

Students' Cognitive Learning and Motivation through Hybrid Instructional Strategy

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Abstract

Purpose - Hybrid or Blended Learning Strategy is a promising pedagogical approach which integrates interactive lessons with the innovative and technological advances of virtual environment. This study investigated the impacts of Hybrid Learning Strategy on the cognitive learning and extrinsic motivation among Senior High School students of Alubijid National Comprehensive High School, Alubijid, Misamis Oriental, Philippines.

Method - The combined instructional approach operates the learning cycle model which engages the learner to explore new concepts involving hands-on and minds-on activities. A pretest-posttest pre-experimental design was used to determine students' cognitive learning and extrinsic motivation when exposed to Hybrid Strategy. A teacher-made questionnaire on disaster readiness concepts and the Science Motivation Questionnaire II (SMQ-II) were used. Descriptive statistics and paired t-test for dependent sample was utilized to determine significant differences on cognitive learning and motivation.

Findings - The study revealed that hybrid learning strategy remarkably increased students' cognitive learning. While, students' extrinsic motivation indicated 'moderately motivated'. Further, students were motivated on the following motivational components such as career motivation and grade motivation. These motivational components were found to have no significant difference at 0.05 level. However, a significant difference existed between pretest and posttest, thus students' cognitive learning enhances as exposed to hybrid learning strategy.

Significance - The study would offer valuable information for educators and academic planners that integrating virtual environment and face to face interaction creates a worthwhile learning experience among students. These threshold data on the present trends on pedagogical approaches would provide a more positive impact on students' cognitive learning and development.

Keywords: Blended Learning, Cognitive Learning, Disaster Readiness, Motivational Constructs