

Hybrid-Flexible (Hyflex) Classroom Management Framework: A Case in One State College in Camarines Sur, Philippines

Romeo Beriso Sotto Jr.

Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur, Philippines, 4434

E-mail: sottoromeojr@gmail.com

KEYWORDS Classroom Instruction. Education. Pedagogy. Proposed Framework. Virtual Classroom

ABSTRACT The COVID-19 pandemic has compelled educational institutions to adopt online instead of traditional classroom instruction as the new norm in education. The study aimed to develop a hybrid-flexible (HyFlex) classroom management framework from one state college in Camarines Sur. The study employed the sequential explanatory strategy under the mixed methods with 191 respondents obtained using Slovin's formula. Setting time allocation of activities of the class, sequencing and integrating additional activities, reinforcing good classroom behaviour, and sustaining an open communication channel, and giving high regard to right conduct and attitudes was mostly practiced and there is no significant difference between these practices. The HyFlex classroom management framework was developed as a springboard for other institutions to craft their own framework for new normal education. However, further validation of the framework is suggested. The developed framework may serve as a basis for the upskilling and retooling of faculty within and outside the institution.

INTRODUCTION

The COVID-19 pandemic has forced educational institutions to translate conventional teaching to online or virtual teaching as part of the new normal in education. The teaching and learning process has shifted rigorously from the traditional face-to-face classes to various modalities of teaching and learning. With this sudden shift, teachers and students as well were in a state of shock from the previously mastered teaching and learning convention. Teaching has become crucial when it comes to its preparation, delivery and implementation, assessment, and evaluation. Post pandemic provided opportunities for schools to harness immersive and flexible learning environment (Buckley et al. 2025).

In the Philippines, the disruption brought by the global health crises have caught everyone off-guard, and the government, the schools, the private and public sectors were all immobilised during the surge of the pandemic. Different reforms and efforts were made to cope with the current situation. The education sector in the Philippines was heavily impacted by the pandemic from the elementary to secondary up to the tertiary

levels. Schools were closed and students and teachers were not allowed to go to school. In the elementary and secondary levels, modules were distributed and learners were asked to do home-based learning. In contrast, higher education institutions in the Philippines need to adopt and devise ways on how to cope with the present situation. This has compelled higher education institutions to adapt creatively in delivering educational experiences to incoming students for the upcoming academic term (Dhawan 2020; Murphy et al. 2020; Miller et al. 2021). With mandates for social distancing on both state and national levels, classroom capacities were limited, necessitating the provision of a secure learning environment. Consequently, many courses had to adopt a HyFlex approach (Griesemer 2021).

HyFlex entails a course format where some students can opt for in-person attendance while others participate remotely using synchronous or asynchronous meeting technology (Langston 2021). It offers students a choice between online and face-to-face learning options (Chen Musgrove and Schussler 2022). However, due to social distancing measures, institutions may assign students to a specific modality, face-to-face, virtual, or a combination, thus reducing the original flexibility of HyFlex (Beatty 2019a). In a HyFlex course, all students are expected to engage in a blend of in-person and online activities (Lohmann et al. 2021). The true "flexible" aspect of Hy-

Address for correspondence:

Romeo Beriso Sotto, Jr.

Contact: (+63)909-012-7803

E-mail: sottoromeojr@gmail.com

Flex comes into play when students have the freedom to choose how they engage with the course material, adapting to what suits them best from session to session (Naffi et al. 2020). Further, Mohamad et al. (2025) highlights the potential of flexible learning in enhancing student engagement in classroom and their outcomes in higher education. This is further supported by the study of Hero and Gloria (2025) where they stipulated that flexible learning has been used in alternative learning systems thereby giving greater flexibility and inclusivity among learners. While Hermosa and Andal (2025) highlighted that flexible learning environment can significantly enhance student learning outcomes in a post-COVID learning environment.

The Commission on Higher Education (CHED) has issued the CHED Memorandum Order (CMO) no. 4 series of 2020 regarding the continuation of Flexible Learning in Higher Education. This directive requires higher educational institutions to determine the capacity for accommodating students in face-to-face classes or to implement a limited face-to-face approach, in accordance with the guidelines established by the Inter-Agency Task Force (IATF).

As Estrellado (2021) notes, amidst the ongoing adjustments in response to COVID-19, there is a need to recalibrate curricula in both basic and higher education, promote proactive curriculum planning, and prioritise online and hybrid learning methods as essential components. Amid the COVID-19 pandemic, schools and teachers are forced to a new convention. As schools shift to online learning environments, virtual classroom management is emerging as the new teacher superpower. Online instruction can be simply implemented using the same abilities that teachers use to run an in-person classroom. Still, there are a few more abilities to learn that are particularly useful for running a virtual classroom (Bridgers 2020). Teaching has never been this challenging, with a rapid shift from the convention left teachers unaided with sufficient technicalities.

