Mediating Effect of Philosophical Orientation to the Transformational Instruction Practices and the Implementation of Flexible Learning: Basis for Institutionalizing Students' University Experience

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Abstract

This study examined the Mediating Effect of Philosophical Orientation to the Transformational Instruction Practices and the Implementation of Flexible Learning: Basis for Institutionalizing Students' University Experience. Thus, this design used in the study is mixed-method design utilizing three thousand 3rd and 4th year students of LSPU system. The results were analyzed using descriptive statistics which includes Cross tabulation, standard deviation, mean, and regression analysis for the quantitative part. The study revealed that the philosophical orientation among faculty in LSPU system as "Highly Observed". The transformational instruction practices of faculty in LSPU system as "Highly Practiced". Implementation of flexible learning at LSPU system as "Highly Effective". The students' university experience at LSPU system as "Often". The teacher's transformational instruction practices as to collaboration and inspirational motivation and intellectual stimulation of implementation of flexible learning affect only the level of students' university experience. While the remaining sub-variables does not affect the level of students' university experience. Still, the null hypothesis is rejected. The philosophical orientations of the teacher mediate the effect of transformational instruction practices and implementation of flexible learning to the student's university experience. Thus, the null hypothesis is rejected. In the light of the findings and conclusions, here are the recommendations: Continuous need for reskilling and upskilling and professional development for our faculty to be competitive and relevant in the new normal in education. A technology-enriched collaborative environment could be promoted since collaborative learning environments are where students thrive. In dealing with teachers' philosophical orientation, they may specify existentialism as philosophy that could be the focus

of the study phenomenological method to really dive to the personal and in-depth experiences of the learners.
Keywords: Collaborative environment, Flexible learning, Philosophical orientation, Students' experience.

Introduction

In the context of the pandemic, universities have to start understanding and identifying medium-term and long-term implications of this phenomenon on teaching, learning, student experience, infrastructure, operation, and staff. Scenario analysis and understanding of the context of each university are necessary to the current challenges they are confronted with (Coates, 2015). With this emerging realty, Universities have to be resilient in times of crisis. Resiliency in the educational system is the ability to overcome challenges of all kinds–trauma, tragedy, crises, and bounce back stronger, wiser, and more personally powerful The educational system must prepare to develop plans to move forward and address the new normal after the crisis. To be resilient, higher education needs to address teaching and learning continuity amid and beyond the pandemic (Henderson, 2017). Locally, as per CHED Memorandum Order (CMO) No. 04, Series of 2020, the Commission on Higher Education disseminated Guidelines on the Implementation of Flexible Learning to be applied by the public and private Higher Education Institutions (HEIs) beginning the academic year 2020 to 2021 and may be extended upon consultation with the partners concerned and upon review of the Commission. This document has contained pertinent data and recommendations for the application of flexible learning and teaching both for the undergraduate and graduate programs.

In lieu of the aforementioned, the Laguna State Polytechnic University implements the Flexible Teaching and Learning Model. This Flexible Teaching and Learning Model is being operationalized in LSPU context with its desire to serve its purpose of providing quality and equitable education amidst the challenging time. The BOR-approved LSPU Learning Continuity Plan sets the direction of LSPU in the opening of classes this First Semester AY 2020 –2021. The faculty and students are well-informed and well-taken care of by the top management. The strong administrative support and full cooperation of the entire academic community make the implementation of flexible learning at LSPU possible. One –hundred percent of the faculty members developed a self-paced learning module and were able to successfully and effectively navigate the Google classroom to support their synchronous and asynchronous classes. Classes are limited to theoretical/conceptual skills development, and the preparation, review, and monitoring of the self-paced learning module requires enough time to accomplish. Although they were able to learn effectively and efficiency despite of the sudden migration to flexible learning, there human experience as a

student studying in a university, their aspirations, motivations, struggles, communication and real life experience were not given enough considerations.

Hence, this study have tried to explore the mediating effect of teachers' philosophical orientation, transformational instructional practices to the implementation of flexible learning at Laguna State Polytechnic University. Studying and understanding these factors could allow refinement of programs, better communications, better engagement, interest, and motivation among students of the university. Further, the findings of the study could be an input to academic rules and policies in the revised LSPU's Learning Continuity and Contingency Plans as a response to the implementation of face to face classes and hybrid setup in the educational sector. A student' university experience primer for a bridge program is desired to be developed to sustain the cognitive learning outcomes, student's engagement and motivation, and student's self-assessed academic performance.

Current Study

Transformational leadership. This style of leadership is often associated with vision, the establishment of guidelines for the restructuring and realigning of an organization, development of working staff, and involvement with the external community via publicity and networking actions. Antonopoulou et al., (2019) suggested that an effective form of leadership that seems to promote in an optimal way digital innovation is transformational leadership. The leader of transformational leadership aims to motivate followers, seek to meet their highest needs, and commit their full commitment. Bates (2017) stated that flexible learning is not a new concept and has been a core issue in distance education for some time. A central element of flexible learning is the provision of choice to learners. Instead of the instructor or the institution making key decisions about learning dimensions, the learner has a range of options from which to choose (Brooks & Grajek, 2020).Thus, flexible learning involves loosening logistical and educational constraints, and is often related to student-centeredness as well as to individualization in teaching and personalization of the learning process. It is a challenge to define flexible learning, due to its manifold characteristics. As a result, diverse concepts have been developed around it which varies, in part, in terms of the flexibility dimensions to which they refer (Bergamin, 2016). 2.3.

The quality of the education depends directly upon the quality of the educators. It is no longer acceptable for educators to possess only skills and knowledge necessary to teach. It is also a need to have the dispositions to become effective teachers during teaching practices. (Stephens, 2019) It is a fact today that the goal of teacher education programs is to train future educators in such a way to produce highly qualified individuals so that they have the knowledge, skills and

dispositions to become effective teachers to fostering growth and learning for their students. (Bryd & Alexander, 2020) The student experience is increasingly being regarded as an important area for HEIs to differentiate themselves from the competition (Baranova et al., 2014). The fundamental role of HEIs is to provide quality learning experiences to its students (Michael, 1997; Simpson and Tan, 2009; Yeo, 2008). The problem for service providers, however, is that existing frameworks evaluating the student experience, focus solely on the cognitive aspects of the service delivery. (Chen and Chen, 2010; Otto and Ritchie, 1995). With the growing internationalization of higher education (Mok, 2017) it is even more important to gain a holistic understanding of the quality of a higher education experience so as to ensure satisfying student experiences. (Arambewela & Maringe, 2014)

Method

Participants

The respondents of the study were the three thousand (3000) selected college students from the four (4) campuses of the Laguna State Polytechnic University System namely: San Pablo, Sta Cruz, SIniloan and Los Baños campus. The main criteria for choosing the respondents were based from the students' experiences on the implementation of flexible learning at LSPU. Thus, the 3rd and 4th year students were identified as the primary respondents of the study. the questionnaire will be posted, sent via private message, and e-mailed to the target respondents. The main instrument that was used in the study was a researcher-made questionnaire.

Procedure

A letter of request for approval to conduct the study was handled personally by the researcher to the Campus Director of the each Campuses of Laguna State Polytechnic University. Upon the approval of the Campus Directors, the researcher strictly followed the safety protocols suggested by the Department of Health and the Inter-Agency Task Force to secure their safety. The researcher took charge of the administration and distribution of the prepared a questionnaire in Google form for an effective and efficient way for distribution and retrieval of the questionnaire. To consider the ethical responsibility in the study, a cover letter outlining the study's purpose was also included in the questionnaire, as well as assurances that their replies would be treated with privacy and confidentially. The information reflected in the questionnaire was carefully recorded, tabulated, analyzed, and interpreted using appropriate statistical tests. For the quantitative part of the study, after the instruments were validated by three subject area expert in Educational Management and one English expert for grammatical considerations. The researcher then, conducted a pilot test

to seven eight (78) respondents who were easily accessible and not part of the target respondents. The result of the pilot test was eventually put into a reliability test (Cronbach alpha) to measure the internal consistency, i.e., how closely related a set of items are as a group. The test revealed that all the items got a score of above .924 suggesting that the all items have relatively high internal consistency. Another test was performed which was the factor analysis. It is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. Still result after conducting the factor analysis that all items were found reliable. The researcher started sending the link of the Google form which contains the validated and approved instruments for the study. The data gathering started on February 13 until April 11 2023, after the target number of respondents was achieved.

Statistical Analysis

Descriptive statistics were utilized which aimed to collect data on the Philosophical Orientation, Transformational Instruction Practices and Implementation of Flexible Learning at LSPU which includes Cross tabulation, standard deviation, and mean. Likewise a factor analysis was employed in the conduct of this study. Regression Analysis was also utilized in this study. Regression analysis is a quantitative research method which is used when the study involves modeling and analyzing several variables, where the relationship includes a dependent variable and one or more independent variables. In simple terms, regression analysis is a quantitative method used to test the nature of relationships between a dependent variable and one or more independent variables. (Creswell, 2017) Mediation analysis using process macro was conducted to determine the mediating effect of Teachers' philosophical exposure on Flexible learning implementation and Students' university experience.

