

An Assessment of Junior and Senior High School Students' Level of Motivation in Blended Learning During the Covid-19 Pandemic

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ABSTRACT

This study was descriptive, relational, and predictive in nature, which utilized a one-shot survey design. The survey was designed to investigate 585 enrolled high school students at MSU-Saguiaran Community High Poblacion, Saguiaran, Lanao del Sur during the school year 2020-2021 about educational experiences, especially on the students' perception about their level of motivation and their views on blended learning. The descriptive statistics that were used were frequency counts, percentage, means, Chi-Square Test, tables, summary statistics, and Spearman's rho. The following were the major findings of the study: 1) the demographic profile of the respondents revealed that majority of the students (52.5%) were at age 14-16 years old (n=307); 2) majority of the respondents (65.5%) were female (n=383); 3) most of the respondents (20%) were from Grade 10 (n=114); 4) 270 or 46.2% belonged to families who were earning 1,000-5,000 monthly; 5) 230 or 39.3% had fathers who were college graduate; 6) 330 or 56.4% had mothers who were college graduates; 7) most parents (39.3% fathers and 56.4% mothers) had attained a college education; 8) less than one-half of the students' fathers were professionals, but 46.2% of the parents had low income; 9) 288 or 49.2% of all the 585 students had a Very High level of motivation and 263 or 45% had a High motivation; 10) only 31 (5.3%) of the students had moderate level of motivation and only 3 (0.5%) had low motivation; 11) Grades 9, 11, and 12 did not have a Very High level of motivation; 12) gender and motivation had a significant association among all the students, and that this association existed specifically for grade 8 and 9; 13) there was a significant association between income and motivation; 14) Grade 11 students also exhibited this relationship; 15) there was a significant association between mother's educational attainment and motivation, but this existed only among Grade 11 students; and 16) the effect of Blended Learning on the students' motivation could be categorized into two (2) for every theme in every grade level: positive and negative responses. The following were the positive and negative responses of the students in every grade level: Grade 7: Self-learning, Platform of Goals and Dreams, and Safe and Convenient; Grade 8: Self-learning and Technology-Based; Grade 9: Self-learning, Technology-Based, and Family Support; Grade 10: Self-learning, Improved Confidence, and Family Support; Grade 11: Self-learning; Improved Confidence, and

Technology-Based; Grade 12: Self-learning, Goals and Dream, Improved Confidence, Research and Technology-Based, Comparative Learning Effectiveness, and Academic Stress.

Keywords: Blended learning; student motivation; secondary education; flexible learning; mixed methods.

INTRODUCTION

The global expansion of the COVID-19 epidemic presents significant concerns for the Philippine educational system. The onset of the pandemic in March 2020 has had a significant impact on the student population in the Philippines. Diverse nations have employed a range of approaches to address this quandary within their respective educational frameworks. Within a relatively short timeframe, national educational systems swiftly implemented many measures, including the utilization of the Internet through online applications, television, radio, as well as offline approaches such as printed books and modules. In addition to these changes, there has been a need for adaptations in educational methodologies, technological readiness for online education, and the provision of assistance and motivation for all stakeholders.

The Department of Education (DepEd) is actively pursuing a transition from conventional physical schools and in-person instruction to a blended learning approach, as a means to mitigate the transmission of the lethal virus. Secretary Leonor Magtolis Briones claims that "blended learning" is not as novel as the novel coronavirus currently sweeping the Philippines. The DepEd defines "blended learning" as a combination of "online distant learning" and "in-person" distribution of printed materials to the homes of the learners through the barangays (villages) for those who do not have internet connection and interactive facilities in the comfort of their own homes. The DepEd will instead use radio and television broadcasts in areas where this is not feasible. The vast majority of today's students were born into a world where they could always find the resources they needed, whenever they needed them, online. Furthermore, there is now a larger emphasis on project-based learning and field experience, which entails connecting production skills to knowledge-based businesses. This demonstrates that the resources for blended learning have been available for some time. The shift in perspective is not new, though; blended learning has already been adopted by numerous educational institutions across the country. While there is evidence that it is effective, there has been no compelling reason for the entire academic community to adopt it until now. (Hipolito,2020) It seems reasonable and necessary to do research on the issue of blended learning, as this area of study is still in its formative phases and the use of mixed learning environments in schools is projected to rise in the coming years. There have been a lot of research done on blended learning, but there are still a lot of questions about whether or not it's actually beneficial in secondary education, especially when taking into

account the goals and aspirations of students in the twenty-first century.

