#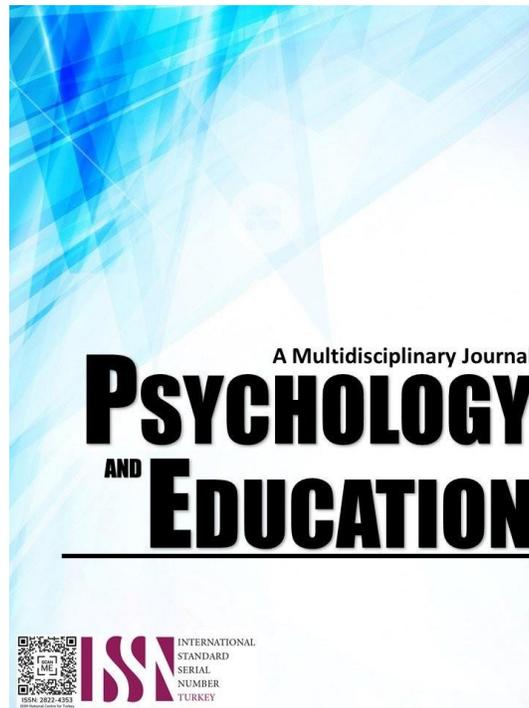 "CHARTING THE ACADEMIC JOURNEY: AN EXPLORATION OF COLLEGE READINESS, LIVED EXPERIENCES, AND LEARNING MODALITIES AFFECTING SENIOR HIGH SCHOOL STUDENTS IN THE CITY DIVISION OF PUERTO PRINCESA"

"Charting the Academic Journey: An Exploration of College Readiness, Lived Experiences, and Learning Modalities Affecting Senior High School Students in the City Division of Puerto Princesa"

Agnes C. Barrera-Mendoza,* David R. Perez, Carolyn M. Illescas, Rastanura M. Bober
For affiliations and correspondence, see the last page.

Abstract

This research explores the complexities of educational adaptations amidst the new normal by investigating the interplay of flexible learning modalities, lived experiences, and college readiness among Senior High School Students in the Division of Puerto Princesa City. Employing both descriptive statistics and Spearman's rho, the study assesses students' preparedness for college, pinpointing academic readiness and aspirational goals as influential determinants. A comprehensive examination of students' learning experiences uncovers challenges, with a particular focus on constraints like limited internet access and the availability of essential gadgets. Moreover, the study explores the enriching impact of diverse learning approaches on students' cognitive processes, shedding light on how varying methods contribute to enhanced information processing and understanding. This study establishes meaningful connections between teachers' demographics and their perceived experiences, providing valuable insights into the role of educators in shaping the learning environment. Additionally, it uncovers links between students' chosen academic tracks and their level of readiness for the challenges of higher education. Despite prevailing assumptions about administrators' influence, no significant relationships were identified between their perceived effects and students' experiences, prompting further exploration into the nuanced dynamics of administrative impact. This study contributes to understanding the evolving educational landscape, offering insights into the factors that shape the learning experiences, readiness for college, and adaptability of Senior High School Students in Puerto Princesa City. These findings carry implications for educational policy, practice, and future research in the context of the new normal.

Keywords: *flexible learning, challenges, readiness, lived experiences*

Introduction

In late 2019, the world faced the emergence of the COVID-19 pandemic, prompting the Department of Education to swiftly implement distance learning programs. Recognizing the need for adaptable strategies, the department introduced flexible learning, which caters to diverse student needs by allowing customization in terms of time, place, and pace of learning. This includes modular distance learning and Radio/Television instruction to accommodate various learning styles.

Flexible learning aims to make education more accessible and adaptable, fostering a dynamic and inclusive learning environment. However, questions arise among educators regarding potential alterations to course content and the impact on student learning when using these different modes of instruction (Li & Lalani, 2020).

This study focuses on enhancing the learning outcomes of students by introducing diverse learning modalities. It serves as valuable support for teachers, helping them address the individualized needs of students. Additionally, the findings can assist administrators in effectively addressing teaching and learning needs among both teachers and students. Ultimately, the research contributes to improving existing program offerings, creating a more responsive and effective educational environment.

Conducted in Secondary Schools in the Division of Puerto Princesa City during the 2022-2023 school year, the study involved administrators, senior high school teachers, and randomly selected Grade 12 students. The primary objective was to understand the lived experiences of teachers and students in flexible learning modalities, particularly in the context of the new normal.

Research Objectives

1. Assess the readiness of students entering college, as perceived by administrators, teachers, and students, focusing on academic preparedness, behavior, college and career knowledge, aspirations, and contextual skills.
2. Examine lived experiences related to factors affecting student learning, including home distance, financial status, available gadgets, internet accessibility, resources, health conditions, and learning capability, as perceived by administrators, teachers, and students.
3. Identify challenges faced by students, as perceived by administrators, teachers, and students, specifically focusing on school accessibility (for modular printed learning modality), internet connectivity, and the provided learning modality.
4. Investigate the significant relationships between senior high school students perceived effects of different learning modalities and their level of readiness, lived experiences on factors affecting learning, and challenges encountered, providing insights into the interplay between learning modalities and student outcomes.