Results

Part I. Profile of the Respondents as Grouped by Academic Tracks.

Table 1. Summary Table for the Profile of the Respondents

AGE	N	%	SEX	N	%	CAMPUS	N	%	YEAR LEVEL	N	%	EDUC.ATTN	N	%	FAM.INCM	N	%
18-20	592	19.7	MALE	1308	43.6	SAN PABLO	1131	37.7	3RD YEAR	1955	65.2	ELEM. LEVEL	1147	38.2%	POOR LOW INCOME	1824	60.8%
21-23	1921	64	FEMALE	1692	56.4	STA CRUZ	793	26.4	4TH YEAR	1045	34.8	HIGH SCHL.GRAD.	674	22.5%	LOWER MID. INCOME	1031	34.4%
24-ABOVE	487	16.3				SINILOAN	509	17				COLLEGE GRAD.	482	16.1%	MID. INCOME	13	0.4%
						LOS BAÑOS	567	19				BS.DEG W/ MA/MS	463	15.4%	UPPER MID. INCOME	48	1.6%
												MA/MS DEG.	153	5.1%	UPPER INCOME	42	1.4%
												MA/MS W PHD DEG.	13	0.4%	RICH	42	1.4%
												PHD/EDD DEG.	68	2.3%			
TOTAL	3000	100%	TOTAL	3000	100%	TOTAL	3000	100%	TOTAL	3000	100%	TOTAL	3000	100.0%	TOTAL	3000	100%

Table 1 presents the summary table of the profile of the respondents as grouped by academic tracks. The table shows that most respondents were from the age bracket 21-23 years old, totaling 1921 respondents. Regarding sex, most of the respondents are female, with 1692 respondents. Regarding campus, most respondents belong to San Pablo City Campus, with 1131 respondents. On the year level, most respondents are the 3rd year students, with 1955 respondents. Meanwhile, on the educational attainment of parents, most of the respondents' parents' educational attainment belongs to the Elementary level, with a total of 1147. Lastly, regarding family income, most of the respondents' family income belongs to the poor low income, with 1824 total respondents.

Part II. Philosophical Orientation among Faculty in LSPU System

Table 2. Philosophical Orientation among Faculty as to Essentialism

My teachers' philosophy in terms of essentialism helps me...	Mean	SD	VI
1. be practical will prepare students to be competent and valuable members of society.	4.17	0.891	HO
2. to emphasize reading, writing and the ability to compute the students.	4.15	0.906	HO
3. invests in teaching history, hygiene, reading and grammar.	4.15	0.885	HO
4. to inculcate the value of perseverance and hard work in my students.	4.19	0.915	HO

5.	impart the importance of learning the totality of the thing and not just the parts.	4.17	0.881	HO
6.	be teaching-centered in my approach to imparting knowledge.	4.13	0.887	HO
7.	to usually teach my students progressively, from less complex skills to more complex ones.	4.19	0.880	HO
8.	to strive to instill in students the "essentials" of academic knowledge and character development.	4.16	0.912	HO
9.	to assume that people and things have natural and essential common characteristics which are inherent, innate and unchanging.	4.10	0.905	HO
10.	to instill in students the "essentials" of academic knowledge, patriotism, and character development.	4.14	0.878	HO
	OVERALL	**4.16**	**0.7779**	**HO**

Legend: 5.0-4.26 (Very Highly Observed), 4.24-3.51 (Highly Observed), 3.50-2.76 (Moderately Observed), 2.75-1.51 (Rarely   Observed), 1.50-1.0 (Not Observed)

Table 2 presents the Philosophical Orientation among Faculty as to Essentialism. As shown in the table, the respondents "highly observed" the faculty's inculcation of the value of perseverance and hard work among students ($\bar{x}$=4.19) while teaching their students progressively, from less complex skills to more complex ones ($\bar{x}$=4.19) respectively. Furthermore, the faculty in his teachings assumes that people and things have natural and essential common characteristics which are inherent, innate and unchanging ($\bar{x}$=4.10). The overall mean value of 4.16 for the perception of Philosophical Orientation among Faculty as to Essentialism yielded a verbal interpretation as "Highly Observed." This implies that respondents highly observed the faculty's philosophical orientation in teaching well. It is in congruence with what essentialism is, which manifests a core of common knowledge about how the real world should be transmitted to students systematically and disciplined. Let us remember that the quality of education depends directly upon the quality of the educators. It is no longer acceptable for educators to possess only the skills and knowledge necessary to teach. It is also essential to have the disposition to become effective, systematic and disciplined teachers.

At baseline, mindfulness and emotion regulation were negatively correlated, indicating that participants who were less skilled in mindfulness were more likely to have emotion regulation difficulties. Also, there was a positive association between emotion regulation difficulties and emotional distress. At post-intervention, there were significant associations between mindfulness, emotion regulation difficulties, and emotional distress. Accordingly, higher mindfulness was negatively associated with emotion regulation difficulties. In addition, participants with higher mindfulness and better emotion regulation were more likely to report lower emotional distress.

Table 3. Philosophical Orientation among Faculty as to Perrenialism

My teachers' philosophy in terms of perrenialism helps me...	Mean	SD	VI
1. to allow me to develop the power of thought of my students.	4.15	0.905	HO
2. to inculcate that curriculum should cultivate rationality, morality and aesthetics.	4.17	0.860	HO
3. to improve my knowledge and skills mastery of the subject matter	4.19	0.888	HO
4. to inculcate the value of professionalism and human advancement.	4.18	0.918	HO
5. to facilitate that curriculum must be grounded on recurrent themes of human life, for they are eternal.	4.21	0.896	HO
6. to impart to my students that the idea from the past must be taught because they are still valuable..	4.24	0.874	HO
7. to provide an environment where diverse individuals can work together effectively and happily to achieve common goals.	4.18	0.886	HO
8. to realize the vital role of the support of authority in making decisions necessary to accomplish the tasks.	4.14	0.910	HO
9. to teach students to think rationally and develop minds that can think critically.	4.20	0.885	HO
10. to aims at teaching students ways of thinking to secure	4.19	0.866	HO

individual freedoms, human rights, and responsibilities through nature.			
OVERALL	**4.18**	**0.7875**	**HO**

Legend: 5.0-4.26 (Very Highly Observed), 4.24-3.51 (Highly Observed), 3.50-2.76 (Moderately Observed), 2.75-1.51 (Rarely Observed), 1.50-1.0 (Not Observed)

Table 3 shows the respondents' perception of the Philosophical Orientation among Faculty as to Perrenialism. As presented by the table, the respondents "highly observed" that the faculty in their teaching impart among students that the idea from the past must be taught because they are still valuable in our present life (x̄=4.24). They also appreciated the fact "that curriculum must be grounded on recurrent themes of human life, for they are eternal" (x̄=4.21). While it is also noteworthy to commend that the respondents realize the vital role of education is to support authority in making decisions necessary to accomplish the tasks"(x̄=4.14). The overall mean value of 4.18 revealed that the faculty's philosophical orientation as to perrenialism is "Highly Observed" by the respondents. This implies that respondents understand the importance of the ideas and concepts in the great books and maintain that the true purpose of education is the discovery of the universal, or perennial, truths of life. We can also infer that they believe these ideas are still as relevant and meaningful today as when they were written. Through their instructors' philosophy, they can comprehend that schools aim to prepare learners to accept their places in a society built upon a long and tested tradition.

Table 4. Philosophical Orientation among Faculty as to Progressivism

My teachers' philosophy in terms of progressivism helps me...	Mean	SD	VI
1. to believe individuality, progress, and change are fundamental to one's education.	4.17	0.883	HO
2. to center the curricula on students' needs, experiences, interests, and abilities.	4.15	0.867	HO
3. to develop skills of thoughtful investigation and internal discipline.	4.16	0.885	HO
4. to include cooperative behaviors and self-discipline in my class.	4.13	0.916	HO
5. to center my lesson on the student's needs, experiences, interests and abilities.	4.25	0.875	HO
6. to encourage my students by "learning by doing	4.20	0.886	HO
7. allow my students to develop understanding and action as the goals of	4.17	0.863	HO

learning as opposed to rote knowledge.

	Mean	SD	VI
8. to inculcate the value of experiential learning.	4.17	0.883	HO
9. to include discussions, interaction and group dynamics among my students.	4.21	0.879	HO
10. to enable them to learn that schools can transmit the culture of society while it prepares students in the changing world.	4.16	0.909	HO
OVERALL	**4.17**	**0.7871**	**HO**

Legend: 5.0-4.26 (Very Highly Observed), 4.24-3.51 (Highly Observed), 3.50-2.76 (Moderately Observed), 2.75-1.51 (Rarely   Observed), 1.50-1.0 (Not Observed)

Table 4 illustrates the respondents' perception of the Philosophical Orientation among Faculty to Progressivism. The respondents "highly observed" that their instructors center their lesson on the student's needs, experiences, interests and abilities (x̄=4.25), and in their approach to teaching, they have emphasized the inclusion of discussions, interaction and group dynamics among students (x̄=4.21) respectively. We could also see from this table that their instructor had tried to include cooperative behaviors and self-discipline in my class (x̄=4.13). The respondents' overall mean value of 4.17, interpreted verbally as "Highly Observed," indicated their instructors' belief that life is evolving in a positive direction that people can be trusted to act in their own best interests, and that education should focus on students' needs and interests. As a result, we could say that current discussions about progressive education and concerns about prioritizing learning through experience, student-centeredness, and community engagement constitute advanced education today. The Laguna State Polytechnic University, particularly in the post-pandemic era, has ensured that all students, their interests and abilities, and endeavors to produce independent thinkers within our society are considered.