According to Graham (2006), further research is necessary to ascertain the criteria and methods for implementing blended-learning by educators. The rationale for doing this study is supported by the dearth of existing research on the determinants and facilitators of motivation in blended-learning environments. This study aims to address the aforementioned concerns by examining many aspects, including motivation, that play a crucial role in generating, maintaining, and enhancing student engagement in blended learning. In line with this, the researcher did the current study because there has been no study as to the integration of blended learning to the instructions or activities given to the students specifically in secondary students' level of motivation. From such a perspective, this study attempted to assess blended learning on the level of motivation of students in MSU-Saguiaran Community High School.

METHOD

This study used the mixed method research design to assess the student's level of motivation on the use of blended learning during the COVID-19 pandemic. The qualitative aspect of the study used the focused group discussions/one-on-one interviews, field notes, and home observation to explore effects and views of students about the impact of the COVID-19 Pandemic in education. The researcher used a validated interview guide by experts for focused group discussions/one-on-one interviews which was then transcribed and translated by licensed professional teachers. Field notes and home observations were written during the home visitation and observation of the researcher.

Moreover, the quantitative aspect of the study used the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al. (1996) to gauge the degree of students' level of motivation. Ultimately, the researchers were interested in helping students improve their ability to learn (Duncan & McKeachie, 2005).

The Respondents of the Study

The respondents of the study involved the junior and senior high school students of MSU-Saguiaran Community High School a total of 585 officially enrolled students during the school year 2020-2021.

Data Gathering Procedure

Development of the Motivated Strategies for Learning Questionnaire

The first phase was the development of the Motivated Strategies for Learning Questionnaire (MSLQ). The aforementioned questionnaire was derived from the study conducted by Pintrich et al. (1996). The MSLQ is freely available in the public domain, indicating that the authors have granted permission for the instrument to be used by the public and researchers without requiring explicit authorization. However, it is expected that researchers adhere to the requirement of adequately citing the authors of the MSLQ when using the instrument. The citation for the

work authored by Pintrich, Smith, Garcia, and McKeachie in 1991 can be found on their internet page. The elements of the aforementioned questionnaire were adapted for the researcher's study. The Motivated Strategies for Learning Questionnaire (MSLQ) has 81 items. The instrument may be categorized into two main sections: (1) a portion focused on motivation and (2) a section dedicated to learning techniques.

Confirmatory Factor Analysis (CFA)

After the validation phase, in November 2021 the instruments were pilot tested using Grade 7-12 students of Mindanao State University – Marantao Community High School. The said school was chosen as this was comparable to MSU-Saguiaran Community High School. The study population was 250 students from grade 7 to grade 12. As concluded by Gable and Wolf (2012), a sample of five to ten persons per item is required to ensure a theoretically clear factor structure for CFA. The desired minimum sample size was thus determined to be 250 laypeople for each phase of construct validity (21 items $\times$ 15 Respondents). A letter of permission was sent to the respective principal of MSU-Marantao Community High School before the administration of Confirmatory Factor Analysis (CFA) for its possible approval. With the said approval, the researcher distributed and administered the questionnaires.

The result of the Confirmatory Factor Analysis (CFA) for goodness of fit and fit indices (Rules of Thumb) for Chi-square value 614.66 and p-value p should be greater than .05 and the value is .000. Chi-square/df (Acceptable if between 2 and 3) and 2.319, Root Mean Square Error of Approximation (RMSEA) Acceptable if, $.05 < RMSEA \leq .08$ and .073, Standardized Root Mean Square Residuals (SRMR) Good fit if, $.05 < SRMR \leq .10$ and .093 is Good Fit, Normed Fit Index (NFI) Good fit if, $.9 \leq NFI < .95$ and .763, Comparative Fit Index (CFI) Good fit if, $.95 < CFI \leq .97$ and .848.

