

# INSTITUTIONAL POLICY ANALYSIS ON THE IMPLEMENTATION OF BLENDED LEARNING MODALITY IN TEACHING THE LIFE AND WORKS OF RIZAL AT BULACAN AGRICULTURAL STATE COLLEGE

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## ABSTRACT

This capstone research project examined the implementation of a Blended Learning Modality (BLM) in teaching PI100 (Life and Works of Rizal) at Bulacan Agricultural State College (BASC) for the first semester of Academic Year 2022-2023. With descriptive research as a design in the analysis of institutional policy, four instructors and eight students participated in the open-ended questioning as a data-gathering technique. Analysis disclosed that the implementation of BLM in BASC in teaching PI100 in terms of student orientation is successful, the schedule of delivery is completely reliant on the guidelines, and the administration of learning administration is usually done in various ways. Likewise, PI100 instructors and students agreed that BLM is advantageous because it allows instructors to maximize their time for instruction to promote access to quality education, and it gives students productive days and complex learning experiences. However, BLM was found somehow disadvantageous due to its exhausting nature, susceptible to limited resources and technical needs, and costly. Similarly, BLM implementation in PI100 classes may be improved by strengthening the health and safety protocols for face-to-face classes, providing resources and technical supplies for the instructors, consulting the students on their preferred learning delivery mode for the semester, and requiring instructors to have more interactive classes for both online and face-to-face sessions.

**Keywords:** *Blended Learning Modality, Bulacan Agricultural State College, Higher education, Institutional Policy Analysis, Life and Works of Rizal*

## INTRODUCTION

Since the success of the vaccination roll-outs in the country has led the country to gear towards the “endemic” phase of COVID-19, Commission on Higher Education (CHED) Memorandum Order No. 1, s. 2022 was released to identify the supplemental guidelines for the operations of limited face-to-face classes in different Higher Education Institutions (HEIs) in areas under Alert Level 1 for AY 2022-2023. Yet, CHED insisted that universities and colleges in the country may still have the autonomous decision if they will implement limited in-person schooling or they will remain in the execution of purely distance

learning mode.

Bulacan Agricultural State College (BASC), one of the thirteen State Universities and Colleges (SUCs) in the entire Region III, decided to implement the Blended Learning Modality (BLM) as an institutional policy pursuant to the BASC Office of the President Memorandum 07-01 s. 2022 (Learning Delivery Mode in the First Semester of AY 2022-2023). Based on the mentioned institutional policy for the first semester of AY 2022-2023, it constituted that the faculty members are required to hold classes with combined features of online and in-person sessions. The instructors were given options to

have their discussions through online synchronous classes via Google Meet or Zoom or face-to-face, while the methods of assessment (administration of quizzes, field activities, performances, and quarterly examinations) may also be done online asynchronously or in a face-to-face manner.

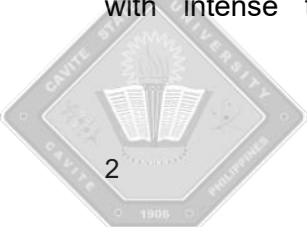
The overview of BLM, as drafted by the Committee on the Guidelines for the Reopening of Campuses of BASC, wants to address and foster academic excellence, equip learners with skills for life in the 21st century, and attain educational resilience and learning continuity in the next normal. This institutional policy aims to strengthen the college's institutional resilience and ensure continuity of learning in difficult circumstances. Knowing that being in a purely distance-laden education cannot assure the success and efficiency of the teaching-learning process, the college believes that the combination of conventional or traditional learning and modern learning methods using digital learning platforms and tools makes blended learning the ideal learning delivery mode for the post-pandemic era. In connection with this idea, BASC considered several factors in instituting this policy, such as program learning outcomes, learner needs, available facilities or resources, and government or institutional public health guidelines.

This institutional policy in terms of learning delivery at BASC provides greater flexibility for the college in dealing with (1) avoiding crowding on campus through careful scheduling of face-to-face sessions in different programs; (2) ensuring learning continuity in case of changes in public health alert levels and other disruptions, through a rapid shift to fully remote or online learning; (3) and optimal planning of the use of campus facilities and equipment and support for teaching and learning to ensure access and learning continuity for all learners, especially those with limited means.