Table 5. Philosophical Orientation of Faculty as to Reconstructionism

My teachers' philosophy in terms of reconstructionism helps me…	Mean	SD	VI
1. to ensure that everyone is given equal access to quality education.	4.15	0.901	HO
2. to enlighten them to think of social change and act on them.	4.13	0.898	HO
3. to establish a problem-solving approach that deals with life's struggles. .	4.11	0.942	HO
4. to incorporate group discussion, dialogue and interactions in my	4.15	0.875	HO

lessons.

	Mean	SD	VI
5. to be their guide in learning and not to control them.	4.10	0.919	HO
6. to let my students be empowered and take control of their learning.	4.12	0.897	HO
7. to create an accessible learning atmosphere for my students.	4.19	0.899	HO
8. to emphasize addressing social questions and a quest to create a better society.	4.20	0.900	HO
9. to impart to my students that education could be the agent of social reform.	4.21	0.905	HO
10. to let my students be involved in leadership practices and roles in the school.	4.20	0.864	HO
OVERALL	**4.16**	**0.7964**	**HO**

Legend: 5.0-4.26 (Very Highly Observed), 4.24-3.51 (Highly Observed), 3.50-2.76 (Moderately Observed), 2.75-1.51 (Rarely   Observed), 1.50-1.0 (Not Observed)

Table 5 reveals the perception of the respondents on the Philosophical Orientation among Faculty as to Reconstructionism. As we can see from the result, the respondents "highly observed," that the faculty of LSPU has imparted to the students that education could be the agent of social reform (x̄=4.21) while also inculcating in their minds that students should be involved in leadership practices and roles in the school (x̄=4.20) and should learn to address social questions for a quest to create a better society (x̄=4.20). Aside from that, the faculty has demonstrated to the respondents that they are only guides in learning and not to control them (x̄=4.10). The overall mean value of 4.16 for the perception of the respondents on the philosophical orientation among faculty as to reconstructionism yielded a verbal interpretation as "Highly Observed". This implies that respondents have learned from the faculty through education, our social problems can be solved by changing or reconstructing society. Thus, we could infer that education facilitates the development and stability of a nation through schools supporting the existing political, social and economic system in the country.

Table 6. Philosophical Orientation of Faculty as to Existentialism

My teachers' philosophy in terms of existentialism helps me …	Mean	SD	VI
1. to prepare my students to be competent and valuable members of society.	4.17	0.903	HO
2. to let my students give meaning to their daily experiences	4.15	0.881	HO

and learnings in life.			
3. to give more emphasis on the value and importance of my students.	4.16	0.905	HO
4. to give opportunities to my students for self-actualization and direction.	4.17	0.888	HO
5. to inculcate the importance of responsibility through decision-making.	4.18	0.914	HO
6. to understand that the primary step in any education is to grasp ourselves.	4.18	0.897	HO
7. to inculcate to the minds of my students that everyone and everything has a purpose.	4.21	0.897	HO
8. to know that the teacher is not the center of the instruction but rather a facilitator.	4.19	0.899	HO
9. to allow my students to have a positive role in their self-discoveries.	4.17	0.904	HO
10. to know that the ultimate goal of education is to achieve a good life.	4.21	0.882	HO
OVERALL	**4.18**	**0.8023**	**HO**

Legend: 5.0-4.26 (Very Highly Observed), 4.24-3.51 (Highly Observed), 3.50-2.76 (Moderately Observed), 2.75-1.51 (Rarely   Observed), 1.50-1.0 (Not Observed)

Table 6 shows the perception of the respondents on the Philosophical Orientation among Faculty as to Existentialism. As shown in the table, the respondents "highly observed" that the faculty of LSPU has inculcated to the minds of the students that everyone and everything has a purpose"in life ($\bar{x}$=4.21) while also ensuring their students knows that the ultimate goal of education is to achieve a good life ($\bar{x}$=4.21). It is also interesting to know that they let their students give meaning to their daily experiences and learnings in life ($\bar{x}$=4.15). The overall mean value of 4.18 for the perception of the respondents on the philosophical orientation among faculty as to existentialism yielded a verbal interpretation as "Highly Observed". Thus, it implies that the respondents had identified that their teachers had emphasized the value of students' experiences and maintained that each individual must determine their meaning of existence. We could deduce that our faculty has somehow shown the respondents the importance of finding the self and the meaning of life through free will, choice, and personal responsibility.

Part III. Transformational Instruction Practices of Faculty in the LSPU System

Table 7. Transformational Instruction Practices of Faculty in the LSPU System to Idealize Influence

Through the idealized influence, my teacher enables me to...	Mean	SD	VI
1. make others feel comfortable around me.	4.06	0.901	HP
2. established a complete faith in me.	4.06	0.897	HP
3. be proud of having me as their instructor.	4.00	0.908	HP
4. lead and teach others by/through examples.	4.14	0.889	HP
5. establish the fact that students are capable of learning something valuable in life.	4.20	0.866	HP
6. impart values and beliefs that are valuable to the my life as a students.	4.23	0.870	HP
7. help others develop themselves.	4.19	0.865	HP
8. enable others to think about old problems in new ways.	4.03	0.915	HP
9. provide appealing images about what we can do worthwhile.	4.06	0.862	HP
10. provide others with new ways of looking at puzzling things.	3.97	0.920	HP
OVERALL	**4.09**	**0.7654**	**HP**

Legend: 5.0-4.26 (Very Highly Practiced), 4.24-3.51 (Highly Practiced), 3.50-2.76 (Moderately Practiced), 2.75-1.51 (Rarely   Practiced), 1.50-1.0 (Not Practiced)

Table 7 reveals the perception of the respondents on the Transformational Instruction Practices of Faculty in the LSPU System to Idealize Influence. The respondents agreed that their instructors have "highly practiced" to impart values and beliefs that are valuable to the life as a student ($\bar{x}$=4.23) while also creating an atmosphere that the students are capable of learning something valuable in life ($\bar{x}$=4.21). On the other hand, the LSPU Faculty has also provided others with new ways of looking at puzzling things ($\bar{x}$=3.97). The overall mean value of 4.09 for the perception of the respondents on the transformational instruction practices of faculty in the LSPU system to idealize influence has yielded a verbal interpretation as "Highly Practiced." Based on this

result, we could infer that the respondents consider our faculty a positive role model, displaying a charismatic personality that influences them to want to become more like leaders and teachers.

Table 8. Transformational Instruction Practices of Faculty in LSPU System as to Inspirational Motivation

Through inspirational motivation, my teacher enables me to......	Mean	SD	VI
1. express with a few simple words what we could and should provide appealing images about what we can do.	4.05	0.910	HP
2. help others find meaning in their work.	4.10	0.895	HP
3. encourage others to be good team/group players.	4.16	0.904	HP
4. talk to others optimistically about the future.	4.12	0.933	HP
5. encourge my fellow learners to persevere in achieving their goals in life.	4.19	0.930	HP
6. be inspired to overcome all the difficulties in life.	4.20	0.907	HP
7. focus on the goodness that life brings to us.	4.18	0.923	HP
8. inculccate in myself a clear vision of life one must possesed.	4.11	0.906	HP
9. help others find and discover their skills.	4.16	0.909	HP
10. find practical solutions to their daily life problems.	4.05	0.946	HP
OVERALL	**4.11**	**0.912**	**HP**

Legend: 5.0-4.26 (Very Highly Practiced), 4.24-3.51 (Highly Practiced), 3.50-2.76 (Moderately Practiced), 2.75-1.51 (Rarely   Practiced), 1.50-1.0 (Not Practiced)

Table 8 shows the perception of the respondents on the Transformational Instruction Practices of Faculty in the LSPU System as to Inspirational Motivation. The data further illustrates that the respondents agreed that their instructors have "highly practiced" inside the class the ability to inspire students to overcome all the difficulties in life ($\bar{x}$=4.20). Whereas in his teaching practices, the LSPU faculty has also led their students to encourage their fellow learners to persevere in achieving their goals in life ($\bar{x}$=4.19). Consequently, they were able to inspire them to express with a few simple words what we could and should provide appealing images about what we can do ($\bar{x}$=4.05) and to find practical solutions to their daily life problems ($\bar{x}$=4.05). The overall mean value of 4.11 for the perception of the respondents on the

transformational instruction practices of faculty in the LSPU system as to inspirational motivation has yielded a verbal interpretation as "Highly Practiced." It signifies that the respondents have considered our faculty to be able to inspire confidence, inspiration and a sense of purpose in their students. They have successfully guided their students by providing awareness of the challenges and the meaning of whatever is done.