Goodness of fit and fit indices (Rules of Thumb) for Chi-square value 365.85 and p-value p should be greater than .05 and the value is .000. Chi-square/df (Acceptable if between 2 and 3) and 2.044 was Acceptable, Root Mean Square Error of Approximation (RMSEA) Acceptable if, $.05 < RMSEA \leq .08$ and .065 was Acceptable, Standardized Root Mean Square Residuals (SRMR) Good fit if, $.05 < SRMR \leq .10$ and .082 is Good Fit, Normed Fit Index (NFI) Good fit if, $.9 \leq NFI < .95$ and .829 was quite acceptable, Comparative Fit Index (CFI) Good fit if, $.95 < CFI \leq .97$ and .903 was quite acceptable. Based on the result of the confirmatory factor analysis (CFA) for twenty-five questions that was from the MSLQ manual for motivation the variables removed were: 04, 08, 13, and 17 from the MSLQ questionnaire and only twenty-one questions remained that was fit for the study.

Development of the Interview Guide

In addition to the information that were obtained from the Motivated Strategies for Learning Questionnaire (MSLQ) the researcher also used a validated interview guide to investigate thoroughly the effect and views of

student's level of motivation. All of the researcher developed instruments had undergone validation with the help of the research adviser and some science experts. After the validation phase, in January 18, 2022 to February 2, 2022 on the duration of gathering the data a focus group discussions were done to ensure completeness of the responses. A schedule was then set for those Respondents who agreed to be part of the focus group discussions.

Field Notes

In addition to the information that were obtained from the motivation questionnaire, and interview guide, a field note was also used by the researcher. The researcher also conducted home observation of the student Respondents. On March 11, 2022 to April 1, 2022 the researcher started to visit the homes of the Respondents which then comprises of five students from grade seven (7), five (5) students from grade eight (8), five (5) from grade nine (9), five (5) students from grade ten (10), five (5) students from grade eleven (11), five (5) from grade twelve (12) to personally observe them at their homes and asked them certain questions as an intent to deeply gather qualitative information about the effects and views in blended learning.

Administration of Research Instruments

First, the researcher wrote a formal letter asking permission from the Principal of MSU-Saguiaran Community High School and from all the teachers of junior and senior high school to allow her to conduct the study and include the students of the school as the respondents in the study. Upon approval, the three (3) sections of grade 7, three (3) sections of grade 8, three (3) sections of grade 9, three (3) sections of grade 10, two (2) sections of grade 11, two (2) sections of grade 12 and a total of 585 officially enrolled students during the school year 2020-2021 were taken as samples.

Organization of the Collected Data for Analysis

In addition to the information that were obtained from the Motivated Strategies for Learning Questionnaire (MSLQ) the researcher also used a validated interview guide to investigate thoroughly the effect and views of student's level of motivation. All of the researcher developed instruments had undergone validation with the help of the research adviser and some science experts. After the validation phase, in January 18, 2022 to February 2, 2022 on the duration of gathering the data a focus group discussions were done to ensure completeness of the responses. A schedule was then set for those Respondents who agreed to be part of the focus group discussions.

Moreover, a one-on-one interview was conducted on February 6, 2022 to February 14, 2022 after the focus group discussions for the verification of the responses of the student-Respondents. The researcher validated their responses by checking their answers to Motivated Strategies for Learning Questionnaire (MSLQ) and for in depth interview to investigate and clarify thoroughly the effect and views of student's level of motivation.

Furthermore, after the focus group discussion and one on one interview the researcher visited the homes of the student Respondents for

home observation on March 11, 2022 to April 1, 2022. Field notes were also used to gather data on the respondents for the follow-up interview and observation in their homes. After such, a transcription and translation to validate the data gathered during the interview for the study.

