

Graduate School Students' Viewpoints in Blended Learning Modality

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Abstract

The study explores the students' viewpoint and perception on blended learning modality in the graduate school program. In particular, the researchers determine the degree of student's development of learning skills, access to information, satisfaction, learning outcomes and collaboration with the use of blended learning. This study employed descriptive research and used random sampling in choosing the respondents. The total respondents were 450 graduate students. The survey questionnaire was validated. The results indicated that the level of students' viewpoints with the use of blended learning is very high in LSPU-SCC-GSAR Program.

Keywords: *Blended learning, learning management system, graduate studies and applied Research students*

1. Introduction

In 2022, just as the pandemic subsided, the Philippine education system began the face-to-face learning modality with consideration to general health protocols. The new normal situation provided opportunity for students from the basic education up to the tertiary level education to attempt to take back the face-to-face lesson delivery and enjoy learning and socialization with teachers and classmates. But this is not the case in the graduate school. In Laguna State Polytechnic University, the College of Teacher Education, switched to blended learning. The aim of utilizing BL is for the teachers to become flexible facilitators of learning and for the students to become independent learners. BL will both benefit the instructors and students because BL makes education more accessible and enhance learning opportunities

Since the students in the Graduate Studies and Applied Research are all professionals in the global community, they no longer adhere to the traditional learning delivery since they are already matured independent learners. However, it is still essential to evaluate and to know the students' viewpoint regarding the use of blended learning. Hence, this study will gather the students viewpoint relative to the benefits of using blended learning with respect to the following aspects: development of learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others.

Some years ago, even before the pandemic, a study was conducted to gather the perception of university students in the use of blended learning. Results reveal that when learners were provided with adequate and appropriate communication tools in blended learning environments, it enhances interaction and collaboration with peers and instructors and therefore develop students' knowledge and skills (Gyamfi 2015). How much more today, that graduate school students are provided with the learning management system complete with learning tools, teachers' instructional resources and appropriate online delivery methods? This is the time when instructors and students will both find learning in the graduate school so much fun and fulfilling with the blended learning approach.

This research will be conducted to gather students' viewpoint in the utilization of blended learning in the graduate school. A survey questionnaire on how blended learning is beneficial with respect to the following aspects will be prepared: development of learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others. Results of the survey will be analyzed to come up with sound recommendations especially on how the teaching and learning in the use of blended learning modality could be improved.

3. Results and Discussion

This chapter presents the data gathered which were statistically treated, presented, analyzed in tables and interpreted in relation to the problems and hypotheses specified in the study. The results were interpreted in the same sequence with the research questions posed for the study.

Table 1 presents the level of development of learning skills with the use of blended learning.

Table 1. Level of Development of Learning Skills with the Use of Blended Learning.

Statement	Mean	SD	Remarks	Verbal Interpretation
<i>Students are able to learn self-directed learning since it often requires more responsibility for learning by having goals, manage time effectively, and engage in independent study</i>	4.27	0.76	Strongly Agree	Very High
<i>Students learn personalization and differentiation as educators can cater to individual learner needs and preferences and allow learners to progress at their own pace.</i>	4.20	0.71	Agree	High
<i>Students are able to collaborate and interact since it provides opportunities for increased collaboration and interaction among learners with online discussion forums, virtual group projects, live video conferences, and other digital tools facilitate communication, peer learning, and collaborative problem-solving</i>	4.14	0.82	Agree	High
<i>Students are able to develop data-driven decision making as blended learning often utilizes learning management systems (LMS) or other online platforms that collect and analyze data on learner progress, engagement, and</i>	4.18	0.79	Agree	High

performance.					
Students are able to emphasize the development of digital literacy and other 21st-century skills, including critical thinking, problem-solving, communication, collaboration, and self-directed learning.	4.23	0.86	Agree	Very High	
Overall Mean = 4.21 Standard Deviation = 0.79 Verbal Interpretation = Very High					

The overall mean of 4.21 indicated that the level of students' viewpoints with the use of blended learning in terms of development of learning skills is very high in LSPU-SCC.

To a *great extent*, the use of blended learning in the Graduate School Program in LSPU-SCC served as change agent, exposed to various digital materials, provided updates on strategies and methods, and gave students opportunities to explore and develop their skills in self-directed learning.

Table 2 presents the level of access to information with the use of blended learning.

Table 2. Level of Access to information with the Use of Blended Learning.

Statement	Mean	SD	Remarks	Verbal Interpretation
students can engage with online platforms that offer personalized learning experiences. These platforms can adapt to students' individual needs and provide them with resources and information that align with their specific interests and learning styles.	4.27	0.76	Strongly Agree	Very High
allows students to access a wide range of online resources, such as e-books, videos, interactive websites, and online databases. This provides students with a wealth of information beyond what may be available in traditional textbooks or classroom materials.	4.20	0.79	Agree	High
Collaborative learning: Blended learning often incorporates online discussion forums, group projects, and virtual collaboration tools. These collaborative elements provide students with opportunities to share information, exchange ideas, and learn from their peers. Students can benefit from different perspectives and	4.17	0.82	Agree	High

gain access to additional information through collaborative learning experiences.				
Online learning platforms used in blended learning often provide immediate feedback and assessment opportunities	4.26	0.74	Strongly Agree	Very High
enables students to access information and educational materials anytime and anywhere, as long as they have an internet connection. This flexibility allows students to learn at their own pace and access information at a time that is most convenient for them	4.19	0.80	Agree	High
Overall Mean = 4.22 Standard Deviation = 0.78 Verbal Interpretation = Very High				

The overall mean of 4.22 indicated that the level of students' viewpoints with the use of blended learning in terms of access to information is very high in LSPU-SCC.

