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Assessment of the Hybrid Education Learning Program (HELP) of the AHEAD Learning Platform of San Pablo Colleges

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ABSTRACT

The distinctive strategy for learning continuity in the High School Department of San Pablo Colleges (SPC) during this pandemic is the Hybrid Education Learning Program (HELP). The descriptive study determined the self-efficacy for hybrid learning among selected Junior and Senior High School

learners in SPC (n=917). The study also probed into learners' perceptions of hybrid learning in relation to the interdependence of modular and online learning. The results showed that students were generally positive about hybrid learning, and they also acknowledge the interdependencies between modular and online learning. The majority of the students (82%) regard themselves with high self-efficacy for online learning. Students are one in saying (99.67%) that they can submit online assignments well. Moreover, the majority of the students (78%) regard themselves with high self-efficacy for modular learning, but unlike in submitting online assignments (99.67%), students claim that a relatively lower percentage (65.31%) can submit offline assignments easily. The indicators with the least percentages of agreeing with the online and modular learning statements say that they can use the library's online resources and focus on schoolwork when faced with distractions. It is also evident that students still wish to be in the same room with their teacher and classmates based on the relatively low percentages of agreeing to the statements. Respondents are one in their claim that modular and online learning are interdependent to each other. According to the learners' views, the two learning modes of the AHEAD Learning Platform had mixed well within HELP as they were regarded as helpful and complimentary.

Keywords — Education, hybrid learning, online learning, modular distance learning, learning continuity, descriptive design, Philippines

INTRODUCTION

In order to sustain and provide quality education despite lockdown and community quarantine, educational leaders decided to adopt the new normal in education. For basic education, the Department of Education (DepEd) implemented the Learning Continuity Plan (LCP) for School Year 2020-2021 to continue the education process. It is vital to plan how schools will pursue their mission for quality education to every student. Numerous innovative programs have been proposed by the different learning sectors in the Philippines. Different learning modalities were presented for this new learning environment. DepEd suggested strengthening online platforms and blended learning such as but not limited to google classroom, messenger, Zoom, Edmodo, Facebook, and YouTube (DepEd, 2020). In addition, numerous learning delivery options such as but not limited to face-to-face, blended learning, distance learning, homeschooling, and other modes of delivery must also be adopted (DepEd, 2020). From the four

corners of the classroom to the borders of virtual reality, this transition to the new normal needs to be addressed. Every learning institution needs to study how successful learning is in providing quality and outcomes-based education to students (Basilaia & Kvavadze, 2020).

Cognizant that not all learners are tailored for online learning, careful planning on how to deliver instruction should be made. Along with this light, San Pablo Colleges (SPC) thought about blended options, navigated flexible learning opportunities, reformulated the triad concerning learning objective-instruction-assessment, and embraced Alternative Hybrid Education and Asynchronous Distance Learning (AHEAD Learning) as San Pablo College's distinctive Instructional Model in accordance to government restrictions on holding of classes. The key strategies employed by SPC are Home-based Education Learning Mode (HELM) for Grade School, Hybrid Education Learning Program (HELP) for High School and College, and Distance Education with Asynchronous Learning (DEAL) for Graduate School (Lunar, 2020).

HELP was designed as the learning continuity plan for high school learners and college students. This refers to providing the students with e-learning sessions using Bright space as a proprietary learning management system (LMS) and traditional learning sessions using a self-directed modular approach. This mode was a hybrid of e-learning, both synchronous and asynchronous sessions and self-directed learning approach thru the help of a teacher-made module.

However, implementation of such programs, especially during this pandemic, would pose different problems and challenges related to the quality of learning, assessment results, evaluation of student's performance, and teacher competency in the pedagogy wage of technology (Winthrop, 2020). Many teachers are left unsure of what to do. Learners and their families can find themselves in a, particularly stressful situation if they do not fully understand the new normal in education. Technological changes have led to a re-examination of pedagogical theory around the use of blended learning to keep students committed and motivated by using multiple learning styles. Although a big number of researches has been done quantitatively and qualitatively to investigate the effectiveness of blended learning (Gonzales & Louis, 2018), research on hybrid learning carried out during a pandemic in an unprepared situation is very rarely found, especially in the context of the secondary school setting (Lin & Warschauer, 2015).

