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Flexibility and Personalization of Learning in the Senior High Open High School Program: Basis for Enhanced Alternative Delivery Mode of Teaching and Learning

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ABSTRACT

The Open High School Program is an alternative approach to providing secondary education available to learners. This program places significant importance on promoting independent learning, self-paced study, and flexibility to cater to individuals who face challenges that prevent them from starting or completing their secondary education. This study examined the flexibility and personalization of learning of senior high school learners enrolled in OHSP. The study utilized a descriptive-correlational design using a validated survey questionnaire with seventy-five senior high OHSP learners. Descriptive statistics using frequency, percentage, weighted mean, and rank were used to analyze the data. On the other hand, inferential statistics using t-test and ANOVA were used to determine the significant relationship between the demographic profile and the flexibility and personalization of learning of the respondents. Results revealed that OHSP provided senior high learners with a learning experience that is flexible and personalized. The comparison between the learners' demographic profile and the flexibility and personalization of learning was revealed to be not significant. It is recommended that the OHSP must be enhanced further to provide a more flexible and personalized learning environment enabling learners to tailor their learning experience according to their individual needs, interests, and preferences.

INTRODUCTION

Every individual has an inherent right to receive an education that equips them to become productive members of society. This right is acknowledged by the Philippine constitution, which emphasizes that every person, regardless of age, gender, race, political affiliation, or socioeconomic background, should have equal access to quality and relevant basic education (Open High School System Act, 2014). In recent years, the field of education has witnessed a significant transformation in teaching and learning delivery, and there is a growing recognition of the diverse learning needs of learners. There is a need for a curriculum that is developmental, personalized, and evolving; pedagogy that is learner-centered, inquiry-based, authentic, and purposeful; and delivery of instruction that capitalizes on the strengths of both synchronous and asynchronous learning (Zhao & Watterston, 2021). Alternative teaching and learning delivery modes have emerged as promising approaches to cater to these evolving educational requirements. One such innovative initiative is the Open High School Program (OHSP). The program is an alternative approach to providing secondary education available to learners. This program places significant importance on promoting independent learning, self-paced study, and flexibility to cater to individuals who face challenges such as time constraints, geographical distances, physical limitations, financial constraints, social issues, or family-related challenges that prevent them from starting or completing their secondary education. By offering this alternative mode of education, the OHSP aims to avoid potential dropouts from leaving the education system,

encourage out-of-school youth who are of high school age to reenter the educational sphere, and contribute to the achievement of the Education for All (EFA) objective, which aims for a 100% participation rate and zero dropout rate (DepEd Order No. 46, s. 2006).

The traditional model of education, characterized by fixed schedules, standardized curriculum, and limited individualization, often fails to address learners' unique needs, interests, and learning styles. In response to these limitations, alternative delivery modes of teaching and learning have gained traction, offering more flexibility and personalization in educational experiences. These alternative approaches aim to empower learners by allowing them greater control over their learning process, fostering engagement, motivation, and improved academic outcomes. DepEd Flexible Learning Options (FLOs) provide a menu of learning interventions and pathways that are responsive to learners' needs, context, circumstances, and diversity. FLOs allow for variations in the organization, approaches, and teaching and learning modalities. This flexibility is helpful for learners who are at risk of dropping out, children and youth who are out of school, adults who failed to finish basic education, learners with special needs, learners with extreme difficulty in accessing schools, or those who attend overpopulated schools, and learners in emergencies (DepEd Order No. 18, s. 2020). OHSP is characterized by its emphasis on flexibility and personalization of learning. These key features are designed to meet learners' diverse needs, interests, and circumstances, providing them with an educational experience tailored to their individual requirements (Shemshack & Spector, 2020). Flexibility

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allows learners to manage their learning schedules, pace, and pathways. Unlike traditional brick-and-mortar schools with fixed schedules, the OHSP allows learners to control when and where they study. This flexibility accommodates learners who may have commitments or constraints that prevent them from following a rigid daily schedule. Learners can access learning materials, assignments, and assessments online or offline through modules, enabling them to study at their convenience. This flexibility also allows learners to progress at a pace that suits their learning styles and abilities.

Some learners may require additional time to grasp certain concepts, while others may advance more quickly (Joan, 2013). The OHSP enables learners to adjust their learning pace, ensuring a more personalized and effective learning experience. Despite the potential benefits of the OHSP, there is a need to evaluate its effectiveness in providing flexibility and personalization in learning in senior high school. By examining the perceptions of senior high school learners enrolled in the OHSP, this study aimed to identify the strengths, challenges, and areas for improvement of the program in terms of flexibility and personalization of learning. This research provides insights into how the senior high school OHSP can be further enhanced to meet the evolving educational needs of senior high school learners. This will contribute to the ongoing efforts to improve educational practices and create inclusive learning environments that empower learners and foster their holistic development.

