Teacher's Role in the Learning Outcomes and Satisfaction on Blended Learning Modality During Covid-19 Pandemic

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Abstract: The study aimed to assess the relationship between teachers' role and students' learning outcomes and satisfaction and to contribute to a better understanding of teachers' role in facilitating learners' learning outcomes and satisfaction in blended learning modality. Descriptive method of research was utilized and the following statistical procedures were used to measure the data gathered in the conducted study: percentage, ranking, weighted mean, composite mean, and Pearson correlation coefficient. The study was limited to senior high school learners at Paharang Integrated School who use the Blended Learning Modality, thus respondents were 129 learners from Grade 11 and 12. Based on the results, teachers' roles in blended learning were fulfilled and were observed by the learners. This showed that there is a significant relationship between teachers' perceived roles in blended learning modality and learners' learning outcomes and satisfaction. The study demonstrates the substantial impact of the teachers' role on the improvement of learning outcomes and satisfaction of the learners particularly in times of COVID-19 pandemics. With this, an action plan was developed to increase teachers' involvement in blended learning focusing on the incorporation of a Learner's LMS handbook and LMS video tutorial to boost learners' interest in blended learning. Further, teachers must have a Learning Task Time Allocation to check if the tasks assigned to learners can be completed in the time allotted. The study provides a holistic result which is significant in evaluating the teacher's role in learners' learning outcomes and satisfaction.

I. INTRODUCTION

The learning environment, whether traditional or distance learning, has a significant impact on how and what the student learns. It has played an important role in student achievement in studies. Research has found that students that study in a pleasant learning environment are more motivated, engaged, and have a greater overall learning ability.

Due to the sudden breakout of COVID-19 and the accompanying pandemic, it has become a global health issue and has had a major impact on education. All face-to-face teaching activities at all levels of education were cancelled. As a solution of the Department of Education, schools all around the country adopt distance learning modalities, mostly modular and blended learning in response to COVID-19.

Blended learning allows learners to create suitable learning goals while also empowering them to take charge of their education. It is appropriate in the midst of the COVID-19 pandemic since it assures that students can continue their education at home. Blended Learning is sometimes misunderstood and assumed that the teacher is replaced with a digital learning instrument. This is far from the truth. It may somehow change the role of the teacher, but blended learning is not possible without a teacher.

With the onset of this global pandemic, and most of the time confronting various crises in response to the request to provide quality education, we could wonder, respect, and understand what it means to be a teacher. It is believed that teachers are Masters of Educational standards and classroom norms, yet their contributions to the epidemic's core are quite valuable and beneficial. The teacher plays as a team player, cultivator of student's motivation and acts as an innovator of change in the new normal.

Blended learning has been used as a substitute for the traditional classroom in the senior high school department in Paharang Integrated School for the school year 2020-2021. With the online and offline technologies, teachers incorporate the most up-to-date learning trends and modalities into their courses fast. The teachers utilized the NEO-Learning Management System (NEO-LMS) that makes it simple to develop and manage various types of learning activities, such as creating online classrooms, assessing the learners,

improving collaboration, and tracking their progress.

However, with the changes in the learning environment, how do learners perceive their learning outcomes and the role of their teacher? How do teachers influence the learners' learning? With these questions, the researchers, who are the agents of education would like to assess the relationship between teachers' role and students' learning outcomes and satisfaction and to propose an action plan to intensify the influence of teachers' roles and improve students' learning outcomes and satisfaction. Further, the researchers believed that the study's findings would contribute to a better understanding of the roles of teachers in facilitating learners' learning outcomes in blended learning modality and suggest ways to improve learning outcomes and satisfaction, particularly in times of COVID-19 pandemics when students are home-schooled.

II. RESEARCH QUESTIONS

This study evaluated the relationship of teachers' role in the learning outcome and learning satisfaction on blended learning modality among senior high school learners in Paharang Integrated School, SY 2020-2021. Specifically, the study aimed to answer the following questions:

➤ What are the perceived roles of teachers in blended learning modality in terms of :

- cultivator of motivation;
- team player and
- innovation of change?

➤ How does role of teachers influence the learners under the blended learning modality relative to:

- learning outcomes
- learning satisfaction?

➤ Is there a significant relationship between the perceived roles of the teachers in blended learning approach and how it influences the learners?

➤ What may be proposed to intensify the influence of teachers' role to improve learners' learning outcomes and satisfaction?

