Implementation of Blended Learning Modality in the New Normal

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ABSTRACT – The study aimed to assess the effectiveness of blended learning modality utilized by the teachers in terms of learning delivery, learning facilitation, and learner's supports. The study used a descriptive research design and utilized an adopted survey questionnaire as a research instrument in gathering data. In addition, the grades four, five, and six pupils of Miramar Elementary School served as the respondents of this study. The study found that blended learning modality was overall effective in enhancing learner's academic performance. This has become possible as teachers provided effective facilitations and supports. The finding of the study also implies that school has done rigorous efforts to ensure that there is a quality learning in this time of pandemic. Even though this type of learning modality is 'somehow' new to the teachers, the school has ensured that teachers are equipped with knowledge and skills to effectively assist both learners and parents in using the modality.

Keywords: Blended Learning; Learning Modality; New Normal; COVID-19; Teaching and Learning

I. Introduction

The disruptive effects of the COVID-19 pandemic have been felt worldwide across many places, sectors, and institutions. As the pandemic continues to spread and pose risk to the lives of many people, especially the students, most schools were closed and face-to-face classes were suspended in an attempt to contain the coronavirus. This, however, did not stop many institutions to continually provide and sustain education despite lockdowns and community quarantines. Schools around the globe have made concerted efforts to plan and implement various strategies and policies to maintain learning continuity during this period. In the Philippines, as mandated by Department of Education (DepEd), all public and private institutions must adopt different modalities depending on the local COVID-19 situation and access to learning platforms. These modalities include limited face to face, home schooling, distance learning in the form of online learning, T.V. and radio-based instruction, and using of printed modules, and the blended learning approach. As found in the survey conducted by the DepEd, the top three learning delivery modality preferred by parents and learners are printed modular distance learning, blended learning, and online distance learning (DepEd, 2022). While the basic education schools in the country utilized modular learning, tertiary schools have

adopted blended learning. In fact, an approximately 2,400 certain higher education institutions have implemented blended learning for the continuance of education (Joaquin, Biana & Dacela, 2020).

Blended learning modality is a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV or radio-based instruction (DepEd, 2022). Studies shown that the use of this kind of modality has many advantages. First, it can provide students with flexibility in terms of availability. Students in this type of modality have access to the materials from anywhere at any time while enjoying the benefits of face-to-face support and instruction. Second, students can access global resources and materials that meet their level of knowledge and interest. Third, it is a self-pace learning that can cater both slow or quick learners and reduces their stress, increases satisfaction, and information retention. Finally, it can improve quality of teaching and learning as it supports face-to-face teaching approaches (Giarla, 2016).

Several researches also affirmed that blended learning can increase student interest. Since technology is integrated in this type of modality, it can create a positive impact on learner's satisfaction, promote engagement, and facilitate academic success (D'angelo, 2018 as cited in Udto & Kusain, 2023).

Furthermore, this modality prepares students for the future since they are offered with multitude real-world skills that directly translate into life skills, research skills, self-learning, self-engagement, better decision making, sense of responsibility, and computer literacy.

Research Objective

The study's objective is to evaluate the extent of effectiveness of blended learning modality in terms of learning delivery, learning facilitation, and learner's supports.

II. Methodology

This study used a descriptive research design which involves gathering, tabulating, analyzing, and interpreting data about certain conditions, practices, beliefs, and processes (Richrads, 2011) which was suitable to the present study since it gathered, tabulated, analyzed, and interpreted data of the implementation of blended learning modality in order to explore and understand how effective the modality in terms of learning delivery, learning facilitation, and learner's supports. The study was conducted within the parameters of Miramar Elementary School which is located in Parang North District of Municipality of Parang, Maguindanao del Norte. The respondents of the study were the selected grades four, five, and six pupils of Miramar Elementary School who utilized blended learning modality. Slovin's Formula with the margin of error 0.05 was used to calculate the target number of respondents resulted to 120. Further, a simple random sampling was employed to select the 120 respondents from the total population. Furthermore, an adopted survey questionnaire from the study of Mangutara et al. (2021) was used as research instrument in gathering data needed for the study. For the data gathering procedure, letters were sent to the school head of the institution to ask permission to conduct the survey to the respondents. After the request letter was approved, the survey questionnaires were reproduced and distributed to the respondents personally. After the questionnaires were answered and retrieved from the respondents, the data were collated, tallied, and tabulated. In addition, frequency counts, mean, and weighted mean were

used as statistical tools for analysis. Moreover, the scale below was used for interpretation of the data.

