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## LEARNERS', PARENTS', AND TEACHERS' EXPERIENCES ON BLENDED LEARNING IN TEACHING UNDERSTANDING CULTURE, SOCIETY, AND POLITICS (UCSP): BASES FOR REMEDIATION AND ENRICHMENT PROGRAM

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### ABSTRACT

This phenomenological study determined the experiences of learners, teachers, and parents on the use of blended learning. The learners experienced enjoyment, felt benefited, and built self-confidence. Teachers experienced the use of social media, being innovative, empathy, and difficulty, while parents experienced difficulty and need to provide children's needs. The learners identified poor internet connection, poor quality of modules, and lack of teacher's physical presence. The teachers experienced hardship in teaching, poor internet connection, and busy schedule, while parents mentioned the absence of gadgets, time constraints, issue on modules, poor internet connection, and absence of substantial interaction. The learners were provided with learning materials, extended support, and self-learning. There were smooth and clear communication, parents' support, rapport, clear and simple instructions, learners'

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involvement, and administrative support. The parents found ease in overseeing children’s activity, open communication, and availability of materials.

**Keywords:** *Learners, Teachers, Parents, Experiences, Blended Learning, UCSP, Enrichment Program, Remediation Program*

## INTRODUCTION

Learning experience refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings or nontraditional settings, or whether it includes traditional education.

Blended Learning is an instructional approach that uses digital strategies in tandem with best practice in the classroom. Blended Learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Blended Learning is also used to describe other blends, such as combining different instructional methods, pedagogical approaches, and technologies.

The course Understanding Culture, Society, and Politics (UCSP) uses insights from anthropology, political science, and sociology to develop learners’ awareness of cultural, social, and political dynamics, and sensitivity to cultural diversity; provide them with an understanding of how culture, human agency, society, and politics work; and engage them in the examination

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of the country's current human development goals. Learners are expected to acquire ideas about human cultures, human agency, society, and politics; recognize cultural relativism and social inclusiveness to overcome prejudices; and develop social and cultural competence to guide their interactions with groups, communities, networks, and institutions.

It is of paramount importance to value learners', teachers', and parents' experiences while implementing blended instruction in learning the Most Essential Learning Competencies (MELC) in Understanding Culture, Society, and Politics as a core subject taught in Senior High School.

The MELCs were provided by the DepEd as the primary reference for all schools, Schools Division Offices (SDOs) and Regional Offices (ROs) in determining and implementing learning delivery approaches that are suited to the local context and diversity of learners, while adapting to the challenges posed by COVID-19; as such, teaching Understanding Culture, Society, and Politics (UCSP) in a blended instruction modes needs to undergo analysis of its importance and the effectiveness/efficiency of the teachers teaching it.

Parental role in education cannot be underestimated; although most structured learning takes place in the confines of the school, that does not mean that parents cannot have an active role in their children's education. On the contrary, parents can encourage, motivate, and even influence their children to do well in school.

Parents can take active participation in their children's schooling. They are aware of how their children are progressing in school. The incursion of blended learning modality has opened a

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new way of educating a child. Online grading portals, report cards, and school progress reports provide parents a pretty good picture of the learners' performance, grades, attendance, behavior, and evaluation of the teacher.

Nonetheless, it is the teacher who is the best person to talk to on how well a child is doing in school. Often, the teacher will be able to give feedback not just on the academic aspect, but also on the emotional, and social aspects. Parents are made aware if there are problems that may be hindering learning and student achievement.

The researcher, as a Senior High School teacher, wishes to underscore the learners', teachers', and parents' experiences using blended learning as it was implemented specifically during the Covid-19 pandemic schoolyear and maybe beyond. Whatever findings/results/conclusions there may be, sets of enrichment and remediation would be recommended. Thus, the study was pursued.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants in the study, data-gathering procedures, research instrument, and data analysis used in the study. The purpose of this study was to determine the experiences of learners, teachers, and parents on the use of Blended Learning in teaching Understanding Culture, Society, and Politics (UCSP) as bases for

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enrichment and remediation program for the Schools Division of Iloilo City during the school year 2022-2023.

## Research Method

The research method utilized in the study was descriptive method using in-depth interview.

The interviewees during the interview were allowed to sit and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants on a certain issue in a social context through the responses of the participants to the questions.

## Research Design

The study used the qualitative research design using phenomenology. According to Smith (2013), phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some objects. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions.

Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this

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view may vary from commonly held views by focusing on a person's subjective interpretations of what he/she experiences. Phenomenology is done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

## Participants in the Study

The participants in the study were the learners, teachers, and parents of the six (6) Senior High Schools using Blended Learning in teaching Understanding Culture, Society, and Politics (UCSP) in the Schools Division of Iloilo City.

These 18 participants were the learners, teachers, and parents of Jaro National High School (JNHS), Ramon Avanceña National High School (RANHS), La Paz National High School (LPNHS), Fort San Pedro National High School (FSPNHS), Jalandoni Memorial National High School (JMNHS), and Special Education-Integrated School for Exceptional Children (SPED-ISEC).

## Research Instruments

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule had three (3) major questions focusing on the purpose of the study. Separate groups of questions were asked for learners, teachers, and parents.

