

Implementation of Blended Learning Modality and Performance of The Senior High School Students in Technical-Vocational Track

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Abstract — This study aimed to determine the relationship between the extent implementation of the blended learning modality to the performance of the Senior High School Tech-Voc Livelihood. The findings of the study served as a basis of a proposed improvement plan. This study used the Descriptive Correlational Research Survey of research to the performance of the senior high students. The researcher utilized universal Sampling in selecting the respondents of the study. The test of relationships between the extent of Blended Learning Modality Implementation and Performance of TVL students during the teaching and learning process or in the delivery of the different most essential learning competencies. Based on the findings in table 4 , it shows that the task performance of the senior high students in Technical vocational learning competencies having the computed r which is equal to 0.78 is lesser than the computed t value which is equal to 3.693 with a table value @ .05 which is equal to 0.124 and with that results it can be gleaned the extent on the implementation of the blended learning modality has a very strong positive relationship with the tasks performances of the Senior High School Students and the hypothesis which states that there is no significant relationship between the extent of implementation of the blended learning modality to the tasks performances of the students is rejected. On the other hand, when it comes to the correlation between the extent of implementation and summative ratings, it shows that the computed denoted by r which is equal to 0.78 is lesser than computed t value which is equal to 3.681 from the table value of 0.124 and so the two aforementioned variables has a very strong positive relationship and therefore the hypothesis which states that the extent of the implementation of the blended learning modality to the summative ratings is rejected. The results implied that the extent on the implementation of the blended learning modality is significantly effective in improving the performances of the senior high school students both in the tasks performances and summative ratings in TVL specialized subjects, considering the fact that all of the senior high school both in tasks performances and summative ratings gained a mastery level and excellent level of performances respectively it means that there are possibilities that proper implementation of the blended learning modality with proper giving technical assistance of the School Heads to the teachers and other members of the internal and external stakeholders could improve the performance of the senior high school students.

Keywords — *Implementation; Blended Learning Modality; Performance; Senior High School; Tech-Voc*

I. Introduction

Education plays an important role in shaping the lives of students. In the process, teachers are one of the essential instruments in delivering quality learning. Due to the emergence of COVID-19 in the Philippines, a lot of changes happened in the educational landscape. One of these is the mode of instruction that was implemented by the Department of Education. The current COVID-19 crisis has obliged most education systems to adopt alternatives to face-to-face teaching and learning. Many education systems moved activities online, to allow instruction to continue despite school closures (OECD, 2020).

According to Bagood (2020) The shift of the teaching-learning delivery in schools to modular distance learning made more challenging, on the part of the school personnel, the delivery of basic quality education. That is why DepEd leaders are always finding avenues to solve the problems and capacitating its teachers and school heads to become more effective in the field of modular distance learning.

Teaching technical skills to students is always been a top priority in technical-vocational track, facing this delima under our current situation makes a teacher like me, who teaches primarily those skills to find ways how we can overcome this problems. Thinking more, it is more a responsibility for me than a challenge to focus on these topic more than anything else for I am handling these subject myself.

A critical issue to working from home is that the distance caused by working from home will challenge the communications of employee and their managers (Wiesenfeld, Raghuram & Garud, 2001) which is mainly because that working from home, employees are isolated from their colleagues and managers in organizations, feeling lonely and even pressure.

In many years of baking and teaching, skills development was meant to be though through demonstration. As a baker, I cannot imagine myself learning without any equipment and tools, how much more without guidance from an expert. In this difficult time, we can only send our instructions through modular distance learning modality. Might as well, find ways to make use of different approach under this modality to help the students without actual demonstration. Now, a problem show. Can we really secure the knowledge and performance of those students under this modality? It is a high time to make a change, but can this change really help the student? In what way? This question really keep on bogging my mind since the start of the class.

With all the premise mentioned above, the researcher is eager to focus her study on the implementation of the modular Distance Learning Modality vis a vi to the performance of the Senior High School Students in Technical-vocational Track.

This study aimed to determine the relationship between the implementation of the Blended Learning Modality delivery to the Performance of Tech-Students enrolled in SY. 2020-2021 The findings of the study served as a bases for a proposed Improvement plan.

Specifically, this study sought to answer the following questions.