MATERIALS AND METHODS

The study employed a descriptive-correlational design in determining the level of flexibility and personalization of learning in the senior high OHSP. The design involves describing and analyzing the characteristics of a group or population and then assessing the associations or correlations between different variables of interest (Norman, 2022). Stratified random sampling was used to determine the research participants. According to Bayram (2021), stratified random sampling is probability

sampling that involves dividing a population into small groups called strata. The small groups are formed based on their common characteristics. In this study, the grade level where the respondent attended was used as the stratum. The participants were 49 Grade 11 and 26 Grade 12 senior high school learners enrolled in the OHSP for the S.Y. 2022-2023. To determine the respondents' level of flexibility and personalization of learning, the researcher utilized a validated researcher-made survey questionnaire which underwent face and content validity. It also underwent reliability testing to determine internal consistency. The Cronbach's alpha value of 0.92 implied that the instrument is reliable. The researchers secured a letter of approval from authorities and informed the school head of the participating school about the nature of the study. A consent form was secured before the respondents were asked to answer the survey questionnaire about their perception of the flexibility and personalization of their learning in the OHSP.

Appropriate measures were considered to safeguard the collected data against unauthorized access, loss, or theft. Participation in the study was voluntary and did not involve any form of coercion or undue influence. It was clearly communicated to the respondents that their decision to participate does not negatively affect their academic standing or other benefits they are entitled to. The researchers ensured that the findings were accurately and honestly reported. The data obtained from the respondents were analyzed using frequency distribution, percentage, weighted mean, and rank. The researcher employed a t-Test for independent samples and Analysis of Variance (ANOVA) to determine the significant relationship between the flexibility and personalization of learning and the demographic profile of the respondents. The weighted mean was used to process the data to determine the level of perception of the senior high school learners on the level of flexibility and personalization of learning in the OHSP. The computed weighted means were interpreted using the scale specified below (Pimentel, 2020).

Table 1: Scale for Flexibility and Personalization of Learning of OHSP Learners

Scale	Range	Descriptive Interpretation
5	4.21 - 5.00	Strongly Agree (S.A.)
4	3.41 - 4.20	Agree (A)
3	2.61 - 3.40	Neutral (N)
2	1.81 - 2.60	Disagree (D)
1	1.00 - 1.80	Strongly Disagree (S.D.)

The research was conducted with strict adherence to all protocols, ensuring a smooth implementation. The researchers emphasized upholding ethical principles and complying with legal procedures throughout the study. Confidentiality and anonymity of the respondents were employed to ensure that their responses and personal information were kept strictly confidential and anonymized. By adhering to these ethical considerations,

researchers can conduct the study on the flexibility and personalization of learning in the senior high OHSP ethically and responsibly, safeguarding the rights and well-being of the participants.

RESULTS AND DISCUSSION

The study focused on the level of flexibility and personalization of learning as experienced by the senior

high OHSP learners from Narra Integrated School enrolled in the S.Y. 2022-2023. It also looked into the significant relationship between the level of flexibility and personalization of learning and their demographic profile that served as the basis for the proposed enhanced alternative delivery mode of teaching and learning.

Demographic Profile of the Respondents

This section contains the demographic profile of the senior high school learners enrolled in the OHSP. The profile includes the sex, age, monthly family income, grade level, and strand.

Table 2: Profile of the Respondents

Profile	f	%	Rank
Sex			
Male	18	24%	2
Female	57	76%	1
Age			
16-22	37	49.33	1
23-29	24	32.00	2
30-36	9	12.00	3
37-above	5	6.67	4
Monthly Family Income			
Below Php10,000.00	66	88.00	1
Php10,000.00 and above	9	12.00	2
Grade Level			
Grade 11	49	65.33	1
Grade 12	26	34.67	2
Strand			
GAS	69	92.00	1
HUMSS	6	8.00	2

Table 2 shows the frequency and percentage of the demographic profile of the respondents. It can be seen that there were 57 (76%) senior high school learners and 18 (24%) male senior high school learners who participated in the study. In terms of age, there were 37 (49.33%) respondents within the age group 16-22 years old, and there were 24 (32.00%) respondents within the age group 23-29 years old. On the other hand, there were 9 (12.00%) respondents within the age group 30-36 years old, and there were 5 (6.67%) respondents who were 37 years old and above. Sixty-six (88.00%) or most respondents have a monthly family income of below Php10,000.00. On the other hand, there were 9 (12.00%) whose monthly family income was Php10,000.00 and above. On the other hand, 49 (65.33%) Grade 11 learners

and 26 (34.67%) Grade 12 learners participated in the survey. In terms of the strand, there were 69 (92.00%) learners who are enrolled in General Academic Strand (GAS) and 6 (8.00%) learners who are enrolled in Humanities and Social Sciences Strand (HUMSS).

