



# COMMITMENT AND TEACHING PRACTICES IN BLENDED LEARNING MODALITY OF LANGUAGE TEACHERS

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## ABSTRACT

The primary purpose of the study was to determine the relationship between commitment and teaching practices in the blended learning modality of language teachers. It made use of a quantitative research design utilizing descriptive correlation. The respondents of this study were the 100 Grade 11 students randomly selected from a private school in Davao City. The findings revealed that the level of commitment and teaching practices in the blended learning modality of language teachers were very high. This means that the language teachers explain each topic so that the students can learn well, are eager to help the learners to learn, give chance to the students when they cannot submit the task on time, encourage mutual respect among all students during our virtual class, and provide presentations and use applications during virtual class. In addition, it showed that there was a significant very strong correlation between commitment and teaching practices in the blended learning modality of language teachers. This means that for every progress in the commitment of language teachers, there is an equivalent very strong development in the teaching practices in blended learning modality. The indicators of commitment to students, commitment to school, and commitment to the profession significantly influence the teaching Practices in the Blended Learning Modality of Language Teachers. This means that commitment and teaching practices in the blended learning modality of language teachers are effective and should sustain.

*Keywords: Commitment, language teacher, blended learning, teaching practices*

## Introduction

Despite the pandemic, the commitment of language teachers to their profession continues to give hope that learners' futures are promising. The cancellation of face-to-face lessons this school year is a significant difficulty for administrators. There is also the issue of a lack of printed learning materials that students require before sessions begin. In addition, last school year 2020-2021, blended learning decreased student exposure to Covid-19 while a vaccine was not yet developed. Because most learners do not have the device to meet their needs and have a poor internet connection, blended learning offers unique issues that can become barriers to learning.

In the United Kingdom, blended teaching and learning create a complex and challenging new model for many teachers and their learners. For teachers, the problems of mixed English as Foreign Language

instruction remain formidable because success in education necessitates their learners to become somewhat proactive and autonomous. Students must overcome the uneasiness commonly associated with second language (L2) acquisition and the habit of relative passivity they may have acquired during their previous years. Teachers must extend beyond their own developed and generally traditional instructional techniques to address personal reluctance to investigate new methodologies, resources, and approaches to English as a Foreign Language teaching, such as blended learning, to support the transition from little student involvement to success. Furthermore, teachers still believe that to maintain control over the entire learning process, they must cover all course material in class rather than online (Johnson, 2014).

In addition, Marsh (2012) expressed that blended learning could bring various advantages to language learners over traditional teaching methods. Developing language learners' autonomy, providing more individualized language support, promoting collaborative learning, increasing students' interaction and engagement, providing opportunities to practice the language outside the classroom, and improving language learners' language skills are just a few advantages. In the Philippines, specifically in Mindanao, blended learning is not a new concept in the Philippine educational system, as several schools across the country have previously implemented it. Traditional techniques of education transitioned to blended learning during the pandemic. Technological platforms such as ICT4ALS, FB Chat, Google Classroom, the Aral Muna app, and DepEd Commons were employed. The Department of Education also advocated using radio-based intervention, which entails forming agreements with local radio stations to deliver lessons answered over the phone. The expert also recommends door-to-door delivery of worksheets, take-home learning activity sheets, and take-home portfolio completions for those who do not have access to technology or connectivity (Tupas & Laguda, 2020).

Contrarily, Baloran, and Hernan (2020), pointed out that when teachers accept the new normal in education, they face issues with the online-blended learning strategy. As they embrace the paradigm shift in pedagogical delivery, schools are still challenged to address the gaps in delivering Information and Communication Technology (ICT) resources and capacities for teachers and students. A crisis such as a pandemic may impact the organization's personnel's work dedication.

Further, in Cagayan, language teachers remain committed to learning continuity during the pandemic. They received training through webinars for blended learning. This prepares them for the potential challenges that might come during the school year. They thought of coming up with modules because this is one way, they could help their students for the coming school year. They spend time collaborating with school leaders to create efficient class programs that will help the school adapt to blended learning. Furthermore, even if the academic community faces numerous challenges in preparation for 2020-2021, countless Language teachers remain passionate about providing quality primary education to their students. They support the various learning continuity initiatives in blended learning. The resilience, passion, and commitment of these teachers during these trying times have become a source of inspiration for others (Business Mirror, 2020).

