

ACADEMIC PERFORMANCE OF THE STUDENTS IN THE BLENDED AND IN PERSON MODALITY: A MIXED METHODS STUDY

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ABSTRACT

The purpose of this study was to determine the effect of blended learning and in-person learning on the academic performance of the students. Further, it was also aimed to explore the views, challenges, and coping mechanisms of the selected students in Manat National High School, Manat, Nabunturan, Davao de Oro for school year 2023-2024. This research study employed the explanatory sequential mixed methods with a quantitative ex post facto research approach in order to determine the effects of blended distance learning on the academic performance of grade 8 students who were enrolled in Manat National High School for the school year 2022-2023 and 2023-2024, while also exploring experiences, challenges, and coping mechanism of the identified students during its implementation. For the quantitative phase a two hundred sixty two learners were subjected and it was discovered that students performed better during the blended distance learning as they got the overall mean of 85.87 on the school year 2022-2023 while the overall mean on the school year 2023-2024 was 84.26 on the same three subjects, English, Mathematics, and Science. For the qualitative phase, five students were chosen to explore the experiences, challenges and coping mechanism. The emerging themes on experiences were assistance or support received during blended distance learning, the emerging themes on the explored challenges were challenges impacting distance learning experience, the emerging themes on coping mechanism were ways to adapt to blended learning modality. There was a significant difference in their academic performance in blended distance than the in-person class.

Keyword: - *Blended Distance Learning, Mixed Methods Study, Experience, Challenges, and Coping Mechanism*

1. Introduction

The merging of online learning is referred to the use of multiple terms like blended learning, mixed mode, hybrid or online supplemented learning. Although the term, “blended learning”, is most commonly used, all of these terms essentially describe the integration of online technologies with traditional in-person teaching method [1].

There was a study conducted in the Discipline of Psychology, School of Medicine, University of Tasmania, Hobart, TAS, Australia. It assessed the learners through the two modalities which were the face-to-face and online learning settings. It appeared that there was no big difference in learners’ academic performance. However, students expressed a big preference to face-to face instruction when it comes to discussion while liking written activities online. The reasons behind were learners during face-to-face learning could participate in real time wherein they could also practice their societal nature. They could also give real time feedbacks with each other without waiting too long, in contrast to online feedbacks sometimes they wait for a long period of time just to see the comments of their classmates about a certain topic [2]. While in there was a study which was conducted in the University of the Cordilleras, Philippines, it revealed that the 2.25% decrease in the general weighted average of learners after the implementation of MDL denotes a significant difference in their academic performance. MDL strengthens family bonding, independent learning, and is cost-effective. However, it is an additional workload to working parent, there

is limited teacher-learner interaction, learners lack socialization with other children, and have no exposure to significant school activities but are rather exposed to many distractions at home [3].

1.1 The Purpose of the Study

The purpose of this study was to determine the effects of blended learning and in-person learning on the academic performance of the students. Further it also aimed to explore the views, challenges, and coping mechanisms of the selected teachers, students and parents in Manat National High School, Manat, Nabunturan, Davao de Oro for school year 2023-2024.

1.2 Review of Related Literature

Blended Learning was famously known as the combination of face to face class and other offline supplementary materials for learning [4]. A study compared in-person class and distance learning during pandemic in Switzerland in Mathematics subject and they found out that distance learning was an effective replacement to in-person during an emergency situation but not all students gained academic growth in the same degree with others, specially in primary school level [5]. Geromo, 2022 [6] discovered that in blended learning, students' academic performance was better than using a pure traditional modality.

2. Methods

The overall strategy utilized to carry out this research study was explanatory sequential mixed methods which primarily used the ex post facto research method. Ex post facto research method begins after an event has occurred and without the interference of the researcher examines the cause and effect relationship between an independent variable and dependent variable.

It also hypothesized how the independent variable which is not controlled or manipulated influences or affects the dependent variable. This study was an explanatory sequential mixed methods which is also called a two-phase. Explanatory sequential-mixed methods was used in this study wherein the researcher conducted first the quantitative part using the individual records of the respondents based on their grades in English, Mathematics, and science from school year 2022-2023 and 2023-2024. The quantitative results would be affirmed and explained in detail during the IDI with the identified participants. It is considered explanatory because the initial quantitative data results were explained further with the qualitative data. By mixing both quantitative and qualitative research, the researcher gained in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself [7].