Table 9. Transformational Instruction Practices of Faculty in LSPU System as to Intellectual Stimulation

Through intellectual stimulation, my teacher enables me to…	**Mean**	**SD**	**VI**
1. to provide new solutions about life's problem.	4.06	0.934	HP
2. provide others with new ways of looking at puzzling things	4.02	0.894	HP
3. get other to rethink ideas that they had never questioned before.	4.05	0.894	HP
4. let others continue working in the same ways always.	3.96	0.931	HP
5. to realize the value and beauty of studying.	4.19	0.910	HP
6. to help me to be creative and imaginative.	4.18	0.901	HP
7. be critical but optimistic in life.	4.12	0.909	HP
8. always look at a broader perspective of life.	4.17	0.906	HP
9. be productive in everything I do.	4.20	0.914	HP
10. be globally competitive and skilled student.	4.14	0.926	HP
OVERALL	**4.10**	**0.7983**	**HP**

Legend: 5.0-4.26 (Very Highly Practiced), 4.24-3.51 (Highly Practiced), 3.50-2.76 (Moderately Practiced), 2.75-1.51 (Rarely   Practiced), 1.50-1.0 (Not Practiced)

Table 9 illustrates the respondents' perception of the Transformational Instruction Practices of Faculty in the LSPU System as Intellectual Stimulation. The data further demonstrate that the respondents agreed that their instructors have "highly practiced" in their teachings and that students should be productive in everything that they do (x̄=4.20). They have also taught the value and beauty of studying (x̄=4.19). It is noteworthy to realize also that the LSPU faculty has let their students continue working in the same ways always (x̄=3.96).The overall mean value of 4.10 for the perception of the respondents on the transformational instruction practices of faculty in the LSPU system as to intellectual stimulation has yielded a verbal interpretation as "Highly

Practiced." With this, it implies that our faculty has catalyzed the students' decision-making process and stimulated their efforts to be as creative and innovative as possible to identify solutions. Intellectual stimulation used by teachers to develop student' capabilities of exploring and capture opportunities to develop performance.

Table 10. Transformational Instruction Practices of Faculty in the LSPU System as to Individualized Consideration

Through Individualized consideration, my teacher enables me to	Mean	SD	VI
1. help others develop themselves.	4.10	0.910	HP
2. let others know how I think they are doing.	4.00	0.940	HP
3. give personal attention to others who seem rejected.	3.98	0.943	HP
4. provide recognition/rewards when others reach their goals.	4.08	0.907	HP
5. tell others the standards they have to know to carry out their work.	4.03	0.915	HP
6. ask no more of others than what is absolutely essential.	3.95	0.934	HP
7. help others develop themselves.	4.10	0.889	HP
8. encourage my students to face their fears and limitations.	4.12	0.922	HP
9. enable them to make a decision in life.	4.13	0.892	HP
10. uplight the morale of my students.	4.11	0.884	HP
OVERALL	**4.06**	**0.8014**	**HP**

Legend: 5.0-4.26 (Very Highly Practiced), 4.24-3.51 (Highly Practiced), 3.50-2.76 (Moderately Practiced), 2.75-1.51 (Rarely Practiced), 1.50-1.0 (Not Practiced)

Table 10 explains the respondents' perception of the Transformational Instruction Practices of Faculty in the LSPU System as to Individualized consideration. The data further elucidates that the respondents agreed that their instructors has "highly practiced" individualized consideration in their teaching, which enables them to make a decision in life ($\bar{x}$=4.13), which eventually might lead them to face their fears and limitations ($\bar{x}$=4.12). Noticeably, we can see that it also lead students to ask no more of others than what is absolutely essential ($\bar{x}$=3.95). The overall mean value of 4.06 for the perception of the respondents on the transformational instruction practices of faculty in the LSPU system as to individualized consideration has yielded a verbal interpretation as "highly practiced". We could infer from this data that the LSPU faculty has delegated the process of sharing power, and allocating more autonomy and responsibilities to students through a specific set of leader behaviors. Since, every students is unique, the teacher have

treated them differently based on their needs to develop their performance at school.

Part IV. Effectiveness of Flexible Learning Method at LSPU System

Table 11. Effectiveness of Flexible Learning Method at LSPU System as to Content

Under the Flexible learning method, the Content enables me...	Mean	SD	VI
1. to be flexible in the desired Learning Competencies required for the students.	3.99	0.896	HE
2. to prioritize the most critical aspects of the course.	4.02	0.903	HE
3. easily categorize the lessons based on the degree of relevancy to the students.	3.99	0.894	HE
4. to devise a flexible approach in teachings through Multimedia flatform.	4.06	0.878	HE
5. to develop necessary adjustments or modifications in lieu of the desired contents.	4.04	0.876	HE
6. to make purposeful connections between out-of-class and in-class activities, such as homework.	4.04	0.933	HE
7. to access with ease online modules (e.g. digital media skills & information literacy)	4.09	0.887	HE
8. to adapt to the learner centered approach in studying.	4.10	0.881	HE
9. to meet my needs and allow me to combine work, study, and family matters	4.07	0.926	HE
10. recognize each students has unique commitments and responsibilities in other areas of life and must therefore be given extensive options to balance education with other demands.	4.11	0.911	HE
OVERALL	**4.06**	**0.794**	**HE**

Legend: 5.0-4.26 (Very Highly Effective), 4.24-3.51 (Highly Effective), 3.50-2.76 (Moderately Effective), 2.75-1.51 (Rarely   Effective), 1.50-1.0 (Not Effective)

Table 11 presents the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System as to Content. As shown in the table, the students agree that the content under flexible learning is "highly effective" and that it recognized each student has outstanding commitments and responsibilities in other areas of life and must therefore be given extensive options to balance education with other demands ($\bar{x}$=4.11). The respondents have also noted that their instructors have invested to adapt to the learner-centered approach in studying ($\bar{x}$=4.10). We can also glean from this table that the respondents have learned to be flexible in the desired

Learning Competencies required for them (x̄=3.39) and to prioritize the most critical aspects of the course (x̄=3.39). The overall mean value of 4.06 for the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System as to Content has yielded a verbal interpretation as "Highly Effective." We could infer from this data that the LSPU system faculty has provided and simplified the learning materials utilized in implementing flexible learning. It also implies that content flexibility is highly prioritized toward motivating the learners by arousing curiosity, thereby simultaneously developing subject and language competency, cultural awareness, and essential and innovative skills.

Table 12. Effectiveness of Flexible Learning Method at LSPU System as to Social and Emotional

Under the Flexible learning method, the Social/Emotional enables me... …	Mean	SD	VI
1. to establish a strong line of communication between my teachers and fellow students.	3.95	0.950	HE
2. to create opportunities to hear and respond to feedback from teachers and families.	3.97	0.914	HE
3. to patronize support groups and counseling services available on campus.	3.93	0.946	HE
4. to identify and verbalize feelings and emotions and develop multiple techniques for coping with them	3.98	0.909	HE
5. to in setting learning goals, developing plans for reaching them, and reflecting on their progress	4.02	0.899	HE
6. to cope with heightened anxiety in returning to school and might need access to mental health services.	3.91	0.960	HE
7. to believe in my abilities and skills to grow with effort and feel physically and emotionally safe.	4.04	0.912	HE
8. to adjust to a common framework to help me understand growth mindset through an equity lens	4.02	0.899	HE
9. to create an environment where I can feel comfortable reflecting on aspects of their learning.	4.05	0.905	HE
10. to grow with effort and feel that I am assisted in my education.	4.08	0.917	HE
OVERALL	**4.00**	**0.8042**	**HE**

Legend: 5.0-4.26 (Very Highly Effective), 4.24-3.51 (Highly Effective), 3.50-2.76 (Moderately Effective), 2.75-1.51 (Rarely Effective), 1.50-1.0 (Not Effective)

Table 12 illustrates the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System as to Social and Emotional. As shown in the table, the respondents agree that the social and emotional aspects of flexible learning are "highly effective" given the fact that the faculty of LSPU has exerted efforts to help their students grow with effort and feel that they are assisted in their education (x̄=4.08) while also ensuring that in the implementation

of flexible learning that they were able to create an environment where student can feel comfortable reflecting on aspects of their learning (x̄=4.05) respectively. But we also have to realize that the respondents have tried to cope with heightened anxiety in returning to school and might need access to mental health services (x̄=3.91). The overall mean value of 4.00 for the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System as to social and emotional has yielded a verbal interpretation as "Highly Effective." It implies that the faculty of the LSPU system has facilitated the development of the students' mindsets, skills, attitudes, and feelings that help them succeed in school, career, and life, such as growth mindset, grit, and sense of belonging at school. It is a clear indicator that despite the trauma experienced during the Covid 19 pandemic, they were able to secure that this area of learning is an integral part of a well-rounded education.

