

# Analysis Of Learning Modalities in Quezon City University During the Post Pandemic Period

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**Abstract:** This study is driven by the researchers of Quezon City University to evaluate the students and faculty capability and adjustments to the implementation of hybrid learning during the post pandemic period. This study also assessed the provisions for initiative and capability of students, initiatives and capability of faculty, level of technology access, adequacy of physical facilities, and level of appreciation to the grading system for hybrid learning respectively. The study used a 5 point Likert Scale for analyzing the response of students to the survey questionnaire and also used the CDAI (Categorizing, Describing, Analyzing, and Interpreting techniques for qualitative data originally developed by Saldana (2019).

## INTRODUCTION

The current educational system in the Philippines cannot be defined by a singular learning modality due to varied reasons to satisfy the health and safety protocols relative to the threats of the COVID-19 virus. As education returns to its normality, every school is given a freedom to implement a kind of modality that will best fit to their students and faculty capabilities such as face to face learning, blended learning, and hybrid learning, including digital learning strategies.

Sir Isaac Pitman launches the first distance education course. Although there were other variations on the concept prior to Pitman's, his was to resemble distance learning as we know it today. His course centered on shorthand. Pitman sent shorthand texts to his students via mailed postcards and they were required to send them back to be graded and corrected. Even though computers and mobile devices were not involved, and would not even be invented for roughly a century, effective feedback and assessments were still an integral part of the process.

According to Magsambol (2021), student's capability could surely be enhanced when there is a safe guard like health insurances and continuing adherence to Quezon City University health and safety protocols. It is best to acquire health insurance for the students of QCU now that the face to face learning modality or Hybrid learning is ongoing. This idea is not a unique strategy but advisable to all colleges and universities throughout the country until the learning modality returns to the new normal. The government said that the students joining in-person classes must be registered with Phil-health or any medical insurance covering expenses for COVID-19. COVID-19 infections in the country continue to drop, one of the most badly hit sector is education which is starting to recover by opening up schools for face-to-face classes. Colleges and universities in Alert Level 1 areas are allowed to

hold in-person classes at full classroom capacity. Hence, the government has set conditions to allow students to return to school, one of which is that they need to get medical insurance. However, the IATF and the CHED had already lifted the memorandum circular that requires the students in acquiring health insurance as a matter of protection against the corona virus infection when they return to face to face learning modality. This meant that the acquisition of health insurance against the covid-19 virus is an option for students or the school can make it a requirement prior to enrollment for the succeeding semesters. These are the compelling reasons or conducting this study.

## **OBJECTIVES OF THE STUDY**

The purpose of this study is to analyze the learning modalities of Quezon City University. Specifically, the study evaluated the following objectives:

1. To determine the feedback of the respondents with respect to the following variables:
  - 1.1 Capability of students
  - 1.2 Capability of teachers
  - 1.3 Level of preparedness to technology access
  - 1.4 Level of adequacy of physical facilities
  - 1.5 Level of acceptance to the Mode of performance evaluation
2. To determine the issues and concerns relative to the preparation, implementation, and monitoring of the Hybrid learning.
3. To develop a strategy for modified response to the current and future demands of hybrid learning.

## **METHODS AND PROCEDURE**

This study used descriptive-qualitative technique based on the non-parametric data that are collected intended for the research instrument using the Categorizing, Describing, Analyzing, Interpreting (CDAI) developed by Saldana (2019), for qualitative researchers. The research used purposive sampling technique to capture the faculty respondents while the simple random technique was used to determine the required number of respondents that came from QCU. The research instrument that was used is a 5 Point Liker Scale to analyze qualitatively the data drawn from the survey. This qualitative non-parametric data was computed and analyzed using the Weighted Mean.

## **RESULT AND DISCUSSION**

This study is conducted in response to the school administrators of Quezon City University to evaluate the students and faculty capability and adjustments to the learning modalities during the post pandemic period. This study also assessed the provisions for initiative and capability of students, initiatives and capability of faculty, level of technology access, adequacy of physical facilities, and level of appreciation to the grading system for hybrid learning respectively. The study used a 5 point Likert Scale for analyzing the response of students to the survey questionnaire and also used the CDAI (Categorizing, Describing, Analyzing, and Interpreting techniques for qualitative data originally developed by Saldana (2019).

## **CONCLUSION**

Based on the forgoing results of the study, the researchers arrived at the conclusions that follows:

1. The provisions requiring students and faculty for initiatives and capability for Hybrid learning were all satisfied and observed. However, item no.2 and item no.9 were not able to satisfy. These are lack of initiatives for acquiring health insurance in case some students will be infected by COVID-19 virus and to minimize the activities given to students for hybrid learning online and asynchronous modality. For items 11-20, results of the study revealed that all provisions for initiatives and capability for faculty relative to hybrid learning were all satisfied and provided respectively, faculty members were able to adjust from the challenges before the implementation, during the implementation, and monitoring for the hybrid learning. For items 21 up to items 30, all provisions were satisfied and provided respectively, the faculty incharge were able to cope up with the challenges for technology access. For items 31 up to 40 all provisions were satisfied except for items 33, 34, 36, and 37 which implied that the physical facilities were seldom provided laboratories with technical assistant in preparing lab tools and equipment intended for hybrid learning, seldom provided laboratories with adequate and relevant test equipment and software intended for hybrid learning, seldom provided online books and related digital learning resources including internet access that are digitally accessible for Hybrid learning, and seldom provided access to internet connectivity and digital tools for hybrid learning. For items 41-50, all provisions for the mode of grading system for Hybrid learning were satisfied and complied respectively.
2. There were simple, moderate, and complicated problems encountered both by the students and members of the faculty but the most frequently experienced problems were during the preparation for hybrid learning which are problems with financial capability, Health and Safety issues, and technology access issues for the attendance in hybrid learning. During the implementation and monitoring of hybrid learning students and faculty were able to cope up with financial difficulty gradually as parents found part time jobs while others were able to return to their respective jobs for normal operations. Issues for health and safety gradually deleted from the consciousness of students and members of the faculty while the QCU maintained the policy for health and safety protocols inside the university. While the problems on intermittent signal became a natural problem of all concerned students and teachers were adjustment for internet capability depends on individuals self initiative creativity and innovative measures.
3. There is a need for development and implementation of digital learning management strategies in the Quezon City University that can be used in the future demands of digital learning in cases of resurgence of COVID-19 virus.

## **RECOMMENDATIONS**

1. The Quezon City University should provide health insurance so that in case some students will be infected by COVID-19 virus there will be medical assistance for hospitalization. Teachers should minimize the activities given to students for hybrid learning online and asynchronous modality to utilize their time in other subject activities. the physical facilities should provide laboratories with technical assistant in preparing lab tools and equipment, should provide laboratories with adequate and relevant test equipment and software intended for hybrid learning, should provide online books and related digital learning resources including internet access that are digitally accessible for Hybrid learning, and should provide access to internet connectivity and digital tools for digital learning.

2. Since the COVID-19 virus is still considered a threat that anytime, anywhere, anyone can have a chance for getting infected by the virus, thus, the QCU health and administrative support services should maintain the health and safety protocols inside the QCU campuses all the time. The problems on intermittent signal became a natural problem of all concerned students and teachers were adjustment for internet capability depends on individuals self initiative creativity and innovative measures, thus, a reorientation program should be given to students to motivate them a self initiating habit and proactive attitude during the time or crisis.

3. The Quezon City University should develop a strategic framework for calibrated digital learning management in compliance with RA 11927 relative to digital innovations and entrepreneurship compliant to global standards.

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