

Responses of Teacher Education Faculty of Surigao del Norte on Challenges of Flexible Learning Modalities

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Abstract

This study investigated the challenges faced by Teacher Education faculty in Surigao del Norte in transitioning to flexible learning modalities during the post COVID-19 pandemic. Through in-depth focus group discussions, four primary themes emerged: academic preparations, social adjustments, technological skills, and assessment schemes. Additionally, demographic factors such as age, sex, civil status, employment status, length of service, and highest educational attainment were examined to understand their potential influence on faculty responses.

The findings revealed that faculty successfully adapted to the new learning environment by implementing a combination of modular and digital instruction, developing technological proficiency, and employing both synchronous and asynchronous assessment methods. Despite these adaptations, the study found no significant correlation between demographic factors and the extent to which faculty addressed the challenges of flexible learning. These results suggest that while faculty may possess varying levels of experience and expertise, their ability to navigate the complexities of remote teaching is largely influenced by their willingness to adapt and embrace new technologies.

This study provided valuable insights for educational institutions seeking to support faculty in navigating the challenges and opportunities of remote teaching. By understanding the key challenges faced by faculty and the strategies they employed to overcome them, institutions can develop targeted support programs and resources to enhance the effectiveness of remote teaching and learning.

Keywords: flexible learning, teaching modalities, multiple regression analysis, responses to challenges, and teacher education faculty.

Introduction

The global academic landscape has been threatened by the sudden outbreak of the COVID 19 pandemic. It has brought interference in the academic community. There is a sudden shift of the daily academic routine and mobility of the teachers and students requiring physical presence in the higher education institutions and restrictions become mandatory conforming to safety protocols. That is why the face-to-face learning modality has been suspended, instead, a new learning modality has quickly transitioned. The flexible learning modalities has been applied in all levels in the education sector utilizing modular and online approach. In conformance, the faculty of the College of Teacher Education of Surigao del Norte is compelled to engage and manage flexible learning modalities. Today, in the post pandemic setting, the most adopted flexible learning modalities include online learning or web-based learning (UNESCO,2021). Faculty members who are not technology savvy need to take an extra effort to respond in understanding how to use the online learning environments effectively and teachers are faced with the challenge of keeping students engaged and focused in online learning environments (Estrellado,2021).

There has been a lack of professional development and support for educators in transitioning to online teaching (Guraya et al., 2021). Many teachers are not adequately prepared or trained in the use

of technology and online teaching strategies, resulting in a steep learning curve and increased workload. This has led to teacher burnout and a potential decline in the quality of education being provided (Bao, 2020). Overall, the challenges of shifting to flexible learning modalities during the COVID-19 pandemic to the post pandemic have been significant, highlighting the need for increased investment in technology and digital infrastructure, as well as professional development and support for educators (Bao, 2020). The long-term implications of this shift on the education system are yet to be fully understood, but it is clear that there is a need for ongoing research and evaluation to inform future policy decisions. This study would analyze the responses of the Teacher Education Faculty of Surigao del Norte on challenges of Flexible Learning and Teaching Modalities to answer the extent of the teacher education faculty of the TEIs respond to the challenges of flexible learning modalities as to: academic preparation; social adjustments; technological literacy skills; and assessment scheme and to find out if following profile factors significantly affect the responses of teacher education faculty on the challenges of flexible learning modalities: age; sex; availability of gadget; in-service training relevant to flexible learning; geographical location; internet connectivity and accessibility and; multitasking function.

In the tertiary education institutions in Surigao del Norte, challenges are also felt by the academic community, hence, varied responses are conceptualized which become worthy initiatives that eventually turn into an institutionalized practice. It is in this premise that the academic and administrative policies may be implemented to strengthen positive responses on flexible learning modality.

The purpose of the study

This study analyzed the responses of the Teacher Education Faculty of Surigao del Norte on challenges of Flexible Learning and Teaching Modalities. It sought answers to the following problems:

1. To what extent do the teacher education faculty of the TEIs respond to the challenges of flexible learning modalities as to:
 - 1.1 academic preparations;
 - 1.2 social adjustments;
 - 1.3 technological literacy skills; and
 - 1.4 assessment scheme?
2. Do the following profile factors significantly affect the responses of teacher education faculty on the challenges of flexible learning modalities:
 - 2.1 age;
 - 2.2 sex;
 - 2.3 availability of gadget;
 - 2.4 in-service training relevant to flexible learning;
 - 2.5 geographical location;
 - 2.6 internet connectivity and accessibility and;
 - 2.7 multitasking function?

