

**USE OF BLENDED LEARNING MODALITY FOR HUMSS SENIOR HIGH
SCHOOL STUDENTS IN BARTOLOME SANGALANG NATIONAL
HIGH SCHOOL**

An Undergraduate Thesis Presented to the
Faculty of the Department of Communication and Development Studies
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Bachelor of Science in Development Communication

by
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THESIS ABSTRACT

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7. Abstract

7.1 Rationale/Background

The COVID-19 pandemic made a massive impact on education worldwide. Students were mandated to enroll in distance learning because face-to-face learning was not allowed. With that, it discovers students' flexibility in coping with the prison-like situation and the willingness to learn to drop and rise. As the new lifestyle arises, a "new-normal educational policy" should be taken care of also.

The country's administration suggested implementing a blended learning as a modality during the academic year 2021-2022. The conductivity of face-to-face classes, partial or full-scale, was prohibited. Bartolome Sangalang National High School opened amid the COVID-19 pandemic. The school offers three modalities such as digital modality, modular modality and the combination of the digital and modular which is the blended learning modality. The blended learning modality was a combination of digital and modular modalities. One problem in education nowadays was, does the blended learning is appropriate to every age learners? It is a dilemma that does the efficacy of blended learning affects the academic performance of the students.

What the researcher was trying to find out was, does the use of blended learning modality has a relationship with the accumulated academic performance of the students? Using this study, the school administration or the Department of Education can tell if the blended learning as a modality contributed in improving the students performance or on receiving a failing grade. The results of this study can determine whether blended learning was appropriate to every age of a learner as a modality.

7.2 Summary

This study aims to answer the following questions:

- What was the socio-economic status of the students in terms of the presence of the parents'/guardians' job?

- What are the gadgets used and internet connection used by the HUMSS students in the Blended Learning Modality (BLM) in BSNHS?
- How motivating are the BLM teaching-learning materials and the online platforms as described by the HUMSS students?
- How was the HUMSS students be described based on their engagement with their teaching-learning activities?
- How was the HUMSS students be described considering the problems they met?
- What was the academic performance of the HUMSS students based on their first semester final numerical grade?
- Were the socioeconomic status, communication attributes, blended learning modalities, and perceived acceptance and problems encountered related to academic performance of the HUMSS students?

7.3 Major Findings

Blended learning Modality was defined as the platform and teaching materials used in blended learning. After the independent variables and dependent variables was tested, only the core subject Research in Daily Life and the Gadgets Used and Ownership that met by the students as a problem has a significant relationship to the academic performance of the students.

As per students they seen their core subject research in Daily Life as less engaging and motivating in comparison to other core subjects. Also, the gadget that they used whether they owned it or borrowed affects their academic performance.

7.4 Conclusions

The results of this study pointed out that only the Research in Daily Life among all core subjects of the HUMSS students during the first semester of the academic year 2021-2022 has the lowest engagement. The socioeconomic profile of the students affected their engagement in the said subject, which resulted in their academic performance being significantly related. Aside from the problems encountered by the students, the variable Gadget Used and Ownership showed a significant effect on the students' academic performance.

Nevertheless, the Humanities and Social Sciences students of the Bartolome Sangalang National High School attended online classes during the COVID-19 pandemic in the first semester of the academic year 2021-2022, practicing blended learning modality following their socioeconomic status. Hence, even though some students don't own or they owned their smartphones, laptop, tablet, or personal computers they still manage to attend classes and successfully consummate.

7.5 Recommendations

For the School

1. The school should give students an option on what modality they will use if the need of online classes will occur again. The school should have much

improved means of education system that will be convenient for every concerned individuals. Also, there should be an extensive seminar or course for both students and teachers about how the certain modality works to avoid trials and errors.

2. The school should have a program/s that provide devices or gadgets for both students and teachers to use. Most especially for those who are less fortunate and can't afford gadgets to purchase and use during BLM.

For the Future Researchers

3. Future researcher must conduct a study about the causes and effects of blended learning modality in relation to this study. To know if there is a need to improve in this study, another option is to know the causality of the problems occurred during BLM. By that the school or the administration will know the effects and they will formulate solutions:

4. The researcher recommend to pursue this study to a larger scope. Since the scope of this study is exclusive in one school that implements BLM the result is may be not enough to prove that the use of BLM is engaging or not.

For the Administration

5. The administration should have a clear action plan for education if pandemic occurs again. Included in the action plan is the funds, projects, and programs that supports effective learning during different learning modality.

8. Translated Abstract (Filipino)

8.1 Rasyonale

BIOGRAPHICAL SKETCH



Patricia C. Gabriel was born on August 20, 2001 at Guimba, Nueva Ecija. She is the youngest child of Mr. and Mrs. Edaardo OG. Gabriel. She took her elementary level at Guimba West Central School. She attained her secondary level both junior high school and senior high school at Bartolome Sangalang National High School with honors.

Year 2019, she passed the Collego Admission Test in Central Luzon State University and pursue her passion course which is Bachelor of Science in Development Communication. It wasn't her dream course but due to financial crisis that their family had gone through she pushed through pursuing her passion in writing and broadcasting.

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To myself, thank you because you did it. Few more days and you are almost there. Keep it up self, *Malayo pa, pero malayo na!*

PATRICIA C. GABRIEL

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