Consequently, the goal of implementing pedagogy and technology in education is to provide students with 21st century capabilities and help institutions best adapt to the modern environment. Institutions of higher learning are also striving to guarantee that students have access to educational opportunities regardless of where

they live. This educational access has been provided through a variety of blended, hybrid, and online learning modes. Despite this sudden change in teaching and learning, Gordon (2020) confirmed that good classroom management is essential to a productive atmosphere, regardless of whether students are learning in a physical classroom or virtually. Teachers need to be deliberate in their management of students' conduct and involvement when they are in an online environment, even when they are not housed in a single room. Education experts state that the goal of school and classroom management is to develop and foster self-control in students by means of fostering positive conduct and achievement on the part of the students. Thus, the idea of school and classroom management is closely related to academic accomplishment, teacher efficacy, and behaviour on the part of teachers and students.

It is in this light that effective teaching roots from good classroom management. Classroom management amid pandemic is no exception. It requires enhancement of skills on navigating the teaching field in a virtual setting. Classroom management is further divided into four dimensions in which a teacher's competence is anchored, these are content management, conduct management, covenant management, and time management.

The Philippines has shifted to virtual teaching and learning, most especially the higher education institutions (HEIs). State Universities and Colleges (SUCs) and basic education institutions, both private and public, have adopted this new system, and should revisit and retool their competencies in implementing classroom management to provide optimum learning experience for their clientele. The current state of hybrid or online delivery was evaluated through the study conducted by Mobo and Garcia (2023) in Zambales, Philippines. It was revealed in their study that the students' readiness to online or hybrid lesson delivery is still inadequate due to the students' preference to in-person classes rather than remote learning delivery. Moreover, the study emphasised that colleges and universities should strictly monitor and strengthen the conduct of hybrid and/or flexible learning modalities. Fajot and Hermosa (2026) explored the impact of Hyflex to students in the higher education, the results of their study revealed that students' academic re-

silience and engagement have been heightened and their study suggested that teachers should use adaptive strategies in Hyflex learning environment which is the also the aim of this study, to develop a framework of recalibrating teachers for Hyflex teaching and learning. The study of Pawilen (2021) strongly suggests that all higher education institutions in the Philippines should feel the need to necessitate restructuring the educational system and to adapt flexible learning modalities to move forward and to provide the best service to the learners. Gloria and Pelayo (2025) developed a quality assurance framework for Hyflex learning environment which governs how teacher should be capacitated in Hyflex learning modality which is in complimentary with this study. Further, the study has suggested that existing policies in the academe need to be revised, reviewed, or totally changed if necessary.

Relative to these studies conducted, this study focused on determining the frequency of practice of the faculty of the state college along classroom management practices. This is due to the sudden disruption of education, and now teachers are bombarded with a lot of challenges on how to implement effective lesson delivery for both synchronous and asynchronous modalities. Further, this study is limited to the different dimensions of classroom management, namely, content management, conduct management, covenant management, and time management. These dimensions are the core of classroom management that needs to be translated to virtual classroom management using the contextualised checklist of observable behaviours of Froyen and Iverson (1999), which will be the basis of managing hybrid-flexible (hyflex) classrooms for the new normal teaching.

Objectives

This study aims to determine the existing classroom management practices of teachers to create and develop a classroom management framework for HyFlex classrooms. Specifically, it aims to:

1. Determine the frequency of practice of teachers in classroom management along content management, covenant management, conduct management, and time management.
2. Determine the significant difference in classroom management practices along

content management, covenant management, conduct management, and time management.

3. Develop a framework as a basis of classroom management practices of teachers for virtual classroom management and hybrid and flexible classrooms.

METHODOLOGY

Method and Design

The study employed the sequential explanatory strategy under the mixed methods where the data collection and analysis of quantitative data through a survey-questionnaire was followed by the collection and analysis of qualitative data through a rigorous document analysis and semi-structured interviews. There are two data sources from which the results were anchored, that is, the quantitative measures where a survey-questionnaire was employed followed by the qualitative measures where a semi-structured interview was employed.

Sampling Technique and Sample

Respondents were composed of all the regular faculty of the college from across all college departments to ensure representation. There were a total of 367 total faculty population and 191 were included in the study. This sample was computed using the Slovin's formula. Respondents' percentage systematically distributed per department. These 191 samples taken participated in both the quantitative and qualitative measures of the study.

Instrumentation and Analysis

The researcher modified and contextualised a self-evaluation questionnaire-checklist based on the literature reviewed by using 4-point Likert scale ranging from 1 for Rarely (1.00-1.74), 2 for Sometimes (1.75-2.49), 3 for Oftentimes (2.50-3.24), and 4 for Always (3.25-4.00). The questionnaire was contextualised from the studies conducted by Froyen and Iverson (1999) and Grapragasem et al. (2015). The indicators were contextualised to suit the current milieu despite the gap of the year in which the tool was developed. The re-

searcher has thoroughly conducted a web search for a more up-to-date tool for classroom management, and all studies direct to the tool by Froyen and Iverson (1999). The instrument underwent validation of experts to ensure that it captures the needed data for this study. The data gathered from the survey was statistically treated and analysed through descriptive statistics to analyse the data. Single Factor Analysis of Variance (ANOVA) was employed to test in case of a significant difference between the means of each classroom management practices of teachers. The data was supported by using SPSS in further analysing the results. After the data has been descriptively analysed, data validation through the evaluation of the pool of experts was conducted to ensure that the data is valid and reliable.