The data was then subjected to thematic analysis using MAXQDA for the purpose of analysis and interpretation. MAXQDA is a software program that has been particularly designed to aid in the computer-assisted analysis of qualitative and mixed methods data. This software is capable of handling several types of data, including text and multimedia. The major use of this technology is mostly seen inside academic, scientific, and corporate establishments. VERBI Software, a Berlin-based firm, is responsible for the development and delivery of the software (Wikipedia, 2023).

Respondent's Profile Questionnaire (RPQ) was used to by the researcher in the study to gather the respondents' age, gender, grade level, income of the parents, educational attainment of the parents.

The Motivated Strategies for Learning Questionnaire (MSLQ) was adapted by the researcher in the study. MSLQ is a widely used assessment tool in educational research. The MSLQ is comprised of 81 self-report questions that are categorized into two main sections: (1) a part focusing on motivation and (2) a portion focusing on learning techniques. The MSLQ was developed with the intention of serving as a research tool for measuring student motivation and the use of learning techniques. Additionally, it may be utilized by educators and students to evaluate students' motivation and study abilities in a specific course (Duncan & McKeachie, 2005).

Interview Guide. In addition to the information that were obtained from the Motivation Questionnaire, the researcher also conducted focus group discussions with randomly selected five (5) students from grade seven (7) to grade twelve (12) for the follow-up interview which was video and audio recorded to personally asked them certain questions regarding the effect of blended learning in their motivation as an intent to gather qualitative information about the effect of BL in their motivation and views in blended learning.

Field Notes. In addition to the information that were obtained from the motivation questionnaire, interview guide and a field note was also used by the researcher. These are researcher's thoughts, reflections, observations in the field and documentation of certain events which was video and audio recorded These are used to refresh the researcher's memory of certain events while on the field.

Statistical Analysis

Frequency and Percentage. These measures are used for presenting the demographic profile of the respondents in the first part of the Results and Discussion chapter.

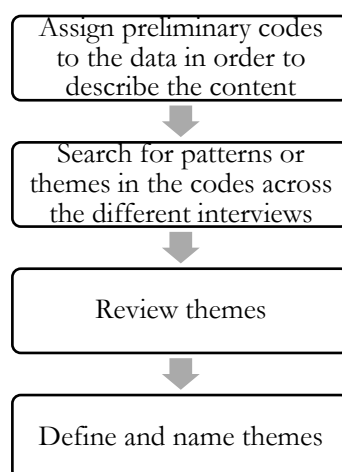
Chi-Square Test. This test was used to find an association between the profile of the respondents, specifically the variables that are in categories (e.g. Gender) and the motivation.

Spearman's rho. This measure was used to describe the relationship of the age with the motivation of learning. A p-value of less than 0.05 means significant relationship or association.

Thematic Analysis from The Interview Transcripts

Thematic analysis from the interview transcripts which was then translated by experts were subjected to theme analysis using the MAXQDA software. MAXQDA is a software program that has been particularly designed to facilitate the computer-assisted analysis of qualitative and mixed methods data. Respondents were presented with three interview questions, and their replies were subjected to quantitative analysis using a thematic method.

Picture 1:
Thematic Analysis Method



FINDINGS AND DISCUSSION

Grade 7-12 Student's Level of Motivation

Table 1:
Descriptive rating of the respondent's level of student's motivation in blended learning in all grade level (7-12)

Grade Level		Grade Level * Level of Motivation Cross tabulation				
		Low	Average	High	Very High	Total
7	count	1	5	37	55	98
	%	1.00%	5.10%	37.80%	56.10%	100.00%
8	count	0	1	29	62	92
	%	0.00%	1.10%	31.50%	67.40%	100.00%

9	Count	0	5	54	47	106
	%	0.00%	4.70%	50.90%	44.30%	100.00%
10	count	0	2	45	67	114
	%	0.00%	1.80%	39.50%	58.80%	100.00%
11	count	1	2	49	48	100
	%	1.00%	2.00%	49.00%	48.00%	100.00%
12	count	0	0	35	40	75
	%	0.00%	0.00%	46.70%	53.30%	100.00%
Total	count	2	15	249	319	585
	%	0.30%	2.60%	42.60%	54.50%	100.00%