Literature Review

Various studies highlight crucial aspects of flexible learning and its challenges.Vigeant (2017) categorizes curricula into awareness, knowledge, performance, and mastery readiness levels, emphasizing the need for critical thinking and transferable skills.Mueller and Gozali-Lee (2013) identify factors contributing to a lack of readiness in college and career, including academic preparedness and attitudes. Rashid et al. (2021) emphasize the importance of integrating electronic communication and traditional methods for effective flexible learning, aligning with students' access and technology proficiency. Valentine (2020) notes shortcomings in distance learning related to technology, administration, instructional methods, and student issues. Ng et al. (2020) highlight the cost considerations of online courses, impacted by implementation as a primary teaching medium. Jagero et al. (2010) and Laguador (2021) stress the influence of home environmental factors and challenges related to internet connectivity, electricity loss, and economic aspects on students' learning experiences. Zalat et al. (2021) describe online e-learning as a student-centered and flexible platform. Pimentel-Tibon (2020) explores diverse learning delivery modalities, offering flexibility based on local conditions and learner needs. Sabacajan et al. (2023) discuss challenges and strategies in implementing various learning modalities during the COVID-19 pandemic. Department of Education (2020) seeks effective modalities, including Online Learning, Modular Distance Learning, Blended Learning, Radio-Based Instruction, and TV-Based Instruction. Lin et al. (2014) find travel obstacles negatively impact academic achievement, especially in junior high school adolescents. DepEd (2020) addresses the impact of COVID-19 on the education system, emphasizing the commitment to deliver basic education using various modalities. Gilakjani (2012) underscores the importance of incorporating learning styles and into teaching, recognizing students' preferences. Overall, these studies contribute valuable insights into the challenges and considerations of implementing flexible learning approaches.

Methodology

The study was conducted in all Secondary Schools within the Division of Puerto Princesa City, specifically those offering Senior High School programs. The study employed a mixed research approach, incorporating both qualitative and quantitative research methods. For the qualitative aspect, the research utilized methods to describe the lived experiences of the respondents in flexible learning modalities under the new normal. Qualitative data sources included interviews, focus group discussions (FGD), documents, texts, and impressions and reactions from the interviewees to evaluate the lived experiences of the respondents, involved the researcher explaining the study's purpose, providing an overview, and ensuring the confidentiality of information. The discussions were recorded using an Android phone, with a focus on the detailed lived experiences of the respondents in flexible learning modalities under the new normal. The use of a researcher-made questionnaire in this study reflects a meticulous approach to data collection and validation. Before implementation, the questionnaire underwent a validation process conducted by researchers from the City Schools Division of Puerto Princesa's Research Planning Department and the researcher's adviser. This ensured alignment with the study's objectives and accurate measurement of the variables of interest. A crucial step included pre-conducting the questionnaire with teachers and students from Sicsican National High School, enhancing its relevance and effectiveness. This pilot testing phase not only yielded valuable information but also contributed to refining the questionnaire. The research instrument employed for data collection integrates structured close-ended questions for quantitative analysis and semi-structured open-ended questions for qualitative insights. This approach allows for a comprehensive examination of the lived experiences of the respondents in the context of flexible learning modalities during the new normal. The data-gathering procedure for this study involved several steps. First, a letter of permission was obtained from the Schools Division Superintendent of the Division of Puerto Princesa City. Subsequently, the researcher personally approached or ethically engaged with all respondents to participate in the study, guided and approved by their immediate supervisor/s. The researcher ensured that the gathered data were kept confidential and that the identity and information of the respondents remained anonymous. The researcher analyzed the data using both descriptive and inferential statistics. Descriptive statistics, such as frequencies and means, were employed to provide a comprehensive summary of the data and its characteristics. The results were effectively presented through figures and tables, facilitating easy understanding and analysis. Frequency counts were utilized to describe and quantify the profile of the respondents, with percentages used to convert the frequency into hundreds. Means and weighted means were calculated to determine the average of the data. Additionally, Spearman's rho was used to assess the significant difference in the student's level of readiness concerning the factors affecting student learning and the effects of different learning modalities. A P-value of < 0.05 was considered statistically significant. please help check

Results and Discussion

The study explores the perceived readiness level of students entering college, as assessed by school administrators, teachers, and the students themselves, across various dimensions. The findings reveal a shared perception among the three groups regarding academic readiness and preparedness, behavior and attitude, college and career knowledge, and aspirations.

In terms of academic readiness, all stakeholders place high importance on students' aspirations to pursue studies. However, there is a consistent perception that students may need improvement in having mastery related to the course in college. This highlights an area for potential enhancement to further enhance academic preparedness.

Regarding behavior and attitude, there is a generally positive consensus among administrators, teachers, and students, emphasizing students' interest in learning, maintaining a positive mindset, and being motivated. However, there is room for improvement in active participation and confidence in handling challenging tasks, as identified by administrators.

In the context of college and career knowledge, the emphasis on teamwork is evident across all groups, indicating a shared recognition of its importance. The study suggests a need for improvement in reading comprehensively and critical thinking and problem-solving skills, as identified by administrators and teachers.

The findings related to aspirations to pursue college reveal a consistent emphasis on being self-motivated and having a mission in life. While there is an overall positive perception, areas such as being full of encouragement, career-oriented, and having a passion for doing so could benefit from further attention.

The study provides valuable insights into the perceived readiness level of students entering college from multiple perspectives. The shared perceptions among administrators, teachers, and students highlight areas of strength and areas for improvement, offering opportunities for targeted interventions to enhance overall college readiness. The findings underscore the importance of a collaborative approach involving all stakeholders in fostering a comprehensive and effective learning environment for students transitioning to higher education.

The study delves into the contextual skills of students entering college, as perceived by school administrators, teachers, and the students themselves. The findings reveal common ground among the three groups, emphasizing the importance of students' ability to apply knowledge and skills in various situations.

School administrators prioritize students' capacity to apply knowledge in any situation, demonstrating a high mean of 3.33. The ability to adjust in any situation and adapt knowledge and skills also holds significance, both with a mean of 3.17. However, there is room for improvement in the aspects of applying skills in any situation and being independently equipped with the context, both garnering a mean of 3.00.

Teachers highlight the significance of students' ability to apply skills in any situation, with a high mean of 3.16. Meanwhile, students perceive their strength in adapting knowledge and skills, with the highest mean of 3.26, closely followed by the ability to adjust in any situation, with a mean of 3.20. However, there is a perceived need for improvement in being independently equipped with the context, with a mean of 3.04.