For the interviews, coding, member checking, and intercoding were employed to maintain data validity and integrity. Data saturation technique was employed through the aid of experts in qualitative studies. The data gathered were analysed thematically. The emerging themes were embedded in the discussions of the result and in the creation of the framework. Data from the quantitative phase was then verified by the data obtained from the qualitative phase. Themes and constructs that emerged from these two phases were included and embedded in the developing framework.

Ethical Considerations

The researcher secures data privacy as adherence to the Data Privacy Act of 2012 in the Philippines and of the 2022 National Ethical Guidelines for Research Involving Human Participants (2022 NEGRHIP) by the Philippine Health Research Ethics Board (PHREB). The study has undergone technical review prior to its implementation and upon its completion.

Table 1: Content management

<i>Indicators</i>	<i>wm</i>	<i>VI</i>	<i>Rank</i>
Sequencing and integrating additional instructional activities	3.53	Always	1
Focusing on class groups through managing group formats, accountability, and attention	3.41	Always	2
Deals with instruction-related discipline problems	3.30	Always	3
Managing movement through avoiding jerkiness and slowdowns	3.10	Often	4
Avoidance to satiation to class progress, variety, and challenge	2.84	Often	5
<i>gwm</i>	3.24	Often	

wm: weighted mean, *VI*: verbal interpretation, *gwm*: general weighted mean

RESULTS AND DISCUSSION

This section discusses the different components of classroom management for effective teaching. This was the basis of the developing framework, which will be the basis of the proposed retooling of teachers' classroom management practices for hybrid-flexible teaching. Tabular presentations were used to clearly present the data gathered as well as the indicators for clear analysis.

Classroom Management Practices

Classroom management is a collective term for all processes that contribute to planning of class interaction, organising of the materials to aid instruction, and learning inside of the class, harnessing a positive and interdependent atmosphere for learning through proper management and control of behaviour, actions, and implementation of lesson (Robinson 2020). The implementation of the learning-teaching process effectively and productively now heavily depends on the classroom management techniques of the teachers.

Content Management

Teachers manage content when they control the flow of people, materials, equipment, and lessons that are a component of a curriculum or study program (Froyen and Iverson 1999). Table 1 shows how the respondents practice content management (instructional management skills) in their classes.

Table 1 shows the current classroom management practices of the respondents, this includes sequencing and integrating additional instructional activities, focusing class groups through management of the group format, degree of ac-

countability, and attention has and dealing with instruction-related discipline problems was always practiced by the respondents while managing movement through avoiding jerkiness and slowdowns, and avoiding satiation to class progress, variety, and challenge were often practiced. Backed by the qualitative measures, thematic analysis revealed the first theme, stating that the teachers follow a “**structured yet flexible delivery of instructional content**”. This theme underscores the teachers’ ability in organising and delivering lessons effectively while remaining responsive to their learner’s learning needs.

As Gunduz and Can (2013) put it, the teachers’ personality, students’ motivation, and content management are factors to an effective virtual classroom management. Teachers, in their day-to-day routine, have sequenced and integrated additional instructional activities to enrich and sustain the classroom atmosphere, while they often avoid being satiated or satisfied with the class performance when it comes to progress, variety, and challenges. It is inferred that these classroom facilitators organise their instruction in an orderly manner and have followed and acquired a set of daily routinary activities that set the mood of the class for the day or the semester. Also, teachers investigate wider possibilities to let the class explore and do more for a holistic learning experience. This is supported by a study conducted by Mhlongo and Chaane (2025) where it was highlighted that policymakers should provide capacity-training for recalibrating faculty when it comes to handling content and routinary activities inside the classroom.

Conduct Management

Addressing and handling discipline issues in the classroom, instructors use a set of procedural skills known as conduct management (Froyen and Iverson 1999). Table 2 shows how the respondents employ conduct management in their classes.

Along with conduct management, the respondents acknowledge responsible behaviours inside of the class, they correct irresponsible and inappropriate behaviour, make sure that the room allows proximity control and easy access for proximity control, give gentle verbal reprimands, and manages and calls the attention of students who are delaying classroom activities and engagement were always practiced by the respondents. In contrast, notifying the parents/guardians of their learners’ misbehaviour and/or progress and achievements, and ignoring students who are misbehaving inside the class were sometimes practiced. Conduct management of teachers inside the classroom, good classroom behaviour and communication are crucial components, as teachers value and give high regard to proper classroom behaviour and positive reinforcements and do not tolerate misdemeanors inside the class.

The thematic analysis validated these quantitative findings, as the second theme suggests that teachers **balance discipline with empathy in classroom control**. The teachers practice maximum tolerance inside of the classroom, they do not make hasty decisions of notifying immediately the students’ parents/guardians of misbehaving students and/or the students’ progress.