OBJECTIVES OF THE STUDY

Along with this light, this study was conducted to identify students' perspectives on the online and distance modular learning modes of HELP. This study aimed to determine the high learners' self-efficacy for blended learning. Specifically, it sought answers to the following objectives, (1) to identify the level of self-efficacy of High School learners in online and modular learning modalities, (2) to determine the learners' perception of the interdependency between modular and online learning, and (3) to identify the enhancement programs on blended learning can be developed and put forward for the high school department of SPC. The findings of this study are deemed essential inputs to ascertain future directions and bases for decisions to be made regarding the conduct of classes in the coming school year and beyond.

METHODOLOGY

The study employed a descriptive research design. The descriptive method is a fact-finding procedure that includes analysis and interpretation of data. It is useful to describe answers to who, what, where, and how (Burns, Alvin, & Bush, 2009). It was adopted because the researcher believes it is an application design to assess the students' self-efficacy for hybrid learning.

The survey was the method used to gather the quantitative data needed. The study involved a total of 917 junior and senior high school learners of SPC using random sampling. Respondents were asked to respond to a google form containing the survey questionnaire that has three parts. The research instruments used were adapted from the study of Zimmerman and Kulikowich (2016) on the Online Learning Self-Efficacy Scale (OLSES) and Sagarra and Zapata's (2010) study on Learner's Perception on Interdependency between Online and Modular learning. The Likert scale was used to interpret the perception of the students on self-efficacy with the following range: 3.25-4.00- *Strongly Agree*, 2.50-3.24 *Agree*, 1.75-2.49- *Disagree*, and 1.00-1.74- *Strongly Disagree*. Data gathering was made in the last two weeks of March. The confidentiality of the responses that were gathered from them was guaranteed. The data derived from the respondents' answers were then carefully recorded, tallied, tabulated statistically, analyzed, and then interpreted.

RESULTS AND DISCUSSION

The findings of the assessment as regards learners' self-efficacy for the online learning component of HELP indicate that the greater majority (82%) of the

students agree that their efficacy for learning is effective and efficient as they are exposed to the online learning mode. As shown in Table 1, it was noted that submission of online assignments where online learning component is most efficacious with (99.67%). The indicators with the least percentages agree with the statements that with online learning, they can use the library's online resources and focus on schoolwork when faced with distractions. It is also evident that students still wish to be in the same room with their teacher and classmates based on the relatively low percentages of agreeing to the statements.

The factors contributing to students' satisfaction with online instruction include interaction among students and between students and teachers. Connecting with their classmates via online discussion or other communication tools is significant (Young & Norgard, 2016). As some studies have shown, lack of connection, interaction, and responsiveness in online courses can make students feel isolated and disconnected, leading to low self-efficacy (Rush, 2015).

In terms of learners' self-efficacy for the modular distance learning component of HELP, it was found out that the majority of the students (78%) regard themselves with high self-efficacy for modular learning. Table 2 further shows that unlike in submitting online assignments (99.67%), students claim a relatively lower percentage (65.31%) can easily submit offline assignments. This is regarded as one of the challenges the learners are facing in this delivery mode. The indicators with the least percentages agree with the statements that with modular learning, they can use the library's online resources and focus on schoolwork when faced with distractions. Just like the findings in the online component, it was also found evidence that students still wish to be in the same room with their teacher and classmates based on the relatively low percentages of agreeing to the statements.

Table 1. Assessed Students' Efficacy for Online Learning Component of HELP

Indicators of Self-Efficacy for Online Learning	% Agree
Efficiently navigate online learning materials	91.26
Effectively communicate with technical support	88.98
Submit online assignment	99.67
Overcome technical difficulties on their own	78.61
Navigate the online exercises	87.65
Manage time effectively	77.09
Complete assignments on time	82.21
Learn to use the technology efficiently	90.06
Learn without being in the same room with the teacher	70

Indicators of Self-Efficacy for Online Learning	% Agree
Learn without being in the same room with other students	68.8
Search the net to find answers to course-related questions	79.45
Search the online learning materials	82.65
Communicate using asynchronous technologies	88.32
Meet deadlines with few reminders	80.81
Complete group project entirely online	76.22
Use synchronous technology to communicate with others	90.27
Focus on schoolwork when faced with distractions	67.28
Develop and follow a plan for completing online tasks	87.89
Use the library's online resources efficiently	67.06
Promptly asks questions in the appropriate forum	84.51

Some students could not submit assignments offline because they lack the basic learning tools necessary to accomplish the course goals. Some students could not overcome difficulties because they do not know how to learn specific lessons. Therefore, helping students learn how to learn has become a key component of good module design. Most students need help with basics, and the best way to help them is to provide some form of scaffolding. They give specific cues on how to do things: question guides for reading assignments, rubrics and work samples for papers and oral presentations formats, and guided practice for note-taking, tips, and class discussions. Some students could not learn without being in the same room as others because they learn actively and interactively, while others work better on their own (Andrade, 2011). It connotes that when learners' preferences are identified, as they have a natural inclination toward learning, appropriate teaching and learning process can be done to help them effectively.

