

Teacher's Capabilities and Readiness in Blended Learning Modality of Polahongon Central School

Teresita D. Ayco

Master Teacher II, Polahongon Central School, Polahongon, Mahaplag, Leyte

Abstract: *The current COVID-19 pandemic affected the living conditions in the Municipality of Mahaplag, Leyte including Polahongon and its nearby communities both physically and emotionally. In addition, education sector was deeply challenged by the recommended implementing guidelines from the provincial and local Inter - Agency Task Force for the Management of Infectious Diseases (IATF) imposing the stringent social distancing and stay at home policy in the opening of classes by August. In spite of everything, the Department of Education officials ensure that Filipino children will continue to have access to education amid the overwhelming challenges. Weary from an unprecedented shift in work that created stress, trauma, and anxiety, academic leaders of Polahongon Central School and teachers are now faces with a social climate that is challenging and requires immediate action. With all considerations under this pandemic situation, this action research will determine the teacher's capabilities and readiness to deliver learning modalities comes the opening of classes.*

Keywords: Blended Learning, Modality, capabilities, readiness, COVID-19

1. Context and Rationale

The current COVID-19 pandemic affected the living conditions in the Municipality of Mahaplag, Leyte including Polahongon and its nearby communities both physically and emotionally. In addition, education sector was deeply challenged by the recommended implementing guidelines from the provincial and local Inter - Agency Task Force for the Management of Infectious Diseases (IATF) imposing the stringent social distancing and stay at home policy in the opening of classes by August. In spite of everything, the Department of Education officials ensure that Filipino children will continue to have access to education amid the overwhelming challenges. Weary from an unprecedented shift in work that created stress, trauma, and anxiety, academic leaders of Polahongon Central School and teachers are now faces with a social climate that is challenging and requires immediate action. With all considerations under this pandemic situation, this action research will determine the teacher's capabilities and readiness to deliver learning modalities comes the opening of classes.

Blended learning (Llego, 2020) is in the form of individualized instruction that allows learner to use self - learning modules in print, or digital format/electronic copy whichever is applicable. It is a pupil - centered learning that combines the two typical teaching and learning which is the traditional face - to - face learning system and distributed learning system (Horn & Staker, 2015; Keengwe & Agamba, 2015). According to Tucker (2013) it is timely to adopt blended learning with its mix of technology and traditional face - to - face instruction. In this manner, students can control the time, pace, and place of their learning. Integrating online with traditional face - to - face class activities in a planned, pedagogically valuable manner transform and improve the learning process. Likewise, Oxford Dictionary defined it as a style of education in which students learn via electronic or online media as well as traditional face - to - face teaching.

Today, teachers are being asked to abruptly expand their teaching practices in ways many of us would never have imagined. For many, teaching online is something they've never done and for some, it's something they never desired to do. As educators, we need to get creative in challenging and engaging pupils so they feel motivated to learn in spite of the pandemic situation. At present, online learning is not feasible in the locality considering the slow internet connectivity, compatible hardware devices, technology adoptions and computer literacy of learners. However, DepEd Learning Continuity Plan for School Year 2020 - 2021 in blended learning will serve as a guide less online distance learning modality.

In view thereof, this action research purposely implemented to determine an alternative way of engaging an effective learning environment for the pupils who are distracted and clamouring for more support. Also, by stretching the conventional views of face - to - face classroom instructions and embraces the blended learning modalities that will be delivered in the comfort and safety of all learners and teachers alike.

2. Action Research Questions

This action research aims to determine teacher's capabilities and readiness in blended learning modality of Polahongon Central School.

Specifically, it will seek answers to the following questions:

- 1) What is the level of readiness of teachers in blended learning in terms of:
 - a) Availability of Learning materials;
 - b) Learning module preparation; and
 - c) Computer Devices and Gadgets?
- 2) What is the level of capabilities of teachers in terms of:
 - a) Word processing;
 - b) Power point presentation;
 - c) Audio recording and editing; and
 - d) Video recording and editing?

- 3) What strategies can be adopted to implement the blended learning modality of Polahongon Central School in terms of:
- Face - to - face classroom teaching; and
 - Modular distance learning?

3. Proposed Innovation and Strategy

Blended learning has a proven track record of bringing traditional classrooms into the tech - friendly 21st century. It weaves various instructional medium into a cohesive whole. This, broad, unstructured term refers to the spectrum of teaching modes that combine traditional face - to - face classroom instruction with an online component (Tucker, 2012). The teaching process is supported by the use of an appropriate learning platform. Blended Learning describes the technique used for teaching. This means teaching highly connected with the use of Information and Communication Technology (ICT). It offers new opportunities according to the study of Redmond (2011) but also new challenges for both instructors and students. Teachers and trainers change their working place and reduce the time used in the traditional brick - and - mortar environment. Students get the independency to decide, what, where, when and how they learn during the distance learning.