The results underscore the importance of assessing and supporting individual students to ensure their readiness for college. Mastery goes beyond rote knowledge, emphasizing the development of skills that are adaptable to new scenarios and contexts, enabling students to tackle a broad range of challenges.

The findings highlight a collective acknowledgment of the importance of contextual skills among school administrators, teachers, and students. The study emphasizes the need for personalized support and assessment to address individual student's readiness, aligning with the broader goal of developing adaptable and contextually relevant skills for success in higher education.

Table 1.1 *Students' readiness level as perceived by the administrator, teacher, and the student themselves with the provided learning modality when they enter college.*

Readiness	Administrators		Teachers		Students	
	Mean	QD	Mean	QD	Mean	QD
1. Academic Readiness and Preparedness	3.20	H	3.13	H	3.14	H
a. Knows the content related to the course in college	3.17	H	3.14	H	3.16	H
b. Knows of the course in college	3.00	H	3.14	H	3.08	H
c. Have skills in reading, writing, and speaking	3.17	H	3.16	H	3.28	H
d. Have the aspiration to pursue study	3.67	VH	3.26	H	3.30	H
e. Have mastery related to the course in college	3.00	H	2.97	H	2.87	H
2. Behavior and Attitude	3.30	H	3.13	H	3.27	H
a. Have an interest in learning	3.50	VH	3.19	H	3.46	H
b. Actively participated	3.17	H	3.14	H	3.27	H
c. Can do the challenging task	3.17	H	3.10	H	3.15	H
d. Have a positive mind	3.33	H	3.15	H	3.24	H
e. Were motivated to do	3.33	H	3.09	H	3.21	H
3. College and Career Knowledge	3.12	H	3.04	H	3.11	H
a. Can read comprehensively	3.o0	H	2.92	H	3.27	H
b. We're good at writing and communication	2.83	H	2.98	H	3.03	H
c. Can do critical thinking and problem-solving	2.83	H	2.97	H	2.99	H
d. Can work with a team	3.50	VH	3.25	H	3.25	H
e. Have leadership from within	3.33	H	3.07	H	2.99	H
4. Aspiration to pursue College	3.23	H	3.15	H	3.24	H

a. Were self-motivated	3.33	H	3.19	H	3.24	H
b. Were full of encouragement	3.17	H	3.14	H	3.16	H
c. Have a mission in life	3.33	H	3.19	H	3.36	H
d. Were career-oriented	3.17	H	3.08	H	3.19	H
e. Have a passion for doing	3.17	H	3.15	H	3.26	H

Readiness	Administrators		Teachers		Students	
	Mean	QD	Mean	QD	Mean	QD
1.College and Career Knowledge	3.12	H	3.04	H	3.11	H
a. Can read comprehensively	3.o0	H	2.92	H	3.27	H
b. We're good at writing and communication	2.83	H	2.98	H	3.03	H
c. Can do critical thinking and problem-solving	2.83	H	2.97	H	2.99	H
d. Can work with a team	3.50	VH	3.25	H	3.25	H
e. Have leadership from within	3.33	H	3.07	H	2.99	H
2.Aspiration to pursue College	3.23	H	3.15	H	3.24	H
a. Were self-motivated	3.33	H	3.19	H	3.24	H
b. Were full of encouragement	3.17	H	3.14	H	3.16	H
c. Have a mission in life	3.33	H	3.19	H	3.36	H
d. Were career-oriented	3.17	H	3.08	H	3.19	H
e. Have a passion for doing	3.17	H	3.15	H	3.26	H
3.Contextual Skill	3.13	H	3.11	H	3.16	H
a. Can apply knowledge in any situation	3.33	H	3.11	H	3.16	H
b. Can adjust in any situation	3.17	H	3.13	H	3.20	H
c. Can apply skills in any situation	3.00	H	3.16	H	3.13	H
d. Can adapt knowledge and skills	3.17	H	3.11	H	3.26	H
e. Independently equipped with the context	3.00	H	3.06	H	3.04	H
Overall Mean	3.20	H	3.11	H	3.18	H

note: 3.50-4.00 = Very High (VH) QD = Qualitative Description 2.50-3.49 = High (H) 1.50-2.49 = Low (L) 1.00-1.49 = Very Low (VL)

The summary of students' readiness level as they enter college, presented in Table 1b, reflects a generally positive perception from school administrators and students, with overall means of 3.30 and 3.18, respectively, both described as high. In contrast, teachers expressed a slightly lower overall mean of 3.11, also categorized as high.

The breakdown of readiness factors indicates that school administrators place the highest emphasis on behavior and attitude, followed closely by the aspiration to pursue college, with an overall mean of 3.23. Academic readiness and preparedness received a slightly lower mean of 3.20.

This suggests that administrators, teachers, and students consider various factors when assessing students' readiness for college. While there is an overall positive perception, the slight variation in the perspectives of teachers indicates a potential area for improvement or alignment in expectations. This underscores the importance of collaboration between teachers and administrators to ensure a comprehensive and unified assessment of student preparedness for the college level.

The findings imply that the school should continue to support and enhance the programs related to the provided learning modalities. The positive overall perception indicates a solid foundation, and efforts can be directed toward maintaining and improving the effectiveness of these programs to further enhance students' readiness for the challenges of higher education.