III. RESEARCH METHODS

➤ *Research Design*
The researcher made use of a descriptive research design that involves collecting of data to answer questions concerning the status of the subject of the study (Zulueta, 2011). It is a fact- finding study that encompasses ample and accurate interpretation of findings.

➤ *Sampling*
The respondents of the study were 129 senior high school students from Paharang Integrated School in SY 2020-2021, who were Grade 11 and Grade 12 students in various strands.

➤ *Data Collection*
The data in this study were all based on a survey questionnaire for 129 senior high school learners. This served as the main tool to generate information on learner's perception of the influence of teacher's role in their learning outcome and satisfaction with blended learning modality during the Covid-19 pandemic.

To construct an appropriate questionnaire that was utilized for the collection of information, the researcher searched for books, magazines, newspapers, dissertations, and other related resources that helped her to have an idea of the final output of her tool.

The questionnaire was given to senior high school coordinator and research teacher who have enough knowledge for validation of the research survey tool. The expert's corrections, comments, and suggestions were incorporated. The researcher sought an English teacher or grammarian for the appropriateness of grammar, clarity of each item, and content enrichment after the second review.

Permission to administer the online questionnaire was sought from the principal of the school and parents of the learners through a formal letter of request. The newly validated questionnaires were distributed to the senior high school respondents sending a Google form link via Messenger. Details were explained to guide them in answering the indicators of the instrument. Data from the answered questionnaires were downloaded in a Google spreadsheet, encoded, tallied, and tabulated for final analysis and interpretation.

➤ *Data Analysis*
The following statistical procedures were used to quantify and measure the data gathered in the conducted study: percentage, ranking, weighted mean, composite mean, and Pearson correlation coefficient.

- *Ranking:*
This was employed to determine the relationship between a set of items such that, for any two items, the first was either 'ranked higher than', 'ranked lower than' or 'ranked equal to' the second.

- *Weighted Mean:*
This was utilized to measure the general score on the extent of learners' perception of the teacher's role in their learning outcomes and satisfaction with blended learning modality.

- *Composite Mean:*
This was used to calculate the grand mean of all values across all groups.

- *The Pearson Correlation Coefficient or Pearson's R:*
This is a measure to determine the relationship between two quantitative variables and the degree to which the two variables coincide with one another—that is, the extent to which two variables are linearly related: changes in one variable correspond to changes in another variable.

> *Ethical Issues*

- *Informed Consent:*

Before taking part in the study, individuals were asked to provide informed permission. Participants understand fully what they are being asked to do and the dangers involved. The researchers created a permission form for participants to get informed consent. In addition to consent from participants, this study requested approval from relevant authorities such as participants' parents and department of education officials.

IV. RESULTS AND DISCUSSION

> *Perceived Roles of Teachers in Blended Learning Modality.*

The roles of teacher as assessed by the senior high school learners is described in this study in terms of cultivator of motivation, team player and innovation of change. Cultivator of Motivation.

Table 1 Role of Teacher as Cultivator of Motivation

Cultivator of Motivation	Weighted Mean	Verbal Interpretation	Rank
Teacher is available for online consultation during class hours	3..38	Agree	2.5
Teacher asks the learners to interact during discussion	3.38	Agree	2.5
Teacher ensures that learner's workload is reasonable	3.27	Agree	5
Teacher informs learner about their progress periodically.	3.35	Agree	4
The teacher welcomes and encourages questions about the lessons.	3.50	Strongly Agree	1

Composite Mean 3.37 Agree

Table 1 showed the perceived role of the teacher as the cultivator of motivation in the Blended Learning Modality. Most of the learners strongly agreed that the teacher welcomed and encouraged questions about the lessons. However, item 3, teacher ensured that learner's workload is reasonable ranked the least with a weighted mean of 3.27 and verbal interpretation of agree. The composite mean of 3.37 with over all interpretation of agree revealed that teacher as the cultivator of motivation was successfully fulfilled. This only showed that the role of the teacher as the cultivator of motivation is significant to the students' learning.

Though learners may have a natural desire to study, the teacher as the cultivator of motivation has a significant impact on their learning and will provide a conducive learning atmosphere. Learners, on the other hand, rated the item ensuring that the learner's workload is reasonable as the least

in the role of the teacher as cultivator of motivation. This is due to the numerous learning tasks that they are offered each week. Giving a lot of learning tasks to the learners not only causes academic stress, but also makes learning more difficult.

