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Research Article

Blended Learning Modality in the New Normal Inputs Localized Learning Management System Proposal

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ABSTRACT

Blended learning is the combination of online distant learning being used in the schools. In the city where connectivity is proven, there are students who can adapt and yet there are also students who do not have a connectivity. In this way problem arises. We asked parents about this platform and from the parents themselves agreed from the school survey favored the digital modular learning. But in other localities preferred other modalities of learning. A lot of research involves teachers but seldom on the parents' side. This is the researcher's attempt to hear from the side of the parents and be a contributor to the effectiveness of Blended learning modality in Rizal High School.

This study aimed to determine the Blended Learning Modality in the new normal and propose an input localized learning management system in the school. Specifically, it sought to answers the following problems: 1) what is the profile of parents' respondents in terms of the following variables: Age; Educational background; Type of Internet connection; Gadget Access at home? 2) What is the assessment of respondents in the blended learning modality of the school in terms of the following variables: Platform & Support and Governance and Challenges encountered in the blended learning modality by the group of respondents? 3.) Is there significant relationship in the assessment of parents towards blended learning modality in terms of type of internet connection they have at home? 4. What proposal from the parents as inputs in the localized blended learning modality of Rizal High School? The descriptive method of research employed in this study. The subjects of the study were the parents at Rizal High School primarily the researcher's handled section.

***Keywords**:*

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Introduction

The Department of Education implemented the Blended learning all over the Philippines in which students will be taught using various means including online television, radio, and printed materials. Dep ed order no.13 s.2020 issued guidelines for readiness assessment on checklist for learning modalities in the learning continuity plan for private schools and Dep ed order no.12 s. 2020 goes hand in hand to achieve its implementation. The Basic Education Learning Continuity Plan (BE-LCP) rightfully designed with legal framework responsive to the new normal. A combination of face to face with any, or a mix of, Modular distance learning, online distance learning and Television/Radio Based Instruction. (Gupta, 2021) cited that this helps the student to enhance the value of education in a blended mode thereby reducing the psychological distance from online education.

In 2007, in the Philippines, the Center of Blended Learning started and had very positive responses from the parents and students. Because of the optimism inborn in the Department Education, it became the mode of learning modalities this new normal.(Gupta, 2021) This helps the student to enhance the value of education in a blended mode (i.e., a mix of online and face to face learning) thereby reducing the psychological distance from online education

Blended learning is the combination of online distant learning being used in the schools.(Mahmud, 2020) in his study stated that Blended learning is the main choice that has been recommended by the government and experts in the field of education. As cited by (Tupas & Linas-Laguda, 2020) Blended learning (BL) is adopted in subjects like English explicitly in Language, Science, and Distance Learning. The results showed blended learning started three decades ago, specifically for higher education institutions (HEIs), also used in graduate programs and professional development. In the study of (Abbacan-Tuguic, 2021), the main characteristics of blended learning , school and students should invest in better accessibility for online learning.(Monk et al., n.d.), suggested in their study about online learning materials which is well-organized, relevant , encouraged self-learning and time management should assist other schools that wish to teach in blended learning. (Wu & Zeshan, 2020), Students cited several advantages to e-learning, including the availability of material and ease of communication. And it will be related to their parents as well.(Muhuro & Kang'ethe, 2021) blended learning is ideal for the current terrain of the COVID-19 pandemic which requires learning modalities that promote social distancing to reduce the spread of the disease while ensuring that students have access to quality teaching and learning materials

and to frequently stay engaged. (Vaughan, 2020) mentioned that future lines of development are suggested, among which mobile learning stands out. (Anzaldo, 2021) For the cities where modern living is adapted and students and learners have the privilege of having internet connection at home, Online learning is implemented especially for the high schools and colleges but for those living in rural areas or provinces where internet connection is only available for only few, Modular Distance Learning is implemented.

