internet connections such as pre-paid mobile/WIFI data and PLDT/DSL; and virtual platform applications such as ZOOM, Class In, Schoology and Google Meet. According to Mercer and Wachter (2018), using smartphones in the HyFlex modality provided learners increased flexibility and convenience. Learners could access learning materials and complete assignments at their own pace and on their preferred devices, which increased engagement and productivity.

Readiness of Respondents for HyFlex Modality In Terms of Knowledge

Table 3. Readiness of Respondents for HyFlex Modality in terms Knowledge

Item	Mean	Description	Interpretation
HyFlex combines online and face-to-face learning.	3.69	Know Much	High
HyFlex places great responsibility on students to learn on their own.	3.69	Know Much	High

HyFlex needs stable internet connections to be carried out effectively.	3.93	Know Much	High
HyFlex can facilitate continuous learning even during campus closure.	3.45	Know Much	High
HyFlex gives students the right to participate in class virtually or physically.	3.74	Know Much	High
HyFlex can cater diverse students including the disabled and the vulnerable.	3.57	Know Much	High
HyFlex involves face-to-face, synchronous online, and asynchronous online classes.	3.88	Know Much	High
HyFlex provides students with flexibility, autonomy, and uninterrupted engagement no matter where they are.	3.48	Know Much	High
Overall Mean (OM)	3.67	Know Much	High

*Scale	Range	Description	Interpretation
1	From 1.00 to <1.80	Know Nothing	Very Low
2	From 1.80 to <2.60	Know a little	Low
3	From 2.60 to <3.40	Know Just much	Moderate
4	From 3.40 to <4.20	Know Much	High
5	From 4.20 to 5.00	Know Very much	Very High

Table 3 reveals that the level of readiness of the respondents to HyFlex learning modality in terms of knowledge is high. They Know Much (OM=3.67) about the learning modality, and they signified their highest ratings on the items “*HyFlex needs stable internet connections to be carried out effectively*” (M=3.93), and “*HyFlex involves face-to-face, synchronous online, and asynchronous online classes*” (M=3.88), “*HyFlex gives students the right to participate in class virtually or physically*” (M=3.74); while they signified their lower rating on the item “*HyFlex can facilitate continuous learning even during campus closure*” (M=3.45).

These findings agree with the assertion of Milman et al. (2020) that for students to become ready to HyFlex learning modality, they should know the nature of HyFlex learning modality, its workings and applications, its significance, its advantages and disadvantages, and its implications for teaching and learning. These findings also recognize the contention of Aboagye et al. (2021); Chase et al. (2018); and Chung et al. (2020) that one of the biggest challenges regarding this modality of learning is the availability of technological gadgets and internet connectivity. Knowing the workings, benefits and limitation of HyFlex learning can guide students to make informed decisions, helps them develop new skills and adapt to change in learning modalities (Bayubay, 2023).

In Terms of Skills

Table 4. Readiness of Respondents for HyFlex Modality in terms of Skills

Item	Mean	Description	Interpretation
I can create my own videos using any video maker	3.76	Can perform well	High
I can operate laptop or android cellphones efficiently.	3.81	Can perform well	High
I can share and receive information using the internet.	4.00	Can perform well	High

I can upload and download electronic files and videos.	3.83	Can perform well	High
I can express my thoughts or ideas online or face-to-face.	3.60	Can perform well	High
I can cooperate in a group activity either online or face-to-face.	3.74	Can perform well	High
I can produce electronic forms of documents like word, pdf and ppt.	3.88	Can perform well	High
I can manage my time effectively to complete my tasks online or face-to-face.	3.60	Can perform well	High
I can participate in a chat space along with the live video of the class session.	4.00	Can perform well	High
Overall Mean	3.85	Can perform well	High

*Scale	Range	Description	Interpretation
1	1.00 to <1.80	Cannot perform	Very Low
2	1.80 to <2.60	Can perform poorly	Low
3	2.60 to <3.40	Can perform fairly	Moderate
4	3.40 to <4.20	Can perform well	High
5	4.20 to 5.00	Can perform very well	Very High

Table 4 bares that readiness of the respondents to HyFlex learning modality in terms of skills is high. They Can Perform Well (OM=3.85) the basic skills needed for this modality of learning. Moreover, they signified their highest ratings on the items “*I can participate in a chat space along with the live video of the class session.*” (M=4.45); “*I can share and receive information using the internet.*” (M=4.00), and “*I can produce electronic forms of documents like word, pdf and ppt.*” (M=3.88); while they signified their lower rating on the item “*I can express my thoughts or ideas online or face-to-face*”, and “*I can manage my time effectively to complete my task online or face-to-face*” (M=3.60).