This is supported with the result of the study conducted by Rundle-Thiele (2005), revealing that students' assessments of instruction were lower when the students thought that their learning workload and challenges were increased. This is also corroborated by Blazar's (2018) research demonstrating that increasing students' workload may lower their satisfaction or interest in class. As a result, even if teachers do a good job throughout the session, students may become unsatisfied if their learning workload increases.

> *Team Player*

Table 2 Role of Teacher as Team Player

Team Player	Weighted Mean	Verbal Interpretation	Rank
1. The teacher adopts online teaching modality aside from modular learning modality.	3.40	Agree	2.5
2. Teacher is aware of the difficulties encountered by the learners.	3.39	Agree	4.5
3. The instructions provided in learning activity are clear and sufficient.	3.39	Agree	4.5
4. Teacher gives helpful feedbacks to the learners on their learning activities	3.40	Agree	2.5
5. Teacher encourages learners to ask questions regarding the lesson.	3.53	Strongly Agree	1

Composite Mean 3.42 Agree

Table 2 presented the description of role of teacher as team player in blended learning modality. It can be gleaned from the table that item 5 which read as *the teacher encouraged learners to ask questions regarding the lesson*

ranked first with a weighted mean of 3.53 and a verbal interpretation of strongly agree. The statements 4 and 1 that say *Teacher gives helpful feedbacks to the learners on their learning activities and teacher adopts online teaching*

modality aside from modular learning ranked second. The composite mean result of 3.42 expresses the overall approval that teacher fulfilled his/her role as team player to the learning activities of the students in blended learning modality.

Based on the findings, teachers' awareness of the difficulties learners encountered, and teacher's instruction are clear and sufficient ranked the least. This only demonstrated that, these indicators must be given attention and action to meet the learning needs of the students. During a pandemic, many students have online learning problems, and teachers must be mindful of how to address those challenges. In order to address these issues, one viable approach is to implement home visitation programs.

The outcomes of the study were comparable with the research of Meyer, J. A., & Mann, M. B., (2006). Their study showed a correlation between teacher home visitation programs and learners' academic success. Teacher home visitation programs were viewed by teachers, learners, and parents as a critical component in learner's academic performance. Hence, it is believed that the learners were more prepared for class after conducting home visitation program and it had a significant favorable impact on learners' work.

➢ *Innovation of Change:*

Table 3 Role of Teacher as Innovation of Change

Innovation of Change	Weighted Mean	Verbal Interpretation	Rank
1. Teacher strive to find new ways to keep learners on task and motivate them to do their best	3.54	Strongly Agree	1
2. Teacher made use of online learning activities that let learners get involved	3.40	Agree	3
3. Teacher made use of various and innovative teaching methods in online class	3.34	Agree	5
4. Teacher rethinks the learning environment to better match how students want to learn	3.38	Agree	4
5. The teacher use variety of assessment methods to assess learners	3.42	Agree	2
Composite Mean 3.42 Agree			

Table 3 presented the role of teacher in blended learning as innovation of change. It can be gleaned from the table that item 1 which read *teacher strive to find new ways to keep learners on task and motivate them to do their best* got a weighted mean 3.54 and verbal interpretation of strongly agree. However, the item that states that *the teacher made use of various and innovative teaching methods in online class* ranked the least with weighted mean of 3.34 and verbal interpretation of agree. Consequently, a composite Mean score of 3.42 (Agree) was obtained for statements 1-5.

This only showed that teachers required additional training in order to learn some innovative teaching strategies that they can use to make their teaching way more interesting and engaging such as utilizing NEO-Learning Management System (NEO-LMS).

It was comparable to Bakkenes, Vermunt, and Wubbels' research. (2010) that placed so much importance on teachers because they are the ones who pave the way for educational innovation. Ferrari, Cachia, and Punie (2009) recognised on their study that technology has the power to stimulate creative learning and innovative teaching; nevertheless, this capability will be limited if teachers do not actively participate in educational innovation.

