

Blended Mode Of Learning As Perceived By Selected Students Of The College Of Arts And Communication, University Of Eastern Philippines

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Abstract

This study aimed at exploring the blended mode of learning as perceived by selected students of the College of Arts and Communication, University of Eastern Philippines. Specifically, the study aimed to document the profile of the respondents, find out the tools/ applications used in blended mode of learning, identify the advantages of blended mode of learning, identify the disadvantages of blended mode of learning and draw recommendations from the respondents for better mode of learning in the new normal situation. These objectives were achieved through descriptive-survey research design and used survey questionnaire in gathering the data. The salient findings of the study were: As to the profile of the respondents, majority of the respondents were 20 to 24 years old, female, Roman Catholic, their fathers were mostly farmers/fishermen, their mothers were mostly housekeepers, earning less than five thousand pesos per month, and have five to seven family members. Among the online modes/means of learning used were : Facebook, Moodle, Gmail Address, Google Classroom, Google Meet, Email Address, Zoom, Printed Modules, Google Form and Meet Up. While the offline modes/means of learning used were : modules, written tasks, books and recorded performance tasks. The topmost advantage of blended learning is students were able to do their house tasks. The topmost disadvantage of blended learning is poor internet connection. Among the recommendations of the respondents, the topmost recommendation is provisions of load allowance.

Keywords: blended mode of learning, perception, new normal classroom, online mode.

Introduction

Many schools still using a hybrid situation, with students attending a physical school part time and spending the remaining hours in remote asynchronous instruction. Other districts, begin the year entirely online, with students spending part of their time in live classes while working on their own during other parts of the day.

With schools all over the world redesigning because of COVID-19, blended learning is becoming a new normal. Blended learning has been around for a while and is the combination of traditional face-to-face instruction with aspects of online instruction all while students are in the classroom with the teacher. Blended learning strives to provide students the best of both face-to-face and online learning experiences. Blended classrooms include face-to-face instruction techniques such as direct instruction or lecture, group discussions, and small-group work while also using technology to provide in-class online learning that students can do at home provided they have access to necessary technology.

Online instruction is often facilitated by a Learning Management System or LMS. An LMS is where the instructor puts all the lessons and activities that students must work through to successfully complete the course. Typical LMS's that schools use include Canvas, Schoology, Blackboard, and even Google Classroom.

To respond to the needs of learners, especially of the 3.5 million tertiary-level students enrolled in approximately 2,400 HEIs, certain HEIs in the country have implemented proactive policies for the continuance of education despite the closure. These policies include modified forms of online learning that aim to facilitate student learning activities. Online learning might be in terms of synchronous, real-time lectures and time-based outcomes assessments, or asynchronous, delayed-time activities, like pre-recorded video lectures and time-independent assessments.

Last March 2020, CHED Chairperson, Prospero De Vera qualified the idea of flexible learning as "more encompassing than online learning." De Vera explains that while online learning requires internet access, flexible learning does not necessarily require connectivity. Instead, it "focuses on the design and delivery of programs, courses, and learning interventions that address the learners' unique needs in terms of pace, place, process, and products of learning".

The Philippines needs a clear set of policies and guidelines based on an innovative educational framework. This requires a careful and sincere assessment of the country's readiness to offer learning programs that demand more than the traditional requirements. As the Philippines ventures into a new mode of learning, several factors need to be considered. This includes teacher capacity, situation and context of the learner, and efficiency of the learning environment. These are, of course, on top of the more obvious issues of internet speed, cost of materials, and mode of delivery. The best way to move forward is to take a step back and

design a strategy that engages teachers, students, parents, school administrators, and technology-based companies. This collaborative response based on a collective vision is the kind of creative solution this novel problem warrants.

Hence, the current issues and problems encountered by the CHED in adopting the blended modes of learning prompted the researcher to pursue this study in order to get the perception of selected students about this new normal situation in education during health crisis.

Methodology

This study was conducted in the College of Arts and Communication, University of Eastern Philippines. The study used descriptive-survey research design. The respondents of this study were students from different programs of the College of Arts and Communication, University of Eastern Philippines. Different kinds of statistical methods were used in this study according to its appropriateness such as: tally, frequency, percentages, and ranking.

Analysis – Discussion

Profile of the Respondents

Age

The data in Table 1.1 show the distribution of the respondents' profile according to age category. The data revealed that 4 or 12.12 percent were 25-29 years old while 29 or 87.87 percent were 20-24 years old.