In this study, the researcher will do some innovation of a blended learning model from its original classification to align with the learner’s capability because online learning is far achievable at present in Polahongon Central School and its community. Lack of internet connectivity, hardware compatibility and computer literacy were among the barriers to be considered.

Furthermore, formulation of strategies to be adopted at this time of pandemic will be identified to ensure that the new approach of instruction to be implemented may be viable and effective. In the event of a face - to - face mode of instruction, learner’s health risk and safety will be given consideration. Analysis of all avenue of approach to instruction will be evaluated thoroughly. Lastly, how to reach and teach pupils effectively particularly the Grade 1 - 3 level is of more challenging in this new normal.

4. Action Research Method

a) Participants and/or other Sources of Data and Information

The participants of the study will be the teachers of Polahongon Central School for the school year 2020 - 2021 who will be preparing blended learning materials in all grade level.

b) Data Gathering Method

Before conducting the study, the researcher will ask permission from the principal of Polahongon Central School to conduct a study that involves all teachers handling different subjects in all grade level. Upon approval, the researcher will personally administer the questionnaire. Considering the data privacy law, all data gathered will be considered confidential and will be subject for interpretation and analysis.

c) Data Analysis Plan

After the data will be collected, they will be analysed and interpreted accordingly using frequency and percentages computation. Data presentation will be in a table and graphical forms which is subject for interpretation in a narrative format.

Action Research Work Plan and Timelines

<i>Activity</i>	<i>Time Frame</i>	<i>Expected Output</i>	<i>Persons Involved</i>
Preparing the action research proposal to be submitted to the Division Office	May 2020	Approved action research proposal	Teacher/ Adviser
Seek a request to the Principal for the conduct of the action research	June 2020	Letter of Request	Teacher Principal
Test Validation, approval and reproduction	July 1 st week 2020	Approved test Instrument, Approval sheet	Researcher Principal and Teachers
Conduct orientations about the study to all persons involved	July 4 th week 2020	Posters, Attendance Sheet Minutes of Meeting	Principal Researcher, Teachers
Tabulation of scores/ answers of the questionnaires	Aug. 1 st week	Tabulated Scores/ answers	Researcher
Applies Statistical Treatment on the tabulated data	Aug. 2 nd week	Statistical Instrument	Researcher
Conducts Teacher Conference for the presentation of the outcome and its implications to teacher’s performance	Aug. 3 rd week	Finished Action Research	Principal Teachers Researcher
Presents the Final Action Research to the DO	Sept. 1 st week	Complete Action Research	Principal Researcher DO. Personnel

Cost Estimates

<i>Activity</i>	<i>Estimated Resources to be Used</i>	<i>Expected Cost</i>
Preparation for Action Research Proposal	A4 bond papers Printer ink	100.00
Test Validation, approval and reproduction	Bond papers, printer ink, travel order.	500.00
Conducts orientations about the study to all persons involved		
Conducts Pre - Test to the Respondents	Bond papers, printer ink	100.00
Conduct the Post Test	Bond papers, printer ink	100.00
Tabulation of scores		
Applies Statistical Treatment on the tabulated data		1, 000.00
Conduct Teacher Conference for the presentation of the final outcome and its implications to teacher's performance	Bond papers, slide presentation	500.00
Present the Final Action Research to the DO.	Travel order	250.00
Total Cost		2, 550.00

Plans Dissemination and Utilization

After the completion of the study, the researcher will request permission from the principal to communicate the results and findings of the study during the staff conference. Then, the researcher will communicate the study to the Division Office as policy research which could be a basis in creating project or programs. The researcher will also strive to participate and present the study during the research congress to contribute knowledge in the field or area of education.

Moreover, to ensure that the outputs from the action research maximizes its benefits, the following dissemination and advocacy strategies will be done;

- 1) District advocacy (interactive);
- 2) Development of link (BLGU & MLGU);
- 3) Use of electronic media, i.e. Facebook; and
- 4) Publications, if granted.

References

- [1] Horn, M. B. &Stker, H. (2015). Blended using disruptive innovation to improve schools. Jossey - Bass. San Francisco, CA, 31 - 37
- [2] Keengwe, J. &Agamba, J. J (2015). Models for improving and optimizing online and blended learning in higher education. IGI Global. Hershey, PA, USA
- [3] Tucker, C. R. (2013). The basics of blended instruction. Technology - Rich Learning.70 (6), 57 - 60
- [4] Llego, MA. (2020). DepEd learning delivery modalities for school year 2020 - 2021. Teacherph. com <https://www.teacherph.com/depd-learning-delivery-modalities/retrived>