Table 2: Conduct management

Indicators	wm	VI	Rank
Acknowledging responsible behaviours inside the class	3.87	Always	1
Correcting irresponsible and inappropriate behaviours	3.64	Always	2
Making sure that the room allow proximity control and easy access for proximity control	3.43	Always	3
Providing gentle verbal reprimands	3.40	Always	4
Managing and calling the attention of learners delaying classroom activities and engagement	3.26	Always	5
Following reinforcement systems in coherence with learners’ decisions.	3.23	Often	6
Setting limits outside the classroom	2.89	Often	7
Allowing learners’ preferential seating	2.77	Often	8
Notifying parents/guardians on students’ misbehaviour and/or progress and achievements	2.49	Sometimes	9
Ignoring misbehaving learners inside the class	2.06	Sometimes	10
<i>gwm</i>	3.10	Often	

wm: weighted mean, VI: verbal interpretation, gwm: general weighted mean

These actions of the teachers are supported by the study of Sieberer-Nagler (2016) who emphasised that poor student behaviour can put the class at risk and impedes effective classroom management of the teachers. Further, this findings is supported by the study of Yakut Yön and Dilekçi (2026) where classroom management by teachers is perceived as protective style such as maintaining structure, guidance and order inside the classroom.

Covenant Management

Covenant management gives emphasis on the classroom group as a social system with unique characteristics that teachers must consider when regulating interpersonal interactions in the classroom (Froyen and Iverson 1999). Table 3 shows how the respondents employ covenant management in their classes.

Teachers utilise problem-solving as a solution to discipline problems in the classroom through encouraging students to get things done on time, helping the student develop a plan to change behaviour, providing feedback to students' accomplishments and failures, dealing with the student's present behaviour as well as getting the student to make a value judgment about the behaviour, and, getting involved with the student and having a commitment from the student to stick to the plan was always practiced by the respondents. In contrast, teachers do not accept excuses for a failed plan that was sometimes practiced. Along with covenant management, teachers utilise positive and negative reinforcements rather than the typical and traditional rewards and

punishment. Problems in the classroom are resolved through good communication and proper understanding of obligations and responsibilities of each performer in the teaching and learning process.

The thematic analysis showed the third theme where teachers inside the classroom emphasised ***collaborative responsibility and shared accountability inside the classroom*** between them and among the students. This reinforces the quantitative findings, showing that teachers promote a classroom atmosphere that is grounded in mutual respect, communication, and shared responsibility, thereby shifting their role from authoritative to facilitative. These quantitative and qualitative results resonate with the study of Karaferye (2024), which discussed that the need for promoting teacher's digital competencies and providing digital infrastructures fosters social and emotional aspects in managing a classroom. This is further supported by the bibliometric analysis conducted by (Lobo 2026) were many studies on classroom management highlights classroom psychological aspects, hence, this study emphasises on covenant management.

Time Management

Effective management of time can increase productivity, boost confidence, and ensure the students better perform in their academic skills (Ahmad et al. 2019). It is supported by the study of Adams and Blair (2019), which states that by adequately managing time, students can also achieve good grades in their academic performance. Table 4 shows how the respondents employ time management in their classes.

Table 3: Covenant management

<i>Indicators</i>	<i>wm</i>	<i>VI</i>	<i>Rank</i>
Utilising problem-solving as a solution to discipline problems through:			
Encouraging students to get things done on time	3.68	Always	1
Helping the student develop a plan to change behavior	3.55	Always	2
Giving feedback to students' accomplishments and failures	3.49	Always	3
Dealing with the student's present behaviour	3.40	Always	4.5
Getting the student to make a value judgment about the behaviour	3.40	Always	4.5
Getting involved with the student	3.36	Always	6.5
Getting a commitment from the student to stick to the plan	3.36	Always	6.5
Giving reinforcements to students' behaviour	3.23	Often	8
Not punishing or criticizing punishing the student for broken plans	2.57	Often	9
Not accepting excuses for a failed plan	2.28	Sometimes	10
<i>gwm</i>	3.10	Often	

wm: weighted mean, *VI*: verbal interpretation, *gwm*: general weighted mean

Teachers effectively manage their time by setting clear goals for the day (or week) to accomplish their workloads, practicing being mindful of what they do and enjoy what they are doing, planning and spreading out the deadlines for homework/assignments that they gave for them not to be left with multiple piles of work to tackle all at once, using technology tools to catalyse checking and grading of students' output as well as allocating a 'me'-time, effectively planning their time to avoid procrastination and delineating personal time and professional time, being smart on lesson planning/syllabus making, thus, planning activities that are time bound yet meaningful, and, setting certain rules that aids in eliminating distractions like browsing my social media accounts were always practiced by the respondents. Applying the Two-Minute Rule as well as not taking on everything, were sometimes practiced.

Time management of the activities inside and outside of the class and balanced work-life activities are essential for the respondents. The teachers are practicing management practices that are contributory to an optimum performance without compromising their private life. The data implies that teachers are smart in choosing activities that are helpful and beneficial to their well-being. Time management of the activities inside and outside of the class and balanced work-life activities are essential for the respondents. The teachers are practicing management practices that are contributory to an optimum performance without com-

promising their private life. The data implies that teachers are smart in choosing activities that are helpful and beneficial to their well-being.