In Pasig City where connectivity has been proven strong there were students who can adapt and yet there were also students who do not have connectivity for the reason of their inaccessibility. In this way problem arose. We asked parents about this platform majority from the school survey favored the digital modular learning. As semesters passed especially in the Senior High School numerous problems faced by the students, teachers, and parents. The limitation of study pertains parents as one of the primary partners in the academic development of the children. The school helps the students to do the blended learning with the help of the Local Government and School Division that continually assess the new platform. The researcher wanted to determine the evidence of effectiveness of the blended learning modality of Rizal High School and its preparedness to this modality. And an intervention will be needed for the improvement of the Blended Learning in the school. The subjects of the study were the parents at Rizal High School primarily the researcher's handled section in ABM. Parents were the strong partners of the school that need to be motivated and heard this

time of new normal. The researcher's study was anchored on John Dewey (1938), this framework relies on the learners to be in control of their own acquisition of knowledge and encouraged other adults like parents to serve as guide. Another theory is Lev Vygotsky (1997) socio-cultural theory of development in which culture is significant in learning, culture they at home will surely affect their learning. Social interaction is important in learning by other adults especially parents at home. Another model was produced by Anderson and Krathwol in 2001. This refers to the cognitive domain wherein intellect- knowledge levels were used so that evaluation may be observed on a particular plan or program at the end. As cited by (Sabol et al., 2018), Many homeschool parents increasingly rely on digital devices and the Internet to provide alternatives to traditional and private schools. This would mean that parents can also be a facilitator at home.(Henderson, 2019), cited In essence, the study examined the perceived effectiveness, efficiency, and efficacy of online, blended, and traditional face-to-face learning environments from the parents' perspective.

Methods

The study used the descriptive method. It is a fact-finding study with adequate and accurate interpretation of the findings. It describes "what is "and emphasized what existed such as current conditions, situation, or phenomena (Calderon,1993). Descriptive method is primarily concerned with the present, although it often considers past events and influenced to the current conditions. In view of this, the researcher found that this was appropriate to use this kind of method in the assessment of the learning modality in the new normal of Rizal High School as localized Learning Management Proposal.

It is conducted through an online survey questionnaire adapted to strengthen the study. Online Survey questionnaire has been used to gather data in proposal. The respondents of this study were the parents. There were 23 parents randomly selected pre- determined public school who served as evaluators on the blended learning modality of Rizal High School SY 2020-2021. The main source of gathering the data was online questionnaire. Non-probability sampling was used by the researcher for easy data collection in the proposal.

The questionnaire was composed of two parts included in the first part were the profile of the respondents, and the second part was on the assessment of the Blended Learning Modality. It was then validated by experts. A permission to conduct the study was first sought by researcher from the Division of Pasig City. The approval was granted, and researcher sent the online questionnaire survey designed for parents. The researcher was given full support and cooperation by the parents. The parents were given sufficient time to accomplish the questionnaires; were retrieved for the treatment of Data such as the weighted mean of the 2 categories. Likert scale technique was used in the assessment and has assigned scale of value to each perceived rating. Chi-square test used to determine the significant relationships of the parents' assessment on the Blended learning Modality of Rizal High School and other variables such as age, educational background, type of internet connection used at home and gadget accessibility.

Chi-square test was used to determine the relationships of two variables. Cross tabulations presented the distributions of two categorical variables.

Results and Discussion

Parents were at the brackets of 36 and above as reflected in their age frequency at 22 out of 23 or 96 percent. This constituted ninety six percent of the entire group for parents. This implies that respondents were considered as mature age and adult. In the Educational Background, parents reflected with secondary/ high school level frequency of 12 out of 23 or 61 percent. This constituted that parents' more than half of them were earned secondary degree of status. In their type of Internet Connection at home, 12 out of 23 or 52 % were prepaid users. In their ways to access to the gadget they used, reflected the frequency of 19 out 23 or 83% were solo users.

In the assessment of the blended learning modality in Rizal Highschool, parents were responded on A1 and A2 Platform, and support responded as both Observed. On the item B1

and B2 Governance were interpreted as Highly Observed. For the C1 and C2 challenges were responded highly observed while C3 challenges were responded observed.

Chi-square test was used in the assessment of getting the significant relationship of the assessment of parents to their other (Sabol et al., 2018)categories such Age, Educational Background, and Type of internet connection. Upon testing their relationships towards their assessment on the Blended Learning Modality, it turned out that these have no significant relationships since the sig values formulated were more than higher than the alpha of (.05) where p>.05 confirmed no chances of significant relationships at all.