Voice and video recorders were also used for data gathering and documentation depending upon the permission of the participants.

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## Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher; the adviser; Dean of the Graduate School; the panel of jurors who were considered for their expertise in the field of research, testing, and assessment, and English submitted each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2007).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates as seen in the Appendix page of the study.

## Data-gathering Procedures

Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview; if not allowed, virtual interview was done.

The researcher conducted interviews with the participants but prior to this, the researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study.

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Minimum health protocols mandated by the Inter-Agency Task Force (IATF) Department of Health (DOH) guidelines amidst the pandemic, DepEd Orders on the Health protocols, Local Government Units, and the Barangay health protocols were strictly observed and followed during the conduct of the study.

Using in-depth interview, voice and video recorders were provided to completely capture the interviewees' words. The participants were seated together with the researcher in a considerable space to get the responses to the questions. The object was to get the respondents' view about the study. The researcher consolidated all the collected data after the series of interviews.

## Data Analyses

The information gathered was analyzed using thematic approach. Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire and Delahunt (2017) the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing, and interpreting the data gathered and making sense of them.

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## RESULTS AND DISCUSSIONS

The study was conducted to determine the experiences of learners, teachers, and parents on the use of Blended Learning in teaching Understanding Culture, Society, and Politics (UCSP) as bases for enrichment and remediation programs for the Schools Division of Iloilo City during the schoolyear 2022-2023.

The research method utilized in the study was descriptive using in-depth interview.

The study used phenomenology under qualitative research design.

The participants in the study were six learners, six teachers, and six parents from the six national high schools using Blended Learning in teaching UCSP in the Schools Division of Iloilo City.

The research instrument utilized in the study was a researcher-made interview schedule. Voice and video recorders were also used for data gathering and documentation depending upon the permission of the participants.

A panel of experts validated the interview schedule and considered all comments and suggestions relative to the validation of the tool.

Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview and virtual instruction was done prior to the interview.

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In-depth interviews, and voice and video recorders were provided to completely capture the interviewees' words or responses. The researcher consolidated all the collected data after a series of interviews.

The information gathered was analyzed using thematic approach.

## CONCLUSIONS

The following are the findings of the study: Based on the results of the in-depth interview with the participants as to their experiences on the use of Blended Learning in Teaching Understanding Culture, Society, and politics (UCSP), the learners experienced enjoyment, felt benefited, and built self-confidence. The teachers experienced the use of social media, being innovative, empathy, and difficulty, while the parents had experienced difficulty and the need to provide children's needs.

Also based on the results of the in-depth interview with the participants as to the hindering factors in having UCSP taught through Blended Learning, learners identified poor internet connection, poor quality of modules, and lack of teacher's physical presence. The teachers

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experienced hardship in teaching, weak internet connection, and busy schedule, while parents mentioned the absence of gadgets, time constraints, issues on modules, poor internet connection, and absence of substantial interaction.

Based on the results of the in-depth interview with the participants as to the facilitating factors in having UCSP taught through Blended Learning, the learners were provided with learning materials, extended support, and self-learning. The teachers found out that there were smooth and clear communication, parents' support, rapport, clear and simple instructions, learners' involvement, and administrative support. The parents mentioned that it was easy for them to oversee children's activity, and there was open communication and availability of materials.

## Insights

Based on the findings, the following insights were drawn: The learners find the teaching strategies of the teacher engaging, interesting, and beneficial by employing various teaching methodologies and strategies to effectively teach the subject UCSP.

Internet connectivity plays an important role in the teaching-learning process for online classes of the learners and teachers in addition to the extended support by parents to their children at home.

The quality and availability of modules seems to have a relative effect to the teaching-learning process.

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The class is productive when there is interaction between the teachers and learners during on-line activities.

Parents can serve as educational allies of teachers by assisting the latter in developing children's full academic potential and monitoring the quality of teaching and teaching strategies.

Good relationships among learners, teachers, and parents significantly provide positive results in the teaching-learning process.

Support from stakeholders and other members of the educational community of the school is necessary for the improvement of the school.

In the light of the findings and insights arrived at in this study, the following recommendations are forwarded:

Teachers and other school personnel need to have rigid training-workshop on computer and technology to maximally utilize them in the classroom and in the teaching-learning process. Upgrading and availability of school ICT equipment for teachers use should be given high priority by DepEd authorities.

Learning materials used and to be used for the teaching-learning process should undergo content analysis and rigid quality assurance and control.

To make the teaching-learning process effective and productive, it should be done in an interactive and participative manner.

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Good relationships among the learners, teachers, and parents, including other stakeholders should be maintained and sustained by creating a program purposely for the institutionalization of good relationship in the school system.

Teachers should be innovative and creative in making use of scarce resources and availability of the latter in transferring and sharing technology and knowledge to the learners.

Parents should be capacitated on how to extend support to their children at home and appreciated of the work done to sustain their interest and enthusiasm in supporting the school and their children's education.

A copy of the remediation and enrichment programs should be given to the Schools Division Office, Regional Office, and Central office for them to approve and implement.

If a copy of this recommended remediation and enrichment programs would not be approved, school heads are encouraged to implement them on a local arrangement basis only.

A similar study is also encouraged to be conducted in the future and consider other variables not used nor mentioned in this study.

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