1. What is the extent on the implementation of Blended Learning Modality in this times of pandemic in terms of the following:
 - 1.1. Emergency Roadmap;
 - 1.2. School's Physical Environment and Cleanliness of Surroundings;
 - 1.3. Availability of Supervisory Mechanism for Teachers;
 - 1.4. School's intervention and Initiatives; and
2. What is the performance of the Senior High School Students in Technical-Vocational Track in the first Quarter?
3. Is there a significant relationship between the implementation of Blended Learning Modality and Senior High School Students enrolled in Technical-Vocational Track in the first Quarter?
4. What improvement Plan can be proposed based on the findings of the study?

Null Hypothesis

There is no significant relationship between the of the Blended earning modality and Senior High School Students enrolled in Technical-Vocational Track in the first Quarter.

II. Methodology

Design. This study utilized the descriptive-correlational Survey type of research in gathering the responses employing the quantitative and qualitative approaches. Margen National High School in Ormoc City District 9 of Schools Division of Ormoc City t is the main locale of the study. The Senior High School Students enrolled in Tech-Voc Track and Senior High Teachers and School Heads are the main respondents of the study and The instrument used in the study will be tool based on the Regional Memorandum No. 367 s. 2020 aligned with the implementation of the learning continuity Plan particularly on the Prepared school in the new normal. Another tool to be used in the study will be the Q1 grade covering the task and tests provided in the Quarter based on MELC particularly on the Technical- vocational Track. Proposed Action Plan based on the findings of the study.

Sampling. The research respondents of the study were the Senior High School Students in Technical-vocational Track. The 33 were chosen using the universal sampling technique as their performance will be measured through grades in quarter 1. In the implementation of the blended learning, the 2 TVL teachers and 1 school head were the respondents.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the principal was sought. The researcher immediately conducted an orientation to the teachers who were conducted the survey. The research instrument was administered to the identified respondents. Then the researcher used the tool of the teachers based on the Regional Memorandum No. 367 s. 2020 aligned with the implementation of the learning continuity Plan particularly on the Prepared school in the new normal. Another tool to be used in the study was the Q1 grade covering the task and tests provided in the Quarter based on MELC particularly on the Technical- vocational Track. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvements

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division Orientation of the respondents both the students and the teachers was done separately

Treatment of Data. the relationship between the implementation of the Blended Learning Modality delivery to the Performance of Tech-Students enrolled in SY. 2020-2021 on the area focused was treated through a weighted mean and descriptions (refer to appendices for the scoring and description). Coefficient of Contingency. This method used to calculate the responses of the respondents based on the survey questionnaire given.

III. Results and Discussion

Table 1
 EXTENT OF IMPLEMENTATION ON THE BLENDED LEARNING MODALITY IN
 TIMES OF PANDEMIC

Indicators	Weighted Mean	Interpretation
I.Emergency Roadmap		
A. The School's Emergency Roadmap - LCP indicates its plans to safeguard the health and safety of both internal and external stakeholders (10 pts)	4.0	Very Good
B. Clear and comprehensive plan to ensure the learning continuity from	4.0	Very Good
C. Has integrated risk assessments and measures of the like to ensure the safe travel of	3.83	Very Good

teaching and non-teaching personnel from school or workplace to their homes		
D. The BE – LCP clearly indicates inclusion and equity in terms of delivery of services	4.0	Very Good
II.School’s Physical Environment and Cleanliness of Surroundings;		Very Good
A.The school’s surrounding is free from trash such as plastic waste and non-biodegradable garbage	3.83	Very Good
III.Availability of Supervisory Mechanism for Teachers;	4.00	Very Good
IV.School’s intervention and Initiatives		Very Good
A.Deployment of Learning facilitators	3.83	Very Good
V. Festive Balik Eskwela Activities	4.00	Very Good
Grand Mean	3.94	Very Good

The table 1 above shows Task Performance of the Senior High School TVL Students in Bread and Pastry Production on the extent of implementation of the blended learning Modality in Times of Pandemic. In this table, it discusses on the different indicators based on the implementation of the Basic Education Learning Continuity Plan (BE-LCP) such as Emergency Road Map, Schools Physical Environment and Cleanliness of the Surroundings, Availability of Supervisory Mechanism for Teachers and Festive Balik Eskwela Activities. On the Emergency Road Map as one of the focused indicators in this study, it can be gleaned that the interpretation is very good with the weighted mean of 4.0 for both in the School’s Emergency Road Map in which the Learning continuity Plan indicates it plans to safeguard the health and safety of both internal and external stakeholders as well as to the clear and comprehensive plan to ensure the learning continuity and also the inclusion and equity in terms of delivery of services while the least weighted mean on the first indicator is on the integration of risk assessment and measures of the like to ensure the safe travel of teaching and non-teaching personnel from school or workplace to their respective homes which gained only 3.83 only. On the School’s Physical Environment and cleanliness of surroundings free from trash such as plastic waste and non-biodegradable garbage with a weighted mean of 3.83 and interpreted as very good. On the other hand, on the Availability of Supervisory Mechanism for Teachers, it was perfectly assessed with a weighted mean of 4.00 and interpreted as very good which was also the same results to the festive balik eskwela

activities(fifth indicator) While the intervention on initiative particularly on deployment of learning facilitators gained only 3.83 which also interpreted as very good.