To a *great extent*, the use of blended learning in the Graduate School Program in LSPU-SCC provides access to information and educational materials, gives immediate feedback through collaborative learning experiences that could help in the development of students' personalized learning experiences.

Table 3 presents the level of students' satisfaction with the use of blended learning.

Table 3. Level of Students Satisfaction with the Use of Blended Learning.

Statement	Mean	SD	Remarks	Verbal Interpretation
Students are satisfied with the use of online materials and enhance level of engagement.	4.47	0.72	Strongly Agree	Very High
Students feel that they gain a comprehensive understanding of contents and approaches which provides an opportunity to express their thoughts and concerns in a more personalized and confidential setting	4.22	0.87	Strongly Agree	Very High
Students' progress and performance are evaluated in the blended learning environment	4.24	0.84	Strongly Agree	Very High

<i>The students enjoy online discussion forums and provides insights on how active and involved students feel during blended learning sessions.</i>	4.30	0.85	Strongly Agree	Very High
<i>Students enjoy focus group sessions with a small group of students and have more in-depth discussions about their experiences with blended learning. This allows for a deeper understanding of their perspectives and allows them to provide suggestions for improvements.</i>	4.19	0.80	Agree	High
Overall Mean = 4.28 Standard Deviation = 0.82 Verbal Interpretation = Very High				

The overall mean of 4.28 indicated that the level of students' viewpoints with the use of blended learning in terms of satisfaction is very high in LSPU-SCC.

To a great extent, the students' satisfaction with the use of blended learning in the Graduate School Program in LSPU-SCC enhances students' active participation during learning sessions, enjoys focus group sessions and develops learning engagement.

Table 4 presents the level of students' learning outcomes with the use of blended learning.

Table 4. Level of Students' Learning Outcomes with the Use of Blended Learning.

Statement	Mean	SD	Remarks	Verbal Interpretation
<i>Blended learning allows learners to access content and participate in activities at their own pace and convenience, creating a more flexible and accessible learning experience that improves flexibility and accessibility</i>	4.18	0.81	Agree	High
<i>The combination of online and in-person components in blended learning can increase learner engagement and motivation. The use of interactive online activities, multimedia resources, and collaborative learning opportunities can make the learning experience more engaging and meaningful which enhance engagement and motivation</i>	4.10	0.85	Agree	High

<i>Blended learning empowers learners to take ownership of their learning. The online components enable students to take control of their progress, track their learning, and access resources independently. This promotes self-directed learning and autonomy</i>	4.20	0.85	Agree	High
<i>Blended learning combines different instructional strategies, such as online modules, interactive activities, and face-to-face discussions, which can enhance knowledge retention and application. Learners have the opportunity to reinforce and apply what they have learned through various learning modalities.</i>	4.16	0.90	Agree	High
<i>Blended learning requires learners to navigate online platforms, use digital tools, and access online resources. This fosters the development of digital literacy and technical skills, which are increasingly important in today's digital-driven world.</i>	4.22	0.88	Strongly Agree	Very High
Overall Mean = 4.17 Standard Deviation = 0.86 Verbal Interpretation = High				

The overall mean of 4.17 indicated that the level of students' viewpoints with the use of blended learning in terms of learning outcome is high in LSPU-SCC.

To a great extent, the use of blended learning in the Graduate School Program in LSPU-SCC fosters the development of digital literacy and technical skills and empowers learners to take ownership of their learning.

Table 5 presents the level of students' collaboration with the use of blended learning.

Table 5. Level of Students' Collaboration with the Use of Blended Learning.

Statement	Mean	SD	Remarks	Verbal Interpretation
<i>Blended learning provides a common understanding of what needs to be accomplished. Collaborating with partners align students' efforts based on learning outcomes, ensuring that everyone is working towards the</i>	4.19	0.80	Agree	High

same goals				
<i>The use of blended learning helps in dividing tasks among collaborators and students by clearly identifying what needs to be achieved, individuals or groups can take on specific responsibilities based on their strengths and expertise.</i>	4.26	0.74	Strongly Agree	Very High
<i>The use of blended learning can serve as a roadmap for planning collaborative activities. Collaborators can break down the outcomes into smaller tasks, set timelines, and assign responsibilities accordingly.</i>	4.17	0.82	Agree	High
<i>The use of blended learning provides a basis for providing feedback and reflecting on the collaborative process. Students can reflect on their progress towards the outcomes, identify areas for improvement, and provide constructive feedback to one another.</i>	4.20	0.79	Agree	High
<i>The use of blended learning helps in evaluating the progress of collaborative efforts. Students can regularly assess whether they are meeting the intended outcomes and make adjustments if needed.</i>	4.27	0.75	Strongly Agree	Very High
Overall Mean = 4.22 Standard Deviation = 0.78 Verbal Interpretation = Very High				

The overall mean of 4.22 indicated that the level of students' viewpoints with the use of blended learning in terms of learning collaboration is very high in LSPU-SCC

To a great extent, the use of blended learning in the Graduate School Program in LSPU-SCC helps in the progress of collaborative efforts and dividing tasks among students to ensure that everyone is working on with the same goals.

4. Conclusion and Recommendation

Based on the drawn findings, these are highly recommended.

Students' learning outcomes with the use of blended learning may be improve through the use of interactive online activities, multimedia resources, and collaborative learning opportunities that can make the learning experience more engaging and meaningful which enhance engagement and motivation. Learning skills with the use of blended learning may also be

develop further, students may collaborate and interact to have opportunities for increased collaboration and interaction among 295 learners with online discussion forums, virtual group projects, live video conferences, and other digital tools facilitate communication, peer learning, and collaborative problem-solving. Continuous use of the learning management system (Moodlecloud) is recommended.

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