In Davao City, a language teacher who had been in the profession for a long time found newness in the current teaching model. A teacher by profession, but the voice projection during class can be likened to professional radio disc jockeys, news anchors, or even a voice talent for a commercial. The English teacher admitted it was never in her wildest imagination to teach in front of the camera. Furthermore, blended learning modality setup is an additional task at hand. Aside from preparing the lessons, teachers are also tasked to assist their students and parents who have difficulty adjusting to online learning and preparing for the distribution of modules in the next batch of lessons (Llemet, 2020).

### *Statement of the Problem*

The primary purpose of the study is to determine the relationship between commitment and teaching practices in the blended learning modality of language teachers. Straightforward, the research was conducted to achieve the objectives mentioned below:

1. What is the level of commitment of language teachers in terms of:
  - 1.1. commitment to students;
  - 1.2. commitment to teaching;
  - 1.3. commitment to school; and
  - 1.4. commitment to the profession.

2. What is the level of teaching practices in blended learning modality of language teachers in terms of:
- 2.1. learning environment;
  - 2.2. digital learning;
  - 2.3. flipped classroom; and
  - 2.4. motivation and engagement.
3. Is there a significant relationship between commitment and teaching practices in blended learning modality of language teachers?
4. Which among the indicators of teacher's commitment significantly influences teaching practices in blended learning modality?

### *Review of Related Literature*

The review of related literature and studies were discussed in this part. It is offered here to provide a solid foundation for the study and to provide readers with sufficient knowledge about the factors under investigation. The order of the variables and indicators were followed in the presentation and discussion.

#### *Commitment of Language Teachers*

Commitment is an essential quality, and it is especially vital in the teaching profession. Dedicated teachers are never happy with what they have; instead, they continually look for fresh ideas and ways to help the learners. A dedicated educator will also be passionate about teaching and learning. This fact will directly impact the learners' academic progress and personal growth as they mature. Such a teacher will be able to generate authentic and effective learning and teaching successfully. As a result, the learning process and education will be aided naturally, promoting both the students' and learners' potential (Celik & Yildiz 2017).

Furthermore, in a school system, achieving educational goals and objectives may be impossible without committed teachers who are the main facilitators of teaching and learning. Teaching as a life-building vocation necessitates individuals who are willing to go above and beyond official standards to assist the school and students achieve their objectives. Teachers' multifaceted roles as facilitators, role models, mentors, fathers, and mothers cannot be properly performed without an excellent level of enthusiasm, love, commitment, and devotion to students, schools, and teaching as a profession. Teachers that are passionate about their jobs find it simple to be interested in what is going on in their classrooms, and they may get involved totally without the need for strict supervision (Alsiewi & Agil, 2014).

In addition, Albdour and Altarawneh (2014) argued that with a high level of commitment, usually exhibit positive behaviors in the workplace, such as job satisfaction and organizational citizenship, which greatly benefit the organization. Students' performance and well-being in schools, schools' growth and success, and the educational development of a nation cannot be achieved without committed teachers. This is because committed teachers see school's or students' problems as theirs and are always ready and willing to do everything possible to solve such problems.

*Commitment to students.* Teachers who care about their students make activities more meaningful by offering new learning methods and changing instructional materials to make them more relevant and exciting. Teachers that are passionate about what they do can motivate pupils and reawaken their drive to study. In addition, a teachers' commitment to the student is defined as a teacher's willingness to devote effort on behalf of both low and high-achieving students. Teachers who care about their pupils are more likely to involve them in curricular and extracurricular activities that help them connect to the institution and its academic activities. A dedicated teacher enjoys working with learners and is eager to assist each student reach their full potential. They understand that students differ in size, color, IQ, background, interests, and learning styles. They enjoy assisting each student in progressing through developmental tasks and programs appropriate for their aptitude and interests. They also plan and design their courses to match the needs of each student in the class Rosenholtz 1989 as cited (Akinwale & Okotoni, 2019.)