The data further revealed that majority of the respondents were 20-24 years old.

Table 1.1. Distribution of the Respondents according to their Age

Age	Frequency	Percentage
25 to 29 years old	4	12.12
20 to 24 years old	29	87.87
Total	33	100

Sex

The data in Table 1.2 show the distribution of the respondents' profile according to sex. The data revealed that 16 or 48.48 percent were male while 17 or 51.52 percent were female.

It is observed that most of the respondents were female.

Table 1.2. Distribution of the Respondents according to their Sex

Sex	Frequency	Percentage
Male	16	48.48
Female	17	51.52

Total	33	100
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Religion

The data in Table 1.3 show the distribution of the respondents' profile according to religion. The data revealed that 29 or 87.87 percent of the respondents were Roman Catholic, 2 or 6.06 percent were United Church of Christian in the Philippines (UCCP) while the remaining 2 or 6.06 percent were Born Again.

From the data, it can be observed that almost all of the respondents were Roman Catholic.

Table 1.3. Distribution of the Respondents according to Religion

Religion	Frequency	Percentage
Roman Catholics	29	87.87
United Church of Christian in the Philippines (UCCP)	2	6.06
Born Again	2	6.06
Total	33	100

Father's Occupation

The data in Table 1.4 show the distribution of the respondents' profile according to fathers' occupation. The data revealed that 18 or 54.54 percent were farmers/fishermen, 7 or 21.21 percent were drivers, 3 or 9.09 were government employees, 2 or 6.06 percent were security guards while the 1 or 3.03 percent was teacher, driver, businessman and masonry.

The data further revealed that majority of the respondents' fathers were farmers/fishermen it is because the province of Northern Samar is considered as agricultural land and farming is primary source of living.

Table 1.4. Distribution of the Respondents according to their Father's Occupation

Occupation	Frequency	Percentage
Farmer/Fisherman	18	54.54
Teacher	1	3.03
Driver	7	21.21
Government Employee	3	9.09
Security Guard	2	6.06
Business Man	1	3.03
Masonry	1	3.03

Occupation	Frequency	Percentage
Total	33	100

Mother's Occupation

The data in Table 1.4 show the distribution of the respondents' profile according to mother's occupation. The data revealed that 15 or 45.45 percent were housekeepers, 5 or 15.15 percent were Barangay Health Workers (BHW), 4 or 12.12 percent were farmers, 3 or 9.09 percent were barangay officials and vendors, 2 or 6.06 percent were government employees while 1 or 3.03 percent was a teacher.

From the data it can be gleaned that majority of the respondents were housekeepers.

Table 1.5. Distribution of the Respondents according to their Mother's Occupation

Occupation	Frequency	Percentage
Housekeeper	15	45.45
Barangay Health Worker (BHW)	5	15.15
Farmer	4	12.12
Barangay Official	3	9.09
Vendor	3	9.09
Government Employee	2	6.06
Teacher	1	3.03
Total	33	100

Family Monthly Income

The data in Table 1.6 show the distribution of the respondents' profile according to family monthly income. The data revealed that 5 or 15.15 percent were earning more than 20,000, 3 or 9.09 percent were receiving 15,001-20,000 per month, 6 or 18.18 percent were earning 10,001-15,000 per month, 9 or 27.27 percent were earning 5,001-10,000 while the remaining 10 or 30.30 percent were earning below 5,000 per month.

The data further revealed that majority of the respondents' parents were earning below five thousand pesos per only per month.

Table 1.6. Distribution of the Respondents according to their Family Monthly Income

Family Monthly Income	Frequency	Percentage
20,000 and above	5	15.15
15,001-20,000	3	9.09
10,001-15,000	6	18.18

5,001-10,000	9	27.27
Below 5,000	10	30.30
Total	33	100

Number of Family Members

The data in Table 1.7 show the distribution of the respondents' profile according to their number of family members. The data revealed that 5 or 15.15 percent were composed of more than 11 family members, 10 or 30.30 percent have 8 to 10 members, 14 or 42.42 percent have 5 to 7 members, 4 or 12.12 percent were composed of 2 to 4 family members.

From the data, it can be observed that most of the respondent's family composition is 5 to 7 members.