Table 1.2 *Summary of Student's Readiness Level*

Readiness	Administrators		Teachers		Students	
	Mean	QD	Mean	QD	Mean	QD
1. Academic Readiness and Preparedness	3.20	H	3.13	H	3.14	H
2. Behavior and Attitude	3.30	H	3.13	H	3.27	H
3. College and Career Knowledge	3.12	H	3.04	H	3.11	H
4. Aspiration to pursue College	3.23	H	3.15	H	3.24	H
5. Contextual Skill	3.13	H	3.11	H	3.16	H
Overall Mean	3.20	H	3.11	H	3.18	H

Note: 3.50-4.00 = Very High (VH) QD = Qualitative Description 2.50-3.49 = High (H) 1.50-2.49 = Low (L) Very Low (VL)

Table 1.2 illustrates the lived experiences of factors affecting students' learning, as perceived by school administrators, teachers, and students themselves. The analysis is categorized into various aspects, including home distance, financial status, availability of gadgets, internet accessibility, available resources, health condition, and learning capability School administrators, teachers, and students recognize the impact of home distance on students' learning.

Limited budget for transportation and far distance from home to school are consistent challenges acknowledged across all groups.

Improving transportation options and addressing commuting challenges are crucial for enhancing the learning experience. Financial status is perceived as a significant factor affecting learning by all groups. Living with limited resources and having children to prioritize are consistently highlighted by administrators, teachers, and students. Financial constraints, especially those related to basic needs, are seen as substantial obstacles influencing students' educational experiences.

School administrators and teachers express a higher concern about the lack of budget to provide gadgets.

Students rate the availability of gadgets as a lower concern, suggesting a potential gap in perceptions between educators and students. Both administrators and teachers agree that poor internet connection and the absence of available Wi-Fi at home impact students' learning. Students, however, rate these factors as less influential, indicating a potential difference in perception between educators and students.

Administrators and teachers consider limited resources at the school library as a significant factor affecting learning Students rate the impact of available resources lower, suggesting a potential misalignment in perceptions. Teachers perceive health conditions, including comorbidity and medical conditions, as influential, while administrators and students rate their impact lower. The varying perspectives may reflect different understandings of the impact of health conditions on students' learning. All groups agree that learning capability does not significantly affect students' learning. The consensus across administrators, teachers, and students suggests that learning capability is not perceived as a major obstacle in the learning process.

The lived experiences indicate shared concerns among school administrators, teachers, and students regarding factors such as home distance, financial constraints, and the availability of resources. Divergences in perceptions, especially regarding gadgets, internet accessibility, and health conditions, suggest areas where communication and understanding can be improved between educators and students. The findings emphasize the importance of addressing common challenges while considering the unique perspectives of each group to create a more supportive learning environment.

Table 2.1 *Lived experiences on the factors affecting the student's learning as perceived by the administrator, teacher, and students themselves.*

Lived Experiences	Administrators		Teachers		Students	
	Mean	QD	Mean	QD	Mean	QD
1. Home Distance	2.60	H	2.85	H	2.66	H
a. far distance from home to school	2.67	H	2.80	H	2.88	H
b. to commute to school	2.50	H	2.86	H	2.82	H
c. limited public vehicle transportation in the location	2.50	H	2.78	H	2.61	H
d. no adult to assist	2.50	H	2.85	H	2.46	L
e. no enough budget for transportation	2.83	H	2.94	H	2.51	H
2. Financial Status	2.90	H	2.99	H	2.56	H
a. living with limited resources in life	3.00	H	3.09	H	2.79	H
b. living in below minimum family monthly income	2.83	H	3.10	H	2.83	H
c. living with relatives	2.83	H	3.00	H	2.52	H
d. living on their own	2.83	H	2.90	H	2.72	H
e. already have children to prioritize	3.00	H	2.85	H	1.96	L

Lived Experiences	Administrators		Teachers		Students	
	Mean	QD	Mean	QD	Mean	QD
3. Availability of Gadget	2.67	H	2.82	H	2.26	L
a. no Android phone at home	2.50	H	2.74	H	2.07	L
b. no laptop/desktop at home	3.17	H	2.98	H	2.42	L
c. no television at home	2.17	L	2.63	H	2.22	L
d. no radio at home	2.50	H	2.68	H	2.24	L
e. no budget to provide	3.00	H	3.08	H	2.34	L
4. Internet Accessibility	2.93	H	2.97	H	2.41	L
a. no available Wi-Fi at home	3.17	H	3.16	H	2.53	H
b. no budget for internet load	3.17	H	3.16	H	2.46	L
c. no available gadget to connect	2.67	H	2.98	H	2.31	L
d. poor internet connection	3.33	H	3.08	H	2.62	H
e. no signal at all	2.33	H	2.45	L	2.11	L
5. Available Resources	2.50	H	2.71	H	2.34	L
a. no books at home	2.50	H	2.92	H	2.30	L
b. no other learning materials at home	2.50	H	2.92	H	2.27	L
c. limited resources at the school library	3.00	H	2.74	H	2.51	H

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d. no library access	1.67	L	2.30	L	2.37	L	
e. no access to online learning resources	2.83	H	2.66	H	2.26	L	
6. Health Condition	2.33	L	2.53	H	2.04	L	
a. health comorbidity	2.33	L	2.59	H	2.09	L	
b. medical condition	2.33	L	2.59	H	2.12	L	
c. health problem	2.33	L	2.58	H	2.10	L	
d. disability	2.33	L	2.43	L	1.89	L	
e. health maintenance	2.33	L	2.44	L	2.02	L	
7. Learning Capability	2.43	L	2.46	L	2.19	L	
a. are not creative	2.50	H	2.36	L	2.23	L	
b. are not doing critical thinking	2.33	L	2.51	H	2.14	L	
c. has no digital literacy	2.33	L	2.47	L	2.15	L	
d. are not good at problem-solving	2.50	H	2.50	H	2.27	L	
e. are not ready to adapt to new normal activities	2.50	H	2.47	L	2.15	L	
Overall Mean	2.62	H	2.76	H	2.35	L	

Note: 3.50-4.00 = Very High (VH) QD = Qualitative Description 2.50-3.49 = High (H) 1.50-2.49 = Low (L) 1.00-1.49 = Very Low (VL)

Summary of lived experiences on the factors affecting the student's learning

Table 2.2 shows the summary of lived experiences on the factors affecting the student's learning.