Recent scientific research on how learning happens underscores the brain's plasticity, arguing that learners improve their capabilities with intense thinking (Wiernan, 2019). This

conclusion discloses that traditional lecture-based face-to-face classes three times a week throughout the semester may not be exercising our students' brains enough. BASC considers research-based strategies for effective learning, such as solving authentic or more realistic problems, practicing decision-making, collaborating with peers under the guidance of instructors, and using digital technologies. Mixing face-to-face and virtual learning is also among the best practices for motivating students and challenging them to engage with the subject matter, develop critical skills, and learn meaningfully. In consonance with this, research studies elaborated the idea that blended learning improves the quality of teaching and learning by providing access to a wide range of learning resources in various media (e.g., text, video, audio, multimedia, interactive multimedia); enhancing communication and interaction between teachers and learners and among learners, using various technologies; fostering learner engagement and active learning online and face-to-face; expanding opportunities for collaborative learning online and face-to-face; enabling learning anytime and anywhere and developing independent learning skills; and developing digital skills and, more broadly, digital citizenship (Garrison & Vaughan, 2018).

In line with this, a plethora of research has been done since the last phase of 2020 that focuses on students' academic performance, teaching strategies, the effectiveness of distance education, among others, in the pandemic. It can be seen that researchers did not focus on appraising institutional policy analysis as a research study on the implemented learning modalities of different HEIs in the country. However, research studies exemplified that adopting research-based delivery modes, collectively assessing what works and does not work, and making adaptive and iterative adjustments to enhance the learning process is essential in times when the teaching-learning aspect is shifting from one policy to another. Nevertheless, it is vital to consider this kind of study to formulate such recommendations that may be considered as a basis for the



improvement of instruction in the “New Normal” (Cleveland-Innes & Wilton, 2019).

As mentioned in the above paragraph, many studies were conducted with underlying topics on the effects of the pandemic on different learning entities (e.g., students’ academic performance and teaching strategies), but analysis of the implementation of institutional policies has not been given focus. Moreover, the following literature studies exclaimed that blended learning is better than purely distance learning but did not focus on discovering the manner of its implementation and its pros and cons as an institutional policy for a specific college or university.

There is a significant relationship between the learners’ connectedness to school and their families amidst the pandemic and their academic performance pursuant to a study and can be implied that when the learners enjoy their relationships with educators at school and the people around them in their homes, they will be more inspired and motivated to do their school work which eventually will result in higher academic performance (Busog, 2022). This implication corresponds to the interpretation that as the level of teachers’ supervision in terms of communication nurturing, academics management, and teacher-learner activity increases, the level of learners’ academic performance also increases, and as the level of bonding with the family in terms of care, nurturing and protection increases, the level of learners’ academic performance also increases (Dela Cruz, 2022). These related studies concentrated on the idea that academic performance is satisfactory while the students are studying in a blended learning mode but did not touch upon a deeper analysis of its implementation.

On the other hand, it can be emphasized the importance of teaching strategies that combine the essence of studying at home and in school in order for learners’ education and keeping a strong positive relationship with others through the presence of home and school as learning environment aids students in succeeding with their studies and improving skills and leadership

(Ortega, 2021). Besides, a study concluded that in the midst of the “New Normal” set-up in education, learning at school and at home has a strong outcome in terms of students’ learning; that is why Information and Communication Technology (ICT) capability and in-person teaching strategies of instructors/professors as knowledge providers should be enhanced (Lapada, 2021). In consonance, research also reinforced the claim that suggests using BLM instead of purely distance-laden instruction because it allows better learner–educator interaction in both in-person and asynchronous modes of teaching and learning and is useful in promoting innovations and contextual teaching strategies that may allow students’ involvement in sharing, interaction, and collaboration for knowledge constructions (Islam, Hossain, & Islam 2021). As a consequence, despite these related literature studies bringing out the benefits of being in blended learning, these back-ups disregarded the essence of deciphering the analysis of this learning mode in terms of its implementation and seeing its advantageous and disadvantageous consequences.

Although contrary to the idea of the above paragraph, researchers somehow presumed that different problems that are present in the implementation of BLM in higher education might lessen its effectiveness (Markova, Glazkova, & Zaborova, 2021). To expound this claim, teachers appreciate face-to-face instruction more than virtual-laden teaching due to the main reason of having limited opportunities for social interaction and the difficulty of maintaining the authenticity of the students’ submitted tasks (Finlay, Tinnion, & Simpson, 2022). It can be reflected from these studies that the blended learning mode has limitations, yet, it also sets aside the significance of investigating its extensive areas.