Table 13. Effectiveness of Flexible Learning Method at LSPU System as to Self-paced

Under the Flexible learning method, the Self-paced enables me...	Mean	SD	VI
1. to have a way to track my progress.	4.07	0.928	HE
2. to give create a simple checklist with the unit assignments and a suggested due date for the grading period.	4.09	0.904	HE
3. to find ways to partner with students working on the same assignments.	4.03	0.914	HE
4. to identify what materials do I encounter difficulties.	4.07	0.882	HE
5. to encourage others to do their best work in the time they have.	4.06	0.921	HE
6. to learn inductive thinking which leads to the ability to comprehend information and then derive conclusions based on the information presented.	4.05	0.879	HE
7. to establish a study time around the rest of the day, instead of the other way around.	4.02	0.937	HE
8. to inculcate the value of time management and organization.	4.11	0.892	HE
9. to be free and comfortable in different learning styles and preferences.	4.11	0.886	HE
10. to learn with less pressure and expectations.	3.99	1.000	HE
OVERALL	**4.05**	**0.7927**	**HE**

Legend: 5.0-4.26 (Very Highly Effective), 4.24-3.51 (Highly Effective), 3.50-2.76 (Moderately Effective), 2.75-1.51 (Rarely Effective), 1.50-1.0 (Not Effective)

Table 13 reveals the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System as to Self-pace. As shown in the table, the respondents agree that the faculty has created an atmosphere among their students to be free and comfortable in different learning styles and preferences (x̄=4.11). It is being noted that they successfully inculcated the value of time management and organization (x̄=4.11). While it is interesting to know that in doing so, the faculty of the LSPU system has established the mentality among their students to learn with less pressure and expectations. (x̄=3.39) The overall mean value of 4.05 for the respondents' perception of the Effectiveness of the Flexible Learning Method at the LSPU System as to self-paced has been interpreted verbally as "Highly Effective." As a result of implementing flexible learning in the university, our faculty has been able to adjust the learning style in which individuals' progress through an educational program on their own. It is equivalent to saying that it corresponds with the student's ability to recognize what, when, and how learning occurs.

Table 14. Effectiveness of Flexible Learning Method at LSPU System as to Dialectic

Under the Flexible learning method, the Dialectic enables me... …	Mean	SD	VI
1. to know the holistic conditions of the learners.	3.98	0.894	HE
2. to create a free and open environment suitable for learning.	4.05	0.907	HE
3. to establish rapport and camaraderie among other students.	3.99	0.930	HE
4. to freely express my inner thoughts and aspirations.	3.99	0.968	HE
5. to freely express my ideas without fear or judgment.	3.96	0.970	HE
6. to show to others that learning is a two-way process.	4.08	0.916	HE
7. to be more active participation in my class discussion.	3.99	0.970	HE
8. to be more patient and understanding.	4.07	0.919	HE
9. to inculcate in myself the importance of good and sound communication.	4.09	0.956	HE
10. to induce learning stimuli and imaginative minds in studying.	4.04	0.923	HE
OVERALL	**4.02**	**0.8116**	**HE**

Legend: 5.0-4.26 (Very Highly Effective), 4.24-3.51 (Highly Effective), 3.50-2.76 (Moderately Effective), 2.75-1.51 (Rarely Effective), 1.50-1.0 (Not Effective)

Table 14 reveals the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System as to dialectic. As shown in the table, the respondents agree that the faculty of the LSPU system has inculcated to the students the importance of good and sound communication (x̄=4.09) in which they have emphasized that really learning is a two-way process (x̄=4.08), particularly in the implementation of flexible learning. However, they have also noted that the instructors have to know the holistic conditions of the learners in the conduct of the said method (x̄=3.98). The overall mean value of 4.02 for the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System as to dialectic has yielded a verbal interpretation as "Highly Effective." Thus, it may infer that the respondents have agreed that the LSPU faculty employed dialectic in implementing flexible learning is highly effective. With this, they have noted that questions and answer dialogue between teacher and student allow faculty members to probe what students know and to help refine their knowledge to gain a more in-depth understanding of the topics and materials.

Table 15. Effectiveness of Flexible Learning Method at LSPU System as to Evaluation

Under the Flexible learning method, the evaluation enables me... …	Mean	SD	VI
1.　　to meet deadlines of compliance and work submissions from a set of options or within a set of criteria	4.07	0.933	HE
2.　　to answer online test that can be written over time.	4.06	0.891	HE
3.　　to be flexible in answering assessments and examinations.	4.16	0.879	HE
4.　　to learn the mechanism for ongoing formative assessment and prompt feedback. (e.g., automated feedback)	4.07	0.878	HE
5.　　to value of mechanism for monitoring student progress and intervention when necessary.	4.04	0.870	HE
6.　　to appreciate a mechanism for measuring learning and completion.	4.07	0.887	HE
7.　　to digest structure and sufficient time to perform learning activities.	4.08	0.885	HE
8.　　to have interaction among students (e.g., learning through teamwork, projects, and discussion forum, if feasible)	4.02	0.959	HE
9.　　to identify alternative ways for practicum courses.	4.01	0.907	HE
10.　　to reschedule practicum and immersion requirements at a later semester, if necessary,	3.99	0.958	HE
OVERALL	**4.056**	**0.7893**	**HE**

Legend: 5.0-4.26 (Very Highly Effective), 4.24-3.51 (Highly Effective), 3.50-2.76 (Moderately Effective), 2.75-1.51 (Rarely   Effective), 1.50-1.0 (Not Effective)

Table 15 shows the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System evaluation. As we can see from the table, the respondents agree that the LSPU faculty has ensured to be flexible in answering assessments and examinations (x̄=4.16) while implementing flexible learning. They have also noted that they were allowed by their instructors to digest structure and have sufficient time to perform learning activities (x̄=4.08). Meanwhile, the students have noted that the LSPU faculty has also been keen on rescheduling practicum and immersion requirements at a later semester, if necessary as part of the university response to the effect of the threat of the pandemic. The overall mean value of 4.05 for the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System as to evaluation has yielded a verbal interpretation as "Highly Effective." This result implies that the respondents had agreed that the LSPU faculty, in terms of evaluation methods as part of implementing flexible learning, is highly effective. We can say that the procedure for reviewing students' performance in a classroom and analyzing the review is to provide constructive feedback for their growth. We could infer that the need for flexible assessment is critical within inclusive education, allowing students to have a valued 'voice and choice' in the classroom dynamics and to plan and modify their learning journey to identify what has been learned and what needs to be learned.

Table 16. Effectiveness of Flexible Learning Method at LSPU System as to Collaboration

Under the Flexible learning method, Collaboration enables me... …	Mean	SD	VI
1. to appreciate the appropriate scaffolding or support, such as comments that help students develop their thinking around the topics	4.10	0.897	HE
2. to promote active learning and emphasize "managing the learning process than being the primary provider of learning material.	4.07	0.890	HE
3. to establish enabling technological and policy support for a range of learning options and maintain a framework that ensures the quality of learning experience across different forms.	4.04	0.896	HE
4. to work effectively in groups or pairs.	4.01	0.954	HE
5. to induce the importance of online discussion forums.	4.05	0.914	HE
6. to assume responsibility for my learning.	4.03	0.907	HE
7. to value the development of a range of high-level intellectual skills, such as critical thinking,	4.03	0.936	HE

	analytical thinking, synthesis, and evaluation, which are key requirements for learners in the digital age.			
8.	to give complement and expand issues in the study materials that are relevant to answering assessment questions.	4.03	0.911	HE
9.	to establish rapport and camaraderie among one another.	4.13	0.903	HE
10.	to value freedom in thinking and exploration of ideas.	4.03	0.936	HE
	OVERALL	**4.05**	**0.7981**	**HE**

Legend: 5.0-4.26 (Very Highly Effective), 4.24-3.51 (Highly Effective), 3.50-2.76 (Moderately Effective), 2.75-1.51 (Rarely   Effective), 1.50-1.0 (Not Effective)

Table 16 illustrates the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System for collaboration. As revealed from the table, the respondents agree that the LSPU faculty tried to create an atmosphere to establish rapport and camaraderie among one another in implementing flexible learning in the university (x̄=4.13). Meanwhile, the respondents also noted that their instructors provided appropriate scaffolding or support, such as comments that help students develop their thinking around the topics (x̄=4.10) for much-improved learning. Noticeably, the respondents have noted that to work effectively in groups or pairs (x̄=4.01) is also essential in collaboration in flexible learning. The overall mean value of 4.05 for the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System as to collaboration has yielded a verbal interpretation as "Highly Effective." We could infer that respondents had agreed that the LSPU faculty's collaboration strategy as part of implementing flexible learning is highly effective. It means that peer teaching, in which two or more students teach, instruct and mentor each other to learn, is practiced to facilitate better learning. Despite the challenges, we can see that collaborative learning is increasingly becoming an instructional approach for online courses.

