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THE IMPACT OF FLEXIBLE LEARNING EXPERIENCES OF CRIMINOLOGY STUDENTS AT MANUEL V. GALLEGO FOUNDATION COLLEGES, INC.

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Abstract

This study explores the demographic characteristics and perceptions of flexible learning among respondents. The findings reveal that the majority of respondents are young adults aged 18-20 years old, primarily males. They predominantly use cellphones and rely on mobile data for their online learning needs. The study highlights positive perceptions of flexibility and time management, with respondents expressing the ability to define their learning pace and arrange their study time. They also appreciate the opportunity to choose different learning forms and prioritize topics of interest. While respondents view gadgets as facilitators of flexible learning, there is room for improvement in terms of effectively utilizing online tools. Instructional performance during blended learning receives positive feedback overall, with professors assuring students of its effectiveness. However, there is scope for enhancing teaching efforts during module delivery. These findings emphasize the successful implementation of flexible learning approaches in meeting the needs and expectations of the respondents in the study.

Keywords: Learning, Flexible, Students, Teaching.

Introduction

Flexible learning experiences have gained significant attention in recent years as a viable alternative to traditional face-to-face education. In the field of criminology, where hands-on training and practical skills are crucial, exploring the impact of flexible learning on students becomes particularly relevant. This study aims to examine the effects of flexible learning experiences on criminology students at Manuel V. Gallego Foundation Colleges, Inc. By analyzing the advantages and challenges associated with this educational approach, we can gain insights into the effectiveness of flexible learning and its potential to enhance the learning outcomes and overall development of criminology students.

The Manuel V. Gallego Foundation Colleges, Inc. recognizes the need to adapt to the changing landscape of education and provide innovative learning opportunities for its criminology students. With flexible learning, students have the flexibility to access course materials and engage in learning activities at their own pace and convenience, utilizing various digital tools and resources. This approach allows students to balance their academic pursuits with other commitments, such as part-time jobs or family responsibilities, without compromising the quality of their education. Moreover, it provides them with the opportunity to develop self-discipline, time management, and technological proficiency, which are crucial skills in the field of criminology. Understanding the impact of flexible learning experiences on criminology students will not only inform the design and implementation of effective educational strategies but also contribute to the ongoing discourse on the future of education in the digital age.

This study illustrates and discusses the quantitative methods and procedures that will be utilized in gathering data for this study.

Research Methodology

Research Method and Design

This study will use descriptive research design as the primary research design to draw appropriate descriptions and discussion on the profile characteristics and perceived experiences of the criminology students on flexible learning. Also, this study will adopt the regression type to determine what profile characteristics can predict the perceived experiences of the respondents on flexible learning.

Research Locale

The study was conducted in a virtual setup at Manuel V. Gallego Foundation Colleges, Inc. Criminology Department, where Survey form was used to administer the survey to the 1st year and 2nd year level learners and faculty members during the academic year 2022-2023.

Samples and Sampling Technique

This study conducted with the third, and fourth-year

**Manuel V. Gallego Foundation Colleges Inc., Philippines.*

criminology students enrolled at Manuel V. Gallego Foundation Colleges, Cabanatuan City, Nueva Ecija. The population of the study is 258 first-year and 200 second-year criminology students total of 458 according to the school registrar

The sampling technique employed in selecting 100 respondents divided into 3 parts 60 students from first year 30 students from second year and 10 from faculty with the total of 100 respondents.

Data Analysis

Descriptive analysis using the mean and standard deviation will use to describe and draw appropriate descriptions of the profile variables and perceived experiences of the respondents on flexible learning.

Scale	Range of Mean	Descriptive Interpretation
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Neutral
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

I. Demographic profile of the respondents

Table 1 shows the age of the respondents. It showed that 18–20-year-olds got the highest frequency of 55 or 55 percent, followed by 21–25-year-olds with a frequency of 35 or 35 percent, and lastly, those aged 26 and above got the lowest frequency of 10 or 10 percent.

Table 1: Age of Respondents

AGE	FREQUENCY	PERCENT
18-20	55	55
21-25	35	35
26 above	10	10
Total	**100**	**100**

Table 2 shows that in terms of the sex of the respondent, the majority of the respondents are men, with a frequency of 78 or 78 percent, while females got a frequency of 22 or 22 percent.