Since the sig value (.502), (.811), (.507) are greater than the alpha (.05) where p>.05, the researcher study confirmed that A1, A2, A3 platform and support have no statistical relationships. In the B1, and B2 governance with a sig value of (.619), (.571). No significant relationships between the two variables stated. On the C1, C2 and C3 Challenges, the sig values are (.231), (.120), (.131) are greater than the alpha of (.05) where p>.05, the result are no significant relationships at all. But when the researcher tested the relationships of the parents' respondents between the Gadget accessed at home from the challenges encountered by their children at home significant relationships are significant. From chi-square test results, the C1challenges compared with gadget used, the sig value Parents were at the brackets of 36 and above as reflected in their age frequency at 22 out of 23 or 96 percent. This constituted ninety six percent of the entire group for parents. This implies that respondents were considered as mature age and adult. In the Educational Background, parents reflected with secondary/ high school level frequency of 12 out of 23 or 61 percent. This constituted that parents' more than half of them were earned secondary degree of status. In their type of Internet Connection at home, 12 out of 23 or 52 % were prepaid users. In their ways to access to the gadget they used, reflected the frequency of 19 out 23 or 83% were solo users.

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children in the blended learning modality in Rizal High School, .it was not by chance, but it was due to the relationships of the variables the researcher studied.

Parent's Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36 and above	22	95.7	95.7	95.7
	21and above	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Educational Background

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary	2	8.7	8.7	8.7
	Secondary	12	52.2	52.2	60.9
	College	9	39.1	39.1	100.0
	Total	23	100.0	100.0	

Gadget Used at Home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	shared	4	17.4	17.4	17.4
	solo	19	82.6	82.6	100.0
	Total	23	100.0	100.0	

3.25- 4.00 = Highly Observed
2.50- 3.24 = Observed
1.75- 2.49 = Moderately Observed
1.00- 1.74 = Least Observed

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
A1Platform and Support	23	1.00	4.00	70.00	3.0435	.92826
A2Platform and Support	23	1.00	4.00	69.00	3.0000	.79772
A3Platform and Support	23	2.00	4.00	75.00	3.2609	.75181
Valid N (listwise)	23					

The table shows that in the Assessment of Parents on A1 and A2 Platform and Support with a mean of (3.04 and 3.00) with a verbal interpretation of as Observed while A3 Platform and Support m with a mean of (3.26) interpreted as Highly observed.

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
B1Governance	23	2.00	4.00	78.00	3.3913	.58303
B2Governance	23	2.00	4.00	78.00	3.3913	.72232
Valid N (listwise)	23					

The table shows that parents respondents in the assessment with a the same mean of (3.39) on B1 and B2 Governance of Blended Learning reflected as Highly Observed.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
C1Challenges	23	1.00	4.00	75.00	3.2609	.75181
C2Challenges	23	1.00	4.00	76.00	3.3043	.76484
C3Challenges	23	1.00	4.00	69.00	3.0000	.79772
Valid N (listwise)	23					

The table shows that parents respondents mean of (3.26) on the C1 challenges encountered by their children interpreted as Highly Observed. For the C2 challenges with a mean (3.30) encountered by their children interpreted as Highly Observed while the C3 challenges with a mean (3.00) encountered by their children interpreted as Observed.

Relationship/Association of the 2 categorical variables using chi=square tests/ Cross Tabulation

Gadget Used at Home * A1Platform and Support

Crosstab

Count

		Gadget Used at Home		Total
		shared	Solo	
A1Platform and Support	Least Observed	0	1	1
	Moderately Observed	1	5	6
	Observed	2	5	7
	HIghly Observed	1	8	9
Total		4	19	23

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.069[a]	3	.785
Likelihood Ratio	1.192	3	.755
Linear-by-Linear Association	.011	1	.918
N of Valid Cases	23		

a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .17.

Crosstab

Count

		A2Platform and Support				Total
		Least Observed	Moderately Observed	Observed	Highly Observed	
Gadget Used at Home	shared	0	0	3	1	4
	solo	1	4	9	5	19
Total		1	4	12	6	23

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.538[a]	3	.673
Likelihood Ratio	2.351	3	.503
Linear-by-Linear Association	.476	1	.490
N of Valid Cases	23		

a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .17.

Crosstab

Count

		A3Platform and Support			Total
		Moderately Observed	Observed	Highly Observed	
Gadget Used at Home	shared	0	2	2	4
	solo	4	7	8	19
Total		4	9	10	23

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.408[a]	3	.015
Likelihood Ratio	8.050	3	.045
Linear-by-Linear Association	5.355	1	.021
N of Valid Cases	23		

a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .17.

