Factors Affecting the Blended Distance Learning Experience of the Senior High School Students of Colegio de Santa Rita de San Carlos Inc. in Relation to Academic Performance

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Abstract. Distance learning is seen as the obvious answer for remote learners, and the use of online media is expected to overcome any access difficulties imposed by geographical distance. Blended Distance learning (also known as hybrid learning) is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experience. This research aims to know the factors affecting the blended distance learning experience of the Senior High school students of Colegio de Satan Rita de San Carlos, Inc. in relation to the academic performance. Today's students cannot go outside freely because of this Pandemic called COVID-19. That is why Colegio de Santa Rita de San Carlos, Inc. adopted Blended Distance Learning to continue students' studies despite this Pandemic. The descriptive research design was used. Descriptive research was utilized in this study to describe a phenomenon and its characteristics.

Furthermore, the study aimed to determine the significant relationship between factors affecting the blended distance learning experience towards the academic performance of the Senior High School Students of Colegio de Santa Rita de San Carlos, Inc. It also aimed to determine the proposed intervention programs that may be implemented based on the study. The researcher utilized a self-made checklist questionnaire to obtain primary data from the respondents. The respondents of the study were the Senior High School students of Colegio de Santa Rita de San Carlos, Inc. The output of this study is the formulation of the proposed intervention program that will be further beneficial to Colegio de Santa Rita de San Carlos, Inc.

1. Introduction

Learning is an effort to help individuals by creating effective and efficient learning. (Junipah et al. 2019). Distance learning is seen as the obvious answer for remote learners, and the use of online media is expected to overcome any access difficulties imposed by geographical distance. However, this belief may be obscuring our understanding of the role that location and individual circumstances have in shaping student experience (Ronald Macintyre and Janet Macdonald, 2011). Enhancing student learning experiences has become more critical in higher education since the mid-1990s due to increased student enrolment and diversification. Blended learning is usually viewed as a combination of face-to-face and online delivery methods to complement the other (Poon, J. 2013).
Globally, the State Senior High School 34 South Jakarta (SMAN 34) has been trying to implement an IT-Based education system in its teaching. However, after seeing at a glance and discussing with the teachers, managers, and alumni of SMAN 34, the fact was that they still did not use E-Learning optimally. If they can implement this new learning model in their schools optimally, it is not impossible if every single school in Indonesia can use it right away. So, there is no longer separate national level test in Indonesia, question bank and teaching material can be shared between schools in Indonesia, and learning can be done wherever, whenever, and whoever wants to study or as a ubiquitous approach (Clover, 2017).

The Philippines is one of the countries that has been affected by the Pandemic called COVID-19, and it is one of the reasons why the Philippines has been affected by the Paradigm shift in open education and e-learning resources in teaching and learning. The paradigm shift, general acceptance of the new move or model in global technological education, government policies and massive enrolment for e-education and e-learning by the learners, the attitudes of all concerned in the design and full implementation of ICT and e-learning policies in education should be sustained. Some students and even the teachers or facilitators may still prefer the print materials, limiting their knowledge, effectiveness, and resourcefulness with time. As a result, there is an increase in demand for a more flexible and cost-effective means of education through e-education, e-learning, or open and distance learning (Acosta, M., 2016).

In San Carlos City, distance learning is a part of DepEd's blending learning so that even if there is a pandemic, students can still study. Online distance learning provides an easy way for students to access and use course materials through the internet.

The researcher had encountered several articles that mention blended distance learning, such as the study of Junipah et al. (2019), Ronald Macintyre and Janet Macdonald (2011), Poon, J. (2013), (2010), and Acosta, M. (2016). However, no article states the problems met by the senior high school student in their locality towards blended distance learning in Colegio de Santa Rita de San Carlos Inc.

This study aims to determine the factors affecting the blended distance learning experience of Colegio de Santa Rita de San Carlos, Inc. in relation to academic performance.