Literature review

The COVID-19 pandemic has had a profound impact on the education system, with the sudden shift towards flexible learning modalities being one of the most notable changes (Sahu, 2020). However, this shift has presented several challenges for both students and educators. One major challenge is the lack of access to technology and internet connectivity, which has left many students disadvantaged

in accessing online learning materials (UNESCO, 2020). This has resulted in a widening of the digital divide and an exacerbation of existing inequalities in education (Lan, 2020).

Many education sectors struggled to reach socially disadvantaged students who have limitations in terms of digital infrastructure. It has also highlighted significant digital divides among students, teachers, and across countries, leading to a greater emphasis on policies for digital education (Zancajo, et al., 2022). There should be a motivation to maintain student engagement and connection in the absence of face-to-face interaction (Alqurashi, 2020). This has required faculty members to be creative and innovative in their approach to teaching and finding ways to foster a sense of community and connection among students in the online environment (Crawford et al., 2020). Additionally, faculty members have had to be more flexible and accommodating in their expectations and deadlines, recognizing that students may be facing additional challenges and stressors during the pandemic (Acedo & Rivera-Vargas, 2021). Thus, it is imperative that teachers receive training to develop the skills and knowledge required for effective online teaching and learning, including the adoption of new technologies (Munir, 2022).

In the post COVID-19 pandemic time, it prompted a global reset in education, particularly in higher education, leading to re-evaluate conventional teaching methods (Ashour et al., 2021; Jandrić et al., 2020; Peters et al., 2020, as cited by Rapanta et al., 2021). While a return to in-person classes is underway, the academic world faces challenges as it navigates this gradual resumption. The option is to adapt the flexible learning modalities utilizing online learning or blended learning, hence, full in person class session is still underway. Bokolo (2022) pointed out that a clear path forward is needed to capitalize on the advantages of online and blended learning in schools. Therefore, there should be a established blueprint for fully realizing the potential of online and blended learning models in the academic community. However, limited research has focused on the specific process of implementing blended learning and the role of administrators in shaping and adoption policies in higher education. On the other hand, Li et al (2020) noted that there is a real danger that schools might revert to traditional classroom teaching methods, overlooking the valuable opportunities that online learning offers. A strict adherence to traditional classroom structures could stifle the innovation and adaptability necessary for effective virtual learning. Another posed challenge is the difficulty in maintaining student engagement and motivation in the absence of face-to-face interaction (Guraya, Guraya, & Habibullah, 2021). Educators have had to adapt their teaching strategies to accommodate online learning, but the lack of social interaction and personalized support has made it challenging to keep students engaged and motivated. This has resulted in lower levels of participation and completion rates in online courses (Yang, 2020).

In contrast, Sherifdeen (2007) articulated that flexible learning is a learning mode which provides the learners the choices of where, when and how learning occurs. This allows the teachers to design course materials for the students and follow the course at the pace, place and time at their convenience. Additionally, this boosts the interest for learning continuity, and for the benefit of students needing to complete courses and earn credits (O'Keefe et al., 2020), and allows delivering high-quality instruction online in response to post COVID-19 pandemic mode of teaching. In fact, digital technology can be used to create interactive and engaging learning experiences that capture the attention of students and help them to learn more effectively. Munir (2022) postulated that modern digital tools should support various interactions, from peer collaboration to individualized instruction. Research affirms their significant contribution to convenient and high-quality digital education. It also empowers learner's by providing access to diverse learning materials, promoting interactivity and collaboration, supporting personalized learning, offering flexibility and convenience, facilitating assessment and feedback, and fostering professional development for educators. By

harnessing the potentials of ICT tools, education becomes more inclusive, learner-centered and adaptable to the evolving needs of 21st century learners (Sarker et.al 2019). The idea is supported by Barnett (2014) as cited by Muller and Mildengerber (2021) that to keep up with the digital age, schools should offer more flexible and personalized learning experiences. Henceforth, this will allow students to tailor their education to their unique needs and circumstances. Similarly, Smith & Hill (2019) as cited by Muller and Mildengerber (2021) contended that blended learning not only enhances traditional classroom learning but also promises to revolutionize the learning environment by giving students more autonomy.