These quantitative findings were validated by the fourth theme obtained through the thematic analysis. The theme suggests that teachers *prioritise strategically for productivity and work-life balance*. This encompasses the resolve of the teachers that effective time management goes far beyond task completion but rather it includes intentional planning, use of technology, and setting boundaries between personal and professional responsibilities. Congruent to this, the study of Yildirim and Senel (2023) posits that for academicians and teachers alike, some precautions can be made to avoid burnout, such as but not limited to, but including flexible working conditions. Thus, this study shows that classroom management in a hybrid-flexible setup is much favourable in this current time. Odekeye and Jita (2026) highlighted that hybrid-flexible learning offers flexibility in managing time inside the classroom, which enables teachers to maximize their time for personal and classroom activities.

Table 5 shows the summary of the classroom management practices.

Table 5: Summary of classroom management

Indicators	wm	VI	Rank
Time management	3.39	Always	1
Content management	3.24	Often	2
Covenant management	3.23	Often	3
Conduct management	3.10	Often	4

Table 4: Time management

Indicators	wm	VI	Rank
Practicing being mindful of what I do and enjoy what I am doing	3.62	Always	2
Planning and spreading out the deadlines for homework/assignments I give out so that I am not left with multiple piles of work to tackle all at once	3.57	Always	3
Using technology tools to catalyse my checking and grading	3.55	Always	4.5
Allocating time for myself	3.55	Always	4.5
Effectively planning my time to avoid procrastination and delineate personal time and professional time	3.47	Always	6
Being smart about lesson planning/syllabus making and activities that are time bound yet meaningful	3.43	Always	7
Setting certain rules that will help me eliminate distractions like browsing my social media accounts	3.30	Always	8
Applying the Two-Minute Rule, that, if it takes less than two minutes to complete, then I get it done now.	2.91	Often	9
Not taking everything given to me. I practice saying "no" if I know to myself that I am not capable of doing a task/job	2.83	Often	10
<i>gwm</i>	3.39	Always	

wm: weighted mean, VI: verbal interpretation, gwm: general weighted mean

Classroom management serves as the coat of arms of teachers. From among the different classroom management practices, time management has been 'always' practiced by the respondents having a weighted mean of 3.39, followed by content management, covenant management, and conduct management having a weighted mean of 3.24, 3.23, and 3.10 respectively, that were 'often' practiced by the respondents.

Test of Significant Difference Between Each Classroom Management Practice

The study made use of the single factor or one way Analysis of Variance (ANOVA) to test the significant difference between the different classroom management practices. One-way analysis of variance (ANOVA) is a parametric test that is used to determine whether there are any statistically significant differences between the means of three or more independent (unrelated) groups or interventions. Table 6 shows the summary of data for ANOVA: Single Factor and Table 7 show the ANOVA: Single Factor Analysis.

Table 6 presents the summary statistics for the different classroom management practices, namely, content management, conduct management, covenant management, and time management. Among the four, time management has the highest mean score (3.39), followed by content management (3.24) and covenant management (3.23), while conduct management registered the lowest mean (3.10). Despite slight variations, the mean scores are relatively close, indicating that the respondents generally perceived all classroom management practices at a comparable level. The variances indicated in the table further show min-

imal dispersion within each group, suggesting consistency in their responses.

Table 7 shows the results of the one-way ANOVA employed in this study to determine whether there is a statistically significant difference among the four classroom management practices. The computed F-value of 0.76 is lower than the critical value of 2.91, and since the p-value of 0.52 is greater than the 0.05 level of significance, it indicates that there is no statistically significant difference among the classroom management practices. Therefore, the null hypothesis is not rejected.

This means that the observed differences in the mean scores of the classroom management practices are not significant and may have occurred by chance. Overall, these findings suggest that teachers demonstrate a relatively uniform level of implementation across the different classroom management practices. It denotes that the respondents could be given refresher or an intervention of the different classroom management practices to heighten their practice and re-tool for them to be equipped with the faculties of hybrid flexible (HyFlex) teaching.

HyFlex Classroom Management Framework

As premised in this study, the classroom management of the respondents were put to a test as the COVID-19 pandemic has displaced all sectors of society. The challenge of providing quality education through distance teaching became the concern of all institutions of learning. As the researchers have tested the waters during the height of the pandemic, different learning platforms have sprouted paving the way to an easy

Table 6: Summary table for ANOVA: Single factor

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Mean</i>	<i>Variance</i>
Content management	5	16.2	3.24	0.07403
Conduct management	10	31	3.10	0.303604444
Covenant management	10	32.3	3.23	0.20024
Time management	10	33.9	3.39	0.086743333

Table 7: ANOVA: Single factor analysis

<i>Source of variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F-value</i>	<i>P-value</i>	<i>F crit</i>
Between groups	0.41	3	0.14	0.76	0.52	2.91
Within groups	5.61	31	0.18			
Total	6.03	34				

and feasible lesson delivery. With this, teachers are bombarded with concerns of digital or online education, the question of how the teachers can effectively manage a classroom distant from their place becomes a pressing concern. The global health crises have paved the development of innovative teaching strategies as well as content creation for teaching and learning. Moreover, re-defining teachers' competencies in times where uncertainties demand is the key to overcoming educational disruptions (Morales-Romero et al. 2021; Welliver 2022; Lansangan 2020).