➢ *Roles of teacher's influence to the learners under the Blended Learning Modality*

● *Learning Outcomes*

Table 4 Roles of Teacher influencing Learner's Learning Outcomes

Learning Outcomes	Weighted Mean	Verbal Interpretation	Rank
1.As a learner, I feel that blended learning enhanced my effectiveness for learning.	3.12	Agree	5
2.As a learner, I feel that blended learning improved my learning performance.	3.13	Agree	4
3. As a learner, I am more connected to the learning and materials of the course	3.22	Agree	2
4.As a learner, I understand theconditions and goals of the assessment.	3.27	Agree	1
5.As a learner, I can do all the learning activities independently.	3.17	Agree	3
Composite Mean	**3.18**	**Agree**	

Table 4 covered the roles of the teachers influencing learner's learning outcomes under the blended learning modality. As can be seen in the table, statement 4 which read *as a learner, I understand the conditions and goals of the assessment* registered a weighted mean of 3.27 and ranked first which means that respondents agreed to the roles of teacher influencing learner's learning outcomes. Item 1 which read *as a learner, I feel that blended learning enhanced my effectiveness for learning* ranked the least with a weighted mean of 3.12 (Agree). The composite mean result of 3.18 expresses the overall influence of the teachers' roles relative to learners' learning outcome with verbal interpretation of agree.

The findings revealed that the learners are still adjusting to the new normal education. They are still having trouble with the school's NEO-LMS system. Teachers must continue to instil in their learners a genuine willingness to accept the changes in the educational system. This initiative will also enable them to respond to the demands of the modern era by increasing their speed and flexibility to alternative modes of learning.

This corroborated with the study of Falleiro (2013), who found that students in the experimental group had a higher mean score on all study criteria. Learners that utilize MOODLE- LMS do considerably better academically than learners in the control group. Furthermore, it is consistent with the findings of Bulger, Mayer, Almeroth, and Blau (2008), who discovered a favorable relationship between MOODLE use and academic achievement courses in high-support.

- *Learning Satisfaction*

Table 5 Roles of Teacher influencing Learner's Learning Satisfaction

Learning Satisfaction	Weighted Mean	Verbal Interpretation	Rank
1. As a learner, I found that blended learning modality is very useful.	3.19	Agree	3
2. As a learner, I agreed that blended learning increased my interests in the subject.	3.07	Agree	5
3. As a learner, I achieved the objectives in blended learning.	3.11	Agree	4
4. As a learner, I liked the LMS format.	3.32	Agree	1
5. As a learner, I felt comfortable in using LMS.	3.25	Agree	2

Composite Mean 3.19 Agree

Table 5 depicted the roles of teachers in blended learning as they affect learners' learning satisfaction. The results showed that although the learners are still adjusting to using the NEO- LMS, they liked the LMS format because it rated first with a weighted mean of 3.32 and verbal interpretation of agreed in the table above. Nonetheless, with a weighted mean of 3.07, the item stating that learners agreed that blended learning increased their interest in the subject rated the lowest. The overall influence of the teachers' roles on learners' learning satisfaction with verbal interpretation of agreed is expressed by the composite mean result of 3.19.

This was supported with the study Aljarrah (2011) who conducted research to determine students' perceptions toward the use of software Learning Management Systems in the classroom. The study's findings revealed that the study subjects had good attitudes toward adopting Learning Management System software in their learning since it boosted their classroom involvement and high accomplishment. The findings showed that using the Learning Management System software aided in the teaching process and provided distance learning opportunities for individuals who were interested.

- *Significant relationship between the perceived roles of the teachers in blended learning approach and how it influence the learners.*

- *Learners' Learning Outcomes*

Table 6 Relationship of Teacher's Role with Respect to Learners' Learning Outcomes

Teachers' Role	Pearson's R	p-Value (2-tailed)	Decision	Remarks
Cultivator of Motivation	0.47	0.000	Reject Ho	Significant
Team Player	0.58	0.000	Reject Ho	Significant
Innovation of Change	0.58	0.000	Reject Ho	Significant

Table 6 showed the significant relationship between the perceived roles of the teachers in blended learning approach and the learners' learning outcomes. The Pearson's R computed values suggested that there is a significant relationship between the roles of the teachers and the learning outcomes of the learners.

The results from the above table also showed that the computed p-value of the perceived roles of the teachers is below the 0.05 significance value which means that the teacher's role in the blended learning modality really affects the learning outcomes of the learners.