Table 17. Effectiveness of Flexible Learning Method at LSPU System as to Reflection

Under the Flexible learning method, the Reflection enables me... …	Mean	SD	VI
1. to transform concrete experiences into abstract concepts.	3.99	0.935	HE
2. to revisit what they have learned for improvement and for in-depth learning.	4.09	0.899	HE
3. to inculcate the importance of personalizing and understanding the contents, process, and rationales for what we have learned.	4.11	0.911	HE
4. to generalize the main ideas, principles, and	4.11	0.919	HE

	abstract concepts from experience.			
5.	to facilitate learning to create knowledge and generalize practical examples into explicit knowledge.	4.09	0.883	HE
6.	to become used at recognizing that I am learning and building skills continuously.	4.10	0.887	HE
7.	that seeing and relating our personal experience to a broader perspective helps us see the bigger picture.	4.09	0.910	HE
8.	to question my philosophy and beliefs and tie theory to my personal beliefs.	4.04	0.906	HE
9.	to automatically challenge and question why tasks were undertaken in a certain way rather than how they were carried out	4.03	0.900	HE
10.	to exchange perspectives among group members and re-evaluate my original perspectives.	4.05	0.901	HE
	OVERALL	**4.07**	**0.7973**	**HE**

Legend: 5.0-4.26 (Very Highly Effective), 4.24-3.51 (Highly Effective), 3.50-2.76 (Moderately Effective), 2.75-1.51 (Rarely   Effective), 1.50-1.0 (Not Effective)

Table 17 reveals the perception of the respondents on the Effectiveness of the Flexible Learning Method at the LSPU System reflection. As shown from the table, the respondents agree that the LSPU faculty in implementing flexible learning has ensured that the students learned to generalize the main ideas, principles, and abstract concepts from experience (x̄=4.11) as part of digesting lessons and learning materials. Aside from that, they have also tried to inculcate the importance of personalizing and understanding the contents, process, and rationales for what they have learned (x̄=4.11) in the school. However, the respondents have noted that to transform concrete experiences into abstract concepts (x̄=3.39) is seemingly given less emphasis on the conduct of reflecting the learners in class. The overall mean value of 4.07 for the respondents' perception of the Effectiveness of the Flexible Learning Method at the LSPU System regarding reflection yielded a verbal interpretation of "highly effective." This finding implies that respondents agree that reflecting on class as part of implementing flexible learning is highly effective. The LSPU faculty has allowed students to discover their ability to reflect on what they learn and share their reflections with their teachers and fellow students to extend and enrich reflection.

Part V. Students' University Experience at LSPU System

Table 18. Students' University Experience at LSPU System as to Utilizing Online Forum

	Mean	SD	VI
1. I would like to study other courses using online discussion forums	3.85	1.046	Often
2. I enjoy using online discussion forums	4.13	0.933	Often
3. I feel a sense of achievement when using online discussion forums	3.88	1.032	Often
4. I recommend using online discussion forums for other students	3.93	0.991	Often
5. I feel enthusiastic when using online discussion forums	3.96	1.015	Often
6. I am more satisfied with online discussion forums than a face-to-face discussion	3.69	1.176	Often
7. I can express my ideas freely and think in an online forum	3.87	1.043	Often
8. Overall, I am satisfied with online discussion forums	3.95	0.967	Often
9. It gives me a great chance to share opinions with peers and instructors.	3.99	0.948	Often
10. It helps me to improve my communication skills.	3.93	1.062	Often
OVERALL	**3.91**	**0.8702**	**Often**

Legend: 5.0-4.26 (Always), 4.24-3.51 (Often), 3.50-2.76 (Sometimes), 2.75-1.51 (Seldom), 1.50-1.0 (Never)

Table 18 reveals the Students' University Experience at the LSPU System to Utilizing online forums. As shown from the table, the respondents "often" experience utilizing the online platform in the conduct of their class at the LSPU system. It is clear that they enjoy using online discussion forums ($\bar{x}$=4.13) because it gives them a great chance to share opinions with peers and instructors ($\bar{x}$=3.99), particularly during class discussions. However, it is also interesting that the respondents have noted that they are more satisfied with online discussion forums than a face-to-face discussion ($\bar{x}$=3.63). We could say that they still prefer real-time, physical and face-to-face interaction with their peers and instructors. The overall mean value of 3.91 for the perception of the respondents on the Students' University Experience at LSPU System as to Utilizing online forums has yielded a verbal interpretation as "Often." We could infer that the respondents often experience utilizing online forums in class discussions and lectures. It is said that the respondents have shown courage and positive use of technology by establishing online forums to offer their voices, sentiments and opinions. These

results also imply that student learners' active participation in online discussion forums continues to be desirable.

Table 19. Students' University Experience at LSPU System as to Embracing Social Media

	Mean	SD	VI
1. Social media is a good place to keep in contact with other students from class.	4.11	0.922	Often
2. Doing activities in Social media is convenient.	4.01	0.963	Often
3. Doing activities in Social media can increase my productivity	3.89	1.031	Often
4. Doing the activities on social media provides me with a motivating learning environment.	3.93	0.965	Often
5. Learning new vocabulary and grammar in social media is helpful for my study	4.07	0.948	Often
6. Submitting writing tasks thru social media helps me to save time	4.12	0.930	Often
7. I increase my social awareness and knowledge through activities on social media	4.02	0.953	Often
8. I become prudent after a practice of writing in social media	4.12	0.908	Often
9. I follow the latest development in my field through social media	4.03	0.949	Often
10. Social media is encouraged by the lecturer as part of the assignment	3.92	1.005	Often
OVERALL	**4.02**	**0.8142**	**Often**

Legend: 5.0-4.26 (Always), 4.24-3.51 (Often), 3.50-2.76 (Sometimes), 2.75-1.51 (Seldom), 1.50-1.0 (Never)

Table 19 illustrates the Students' University Experience at the LSPU System as embracing social media. As shown from the table, the respondents "often" embrace social media as one of the mediums for learning. It is noted by the respondents that submitting writing tasks thru social media helps them to save time ($\bar{x}$=4.12) while always safeguarding to become prudent after a practice of writing in social media ($\bar{x}$=4.12) as part of the netiquette observed in the cyber-world. Noticeably, the respondents indicated that doing activities in social media can increase their productivity ($\bar{x}$=3.89). Since there are a lot of entertainment features in social media, the respondents were somehow distracted by these, which limits their educational productivity and instead used it as a form of leisure. The overall mean value of 4.02 for the respondents' perception of the Students' University Experience at the LSPU System as embracing social media has yielded a verbal interpretation as "Often." It implies that the respondents often assume social media in the conduct of their classes. They have understood that it provides an outstanding education, meaning this platform can enhance student experiences. We could also infer that learning in the context of

social media has become an integral part of the academic experience nowadays. In particular, social media contribute to the constructivist paradigm in three ways.

Table 20. Students' University Experience at LSPU System as to Supporting Students' Goals

	Mean	SD	VI
1. The counselor has access to facilitate the student in the solution of their problems.	4.06	0.898	Often
2. The university offers training and leadership programs for my growth	4.09	0.900	Often
3. My instructor provides a Clear Path To Success	4.12	0.913	Often
4. I am encouraged to set realistic goals in life	4.16	0.911	Often
5. I am advised to seek the things that interest me and make me happy	4.16	0.890	Often
6. I am guided to engage in the classroom and to think of new areas for improvement	4.17	0.873	Often
7. I am encouraged to develop a positive self-image	4.13	0.913	Often
8. My instructor motivates me to work hard for my goals	4.18	0.920	Often
9. My instructor guides me to align my strength with my goals.	4.15	0.901	Often
10. Positive feedback and criticism are given for my improvement	4.17	0.898	Often
OVERALL	**4.13**	**0.7908**	**Often**

Legend: 5.0-4.26 (Always), 4.24-3.51 (Often), 3.50-2.76 (Sometimes), 2.75-1.51 (Seldom), 1.50-1.0 (Never)

Table 20 shows the Students' University Experience at the LSPU System as to Supporting Students' Goals. As we can see from the table, the respondents "often" feel that the faculty in the LSPU system support students' goals. With this, we can say that the instructor motivates students to work hard for their goals (x̄=4.18). The respondents also experienced that they were guided to engage in the classroom and to think of new areas for improvement (x̄=4.17) by giving positive feedback and criticism are given for my improvement (x̄=4.17). Nonetheless, the counselor has access to facilitate the student in the solution of their problems (x̄=4.06) was seen as an area that could be enhanced in the continuation of the implementation of flexible (hybrid) learning modality. The overall mean value of 4.13 for the perception of the respondents on the Students' University Experience at LSPU System as to supporting students' goal has yielded a verbal interpretation as "Often." It could infer that the respondents often felt that the LSPU system faculty repeatedly endorsed the student's goals. The faculty have felt the need to provide students with aid and advice concerning what they want from life. This result also implies that teacher academic and emotional support for student educational goals is coherent with

success in completing classroom tasks and providing the students with a positive and worthwhile university experience.