It can be seen from the table that the teachers gave the highest overall mean of 2.76, followed by the administrators with the overall mean of 2.62. Generally, both variables are described as high with the lived experiences on the factors affecting the student's learning. The lowest overall mean of 2.35 belonged to the students described as low.

It implies that there is a divergence in perceptions among teachers, administrators, and students regarding the impact of lived experiences on factors affecting student learning. While teachers and administrators generally agree that lived experiences play a significant role, students express disagreement. There is a potential gap in understanding or communication between educators and students regarding the influence of lived experiences on the educational journey, highlighting the need for dialogue and collaborative efforts to bridge this perceptual gap.

On the revealed responses, teachers provide the highest mean of 2.99 described as agree for financial status, followed by the internet accessibility with a mean of 2.97 described as agree. The least mean of 2.04 was belonged to the factors on health condition revealed by the students described as disagree.

This implies that all factors were considered by the school administrators, teachers and students for the lived experiences on the factors affecting the student's learning. Therefore, it is important to consider students' experiences as factors affecting their learning in any provided learning modalities.

Table 2.2 *Summary of Lived experiences on the factors affecting the student's learning*

Lived Experiences	Administrators		Teachers		Students	
	Mean	QD	Mean	QD	Mean	QD
1. Home Distance	2.60	H	2.85	H	2.66	H
2. Financial Status	2.90	H	2.99	H	2.56	H
3. Availability of Gadget	2.67	H	2.82	H	2.26	L
4. Internet Accessibility	2.93	H	2.97	H	2.41	L
5. Available Resources	2.50	H	2.71	H	2.34	L
6. Health Condition	2.33	L	2.53	H	2.04	L
7. Learning Capability	2.43	L	2.46	L	2.19	L
Overall Mean	2.62	H	2.76	A	2.35	L

Note: 3.50-4.00 = Very High (VH) QD = Qualitative Description 2.50-3.49 = High (H) 1.50-2.49 = Low (L) 1.00-1.49 = Very Low (VL)

Challenges Encountered by the Student as Perceived by the Administrator, Teacher, and Students Themselves

Table 3a shows the challenges encountered by the students with the provided learning modalities.

Of the three groups of respondents, the school administrators perceived that in terms of school accessibility, the two statements far distance from home to school and limited way of transportation has both the highest mean of 2.67 described as high followed by the four statements: no available fare at all time; no adult to assist; no other nearby school; and no available way for transportation with the same least mean of 2.50 described as high for the challenges encountered by the students.

The teachers also perceived the school accessibility, with the statement far distance from home to school having the highest mean of 2.83 described as high followed by no available fare at all times with a mean of 2.77 described as high. lowest mean of 2.52 revealed in the statement no available way for transportation which was described as high with the challenges encountered by the students.

Further, on response of students from the statement far distance from home to school has the highest mean of 2.73 described as high. It was followed by the statement limited way of transportation with a mean of 2.58 described as high. The lowest mean of 2.32 was revealed in the statement no available way for transportation which is described as low with the challenges encountered by the students.

For the overall findings, school administrators and teachers revealed a mean of 2.56 and 2.70 respectively along with school accessibility which both described as high, students revealed a mean of 2.48 described as low for the challenges encountered by the students.

The result implies that the school administrator, teachers, and students have the same level of perception about school accessibility.

Findings can be supported by the study of Lin, Huang, & Ho (2014) that there is an influence of school accessibility on student's academic achievement.

In terms of internet connectivity, the school administrators claimed that the statement no available load at all times got the highest mean of 3.17 described as high, followed by the two statements poor internet connection and no available signal at home with both mean of 3.00. The lowest mean of 2.83 was revealed in the three statements: no internet access in the area; no budget for internet load; and no available gadget to connect which all described as high considering the challenges encountered by the students.

The teacher's response revealed that the statement poor internet connection has the highest mean of 3.10 described as high followed by the statement no budget for internet load with a mean of 3.06 described as high. The lowest mean of 2.75 described as high belongs to the statement of no internet access in the area for the challenges encountered by the students.

The student's response revealed that the statement poor internet connection got the highest mean of 2.60 which is described as high followed by the statement no available load at all times with a mean of 2.54 described as high. The lowest mean of 2.26 described as low belongs to the statement of no internet access in the area for the challenges encountered by the students.

The overall result implies that school administrators and teachers consider the internet connectivity for the challenges encountered by the students with a mean of 2.94 and 2.96 respectively described as high. However, students reflect on the internet connectivity with a mean of 2.42 which is described as low.

In terms of the learning modality provided, the school administrators revealed that the two statements: poor internet connection; and many distractions got the same highest mean of 3.33 which both described as high. It was followed by the statement lack of focus with a mean of 3.00 which is described as high. The least same mean of 2.83 revealed on the three statements: to do self-studying; many activities to do; and lack of time to do all the activities which same described as high on the challenges encountered by the students.

Teachers revealed that the statement of many distractions has a highest mean of 3.16 described as high, followed by the statement lack of focus with a mean of 3.13. The lowest mean of 2.84 was revealed from the statement of lack of time to do all the activities which is described as high with the challenges encountered by the students.

Further, students revealed that the statement to do self-studying has the highest mean of 3.00 described as high, followed by the statement many activities to do with a mean of 2.95. The statement poor internet connection has the lowest mean of 2.61 which is described as high on the challenges encountered by the students.

In general, the school administrators, teachers, and students revealed that learning modality provided on the challenges encountered by the students with a mean of 3.03, 3.00, and 2.81 described as high respectively.