Methodology

Research Design

The study utilized a correlational research design, specifically employing multiple regression analysis. Prior to data gathering, narrative and interview responses were collected to explore the factors affecting responses to the pandemic. The researchers conducted a zoom meeting session for the focus group discussions and administered the questionnaires through google form. The responses were analyzed to address the research objectives while maintaining a balance and the Ethical standards were strictly observed, including obtaining consent, ensuring confidentiality, and handling data with care.

Participants

Twelve (12) Teacher Education faculty members participated in the Focus Group Discussions via Zoom to explore ideas on their responses to the challenges of the flexible learning modalities. The questionnaire was implemented through Google Form. The link was shared to faculty members of Teacher Education Institutions in Surigao del Norte. These institutions included Surigao State College of Technology, St. Paul University, Surigao Education Center, North Eastern Mindanao Colleges, Bucas Grande Foundation College, and St. Jude Thaddeus Institute of Technology. There were forty-seven (47) teacher education faculty members from both private and public institutions in Surigao del Norte who responded to the questionnaire.

Instruments

The emerging concepts were used to craft the research instrument. The thematic analysis of the online FGD resulted to four themes: academic preparations, social adjustments, technological skills, and assessment scheme. Questions were developed based on the ideas from each theme. Content validation was conducted by having the questionnaire checked by experts in the field. The questionnaire had a reliability index of Cronbachs Alpha=0.81.

Data were analyzed using mean and standard deviation to determine the extent of responses of teachers on the challenges of flexible teaching and learning modalities and Multiple Regression Analysis to determine if profile factors like age, sex, civil status, employment status, teaching experience, and highest educational attainment significantly predict their responses to challenges.

Data Collection Procedures

This study made use of the quantitative research design heaving focus group discussion as a springboard to gather the essential data. The FGD was conducted through zoom meeting session convening the Teacher Education Institutions (TEIs) administrators, school heads of Surigao del Norte and Bucas Grande respectively as they can objectively attest the authenticity and reliability of the actual scenario in their own institutional setting. The recorded responses or transcript of the

school administrators served as the basis for the eventual crafting of the research instrument, then presented in tabular form as a support to amplify the gist of the study. The procedures were outlined bearing the following phases:

Phase 1: Planning and Preparation

- Identified TEIs in Surigao del Norte and Bucas Grande.
- Drafted a request letter and guide questions for FGDs.
- Developed a survey instrument based on preliminary research and FGD insights.
- Planned FGD schedules and coordinated with respondents.

Phase 2: Focus Group Discussions

- Conducted online FGD sessions per school.
- Assigned hosts and facilitators for each session.
- Recorded and transcribed FGD responses.

Phase 3: Data Collection

- Distributed surveys to teacher education faculty in the participating TEIs.

Phase 4: Data Analysis

- Conducted thematic analysis of FGD transcripts.
- Analyzed survey data using descriptive and inferential statistics.

Phase 5: Data Synthesis

- Integrated qualitative and quantitative findings to provide a comprehensive understanding of flexible learning and teaching modalities in the region.

Phase 6: Finalize research output

Results and Discussion

Table 1. Academic Preparations of Teacher Education Faculty as Responses on Flexible Learning Modalities

Response	Mean	SD	QD
1. Attendance to webinars on applicable teaching strategies during the pandemic	3.36	0.70	Often
2. Attendance to webinar-workshops on crafting learning modules	3.28	0.83	Often
3. Preparation of learning modules for asynchronous modality	3.53	0.69	Always
4. Preparation of multimedia materials for synchronous modality	3.34	0.64	Often
5. Accessing online supplementary materials like e-books	3.17	0.82	Often
6. Observance of alternate class scheduling for both online and modular modalities	3.60	0.54	Always
7. Spending extra time for academic works	3.57	0.50	Always
Average	3.41	0.45	Often

The table shows that the Academic Preparations of Teacher Education Faculty as Responses on Flexible Learning Modalities has an overall mean of 3.41 with SD of 0.45 qualitatively described as “Often”.