Table 2: Gender of Respondents

GENDER	FREQUENCY	PERCENT
Male	78	78
Female	22	22
Total	**100**	**100**

Table 3 shows the year level of the respondents, their frequency, and their percentage. In the first year of respondents, we got a frequency of 60, or 66.67 percent, while the second year got a frequency of 30 or 33.33 percent.

Table 3: Year Level of Respondents

YEAR LEVEL	FREQUENCY	PERCENT
1st year	60	**66.67**
2nd year	30	**33.33**
Total	**90**	**100**

Table 4: Gadget used of Respondents

GADGET USED	FREQUENCY	PERCENT
Cellphone	75	75
Laptop	25	25
Total	**100**	**100**

Table 4 shows that in terms of gadget use by the respondent, the majority of the respondents used cellphones, which got the highest frequency of 75 or 75 percent, while laptops got a frequency of 25 or 25 percent.

Table 5: Internet Connection of Respondents

INTERNET CONNECTION	FREQUENCY	PERCENT
Wi-Fi	20	20
Mobile Data	80	80
Total	**100**	**100**

Table 5 shows that in terms of internet connections, the majority of the respondents are using mobile data with a frequency of 80 or 80 percent, while wi-fi has a frequency of 20 or 20 percent.

2. Experiences of the Students in the flexible learning

The Experiences of the Students in the flexible learning at Manuel V. Gallego Foundation Colleges be described in terms of the following:

Table 6: Flexibility of time Management

FLEXIBILITY OF TIME MANAGEMENT	WEIGHTED MEAN	VERBAL INTERPRTATION
1. I can decide when I want to learn	4.33	Strongly Agree

2.	I can define my own learning pace	4.43	Strongly Agree
3.	I can repeat the subject matter at will	3.82	Agree
4.	I can arrange the learning time	4.39	Strongly Agree
5.	The learning pace is determined	3.93	Agree
Overall Weighted Mean		**4.18**	**Agree**

Table 6 represents the flexibility and time management of respondents, where items 2 "I can define my own learning pace" got the highest weighted mean of 4.43 and the verbal interpretation of strongly agree, followed by items 4 "I can arrange the learning time" with a weighted mean of 4.39 and the verbal interpretation of strongly agree, items 1 "I can decide when I want to learn" with a weighted mean of 4.33 and the verbal interpretation of strongly agree, items 5 "The learning pace is determined" with a weighted mean of 3.93 and the verbal interpretation of strongly agree, and lastly, items 3 "I can repeat the subject matter at will" got the lowest weighted mean of 3.82 and the verbal interpretation of agree. The overall weighted mean is 4.18, or the verbal interpretation of agree.

Table 7: Flexible of Content

FLEXIBILITY OF CONTENT	WEIGHTED MEAN	VERBAL INTERPRTATION
1. I have a say regarding the focus of the topics of the class	3.74	Agree
2. I can prioritize topics in my learning	4.06	Agree
3. I can choose different learning forms including on-campus study, online study, and self-study	4.44	Strongly Agree
4. I can study topics of special interest	4.44	Strongly Agree
5. I can study on my own with the use of learning modules	4.42	Strongly Agree
6. I can understand the lesson even taught online or face-to-face	3.77	Agree
Table continued...		
7. I can absorb the lesson even taught online or face-to-face	3.82	Agree
Overall Weighted Mean	**4.10**	**Agree**

Table 7 shows the flexible learning in terms of contexts. It shows that items 3 "I can choose different learning forms including on-campus study, online study, and self-study" and item 4"I can study topics of special interest" got the highest weighted mean of 4.44 and verbal interpretation of strongly agree, followed by items 5 "I can study on my own with the use of learning modules" with a weighted mean of 4.42 and verbal interpretation of strongly agree, next are items 2 "I can prioritize topics in my learning" with a weighted mean of 4.08 and verbal interpretation of agree, next are items 7 "I can absorb the lesson even taught online or face-to-face" with a weighted mean of 3.82 and verbal interpretation of agree, next are items 6 "I can understand the lesson even taught online or face-to-face" with a weighted mean of 3.77 and verbal interpretation of agree, and lastly, items 1 "I have a say regarding the focus of the topics of the class" got the lowest weighted mean of 3.74 and verbal interpretation of agree. The overall weighted mean is 4.10, and the verbal interpretation is agree.