HyFlex, as operationally defined in this study, is the integration of online class (as a modality) to a regular in-person class. It could be that some of the students are interacting with the online classroom while others are having in-person classes. As Beatty (2019a) defines a HyFlex classroom, is a design that enables learners to have a flexible participation where they can choose from attending an in-person class or to complete a coursework fully online, while in some cases, schools or courses may opt to have different choices of delivery modes. The study focused on the classroom management practices of faculty across content management, covenant management, conduct management, and time management, which are embedded and encapsulated in the totality of the framework.

The HyFlex Classroom Management framework of this study was based primarily on the empirical data obtained from the survey, from the reviewed studies on classroom management (online and traditional), and of insights from semi-structured interviews of the respondents. The developed framework is based on a learner-centred approach, where the learner is situated at the heart of the framework. It adopted and contextualised the universal principles or four pillars of HyFlex design, that is, Learner Choice of Learning Modality, Equivalence, the Learning Outcomes, Reusability of Learning Evidence, and Accessibility of Learners (Beatty 2019b) with the triadic elements of the teaching and learning process, namely, curriculum, instruction, and assessment (Achtenhagen 2012). The four pillars of the HyFlex design circumscribe these elements, as they are part of the new learning environment that should be conducive (Ihekoronye 2020) with effective classroom management is key to any teaching and learning process (Oliver and Reschly 2007).

External factors have also been evident as significant drivers of the teaching-learning process. These factors include the teacher's Technological Content Knowledge (TCK) and Pedagogical Content Knowledge (PCK). In the context of HyFlex classroom management, the technological content knowledge of the teachers is defined as the degree of understanding of a teacher on the use of technology to improve their teaching (for example, on the use of online learning platforms, media, among others) to improve content delivery. The reviewed studies in conjunction with the semi-structured interviews conducted views technological content knowledge of the teacher as an external enabling factor for the teaching and learning process to become meaningful and relevant or become dull and boring. The capacity of teachers to manipulate technology is significant in conducting, not only hybrid-flexible classes, but also pure online synchronous classes. A teacher's pedagogical content knowledge is another external enabling factor for HyFlex classroom management, as it is the combination of how the teachers combine their knowledge about the lesson they are going to teach (content) with the methods or strategies on how they will present the content that is enriched by their experiences. When the teacher teaches a content, fully armed with the vast experience related to the content, students will have a concrete understanding of the lesson.

Since there is no precedent framework on how classrooms should be managed after educational disruptions like the pandemic and focusing on hybrid-flexible modalities, this study's output, the HyFlex Classroom Management Framework, is the first of its kind. It serves as a cornerstone from which other frameworks on HyFlex Classrooms can be benchmarked and grounded. Limitations to this framework are acknowledged by the researcher. The limited studies reviewed on the conduct of classroom management for online or virtual classes need to be revisited to expand the scope of the framework. Preliminary as it is, the developed framework is pivotal for schools in conducting hybrid and flexible classes.

CONCLUSION

The study aimed to develop a visual representation of the HyFlex Classroom Management

Framework to provide baseline information for professional development programs. It was known that the respondents employ time management more than content management, covenant management, and conduct management in their respective classrooms. Comprehensively, the respondents have set a time bound for activities inside and outside of the class and balanced work-life activities that are contributory to an optimum performance without compromising their private life. Further, the respondents sequenced and integrated additional instructional activities to enrich and sustain the classroom atmosphere, while they often avoid being satiated or satisfied with the class performance when it comes to progress, variety, and challenges, as teachers utilize positive and negative reinforcements rather than the typical and traditional rewards and punishment. Good classroom behaviour and communication are deemed crucial components, as teachers value and give high regard to proper classroom behaviour and positive reinforcements and do not tolerate misdemeanour inside the class. There is no significant difference between the practices of the teachers in the four aspects of classroom management. The respondents could be given an intervention to heighten their practice and retooling for them to be equipped with the faculties of hybrid flexible (HyFlex) teaching. Further, results of the qualitative measures shown that while the participants implement all classroom management practices, they are shaped by principles such as empathy, flexibility, collaboration, and strategic prioritisation. Hence, an intervention to retool classroom management practices of teachers for virtual classroom management and hybrid and flexible classrooms was also proposed through this study.

RECOMMENDATIONS

Classroom management serves as the effect of a good classroom atmosphere and a conducive learning environment. It is recommended that the classroom management practices along its four dimensions, time management, content management, covenant management, and conduct management, should be implemented in all aspects of the classroom interaction. Teachers should employ the four dimensions to create holistic and conducive learning in the classroom. It is further

recommended that the classroom management practices of teachers should be upskilled through retooling. Through this, it is guaranteed that teachers will experience less burden in their teaching while fostering efficient delivery of quality education. Moreover, this study suggests the conduct of further verification, evaluation of experts, and to test other methodologies in the development of a more grounded framework. Grounded theory methodology is suggested for further research.

ACKNOWLEDGMENTS

The author would like to acknowledge with sincere gratitude and heartfelt thanks to the Research and Development Services Office (RDSO) (formerly Centre of Research and Development (CRD)) of Camarines Sur Polytechnic Colleges (CSPC), San Miguel, Nabua, Camarines Sur, Philippines for the support given to this study.