2.1 Research Respondents and Participants

The respondents of this study for the quantitative phase were the two hundred sixty two Grade 8 students who were enrolled in Manat National High School for school year 2022-2023 and 2023-2024. For the qualitative phase, there were five students who were purposively selected from Manat National High School. The participants were chosen based on these criteria: the students were in Grade 8 in school year 2023-2024 and used the blended distance learning in the previous year in 2022-2023.

2.2 Research Instrument

Since the study employed the explanatory sequential mixed methods with quantitative ex post facto research method, interview guide question served as a guide with the used of In-depth interview (IDI), narrative data were generated from these identified participants. The students' general average grades in English, Mathematics, and Science for the quantitative phase were taken from the previous records which were compared with their academic performance for school year 2023-2024.

3. Findings

This part presents the results of the study of the explanatory sequential mixed methods with quantitative ex post facto research approach. The results were divided into two parts. The first was the result of quantitative procedure, data were collected from the 262 Grade 8 students of Manat National High School. The grades of students during the blended distance learning in the 4th quarter of school year 2022-2023 were collected and their grades during the in-person class at present in the 1st quarter of school year 2023-2024 in the specific subjects which were English, Mathematics and Science were also collected to be correlated with each other in order to know the effect of modalities in their academic performance. The result of the qualitative part was provided with an empirical basis

from the narratives of the participants in the qualitative part of the study. The qualitative part was the result of the in-depth-interview from five students. The questions were made to know about their experiences, challenges and coping mechanism during the blended distance learning.

3.1 Quantitative and Qualitative Result

Table -1:Academic Performance of the Students During the Blended Learning Modality: School Year 2022-2023

Subjects	Mean	Interpretation
English	87.55	Proficient
Mathematics	85.21	Proficient
Science	84.84	Approaching Proficiency
Overall Mean	85.87	Proficient

Table -2:Academic Performance of the Students During the In-person Learning Modality: School Year 2023-2024

Subjects	Mean	Interpretation
English	83.32	Approaching Proficiency
Mathematics	85.62	Proficient
Science	83.83	Approaching Proficiency
Overall Mean	84.26	Approaching Proficiency

It was revealed in the quantitative phase that the academic performance of the students in English and Science is categorized as approaching proficiency while they are proficient in Mathematics. The overall mean of their performance is categorized as approaching proficiency. This indicates that students in the in-person modality are learning at limited materials and that they were not exposed to a lot of resources not like during the blended distance learning that they could easily browse in google or youtube platform to supplement the materilas that were given by the teachers.

This was the result of the qualitative phase that explore the experiences, challenges, and coping mechanisms of students during the blended learning modality in Manat National High School. In-depth interview was done to five students who experienced the blended distance learning. The responses were subjected to content analysis where the themes across the responses were drawn. In keeping with the research ethics for qualitative research, codes had been used in order to conceal the identities of the research participants. The presentation of the result was done according to the order of specific research questions used in this study. The emerging themes collected from an in-depth interview of the five participants were presented.

The emerging themes and supporting experiences are presented as follows; Assistance or support received during blended distance learning because Alucard expresses that he was given cellphone by his parents and that the parents of Layla helped her to understand their lessons. The second was the challenges impacting distance learning experience due to Alucard's experience that he had experienced difficulty in learning especially Mathematics because he was just alone by himself. And lasty the ways to adapt to blended learning modality because Miya said that she learned to build her own study habit just to easily undertand the lessons.

4. CONCLUSIONS

From the quantitative data, it showed that there was significant difference between the academic performance of students in blended distance learning modality and in-person classes and that students got high academic performance during the blended learning modality implies that schools can continue the blended learning modality as supplementary aid in the in-person classes. On the other hand, in the qualitative phase, assessment and evaluation to measure the academic performance of students must be taken in consideration when doing the blended distance

learning modality because the result of the qualitative phase of this study revealed that the reliability and validity are not trustworthy as in the in-person modality.

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