Table 1.7. Distribution of the Respondents according to their Number of Family Members

Number of Family Members	Frequency	Percentage
11 and above	5	15.15
8 to 10	10	30.30
5 to 7	14	42.42
2 to 4	4	12.12
Total	33	100

Modes/Means used in Blended Mode of Learning

Table 2 exhibits the modes/means used in blended mode of learning. There were ten (10) identified online mode of learning while four (4) offline mode of learning. The online modes/means are: Facebook, Moodle, Gmail Address, Google Classroom, Google Meet, Email Address, Zoom, Printed Modules, Google Form and Meet Up. While the offline modes/means are: modules, written tasks, books and recorded performance tasks

From the data, it can be observed that the topmost online mode of learning used by the respondents is Facebook. Facebook is an online social networking website where people can create profiles, share information such as photos and quotes about themselves, and respond or link to the information posted by others. One of the main reasons why Facebook is the topmost tool used by the respondents because it is accessible and user friendly. Also, the topmost offline mode of learning used by the respondents is module where teachers are traditionally distributing modules to the students' through the municipal links.

Thus, the data show that both online and offline modes of learning are used for effective and efficient teaching of the teachers. The result of the study is supported by Martyn and Lin where they found that good hybrid

instruction can incorporate the “Seven Principles of Good Practice in Undergraduate Education.

Table 2. Modes/Means used in Blended Mode of Learning

Modes/Means	Frequency	Rank
On-Line Mode		
Facebook	21	1.5
Moodle	21	1.5
Gmail Address	14	3
Google Classroom	12	4
Google Meet	8	5
Email Address	7	6.5
Zoom	7	6.5
Printed Modules	5	8
Google Form	4	9
Meet Up	2	10
Off-Line Mode		
Module	22	1
Written Tasks	21	2
Books	8	3
Recorded Performance Tasks	8	4

*multiple response

Advantages of Blended Modes of Learning

Table 3 exhibits the advantages of blended modes of learning. The data revealed that there were sixteen (16) advantages to wit: I can do other house tasks while attending my class, blended modes of learning prevent the spread of COVID–19, I can attend the class on time, I can attend two or more classes at the same time, I develop self-discipline, it is cost efficient (less expensive) compared to face to face class, it give more time to read and review than face to face class only, blended mode of learning can save my time, using technology in the classroom allows you to experiment more in pedagogy and get instant feedback, I can attend the class easily, with technology in the classroom, we have instant access to fresh information that can supplement their learning experience, blended mode of learning helps ensure full participation, provide lifelong learning, there are countless resources for enhancing education and making learning more fun and effective, technology can automate a lot of my tedious tasks, help meet interesting people, class–room materials are readily available and accessible and equal treatment of the students.

From the data, it can be observed that the topmost advantage blended modes of learning is the students were able to do their house tasks while attending their classes because they are not required to go to school. The result of the study is in conduit to the statement of CHED Chairperson, Prospero De Vera where he said that faculty should focuses on the design and delivery of programs, courses, and learning interventions that address the learners' unique needs in terms of pace, place, process, and products of learning.

Table 3. Advantages of Blended Modes of Learning

Advantages	Frequency	Rank
I can do other house tasks while attending my class	22	1
Blended modes of learning prevent the spread of COVID–19.	21	2
I can attend the class on time.	13	3.5
I can attend two or more classes at the same time.	11	3.5
I develop self-discipline	11	5
It is cost efficient (less expensive) compared to face to face class.	10	6
It give more time to read and review than face to face class only.	9	7
Blended mode of learning can save my time.	8	8.5
Using technology in the classroom allows you to experiment more in pedagogy and get instant feedback.	8	8.5
I can attend the class easily	8	8.5
With technology in the classroom, we have instant access to fresh information that can supplement their learning experience.	6	11.5
Blended mode of learning helps ensure full participation.	6	11.5
Provide lifelong learning	5	13.5
There are countless resources for enhancing education and making learning more fun and effective.	5	13.5
Technology can automate a lot of my tedious tasks.	5	13.5
Help meet interesting people	3	16.5

Advantages	Frequency	Rank
Class-room materials are readily available and accessible.	3	16.5
Equal treatment of the students.	3	16.5

*multiple response

Disadvantages of Blended Modes of Learning

Table 4 exhibits the disadvantages of blended modes of learning. The data revealed that there were fourteen (14) disadvantages of blended modes of learning to wit: poor internet connection, students don't have equal access to technological resources, no load allowance, financial difficulties, unavailability of the gadget, can encourage cheating in class and on assignments, blended mode of learning is too expensive, too much, distraction in blended mode of learning, inaccessibility of learning materials online, unfair and unjust grading system, lack of accreditation & quality assurance in online education, unequal treatment of students, online instructors tend to focus on theory rather than practice and create sense of isolation.