Table 2. Assessed Learners' Self-Efficacy for Modular Distance Learning of HELP

Indicators of Efficacy for Modular Learning	% Agree
Efficiently navigate offline learning modules	87.23
Effectively communicate with the teacher	87.02
Submit offline assignment	65.31
Overcome technical difficulties on their own	78.95
Navigate the offline modular exercises	88.43
Manage time effectively	76.98

Indicators of Efficacy for Modular Learning	% Agree
Complete assignments on time	83.09
Learn to use the modules efficiently	88.76
Learn without being in the same room with the teacher	67.92
Learn without being in the same room with other students	69.02
Search from the books to find answers to course-related questions	78.29
Search the offline learning materials	75.89
Communicate using asynchronous technologies	75.05
Meet deadlines with few reminders	79.92
Complete group project entirely online	72.08
Use synchronous technology to communicate with others	84.61
Focus on schoolwork when faced with distractions	68.25
Develop and follow a plan for completing online tasks	86.11
Use the library's online resources efficiently	64.22
Promptly asks questions in the appropriate forum	84.72

As regards the perceived interdependency of the two modes of delivery. Table 3 shows the results of this analysis at N = 917. Based on the mean value, it was noted that all students agree on all items listed in the questionnaire. The overall computed composite percentage value was 76.81. The participants agreed that modular and online learning is interdependent.

Table 3. Perceived interdependency of Modular and Online Learning

Indicators of Interdependency	% Agree
Modular learning helps me with online learning	83.2
Modular learning makes online learning more interesting.	72.51
Modular learning makes online learning more effective.	75.57
The two parts of learning are independent of each other.	81.78
The two parts of learning make each other worse.	46.01
Online learning helps me with modular learning.	85.37
Online learning makes online modular more interesting.	77.74
Online learning makes modular learning more effective.	81.56
The two parts of learning are related to each other.	87.54
The two parts of learning are complementary to each other.	84.83

Items 1 to 3 show that most of the students agreed that modular learning assisted online learning, and modular learning made online learning more interesting and more effective. Similarly, learners were found to have positive regard for modular learning. As shown in items 6 to 8, the majority of learners said that online learning facilitated modular learning and made it more effective.

This was validated by their responses in the question items; in items 9 to 10, they reported that modular and online learning of blended learning were related and were complementary to each other. Attitudes of learners were revealed by the two reverse items 4 and 5, to which most of the students disagreed. In short, in learners' views, modular and online learning were integrated will to benefit each other within a blended learning environment.

Results of the study revealed that the two learning modes, in learners' views, had mixed well within the blended learning experience as they were regarded as helpful and complementary to each other by making each other more interesting and more effective. This finding corroborates what research shows that learners favor blended learning for many reasons (Castle & McQuire, 2010; Collopy & Arnold, 2013; Lin, Wang, & Lin, 2012). Students have been found to have much greater control over learning online. Online learning is effective in establishing a more personal and private learning environment making the learners more engaged as they are more relaxed and focused. As a result, blended learning is considered preferable since it enables a blended approach that leads to better learning (Holley & Oliver, 2010; Raby & Meunier, 2011).

Hybrid learning enhances individualization, personalization, and relevance and thus offers learners better learning because both instructors and learners have greater flexibility and accessibility. In order to maximize the learning gains of the learners in the HELP, an enhancement program was put forward to address the issues and concerns identified relative to the delivery of HELP for the coming school year.

CONCLUSIONS

Based on the preceding findings, it can be concluded that high school students agree that they have high self-efficacies for both online and modular learning components of HELP. They consider the two learning modalities as complementary and interdependent to each other. It is put forward that information dissemination on how online learning materials of the library be made more accessible to the learners. Further, it is recommended that a strong

alliance with the parents and guardians of the students be established to ascertain home conditions conducive to distance learning. The possibility of limited face-to-face classes shall be explored once mobility is improved as the students manifested their desire for a more 'on the flesh' interaction with their teachers and classmates.

TRANSLATIONAL RESEARCH

The findings of the study may be best translated to various media of communication for information dissemination during and post-pandemic. While educational institutions are exerting all efforts to better the delivery of quality instruction to the learners, the findings of this research may shed light on future directions regarding flexible learning modalities.

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