

# Teachers' Pedagogical Practices in Relation To Students' Motivation in Blended Learning

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## Abstract

The emergence of the new normal in education has brought about the need for effective classroom management strategies from teachers and an unwavering commitment to learning from students. In this vein, this study aimed to investigate the relationship between teachers' pedagogical practices and students' motivation in blended learning modality. The research was conducted in one of the private institutions in Ozamiz City, Philippines. The descriptive-correlational research design was used in the study, 120 college students as respondents and were selected through purposive and quota sampling techniques. Researcher-made Teachers' Pedagogical Practices and Students' Motivation in Blended Learning Questionnaires were used in gathering the data that were analyzed using *Mean* and *Standard Deviation* as well as *Pearson Product-Moment Correlation Coefficient*. Results revealed that teachers' pedagogical practices in blended learning were to a very great extent and the level of the students' motivation was very high. It was also found that the teachers' pedagogical practices had very high influence on the students' motivation in the learning modality used. The study concluded that the practices of teachers in delivering education to the students had an impact on how motivated the latter were in their studies. Thus, it is recommended that teachers continue to enhance and innovate their pedagogical practices in blended learning to keep the students highly motivated in the teaching-learning process.

*Keywords:* education, pedagogical practices, modality, motivation, Philippines, students.

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## 1. Introduction

Due to the current pandemic that the world experienced, higher education institutions were able to innovate and create new ways of educating students. With cancellations of face-to-face classes, academic instruction was delivered through a virtual platform (Morgan, 2020).

Technology integration into face-to-face instruction generated great interest and opened up several research opportunities over the years (Hockly, 2018). Blended learning (BL), sometimes called hybrid learning, is a form of teaching that mixes traditional face-to-face classroom methods (as mediated by technology) with online educational material.

However, blended learning systems had several issues, the most prominent of was the need for student motivation for various course activities and materials (Hussein et al., 2018), requiring educational management, curriculum designers, and faculty members to innovate in their teaching (Ibrahim & Nat, 2019).

Pedagogical practices are the collection of tools, methods, strategies, approaches, techniques, or other "things" that a teacher uses to teach. It refers to teaching techniques and how lessons are carried out in the classroom (Tang & Pua, 2021).

Motivation comprises interconnected ideas, perceptions, values, knowledge, and behaviors. In addition, motivation can be a determinant of engagement. Engagement will only develop once there is a desire or passion for learning (Ben- Eliyahu et al., 2018). Motivation is a psychological process that shapes, energizes, and guides conduct. Fundamentally, internal processes in the inner self emerge from human activity, whereas external processes are brought about by the external environment (Howard et al., 2021).

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When digital learning is implemented, students are more motivated to learn. In addition, students enthusiastic about learning are more likely to engage in digital learning and attain their learning objectives (Faridah et al., 2020).

At present, studies regarding the effects of blended learning in higher education institutions have been widely examined around the globe (Ibrahim & Nat, 2019; Adams et al., 2019; Suliman et al., 2018; Liu et al., 2021; Herguner et al., 2021; Pye et al., 2018). As a result, several studies were conducted about blended learning in the educational system. However, limited studies were conducted about teachers' pedagogical practices and motivation concerning students in blended learning. Thus, this study was conducted to fill the gap in the literature.

In a private institution in Ozamiz City, a limited blended learning was in place for selected colleges. Teachers handling blended- learning classes observed that the students could understand better the concepts discussed online when also tackled during their face-to-face classes. Nevertheless, the students demonstrated varied responses to the combination of two modalities in delivering instruction. Thus, the researchers examined how the teachers' pedagogical practices could affect students' motivation in the blended learning modality. This study could shed light on the effectiveness of blended learning in promoting student learning at the tertiary level of education.

This study explored the teachers' pedagogical practices in relation to students' motivation and engagement in blended-learning. The study was conducted at Misamis University during the School Year 2021-2022. Specifically, the study sought the answer to the following questions:

1. What is the extent of the teachers' pedagogical practices in blended- learning in terms of teaching techniques, assessment procedures, and classroom management?
2. What is the level of students' motivation in blended learning as an intrinsic goal? orientation, extrinsic goal orientation, and self-efficacy?
3. Is there a significant relationship between the extent of the teachers' pedagogical practices and the level of the students' motivation in blended- learning.

## **2. Research Methods**

### *2.1. Research Design*

The research conducted in this study utilized a descriptive-correlational research design, which is a well-established methodology in the field of education research. This particular research design is widely used to explain various phenomena, attitudes, opinions, behaviors, or any other defined variables, by collecting numerical data and analyzing it using statistically-based methods. According to Becker et al. (2016), the descriptive-correlational research design is an effective approach to identifying and establishing relationships between variables and is an excellent tool for studying complex phenomena such as teaching and learning in blended learning environments.