As shown in Table 1 the number percentage reporting the level of assessment on the student's level of motivation in blended learning in grade seven (7). Fifty-Five students with 56.1% revealed *Very High* level of motivation in blended learning in Grade seven (7) students. Thirty-Seven students with 37.8% revealed *High* level of motivation in blended learning in Grade seven (7) students. Five students with 5.1% revealed *Average* level of motivation. One student with 1.0% revealed *low* level of motivation.

This data coincides from the researcher's observation and interviews from Grade 7 students. Students were confident they can understand the basic concepts taught in them even the most complex material presented by the teacher; they can do an excellent job on the assignments and tests in their subjects and can master the skills being taught in them (1/18/22).

As shown in Table 1 the percent distribution on the student's level of motivation in blended learning in Grade eight (8). Sixty-Two students with 67.4% revealed a *Very High* level of motivation in blended learning in Grade eight (8) students. Twenty-Nine with 31.5% revealed a *High* level of motivation in blended learning in Grade Eight students. One student with 1.1% revealed *Average* level of motivation. This data coexists from the researcher's observation and interviews from Grade 8 student. Grade 8 students preferred lessons that arouse their curiosity, even if this are difficult to learn. The most satisfying thing for them is trying to understand the content as thoroughly as possible for them to improve their overall grade point average because it is important to show their ability to their family and friends or others and to learn to apply in their daily life.

As shown Table 1 the percent distribution on the student's level of motivation in blended learning in Grade nine (9) students. Forty-Seven students with 44.3% between revealed *Very High* level of motivation in blended learning in Grade nine (9). Fifty-Four students with 50.9% revealed *High* level of motivation in blended learning in Grade nine (9) students. Five students with 4.7% revealed *Average* level of motivation.

This data coincides from the researcher's observation and interviews from Grade 9 students. Students were confident they can understand the basic concepts taught in this subjects and the most complex material presented by the teacher in their subjects. Students were confident they can do an excellent job on the assignments and tests in their subjects; they are

certain they can master the skills being taught in this class. Grade 9 students were trying to understand the content of the lesson as thoroughly as possible improving their overall grade point average to get a good grade (1/18/22).

As shown Table 1 the percent distribution on the student's level of motivation in blended learning in Grade ten (10) students. Sixty-Seven students with 58.8% revealed *Very High* level of motivation in blended learning in Grade ten (10) students. Forty-Five students with 39.5% revealed *High* level of motivation in blended learning in Grade ten (10). Two students with 1.8% revealed *Average* level of motivation. The data gathered coexist with the majority response of the students with very high level of motivation as majority response statement of the respondents. The overall percentage agrees that the student's level of motivation in blended learning is high in grade 10. In a quantitative study, Klein (2006), examined how learning goal orientation (LGO), delivery median (classroom vs. blended learning), and perception of barriers and enablers relate to motivation to learn. The authors decided that students in the blended learning, students high in domain-specific LGO, and who perceived external features as enablers not barriers, had a higher motivation to learn (Klein, 2006). Motivation to learn was found to be connected to metacognition, course satisfaction, and course grades. As shown Table 1 the percent distribution on the student's level of motivation in blended learning in Grade eleven (11). Forty-Eight students with 48.0% revealed *Very High* level of motivation in blended learning in Grade eleven (11). Grade 11 students were important for them to learn the lessons in their subjects and if they study in appropriate ways, then they will be able to learn in these subjects. Forty-Nine students with 49.0% revealed *High* level of motivation in blended learning in Grade eleven (11) students. Two students with 2.0% revealed *Average* level of motivation. One student revealed 1.0% revealed *low* level of motivation.