From the studies and literature stated above, it can be noted that the current situations on the HEIs suggest that there is a need for further policy analysis to be conducted in order to analyze the manner of implementation and the pros and cons of BLM. Seeing instructors’ and students’ insights on the use of this kind of

learning modality is an important key in formulating adjustments, innovations, and plans for the betterment of the instructional features of this course through BLM.

As this study seeks to analyze the implementation of BLM as an institutional policy, the proponent used the components of the Blended Course Design Framework formulated by the Columbia University- Center for Teaching and Learning as the angles of BLM that should be analyzed. This framework is composed of Student orientation (how the students are informed about the nature of Blended Learning Modality), Schedule of delivery (in-class activities and instructions and out-of-class independent learning and online activities are integrated), and Administration of learning assessment (providing the students with multiple opportunities to demonstrate their learning) as its elements.

The proponent decided to limit the focus of this study specifically to the implementation of the said learning modality in the course Philippine Institutions 100 (PI100) - Life and Works of Rizal, one of the twelve General Education Courses (GECs) for undergraduate tertiary education curriculum in Bulacan Agricultural State College. Specifically, this course covers the life and works of the country's national hero, Jose Rizal, including his biography and writings, particularly the Noli Me Tangere and El Filibusterismo.

### **Statement of the Problem**

The focus of this institutional policy analysis was to examine the implementation of Blended Learning Modality in teaching PI100 (Life and Works of Rizal) in Bulacan Agricultural State College for the first semester of AY 2022-2023.

Specifically, the study aimed to:

1. analyze how the Blended Learning Modality was being implemented in teaching PI100 (Life and Works of Rizal) in terms of:
  - a. student orientation;
  - b. schedule of delivery; and
  - c. administration of learning assessment;

2. determine the advantages and disadvantages of the implementation of Blended Learning Modality in teaching PI100 (Life and Works of Rizal); and

3. identify ways to improve the implementation of Blended Learning Modality in teaching PI100 (Life and Works of Rizal).

### **METHODOLOGY**

#### **Research Design**

This capstone research project is an institutional policy analysis as it specifies and provides evidence for the implementation and the pros and cons of an option created by a policymaker (Patton, Sawicki, & Clark, 2016). Hence, it is also an analysis that involves an examination of understanding how and why a specific government enacts certain policies and their effects (Browne, Coffey, Cook, Meiklejohn, & Palermo, 2019). On the other hand, in the field of education, this kind of analysis relates to examining the components of the policymaking process in an educational institution, such as policy formulation and implementation, or studying the substantive policy's benefits to the stakeholders or even its downside.

Correspondingly, this capstone project utilized basic descriptive research that involves the collection of non-numerical data (e.g., text, video, or audio) through open-ended questioning to understand participants' shared ideas through the analysis of these insights in order to generate new ideas (Bhandari, 2020). In addition, this approach is suitable for making policy analysis because it should be done by collecting and interpreting insights as data to clarify several aspects of the implementation of an institutional policy (Anderson, 2015). In doing this, the descriptive type of research that this study used required the proponent to gather data through open-ended questioning and later to use a systematic comparison of text segments to build a thematic structure from texts (Acosta, 2020).



## Locale of the Study

The study was conducted at Bulacan Agricultural State College in Brgy. Pinaod, San Ildefonso, Bulacan during the first semester of the Academic Year 2022-2023. BASC is the only agricultural state college in the province of Bulacan, and it is divided into one college and three institutes, namely, College of Agriculture, Institute of Education, Institute of Engineering and Applied Technology, and Institute of Management.

Furthermore, BASC was chosen as the locale of this study as it is the first time that this state college will implement BLM since the shift of higher education institutions in the Philippines to distance education due to the COVID-19 pandemic. Withal, institutional policy analysis on its implementation would be a big help for this college to assess its educational landscape at a time when the pandemic seems to be on its end. Examining its implementation through analyzing how the instructors of PI100 orient their students, schedule their delivery of online and face-to-face instructions, and administer their learning assessments; determining its advantages and disadvantages; and identifying ways for its improvement is essential to formulate adjustments, innovations, and plans for the betterment of the BLM in teaching PI100.