Rated with the highest mean are as follows: Observance of alternate class scheduling for both online and modular modalities among faculty of the Teacher Education Faculty (M=3.60, SD= 0.54), 7. Spending extra time for academic works (M=3.41, SD 0.50) and Preparation of learning modules for asynchronous modality (M=3.53, SD 0.64), qualitatively described as “Always”.

The emergence of the COVID 19-pandemic affect globally because of the unprecedented restrictions for health protocols that hampered academic face-to-face delivery of classes. As a result, teachers are bound to compel and adapt the modular and online mode of learning as response to flexible learning modalities. Anderton, et.al (2021) posited that the online learning platform has been optimized where the learning resources and materials could be accessed by the students. Moreover, Torrentira (2021) pointed out that

the new normal of teaching and learning in the Philippines is flexible and is not limited to the pure online rather it is also combined with online and modular approach. One respondent mentioned that in 2020, their school required the students to have internet connectivity and gadget that could accommodate the Learner Management system (LMS) for the synchronous classes. Meanwhile, students with poor connectivity will have the asynchronous modality as an alternate for those experiencing difficulty on online platform.

On the other hand, it can be gleaned on the table of the respondent's response revealing the lowest mean of 3.17 with SD of 0.82 qualitatively described as "Often" with regards to accessing online supplementary materials like e-book. This result entails the limitation and the capacity of the faculty to access online materials due to the posed challenge of the internet connectivity in some areas. It is undeniable that the internet status in the country is struggling, in fact it ranked 158th out of 190 countries globally in terms of the lowest speed (Torrentira; 2021). Relatively, one of the respondents cited that the availability of the gadget and poor internet connectivity became a big challenge. Therefore, it limits the teacher's resources for online learning activities.

Based on the result presented on attendance to webinar-workshops on crafting learning modules (M=3.28 with 0.8SD) and preparation of multimedia materials for synchronous modality (M=3.34 with SD 0.64) qualitatively described as "Often". It means that teacher's attendance to webinar-workshops dealing with the crafting of the learning modules needs to increase. In fact, one of the respondents expressed that there is a need for the faculty members to attend training on the module making and make necessary improvements as needed. This is likewise needed in terms of the preparation of multimedia materials for synchronous modality. Henceforth, Carpio and Indama (2021) postulated that in the Philippines, the academic community is not even prepared for the sudden change to adopt the new normal situation in teaching when the pandemic upsurged.

The response as to the attendance to webinars on applicable teaching strategies during the pandemic got the mean of 3.36 with SD of 0.70 qualitatively described as "Often". The result implies that teachers still need more participation to webinars on applicable teaching strategies. As claimed by one of the respondents, the training for teachers is necessary to better prepare the teachers in terms of technological knowledge like the use of software. The pressing need to conduct trainings and seminars would foster teacher's increased capacity to use technology expedient in off-line and online classes (Carpio and Indama (2021).

Table 2. Social Adjustments of Teacher Education Faculty as Responses on Flexible Learning Modalities

Response	Mean	SD	QD
1. Following college/school guidelines on campus visits.	3.77	0.43	Always
2. Setup drop boxes for module submission.	2.87	1.10	Often
3. Coordination with guidance personnel	3.09	0.95	Often
4. Avoidance of activities requiring face-to-face mode	3.32	0.75	Often
5. Strict compliance to modular instruction	3.49	0.62	Often
6. Sparing time for consultations through mobile/online texts/calls even beyond office hours.	3.64	0.53	Always
7. Active engagement with students in group chats for mentoring sessions and building relationships.	3.81	0.40	Always
Average	3.43	0.40	Often

To cope with the impact of COVID 19, various strategies and technologies are utilized to ensure

continued delivery of education. For the new normal, learning objectives can be achieved through other means (Ferrer, 2020 as cited by Arana, 2020). One of these is flexible learning modalities. In the effort of exploring efficient methods of delivery of instruction, education experts and administrators are in support of adapting this mode of learning.