In a class like this, they prefer lessons that really challenge them so they can learn new things; lessons that arouse their curiosity, even if this are difficult to learn and try to understand the content as thoroughly as possible. For the Grade 11 students; the most important thing for them right now is improving their overall grade point average. So their main concern in this class is getting a good grade. They are certain they can master the skills being taught in this class. They think they will do well in this class with their teacher's assistance and their skills even considering the difficulty of their subject. As shown in Table 14 the number percentage reporting the level of assessment on the student's level of motivation in blended learning in grade 12. Forty students with 53.3% revealed *Very High* level of motivation in blended learning in Grade 12 students. Thirty-Five students with 46.7% revealed *High* level of motivation in blended learning in Grade 12 students. This data coincides from the researcher's observation and interviews from Grade 12 students were they tried to understand the

content of the lesson as thoroughly as possible improving their overall grade point average to get a good grade (1/18/22).

As shown in Table 1 the percent distribution on the student's level of motivation in blended learning in all Grade level (7-12). majority of the students' level of motivation were *Very High*. Three hundred nineteen students with 54.5% revealed *Very High* level of motivation in blended learning in all Grade Level (7-12). Two hundred forty-nine students with 42.6% revealed *High* level of motivation in blended learning in all Grade Level (7-12). Fifteen students with 2.6% revealed *Average* level of motivation in blended learning in all Grade Level (7-12). Two students with .3% level of motivation in blended learning in all Grade Level (7-12). The overall summary acknowledged that the degree of motivation exhibited by students in all Grade Level (7-12) towards blended learning is high. The findings indicate that students across all levels exhibited increased motivation when utilizing the blended learning educational approach. Several major conclusions resulted from Graham, Allen, and Ure's (2005) study on the variables affecting students' choice of blended learning. The research stressed the improvement of teaching techniques, with blended learning emphasizing the use of interactive learning tactics, collaborative learning approaches, and learner-centered strategies. Furthermore, the study emphasized the increased flexibility provided by blended learning as a crucial role in students' decision-making process.

Relationship Between the Students' Profile and Their Motivation Across grade level

Respondent 99: Sometimes Science is hard to understand, ma'am. So — so what I said, I want to search on google to find out the meaning. So I have increased to what you get this blended learning and it's easy to understand to go through google so I will know what it means (2/2/22).

In the interview of Respondent 99 searching on Google help them understand science concepts in an easier way through technology and because of this easy access this results to a positive learning experience for the students. In the researcher's home observation, technology was the rampant tool used by the students for research and other school activities during the time of pandemic because of its easy access and convenience. Almost all of the houses visited by the researchers are using Wi-Fi connection for easier access of internet.

Researcher: In what ways could blended learning education program affect motivation?

Respondent 13: Ahmm I ask my sisters, or my friends and then if they also don't know it, I will go to the internet (1/19/22).

Respondent 116: In the blended learning you can watch tutorials on how to do certain activities what should avoid you

can write and read articles about that a certain topic of you are more prepared unless you are not you don't have the time get your prepared because there is internet there are lot of time that you can surf and search for new information (1/18/22).

In the interview of Respondent 13 stated that “Ask my sisters or my friends and then if they also don't know it, I will go to the internet (1/19/22). Students nowadays have a way to solve their problems in learning through the use of technology and if the significant other for the students were not available the easiest and safest choice for them during the time of pandemic was using research and technology.

Moreover, Respondent 116 added “In the blended learning you can watch tutorials on how to do certain activities what should avoid you can write and read articles about that a certain topic of you are more prepared unless you are not you don't have the time get your prepared because there is internet there are lot of time that you can surf and search for new information (1/18/22).

The students' needs for teacher's presence during the pandemic which was very hard due to health concerns were momentarily altered by using the internet where the students can watch tutorial videos in YouTube for them to understand the lessons that were hard for them during the pandemic. Motivation has been defined on one extreme as the product of environmental conditioning—of deprivation and reinforcement schedules (Skinner 1991). Keller and Burkman (1993) acknowledge that motivation is often thought of as solely a product of learner personality and perceptions—much of which is assumed beyond the control of the instructional designer. However, they believe that providing for motivation is largely the responsibility of the designer.