The result implies that the learning modality provided was recognized by all groups as challenges encountered by the students and appeared to have a substantial impact on students' ability to learn.

Table 3.1 *Challenges encountered by the student as perceived by the administrator, teacher, and students themselves*

Challenges	Administrators		Teachers		Students	
	Mean	QD	Mean	QD	Mean	QD
1. School Accessibility	2.56	H	2.70	H	2.48	L
a. far distance from home to school	2.67	H	2.83	H	2.73	H
b. limited way of transportation	2.67	H	2.74	H	2.58	H
c. no available fare at all time	2.50	H	2.77	H	2.47	L
d. no adult to assist	2.50	H	2.73	H	2.41	L
e. no other nearby school	2.50	H	2.60	H	2.39	L
f. no available way for transportation	2.50	H	2.52	H	2.32	L
2. Internet Connectivity	2.94	H	2.96	H	2.42	L
a. no available load at all time	3.17	H	3.03	H	2.54	H
b. poor internet connection	3.00	H	3.10	H	2.60	H
c. no available signal at home	3.00	H	2.85	H	2.30	L

d. no internet access in the area	2.83	H	2.75	H	2.26	L
e. no budget for internet load	2.83	H	3.06	H	2.48	L
f. no available gadget to connect	2.83	H	2.94	H	2.35	L
3. Learning Modality Provided	3.03	H	3.00	H	2.81	H
a. to do self-studying	2.83	H	2.95	H	3.00	H
b. poor internet connection	3.33	H	2.99	H	2.61	H
c. many activities to do	2.83	H	2.92	H	2.95	H
d. lack of time to do all the activities	2.83	H	2.84	H	2.74	H
e. lack of focus	3.00	H	3.13	H	2.75	H
f. many distractions	3.33	H	3.16	H	2.83	H
Overall Mean	2.84	H	2.89	H	2.57	H

Note: 3.50-4.00 = Very High (VH) QD = Qualitative Description 2.50-3.49 = High (H) 1.50-2.49 = Low (L) 1.00-1.49 Very Low (VL)

Table 3.2 provides a comprehensive overview of the challenges encountered by students, with a focus on the perspectives of school administrators, teachers, and students themselves. The analysis encompasses various aspects, including the learning modality provided and challenges related to internet connectivity. Teachers and administrators share a common perception of the challenges faced by students, reflected in their higher overall mean scores of 2.89 and 2.84, respectively. Students, however, rate the challenges lower, with an overall mean of 2.57, suggesting a potential discrepancy in the perceived severity of challenges between educators and students.

Both administrators and teachers highlight the learning modality provided as a significant challenge, with mean scores of 3.03 and 3.00, respectively. Students, while acknowledging challenges, rate the learning modality lower, indicating a potential divergence in views on the effectiveness or impact of the provided learning modalities.

Teachers and administrators agree that internet connectivity poses challenges, with mean scores of 2.96 and 2.84, respectively. Students rate internet connectivity as a lower challenge, with a mean of 2.42 described as low. This discrepancy suggests differing views on the severity of internet-related obstacles. Teachers and administrators align in recognizing challenges, particularly emphasizing concerns related to the learning modality and internet connectivity. Students, in contrast, rate challenges lower overall and express a distinct perspective on the severity of issues such as internet connectivity.

The result underscores the importance of acknowledging diverse viewpoints when assessing challenges faced by students. While educators emphasize certain obstacles, students may perceive these challenges differently. Understanding these variations is crucial for developing targeted interventions and support mechanisms that address the specific concerns of students, ultimately fostering a more effective and student-centric learning environment. The findings highlight the need for ongoing communication and collaboration between educators and students to ensure a comprehensive understanding of challenges and the implementation of solutions tailored to the unique experiences of the student body.

Table 3.2. *Challenges encountered by the student as perceived by the administrator, teacher, and students themselves*

Challenges	Administrators		Teachers		Students	
	Mean	QD	Mean	QD	Mean	QD
1. School Accessibility	2.56	H	2.70	H	2.48	L
2. Internet Connectivity	2.94	H	2.96	H	2.42	L
3. Learning Modality Provided	3.03	H	3.00	H	2.81	H
Overall Mean	2.84	H	2.89	H	2.57	H

Note:3.50-4.00 = Very High (VH) QD = Qualitative Description 2.50-3.49 = High (H) 1.50-2.49 = Low (L) 1.00-1.49 = Very Low (VL)

Table 4.1 presents the analysis of the correlation between senior high school students perceived effects of diverse learning modalities and their readiness level upon entering college. The data unequivocally supports a significant positive relationship between students' perceptions of different learning modalities and their perceived readiness with the provided learning modality upon college entry, leading to the rejection of the null hypothesis.

The study reveals a compelling positive correlation, emphasizing that as students perceive the positive effects of various learning modalities, their readiness levels across different aspects increase when transitioning to college. Specific learning modalities, including visual and auditory approaches, as well as proficient reading, writing, and communication skills, exhibit a noteworthy positive relationship with academic readiness. Students who acknowledge the positive impacts of these modalities are more likely to feel academically prepared for the challenges of college.

The positive relationship extends to behavioral and attitudinal aspects. Students who recognize the effectiveness of visual, auditory, and communication skills tend to exhibit heightened interest in learning, maintain positive mindsets, and demonstrate motivation, contributing to an overall positive behavioral stance.

The perceived positive effects of learning modalities, particularly visual and auditory approaches, are linked to higher aspirations for college and career pursuits. This underscores the role of effective learning modalities in shaping students' ambitions and goals. The

study establishes a positive relationship between learning modalities and contextual skills. Students who acknowledge the positive impacts of these modalities demonstrate an enhanced ability to apply knowledge across diverse situations, adjust to varying contexts, and independently adapt knowledge and skills.