Crosstab

Count

		B1Governance			Total
		Moderately Observed	Observed	Highly Observed	
Gadget Used at Home	shared	0	3	1	4
	solo	1	9	9	19
Total		1	12	10	23

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.074[a]	2	.584
Likelihood Ratio	1.256	2	.534
Linear-by-Linear Association	.284	1	.594
N of Valid Cases	23		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .17.

Crosstab

Count

		C1Challenges				Total
		Least Observed	Moderately Observed	Observed	Highly Observed	
Gadget Used at Home	shared	1	1	1	1	4
	solo	0	0	11	8	19
Total		1	1	12	9	23

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.432[a]	3	.015
Likelihood Ratio	8.091	3	.044
Linear-by-Linear Association	4.960	1	.026
N of Valid Cases	23		

a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .17.

Crosstab

Count

		C2Challenges				Total
		Least Observed	Moderately Observed	Observed	Highly Observed	
Gadget Used at Home	shared	1	1	1	1	4
	solo	0	0	10	9	19
Total		1	1	11	10	23

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.408[a]	3	.015
Likelihood Ratio	8.050	3	.045
Linear-by-Linear Association	5.355	1	.021
N of Valid Cases	23		

a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .17.

Crosstab

Count

		C3Challenges				Total
		Least Observed	Moderately Observed	Observed	Highly Observed	
Gadget Used at Home	shared	1	2	1	0	4
	solo	0	2	11	6	19
Total		1	4	12	6	23

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.659[a]	3	.022
Likelihood Ratio	8.824	3	.032
Linear-by-Linear Association	7.609	1	.006
N of Valid Cases	23		

a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .17.

Conclusions and Recommendation

The researcher came up with the three major areas in presenting the findings systematically: 1) demographic profile of the respondents, 2) assessment on the blended learning modality, 3) findings related to the hypothesis testing.4.) proposed localized learning management system in Rizal High School.

1. In terms of parents' respondents profile mostly of their age bracket were 36 and above consist of 22 out of 23. Other variables were educational background, type of internet connection and gadget accessibility. Most of the parents were earned secondary level or high school graduate. It implied that majority of the respondents were prepaid users, and solo users of their gadget accessibility.
2. Findings on the assessment of the Blended Learning Modality at Rizal High School.

   All the variables referring to the Blended Learning Modality were namely A1-A3 platform and support, and C3 challenges encountered were rated Observed while B1, B2, C1, and C2 were rated Highly Observed. It implied that on the aspect of parents' category and gadget accessibility used at home have relationships shown in the likelihood ratio such as 8.09, 8.05 and 8.82 respectively using chi-square tests.
3. The perception in terms of the blended learning modality challenges encountered by their children and gadget accessibility came out significant relationships. In associating the significance level of two categorical variables in chi-square test arrived at p-value/sig values such as (.015), (.015) and (.022) compared with the alpha at .05. Since sig values are lesser than the alpha null hypothesis is rejected which led to the acceptance of alternative hypothesis. There are statistically significant relationships in their respond towards challenges and gadget accessibility as observed and expected outputs.

Conclusion

1. Most of the parents' respondents were within the bracket of 36 and above, secondary level of education, have been supportive to their children all the way.
2. The group of respondents assessed the blended learning modality and challenges encountered on the area on A1 and 2 platform and support as both observed: B1, B2 governance and C2 challenges as highly observed. Implied on the parents category and gadget accessibility at home were assessed significantly associated.
3. There were significant relationships in one of the areas in the blended learning modality such as type of gadget accessibility with three Challenges with both p-value (.015) and (.022) are lesser than the Alpha (.05), alternative hypothesis tested are accepted. But the other variables like age, educational background and type of internet connection do not significantly associate with the assessment of the learning modality of Rizal High School.

Recommendations

1. In terms of Platform and support, parents should continuously improve their moral support on the blended learning modality of school. School efforts for the Governance of blended learning modality should be enhanced on parents' orientation on online learning policies and direction for public information and guidance.
2. Parents should review through PTA officers on the blended learning modality in terms of technical expertise to run and support the educational platform 24/7 since school has limited helpdesk personnel.
3. Enhancement on localized learning management should be proposed fitted in new normal in learners' submission of outputs, connectivity of the learners and decreasing of failing grades in blended learning in digitized modular learning.
4. Replication of this study will be recommended especially in public secondary schools.

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