- *Learners' Learning Satisfaction*

Table 7 Relationship of Teacher's Role with Respect to Learners' Learning Satisfaction

Teachers' Role	Pearso n's R	P-value (2-tailed)	Interpretation	Decision
Cultivator of Motivation	0.40	0.000	Reject Ho	Significant
Team Player	0.57	0.000	Reject Ho	Significant
Innovation of Change	0.52	0.000	Reject Ho	Significant

Table 7 showed the significant relationship between the perceived roles of the teachers in blended learning approach and the learners' learning satisfaction.

Table 7 revealed that there is a significant relationship between teachers' perceived roles in blended learning approach and learners' learning satisfaction. A computed p-value which is below the 0.05 significant value indicated that there is a significant relationship between the role of teachers and learners' learning outcomes. It is

Based on the results, less satisfaction with the interaction may be attributed to the learners' individual qualities and the teacher's fulfilment of her job. Individual characteristics of learners can influence the level of interaction and engagement in learning. The teachers should be aware of such qualities in their learners so that they may help students who lack self-confidence to acquire confidence in themselves and, eventually, self-efficacy.

This is comparable to the study of Masrom et al. (2019),

which suggested that it is the instructors' role to understand what and how learners learn so that the course may be designed to meet the learners' needs. Furthermore, they advised teachers to constantly motivate students to participate in classroom interactions and offer feedback in order to increase student engagement and satisfaction.

➢ *What may be proposed to intensify the influence of teachers' role to improve students' learning outcomes and satisfaction?*

The recommended action plan aims to increase students' learning results and satisfaction as a result of their perceptions of teachers' roles. This is designed to assist teachers in helping learners in achieving their goals. It was also determined that a Learner's LMS handbook and LMS video tutorial are required to boost learners' interest in Blended learning in order to increase students' learning outcomes and satisfaction . It was determined that teachers require a Learning Task Time Allocation to check if the tasks assigned to pupils can be completed in the time allotted.

Table 8 Proposed Plan of Action

Objectives	Activities	Person Responsible	Budget	Target	Output
To ensure that learners' workload is reasonable.	Provide Learning task time allocation form	Subject Teachers	N/A	100% learners will able to completed	Learning Task Time Allocation Form
To be aware of the difficulties encountered by the learners.	Identify at-risk students. Conduct home visitations to better understand the learners' situations and to interact and speak with families.	Subject Teachers, Adviser, Guidance Teacher, Parents and Learners.	N/A	100% promotion rate	
To utilize Various and innovative teaching methods in online class	Conduct online training	Teachers, Facilitators	Canteen Fund	Digital Literate Teachers	
To enhance learners' learning outcomes and satisfaction.	CreateLearner'sLMS handbook and LMSVideo Tutorial.	School Head, Researchers, Advisers, Learners	MOOE Fund, Canteen Fund	All Students are knowledgeable and equipped in using LMS platform.	Learner's LMS handbook and LMS Video Tutorial

V. CONCLUSIONS

Based on the findings of the study, the following conclusions were revealed.

➢ Teachers' perceived roles in blended learning as motivators, team players, and change innovators were

fulfilled by the teachers and observed by the learners.
➢ The roles of teachers influencing learners' learning outcomes and satisfaction in the blended learning modality were evident as agreed by the respondents.
➢ There is a significant relationship between teachers' perceived roles in blended learning modality and learners' learning outcomes and satisfaction, thus the null

hypothesis was rejected. A computed p-value which is below the 0.05 significant value indicated that there is a significant relationship between the role of teachers and learners' learning outcomes.

➤ Based on the data gathered, an action plan was developed to increase teachers' involvement in blended learning. It was also determined that a Learner's LMS handbook and LMS video tutorial are required to boost learners' interest in Blended learning in order to increase students' learning outcomes and satisfaction. It was concluded that teachers require a Learning Task Time Allocation to check if the tasks assigned to pupils can be completed in the time allotted.

RECOMMENDATIONS

From the findings and conclusions of the study, the following recommendations are offered.

➤ Assess the learning activities assigned for each topic to see whether a typical student can finish them in the time allotted by the teacher.
➤ Identify students at-risk and conduct home visitations to better understand the learners' situations and to interact and speak with families.
➤ Initiate to conduct online training to develop faculty strategies for blending learning.
➤ Conduct an orientation for learners and parents for better understanding of Blended Learning Modality before the start of the school year.The students must be encouraged to participate in different webinar trainings that will increase their interest in blended learning.
➤ Replicate the study focusing on a larger scale with additional respondents and other variables.

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