The findings underscore the importance of considering a holistic approach to student preparation, encompassing academic, behavioral, and aspirational dimensions. Educators can tailor instructional strategies to align with preferred learning modalities, enhancing students' readiness and overall educational experience. Recognizing the specific modalities influencing readiness allows for targeted interventions and support mechanisms, ensuring a more effective transition to college.

Policymakers and educational institutions can use these insights to inform policies and practices aimed at creating a conducive learning environment that addresses students' diverse learning preferences. The study opens avenues for future research, encouraging exploration into specific interventions and methodologies aligned with preferred learning modalities to further optimize student readiness for higher education.

The results illuminate the intricate interplay between learning modalities and students' readiness, providing actionable insights for educators, institutions, and policymakers striving to enhance the college transition experience for senior high school students.

Table 4.1 *Relationship between the senior high school student's perceived effects of different learning modalities and perceived level of readiness with the provided learning modality when they enter college*

Effects of Different Learning Modalities on the Students	Students' Level of Readiness with the Provided Learning Modality when They Enter College					
	Academic Readiness			Behavior and Attitude		
	R	p-value	Decision	r	p-value	Decision
Visual	.377	.001	Rejected	.418	.001	Rejected
Auditory	.437	.001	Rejected	.522	.001	Rejected
Reading Skills	.386	.001	Rejected	.501	.001	Rejected
Writing Skills	.435	.001	Rejected	.578	.001	Rejected
Communication Skills	.378	.001	Rejected	.567	.001	Rejected

Note: p < .01 (highly significant)

Effects of Different Learning Modalities on the Students	Students' Level of Readiness with the Provided Learning Modality when They Enter College								
	College and Career			Aspiration			Contextual Skills		
	R	p-value	Decision	r	-value	Decision	r	p-value	Decision
Visual	.494	.001	Ho:Rejected	.472	.001	Ho:Rejected	.428	.001	Ho:Rejected
Auditory	.536	.001	Ho:Rejected	.516	.001	Ho:Rejected	.472	.001	Ho:Rejected
Reading Skills	.507	.001	Ho:Rejected	.467	.001	Ho:Rejected	.460	.001	Ho:Rejected
Writing Skills	.546	.001	Ho:Rejected	.497	.001	Ho:Rejected	.530	.001	Ho:Rejected
Communication Skills	.486	.001	Ho:Rejected	.434	.001	Ho:Rejected	455	.001	Ho:Rejected

Note:p < .01 (highly significant)

Relationship between the Senior High School Students Perceived Effects of Different Learning Modalities and their Perceived Lived Experiences on the Factors Affecting Learning

The null hypothesis, stating that there is no significant relationship between senior high school students' perceived effects of different learning modalities and their lived experiences on factors affecting learning, is accepted overall.

No significant relationship between home distance, financial status, available gadgets, and learning capability. However, there are significant negative relationships with internet accessibility, available resources, and health conditions.Auditory, Reading Skills, Writing Skills, and Communication Skills Learning Modalities: No significant relationships with lived experiences regarding the mentioned factors affecting learning.

The results suggest that, in general, the perceived effects of different learning modalities are not significantly linked to students' lived experiences. However, there are specific areas (e.g., internet accessibility, available resources, and health conditions) where improvements might be needed.

Although the overall null hypothesis is accepted, there are exceptions. The null hypothesis is rejected for home distance and financial status in the context of different learning modalities.The decision to accept or reject the null hypothesis is based on p-values. If the p-value is greater than the significance level (0.05), the null hypothesis is accepted.

Understanding the challenges associated with each learning modality is crucial. Targeted interventions can be developed to address

specific issues related to internet accessibility, available resources, and health conditions.The result implies that there is no broad significant relationship between the perceived effects of learning modalities and lived experiences, there are nuanced findings. The study suggests that focusing on specific aspects like internet accessibility, resources, and health conditions could enhance the effectiveness of certain learning modalities.

Table 4.2 *Relationship between the senior high school students' perceived effects of different learning modalities and their lived experiences on the factors affecting learning.*

Effects of Different Learning Modalities on the Students	Student's Lived Experiences on the Factors Affecting Their Learning								
	Home Distance			Financial Status			Available Gadget		
	R	p-value	Decision	R	p-value	Decision	r	p-value	Decision
Visual	.003	.957	Accepted	-.004	.934	Accepted	-.062	.187	Accepted
Auditory	-.016	.740	Accepted	-.056	.239	Accepted	-.093	.050	Rejected
Reading Skills	-.013	.784	Accepted	-.062	.191	Accepted	-.093	.049	Rejected
Writing Skills	-.025	.604	Accepted	-.036	.444	Accepted	-.080	.089	Accepted
Communication Skills	-.015	.750	Accepted	-.054	.255	Accepted	-.065	.172	Accepted

Note: p < .01 (highly significant), p .05 (significant), p > .05 (not significant)mr (Pearson's r)

Effects of Different Lerning Modalities on the Students	Student's Lived Experiences on the Factors Affecting Their Learning											
	Internet Accessibility			Available Resources			Health Condition			Learning Capability		
	R	p-value	Decision	R	p-value	Decision	R	p-value	Decision	r	p-value	Decision
Visual	-.142	.003	Rejected	-.153	.001	Rejected	.189	-.001	Rejected	-.246	.001	Rejected
Auditory	-.122	.009	Rejected	-.156	.001	Rejected	.188	-.001	Rejected	-.249	.001	Rejected
Reading Skills	-.151	.001	Rejected	-.200	.001	Rejected	.208	-.001	Rejected	-.247	.001	Rejected
Writing Skills	-.120	.011	Rejected	-.204	.001	Rejected	.206	-.001	Rejected	-.276	.001	Rejected
Communication Skills	-.141	.003	Rejected	-.211	.001	Rejected	.182	-.001	Rejected	-.263	.001	Rejected

Note: p < .01 (highly significant), p .05 (significant), p > .05 (not significant)mr (Pearson's r)

The analysis reveals interesting relationships between senior high school students' perceived effectiveness of different learning modalities and the challenges they encounter. Notably, visual learning demonstrates a weak but negative relationship with school accessibility challenges, suggesting that students who find visual learning effective may experience slightly fewer issues in this area. However, a significant negative relationship is observed with Internet connectivity challenges, indicating that those who perceive visual learning as effective may encounter fewer problems with Internet connectivity.

