

# Lived Experiences of Edukasyon sa Pagpapakatao Teachers in Blended Learning

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**Abstract**— This study used a qualitative method of study. The researcher used the non-numerical data analysis to determine lived experiences of teachers in blended learning along Attitudes of Students, Parents' involvement, Administrative Support, and Working Relationships; the strengths, weaknesses, opportunities, and threats in Blended Learning.

This study explored the lived experiences of Edukasyon sa Pagpapakatao (EsP) teachers in blended learning and drew several conclusions. The study found that ESP teachers faced challenges in terms of student attitudes towards blended learning, lack of parental support, and difficulty in assessing progress. However, there were also strengths such as flexibility, personalization, and access to resources. Potential weaknesses and threats were also identified, including technical issues and limited social interaction. The study proposed an action plan for teaching ESP, including providing training and support for teachers, encouraging parental involvement, ensuring access to technology, and using a variety of instructional strategies. These findings can inform the development of professional development programs for ESP teachers and improve the integration of values education in blended learning.

**Keywords**— blended learning, edukasyon sa pagpapakatao, students, working relationship.

## INTRODUCTION

With the occurrence of Covid-19 pandemic, the education system has been profoundly affected and many schools shifted to blended learning which is a combination of modular distance learning and face-to-face learning. One notable area that adopted the said approach is the teaching of Edukasyon sa Pagpapakatao to the pupils.

According to Dewey as cited by Williams (2017), that teachers should have a responsibility to structure educational environments in ways that promote educative learning experiences, those that change the learner in such a way as to promote continued learning and growth. Similarly, Socrates (2021) mentioned that great teachers do not just know the content of the subject they teach but also know how to make learning meaningful and relevant. Also, great teachers engage, make the uninterested curious, change the minds of those who think they know but don't and take the time to enable understanding. Just like other subjects, Edukasyon sa Pagpapakatao teachers encountered challenges and difficulties in teaching the subject.

In the study of Iswati (2021), found that the strategies employed by ESP teachers were ensuring instruction clarity, employing various learning platforms, virtual grouping using authentic materials. The challenges are having in- consistent internet connection, teaching while

taking care for children, difficulty in monitoring students' progress, etc. The findings imply the need of serious attention from higher education institutions.

On the other hand, research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. Whether or not parental involvement can improve student outcomes is no longer in question. In addition, Grolnick (1994), conceptualized three dimensions of parental involvement based on how parent-child interactions affect students' schooling and motivation.

Likewise, Dempsey and Sandler (1999), defined parental involvement broadly to include home-based activities (e.g. helping with homework, discussing school events or courses) and school-based activities (e.g. volunteering at school, coming to school events). They argued that parental involvement is a function of a parent's beliefs about parental roles and responsibilities, a parent's sense that she can help her children succeed in school, and the opportunities for involvement provided by the school or teacher. In this theory, when parents get involved, children's schooling is affected, through their acquisition of knowledge skills and an increased sense of confidence that they can succeed in school.

Moreover, Epstein (1995), emphasized that a child's educational development is enhanced when these three environments work collaboratively toward shared goals. Epstein encouraged schools to create greater overlap between the school, home and community through the implementation of activities across six types of involvement namely parenting, communication, volunteering, learning at home, decision-making and collaboration with the community. By implementing activities across all six types of involvement, educators can help improve student achievement and experiences in school.

The Department of Education, Culture and Sports (now Department of Education or known as DepEd) introduced Values Education as a subject in all grade levels in 1998. Later it was changed to Edukasyon sa Pagpapahalaga and after two years finally became Edukasyon sa Pagpapakatao. Edukasyon sa Pagpapakatao is a learning area under the K-12 Curriculum which is more of teaching pupils or students character education, moral values and ethics. Each learner in society was provided with this kind of education to attain his/her potential as a human being, having the values that they could apply in their everyday lives.

Some learners, even teachers somehow took for granted ESP because they thought this subject was not important at all. But every learner should know the essence of justice, which is the basic principle of life, so he would know if what he is doing is right or wrong upon learning in this subject. Moral values are still a necessity especially in these trying times brought by Covid-19 pandemic. Edukasyon Sa Pagpapakatao, is a subject dedicated to teach human ethics.

The issue about ESP was inspired by Hannah Arendt's philosophy of education, as she wanted education for the love of the world. Graham, (2013) ESP translated to English language means Education of becoming human. It means learners were expected to be nurtured in this subject to become humane as intended outcome that process mainly the emotional quotient. It was through this learning area that character was developed. Character education, being the process by which humans learn to interact with society, usually through the teaching of core virtues such as courage, justice and wisdom. Feelings, thought and actions all work together to form character. Character education was the act of teaching students how to regulate those feelings, thoughts and actions into pro-social behaviors.