Furthermore, teachers' commitment to the students is strongly linked to their work performance, which substantially impacts their students' progress. The student is the most crucial part of every educational institution. Dedicated teachers make every effort to improve students' professional competency by creating a good learning environment (Cagri, 2018). In addition, according to Singh and

Billingsley 1998 (as cited in Tagre, 2018), committed teacher strives for their students to be well-educated in their community by making an effective contribution to their achievement. It should be highlighted that teachers' commitment has a significant impact on student accomplishment. Low teacher commitment lowers student achievement. Moreover, committed teachers, by encouraging students to involve in school activities, can create zealous learners. High-quality teaching depends on the dedication of the teacher Crosswell and Elliott 2004 (as cited by Altun, 2018).

Moreover, Teachers must make a personal commitment to connecting with challenging learners. Academic progress can begin once the trust in the relationship has been built, which may take some time. Teachers should also pay attention to whether or not learners' basic needs are being addressed. A student who did not eat breakfast might benefit from a granola bar from an extra box on the teacher's desk and would be able to focus better; meanwhile, a learner who has been neglected would benefit from extra special attention. Further, teachers and students can connect in less formal contexts when they participate in after-school activities. This type of connection has the effect of humanizing the teacher, transforming them from a cyborg-like person who knows a lot about the language they use into a relatable individual who deserves respect both inside and outside the classroom (Keeling, 2017).

*Commitment to teaching.* A key element in raising children's success levels is teacher dedication. The requirement for high-quality learning and instruction is crucial since passion also has a motivating impact. Passion is seeking the new and experiencing new ideas. The foundation of passion is good instruction. Through the desire and enthusiasm, it fosters the passion that is essential for teaching and learning increases learning. it creates. Passionate teachers via creating effective learning environments endeavor to increase the learning potentials of their students (Altun, 2017).

Also, teachers must be willing to evolve and adapt to new curricular content and new procedures and techniques of instruction to be effective. The ability to be flexible and adjust fast is perhaps an essential characteristic of a growth-minded person. Teachers can easily fall into a rut unless they consciously focus on keeping open to new ideas and methods. The commitment of teachers to teaching is also addressed, along with its related elements and the traits of devoted educators. Four attributes distinguish committed teachers: a want to be good teachers, a drive to be more fact purveyors and sources, recognizing and appreciating individual value, and satisfying professional duties. As a result, devoted teachers must be prepared, retain their dedication, and enhance their performance (Hasan & Hambang, 2020).

Similarly, Serin (2017) claimed that one of the essential factors in developing passion is teachers' commitment and attention to students and their education. Passionate teachers are dedicated to their profession and can motivate and inspire their students to learn. Dedicated teachers, in his opinion, may make a difference because of their commitment to their vocation.

Contrarily, teachers' commitment to teaching, where teachers with low levels of commitment are most likely to leave the profession. One way to reduce teacher attrition is to enhance commitment to teaching among teachers and student-teachers Tait 2008 as cited by (Moses, 2019).

*Commitment to school.* Teacher commitment is the emotional bond between the teacher and the school. Commitment refers to teachers' motivation to work. Commitment is one's attitude, including effect, belief, and behavioral intention toward his work. Teachers' commitment to the school is defined as their conviction in and acceptance of its goals and values, their efforts to adopt those goals and values, and their strong desire to stay involved in the school Cagri (2018). In addition, teacher commitment is an internal force that motivates teachers to devote more time and effort to maintaining school involvement. This readiness to support the school develops an emotional bond between teachers and the school, inspiring them to seek methods to improve their teaching skills and create an effective learning environment that allows students to reach their goals (Altun, 2017).

Further, committed teachers are committed to the school where they work and devote their time and energy to promoting it. Teacher commitment is tied to providing a thriving learning environment where students improve their talents and achieve tremendous success. Teacher commitment is an internal energy that motivates teachers to do better on the job (Altun, 2017).

Additionally, connection with the school, feeling like a member of the school, and devotion to the school are all examples of commitment to the institution in education. Teachers have a critical role in school development. It should be mentioned that when teachers achieve anything through their efforts, their commitment to their vocation, students, and the school develops. Commitment is defined as an emotional

response to education; hence, commitment is defined as a teacher's investment in their profession. Teachers with low commitment to the school are less loyal to the organization (Cagri, 2018).

In a similar vein, teachers who have a strong commitment and strong faith in their profession are more likely to stay in the field than those who have a weak commitment or lack of trust in their job (Nazari & Emami, 2012).