## Participants

Instructors who are assigned to teach the course PI100 in the first semester of AY 2022-2023 and the students who are enrolled in the said course from the mentioned semester were purposively chosen as the participants for this study. With regard to the number of instructors who participated in the data gathering, the proponent asked for four (4) instructors. For the side of the students, two (2) students in each college/institute of BASC were included, with a total of eight (8) students. In general, the proponent had twelve (12) participants for the study. This number of participants was based on the idea of Guest, Bunce, and Johnson (2006), who confirmed that 6-12 participants seem to be adequate for the number of participants to reach

saturation (reaching the point where adding further participants does not give you any further insights).

## Data Gathering Procedures

Before conducting the study, the proponent coordinated with the instructors of PI100 in BASC in order to give instructions for the data-gathering procedures as participants. Afterward, the proponent also coordinated these instructors to easily identify the students who may serve as participants in the data collection. Later, the proponent coordinated with the chosen students to inform them regarding the conduct of the study where they would be involved.

Further, the proponent accomplished the actual data gathering by means of open-ended questioning i.e., collecting data with the use of questions that do not provide participants with a predetermined set of answer choices, instead allowing the participants to respond in their own words (Allen, 2017). In addition, this holistic and comprehensive look at the issues provides researchers with more diverse data than a close-ended or forced-choice survey measure (Cohen & Crabtree, 2016). The data collection for instructor participants was held in an in-person (face-to-face) manner. On the other hand, in terms of student participants, some of them who had ample time to meet the schedule of the proponent were asked in in-person, but as the pandemic limits the face-to-face interaction of individuals, some students preferred to be asked virtually via Google Meet.

The open-ended questioning as a data gathering technique of the proponent was aided with audio-recording devices (e.g., cellphone voice recorder) for an easier way to transcribe the responses. Before the actual data gathering, all participants were informed that they could agree or disagree to participate in the open-ended questioning. With regard to this, the study was conducted in a way that the anonymity of the participants is protected, as their identities were hidden in the presentation of data.

## Research Instrument

A list of open-ended questions was utilized during the data gathering. This set of questions was adapted (Marks, 2015) but later was modified to fit with the nature of this present study being pondered as an institutional policy analysis. The insights of the participants about the implementation of BLM in BASC in their course PI100 became the context of each question.

Accordingly, since the instrument of this study was adapted from another researcher and modified, the proponent was able to validate the content, context, and construction of the open-ended questions to three experts in the field of Social Sciences. These experts proved that the open-ended questions were substantially useful for the conduct of this capstone project.

Thus, through this instrument, the gathered data from the open-ended questioning were transcribed and analyzed to extract the ideas from these responses.

## Data Analysis

The accumulated data were read, analyzed, and reported on repeated patterns in order to describe and interpret meanings from the responses after data gathering. Through this analysis, the proponent extracted the participants' insights in order to draw and evaluate facts and informed judgments regarding the causes and consequences of alternative strategies like for this study, the implementation of BLM in teaching PI100 in BASC (Marasigan, 2020).

## RESULTS AND DISCUSSION

### Implementation of Blended Learning Modality in Teaching PI100 (Life and Works of Rizal)

The implementation of BLM in the course PI100 in BASC was examined through the analysis of certain aspects/areas like student orientation, schedule of delivery, and administration of learning assessment. Along with this, these

elements were based on the Blended Course Design Framework formulated by the Columbia University- Center for Teaching and Learning.

In coordination, the results of the open-ended questioning and the analysis on the implementation of BLM in teaching PI100 at BASC in terms of student orientation, schedule of delivery, and administration of learning assessment are presented in the succeeding paragraphs.

### Student orientation

The way how the features and guidelines of BLM were introduced to the students at the start of the semester is attributed to the aspect of orienting the students. To analyze the aspect of student orientation on the implementation of BLM in PI100 class, instructor participants were asked during the data gathering about the manner in which they orient their students. A glimpse of their answers is as follows:

*"I have oriented all my students regarding the implementation of the blended learning modality in class. First, I introduced them to what blended learning is, and second what can be the outcome of it."*

*"I do introduce blended learning to my students. I do this by carefully outlining the steps in conducting online and in-person platforms. The students are well-informed about the rules and regulations for both platforms."*

Lining up to the responses of instructor participants, all of them conducted a course orientation for their classes at the start of the semester as part of their initial tasks in order to explain the nature and guidelines of BLM as the new learning delivery for the first semester of AY 2022-2023 on their PI100 class, including the college VMGO (Vision, Mission, Goals, and Objectives) and instructional standards (course content, grading system, list of references and consultation time). Conforming to this, instructors introduced the variety of platforms that they will be using for their sessions as it covers both



online (synchronous and asynchronous) and face-to-face interactions because this aspect is one of the main parts of this institutional policy (“*Program Planning*”) that BASC with the help of its teaching and non-teaching staff should have a collegial introduction for the students to give ideas about program learning outcomes and course needs and contexts of the BLM in the first week of the semester.