These findings address the claim of Chen & Lewis (2021) that HyFlex modality provides flexibility for student attendance but introduces complexity in pedagogy and the use of instructional technologies. Likewise, the findings support the recommendation of Anderson et al. (2021) that, in order to participate effectively in HyFlex learning, learners should develop self-directed learning, technology, and communication skills to that they could participate in the class session. Having these skills is vital in the readiness of the respondents to HyFlex learning because a well-developed skill can make the students experts in the field of learning modality (Zahra, 2019).

In Terms of Values

Table 5. Readiness of Respondents to HyFlex Modality in terms of Values

Item	Mean	Description	Interpretation
Learning process of students should not be disrupted.	3.76	Agree	High
Students should study their lessons independent of others.	3.62	Agree	High
Educational institutions must adapt to trends in technology.	3.83	Agree	High

Educational institutions must adapt to trends in technology.	3.83	Agree	High
Interactions among students and teachers are vital for learning.	3.90	Agree	High
Students should be given flexibility in accomplishing their tasks.	3.95	Agree	High
Learners should have equitable access to the learning resources.	3.93	Agree	High
Students must maintain a balance between studying and taking care of their family.	4.12	Agree	High
Overall Mean	3.87	Agree	High

*Scale	Range	Description	Interpretation
1	1.00 to <1.80	Strongly Disagree	Very Low
2	1.80 to <2.60	Disagree	Low
3	2.60 to <3.40	Moderately Agree	Moderate
4	3.40 to <4.20	Agree	High
5	4.20 to 5.00	Strongly Agree	Very High

Table 5 shows that the readiness of the respondents for HyFlex learning modality in terms of values is high. They Agree (OM=3.87) on the importance, worth and usefulness of HyFlex learning modality. Moreover, they signified their highest ratings on the items “*Students must maintain a balance between studying and taking care of their family*” (M=4.12); “*Students should be given flexibility in accomplishing their task*” (M=3.95), and “*Learners should have equitable access to the learning resources*” (M=3.93); while they signified their lower rating on the item “*Students should study their lessons independent of others*” (M=3.62).

This finding confirms that belief of Malczyk and Mollenkopf (2019) that HyFlex learning modality could result in increased flexibility, improved accessibility, enhanced student engagement, an improved instructor satisfaction. It also affirms that contention of Jongmuanwai et al. (2019) that HyFlex modality is useful for students who must coordinate work and family responsibilities with a challenging course schedule. Values help people determine what is important to them. Similarly, valuing HyFlex learning modality influences perceptions and behaviors of students (Perry, 2023), thus, their readiness to HyFlex learning modality.

In Terms of Attitude

Table 6. Readiness of Respondents for HyFlex Modality in terms of Attitude

Item	Mean	Description	Interpretation
I am eager to learn my lessons either online or face-to-face	3.64	Evident	High
I am confident that I can do my task either online or face-to-face	3.52	Evident	High
I am comfortable with attending my classes either online or face-to-face.	3.62	Evident	High
I believe in the timeliness of HyFlex especially this time of climate change.	3.79	Evident	High

I am interested in participating in class discussions either online or face-to-face.	3.71	Evident	High
I am willing to adjust my habits to ensure that I can participate in online activities.	3.69	Evident	High
Overall Mean	3.66	Evident	High

*Scale	Range	Description	Interpretation
1	1.00 to <1.80	Not evident	Very Low
2	1.80 to <2.60	Slightly evident	Low
3	2.60 to <3.40	Moderately evident	Moderate
4	3.40 to <4.20	Evident	High
5	4.20 to 5.00	Very evident	Very High

Table 6 bares that the readiness of the respondents for HyFlex learning modality in terms of attitude is high. It is Evident (OM= 3.67) that they showed positive attitude towards this modality of learning, and they signified their highest ratings on the items “*I believe in the timeliness of HyFlex especially this time of climate change.*” (M=3.79); “*I am eager to learn my lessons either online or face-to-face*” (M=3.71), and “*I am willing to adjust my habits to ensure that I can participate in online activities*” (M=3.69); while they signified their lower rating on the item “*I am confident that I can do my task either online or face-to-face*” (M=3.52).

Attitude is an important determinant of technology acceptance and integration in classrooms (Scherer et al., 2018). The respondents appreciated the flexibility and convenience of this way of learning and the ability to access course materials and engage with instructors and classmates through online platforms (Kumar, 2018). This finding supports the observation of Meseguer-Artola, and Rodríguez-García (2020) that students’ attitudes regarding HyFlex modality were generally positive, with many appreciating the approach’s flexibility and adaptability. As a matter of course, educational institutions have aimed to implement pedagogy and technology to best adapt to the current world and equip learners with 21st-century skills (Irvine, 2020).