*Commitment to profession.* Teaching is a profession that requires the teacher's practically constant giving. Teachers may experience undue weariness and burnout if they are not careful. To avoid these problems, teachers should set aside time to spend with their friends and families and engage in other soothing activities. Professional educators frequently put their work first and neglect to make time for themselves, their health, and their well-being. Furthermore, teachers cannot be fully effective unless their personal needs are fulfilled; thus, intentionally scheduling "non-school" time is critical to good health and sound teaching (Keeling 2017).

In a similar vein, Lynch (2015) states that teachers are committed if they possess the following traits; commit to being a lifelong learner and continue to study from various sources. Teachers who are responsible for the curriculum make operational decisions that allow them to fulfill the requirements of their learners best; cross familiar barriers and beliefs to meet the needs of all learners, teachers must embrace diversity, ethnicity, culture, financial class, handicap, and sexual orientation are all factors to consider; meet the needs of individual students, while a classroom is designed to be one huge group, it is made up of many different people with different interests.

### *Teaching Practices in Blended Learning Modality of Language Teachers*

Language learners' language abilities can be efficiently developed through the usage of blended learning. For instance, employing mixed learning rather than conventional face-to-face or wholly online ways can help learners improve their speaking, listening, reading, and writing skills. Using blended learning with language learners has a direct impact on enhancing the reading skills of language learners, and blended learning facilitates the learning process and can be successfully adopted in English reading classes (Ghazizadeh & Fatemipour, 2017).

Generally, blended learning results in an improvement in student success and satisfaction (Means et al., 2013) as well as an improvement in students' sense of community when compared with face-to-face courses. Those who have been most successful at blended learning initiatives stress the importance of institutional support for course redesign and planning (Tynan et al., 2015). Further, the evolving research questions found in the literature are long and demanding, with varied definitions of what constitutes "blended learning," facilitating the need for continued and in-depth research on instructional models and support needed to maximize achievement and success (Bloemer & Swan 2015).

Blended learning is used as a pedagogical approach to describe the integration of face-to-face instructions with computer-mediated communication (CMC), such as virtual learning classes, online chats, and discussion boards, to help students use a range of online synchronous events (happening at the same time) and asynchronous activities (not occurring at the same time) that can enhance English language skills, activate learning, and facilitate communications (Sheerah, 2020). The capacity to communicate in other languages is becoming an increasingly important aspect of any specialist's professional competency. New methodological teaching approaches serve the objective of recognizing dedication to lifelong learning in the context of limited class hours. Further, Blended Learning is a learning system that allows students to combine self-learning practices with online interactive participation. Blended learning can assist educators in achieving several pedagogical objectives, including preparing students to develop constructive and algorithmic thinking abilities, improving instructional characteristics, and setting social order (Suo & Suo, 2018).

Further, Zhang and Zhu, (2018) expressed after examining the literature surrounding the use of blended learning in English as Second Language classrooms that it was found that this teaching model can be used to develop various English language skills to improve the learning environment, flipped classrooms, digital learning, and enhance students' motivation and engagement. In addition, as blended learning becomes more popular, research on the benefits of employing the technique is growing, but little is known about how teachers plan and teach blended courses. The "beginning point" for constructing blended training should be what is known about effective learning. They stress the necessity of choosing

technological tools that make learning activities more authentic, allow students to become more engaged in their knowledge, and push students to interact with others and engage in critical or deeper-level thinking (Kenny & Newcombe, 2011).

*Learning environment.* Special needs students have two advantages in a blended learning environment: a physical, face-to-face teacher with whom they may ask questions and seek help, as well as the benefits of virtual resources. This surge of learners with special needs and learning difficulties has posed several challenges for the educational community, the most pressing of which is determining the most effective learning environment to fulfill the needs of these students. The teacher is physically present in this learning setting to answer curricular questions and provide personalized help. This approach of instruction has bolstered the comeback of the blended classroom. Students with learning difficulties benefit from traditional face-to-face assistance from the teacher and the advantages of virtual supplemental materials tailored to reinforce instruction (Rivera, 2017).