From the data it can be observed that the topmost disadvantage is poor internet connection it is because there are some places in the province of Northern Samar that isolated and even central areas do not have internet accessibility. The result of the data is affirmed by the study of Rovai noted that learners' computer literacy and internet connectivity are crucial in distance learning contexts and concluded that such factors are meaningful in online classes. This is also supported by Selim that learners need to possess time management skills and computer skills necessary for effectiveness in e- learning and blended learning. Self-regulatory skills of time management lead to better performance and learners' ability to structure the physical learning environment leads to efficiency in e- learning and blended learning environments. Learners need to seek helpful assistance from peers and teachers through chats, email and face-to-face meetings for effectiveness. Factors such as learners' hours of employment and family responsibilities are known to impede learners' process of learning, blended learning inclusive.

Table 4. Disadvantages of Blended Modes of Learning

Disadvantages	Frequency	Rank
Poor internet connection	22	1
Students don't have equal access to technological resources.	21	2
No load allowance	19	3
Financial difficulties	18	4.5
Unavailability of the gadget	18	4.5

Can encourage cheating in class and on assignments.	17	6
Blended mode of learning is too expensive	16	7.5
Too much distraction in blended mode of learning	16	7.5
Inaccessibility of learning materials online	12	9
Unfair and unjust grading system	11	10.5
Lack of accreditation & quality assurance in online education	11	10.5
Unequal treatment of students	10	12.5
Online instructors tend to focus on theory rather than practice	10	12.5
Create sense of isolation	6	14

*multiple response

Recommendations

Table 5 exhibits the recommendations for better mode of learning in the new normal situation. A total of twelve (12) recommendations were drawn out, to wit: provisions of load allowance, equal treatment for the students, long due date of submission of requirements, understanding to the situation of students, strengthen internet connection, consider limited number of face to face class, choose, learning Management System or LMS where everyone can access, strengthen relationships between students–teachers, provisions of gadget from the government, set classroom rules before the start of class, decision making should be collaborative efforts between students–teachers and alternative requirements.

From the data it can be gleaned that the topmost recommendation of better blended mode of learning is provisions of load allowance where the respondents are demanding for load allowance of internet accessibility. Also, the respondents believed that if they have internet access it is easy for them to adopt the blended mode of learning. The data is pinned to the study of Loukis, Georgious and Pazalo noted that learners' measuring of a system's quality, reliability and ease of use leads to learning efficiency and can be so in blended learning.

Table 5. Recommendations of the Respondents

Recommendations	Frequency	Rank
Provisions of load allowance	21	1.5
Equal treatment for the students	21	1.5
Long due date of submission of requirements	20	3.5

Understanding to the situation of students	20	3.5
Strengthen internet connection	20	3.5
consider limited number of face to face class	19	6.5
Choose Learning Management System or LMS where everyone can access	19	6.5
Strengthen relationships between students–teachers	19	6.5
provisions of gadget from the government	18	9.5
Set classroom rules before the start of class	16	10
Decision making should be collaborative efforts between students–teachers	17	11
Alternative requirements	14	12

*multiple responses

Findings

The data revealed that majority of the respondents were 20 to 24 years old, female, Roman Catholic ,their fathers were mostly farmers/fishermen, their mothers were mostly housekeepers, earning less than five thousand per month, composed of five to seven family members.

Among the online modes/means of learning used were : Facebook, Moodle, Gmail Address, Google Classroom, Google Meet, Email Address, Zoom, Printed Modules, Google Form and Meet Up. While the offline modes/means of learning used were : modules, written tasks, books and recorded performance tasks.

The topmost advantage of blended mode of learning is students were able to do their house tasks.

The topmost disadvantage of blended learning is poor internet connection.

Among the recommendations of the respondents, the topmost recommendation is provisions of load allowance.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are forwarded:

1. Majority of the online tool used is Facebook. Hence, the faculty members are encouraged to use other learning platforms that will only focus in academics not on entertainment like Facebook.

2. The identified disadvantages of the respondents in blended mode of learning should be given attention by the university and the college for more effective learning.
3. Provision of load is the topmost recommendation. The College of Arts and Communication should lobby a resolution to the university that students should be given a monthly load allowance.
4. Similar study be conducted that include other colleges of the University of Eastern Philippines for policy formulation.

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