In the same manner, schools play a significant role in getting parents and family members involved in student's education. Dauber and Epstein (1993) stress that school and teacher practices are the strongest predictors of parental involvement. Specific practices that have been shown to predict parental involvement include assigning homework, designed to increase student-parent interactions, holding workshops for families, and communicating to parents about their children's education.

Parental beliefs and perceptions have also been shown to be a strong predictor of parental involvement. Parents' educational aspirations and level of comfort with the school and staff have been shown to predict levels of involvement. In addition, parents' beliefs about their responsibilities as parent, their ability to affect their children's education and their perceptions of their children's interests in school subjects have been shown to predict their involvement at home and at school.

Teacher attitudes may be one obstacle to parental involvement. For example, teacher beliefs about the impact of their efforts to encourage family involvement. In a study published in 1991, Epstein and Dauber found that compared to middle school teachers, elementary school teachers more strongly believed that parental involvement is important for students and provide more opportunities and help for parents to be involved in their children's education. Low levels of parental involvement at some schools maybe the result of the staff's perceptions of parents or the degree to which they feel parental involvement is important for their students.

The main essence of a school is to impart education to the students. It is where parents send their kids to help them learn the various skills and information that will be needed to help them build a future and a career. Children who receive support from their parents develop an appropriate mind set, motivation and self-discipline at school. Disengaged parents who are not interested in the academic life of their kids often promote school failures. Create a generation of students not interested in studying or in gaining information. For students who have supportive parents guiding them at home, the researcher has noticed that these students also are more likely to enjoy school. Thus, parental involvement and support at home not only enhanced academic performance but, it also has a positive influence on a student's mind set, attitude and behavior. Parents' constant involvement affect the child's attitude toward school and classroom conduct.

As an ESP teacher herself, it was noticeably observed that teachers have to adjust their approach in dealing with the students and in delivering the lesson. Several challenges have been experienced such as engagement and attitude of students, parental involvement in the modular distance learning, instructional and administrative support, and preparedness in adopting this learning modality. With these identified, it is hoped that by knowing the lived experiences of teachers in blended learning this may become inputs to the appropriate intervention to be designed as outcome with the conduct of this study.

### **Statement of the Problem**

This study aimed to determine the lived experiences of Edukasyon sa Pagpapakatao (ESP) teachers in blended learning at Bibinchan Elementary School, Sorsogon East District in the Division of Sorsogon City for school year 2022-2023.

Specifically, it sought to answer the following questions:

1. What are the lived experiences of teachers in blended learning along:
  - a. Attitudes of Students;
  - b. Parents' involvement;
  - c. Administrative Support; and
  - d. Working Relationships?
2. What are the strengths, weaknesses, opportunities and threats in Blended Learning?
3. What action plan could be proposed based on the results of the study?

## **METHODOLOGY**

### **Research Design**

This study aimed to determine the lived experiences of Edukasyon Sa Pagpapakatao (ESP) teachers in blended learning. It employed the qualitative research design and utilized the descriptive phenomenology method. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group.

The informants were the Edukasyon sa Pagpapakatao (EsP) teachers at Bibinchan Elementary School. Typically, structured interviews were conducted with a group of teachers who have first-hand knowledge of an event, situation or experience. The collected data were then read and reread and culled for like phrases and

themes that were then grouped to form clusters of meaning or themes.

### **The Informants**

A group of teachers in Bibinchan Elementary School served as informants which were purposively chosen in order to determine the lived experiences, problems encountered by ESP teachers in the New Normal set-up of education utilizing the blended learning modality. They were composed of ten female teachers whose age ranges from 35-51. Likewise, three of them are Teacher I, two are Teacher II and five are Teacher III. Similarly, they were coded with pseudonyms to protect their privacy and identity. The said teachers were chosen according to the following criteria: 1) they must be teaching in the said school for at least 1 year; 2) they must be handling the subject Edukasyon sa Pagpapakatao; and 3) they must be willing to participate as informant of the study.

### **The Instrument**

The researcher with the assistance of adviser prepared the instrument which was an interview guide. It was an interview schedule to gather the data about the lived experiences of the respondents along the identified variables. The instrument was consisted of at least 2 guide questions per variable based on the statement of the problem. Issues and opportunities regarding variables were presented thematically.

The instrument was shown by the researcher to the members of the panel of evaluators before it was administered for dry run and validation. The dry-run and validation were conducted on May 16, 2022 to some teachers who are not the respondents of the study. After the dry-run, the researcher made some revisions and submitted the instrument to her adviser for comments and suggestions. The instrument was shown again to the panel of evaluators for their final comments and suggestions. The revised questionnaire was finalized for its final administration after the comments and suggestions were incorporated.