Consequently, blended learning is gradually becoming the most popular and successful method of addressing learning difficulties in reading, writing, and communicating. It integrates face-to-face classroom instruction with online activities so that learners can take advantage of both e-learning and face-to-face instruction. Further, a blended learning environment requires learners to demonstrate self-motivation for their learning while also providing opportunities for exploration (Krishnan, 2016).

Consequently, blended learning can reduce the gap between the teacher's actual physical presence and the benefits of online activities by increasing learning gains, student satisfaction, and connectedness to the teachers. The aim of blended instruction, also known as hybrid education, is to educate learners' independence, make teaching more effective using current technology, and ensure the classroom's long-term sustainability. As a result of this cohesive relationship, the benefits of blended learning are recognizable in student outcomes. The blended classroom provides students with learning disabilities in language I encounter while receiving individualized support with online reinforcement inside the classroom from the teacher and the student. In addition, students with language difficulties are encouraged to share their struggles by interacting more physically, mentally, and online with their learning-disabled classmates will increase their sense of community. A blended environment provides opportunities for the students to engage in collaborative group assignments and open communication (McCown, 2014).

*Digital learning.* Education is being reshaped in new ways because of digital learning. However, in the case of language learning, the burden of innovation has primarily rested on the goodwill of individual teachers who have chosen – often in complete isolation – to use the new technology that has become available. Although institutions have increasingly offered support to language teachers so that they can integrate new technologies into their curriculum in a more organic way, such as by using open-source or proprietary platforms installed in the institution's systems, the "interaction" between the "container" and the "content" has been left to the individual teacher's expertise (Gaballo, 2019).

Further, greater focus has been placed on the learning part of the language teaching and learning process in digital language teaching and learning. Recent advances in the field of computer-assisted language acquisition have demonstrated the positive benefits of technology in the classroom. However, there is a debate about the fundamental differences between learners and teachers using technology in educational contexts. The former emphasizes the instrumental use of technology and the learner's relative passivity in the process, and the latter emphasizes the learners' more active engagement or interaction. Teachers, on the other hand, are partitioned: "teaching with" technology denotes an instrumental approach to using technology in language lessons, whereas "teaching from" technology distinguishes an interactive, immersive experience of teaching from inside a learning environment (Gaballo, 2019).

In addition, Levedeva (2017) speculated that a vast range of digital instruments, services, and resources are available to teachers nowadays. They can improve the efficacy of studying in general and specifically while teaching a language. A teacher can now choose a regime and model for integrating digital technologies into the educational process, such as using them to solve specific, methodical tasks in technology-enhanced face-to-face teaching, designing blended learning, or teaching online, where digital technologies are a necessary instrument for organizing an educational process in all of its aspects.

In similar vein, Guichon and Hauck (2011) also claim that students' capacity to learn digital skills will depend on their professors and readiness to re-think their practice to prepare the ground for successful technology integration. Thus, it is essential to note that the effectiveness of digital competence

development programs is determined by the teacher's initial, basic level of digital literacy and his openness to new opportunities introduced into education by technologies.

*Flipped classroom.* A flipped classroom is one in which most of the education occurs online rather than in person, class - time can be used for productive and language reinforcement activities—all with the guidance and help of the teacher. Further, changing approaches to language education, which come with their own set of obstacles, these changes are improving their teaching experience significantly. These teachers are sure that technology is there to support them rather than replace them in the classroom. However, other focus group respondents were still having trouble achieving the flipped classroom dynamic with their learners. Student autonomy was regarded to be the most important aspect of a blended learning program's success. Many students, according to the teacher, have not yet acquired the appropriate degree of maturity. Positive changes in the F2F context occur when students commit to an active, participative role in blended learning in English as Foreign Language (Bergmann & Sams, 2012).

Moreover, in the flipped model, new content is presented in online, out-of-class videos. Class time may then focus on activities enhancing the overall learning environment. In addition, flipped classrooms are when the teachers create courses, texts, or lectures that are watched or read at a student's own pace, and in-class teaching assists in practicing the concepts learned in the videos or other course materials. For instance, students may watch online lectures, review online course materials and texts, participate in online discussions, or perform research at home. When in the classroom, students will practice their skill sets by having face-to-face discussions with peers, debating, making presentations, or having peer-reviewed assessments. Basically, the students do homework at school in a classroom setting (Lambda, 2021).