Table 2 shows responses results of Teacher Education Faculty of Surigao del Norte on Flexible Learning Modalities in which foremost in the minds of educators are the learners. In the words of Dr. Greg Pawilen, "Flexible learning is a learner-centered approach where students can choose the pace, place and mode of delivery of their lesson." This notion links to item 6 where it indicates teachers sparing time for consultations through mobile/ online texts/ calls even beyond office hours, which has a Mean of 3.64 and with Qualitative Description (QD) of Always. Educators felt obliged to answer the queries and concerns of the students even if beyond office hours or at past midnight because they are thinking of the welfare of the students who might have only the signal during that particular time. University of the Philippines (UP) Chancellor Fernando C. Sanchez, Jr. said that during this pandemic, we have empowered students to select how, when, and where they learn. They can combine work and study and accomplish their learning tasks within the safety of their home.

Furthermore, item 7 which refers to active engagement with students in group chats for mentoring sessions and building relationships with a Mean of 3.81 and Qualitative Description of Always, corroborates with the idea of Pawilen (2020) regarding remote learning as part of flexible learning. In the absence of traditional face-to-face classroom set up, flexible and remote learning are thought solutions to delivery of education. Contexts and delivery can be customized by the teachers according to the needs and context of their students (Sanchez, 2020). From the same authority, new normal necessitates not just new ways of doing, but also new ways of thinking like the one stated in item 4, avoidance of activities requiring face-to-face mode. It has a Mean of 3.32 and a Qualitative Description of Often. Another link to this idea is in item 1, that of following college/school guidelines on campus visits. It got a Mean of 3.77 and a QD of Always. This is to ensure health safety.

With learners at the center of the learning process with support of learning outcomes, teaching – learning activities, authentic assessment and learning continuity plan should be in-place (Dupo, 2020). Having modular mode is one example. Modules are distributed to students and adherence to strict compliance to modular instruction as stated in item 5 should be observed. It has a Mean of 3.49 and a QD of Often.

Item 2 gives an idea on how submitted modules are received, through drop boxes, considering that restrictions on campus visits by the students are imposed due to current public health situation. This item has a QD of Often with a Mean of 2.87. An educational expert said that acquiring new materials and modules require realigning of resources as well as retraining of faculty. Another aspect to look into is the putting up of support services one of which is the one stated in item 3. It is about coordination with guidance personnel, its Mean is 3.09 with Often as its Qualitative Description. There are schools in Surigao del Norte like Saint Paul University Surigao which has a strong Guidance program especially for the Freshmen. They have a fixed schedule to meet up with their Guidance Counsellors to ensure ease of transition or adjustment in their new learning environment. Moreover, changes as result of schools being closed, physical distancing guidelines and isolation, and other unexpected changes in the lives of the students necessitates helping them cope with mental health conditions as they are vulnerable (namica.org).

Table 3. Technology Requirements of Teacher Education Faculty as Responses on Flexible Learning Modalities

Response	Mean	SD	QD
1. Attendance to webinars on use of LMS.	3.45	0.65	Often
2. Attendance to webinars on preparation of multimedia materials.	3.34	0.70	Often
3. Acquisition of ICT gadgets	3.28	0.77	Often
4. Ensuring accessibility of stable internet connectivity.	3.45	0.62	Often
5. Familiarization of Google Apps.	3.53	0.55	Always
Average	3.41	0.54	Often

As gleaned in Table 3, teacher education faculty conformed to some technology requirements in response to flexible learning modalities during these pandemic times in lieu of face-to-face instruction. Respondents rated “familiarization of google apps” as “always” basing on its mean of 3.53 and SD of 0.55. This implies that this aspect is given premium as it is deemed as the first step to cope with the demand of flexible learning modalities, Google apps as integrated in the learning management system is familiarized by all faculty to sustain students learning. Item 1, “on attendance to webinars on use of LMS” garnered a mean of 3.45 and SD of 0.65 both qualitatively described as “often” and “on ensuring accessibility of stable internet connectivity” with a mean of 3.45 and SD of 0.62. This means that they also complied with these technology requirements to maintain correctively to students and their learning pace and performance.

Finally, item 2 “on attendance to webinars on preparation of multi-media materials” garnered a mean of 3.34 and SD 0.70 rated qualitatively as “often” and on acquisition of ICT gadgets ($M=3.28$, $SD=0.77$) still rated as “often”. These aspects are given highlight as acquiring gadgets is a pre-requisite prior to the preparation of learning materials both used in the modular and online modalities. As revealed, faculty-respondents became receptive to the call for a paradigm-shift in instruction from face-to-face to flexible or blended learning modality hence, technology requirements should be fastened to ensure sustainability of synchronous modality. In fact, Rosalina et.al (2020) asserts that in a broad sense, online learning is a type of education where teachers guide students using the internet and web-based tools. Unlike traditional classrooms, teachers and students are physically separated. This learning often involves structured lessons delivered through software.