Flexibility of Learning of the Senior High OHSP Learners

This section contains the level of perception of the senior high OHSP learners on the flexibility of their learning in terms of program customization and individualized learning plans; time management and scheduling; access to learning resources and materials; opportunities for self-paced learning; and collaborative and project-based learning experiences.

Table 3: Flexibility of Learning in Terms of Program Customization and Individualized Learning Plans

Statement	WM	DI	Rank
1. The program allows me to customize my learning experience according to my interests and goals.	4.23	SA	1
2. I am satisfied with the level of individualized learning plans provided to me in the OHSP.	4.15	A	3.5
3. I have the opportunity to choose the topics or lessons I want to study in the program.	4.04	A	6
4. The OHSP supports my unique learning needs and preferences.	4.15	A	3.5
5. I feel supported in creating personalized learning goals and objectives within OHSP.	4.19	A	2

6. I am involved in selecting the learning resources and materials that are most relevant to my individual learning style and interests.	4.13	A	5
Overall Weighted Mean	4.15	A	

Legend:

<i>Weighted Mean (WM)</i>	<i>Descriptive Interpretation (DI)</i>
4.21 - 5.00	<i>Strongly Agree (SA)</i>
3.41 - 4.20	<i>Agree (A)</i>
2.61 - 3.40	<i>Neutral (N)</i>
1.81 - 2.60	<i>Disagree (D)</i>
1.00 - 1.80	<i>Strongly Disagree (SD)</i>

Table 3 illustrates how senior high OHSP learners perceive the level of flexibility in their learning experience, particularly in terms of program customization and individualized learning plans. The findings indicate that the learners agreed to the program’s provision of opportunities for customization. They felt supported in establishing personalized learning goals and objectives and believed the program accommodates their learning needs and preferences. Furthermore, they reported satisfaction with the individualized learning plans offered

to them. The learners also felt actively involved in selecting learning resources and materials that aligned with their learning styles and interests, and they appreciated the opportunity to choose the topics or lessons they wished to study. According to Shemshack and Spector (2020), learning is formed through an individual’s interactions, including the conveyance of knowledge and skills from others and experiences.

Learning is a personalized experience that allows one to expand their knowledge, perspective, skills, and understanding to meet individual needs and goals. When the content of modules was missing or insufficient, teachers substituted topics relevant to the OHSP learners. Teachers adapted the modules to make them suitable for the learners. In some schools, content from textbooks used in the regular high school program was adopted and customized according to the ability levels of the learners (SEAMEO, 2015).

Table 4: Flexibility of Learning in Terms of Time Management and Scheduling

Statement	WM	DI	Rank
7. I am able to effectively manage my time and prioritize tasks within the OHSP.	4.01	A	5
8. I am happy with the flexibility of scheduling and organizing my learning activities in the program.	4.17	A	1
9. I feel I have control over my daily or weekly schedule as a learner in the OHSP.	4.13	A	2.5
10. I feel a strong sense of support in maintaining a healthy balance between my academic responsibilities and other commitments outside of my program.	4.11	A	4
11. I regularly embrace the valuable opportunities offered by the OHSP and genuinely appreciate the structure it provides, including its time requirements.	3.99	A	6
12. The time management skills I’m developing in the OHSP will benefit me in future endeavors.	4.13	A	2.5
Overall Weighted Mean	4.09	A	

Legend:

<i>Weighted Mean (WM)</i>	<i>Descriptive Interpretation (DI)</i>
4.21 - 5.00	<i>Strongly Agree (SA)</i>
3.41 - 4.20	<i>Agree (A)</i>
2.61 - 3.40	<i>Neutral (N)</i>
1.81 - 2.60	<i>Disagree (D)</i>
1.00 - 1.80	<i>Strongly Disagree (SD)</i>