The result of this study can be helpful to the Senior High School students as this study could show the side of the students who are struggling with blended distance learning.

2. Framework of the Study

The study is assumed to be heavily anchored with the theory of transactional distance since certain factors affect the problems met by the senior high school student in their locality towards blended distance learning, most specifically among senior high school students in Colegio de Santa Rita de San Carlos Inc.

The transactional distance was first used in Boyd's 1980 Handbook of Adult Education. Boyd and Apps (1980). It originated with John Dewey, the concept of transaction "connotes the interplay among the environment, the individuals and the patterns of behaviors in a situation" Boyd and Apps (1980). Thus, the transaction in distance education is the interplay of teachers and learners in environments with particular characteristics of their being spatially separate from one another. As the concept of transactional distance was refined, what emerged was a typology of educational programs having this distinguishing characteristic of separation of learner and teacher.

A typology, as a heuristic device, should accommodate all possible types, and in this case, accommodates programs at one extreme that are relatively highly structured and
quasi-industrial, owing a lot to behaviorist and cognitivist theories of learning, as well as those – at the other extreme – that reflect the humanists' (and nowadays, constructivists') perspective of a learner-centered pedagogy, in which learners engage in a relatively high degree of dialogue with a more-or-less supportive tutor. (It should be noted that the terms "relatively," "varying degrees," and "more or less" are very significant since transactional distance theory describes the most comprehensive range of all possible degrees of structure, dialogue, and autonomy.) Because this is a point that is often overlooked, it bears repeating that transactional distance is relative rather than absolute. Teaching-learning programs are not dichotomously either "distance" or not "distance," but they have "more distance" or "less distance." One has more dialogue than another, less structure than another, or allows greater learner autonomy than another. Commenting on the significance of this, the distinguished German scholar Otto Peters (one of the Tubingen group mentioned earlier) says: "by showing the transactional distance not as a fixed quantity but as a variable, which results from the respective changing interplay between dialogue, the structured nature of the teaching program being presented, and the autonomy of the students, it (the transactional distance theory) provides a convincing explanation of the enormous flexibility of this form of academic teaching (Moore, M. G. 1993).

The theory of transactional distance is related to the study since the theory mentions different factors or stimulants, or environment about student’s problem in their locality especially in blended distance learning in which this is also the problem that this paper wanted to study.

3. Methods

In this study, the researcher utilized a descriptive design using a checklist to gather primary data to answer the questions presented in the problem statement. Descriptive research was utilized in this study to describe a phenomenon and its characteristics. The researcher used this kind of research since the researcher needed to assess the problems met by the senior high school students in their locality towards blended distance learning.

Moreover, the researcher needed to identify the factors affecting the blended distance learning experience for the Senior High School students of Colegio de Santa Rita de San Carlos, Inc. in relation to Academic Performance. It also identified the effects of blended distance learning on the academic performance of the Senior High School students in Colegio de Santa Rita de San Carlos Inc.

4. Results and Discussion

Blended Distance Learning

As shown in Table 1, the factors affecting blended distance learning experience of the Senior High School students of Colegio de Santa Rita de San Carlos, Inc. In statement no. 1," I have something to use during online class (Ex. cellphone, laptop, tablet, etc.)" there are 65 or 44.2% of the respondents answered on scale no. 5 (Strongly Agree), there are 57 or 38.8% of the respondents answered in scale no.4 (Agree), there are 21 or 14.3% of the respondents answered in scale no. 3 (Neutral), there are 4 or 2.7% of the respondents answered on scale no. 2 (Disagree), and none of the respondents answered in this scale no.1 (Strongly Disagree) with the weighted mean of 4.24 and interpreted as strongly agree.