Table 4. Assessment Scheme of Teacher Education Faculty as Responses on Flexible Learning Modalities

Response	Mean	SD	QD
1. Participation to webinar-workshops on assessment during the new normal.	3.43	0.62	Often
2. Adoption of product-oriented tasks.	3.51	0.51	Always
3. Adoption of process-oriented tasks.	3.49	0.51	Often
4. Integration of technology in assessment tasks.	3.64	0.49	Always
5. Validation of traditional assessment results through online recitations.	3.40	0.61	Often
6. Adoption of integrated/synergistic assessment.	3.43	0.54	Often
7. Utilization of online plagiarism mechanism for output validation.	3.21	0.75	Often
8. Extending limited leniency on submission of assessment tasks outputs.	3.55	0.54	Always

9. Providing immediate feedback to student outputs to monitor performance.	3.49	0.55	Often
10. Requiring signatures and selfies to papers to discourage cheating.	3.17	0.82	Often
11. Requiring screenshots of group conversations on remote collaborative tasks.	3.26	0.77	Often
Average	3.42	0.45	Often

The table indicates that CTE teachers successfully adapted to an assessment scheme suitable for flexible learning modalities. Notably, the integration of technology in various assessment tasks garnered the highest mean score of 3.64 (SD = 0.49), qualitatively described as "Always." This was followed by extending limited leniency on the submission of assessment tasks (M = 3.55, SD = 0.54, "Always") and the adoption of product-oriented tasks (M = 3.51, SD = 0.51, "Always").

During the pandemic, teachers responsibly transitioned to online and virtual assessment methods to adhere to safety protocols. Graded recitations, interactive activities, and performance tasks were conducted online. Product and process-oriented tasks were rigorously validated to ensure authenticity. It requires a fresh approach to teaching, including the development of new learning resources, methods, and learning settings. It also involves transforming the student's role and the way they absorb and apply educational knowledge (Garcia-Morales et.al, 2022). To safeguard academic integrity, plagiarism detection tools like Turnitin, Grammarly and Quillbot AI detector were employed to verify the originality of student work. The online assessment scheme ultimately emerged as the most widely adopted approach. The integration of technology through platforms like Zoom facilitated the continuity and sustainability of the educational process. This demonstrates the resilience of the educational system, with CHED and DepEd taking the lead in developing innovative strategies to ensure uninterrupted learning within the Philippine educational landscape.

Analysis of Predictor Variables on Responses of Teacher Education Faculty on Flexible Learning Modality

Table 5. Regression Analysis on Responses of Teacher Education Faculty on Flexible Learning Modality in terms of Academic Preparation with Profile of Respondents as Predictive Variables

Variable	B	p	Decision	Interpretation
(Constant)	2.876	.000	Rejected	Significant
Age	.001	.925	Not	Not
Sex	-.277	.142	Rejected	Significant
Civil Status	.124	.535	Not	Not
Employment Status	-.067	.749	Rejected	Significant
Experience	.002	.880	Not	Not
MA Units	.457	.380	Rejected	Significant
MA	.851	.105	Not	Not
PhD	.562	.325	Rejected	Significant
PhD Units	.240	.667	Not	Not
			Rejected	Significant

Results above show that only variable that was found to be a significant predictor of attitudes towards flexible learning modality was the constant (with a p-value of .000), which indicates that there were other unmeasured factors that significantly influenced teacher education faculty's attitudes towards flexible learning modality beyond the variables measured in this study. None of the other variables (age, sex, civil status, employment status, experience, and highest educational attainment) were found to be significant predictors of attitudes towards flexible learning modality, as they were all "not rejected" based on their p-values. Overall, these results suggest that academic preparation (as measured by variables such as education level and academic units) may not have a significant impact on teacher education faculty's attitudes towards flexible learning modality.