Given the complexity of teaching and learning in blended learning environments, the use of a descriptive-correlational research design was deemed appropriate to determine the teachers' pedagogical practices in relation to students' motivation in such environments. This study identified influence of teachers' pedagogical practices and their impact on student's motivation in blended learning settings. By utilizing a descriptive-correlational research design, the researchers were able to collect data on various aspects of teaching and learning, such as the instructional methods used by teachers, the types of learning activities provided to students, and the level of student engagement in the learning process.

Moreover, this research design enabled the researchers to identify correlations between the pedagogical practices of teachers and the level of student motivation in blended learning environments.

### *2.2. Research Setting*

The study was conducted in one of the private higher institution in Ozamiz City, Philippines.

### *2.3. Respondents of the Study*

The respondents were the students who attended classes using the blended learning from the colleges identified. A total of 120 students served as the respondents. The respondents were chosen through purposive and quota sampling techniques. The inclusion criteria were 1) participating in face-to-face and online classes; 2) enrolling in the colleges aforementioned. And 3) had given consent to participate in the study.

#### 2.4. Research Instrument

The study used the following instruments in gathering the data:

A. Teachers' Pedagogical Practices in Blended Learning Questionnaire. This study used a researcher-made questionnaire. The questionnaire was used to assess the pedagogical practices among teachers in the context of blended learning (Appendix A). The questionnaire includes 30 indicators divided into three constructs: teaching techniques, assessment procedures, and classroom management. It uses a 4-point Likert scale. The instrument underwent the validation process with experts in the field. The instrument also underwent a pilot test with students who were not included as respondents. The reliability test yielded the following Cronbach's Alphas: pedagogical practices = .945, assessment procedures = .956, and classroom management =.953. Thus, the instrument was considered reliable for use by the target respondents.

In determining the level of the teachers' pedagogical practices, the following scale was used:

<b>Responses</b>	<b>Continuum</b>	<b>Interpretation</b>
4- Strongly Agree (SA)	3.26- 4.00	Very Great Extent (VGE)
3- Agree (A)	2.51- 3.25	Great Extent (GE)
2- Disagree(D)	1.76- 2.50	Less Extent (LE)
1-Strongly Disagree (SD)	1.00- 1.75	Least Extent (LE)

B. Students' Motivation in Blended Learning Questionnaire. It is a researcher-made instrument. The questionnaire has 30 statements with three constructs: intrinsic goal orientation, extrinsic goal orientation, and self-efficacy. It uses the 4-point Likert scale. The instrument underwent the validation process with experts in the field. A pilot test was conducted with students not included as actual respondents. The reliability test made yielded the following Cronbach's Alphas: intrinsic motivation = .934, extrinsic motivation = .896, and self-efficacy = .869.

In determining the level of the students' motivation, the following scale was used:

<b>Responses</b>	<b>Continuum</b>	<b>Interpretation</b>
4- Strongly Agree (SA)	3.26- 4.00	Very High (VH)
3- Agree (A)	2.51- 3.25	High (H)
2- Disagree(D)	1.76- 2.50	Low (L)
1-Strongly Disagree (SD)	1.00- 1.75	Very Low (VL)

#### 2.5. Data Collection

In gathering the data, the researcher sought the permission to conduct the study from the Dean of the Graduate School and the Vice President for Academic Affairs (VPAA) of Misamis University. When the request letter was approved, the researcher notified the Deans of the colleges involved in the study so that she might be supported in reaching with the target respondents. During the study, the researcher also requested the coordination of the faculty who were teaching face-to-face classes. The questionnaires were distributed in person during the schedules of the students' face-to-face classes, and the students were instructed to read thoroughly each statement before indicating their responses. The questionnaires were immediately retrieved after they had been answered by the respondents. The data gathered were then tallied for statistical computation.

#### 2.6. Ethical Consideration

During the conduct of the study, the researcher observed ethical procedures. Informed consent was sought from the respondents. Their identities were treated with anonymity, and their responses were kept with confidentiality. Deceit and exaggeration of the research goals and objectives were avoided. Affiliations of any kind, financial sources, and potential conflicts of interest were declared. Finally, any communication regarding the research was done with honesty and transparency, and any misleading information and a biased depiction of primary data findings were avoided.

#### 2.7. Data Analysis

With the use of Minitab software, the following statistical tools were used in interpreting the data of this study:

*Mean and Standard Deviation.* These tools were used to determine the teacher's pedagogical, students' motivation, and engagement in blended learning.

*Pearson Product-Moment Correlation Coefficient*. This was used to explore the relationship between teachers' pedagogical practices and students' motivation in blended learning and the relationship between teachers' pedagogical practices in blended learning.