Below are the interview transcripts of the students under theme comparative learning effectiveness and academic stress theme respectively. Theme 5 Comparative Learning Effectiveness and Academic Stress

Below are the interview responses of the students classified under negative effects respectively.

Researcher: In what ways could blended learning education program affect your motivation?

Respondent 4: Face-to-face is much better than blended learning because you get to earn more knowledge unlike in blended learning. (Face-to-face is much better than blended learning because you get to earn more knowledge unlike in blended learning (1/18/22).

Respondent 82: Uhm blended learning is difficult because when you don't understand, sometimes you just ask help to other.... And when uh... what is it uh.... when uh...the net is unstable, it stressed

me out so I just leave my modules with no answers, it challenges me (1/26/22).

In the interview Respondent 4 stated "Face-to-face is much better than blended learning because you get to earn more knowledge unlike in blended learning. (Face-to-face is much better than blended learning because you get to earn more knowledge unlike in blended learning (1/18/22)." Students compare blended learning and traditional learning and viewed traditional learning as capable type of learning in giving more knowledge to the students.

Researcher: In what ways could blended learning education program affect your motivation?

Respondent 11: I deal with the hard challenges in my life just like how I deal with the hard lessons in the modules. I will do my best to understand it (1/18/22).

Respondent 7: Sometimes it stresses me out... Uhh... sometimes I like it and sometimes I don't (1/18/22).

It is inevitable that students compare the effectiveness of blended learning to traditional instruction. Students have varied preferences and perceptions on the effectiveness of teaching in the two-learning modality. However, it is interesting to note that, like other instructional strategies in education, blended learning can only be applied successfully if teachers are aware of their students' requirements and know how to make the best use of the available tools. On the negative view of the students. They are more concerned with meeting their more fundamental requirements, such as sleeping comfortably, eating adequate food, and/or feeling secure in their homes and communities. There might not be enough mental capacity to tackle the demands of school unless school serves as a welcome diversion from these worries or offers assistance to manage these outside-of-school issues.

As a result, students felt that they are not learning at all especially in the modular learning like one student shared "it doesn't help me because ma'am like what we said, we don't really learn in modular because it is incomparable in face-to-face classes." This has led to getting lower grades in some subjects like one student said "hmmm it is hard because I don't understand the lessons but my grades slightly decrease."

In summary, students viewed blended learning as platform for improved confidence, self-reliance and self-learning, inspired by family-members, becoming matured because of self-help. Students positively thought that in this time of uncertainty caused by the pandemic where education is severely affected, blended learning somehow is a good avenue towards the realization of their dreams. Regardless of the modality or learning and instruction, students, students had able to improve their knowledge and learned important lessons. Moreover, because of the absence of teachers, students were able to developed self- reliance and learning self- efficacy. Blended learning has increased student's self- reliance in studying and

understanding the lesson materials. Students had to understand their lesson alone at home and sometimes asked help and guidance from their siblings or parents.

The students may view self-learning as a challenge that they are motivated to strive to understand the lesson on their own as there is no physical presence of teachers who they could ask regarding the hard topics in the module, overcome shyness due to self-learning, challenged in the physical absence of teachers, more confidence, skills improved in the blended learning.

On the negative views of self-studying, they find this difficult due to the absence of teachers or people whom they could ask for immediate help losing motivation, not consistent motivation, not understanding the modules, lack of communication with the teacher. Another theme is the technology, with the help of technology students can easily access internet to research the topics in their module, enough time to study and lots of time to answer the modules, using apps, communicates through messenger, searching the internet, and the using apps and the on the negative side of technology may cause distraction, not understanding the modules, lack of communication with the teacher, laziness at home, activity online and submission online, losing internet connectivity and no focus in studies and gaming instead of studying.

For the theme platform of goals and dreams the positive responses were motivated by dreams and a goal to finish studies on the negative side losing motivation, not consistent motivation and stressful modules. For the theme safety and convenience, the positive side were safety in pandemic, control of time, prevention of spreading of virus, enough time to study and lots of time to answer the modules, obeying protocols, using apps and on the negative lack of communication with the teacher, messy room, understand the lessons in the module, stressful modules, gaming instead of studying.