In statement no. 2, "I have a strong source of internet connection (Ex. Wifi, Mobile data)" there are 13 or 8.8% of the respondents answered on scale no. 5 (Strongly Agree), there are 49 or 33.3% of the respondents answered in scale no. 4 (Agree), there are
57 or 38.8% of the respondents answered in scale no. 3 (Neutral), there are 24 or 16.3% of
the respondents answered in scale no. 2 (Disagree), there are 4 or 2.7% of the respondents
answered in scale no. 1 (Strongly Disagree) with the weighted mean of 3.29 and interpreted
as neutral.

In statement no. 3 "My school is beneficial, offering me the resources to learn
from home" there are 23 or 15.6% of the respondents answered on scale no. 5 (Strongly
Agree), there are 79 or 53.7% of the respondents answered on scale no. 4 (Agree), there are
39 or 26.5% of the respondents answered in scale no. 3 (Neutral), there are 5 or 3.4% of the
respondents answered in scale no. 2 (Disagree), there are 1 or 0.7% of the respondents
answered in scale no. 1 (Strongly Disagree) with the weighted mean of 3.80 and interpret as
agree.

In statement no.4 "Having high-speed internet at home make me spend more time
studying" there are 20 or 13.6% of the respondents answered on scale no. 5 (Strongly
Agree), there are 64 or 43.5% of the respondents answered on scale no. 4 (Agree), there are
45 or 30.6% of the respondents answered in scale no. 3 (Neutral), there are 13 or 8.8% of the
respondents answered in scale no. 2 (Disagree), there are 5 or 3.4% of the respondents
answered in scale no. 1 (Strongly Disagree) with the weighted mean of 3.55 and interpret as
agree.

In statement no. 5, "The noise in my surroundings affects my focus, when I am
working on my academic tasks," there are 79 or 53.7% of the respondents answered on
scale no. 5 (Strongly Agree), there are 48 or 32.7% of the respondents answered in scale no.
4 (Agree), there are 19 or 12.9% of the respondents answered in scale no. 3 (Neutral), none
of the respondents answered in scale no. 2 (Disagree), there are 1 or 0.7% of the
respondents answered in scale no. 1 (Strongly Disagree) with the weighted mean of 4.39 and
interpret as strongly agree.

In statement no.6 "The modules give me enough information about our lessons"
there are 14 or 9.5% of the respondents answered on scale no. 5 (Strongly Agree), there are
66 or 44.9% of the respondents answered on scale no. 4 (Agree), there are 51 or 34.7% of the
respondents answered in scale no. 3 (Neutral), there are 12 or 8.2% of the respondents
answered in scale no. 2 (Disagree), there are 4 or 2.7% of the respondents answered in scale
no. 1 (Strongly Disagree) with the weighted mean of 3.50 and interpret as agree.

In statement no. 7, "I doubt my ability to comprehend statements and directions."
there are 24 or 16.3% of the respondents answered on scale no. 5 (Strongly Agree), there are
63 or 42.9% of the respondents answered on scale no. 4 (Agree), there are 54 or 36.7% of the
respondents answered in scale no. 3 (Neutral), there are 6 or 4.1% of the respondents
answered in scale no. 2 (Disagree), none of the respondents answered in scale no.
1 (Strongly Disagree) with the weighted mean of 3.77 and interpret as agree.

In statement no.8 "I easily understand the topic tackled in the module." there are 4
or 2.7% of the respondents answered on scale no. 5 (Strongly Agree), there are 43 or 29.3% of
the respondents answered on scale no. 4 (Agree), there are 77 or 52.4% of the respondents
answered in scale no. 3 (Neutral), there are 19 or 12.9% of the respondents
answered in scale no. 2 (Disagree), there are 4 or 2.7% of the respondents answered in scale
no. 1 (Strongly Disagree) with the weighted mean of 3.16 and interpreted as neutral.