Further analysis implies that student orientation as a component of the Blended Course Design Framework had been manifested in BASC’s implementation of BLM, particularly in PI100 classes. Still and all, the means by which PI100 instructors oriented their students about the implementation of BLM in BASC was successful.

Moreover, as the instructors had oriented their students well in their PI100 classes with regard to the implementation of BLM for the semester, these educators saw the significance of student orientation at the beginning of the semester. The result complies with a study which suggested that student orientation is essential as it supports students’ transition to the new features of the educational landscape, which is also essential for student success (Hoffman, 2020). It can be added that this kind of activity should be sustained in HEIs to promote adjustment to academic life in both virtual and physical learning atmospheres, and this will also minimize the frustration of students accompanied at the start of the semester to adjust the new learning modality (Comfort, 2022).

### **Schedule of Delivery**

The case of how the in-class activities and instructions, and out-of-class independent learning and online activities were arranged every session/week is referred to as the scheduling of learning delivery. To analyze the aspect of the schedule of delivery on the implementation of BLM in PI100 class, instructor participants were asked in the middle of data gathering about the manner in which they scheduled their online (synchronous and asynchronous) and face-to-face classes in their PI100 class. An excerpt of their answers is as

follows:

*“I usually take into account both the in-person and online components when I plan a class because the schedule for each platform differs based on the subject and year level I’m teaching.”*

*“It will be done alternately every week. We usually have two meetings per week. The first intended meeting is for face-to-face sessions while the second intended meeting is for asynchronous classes.”*

Paralleling the responses of instructor participants, all of them conducted both online and in-person PI100 classes per week. Specifically, they alternately scheduled the delivery of these learning modes as the PI100 course requires two periods per week: one period of the week is for face-to-face sessions, and the other period is intended for an online session. It may also be considered that PI100 instructors usually do this scenario not just only to comply with the guidelines of implementing BLM but because they equally allow their students to experience both methods of instruction. Evidently, this style of scheduling of learning delivery is coordinated with one of the main parts of the BLM as an institutional policy (“*Moving Forward with Blended Learning*”) that states that purely traditional face-to-face classes where teachers and students meet in a physical classroom throughout the semester are not necessarily the most effective way of developing essential learning competencies that is why different types of learning activities and modes of interaction are needed to develop different skills, engage learners and foster effective learning. In addition, PI100 instructors identified several topics and assessment strategies that should be delivered online or in-person manner before the start of the semester in compliance with the institutional policy that the “thoughtful fusion” of instructional modality in BASC should be scheduled before the first day of the semester (specifically during the crafting of the course syllabus).

Further analysis implies that the schedule of delivery as a component of the Blended Course

## Administration of Learning Assessment

The scheme of how instructors provide students with multiple opportunities to demonstrate their learning relies on the concept of assessment administration. To analyze the aspect of the administration of learning assessment on the implementation of BLM in PI100 class, throughout the data gathering, instructor participants were asked about the manner in which they administered learning assessments to their students in PI100 class. An excerpt of their answers is as follows:

*“In terms of assessment, I upload their work to Google Classroom via Google Forms, Sheets, or Word for online classes. For face-to-face classes, I do recitation or quizzes using their own paper.”*

*“In my PI100 class, some learning assessments will be done and submitted online, and some will be done face-to-face. I did this in order to assess my students in a better way than purely online or purely face-to-face.”*

Fitting from the responses of the instructors during the data gathering, one of them conducts learning assessments in a face-to-face manner, one of them gives these tasks via online platforms, and two of them use both in-person and online approaches. It can be identified that PI100 instructors assess the learning of the students in a variety of methods and techniques because they want to provide helpful feedback to students in terms of their class standing and to improve their students' academic attainments and achievements through differentiated procedures of assessment. This aspect is one of the main parts of the institutional policy (*“Definition of learning delivery model”*) that the manner of administration of learning assessments under the implementation of BLM in BASC may be done face-to-face or online manner, seeing to it that the kind or style of assessment is suitable to the target learning outcomes to ensure logical and systematic lesson development.