Based on the result on table 1 which focuses on Extent of Implementation on the Blended Learning Modality in Times of Pandemic, it implied that both the internal and external stakeholders particularly the teaching and non-teaching personnel with the students in the school have really took the chance to implement the Basic Education Learning Continuity Plan as support to the Modular Distance Learning Delivery Modality in order to deliver good services despite of the fact that the restrictions are very strict due to the increase of cases in the city for the past months in the beginning of the pandemic. All the Stakeholders really working hand in hand in order for them to deliver the most essential learning competencies to the learners for a specific period of time allotted to all the students. While implementing the program of the Department of Education, all the officials also are really prioritizing the health standards of the school while delivering the learning competencies. On the part of the School Officials, they also gave their best to give proper technical assistance to both the teachers, parents/guardian as well as to the students to properly guided them on what to do to properly working hand in hand while fighting pandemic.

Furthermore, majority of the internal and external stakeholders really working hand in hand to properly executed the mandates given by the department while delivery of the most essential learning competencies continues and at the same time to give what is due and best for our learners.

Table 2
TASK PERFORMANCE OF TVL STUDENTS IN BREAD AND PASTRY PRODUCTION

Rating Range	Description	Frequency	Percentage
100-75	Mastered	33	100
74-50	Nearly Mastered	0	0
49- 0	Unmastered	0	0
Total		33	100

The table 2 presents the Task Performance of TVL Students in Bread and Pastry production. This performance is coming from the assessment of the Senior High School Students in which they were given a specific task or hands-on session that they need to pass in order for them to pass the specific specialized subject. Based on the results reflected in the table, it shows that from the highest class limits which is equal to 75-100 which all of the 33 total number of respondents or 100 percent gained a Mastery level while none from the rating scale from 50-74(Nearly Mastered) and 1-49 Unmastered on the specific learning task given top the students.

The results in table 2 implied that the senior high students really serious in attaining excellent performance in implementing the different tasks despite the covid 19 pandemic. They really gave their best to perform better in the delivery of the different most essential learning competencies in the Technical-Vocational Courses thus, the results were in the pinnacle performance level. In other words, integration of virtual interaction or audio-video in teaching lessons aside from the delivering the lessons in the normal setting in which giving of printed modules to implement the performance tasks to the learners is an excellent approach to monitor and evaluate the performance of the students. Moreover, big possibilities that the utilization of the blended learning in the implementation if the different tasks of Tech-Voc track to the students in this time of pandemic could help in improving their academic performance and add to them the sense of excitement because they will be doing interaction such as asking questions to the teachers in real time to clarify gray areas of the lessons they wanted to be raised and clarified in a certain level.

Table 3
SUMMATIVE RATINGS OF TVL STUDENTS IN BREAD AND PASTRY PRODUCTION

Rating Range	Description	Frequency	Percentage
36-50	Excellent	33	100
26-35	Satisfactory	0	0
11-25	Did Not Meet Expectation	0	0
0-10		0	0
Total		33	100

The table 3 presents the Summative Ratings of TVL Students in Bread and Pastry production. This performance is coming from the major examinations at the end of the semester of the Senior High School Students in which they were evaluated their capacity or knowledge from the different learning competencies for the entire semester. Based on the results reflected in the table, it shows that from the highest class limits which is equal to 36-50 which all of the 33 total number of respondents or 100 percent gained an Excellent level performance while none from the rating scale from 26-35 (Satisfactory), 11-25 and 1-10(did not meet expectation) on the specific learning task given top the students.