Another theme is the family support which has two sides for the responses of the Respondents on the positive side of family support were asking help from family members, have family-time, inspired by family-members, family increases motivation, talent and skills, asking help from family members and other people, challenging but asks help from parents or family members or search the internet.

On the negative side is neglecting modules due to household chores, lack of communication with the teacher, messy room, not focus in studies due to chores at home, depends on understanding the lesson, laziness at home, hard topics, undiscussed modules, perceived to be a wasted year in blended learning, motivation at home and in school are different, depends on understanding the module, getting depressed, did not learn much, anxiety on correctness of answers, relying to copying work of classmates, getting depressed and emotional problems, not understanding the lesson or subject, getting lazy, getting bored difficulty learning. For the theme

improved confidence has also two sides, for the positive side: boosts confidence, developed confidence by doing things with no classmates watching, concentration in studies, becoming matured because of self-help on the negative side: losing motivation, not consistent motivation, not understanding the modules, lack of communication with the teacher, messy room, not focus in studies due to chores at home, depends on understanding the lesson, laziness at home.

CONCLUSION

Specifically, the study sought to investigate the level of student's motivation in blended learning for every grade level. The students' engagement with Blended Learning activities and their level of motivation was further explored. The findings of the study provided the effect of Blended Learning on the student's motivation can be categorized into two (2) for every theme in every grade level: positive responses and negative responses.

1. Students' motivation is independent of their age, grade level, fathers' educational attainment, and fathers' occupation.
2. Students' motivation is independent of their gender in grade seven, grade ten, grade eleven and twelve but dependent on grade eight and grade nine. Independence in gender and motivation is not observed in Grade 8 and 9. It is true also for the overall students wherein motivation is not independent of gender.
3. Students' motivation was independent on parent's income but among grade 11 correlation significantly exists between income and motivation. The correlation value (r) is negative indicating that the higher the family income, their motivation tends to be lower. Similarly, if their family income is lower than the motivation tends to go higher. This is also observed for all the students ignoring the grade level. There is a negative relationship between income and level of motivation.
4. Students' motivation was independent on mother's educational attainment but among grade 11 correlation significantly exists between mother's educational attainment and motivation. Significant correlation exists between the mother's educational attainment with the level of motivation among Grade 11 students. The correlation is negative implying that, among Grade 11 students, the higher the educational attainment of the mother the lower is their level of motivation. Maybe there is something to do with strict rules imposed in the house with the mother who have higher educational attainment. However, this result is not statistically supported.

5. The following are the themes extracted from the interview transcripts using the MAXQDA software for all grade levels. Grade 7 the themes were self-learning, challenging, platform of goals and dreams, safe and convenient. In Grade 8 the themes were self-learning and technology-based. In Grade 9 the themes were self-learning, technology-based, and family support. In Grade 10 the themes were self-learning, improved confidence, and family support. In Grade 11 the themes were self-learning, boosted confidence, technology based, safe and convenient, and family support. In Grade 12 the themes were self-learning, goals and dream, and boosted confidence. There were 2 sets of extracted themes for the views of the students towards their motivation, the themes were research/technology based, and comparative learning effectiveness and academic stress.

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Appendix A1
DOCUMENTATION
FOCUS GROUP DISCUSSION



Student Respondents from Grade 11 (first picture) and Grade 12 (second picture) for the focus group discussion

Appendix A2
DOCUMENTATION
One-on-one Interview



Student Respondents from Grade 7 (first picture) and Grade 12 (second picture) for the one-on-one interview.

Appendix A3
DOCUMENTATION
HOME OBSERVATION



Grade 9 (first picture) and grade 10 (second picture) student Respondents for the home observation and one-on-one interview.

Appendix A4

DOCUMENTATION



Pilot testing of the research instruments on Grade 7-12 students of MSU- Marantao Community High School