Table 21. Students' University Experience at LSPU System as to Tracking Students' Progress

	Mean	SD	VI
1. Thru this I can improve my learning motivations in class	4.12	0.882	Often
2. It stimulates the desire to explore course-related e-resources	4.10	0.875	Often
3. It provides instant feedback from peers and instructor	4.08	0.912	Often
4. It arouses my attention to the lecture	4.07	0.904	Often
5. It empowers my control over my learning	4.08	0.899	Often
6. It enhances course-related interaction with my instructor	4.12	0.895	Often
7. It fosters collaborations in coursework	4.10	0.905	Often
8. It makes me feel valued and appreciated	4.11	0.922	Often
9. It empowers my sense of belongingness to the group	4.06	0.908	Often
10. It foster self-reflection after the class	4.08	0.923	Often
OVERALL	**4.09**	**0.7950**	**Often**

Legend: 5.0-4.26 (Always), 4.24-3.51 (Often), 3.50-2.76 (Sometimes), 2.75-1.51 (Seldom), 1.50-1.0 (Never)

Table 21 illustrates the Students' University Experience at the LSPU System in tracking students' progress. As we can observe from the table, the respondents "often" experience that the faculty in the LSPU system give time to track and monitor their progress. They have noted that through this, they can improve their learning motivations in class ($\bar{x}$=4.12) while it enhances course-related interaction with my instructor ($\bar{x}$=4.12) for an easy and worthwhile scholastic journey. We must also consider that tracking students' progress would empower the students' sense of belongingness to the group ($\bar{x}$=4.06). We must be revisited and given enough emphasis so students would not feel controlled or manipulated by their teachers. The overall mean value of 4.09 for the perception of the respondents on the Students' University Experience at the LSPU System as to tracking students' progress has yielded a verbal interpretation as "Often." It implies that the respondents appreciated the effort of their instructors in trying to know their level of progress and development academically and holistically as a person. It is said that one of the most important aspects of coaching/mentoring is being able to reach out to individuals and find out what they want to accomplish in life.

Table 22. Students' University Experience at LSPU System as to Positive Learning Environment

	Mean	SD	VI
1. My instructor encourages me to use technology to create a more interactive and positive learning environment.	4.13	0.900	Often
2. Providing collaborative learning, teachers can enable a positive learning environment even virtually.	4.11	0.892	Often
3. My instructor used minimal platforms so as not to confuse the students further	4.13	0.906	Often
4. I am encouraged to develop a positive mindset	4.16	0.899	Often
5. I am encouraged to build positive relationships through communication	4.09	0.936	Often
6. I am encouraged to build respectful relationships to create a supportive learning environment.	4.13	0.899	Often
7. Parental support is also highlighted in creating PLE	4.08	0.916	Often
8. Giving positive feedback enables me to learn better and build confidence	4.19	0.865	Often
9. Frequent and respectful communication helps me to appreciate the new normal in education	4.18	0.877	Often
10. We are given a proper platform to express our thought and ideas	4.11	0.930	Often
OVERALL	**4.12**	**0.7858**	**Often**

Legend: 5.0-4.26 (Always), 4.24-3.51 (Often), 3.50-2.76 (Sometimes), 2.75-1.51 (Seldom), 1.50-1.0 (Never)

Table 22 reveals the Students' University Experience at the LSPU System in tracking students' progress. As we can observe from the table, the respondents "often" experience that the faculty in the LSPU system has created a positive learning environment. Through giving positive feedback, it enables me to learn better and build confidence ($\bar{x}$=4.19) because the learning environment established by the LSPU faculty was very welcoming. Aside from that, the respondents have noted that there exists in the learning environment, frequent and respectful communication helps me to appreciate the new normal in education ($\bar{x}$=4.18). Meanwhile, the respondents have also noted that there is a need to have parental support is also highlighted in creating positive learning environment ($\bar{x}$=4.08). The overall mean value of 4.12 for the respondents' perception of a positive learning environment in the Students' University Experience at the LSPU System yielded the verbal interpretation "Often." According to the data, respondents have often experienced that their instructors have successfully established an

environment that promotes positivity in learning. They agreed that creating an academic community in which students and faculty work in tandem to provide a better university experience and ensure lifelong learning is critical.

Part VI. Regression Analysis of Teacher's Transformational Instruction Practices and Implementation of Flexible Learning to the Level of Students' University Experience

Table 23. Regression of Teacher's Philosophical Orientation Based on their Transformational Instruction Practices and Flexible Learning Implementation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.006	0.076		52.525	0
Collaboration	0.101	0.03	0.106	3.338	<.001
Inspirational Motivation	-0.182	0.051	-0.193	-3.549	<.001
Intellectual Stimulation	0.123	0.053	0.129	2.321	0.02

R = .088, R sq. = .008, F(3, 2966) = 7.709, p < .0001

Table 23 illustrates the regression analysis of teachers' philosophical orientation on their transformational instruction practices and flexible learning implementation at a 0.01 level of significance. Based from the result, the area of collaboration under flexible learning is significant with (B =0.101; p <0.01), while inspirational motivation (B =-0.182; p <0.01), and intellectual stimulation (B=0,123; p 0.02), under the transformational instructions practices are also significant respectively. Cooperation, or "thinking together" and "thinking about thinking together," is a philosophical pragmatist educational approach. It implies that support and collaboration are the guiding principles for improving instructional practice, and teacher support is mentioned explicitly as an important instructional practice. According to the findings, collaboration across areas in flexible learning implementation is essential to teachers' philosophical orientation. It implies that efforts to support teachers have a strong influence and advocate providing teachers with regular feedback - a voice in curricular decisions - in enhancing teaching and improving their philosophical teaching orientation. It maintains that knowing is more than just acquiring knowledge from outside sources; it emerges from a community of inquiry that students engage with and construct together. This pedagogical approach involves students and teachers engaging in logical questioning and broad discussions. Students and their teacher clarify their thinking, raise questions, record discussions, explore meanings, listen carefully, and respond to the ideas of others in a respectful and nonjudgmental manner during constructive

dialog. As a result, we can conclude that collaboration as a teaching strategy was widely used by teachers during the implementation of flexible learning because, in this strategy, the teacher is the students' co-participant.

On the other hand, inspirational motivation and intellectual stimulation among the regions in transformational instruction practices are significant to the teachers' philosophical orientation. We could infer that intellectual stimulation and inspirational motivation are both dimensions of transformational instructions practices and are focused on increasing the students' involvement and motivation towards the meeting of goals by being an active part of the school and by efficiently using their core capabilities in providing the best solutions to different life problems. From the perspective of inspiration motivation as a dimension of transformation instruction practices, we see that the teacher could articulate a vision that is appealing and inspiring to their students.

Table 24. Regression of Students' University Experience Based on Their Transformational Instruction Practices and Flexible Learning Implementation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.931	0.076		51.932	0
Collaboration	0.106	0.03	0.112	3.519	<.001
Inspirational Motivation	-0.204	0.051	-0.218	-4.003	<.001
Intellectual Stimulation	0.132	0.053	0.139	2.5	0.012

$R = .092$, $R\ sq = .008$, $F(3, 2966) = 8.518$, $p < .0001$

Table 24 reveals the regression analysis of students' university experience based on their transformational instruction practices and flexible learning implementation at a 0.01 level of significance. Still, as we can observe from the result, the area of collaboration under flexible learning is significant with (B=0.106; p <0.01), while inspirational motivation (B=-0204; p <0.01), and intellectual stimulation (B=0.132; p 0.012), under the transformational instructions practices are also significant respectively. As found from the table, collaboration among the areas in flexible learning implementation is significant to the student's university experience. It implies that Interactions among student-student, student-teacher and student-content are vital to engage learners for collaboration. It has also proven that student interactions trigger learning and eventually improve the student experience. It also confirms that collaboration improves learning

satisfaction or the degree of happiness that students experience after learning activities. Particularly during the implementation of flexible learning at LSPU, plenty of evidence supports the positive university experience of students regarding personal expectations and self-realization. In this regard, it could be inferred that collaborative learning emphasizes the discussion of participating in tasks and believes that cognition must be adjusted through communication between students. These findings also emphasize collaborative learning based on dialogue and point out that active exchange of ideas within the group will not only increase students' interest but also promote critical thinking. Students can experience a healthy relationship, positive camaraderie and holistic development. Studies have shown that compared to individual learning, collaborative learning provides students the opportunity to discuss and have a higher level of thinking, and information can also be memorized for longer, which eventually produces a positive and much more satisfied students' university experience.

On the other hand, inspirational motivation and intellectual stimulation among the areas in transformational instruction practices are significant to the student's university experience. We could infer that transformational instruction practices are grounded in the concepts of inspiring (inspirational motivation) and motivating people toward a shared vision (intellectual stimulation) to achieve goals at a higher standard. It could characterize transformational instruction practices as a model for the school stakeholders to work together for the same common goal. A transformational teacher intentionally designs structures for collaboration within a school to be culturally responsive and inclusive of all students to support teaching and learning. Instructional leaders like teachers promote positive relationships among students for the success of collaboration efforts.