The results in table 2 implied that the senior high students really serious in attaining excellent performance in implementing the different tasks despite the covid 19 pandemic. They really gave their best to perform better in the delivery of the different most essential learning competencies in the Technical-Vocational Courses thus, the results were in the pinnacle performance level. In other words, integration of blended learning modality in the teaching the

lessons of the Technical Vocational specialized subjects really gave the senior high school students the performance which everybody is always wanted, an excellent performance considering that the total number of respondents having an excellent performance is 100 percent or 33 respondents out of 33 total number of respondents who were the universally chosen. The abovementioned implications could somehow 100 percent true and correct because considering that the teachers are handling Senior High School Students who are also matured enough they really wanted to have class in which it can ignite their potentials and motivate them to do an extra smile in learning the different learning competencies of the Technical Vocational Specialized subjects. Another reason why they are gaining an excellent performance because teachers are always monitoring and evaluating their different tasks performances.

Table 4
TEST OF RELATIONSHIPS BETWEEN EXTENT OF IMPLEMENTATION AND PERFORMANCE OF TVL STUDENTS.

Variables Correlated To Extent of Implementation	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Task Performance	0.78	3.693	0.124	Reject Ho	Significant Relationship <i>(Very Strong Positive Relationship)</i>
Summative Ratings	0.78	3.681	0.124	Reject Ho	Significant Relationship <i>(Very Strong Positive Relationship)</i>

The Table 4 presents the test of relationships between the extent of Blended Learning Modality Implementation and Performance of TVL students during the teaching and learning process or in the delivery of the different most essential learning competencies. Based on the findings in table 4 , it shows that the task performance of the senior high students in Technical vocational learning competencies having the computed r which is equal to 0.78 is lesser than the computed t value which is equal to 3.693 with a table value @ .05 which is equal to 0.124 and with that results it can be gleaned the extent on the implementation of the blended learning modality has a very strong positive relationship with the tasks performances of the Senior High School Students and thee hypothesis which states that there is no significant relationship between the extent of implementation of the blended learning modality to the tasks performances of the

students is rejected. On the other hand, when it comes to the correlation between the extent of implementation and summative ratings, it shows that the computed denoted by r which is equal to 0.78 is lesser than computed t value which is equal to 3.681 from the table value of 0.124 and so the two aforementioned variables has a very strong positive relationship and therefore the hypothesis which states that the extent of the implementation of the blended learning modality to the summative ratings is rejected

The results implied that the extent on the implementation of the blended learning modality is significantly effective in improving the performances of the senior high school students both in the tasks performances and summative ratings in TVL specialized subjects, considering the fact that all of the senior high school both in tasks performances and summative ratings gained a mastery level and excellent level of performances respectively it means that there are possibilities that proper implementation of the blended learning modality with proper giving technical assistance of the School Heads to the teachers and other members of the internal and external stakeholders could improve the performance of the senior high school students.

IV. Conclusion

Based from the findings of the study, the extent implementation of the blended learning modality in the delivery of the learning competencies in Technical Vocational Livelihood subjects brought about positive impact in improving the academic performance of the Senior High School Students.

V. Recommendations

1. The proposed improvement plan should be utilized.
2. The Technical Vocational Livelihood Teachers should embrace the different learning strategies particularly the blended learning modality in the delivery of learning competencies in order for the students to experience good things while learning in this time pandemic.
3. The school head should conduct virtual INSET which are related to the implementation of blended learning modality and those activities which are related to the integration of video or radio based lesson to cut the monotony of using the printed modules in this time of pandemic.
4. The School Head should closely monitored the teacher's performance on the integration of blended learning in teaching and learning process to assess the academic performance of the senior high school students.
5. The School Head should include the procurement of the ICT gadgets in helping the teachers to create more interactive learning strategies in the BE-LCP.

In relation to the abovementioned, the researcher is giving the authority to those future researchers to do the same study to verify the usability and significance of the study.

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The author is born on April 9, 1992 at Kananga, Leyte Philippines. She finished her Bachelor of Science in Hotel and Restaurant Management in STI-Ormoc. She finished her certification and accreditation as trainer and assessor at Calubian National Vocational School, a school under TESDA, Province of Leyte.

She is currently a Teacher II in Department of Education and he is assigned at Margen National High School, Ormoc City Division, Ormoc City, Philippines. She is teaching: Cookery NCII, Food and Beverages Services, Bread and Pastry Production NCII and Elective courses. Her previous work background was a college instructor for 3 years at STI college-Ormoc and 2 years at Western Leyte College.

She is a certified Trainer and Accredited assessor in three different competences in TESDA, in Bread and Pastry Production NCII, Cookery NCII, Food and Beverage Services NCI.

She is the Chairman of Leyte Baker's Club.

She bagged Bronze in Sugar Flower Category in Cake Fiesta International, an international competition held at Manila, Philippines last November 2019. She also bagged another bronze in Game of Cakes 2018 during Ormoc Fiesta.