REFERENCES

- Achtenhagen F 2012. The curriculum-instruction-assessment triad. *Empirical Research In Vocational Education And Training*, 4(1): 5-25. DOI: 10.1007/BF03546504
- Adams RV, Blair E 2019. Impact of time management behaviors on undergraduate engineering students' performance. *SAGE Open*, 9(1): 1-11. <https://doi.org/10.1177/2158244018824506>
- Ahmad S, Batool A, Choudhry AH 2019. Path relationship of time management and academic achievement of students in distance learning institutions. *Pakistan Journal of Distance & Online Learning*, 5(2): 191-208.
- Beatty BJ 2019a. Hybrid-Flexible Course Design: Implementing Student-Directed Hybrid Classes. 1st Edition. EdTech Books. From <<https://edtechbooks.org/hyflex>> (Retrieved on 31 July 2025).
- Beatty BJ 2019b. Values and Principles of Hybrid-Flexible Course Design. In: BJ Beatty (Ed.): Hybrid-Flexible Course Design. EdTech Books, pp. 29-34. From <https://edtechbooks.org/hyflex/hyflex_values> (Retrieved on 2 April 2026).
- Bridgers GS 2020. Virtual Classroom Management. From <<https://alwaysalesson.com/virtual-classroom-management/>> (Retrieved on 31 July 2025).
- Buckley GL, Finnicum N, O'Malley M, Bowie J, Youngs Y 2025. Building place-based experiential learning into the Honors Curriculum at Ohio University. *Honors in Practice*, 21: 41-55.
- Chen Musgrove MM, Schussler EE 2022. The Ph.D. Panic: Examining the relationships among teaching anxiety, teaching self-efficacy, and coping in Biology Graduate Teaching Assistants (GTAs). *Journal of Research in Science, Mathematics and Technology Education*, 5(SI): 65-107. <https://doi.org/10.31756/jrsmte.114SI>
- Dhawan S 2020. Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology*