Table 4 shows the perceived level of learning flexibility among senior high OHSP learners concerning time management and scheduling. The learners expressed contentment with the program’s flexibility in arranging and organizing their learning activities. They believed they could manage their daily or weekly schedules as learners. They acknowledged that the time management skills they

were developing in the OHSP would be advantageous in their future endeavors. They also recognized the program’s strong support in helping them maintain a healthy balance between academic responsibilities and other commitments outside of their studies. Within the OHSP, they could efficiently handle their time, prioritize tasks, seize valuable opportunities, and genuinely appreciate the structure it provided, particularly in terms of time requirements. In a study conducted by Cruz and Vargas (2021), they reported that learners in the OHSP often follow routines in doing their tasks or requirements. They usually prepare all the necessary materials for their task and can sacrifice their hobbies or other work to finish their requirements. They also reported that learners prefer to do the task near the deadline. Sometimes, they make a list of their priority task in the OHSP.

Table 5: Flexibility of Learning in Terms of Access to Learning Resources and Materials

Statement	WM	DI	Rank
13. I can easily access the learning resources and materials I need.	4.00	A	3
14. The school provides me with a rich array of learning resources and materials that meet my needs and exceed my expectations	3.93	A	5
15. The learning resources and materials provided in the OHSP are up-to-date and relevant.	3.99	A	4
16. I feel supported in finding additional learning resources and materials outside the prescribed curriculum in the OHSP.	4.07	A	1
17. The available learning resources and materials in OHSP cater to different learning styles and preferences.	4.05	A	2
18. I do not encounter challenges accessing the necessary technology or tools to utilize the learning fully.	3.68	A	6
Overall Weighted Mean	3.95	A	

Legend:

Weighted Mean (WM)	Descriptive Interpretation (DI)
4.21 - 5.00	Strongly Agree (SA)
3.41 - 4.20	Agree (A)
2.61 - 3.40	Neutral (N)
1.81 - 2.60	Disagree (D)
1.00 - 1.80	Strongly Disagree (SD)

Table 5 shows the flexibility of learning of OHSP learners when it comes to utilizing various learning resources and materials. Learners in the OHSP felt supported to explore additional learning resources and materials beyond the prescribed curriculum. They agreed that the learning

resources and materials available in OHSP were designed to accommodate diverse learning styles and preferences. Learners found it convenient to access the necessary resources and materials, which were regularly updated and relevant. The school provided them with abundant, high-quality resources and materials that met their needs and surpassed their expectations.

They faced no difficulties accessing the required technology or tools to maximize their learning experience. The findings were in consonance with Cabardo (2016), who mentioned that enhanced learning materials developed might be adopted as instructional materials in the OHSP to facilitate learning and improve learners' achievement.

Table 6: Flexibility of Learning in Terms of Opportunities for Self-paced Learning

Statement	WM	DI	Rank
19. The OHSP provides me with opportunities to learn at my own pace.	4.20	A	1
20. I am satisfied with the flexibility to learn at a pace that suits my needs in the OHSP.	4.15	A	2
21. I feel encouraged to explore topics or concepts in more depth or at a faster pace in the OHSP.	3.97	A	5
22. I experience a sense of support in establishing and accomplishing my learning objectives within the OHSP.	4.08	A	3.5
23. The self-paced learning opportunities in the OHSP promote independent thinking and problem-solving skills	4.08	A	3.5
24. I do not struggle to keep up with the pace of the curriculum in the OHSP.	3.88	A	6
Overall Weighted Mean	4.06	A	

Legend:

Weighted Mean (WM)	Descriptive Interpretation (DI)
4.21 - 5.00	Strongly Agree (SA)
3.41 - 4.20	Agree (A)
2.61 - 3.40	Neutral (N)
1.81 - 2.60	Disagree (D)
1.00 - 1.80	Strongly Disagree (SD)

Table 6 reveals the flexibility of learning of the OHSP learners in terms of opportunities for self-paced learning. The learners perceived that the program provides them with opportunities to learn at their own pace, and they are satisfied with the flexibility to learn at a pace that suits their individual needs. They experienced a sense of support in establishing and accomplishing their learning objectives. The self-paced learning opportunities in the program

promote independent thinking and problem-solving skills, encouraging them to explore topics or concepts in more depth or at a faster pace. Lastly, they do not struggle to keep up with the pace of the curriculum in the OHSP. As per Kokoç (2019), learners with high flexibility in learning are more engaged in learning behaviorally and

have higher academic performances. Learning experience designers and teachers should provide a flexible learning environment allowing learners to decide when and where to learn. It should support flexibility of time and access to course content and minimize the limitations of time and pace of study.