Further analysis implies that the administration of learning assessment as one of the components of the Blended Course Design Framework had been obviously done in BASC's implementation of BLM,

particularly in PI100 classes. Despite this, PI100 instructors administered assessments in a blended learning scheme in various ways.

It can be justified that the role of PI100 instructors is to provide meaningful assessment feedback in BLM in order to help students develop their cognitive, psychomotor, and affective domains. The results of this analysis were aligned with a justification that educators must use diverse learning assessments in a blended learning environment to determine proper placement for students, to gauge students' progress in the course of an instructional sequence, and to measure how well a program of instruction is working (Vanek, Simpson, Harris, & Goumas, 2022). Additionally, the administration of learning assessments in BLM would give students enriching learning experiences that are results-driven outcomes (Rathnayake, 2020).

However, as a general analysis of the first result of this study, it may be said that the implementation of BLM as a teaching mode for PI100 at BASC in the “New Normal” setting of the Philippine educational landscape is commendable as an institutional policy for State Universities and Colleges (SUCs). This analysis can be confirmed as the results pondered that the implementation in terms of student orientation is successful, completely reliant on the guidelines on how BLM should be done when it comes to the schedule of delivery and the method of administration of learning assessments is done through various ways.

## Advantages and Disadvantages of the Implementation of Blended Learning Modality in Teaching PI100 (Life and Works of Rizal)

Examination of the implementation of BLM in the course PI100 at BASC may be more substantial in discovering the advantages and disadvantages of this learning modality for further purposes, such as formulating several measures for improvement. Similarly, it may help readers to better understand and analyze the other angles of BLM from the idea of the persons involved here.

Subsequently, the results of the data gathering regarding the advantages and disadvantages of





the implementation of BLM in teaching PI100 are presented in the succeeding paragraphs.

### Advantages

It can be gleaned from the instructor participants that the BLM implementation in BASC has benefits in terms of maximized time and more access to quality education. An excerpt of their responses is as follows:

*“The easier access to administer activities through online sessions and more convenient proceedings for class instructions bring both teachers and learners maximum time for the teaching-learning process.”*

*“In the long term, the college wants to consider the use of Blended Learning Modality due to its efficiency in terms of time and resources rather than purely online. It is better than Flexible learning because the students can go beyond what the professors have provided.”*

It can be regarded from the responses of the PI100 instructors that this institutional policy is a better learning modality than the purely online classes because of its capability to allow instructors to have more efficient teaching strategies as it covers both online and in-person instructions. Through this, PI100 instructors can maximize their class hours as they can administer tasks to their students easily online while the instruction is in a face-to-face manner. Likewise, their workloads under BLM as an institutional policy can save some resources as it requires limited in-person sessions only. Further analysis of these results implies that the advantageous features of BLM in teaching PI100 are anchored in two of the five aims of the implementation of the said learning modality in BASC, which are to access a wide range of learning resources in various media (text, video, audio, multimedia, interactive multimedia) and to enhance communication between teachers and learners with the aid of various technologies.

Furthermore, in order to get a larger idea of the pros and cons of the learning modality, the proponent included the insights of the students for fur-

ther understanding of the topic. Students' answers after the data collection reflected that the implementation of BLM in BASC is advantageous because it gives students productive days and complex learning experiences. An excerpt of their responses is as follows:

*“Students will have more time to study while also having the opportunity to attend face-to-face classes. As we all know, our batch is one of the most affected by the pandemic, which is why we yearn for classes like this. Furthermore, the blended learning modality allows us to manage our time, which I believe will help us focus much more on our learning.”*

*“We can use several apps, games, or measurable programs to learn concepts in both online and in-person classes. It allows us to engage in learning experiences with more complexity due to the fact that we learn virtually and physically.”*

It can be appraised from the responses of the students that this institutional policy is more beneficial than the pure distance modality because it allows them to learn proper time management as they are required to attend their scheduled online and in-person sessions consistently. Hence, students also shared that through BLM, they can develop their skills through technology-integrated discussions as they use several applications and technology-driven learning materials for their lessons in PI100 class. Further analysis of these results implies that the advantageous features of BLM in learning PI100 in accordance with the student participants are anchored in three of the five aims of the implementation of the said learning modality in BASC, which are to expand opportunities for collaborative learning through online and face-to-face, to enable learning anytime and anywhere (developing independent learning skills) and to develop digital skills or digital citizenship.