Table 8: Flexible of Materials

FLEXIBILITY OF MATERIALS	WEIGHTED MEAN	VERBAL INTERPRTATION
1. We have a stable internet connection at home	3.42	Agree
2. I have gadgets to use for online learning	3.51	Agree
3. It is easy for me to use online or virtual classroom like Zoom meeting	3.28	Neutral
4. My gadget/s help me to facilitate my flexible learning	3.53	Agree

5. I can use my gadgets effectively for flexible learning	3.22	Neutral
Overall Weighted Mean	**3.39**	**Neutral**

Table 7 shows the flexible learning in terms of contexts. It shows in item 4 "My gadget/s help me to facilitate my flexible learning" got the highest weighted mean f 3.53 and the verbal interpretation of agree, followed by item 2 "I have gadgets to use for online learning" with a weighted mean of 3.51 and verbal interpretation of agree, next is item 1 "We have a stable internet connection at home" with a weighted mean of 3.42 and verbal interpretation of agree, next item 3 "It is easy for me to use online or virtual classroom like Zoom meeting" with a weighted mean of 3.28 and verbal interpretation of neutral and lastly, item 5 "I can use my gadgets effectively for flexible learning" with a weighted mean of 3.22 and verbal interpretation of neutral. The overall weighted mean is 3.39 and verbal interpretation of neutral.

Table 9: Instructors' Performance During Flexible Learning (Students Response only)

Instructors' Performance During Flexible Learning	WEIGHTED MEAN	VERBAL INTERPRTATION
1. My professor always assure that we learned during blended learning as effective as in the traditional setting.	4.30	Strongly Agree
2. The professors give us easy to understand learning materials	3.60	Agree
3. The professors make effort in teaching our modules during blended learning.	3.30	Neutral
4. Our professors tried their best to reach out to us during blended learning.	3.50	Agree
Overall Weighted Mean	**3.39**	**Agree**

Table 9 represent the instructions Performance during the flexible learning. Its show that item 1 "My professor always assure that we learned during blended learning as effective as in the traditional setting" got the highest weighted mean if 4.30 and verbal interpretation of strongly agree, followed by item 2 "The professors give us easy to understand learning materials" with a weighted mean 3.60 and verbal interpretation of agree, next is item 4 "Our professors tried their best to reach out to us during blended learning" with weighted mean of 3.50 and verbal interpretation of agree, and lastly, item 3 "The professors make effort in teaching our modules during blended learning" got the lowest mean of 3.30 and verbal interpretation of agree.

Conclusion

The study reveals that the majority of respondents in the flexible learning context are younger students, predominantly aged between 18-25 years old. They exhibit positive perceptions of flexibility and time management, indicating a high level of autonomy in their learning pace and scheduling. Respondents also appreciate the flexibility of learning in different contexts, with the ability to choose various learning forms and study topics of interest. The role of gadgets, particularly cellphones, is prominent in facilitating their flexible learning experience. However, there is room for improvement in terms of effective utilization of gadgets and online tools. Overall, the instructional performance during flexible learning is viewed positively, with professors assuring students about the effectiveness of blended learning and providing easily understandable learning materials. The study highlights the successful implementation of flexible learning approaches and the importance of catering to the needs and expectations of students in the digital age.

Recommendations

1. Offer training or workshops to help students maximize the use of gadgets and online tools for flexible learning. This can enhance their ability to engage in various learning activities and improve their overall learning experience.

2. Encourage student participation in determining the focus of class topics and allow them to have a say in shaping their learning journey. This can increase motivation and engagement, making the learning experience more meaningful for students.

3. Provide additional support and resources to professors to improve their teaching methods and effectiveness in delivering modules during blended learning. This can ensure that instructional content is clear, easily understandable, and engaging for students, leading to better learning outcomes.

Conflicts of Interest

The author declares that there is no conflict of interest in this manuscript.

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