### **Data Collection Procedures**

The researcher sought approval from the Superintendent of the Division of Sorsogon City to conduct the study through a written formal letter. Consent was requested from the principal of Bibinchan Elementary School. Participants were assured that their answers, ideas or concepts shared would be kept confidential. Code names were used in presenting data to ensure anonymity of informants is maintained. The researcher submitted

written ideas from the participants. The researcher assured the respondents that the information they revealed and shared would be kept confidential. The researcher started with the queries using the prepared interview guide.

### **Data Analysis Procedures**

The data generated in this study were purely qualitative. Descriptive- narrative analysis and thematic analysis were utilized to respond to the domain of inquiry. The analysis of the data came from the transcripts of the interviews and researcher's observation which was comprised of two steps which were reading and rereading of the data and identifying the patterns and describing and analyzing responses.

The common responses were used in determining the lived experiences of ESP teachers in Blended Learning along Attitude of Pupils, Parents' involvement, Administrative Support and Working Relationship.

Relative to the issues and opportunities encountered by the teachers along the identified variables, the qualitative inquiry approach was employed in the analysis of the data. The researcher read and studied all the answers. Thematic analysis was utilized to identify the most interesting and the common responses as well. Phenomenology data analysis was adopted to highlight the conceptual patterns and describe the process in the preparation of the research. The data collected from the participants were grouped and categorized into themes.

### **RESULTS AND DISCUSSIONS**

This study used a qualitative method of study. The researcher used the non-numerical data analysis to determine lived experiences of teachers in blended learning along Attitudes of Students, Parents' involvement, Administrative Support, and Working Relationships; the strengths, weaknesses, opportunities, and threats in Blended Learning.

This study explored the lived experiences of Edukasyon sa Pagpapakatao (EsP) teachers in blended learning and drew several conclusions. The study found that ESP teachers faced challenges in terms of student attitudes towards blended learning, lack of parental support, and difficulty in assessing progress. However, there were also strengths such as flexibility, personalization, and access to resources. Potential weaknesses and threats were also identified, including technical issues and limited social interaction. The study proposed an action plan for teaching ESP, including providing training and support for teachers, encouraging parental involvement,

ensuring access to technology, and using a variety of instructional strategies. These findings can inform the development of professional development programs for ESP teachers and improve the integration of values education in blended learning.

### **Findings**

Based on the data gathered, the following findings were revealed: Along attitudes of students, the Edukasyon Sa Pagpapakatao teachers in Bibinchan Elementary School are facing various challenges in terms of the attitude of their pupils towards blended learning. The negative attitude of pupils towards blended learning may be due to the lack of physical interaction and guidance from the teachers that they are used to in traditional classroom settings. As a result, pupils may not be motivated to answer modules alone and may become dependent on their parents to guide them in their studies. Along Parents' Involvement. Based on the parents' statements, it appears that some parents are struggling to assist their children in answering the modules provided by the Edukasyon Sa Pagpapakatao teachers in Bibinchan Elementary School. Some parents are even the ones answering the modules for their children, which suggests that they are not fulfilling their role in supporting their children's learning. Additionally, some parents are too busy with their jobs, making it challenging for them to find time to coach or assist their children in studying at home. Moreover, some parents are not knowledgeable enough to teach their children, which makes it difficult for them to assist their children in answering the modules. This lack of support from parents can significantly impact the children's learning and academic performance

In relation to Administrative support, it was stated by the teachers, it appears that there is a generally positive perception of the administrative support provided to them in terms of learning materials and opportunities for professional development through online platforms such as webinars. The teachers appreciate the support and acknowledge the efforts of the administration to assist them in their teaching responsibilities.

In terms of Working Relationships, it seems that the ESP teachers in a group have a positive working relationship with each other. They have a sense of camaraderie, which means they have a friendly and cooperative working environment. Additionally, the workload distribution seems to be well-balanced, which helps prevent burnout and ensures that everyone has a manageable workload. Furthermore, the teachers seem

to enjoy working with their peers, which can positively impact their well-being and job satisfaction. A supportive and positive working environment can also enhance collaboration and creativity among the team.