Relationship Between Knowledge and Skills, and Values and Attitude on HyFlex Modality

Table 7. Relationship between knowledge and skills, and attitude and values on HyFlex modality

Variables	Overall Mean	Correlation Coefficient (*r-value)	Indication	**p-value	Indication	Decision
Knowledge and Skills	3.76	0.80	Strong positive (direct) relationship	0.00	Relationship is highly significant	Reject null (H ₀ 1) hypothesis
Attitude and Values	3.76					

*r-value	Indication
0	No relationship
From > 0.0 to < 0.20 (or < 0.0 to > -0.20)	Very weak positive/direct (negative/inverse) relationship
From 0.20 to < 0.40 (or -0.20 to > -0.40)	Weak positive/direct (negative/inverse) relationship

From 0.40 to < 0.60 (or -0.40 to > -0.60)	Moderately strong positive/direct (negative/inverse) relationship
From 0.60 to < 0.80 (or -0.60 to > -0.80)	Strong positive/direct (negative/inverse) relationship
From 0.80 to < 1.00 (or -0.80 to > -1.00)	Very strong positive/direct (negative/inverse) relationship
±1.00	Complete positive/direct (negative/inverse) relationship

**Significance level (alpha) <0.01, 2-tailed.

Entries in Table 7 reveal that the correlation coefficient (r-value) for the variables knowledge and skills and the variables values and attitude is 0.80. This value indicates that there is a very strong positive relationship between the said variables. Moreover, the computed probability value (p-value) for the relationship of said variables is 0.00 which is less than the significance (alpha) level of 0.01. This indicates that the strength and direction of the relationship of the said variables is highly significant, and that this observed relationship did not occur merely by chance but true to the larger population of interest – the English and Filipino education students. The null hypothesis, therefore, is rejected.

This implies that one’s attitude and values could facilitate the acquisition of knowledge about and skills needed for HyFlex learning, and vice versa, knowledge and skills reinforce positive attitude towards and values regarded to this modality of learning. The strength and direction of this relationship is visualized in Figure 2.

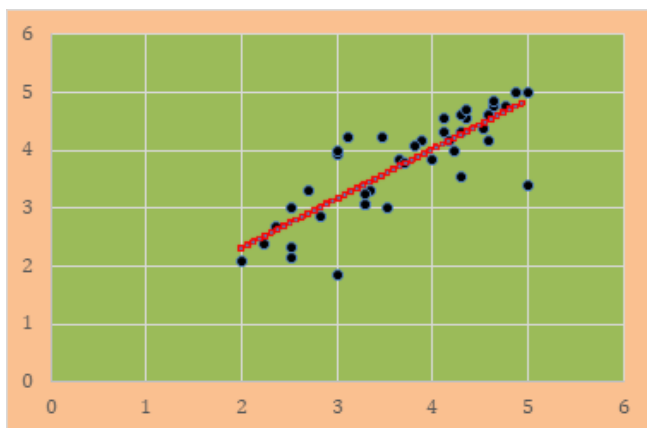


Figure 2. Scatter Plot and Correlation Curve for Knowledge and Skills in Relation to Attitude and Values Where r-value is 0.80

Figure 2 shows that the correlation curve for the variable knowledge and skills, in relation to the variable attitude and values sharply slopes upward from left to right. This means that as the value in the x-axis increases, the value in the y-axis correspondingly increases; and as the value in the x-axis decreases, the value in the y-axis correspondingly decreases, and vice versa.

CONCLUSION

The findings of this study revealed a high level of readiness of respondents for the HyFlex learning modality. They were well aware of the conditions and constraints for its effective implementation, including stable internet connections and the availability of face-to-face, synchronous, and asynchronous sessions. They also exhibited positive values and attitudes towards this learning modality highlighting the importance of flexibility, equitable access to resources, and uninterrupted learning. These results align with the online learning theory, which emphasizes the significance of students’ digital readiness, encompassing their skills, knowledge, attitudes, and behaviors related to digital technology, in achieving success in digital learning environments like HyFlex. The respondents’ possession of the necessary gadgets and internet connection further supports their readiness for the HyFlex modality.

RECOMMENDATIONS

For Possible Policy Formulation

1. The teachers should establish a support system that can assist students in addressing their concerns and challenges in adapting to HyFlex modality.
2. The college should develop a comprehensive training program for students to enhance their readiness and approach towards HyFlex modality.

For Possible Courses of Action

1. Internet providers should provide access to reliable and stable internet connections to ensure the effective implementation of HyFlex modality.
2. Students and teachers should be encouraged the integration of technology into the teaching and learning process.

For Future Research Direction

1. Conduct a similar study about the level of readiness for the HyFlex modality with respect to students' knowledge and skills, values, and attitudes that will cover a wider scope of locale and types of respondents.
2. Develop and evaluate interventions that can further improve students' readiness to HyFlex modality, such as online tutorials, mentoring, or learning communities.
3. Examine the impact of cultural and contextual factors on students' readiness to HyFlex modality, such as the influence of national or regional education policies, or the cultural norms surrounding online learning in different societies.

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