Table 7: Flexibility of Learning in Terms of Collaborative and Project-based Learning Experiences

Statement	WM	DI	Rank
25. I frequently engage in collaborative learning activities with my peers in the OHSP.	3.95	A	6
26. I am pleased with the opportunities for collaborative work and group projects in the OHSP.	4.03	A	3.5
27. Collaborative learning activities in the OHSP enhance my understanding of the subject matter.	4.05	A	2
28. I receive ample support in honing my communication and teamwork skills through collaborative learning in the OHSP.	4.03	A	3.5
29. Collaborative and project-based learning experiences in the OHSP promote creativity and critical thinking skills.	3.99	A	5
30. The OHSP provides sufficient opportunities to apply my knowledge and skills through real-world projects.	4.07	A	1
Overall Weighted Mean	4.02	A	

Legend:

<i>Weighted Mean (WM)</i>	<i>Descriptive Interpretation (DI)</i>
4.21 - 5.00	<i>Strongly Agree (SA)</i>
3.41 - 4.20	<i>Agree (A)</i>
2.61 - 3.40	<i>Neutral (N)</i>
1.81 - 2.60	<i>Disagree (D)</i>
1.00 - 1.80	<i>Strongly Disagree (SD)</i>

Table 7 shows the perceived flexibility of senior high OHSP learners with collaborative and project-based learning. The learners expressed their agreement regarding the availability of adequate opportunities in OHSP for applying their knowledge and skills through real-world projects. They also acknowledged that collaborative learning activities within OHSP contributed

to their improved understanding of the subject matter. Furthermore, they appreciated the ample support for developing their communication and teamwork skills through collaborative learning and the numerous opportunities for collaborative work and group projects. The collaborative and project-based learning experiences in OHSP foster creativity and critical thinking skills, and the learners frequently participate in collaborative learning activities with their peers. According to Müller *et al.* (2023), flexible learning addresses learners' need for more flexibility and autonomy in shaping their learning process. Particular attention should be paid to the following educational design principles: adequate course structure and guidance for learners, activating learning tasks, stimulating interaction and social presence of teachers, and timely feedback on the learning process and outcomes.

Table 8: Summary of Level of Flexibility of Learning of Senior High OHSP Learners

Dimensions	WM	DI	Rank
1. Curriculum customization and individualized learning plans	4.15	A	1
2. Time management and scheduling	4.09	A	2
3. Access to learning resources and materials	3.95	A	5
4. Opportunities for self-paced learning	4.06	A	3
5. Collaborative and project-based learning experiences	4.02	A	4
Overall Weighted Mean	4.05	A	

Legend:

<i>Weighted Mean (WM)</i>	<i>Descriptive Interpretation (DI)</i>
4.21 - 5.00	<i>Strongly Agree (SA)</i>
3.41 - 4.20	<i>Agree (A)</i>
2.61 - 3.40	<i>Neutral (N)</i>
1.81 - 2.60	<i>Disagree (D)</i>
1.00 - 1.80	<i>Strongly Disagree (SD)</i>

Table 8 summarizes the level of flexibility of learning of the senior high OHSP learners. With an overall mean of 4.05, the results suggest that learners felt and agreed that the OHSP provided them with a learning experience that is flexible when it comes to curriculum customization and individualized learning plans, time management and scheduling, opportunities for self-paced learning, collaborative and project-based learning experiences, and access to learning resources and materials.

Personalization of Learning of the Senior High OHSP Learners

This section contains the level of perception of the senior high OHSP learners on the personalization of their learning in terms of individualized learning paths and

academic goals; differentiated instruction and learning strategies; assessment and feedback; support for diverse learning styles and preferences; and integration of learner interests and passion in the learning process.

Table 9: Personalization of Learning in Terms of Individualized Learning Paths and Academic Goals

Statement	WM	DI	Rank
1. The OHSP allows me to create personalized learning paths based on my needs and goals.	4.01	A	5
2. I am satisfied with the support provided to help me set and achieve my academic goals in the OHSP.	4.11	A	2
3. The OHSP allows me to pursue my academic interests and strengths through individualized learning paths.	4.17	A	1
4. I feel empowered to take ownership of my learning journey and make decisions about my academic goals in the OHSP.	4.05	A	3
5. The individualized learning paths in the OHSP help me stay motivated and engaged in my studies.	4.04	A	4
6. I receive adequate support and guidance to track my progress toward my academic goals in the OHSP.	4.00	A	6
Overall Weighted Mean	4.06	A	

Legend:

Weighted Mean (WM)	Descriptive Interpretation (DI)
4.21 - 5.00	Strongly Agree (SA)
3.41 - 4.20	Agree (A)
2.61 - 3.40	Neutral (N)
1.81 - 2.60	Disagree (D)
1.00 - 1.80	Strongly Disagree (SD)

Table 9 shows how learners personalize their learning experiences by following customized paths and pursuing academic objectives. The OHSP facilitates this by enabling learners to explore their academic interests and strengths through tailored learning paths. Learners expressed satisfaction with the assistance provided in setting and accomplishing their academic goals, feeling empowered to take charge of their educational

journey and make decisions about their objectives. The individualized learning paths within the OHSP serve to maintain learners' motivation and active involvement in their studies. By allowing learners to devise personalized learning paths that align with their individual needs and goals, the program ensures they receive ample support and guidance in monitoring their progress toward academic success. Lamy (2020) states that there are many solutions for realizing adaptive and personalized learning platforms, such as most platforms focusing on adjusting the learning path. Personalizing the learning environment makes it possible to consider educational content and materials for learners according to their abilities and preferences, which will lead to increased motivation and efficiency, as well as the identification of preferences and learners' learning styles corresponding to a subject necessary to ensure personalization.

Table 10: Personalization of Learning in Terms of Differentiated Instruction and Learning Strategies

Statement	WM	DI	Rank
7. The OHSP provides differentiated instruction to meet the diverse learning needs of learners.	4.00	A	5.5
8. I am satisfied with the variety of learning strategies and approaches used in the OHSP.	4.04	A	3.5
9. The OHSP offers different learning pathways or options to accommodate various learning styles.	4.04	A	3.5
10. The learning materials and activities in the OHSP are tailored to my individual learning needs.	4.00	A	5.5
11. The OHSP encourages me to explore different ways of learning and understanding concepts.	4.08	A	1.5
12. I receive support and guidance in applying learning strategies that work best for me in the OHSP.	4.08	A	1.5
Overall Weighted Mean	4.04	A	

Legend:

<i>Weighted Mean (WM)</i>	<i>Descriptive Interpretation (DI)</i>
4.21 - 5.00	<i>Strongly Agree (SA)</i>
3.41 - 4.20	<i>Agree (A)</i>
2.61 - 3.40	<i>Neutral (N)</i>
1.81 - 2.60	<i>Disagree (D)</i>
1.00 - 1.80	<i>Strongly Disagree (SD)</i>

Table 10 depicts how the OHSP learners personalize their learning experience through differentiated instruction and various learning strategies. The program promotes an environment that encourages learners to explore alternative learning methods and comprehend concepts. Within the OHSP, they receive ample support and

guidance in applying learning strategies most effectively for their needs. Learners expressed satisfaction with the diverse range of learning strategies and approaches implemented within the program. It offers multiple learning pathways and options to cater to different learning styles. Additionally, the OHSP provides differentiated instruction to address the unique learning requirements of each learner. This personalized approach makes learners feel that the learning materials and activities in the program are specifically designed to accommodate their individual learning needs. Sanjabi (2020) mentioned that personalization is a significant contributing factor in the effective learning process, which enhances learning satisfaction, speed learning, quality, and efficiency. The primary goal of personalization is providing appropriate education and adjusting the environmental conditions for each learner according to their specific characteristics.

Table 11: Personalization of Learning in Terms of Assessment and Feedback

Statement	WM	DI	Rank
13. The assessments in the OHSP provide me with a clear understanding of my individual learning progress.	4.12	A	1
14. I am satisfied with the level of feedback I receive on my assignments and assessments in the OHSP.	3.97	A	2
15. The assessments in the OHSP are tailored to my individual strengths and areas for improvement.	3.96	A	3
16. The feedback I receive in the OHSP helps me identify my learning gaps and make targeted improvements.	3.87	A	6
17. The OHSP provides opportunities for personalized feedback and discussions with teachers.	3.95	A	4
18. I feel that the assessments and feedback in the OHSP support my individual learning needs and goals.	3.93	A	5
Overall Weighted Mean	3.97	A	

Legend:

<i>Weighted Mean (WM)</i>	<i>Descriptive Interpretation (DI)</i>
4.21 - 5.00	<i>Strongly Agree (SA)</i>
3.41 - 4.20	<i>Agree (A)</i>
2.61 - 3.40	<i>Neutral (N)</i>
1.81 - 2.60	<i>Disagree (D)</i>
1.00 - 1.80	<i>Strongly Disagree (SD)</i>