Relative to Strengths, the Blended learning combines both traditional face-to-face instruction and online learning. Some of the strengths of blended learning include 1) Flexibility: Blended learning allows for flexibility in terms of time and location. Students can access course materials and assignments at their own pace and from anywhere they have an internet connection 2) Personalization: Blended learning can be personalized to meet the individual needs of learners. Students can work through online modules or activities at their own pace, while still having the opportunity to interact with their peers and teacher in-person. 3) Variety of instructional strategies: Blended learning allows teachers to use a variety of instructional strategies, including multimedia presentations, online discussions, and hands-on activities, to cater to different learning styles. 4) Increased engagement: Blended learning can increase student engagement and motivation by providing interactive and dynamic learning experiences that incorporate technology. 5) Access to resources: Blended learning can provide students with access to a wider range of resources, including online databases, videos, and other multimedia materials that can enhance their learning experience.

In relation to weaknesses, like any other form of education, blended learning also has its weaknesses. Here are some of the potential weaknesses of blended learning. 1) Technical issues: Technical issues such as slow internet speed, power outages, and software glitches can disrupt online learning, causing frustration and hindering learning. 2) Lack of social interaction: Blended learning can sometimes limit social interaction among students and between students and teachers, which can affect the development of interpersonal skills and peer relationships. 3) Potential for distraction: Online learning can be distracting due to the availability of various digital devices and social media, making it difficult for some students to stay focused and engaged in learning. 4) Limited access to technology: Not all students may have access to the necessary technology, such as computers or reliable internet, to participate effectively in blended learning. 5) Difficulty in assessment: Blended learning can pose challenges in terms of assessing students' understanding and progress,

particularly in subjects that require hands-on practice or experimentation.

Along opportunities, the relationship of family members become stronger, when a mother, a father or an ate or kuya tutors the younger sibling. It also serves as their bonding moment. At the same time, study habit and independence are developed in a learner. Blended learning presents several opportunities for both students and teachers, some of which include, 1) Customization of learning: Blended learning offers the opportunity to customize learning to the needs of individual students, which can enhance their learning experience and improve their learning outcomes, 2) Increased access to education: Blended learning can increase access to education by making learning available to students who may not have access to traditional education due to location, physical disability, or other barriers, 3) Integration of technology: Blended learning integrates technology into the classroom, which can enhance teaching and learning by providing new tools and resources that are not available in traditional classroom settings, 4) Collaboration and teamwork: Blended learning encourages collaboration and teamwork through online group discussions, projects, and other activities, which can improve interpersonal skills and promote a sense of community among students, 5) Lifelong learning: Blended learning provides students with the opportunity to develop digital literacy and other skills that are essential in today's world of work, enabling them to continue learning beyond the classroom.

In relation to threats, blended learning, like any other educational approach, also presents several potential threats or challenges, including 1) Technological issues: Technical difficulties such as power outages, internet connectivity, and software or hardware failures can interrupt the learning process, causing frustration and hindering learning outcomes. 2) Lack of social interaction: Blended learning may limit social interaction and interpersonal skills development as students may spend less time in face-to-face interactions with peers and teachers. 3) High cost: Blended learning may require significant investments in technology infrastructure, software, and hardware, which may not be affordable for all educational institutions or students. 4) Increased workload: Blended learning may result in an increased workload for teachers, as they may need to develop and maintain digital resources and engage with students both online and in-person, 5) Learning inequalities: Blended learning may exacerbate existing

inequalities in educational outcomes due to disparities in access to technology and other resources, affecting learning outcomes and perpetuating achievement gaps.

An action plan was proposed based on the results of the study.

### CONCLUSIONS

Based on the findings, the following conclusions are drawn; It appeared that Edukasyon Sa Pagpapakatao (EsP) teachers in Bibinchan Elementary School are facing challenges in terms of the attitude of their pupils towards blended learning, the lack of support from parents, and difficulties in assessing student progress. However, there are also strengths in blended learning such as flexibility, personalization, variety of instructional strategies, increased engagement, and access to resources.

Some blended learning opportunities include customization of learning, increased access to education, technology integration, collaboration and teamwork, and lifelong learning. There are also potential weaknesses and threats, such as technical issues, lack of social interaction, potential for distraction, limited access to technology, and difficulty in assessment. There is a proposed action plan in order to enhance the teaching of Edukasyon sa Pagpapakatao.

### RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations are made: The school may provide training and support for ESP teachers to address the challenges they are facing in blended learning. Similarly, they can provide professional development opportunities for teachers to develop strategies for engaging students, assessing progress, and managing technical issues.

The teachers may encourage parental involvement in their children's education by holding parent-teacher conferences and providing resources to support learning at home. This can help address the lack of support from parents and increase student motivation and engagement in blended learning.

The action plan may be forwarded to the concerned authorities for further review and evaluation prior to its implementation and adoption. Parallel study may be conducted to involve teachers in other schools who are teaching similar subject and the inclusion of variables not covered.

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