### 3. Results and Discussion

#### 3.1. Teachers' Pedagogical Practices in Blended Learning

Table 1 shows that the teacher's pedagogical practices were to a very great extent ( $M=3.53$ ;  $SD=0.40$ ). The finding is true for all the constructs, namely: Teaching techniques ( $M=.53$ ;  $SD=0.41$ ), Assessment Procedures ( $M=3.50$ ;  $SD=0.41$ ), and Classroom Management ( $M=3.57$ ;  $SD=0.37$ ). The findings imply that the teachers have done well in their teaching, which combined the online and face-to-face classes.

With the new normal education in place, not only in basic education but also in higher education, Misamis University has adopted blended learning at the college level in which students attend online and face-to-face classes. On the other hand, their teachers deliver instruction and other academic-related activities through virtual class sessions and face-to-face class meetings. In blended learning, the teachers are expected to deliver pedagogical practices that are at par with the traditional mode of delivery. As the results revealed, the teachers demonstrated a very great extent of the pedagogical practices in terms of teaching techniques, assessment procedures, and classroom management.

Based on the findings, pedagogical practices in blended learning in teaching techniques significantly impact students. It includes how the teacher presents the lesson in both online and face-to-face sessions, how the teacher employs a variety of learning tools that students can use in their learning process, and how they utilize technology in their classroom. In addition, teaching techniques attract students to the classroom, generating interest in the subject and a desire to learn more. Teaching techniques can also encourage students to prepare for class and aid in their understanding of the subject matter.

Assessment procedures utilized by the teachers during online and face-to-face sessions also got a very great extent. It is evident from the result that teachers could administer proper assessment procedures encouraging students to perform well during online and face-to-face classes. Assessment procedures describe how teachers deliver various assessments before and after class, both online and in person. It involves how teachers deliver clear directions wherein students can easily follow and assess students deep comprehension of the topics. Results also indicate that teachers could give students enough time to complete projects and provide immediate feedback on their work for the students to know what areas to improve.

Based on the Theory of Planned Behavior by Ajzen (1991), what an individual has in mind as to what to be done for a specific action or activity can tell what will transpire in a specific time and place. For example, the teachers in blended learning have to consider carefully what to do about their classes catering to online and face-to-face classes. When careful thought is given to the activities to be done in their classes, they are most likely to deliver well the teaching-learning process, which the students themselves can observe. Moreover, the Technology Acceptance Model by Davis (1989) requires teachers to embrace innovation in teaching. In blended learning, the use of technology determines the effectiveness of online classes in that teachers participate.

In a blended learning environment, teachers have much control over the classroom. Therefore, classroom management is critical in a blended learning environment to ensure that instruction is delivered effectively. The result shows how teachers' classroom management significantly impacts students. For example, teachers managed the class during face-to-face or online classes. It covers topics such as how teachers establish rules and routines to ensure that the teaching and learning process runs smoothly in both online and face-to-face classes, how teachers monitor students' presence, particularly in online classes, and how teachers prevent disruptive behavior to ensure that classroom lessons run smoothly in a blended learning environment.

**Table 1.** Teachers' Pedagogical Practices in Blended Learning  
(n=120)

Constructs	Mean	SD	Remarks
Teaching Techniques	3.53	0.41	Very Great Extent
Assessment Procedures	3.50	0.41	Very Great Extent
Classroom Management	3.57	0.37	Very Great Extent
Overall	3.53	0.40	Very Great Extent

Note. Pedagogical Practices Scale: 3.26-4.00 (Very Great Extent); 2.51-3.25 (Great Extent); 1.76-2.50 (Less Extent); 1.00-1.75 (Least Extent)

### 3.2. Students' Motivation in Blended Learning

Table 2 shows the very high overall level of the students' motivation in blended learning ( $M=3.50$ ;  $SD=.40$ ). The data show similar findings for intrinsic motivation ( $M=3.46$ ;  $SD=0.42$ ) and extrinsic motivation ( $M=3.54$ ;  $SD=0.37$ ), and self-efficacy ( $M= 3.49$ ;  $SD=0.40$ ) of the learners in the blended learning. The learners claimed a very high level of motivation in the new set-up of the teaching and learning process. This finding means that the respondents possess a very strong driving force to face the requirements and expectations of blended learning that requires online and face-to-face classes.

It is evident that for the past two years, students in the university relied upon online learning alone due to the pandemic. As a result, students were learning from home through Microsoft Teams. Implementing blended learning that includes online and face-to-face classroom teaching in the university boosted the students' motivation and self-efficacy. Despite the quick shift of instruction (from traditional to online, online to blended learning), students believe that studying is their duty and responsibility to fulfill.

Furthermore, students see education as a valuable tool for their personal and future career goals, and these aspects keep them motivated. Students are always prepared and ready for their studies by being on time in class and paying attention to teachers' instruction. Students are now very confident in understanding difficult material through reading courses, learning basic concepts, understanding complex materials, and solving difficult problems. Students are also motivated considering that they possibly get good grades and excellent ratings during online and face-to-face classes.