Table 11 illustrates the personalization of learning regarding assessment and feedback of the senior high OHSP learners. It can be gleaned that the respondents felt that the assessments in the program provided them with a clear understanding of their learning progress. They are satisfied with the level of feedback they receive

on their assignments and assessments. They agreed that the assessments provided were tailored to their strengths and improvement areas. The OHSP also provides opportunities for personalized feedback, discussions with teachers, assessments, and feedback in the program to support their individual learning needs and goals. The feedback they receive in the OHSP helps them identify their learning gaps and make targeted improvements. According to Evanick (2023), feedback is a critical component of personalized learning that helps learners monitor their progress, identify their strengths and weaknesses, set goals, and adjust their learning strategies. Taylor *et al.* (2021) added that personalized and adaptive learning had been praised as one of the most promising emerging tools for increasing learner learning and success.

Table 12: Personalization of Learning in Terms of Support for Diverse Learning Styles and Preferences

Statement	WM	DI	Rank
19. The OHSP offers support for different learning styles and preferences.	4.08	A	2
20. I am satisfied with the variety of instructional approaches and resources provided to accommodate diverse learning styles in the OHSP.	4.09	A	1
21. The OHSP recognizes and values different ways of learning and understanding.	4.05	A	4

22. I feel that the learning materials and activities in the OHSP are inclusive and accessible to learners with diverse learning needs.	4.05	A	4
23. The OHSP encourages me to explore and develop my individual learning style and preferences.	4.05	A	4
24. I receive support and guidance in adapting learning strategies that align with my unique learning style and preferences in the OHSP.	4.03	A	6
Overall Weighted Mean	4.06	A	

Legend:

<i>Weighted Mean (WM)</i>	<i>Descriptive Interpretation (DI)</i>
4.21 - 5.00	<i>Strongly Agree (SA)</i>
3.41 - 4.20	<i>Agree (A)</i>
2.61 - 3.40	<i>Neutral (N)</i>
1.81 - 2.60	<i>Disagree (D)</i>
1.00 - 1.80	<i>Strongly Disagree (SD)</i>

Table 12 shows the personalization of learning in terms of support for diverse learning styles and preferences among senior high school OHSP learners. They expressed satisfaction with the range of teaching methods and materials available to cater to different learning styles. They acknowledged that the OHSP acknowledges and appreciates diverse approaches to learning and understanding. Learners perceived the learning resources and activities within the OHSP to be inclusive and

easily accessible to individuals with various learning requirements. The program actively encourages learners to discover and enhance their personal learning styles and preferences. Additionally, learners agreed that they receive assistance and direction in adjusting their learning strategies to suit their individual styles and preferences within the program. Shemshack and Spector (2020), citing Lee *et al.* (2018), proposed a learner-centered system that serves various needs and maximizes each learner's potential.

According to Khaled (2021), if a personalized system is employed by taking into account the unique characteristics of each learner, it becomes feasible to present tailored content and services that are designed or modified to meet the learners' actual requirements. This approach would foster their progress, boost their motivation, and provide them with a feeling of control over their educational experience.

Table 13: Personalization of Learning in Terms of Integration of Learner Interests and Passion in the Learning Process

Statement	WM	DI	Rank
25. The OHSP allows me to pursue topics or projects that align with my interests and passions.	4.04	A	6
26. I feel that my interests and passions are valued and integrated into the learning activities in the OHSP.	4.07	A	4.5
27. The OHSP encourages me to explore and delve deeper into subjects I am interested in.	4.09	A	2
28. I am satisfied with the opportunities provided in the OHSP to incorporate my ideas and input into the learning process.	4.07	A	4.5
29. The OHSP supports me in connecting my interests and passion with the curriculum and academic goals.	4.08	A	3
30. I feel that the OHSP fosters a sense of excitement and motivation by integrating my interests and passions into the learning experience.	4.12	A	1
Overall Weighted Mean	4.08	A	

Legend:

<i>Weighted Mean (WM)</i>	<i>Descriptive Interpretation (DI)</i>
4.21 - 5.00	<i>Strongly Agree (SA)</i>
3.41 - 4.20	<i>Agree (A)</i>
2.61 - 3.40	<i>Neutral (N)</i>
1.81 - 2.60	<i>Disagree (D)</i>
1.00 - 1.80	<i>Strongly Disagree (SD)</i>

Table 13 exemplifies the level of personalization of learning of the OHSP learners in the senior high in terms

of interest and passion in the learning process. Learners felt that the OHSP fosters a sense of excitement and motivation by integrating their interests and passion into the learning experience. The program encourages learners to explore and delve deeper into subjects they are personally interested in and supports them in connecting their interests and passions with the curriculum and academic goals. The learners perceived that their interests and passion were valued and integrated into the learning activities and were satisfied with the opportunities to incorporate their ideas and input into the learning process.