Several studies conducted in different countries during the COVID-19 pandemic suggest that demographic factors such as age, gender, and educational level do not significantly affect teachers' use of online teaching platforms and modules. Almahameed and Alsadeq's (2021) study found no significant differences among Saudi Arabian teachers in their use of these platforms based on their gender, age, or years of experience. Similarly, Arifin et al. (2020) found that teachers' age, gender, and educational level did not significantly affect their readiness to use online learning platforms and modules during the pandemic in Indonesia. Durak and Saritepeci's (2021) study on Turkish teachers also found no significant differences in their use of online teaching platforms based on demographic factors. Khechine et al. (2020) conducted a study in Tunisia and also found that teachers' demographic characteristics such as age and gender did not significantly affect their use of online teaching platforms and modules during the pandemic. These findings suggest that teachers' demographic factors may not be significant predictors of their practices in using online teaching platforms and modules during the pandemic.

Table 6. Regression Analysis on Responses of Teacher Education Faculty on Flexible Learning Modality in terms of Social Adjustments with Profile of Respondents as Predictive Variables

Variable	B	p	Decision	Interpretation
<i>(Constant)</i>	2.399	.000	Rejected	Significant
Age	.012	.168	Not Rejected	Not Significant
Sex	-.055	.721	Not Rejected	Not Significant
Civil Status	.171	.308	Not Rejected	Not Significant
Employment Status	-.010	.955	Not Rejected	Not Significant
Experience	.011	.300	Not Rejected	Not Significant
MA Units	.446	.304	Not Rejected	Not Significant
MA	.647	.137	Not Rejected	Not Significant
PhD	.253	.593	Not Rejected	Not Significant
PhD Units	.098	.833	Not Rejected	Not Significant

Results in the Table show that the constant term was found to be significant ($B=2.399$, $p<.001$), which indicates that there are other factors that significantly influence the dependent variable beyond the predictor variables included in the model. However, none of the predictor variables including age ($B=.012$, $p=.168$), sex ($B=-.055$, $p=.721$), civil status ($B=.171$, $p=.308$), employment status ($B=-.010$, $p=.955$), experience ($B=.011$, $p=.300$), MA units ($B=.446$, $p=.304$), MA ($B=.647$, $p=.137$), PhD ($B=.253$, $p=.593$), and PhD units ($B=.098$, $p=.833$) were found to be significant predictors of the social adjustments made by university professors who teach courses in Teacher Education programs under flexible learning modality in Surigao del Norte during the pandemic. These profile variables included in the analysis are not significant predictors of the social adjustments made by university professors in the given context. However, it is important to note that there may be other important factors beyond the variables included in the model that could be influencing the social adjustments made by university professors during the pandemic.

Several studies have examined the factors that influence university professors' transition to online teaching during the pandemic. Dey and Banerjee (2021) found that factors such as age, sex, marital status, and educational qualifications did not significantly influence this transition. Kuhfeld et al. (2020) found that prior experience with online teaching and access to technology were important predictors of successful transition, while factors such as age, sex, and educational qualifications were not significant predictors. Zhai and Du (2020) found that university professors' perception of the usefulness of online teaching and their motivation to adapt to the new teaching mode were significant predictors of successful transition. Overall, these studies suggest that while demographic and educational qualifications may not significantly influence social adjustments made by university professors during the pandemic, other factors such as prior experience, access to technology, and motivation to adapt may play an important role.

Table 7. Regression Analysis on Responses of Teacher Education Faculty on Flexible Learning Modality in terms of Technological Literacy Skills with Profile of Respondents as Predictive Variables

Variable	B	p	Decision	Interpretation
<i>(Constant)</i>	2.744	.00	Rejected	Significant
Age	.011	.37	Not	Not
Sex	-.246	.26	Not	Not
Civil Status	-.189	.42	Not	Not
Employment Status	-.069	.77	Not	Not
Experience	-.007	.63	Not	Not
MA Units	.644	.29	Not	Not
MA	.803	.19	Not	Not
PhD	.321	.63	Not	Not
PhD Units	.010	.98	Not	Not
		.8	Rejected	Significant

It is gleaned that the constant is significant at $p < .05$, indicating that the predictors have a significant

effect on the technological activities of university professors in Surigao del Norte during the pandemic. However, none of the profile variables (age, sex, civil status, employment status, experience, and highest educational attainment) were found to be significant predictors of technological activities. This suggests that factors other than demographic and educational qualifications may be more important in predicting the use of technology for teaching during the pandemic.