Contrastingly, auditory learning shows mixed correlations, including negative associations with both school accessibility and Internet connectivity challenges. This suggests that students who view auditory learning as effective may face fewer challenges in these areas. On the other hand, a noteworthy positive relationship is found between the perceived effectiveness of visual learning and increased challenges with the learning modality itself.

This indicates the positive perceptions of students towards specific learning modalities seem to be associated with fewer challenges in school accessibility and Internet connectivity. However, there is a nuanced relationship, as positive perceptions are linked to increased challenges with visual learning, emphasizing the need to consider individual learning modalities and their perceived effectiveness in addressing specific challenges faced by students. These findings underscore the importance of tailoring educational approaches to individual preferences and needs to enhance the overall learning experience.

Table 4.3 *Relationship between the senior high school student's perceived effects of different learning modalities and the challenges they encountered.*

Effects of Different Learning Modalities on the Students	Challenges Encountered by the Students								
	School Accessibility			Internet Connectivity			Learning Modality		
	R	p-value	Decision	r	p-value	Decision	R	p-value	Decision
Visual	-.052	.269	Accepted	-.127	.007	Rejected	.146	.002	Rejected
Auditory	-.121	.010	Rejected	-.155	.001	Rejected	.079	094	Accepted
Reading Skills	-.133	.005	Rejected	-.167	.001	Rejected	.039	.410	Accepted
Writing Skills	-.154	.001	Rejected	-.160	.001	Rejected	.082	.082	Accepted
Communication Skills	-.151	.001	Rejected	-.167	.001	Rejected	.064	178	Accepted

Note: *p < .01 (highly significant), p < .05 (significant), p > .05 (not significant) r (Pearson's r)*

Conclusion

(1)The assessment of senior high school students' perceived readiness for college indicates a generally positive consensus among administrators, teachers, and students in key areas. However, caution is advised, highlighting the importance of individualized assessments and additional support mechanisms to ensure comprehensive college preparation. (2) The overall consensus serves as a constructive foundation for addressing challenges, particularly in areas such as transportation, financial constraints, technology access, internet connectivity, and digital literacy, to enhance student learning experiences. (3) The study emphasizes the impact of challenges in flexible learning and calls for a tailored approach to instructional delivery, considering the diverse circumstances of students for improved learning outcomes. (4) Administrators and teachers play a crucial role in actively engaging with students, understanding their concerns, and developing personalized solutions, recognizing the diversity in learning environments and economic conditions. (5) The observed relationships between students' perceived effects of learning modalities and their readiness, as well as the challenges encountered, underscore the need for a nuanced understanding of individual experiences in the educational context.

For Students:

(1) Encouraging students to actively engage in diverse learning modalities is crucial. Additionally, communicating preferences to educators helps in tailoring the learning experience. (2) Advocating for interactive learning experiences and seeking immediate help when facing challenges empowers students to take charge of their learning. (3) Encouraging students to communicate with teachers to acquire answers to questions fosters a supportive learning environment. (4) Joining different ways of communication for the class promotes collaboration and ensures that students stay informed. (5) Seeking help from others to solve problems and providing assistance creates a collaborative learning community.

For Teachers:

(1) Embracing continuous professional development to enhance teaching skills and specialization diversity ensures teachers stay updated with effective teaching methods. (2) Adapting teaching methods to accommodate individual learning styles contributes to optimal educational outcomes. (3) Prioritizing adaptability and student-centered approaches in flexible learning environments creates a more inclusive and effective learning experience. (4) Emphasizing continuous communication, customized tasks, and inclusivity promotes effective flexible learning. (5) Promoting strategies that enhance learning effectiveness, foster student autonomy, and address challenges in flexible learning environments is crucial.

For School Administrators:

(1)Focusing on comprehensive support mechanisms addressing transportation, financial constraints, and technology access ensures that students can fully participate in learning. (2) Promoting digital literacy initiatives helps improve student learning experiences and outcomes in the digital age. (3) Actively engaging with students, understanding diverse circumstances, and developing tailored solutions contribute to a supportive learning environment. (4) Implementing flexible course designs considering resource availability and technology capacity enhances the adaptability of the learning environment (5) Providing space for needed learning programs and facilities that cater to the needs of learners enhances the overall learning experience.

For Higher Education Institutions:

(1)Collaborating with senior high schools to ensure a seamless transition for students entering college is essential for continuity in education. (2) Recognizing the importance of varied student experiences based on demographic factors helps in tailoring higher education programs. (3) Considering interview results during the college admissions process provides a holistic view of students' capabilities and challenges.

For Future Researchers:

(1)Investigating the relationship between learning modalities, student readiness, and challenges contributes to a deeper understanding of the factors influencing learning outcomes. (2) Exploring multifaceted challenges faced by teachers and students in flexible learning contexts helps in identifying specific areas for improvement. (3) Encouraging future researchers to read more related studies that support flexible learning helps in building a knowledge base for effective educational practices.

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Affiliations and Corresponding Information

Agnes C. Barrera-Mendoza
Sicsican National High School
Deparment of Education– Philippines

David R. Perez
College of Education
Western Philippines University – Philippines

Carolyn M. Illescas
College of Education
Western Philippines University – Philippines

Rastanura M. Bober
College of Education
Western Philippines University – Philippines