It can be noted that both PI100 instructors and students saw this institutional policy as an advantageous learning modality in the post-pandemic era. Further analysis shows that BLM, as applied to their PI100 class, is better than the Flexible Learning Modality that was implemented at the

start of the COVID-19 pandemic in 2020, which requires all HEIs in the Philippines to shift to purely distance education.

The results of the analysis were paralleled to the enumerated benefits of a blended learning environment that this mode of learning allows students to control the pace of their learning, allows instructors to teach different things in different ways, and reinforces engagement for instructor-student relationships in class (Biewener, 2022). Somehow, the beneficial side of BLM in PI100 class in BASC can also be traced to a more effective blended learning class than purely online classes because of the possibility for enhanced task flexibility as instructors' requirements in class and learner autonomy that encourages greater self-regulation and motivation (Topping, Douglas, Robertson, & Ferguson, 2022).

### Disadvantages

Despite having positive impacts on the teaching-learning landscape towards the post-pandemic era, PI100 instructors justified that the implementation of BLM in their PI100 class in BASC had disadvantaged the schedule of classes, was exhausting, and had limited access to resources and technical needs. Some parts of their responses are as follows:

*“Disadvantages of this will fall on the structure of implementation that is very tiring for the part of the teachers. One should also consider the physical conditions of the educators.”*

*“For disadvantages, the main problem could be access to resources. Due to expenses and technological issues, not all students can access each presentation.”*

It can be marked from the responses of the PI100 instructors that this institutional policy has a downside for its online and face-to-face features. Participants confirmed that in their online classes, access to physical resources is still the main concern due to the fact that many students do not have the financial capacity to sustain their technical needs for online sessions. Otherwise, PI100 instructors experienced difficulty adjusting their

physical bodies for the in-person sessions because, for almost two years, they adapted to the feature of virtually teaching the students, not physically present inside a classroom.

The same question was asked to the student participants. It can be deciphered from their answers that the BLM implementation on their PI100 classes is exhausting and financially consuming. Some parts of their responses are as follows:

*“Blended Learning Modality is somehow exhausting because we still have to comply with the requirements and classes online. It is also kind of inconvenient to go to school just to attend some classes and go back home to attend the other classes.”*

*“The disadvantage of this kind of modality is that it is expensive to travel and attend school. Aside from that, based on my experience, traveling takes a lot of time due to the fact that there are times when there are no jeeps to ride. In addition, the majority of our class lives too far from our school. That is why the tiredness we can get from commuting will be one of the reasons why I consider it a disadvantage.”*

It can be seen from the responses of the students that this institutional policy has drawbacks because of its features that are exhausting and costly to the students. Students saw BLM as exhausting and costly in fact that it required them to attend their in-person sessions in BASC through the schedule of their class prescribed by their PI100 instructor. Consequently, it may be perceived that these concerns are somehow alarming, seeing that its tendency to hamper the students' learning of PI100 course because many students are residing from distant places and they have to travel to the campus despite the high price of commodities.

Contrary to its advantages, both PI100 instructors and students also saw some disadvantages to this institutional policy as a learning modality in the post-pandemic era. BLM in BASC is still considered new and young, which is why it may possess several concerns that may hinder the effectiveness and efficiency of the teaching-learning process. Further analysis of their responses demonstrates that BLM, as applied to their PI100 clas-



ses, somehow made the personal lives of instructors and students difficult because they need to adjust their physical bodies, financial capacities, and psychological instincts in order to cope with this modality of learning.

It can be deduced that the disadvantages of BLM implementation in PI100 classes at BASC, as emerged from the analysis of the results, were matched on the three themes about the shortcomings of blended learning instructions: technological, instructional, and collaboration (Alvarez, 2020). Alongside this, a research study expanded this claim by concluding that the challenges that college students may encounter in having BLM as learning delivery would adversely affect their learning ability, which would also definitely impact their future (Barrot, Llenares, & Del Rosario, 2021)

Notwithstanding, as a general analysis for the second result of this study, it may be seen that BLM as an institutional policy of BASC (specifically in teaching PI100) for the first semester of AY 2022-2023 cannot be viewed in a one-shooting and cut both ways. This analysis can be confirmed as manifested in the results; it has strength because of its ability to use time wisely while having access to quality education, while it has weakness in terms of being exhausting and prone to technical concerns.