In statement no. 9, "Remote or distance learning has been effective for me," there
are 12 or 8.2% of the respondents answered on scale no. 5 (Strongly Agree), there are 47 or
32% of the respondents answered on scale no. 4 (Agree), there are 59 or 40.1% of the
respondents answered in scale no. 3 (Neutral), there are 18 or 12.2% of the respondents
answered in scale no. 2 (Disagree), there are 11 or 7.5% of the respondents answered in scale
no. 1 (Strongly Disagree) with the weighted mean of 3.21 and interpreted as neutral.
In statement no. 10, "Distance learning has been stressful during this pandemic," there are 81 or 55.5% of the respondents answered on scale no. 5 (Strongly Agree), there are 46.
Alternatively, 31.3% of the respondents answered on scale no. 4 (Agree), there are 18 or 12.2% of the respondents answered on scale no.3 (Neutral), there are 2 or 1.4% of the respondents answered on scale no. 2 (Disagree), none of the respondents answered in scale no. 1(Strongly Disagree) with the weighted mean of 4.54 and interpret as strongly agree. In the total or general weighted mean, there are 335 or 22.8% of the respondents answered on scale no. 5 (Strongly Agree), there are 562 or 38.2% of the respondents answered on scale no. 4 (Agree), there are 440 or 29.9% of the respondents answered in scale no.3 (Neutral), there are 103 or 7.0% of the respondents answered in scale no. 2 (Disagree), there are 30 or 2.0% of the respondents answered in scale no. 1(Strongly Disagree) with the weighted mean of 3.73 and interpret as agree.
Table 1
Factors Affecting the Blended Distance Learning Experience of the Senior High School Students of Colegio de Santa Rita de San Carlos, Inc.

n=147

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
<th>Weighted Mean</th>
<th>Interpretation</th>
</tr>
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<tr>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>F</td>
<td>%</td>
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<td>----</td>
</tr>
<tr>
<td>1. I have something to use during online class (Ex. cellphone, laptop, tablet, etc.)</td>
<td>65</td>
<td>44.2</td>
<td>57</td>
<td>38.8</td>
<td>21</td>
<td>14.3</td>
<td>4</td>
<td>2.7</td>
</tr>
<tr>
<td>2. I have a strong source of internet connection (Ex. Wifi, Mobile data)</td>
<td>13</td>
<td>8.8</td>
<td>49</td>
<td>33.3</td>
<td>57</td>
<td>38.8</td>
<td>24</td>
<td>16.3</td>
</tr>
<tr>
<td>3. My school is beneficial, offering me the resources to learn from home.</td>
<td>23</td>
<td>15.6</td>
<td>79</td>
<td>53.7</td>
<td>39</td>
<td>26.5</td>
<td>5</td>
<td>3.4</td>
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</tr>
<tr>
<td>4.</td>
<td>Having high-speed internet at home makes me spend more time studying</td>
<td>20</td>
<td>13.6</td>
<td>64</td>
<td>43.5</td>
<td>45</td>
<td>30.6</td>
<td>13</td>
</tr>
<tr>
<td>5.</td>
<td>The noise in my surroundings affects my focus when I am working on my academic tasks.</td>
<td>79</td>
<td>53.7</td>
<td>48</td>
<td>32.7</td>
<td>19</td>
<td>12.9</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>The modules give me enough information about our lessons.</td>
<td>14</td>
<td>9.5</td>
<td>66</td>
<td>44.9</td>
<td>51</td>
<td>34.7</td>
<td>12</td>
</tr>
<tr>
<td>7.</td>
<td>I doubt my ability to comprehend statements and directions.</td>
<td>24</td>
<td>16.3</td>
<td>63</td>
<td>42.9</td>
<td>54</td>
<td>36.7</td>
<td>6</td>
</tr>
<tr>
<td>8.</td>
<td>I easily understood the topic tackled in the module.</td>
<td>4</td>
<td>2.7</td>
<td>43</td>
<td>29.3</td>
<td>77</td>
<td>52.4</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>N</td>
<td>Percent</td>
<td>Mean</td>
<td>Median</td>
<td>SD</td>
<td>Mdn</td>
<td></td>
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<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>9</td>
<td>Remote or distance learning has been effective for me.</td>
<td>12</td>
<td>8.2</td>
<td>47</td>
<td>32</td>
<td>59</td>
<td>40.1</td>
<td>18</td>
</tr>
<tr>
<td>10</td>
<td>Distance learning has been stressful during this Pandemic.</td>
<td>81</td>
<td>55.1</td>
<td>46</td>
<td>31.3</td>
<td>18</td>
<td>12.2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total/General Weight</td>
<td>335</td>
<td>22.8</td>
<td>562</td>
<td>38.2</td>
<td>440</td>
<td>29.9</td>
<td>103</td>
</tr>
</tbody>
</table>