- Systems*, 49(1): 5-22. <https://doi.org/10.1177/0047239520934018>
- Estrellado J 2021. Transition to post-pandemic education in the Philippines: Unfolding insights. *International Journal of Scientific and Research Publications (IJSRP)*, 11(12): 507-513. <https://doi.org/10.29322/ijrsp.11.12.2021.p12074>
- Fajot DF, Hermosa JP 2026. Hybrid Flexible (Hyflex) learning toward students' academic resiliency and engagement in physical education. *Anatolian Journal of Education*, 11(1): 53-68. <https://doi.org/10.29333/aje.2026.1114a>
- Froyen LA, Iverson AM 1999. *Schoolwide and Classroom Management: The Reflective Educator-Leader*. 3rd Edition. Upper Saddle River, NJ: Prentice-Hall.
- Gloria DS, Pelayo ETC 2025. Perspectives on flexible learning towards the development of proposed quality assurance framework for HyFlex learning. *Journal of Education and Learning (EduLearn)*, 19(4): 2279-2290. <https://doi.org/10.11591/edulearn.v19i4.22810>
- Gordon W 2020. Classroom Management In An Online Environment. TeachHUB. From <<https://teachhub.com/classroom-management/2020/05/classroom-management-in-an-online-environment/>> (Retrieved on 2 April 2026).
- Grapragasem S, Krishnan A, Joshi PL, Krishnan S, Azlin A 2015. Lecturers' perception of classroom management: An empirical study of higher learning institutions in Malaysia. *International Journal of Higher Education*, 4(4): 137. <https://doi.org/10.5430/ijhe.v4n4p137>
- Griesemer PR 2021. Delivering a Hyflex Statics Course in a Flipped Classroom Model Paper presented at ASEE 2021 Gulf-Southwest Annual Conference, Waco, Texas, 24 March. From <<https://peer.asee.org/36367>> (Retrieved on 31 July 2024).
- Gündüz Y, Can E 2013. Öğrenci görüşlerine göre ilköğretim ve ortaöğretim öğretmenlerinin sınıf yönetimi ilkelerine uyma düzeyleri. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi* (The level of primary and secondary school teachers' compliance with classroom management principles). *Journal of Educational Administration: Theory and Practice*, 19(3): 419-446.
- Hermosa JP, Andal EZ 2025. Practicing transformational teaching practices and the integration of flexible learning among students in One State University. *Anatolian Journal of Education*, 10(2): 119-128. <https://doi.org/10.29333/aje.2025.1029a>
- Hero JL, Gloria DS 2025. Self-regulated learning of alternative learning system senior high school learners in flexible learning modality. *Journal of Education and Learning (EduLearn)*, 19(4): 2359-2367. <https://doi.org/10.11591/edulearn.v19i4.22800>
- Ihekoronye EO 2020. Conducive school environment: A necessary factor for effective Teaching and Learning in Public Secondary Schools in Gwagwalada Area Council of Abuja. *Benue State University Journal of Educational Management (BSUJEM)*, 2(1): 203-213.
- Karaferye F 2024. Investigating teachers' experiences with digital classroom management and incorporating social and emotional learning. *Turkish Online Journal of Distance Education*, 25(1): 179-199. <https://doi.org/10.17718/tojde.1210701>
- Langston KJ 2021. Meeting challenges in virtual learning environments with the Community of Inquiry Framework. In: S Swartz, B Barbosa, I Crawford, S Luck (Eds.): *Developments in Virtual Learning Environments and the Global Workplace*. IGI Global, pp. 43-62. <http://doi:10.4018/978-1-7998-7331-0.ch003>
- Lansangan RV 2020. Teaching Junior High School Chemistry during the COVID-19 community quarantine season: Lessons, challenges, and opportunities. *KIMIKA*, 31(1): 20-37. <https://doi.org/10.26534/kimika.v31i1.20-37>
- Lobo S 2026. An overview of student behavior and classroom management: A bibliometric discourse on productions, themes, and future directions. *Educational Process International Journal*, 20(1). <https://doi.org/10.22521/edupij.2026.20.3>
- Lohmann MJ, Randolph KM, Oh JH 2021. Classroom management strategies for Hyflex Instruction: Setting students up for success in the hybrid environment. *Early Childhood Educ J*, 49: 807-814. <https://doi.org/10.1007/s10643-021-01201-5>
- Mhlongo AR, Chaane TM 2025. Challenges experienced by Gauteng Foundation Phase departmental heads in managing teaching and learning. *South African Journal of Childhood Education*, 15(1): a1590. <https://doi.org/10.4102/sajce.v15i1.1590>
- Miller AN, Sellnow DD, Strawser MG 2021. Pandemic pedagogy challenges and opportunities: Instruction communication in remote, HyFlex, and Blendflex courses. *Communication Education*, 70(2): 202-204. <https://doi.org/10.1080/03634523.2020.1857418>
- Mobo F, Garcia A 2023. Challenges in Hyflex Learning in Zambales Philippines Chairman International Human Rights Movement Philippines. The Journal of Inventions Pedagogical and Practices: GO'ADRI 1 the Journal of Inventions Pedagogical and Practices, 2(1). From <<https://files.eric.ed.gov/fulltext/ED629405.pdf>> (Retrieved on 31 July 2025).
- Mohamad L, Osman Z, Sugilar S, Nurhayati S 2025. Direct antecedents of collaborative learning in open online flexible distance learning for higher education students. *Asian Journal of Contemporary Education*, 9(1): 55-69. <https://doi.org/10.55493/5052.v9i1.5316>
- Morales-Romero G, Trinidad-Loli N, Caycho-Salas B et al. 2021. Perception of teaching performance in the virtual learning environment. *International Journal of Evaluation and Research in Education (IJERE)*, 10(4): 1221. <https://doi.org/10.11591/ijere.v10i4.22056>
- Murphy L, Eduljee NB, Croteau K 2020. College student transition to synchronous virtual classes during the COVID-19 pandemic in Northeastern United States. *Pedagogical Research*, 5(4): em0078. <https://doi.org/10.29333/pr/8485>
- Naffi N, Davidson A-L, Patino A, Beatty B, Gbetoglo E, Duponsel N 2020. Online Learning During COVID-19: 8 Ways Universities Can Improve Equity And Access. From <<https://sfpirg.ca/wp-content/uploads/2021/02/Equity-and-Online-Educ.pdf>> (Retrieved on 2 April 2026).
- National Ethical Guidelines for Research Involving Human Participants (NEGRIHP) 2022. Philippine Health Research Ethics Board. From <https://www.pchrd.dost.gov.ph/wp-content/uploads/2023/05/2022-NEGRIHP-Official-Gazette_Ver-5-1.pdf> (Retrieved on 4 June 2024).
- Odekeye OT, Jita T 2026. Hybrid learning experiences of Nigerian pre-service teachers: A phenomenological study. *Educational Process International Journal*, 22(1). <https://doi.org/10.22521/edupij.2026.22.43>

- Oliver R, Reschly D 2007. *Effective Classroom Management: Teacher Preparation and Professional Development*. Washington, DC, USA: National Comprehensive Center for Teacher Quality.
- Pawilen GT 2021. Preparing Philippine higher education institutions for flexible learning during the period of COVID-19 pandemic: Curricular and instructional adjustments, challenges, and issues. *International Journal of Curriculum and Instruction*, 13(3): 2150 - 2166.
- Robinson T 2020. Improving classroom management issues by building connections with families. *General Music Today*, 33(3): 36-39. <https://doi.org/10.1177/1048371319880877>
- Sieberer-Nagler K 2016. Effective classroom-management & positive teaching. *English Language Teaching*, 9(1): 163-172. <http://dx.doi.org/10.5539/elt.v9n1p163>
- Welliver MC 2022. Change happened: Innovative teaching in a new virtual-only environment. *Journal of Instructional Pedagogies*, 27: 1-25.
- Yakut Yön A, Dilekçi Ü 2026. The relationship between teachers' work engagement and classroom management styles. *International Journal of Psychology and Educational Studies*, 13(1): 11-27. <https://doi.org/10.52380/ijpes.2026.13.1.1589>
- Yildirim B, Senel E 2023. The relationship between work-life balance and academic burnout levels of academic staff. *International Journal of Psychology and Educational Studies*, 10(3): 638-652. <https://doi.org/10.52380/ijpes.2023.10.3.1168>

Paper received for publication in March, 2026

Paper accepted for publication in June, 2026