### **Ways to Improve the Implementation of Blended Learning Modality in Teaching PI100 (Life and Works of Rizal)**

As the BASC has become responsive to the continuity of providing quality higher education towards the “New Normal,” still its implementation of BLM met several lapses, as presented in the above paragraph. Thus, at the time of data collection of this study, PI100 instructors and students who became informants were asked about their suggestions for the betterment of the teaching-learning process in PI100 with the use of BLM. Likewise, the ways how to improve the implementation of BLM in teaching PI100 are presented in the succeeding paragraphs.

Sample responses of the PI100 instructors during

the data collection are as follows:

*“For face-to-face sessions, we know that the danger of COVID virus is still there. The readiness in the classroom set up should be considered to follow the health standards given by the DOH and IATF.”*

*“First, rules and regulations in every course must be followed at all times. Second, make sure to apply the most effective teaching strategy. Third, make sure that learning materials and references are reliable and accessible.”*

*“In my opinion, the implementation of Blended Learning Modality is okay. The thing is, there should be enough resources for both students and teachers.”*

It can be obtained from the PI100 instructors’ suggestions that the guidelines pertaining to the adherence to the minimum health safety protocols should be strictly enforced within the campus because many students seem to forget to follow these matters when they get together with friends on campus. They suggest that the college should be firm on its rules and regulations to prevent the continued spread of COVID-19 in the college, even though we are still in the midst of the pandemic. On the other hand, some instructors pointed out that the college should provide enough resources and technical supplies for the faculty members because it seems that BASC is not yet fully ready to allocate face-to-face classes in the aspect of the physical needs of the classrooms; many have inadequate ventilation, clean and insufficient supplies of learning supplements such as HDMI, extension wires, etc.

Besides, the proponent asked the same question to the student participants and extracted several ideas from the students’ suggestions.

*“I suggest that if we are going to conduct blended learning in our class, it is much better if we can guarantee that all of the students approve of it. For the face-to-face classes, make sure that all of the students are in good and healthy condition because, as we all know, we are still in the midst of a pandemic.”*

*"I will recommend that the safety protocols in the campus should be strongly implemented for the sake of our health, and enjoy the whole academic year despite any hindrances."*

*"The one that I recommend is to use a variety of teaching strategies to have interactive classes. And also explore different teaching methods to complement the model."*

It can be derived from the answers that students propose that the college should consult them first before imposing an institutional policy in regard to the learning delivery mode for the semester because they were shocked by the sudden implementation of BLM, where they were abruptly required to have limited face-to-face classes. It may also be stated that the college should have a strong implementation of health and safety protocols for students because, as the same with the observations of the PI100 instructors, many students seem to ignore the spread of the virus, so they forget to follow the rules to prevent a COVID-19. Lastly, the students suggested that the PI100 instructors should be encouraged to use a variety of teaching methods and approaches for both online and face-to-face sessions as many students see Social Science subjects as boring and impractical that, is why they want to have more interactive sessions rather than purely lecture type of discussions.

As a general analysis of the third result of this study, it may be affirmed that there are many ways to improve the implementation of BLM as a teaching mode for PI100 at BASC despite some of its deficiencies and flaws. This analysis can be verified by the results that the implementation that BASC should foster the strengthening of rules and regulations in order to have a safe space for students to learn interactively and beneficially.

## CONCLUSION

With the purpose of examining the implementation of Blended Learning Modality in teaching PI100 (Life and Works of Rizal) in Bulacan Agricultural State College for the first semester of AY

2022-2023, the following conclusions were drawn after seeing the results:

The implementation of the Blended Learning Modality in Bulacan Agricultural State College in teaching PI100 (Life and Works of Rizal) is successful, completely reliant to the guidelines prescribed by the college, and usually done in various ways;

The implementation of the Blended Learning Modality in Bulacan Agricultural State College in teaching PI100 (Life and Works of Rizal) is advantageous as it allows instructors to maximize their time for instruction to promote access to quality education and gives students productive days and complex learning experiences, but is disadvantageous for both instructors and students as it is exhausting, susceptible to limited resources and technical needs, and costly; and

The implementation of the Blended Learning Modality in Bulacan Agricultural State College in teaching PI100 (Life and Works of Rizal) may be improved by strengthening the minimum health and safety protocols on the campus for face-to-face classes, providing enough resources and technical supplies for the faculty members, consulting the students before imposing an institutional policy in regards to the learning delivery mode and requiring instructors to have more interactive classes for both online and face-to-face sessions.

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