Range of Mean	Verbal Interpretation
4 (3.46-4.00)	Highly effective
3 (2.46-3.45)	Effective
2 (1.46-2.45)	Less effective
1 (0.00-1.45)	Least effective

III. Results and Discussion

Statements	Mean	Verbal Interpretation
1. The lessons are presented in a clear and understandable manner.	3.5	Highly effective
2. The instructions are clearly and accurately stated to avoid confusion and misunderstanding.	3.3	Effective
3. The examples are provided for better understanding of the lessons	3.1	Effective
4. The assessments are constructed in line with the objectives of the lesson.	3.1	Effective
5. The number of learning tasks/ activities are enough to be done within the given timeframe.	3.2	Effective
Over-all Mean	3.24	Effective

Table 1. Effectiveness of blended learning in terms of learning delivery

Table 1 has an over-all mean value of 3.24 which means that the learning delivery in blended learning modality was found to be effective. Result indicates that learners were able to gain knowledge, skills, values in the modality as they were provided with various options to learn such as in the face-to-face set-up and modular approach. Through this, the learners have access to many resources and materials that meet their abilities, knowledge, and interest. The highest mean value is 3.5 (item no. 1) with the verbal interpretation of highly

effective. This implies that the teachers present their lesson in a clear and understandable manner. In this type of modality, teachers were exposed to many ways of presenting lessons, hence their roles have become diverse. They act as motivators, as a resource person, an organizer and developer of lesson, and as a guide on the side (Lalima & Dangwal, 2017) thus improving the quality of teaching and learning. Further, the lowest mean value is 3.1 which refers to the items no. 3 and 4 with the verbal interpretation of effective. This indicates that the examples are provided for better understanding of the lessons and the assessments are constructed in line with the objectives of the lesson.

Statements	Mean	Verbal Interpretation
1. Learning confusions are immediately addressed by the teachers.	3.2	Effective
2. Constructive feedbacks are provided to improve learning.	3.3	Effective
3. Remedials are done by the teachers to cater learning gaps	3.0	Effective
4. Reviews are done every meeting to recap the previous lessons.	3.1	Effective
5. Learning evaluations are done after each lesson to check for understanding.	3.4	Effective
Over-all Mean	**3.2**	**Effective**

Table 2. Effectiveness of blended learning in terms of learning facilitation

Table 2 has an over-all mean value of 3.2 which means that the learning facilitations employed in the blended learning were found to be effective. Teacher's facilitation involves addressing learning gaps of the learners, guiding them as they explore the lessons, and providing feedback about their performance which are very important to ensure effective teaching and learning process. Blended learning modality is learner-centered in nature. Hence, teachers should be equipped with pedagogical knowledge and skills to effectively facilitate learners as they construct their own knowledge and

understanding (Lalima & Dangwal, 2017). The highest mean value is 3.4 (item no. 5) with the verbal interpretation of effective. This means that the learning evaluations are done to check the understanding of the students. As the modality provides a wide spectrum of learning delivery, assessment and evaluation can be also done in different ways. Thus, schools need to explore a variety of assessment tools to evaluate different range of learning and understanding. The lowest mean value is 3.0 which refers to the item no. 3 with the verbal interpretation of effective. This indicates that remedials are done by the teachers to cater learning gaps which is very significant as not all learners have knowledgeable parents or guardians that can help them uncovering confusing lessons.

Statements	Mean	Verbal Interpretation
1. Learning devices are readily available and accessible.	3.3	Effective
2. Supplementary learning materials are given to support learning enhancement.	3.2	Effective
3. Teachers and parents are collaborating in providing assistance.	3.0	Effective
4. Awards and recognition are given to motivate learning.	3.3	Effective
5. Psychological activities are extended to address mental stress.	3.1	Effective
Over-all Mean	**3.18**	**Effective**

Table 3. Effectiveness of blended learning in terms of learner's support

Table 3 has an over-all mean value of 3.18 which means that the supports extended to the learner is effective. In this type of modality where most of the time teachers are not physically present to guide the learner, it is very important that learning supports are provided to full extent to ensure effective learning, maintain interest in learning, and address learning gaps and confusions. The highest mean value is 3.3 (items no. 1 and 4) with the verbal interpretation of effective. This means that accessible learning devices are provided to the learners to

support learning acquisition and awards and recognition are provided to motivate them to learn. The lowest mean value is 3.0 which refers to the item no. 3 with the verbal interpretation of effective. This implies that teachers somehow collaborated with the parents in extending learning supports.

IV.   Conclusions and Recommendations

The study found that blended learning modality was overall effective in enhancing learner's academic performance. This has become possible as teachers provided effective facilitations and supports. The finding of the study also implies that school has done rigorous efforts to ensure that there is a quality learning in this time of pandemic. Even though this type of learning modality is 'somehow' new to the teachers, the school has ensured that teachers are equipped with knowledge and skills to effectively assist both learners and parents in using the modality. Based on the findings, the following recommendations are presented: (1) trainings and workshops may be continuously provided to the teachers to strengthen their skills and capability in utilizing the blended learning modality, (2) teachers and parents may continuously collaborate to provide the students a better learning experience in this type of modality, and (3) the school may coordinate with other education stakeholders in order to provide the needed resources in this modality.

V. References

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