Table 25. Regression Analysis of Students' University Experience Based on the Teachers' Philosophical Orientation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.445	0.037		11.914	<.001
Existentialism	0.325	0.023	0.344	14.137	<.001
Essentialism	0.214	0.026	0.22	8.236	<.001
Reconstructionism	0.179	0.03	0.188	5.952	<.001
Perennialism	0.078	0.032	0.081	2.42	0.016
Pragmatism	0.07	0.029	0.073	2.41	0.016

R =.875, R sq = .766, F(5, 2994) = 19517.817, p < .0001

Table 25 shows the regression analysis of Students' University Experience based on the Teachers' Philosophical Orientation at a 0.01 level of significance. Based on the result, we can observe for the result all the indicated philosophical orientation of LSPU faculty is significant to the student's university experience with Existentialism (B=0.325; p <0.01), Essentialism (B=0.214; p <0.01), Reconstructionism (B=0.179; p <0.01), Perennialism (B=0.078; p 0.016) and Pragmatism (B=0.07; p 0.016) respectively. This result confirms that teaching provides an opportunity for continual learning and growth. One of the researcher's hopes as an educator is to instill a love of learning in students as the teacher shares their passion for learning. Thus, the feeling that there is a need for compassionate, strong, and dedicated individuals excited about working with students is imperative. In our competitive society, students need to receive a solid education but also to experience a positive, worthwhile and productive experience inside the university. It is acknowledged today that education aims to educate and guide learners in such a way as to produce highly qualified individuals who possess the knowledge, skills and dispositions they need to become effective and productive members of society. Countries like Finland are renowned for their exceptional educational prowess and boast an education system that produces excellent and productive citizens.

It was also said that Education philosophy is an essential factor that directs education, interrogates the system at every turn, and repairs failing aspects of schooling like a living organism. According to Ylmas and Tosun (2013), the essential facts influencing education qualitatively are educational perception and the teacher's philosophical perspective. When considering the relationship between student and teacher, the teacher's educational beliefs strike a chord in students' lives. Human intellect plays a role in the foundations of educational systems. Aside from evaluating these intellections, education philosophy investigates many assumptions concerning education politics and their implementation.

Table 26. Analysis of the Transformational Instructional Practices on the Students' University Experience Mediated by the Teachers' Philosophical Orientation

	Effect	SE	t	p	LLCI	ULCI
TIP – TPO	0.0260	0.0181	1.4350	0.1514	-0.0095	0.0615
TPO - SUE	0.8661	0.0089	97.5630	0.0000	0.8487	0.8835
TIP – TPO – SUE	0.0225	0.0161			-0.0089	0.0538
Direct	-0.0050	0.0088	-0.5633	0.5733	-0.0117	0.0529
Indirect	0.0225	0.0161			-0.0089	0.0538
Total	**0.0176**	**0.0180**	**0.9756**	**0.03279**	**-0.0117**	**0.0529**

R=.8721, Rsq=.7606, F(2,2997)=4760.6533, p=.0000

Table 26 illustrates the analysis of the Transformational Instructional Practices on the Students' University Experience Mediated by the Teachers' Philosophical Orientation. The data revealed that after the conduct of a simple regression of Teachers' Philosophical Orientation (TPO) based on the Teachers' Instructional Practices (TIP) showed that the TIP has no significant effect on the TPO which is important to establish first before a mediation analysis. Hence, the data is not consistent with the requirement of mediation analysis. It may infer that the teachers' instructional practices utilized by the LSPU faculty in the implementation of flexible learning were techniques that teachers use to help students become independent and strategic learners particularly during the height of the pandemic. These strategies become learning strategies when students select the ones and use them to accomplish tasks or meet goals. Thus, it does not matter anymore the kind(s) of philosophical orientation that the teacher possesses in themselves. Even though it is acceptable that philosophical views, for instance, has something to do with the way teachers' assess, implement, and evaluate the teaching and learning environment. But due to the unprecedented effects of the pandemic to educational institutions, in which the modes of teaching and learning has shift suddenly from traditional to online and hybrid learning platform, teachers were also forced to shift and learned abruptly the new normal of teaching and learning in which they were asked to be lenient, flexible and students centered in terms of their teaching approaches.

Table 27. Analysis of the Implementation of Flexible Learning on the Students' Learning Experience Mediated by the Teachers' Philosophical Orientation

	Effect	SE	t	p	LLCI	ULCI
FLI - TPO	0.0468	0.0183	2.5533	0.0107	0.0109	0.0828
TPO -SUE	0.8661	0.0089	97.4816	0.0000	0.8487	0.8835
FLI -PHILO - SUE	0.0405	0.0168			0.0065	0.0737
Direct	-0.0020	0.0089	-0.2284	0.8194	-0.0195	0.0155
Indirect	0.0405	0.0168			0.0065	0.0737
Total	**0.0385**	**0.0182**	**2.1143**	**0.0346**	**0.0742**	**0.0386**

R=.8721, Rsq=.7606, F(2,2997)=4760.6533, p=.0000

Table 27 illustrates the analysis of the implementation of flexible learning on the students' learning experience mediated by the Teachers' philosophical orientation. Mediation analysis using process macro was conducted to determine the mediating effect of Teachers' philosophical exposure on Flexible learning implementation and Students' university experience. As we glean from the result, the path from Flexible learning implementation to Teachers' philosophical orientation (t =2.5533; p 0.0107) is significant. On the other hand, the approach from Teachers' philosophical orientation to Students' university experience (t =97.4816;

p 0.0000) is significant.Meanwhile, it is revealed that the direct effect of Flexible learning implementation on Students' university experience (t = -0.2284; p 0.8194) is insignificant. In general, the indirect impact of Flexible learning implementation (FLI) on Students' university experience (SUE), which means the mediation of Teachers' philosophical orientation (TPO) to Flexible learning implementation (FLI) and Students' university experience (SUE) is significant. Since the direct effect is not significant, the Teachers' philosophical orientation (TPO) has fully mediated the Flexible learning implementation (FLI) and Students' university experience (SUE), which is called competitive mediation. A competitive mediation is when both the indirect and direct effects exist, but the effects point in opposite directions, which also has been referred to in the literature as inconsistent mediation. Flexible learning addresses these needs by giving learners more flexibility and autonomy in shaping their learning process regarding when, where, and how they learn. As a result, Laguna State Polytechnic University has adopted flexible learning that is engaging, authentic, research-based, OBEdized, and highly qualified, ensuring students a productive, high-quality, and worthwhile university experience. We can still conclude that with the implementation of flexible learning, the LSPU faculty were expected to be proactive and reflective in their teaching practice in the new normal; however, it is complicated for them to migrate to the unique teaching and learning environment while ensuring that the transfer of learning is effective and long-lasting.

Conclusion

Based on the findings of this study, the following conclusions were drawn from the quantitative results:

1. The teacher's transformational instruction practices regarding collaboration, inspirational motivation, and intellectual stimulation of implementing flexible learning singly or in combination affect only the students' university experience level. At the same time, the remaining sub-variables do not affect the level of students' university experience. Still, the null hypothesis is rejected.

2. The philosophical orientations of the teacher mediate the effect of transformational instruction practices (TIP) and flexible learning (IFL) implementation on the student's university experience. Thus, the null hypothesis is rejected.

Recommendations

In the light of the findings and conclusions of the study, the following recommendations are hereby suggested based on both quantitative and qualitative results of the study:

1. To ensure teaching and learning continuity amid and beyond the pandemic, higher education institutions need to empower tech-savvy students who are increasingly looking for more creative and engaging content, they could create a compelling learning environment online that stimulates interests, worthwhile university experience and 21st century skills.

2. Meanwhile our faculty are also recognizing the explosion of new skills in the digital age, thus a comprehensive and sustainable reskilling and upskilling in digital literacy and competence and professional development could be implemented to be competitive and relevant in the new normal in education.

3. A technology-enriched collaborative environment could be promoted since collaborative learning environments are where students thrive. The pandemic taught educators that social discourse and collaboration are critical to the cognitive function of students of all ages and crucial to schooling in a post-COVID society.

4. A students' university experience primer may be developed to help introduces a new topic to students in a way that facilitates their students learning experience because they know what they can expect. Priming prepares students for upcoming information or a learning experiences before they receive the information or participate in the academic world.

5. Meanwhile future researchers may conduct a parallel research in order to apply the role of philosophical orientation to transformational instructions practices, flexible learning implantation to students' university experience. In dealing with teachers' philosophical orientation, they may specify existentialism as philosophy that could be the focus of the study since it reveals humanism and experience of the respondents using qualitative phenomenological method to really dive to the personal and in-depth experiences of the learners.

Limitations

The study emphasized on mediating effect of philosophical orientation to the transformational instruction practices and the implementation of flexible learning: basis for institutionalizing students' university experience. This study concentrated in only in the four (4) campuses of Laguna State Polytechnic University System namely, San Pablo, Sta Cruz, Siniloan and Los Baños campus. The respondents of this study were only limited to the third and fourth year students of LSPU across four campuses who has experienced flexible learning modality for more than two (2) years. The researcher have conducted the data gathering via Google form from February to April 2023 using a modified/adopted research instruments on philosophical orientation, transformational

instruction practices and implementation of flexible learning and students' university experience.

Declaration of competing interest

There are no known conflicts of interest to disclose.

Author note

There are no known conflicts of interest to disclose.

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