**Legend:**

- Strongly Agree = 4.20-5.00
- Agree = 3.40-4.19
- Neutral = 2.60 – 3.39
- Disagree = 1.80-2.59
- Strongly Disagree = 1.00-1.79
**Academic Performance**

Table 3 shows the significant relationship between the problems met by senior high school students towards blended distance learning and the effect of blended distance learning on academic performance. There are 56 or 38.10% of the SHS students who got an average grade of 91-100. There are 50 or 34.01% of the SHS students who got an average of 86-90. There are 9 or 6.12% of the SHS students who got an average of 81-85. There are 2 or 1.36 of the SHS students who got an average of 6-80, and there are 30 or 20.41% of SHS students who got an average of 75 below. With the total weighted mean of 3.68 and described as Very Satisfactory.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Frequency</th>
<th>Percentage (%)</th>
<th>Weighted Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>56</td>
<td>38.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>86-90</td>
<td>50</td>
<td>34.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81-85</td>
<td>9</td>
<td>6.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>76-80</td>
<td>2</td>
<td>1.36</td>
<td>3.68</td>
<td>Very Satisfactory</td>
</tr>
<tr>
<td>Below 75</td>
<td>30</td>
<td>20.41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend:**

Outstanding = 4.20-5.00

Very Satisfactory = 3.40-4.19

Satisfactory = 2.50-3.39

Fairly Satisfactory = 1.80-2.59

Failed = 1.00-1.79
Test of Relationship between the Factors Affecting the Blended Distance Experience towards the academic performance of the Senior High School Students of Colegio de Santa Rita de San Carlos, Inc.

To measure the correlation and the significant relationship between factors affecting the blended distance learning towards the academic performance of the Senior High School students of Colegio de Santa Rita de San Carlos Inc., Pearson r and the Z-test were employed. This is as shown in table 4. The result of the Pearson r was 0.41, which corresponds to an interpretation of Low Correlation/Relationship. Using this result, the computed value of 4.95 is compared to the tabular value of 1.960. This comparison led to the decision of REJECT, which means that there is a significant relationship between the effects of blended distance experience towards the academic performance of the senior high school students of Colegio de Santa Rita de San Carlos, Inc.

Table 3

<table>
<thead>
<tr>
<th>Ho</th>
<th>(r_{xy})</th>
<th>I</th>
<th>Decision</th>
<th>Remarks</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no significant relationship between the blended distance learning experience towards academic performance.</td>
<td>0.41</td>
<td>Low Correlation</td>
<td>Reject the Ho</td>
<td>significant</td>
<td>Correlated</td>
</tr>
</tbody>
</table>

| 0.05 level of significance df=n-1 |

5. Conclusion

The increasing availability of Internet connectivity and interactive Web applications have contributed to the growth in the number of schools implementing Blended Distance Learning. Although implementing Blended Distance Learning is a complex process because educators must determine the perfect blend of face-to-face activities and online learning activities when designing courses, early research indicates students have favorable opinions about practicing in Blended Distance Learning versus traditional classrooms. In the future, teachers and students will need to work collaboratively and take equal ownership in determining the best principles for an approach that redefines what it means in order to teach and learn. And Schools should continue to implement disruptive technologies or affordable innovations and will provide engaging and effective instruction that personalizes learning for all students.
REFERENCES