In the context of blended learning, it is evident that students' self-efficacy is very high. It means that students are confident that they can learn the topics or concepts taught in online or face-to-face classes. Furthermore, students are confident they can participate well in the discussion by ensuring a good internet connection during their online class. They are also confident that they can accomplish all the tasks required even without the direct supervision of the teachers because they believe in their capacity within themselves. Furthermore, students are confident that they can share their ideas effectively during online classes and with their peers' and teachers' presence.

Extrinsic and intrinsic motivation and high self-efficacy are salient components of learning in any environment, affecting learning outcomes in a blended learning environment (Firat et al., 2018; Yusof et al., 2017). Students faced multiple issues in learning during the pandemic (Subedi et al., 2020). Thus, teachers must continue to improve and maintain the high level of motivation and self-efficacy of the learners during blended learning.

Based on the Self-Determination Theory by Deci and Ryan (2000), it is important that the students must begin in themselves the drive to do well in the teaching-learning process in the blended learning modality. They have to possess a clear understanding of what they want to achieve and the capabilities they have to materialize what they aspire for. Their academic success can be dependent on how much effort they give in their online and face-to-face classes.

Motivation can be one of the driving forces to do well in school. With the many academic demands that students need to meet in the online and face-to-face classes, it is important that they keep the compelling reasons that make them exert the needed effort and be able to render a satisfactory if not outstanding performance. College students need to have clear goals and reasons to respond well to what is expected of them.

**Table 2.** Students' Motivation in Blended Learning  
(n=120)

Constructs	Mean	SD	Remark
Intrinsic Goal Motivation	3.46	0.42	Very High
Extrinsic Goal Motivation	3.54	0.37	Very High
Self-efficacy	3.49	0.40	Very High
Overall	3.50	0.40	Very High

Note. Motivation Scale: 3.26-4.00 (Very High); 2.51-3.25 (High); 1.76-2.50 (Low); 1.00-1.75 (Very Low)

### Relationship Between Extent of the Teachers' Pedagogical Practices and the Level of Students' Motivation in Blended Learning

**Table 3.** Relationship between Extent of the Teachers' Pedagogical Practices and the Level of Students' Motivation in Blended Learning

Variables	<i>r</i> value	Relationship Strength	<i>p</i> value	Remarks
Teaching Techniques and:				
Intrinsic Goal Motivation	0.586	Average	<0.01	Highly Significant
Extrinsic Goal Motivation	0.621	Strong	<0.01	Highly Significant
Self-efficacy	0.541	Average	<0.01	Highly Significant
Assessment Procedures and:				
Intrinsic Goal Motivation	0.472	Average	<0.01	Highly Significant
Extrinsic Goal Motivation	0.661	Strong	<0.01	Highly Significant
Self-efficacy	0.487	Average	<0.01	Highly Significant
Classroom Management and:				
Intrinsic Goal Motivation	0.541**	Average	<0.01	Highly Significant
Extrinsic Goal Motivation	0.647**	Strong	<0.01	Highly Significant
Self-efficacy	0.568**	Average	<0.01	Highly Significant

Note: Relationship Strength Scale: 1.00 (Perfect); 0.80-0.99 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Average); 0.20-0.39 (Weak); 0.01-0.19 (Very Weak); 0.00 (No Relationship)

Probability Value Scale: \*\* $p < 0.01$  (Highly Significant); \* $p < 0.05$  (Significant);  $p > 0.05$  (Not significant)

#### 4. Conclusion

In conclusion, the study provides significant insights into the effectiveness of teachers' pedagogical practices in a blended learning environment. The findings indicate that the teachers were adept at using appropriate teaching strategies, assessment methods, and classroom management techniques to facilitate effective learning in both online and face-to-face classroom contexts. The teachers' use of technology in delivering instruction, combined with their focus on clear direction and assessment activities, ensured that students were actively engaged in the learning process. Furthermore, the study suggests that the students responded well to the blended learning environment and were highly motivated to participate in the learning process. The students were able to connect with their peers and access online resources to supplement classroom learning, which further enhanced their learning experience. Based on the findings, it is recommended that teachers sustain their effective pedagogical practices to foster a desirable level of motivation in the teaching-learning process. Teachers should continue to use appropriate teaching strategies, assessment methods, and classroom management techniques to ensure that students remain actively engaged in the learning process. Additionally, teachers should seek out opportunities to incorporate technology into their teaching to create an interactive and engaging learning environment for their students. Finally, as blended learning continues to grow in popularity, it is essential that teachers continue to adapt their pedagogical practices to the changing needs of the students. With this in mind, teachers should be open to new teaching techniques and strategies to ensure that they remain effective in delivering quality education to their students. By doing so, they can create a learning environment that fosters academic excellence and student success.

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