A study by Huang et al. (2021) found that attitudes towards technology, perceived usefulness of technology, and self-efficacy in using technology were significant predictors of technology acceptance among university professors. Similarly, Kim and Bonk (2020) found that factors such as personal motivation, self-regulation, and self-efficacy were important predictors of online teaching effectiveness. These studies suggest that personal factors such as attitudes, motivation, and self-efficacy may play a more important role in predicting the use of technology for teaching during the pandemic, rather than demographic or educational qualifications.

Table 8. Regression Analysis on Responses of Teacher Education Faculty on Flexible Learning Modality in terms of Assessment Scheme with Profile of Respondents as Predictive Variables

Variable	B	p	Decision	Interpretation
(Constant)	2.618	.000	Rejected	Significant
Age	.010	.359	Not Rejected	Not Significant
Sex	-.252	.172	Not Rejected	Not Significant
Civil Status	.043	.824	Not Rejected	Not Significant
Employment Status	-.017	.934	Not Rejected	Not Significant
Experience	.001	.950	Not Rejected	Not Significant
MA Units	.519	.309	Not Rejected	Not Significant
MA	.798	.119	Not Rejected	Not Significant
PhD	.306	.582	Not Rejected	Not Significant
PhD Units	.166	.761	Not Rejected	Not Significant

Based on the table, the constant term has a significant effect on the response variable, as indicated by a p-value of .000 and a decision to reject the null hypothesis. However, none of the predictive variables have a significant effect on the response variable, as all of their p-values are greater than .05, and the null hypothesis of no relationship is not rejected. In other words, the results suggest that age, sex, civil status, employment status, experience, and highest educational attainment do not have a significant impact on the responses of teacher education faculty regarding flexible learning modality in terms of assessment scheme.

This outcome aligns with existing research, which has indicated that traditional assessment methods, such as exams and essays, may not optimally suit online or blended learning environments. Alternative assessment strategies, including portfolios and peer assessment, have been proposed as more effective approaches (Garrison & Kanuka, 2004; Race, 2014). Moreover, studies have shown that factors like age, sex, and educational level may not serve as significant predictors of attitudes or behaviors related to online

or blended learning (Liu & Liu, 2019; Sun et al., 2018). These findings are consistent with the results presented in the table, which further reinforce the notion that these variables do not significantly influence teacher education faculty's perspectives on assessment during the pandemic.

Conclusion

The implementation of flexible learning and teaching modalities during the close to the end or the post COVID-19 pandemic brought challenges to Teacher Education faculty in Surigao del Norte in their preparations, social adjustments, technological literacy, and assessing student learning. Colleges and universities continued serving during the pandemic. Faculty members responded to these challenges by ensuring their safety and of the students while still maintaining effective learning through modules, chats, and text messages. They adapt to technological changes such as LMS, use of ICT gadgets, Google applications. Through participation in webinars, teachers have adopted new assessment methods such as product-oriented and process-oriented tasks, integrated technology in assessment, and implemented online plagiarism mechanisms for output validation. They have also extended leniency on submission of assessment tasks and provided immediate feedback to monitor student performance. In addition, teachers have required signatures and selfies to discourage cheating and screenshots of group conversations for remote collaborative tasks. These changes in assessment practices show the resilience and dedication of teachers to adapt and ensure quality education during these difficult times. None of the profile variables like age, sex, civil status, employment status, and highest educational attainment significant predict the responses of the faculty members on the challenges of the flexible learning and teaching modalities. They responded to the challenges of flexible learning modalities by adapting to technological trends regardless of their profile.

In the Philippines, as the classes transitioned from full modular and online classes to blended learning and eventual full face-to-face, it is important to use flexible learning and teaching modalities such as learning modules and online learning to ensure the continuity of education. Teacher Education Institutions should develop policies tailored to their specific needs to facilitate the smooth implementation of flexible learning and teaching modalities, and proactive measures should be put in place to prepare for potential eventualities that could disrupt face-to-face classes. Continuing professional development, particularly in technological skills, is essential for educators to effectively implement flexible teaching and learning modalities, whether during or after the pandemic. Moreover, schools should consider integrating online learning as a regular part of their curriculum, even when full face-to-face classes resume, to sustain the good practices that were developed during the pandemic and to provide students with more flexible and personalized learning options.

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