Personalized learning’s main objective is to design learning instruction customized for individual needs. According to Zhang *et al.* (2020), as cited by Ingkavara *et al.* (2022), by giving learners a voice and allowing them to choose their own pace of learning, it is possible to deliver personalized lessons that are tailored to their interests. This approach strengthens learners’ capacity to direct

their own learning path concerning interest, passion, and aspiration. It can be extended to include self-directed and self-regulated learners who can co-design the learning environment with a teacher and monitor their progress based on learning goals and preferences to master the material or skills. Learners can build the concept on voice, co-creation, social construction, and self-discovery.

Table 14: Summary of Level of Personalization of Learning in the Senior High OHSP

Dimensions	WM	DI	Rank
1. Individualized learning paths and academic goals	4.06	A	2.5
2. Differentiated instruction and learning strategies	4.04	A	4
3. Assessment and feedback	3.97	A	5
4. Support for diverse learning styles and preferences	4.06	A	2.5
5. Integration of learner interests and passions in the learning process	4.08	A	1
Overall Weighted Mean	4.04	A	

Legend:

<i>Weighted Mean (WM)</i>	<i>Descriptive Interpretation (DI)</i>
4.21 - 5.00	<i>Strongly Agree (SA)</i>
3.41 - 4.20	<i>Agree (A)</i>
2.61 - 3.40	<i>Neutral (N)</i>
1.81 - 2.60	<i>Disagree (D)</i>
1.00 - 1.80	<i>Strongly Disagree (SD)</i>

Table 14 summarizes the level of personalization of learning of the senior high OHSP learners. With an overall mean of 4.04, the results suggest that learners agreed that

the OHSP provided them with a learning experience that is personalized when it comes to individualized learning paths and academic goals, differentiated instruction and learning strategies, assessment and feedback, support for diverse learning styles and preferences, and integration of learner interests and passions in the learning process.

Relationship Between Flexibility and Personalization of Learning to the Demographic Profile

The relationship between the respondents’ demographic profile and the flexibility and personalization of learning is discussed in this section.

Table 15: Relationship Between Flexibility and Personalization of Learning and the Profile of the Respondents

Dimension	Profile	T/F-value	Sig.	Result	Decision
Flexibility of Learning	Sex	-0.031	0.976	Not significant	Failed to reject
	Age	0.438	0.729	Not significant	Failed to reject
	Family Income	-0.095	0.924	Not significant	Failed to reject
	Grade Level	0.982	0.329	Not significant	Failed to reject
	Strand	-0.431	0.668	Not significant	Failed to reject
Personalization of Learning	Sex	0.005	0.996	Not significant	Failed to reject
	Age	0.369	0.777	Not significant	Failed to reject
	Family Income	-0.098	0.923	Not Significant	Failed to reject
	Grade Level	1.949	0.055	Not significant	Failed to reject
	Strand	-0.595	0.554	Not significant	Failed to reject

Table 15 presents the relationship between the flexibility and personalization of learning and the demographic profile of the respondents using the t-Test for independent samples and ANOVA. Results revealed that there is no significant relationship between the flexibility of learning as well as personalization of learning, to the demographic profile of the respondents. The results suggest that the sex, age, monthly family income, grade level, and the strand of the respondents have no bearing on their perception of the flexibility and personalization of learning in the senior high OHSP.

CONCLUSION

Based on the result of the study, it can be concluded that the learners perceived that their learning experience in the senior high school OHSP was flexible and personalized. The comparison between the learners’ level of perception of the flexibility and personalization of learning in the OHSP compared to their demographic profiles was not significant. This means that the sex, age, monthly family income, grade level, and the strand of the respondents do not influence the level of flexibility and personalization of their learning.

RECOMMENDATION

The OHSP in the senior high school must be enhanced further to provide a more flexible and personalized learning environment enabling learners to tailor their learning experience according to their individual needs, interests, and preferences. The results may be relayed to teachers handling subjects in the OHSP to inform them of the result of the study. A similar study must be conducted to determine the level of flexibility and personalization of learning in the other senior high schools offering OHSP. Future researchers may also conduct a parallel study on the OHSP in junior high schools as it might give substantial results to improve the program.

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