*Motivation and engagement.* Teachers' motivations for engaging in blended learning environments (BLEs) include significant strategic features for knowledge production depending on their teaching experiences, continuous professional development, and whether they have completed a hybrid pedagogy teacher education program. Furthermore, educational methods based on teaching professionalism used by teachers in classes have both beneficial and bad effects on students' learning. Teachers' motivation factors to use blended learning and engaging constructivist teaching activities in higher education have increased as investment, adoption, deployment, and implementation of modern educational technologies have increased Prince, Snowden, and Matthews 2010 (cited by Machumu, 2021).

Moreover, motivational factors play a pivotal role in the amount of individual student participation in the Learning Management System and can indicate the type of learners they are. Motivation and engagement are very important for enhanced learning outcomes for all students. Student engagement in learning is considered a pre-requisite and a vital part of motivation. Student involvement in learning is not just a goal in and of itself, but also a way to achieve good academic performance. If teachers want to understand and resolve the challenges that learners face, as well as make schools more interesting places, they must first listen to what students have to say about their classrooms and teachers (Mitra, & Serriere, 2012).

Additionally, teachers look for ways to boost student engagement, some have anticipated that blended learning—the intentional combination of face-to-face and online instruction—would help students become more completely engaged in their studies. They could include improved flexibility and personalization as a result of a variety of learning pathways, as well as enhanced opportunities for involvement both face-to-face and online, synchronous and asynchronous s (Horn & Staker, 2015)

### *Theoretical and Conceptual Framework*

This study was anchored on the Side Bets Theory by Becker (1960). In the case of side bets theory, teachers as an employee posit that there are certain investments made by the teachers in an organization that make them find it more difficult to leave an institution as an attempt to leave the organization, the investment of “side-bets”. Without the commitment of the teachers, students' performance and well-being in school, school growth and success, and national educational progress are impossible to attain and what they made in the organization will be lost. In addition, teachers as an employee in the school are their conviction and acceptance of its goals and values, their efforts to adopt those goals and values, and their strong desire to stay involved in the school. The Side Bets theory, therefore, maintains employees develop a high level of commitment when they perceived that they have invested time, effort,

and other personal resources in an organization.

Moreover, teachers' commitment as an employee is an internal force that motivates teachers to devote more time and effort to maintaining school involvement. This readiness to support the school develops an emotional bond between teachers and the school, inspiring them to seek methods to improve their teaching skills and create an effective learning environment that allows students to reach their goals. In conjunction with this, teachers' commitment as an employee is related to personal sacrifice and a perceived lack of alternatives. Both personal sacrifice and the perceived lack of employment alternatives increase the costs associated with leaving the organization (Meyer et al., 2002).

Once the language teachers are committed, they used different approaches to teaching the students to share ideas and opinions freely and openly in the class and make the learners feel welcome in the class. Further, they encourage the students to submit the task in their Learning Management System on time, and they motivate the learners to do it so that they can get higher grades at the end of the quarter. Committed teachers use different strategies to help the learners to be equipped in achieving competency in English subjects. Further, they use techniques to deliver their topic well to the learners despite the challenges they face in the blended learning modality. In a similar vein, committed teachers who are willing to go above and beyond official standards to assist the school and students achieve their objectives. Positive workplace behaviors, such as job satisfaction and organizational citizenship, are common among teachers with a high level of dedication, and they help the company considerably.

Moreover, Constructivism theory emerged as the leading metaphor for human learning (Mayer, 1997). Learners construct knowledge rather than acquiring it individually through their interactions with the environment including other learners based on their current as well as prior knowledge, authentic experience, mental structures, and beliefs that are used to interpret objects and events in the context and environment in which learning takes place. The learner is an active processor of information and creator of personal knowledge; the teachers' major role is to facilitate students. In addition, constructivists put their emphasis on learning rather than instruction implying the need for rich learning environments for students to actively engage with the language teachers as well as their peers and construct knowledge. Besides, constructivism requires the learning environment should be learner-centered (Anderson & Kanuka, 1999).

Learners must expand their understanding and knowledge of the world by experiencing and reflecting on their experiences. It indicates that pupils develop the meaning of anything via assimilation and adaptation based on their own experiences. It tends to produce active students. Constructivist teachers, on the other hand, promote and lead pupils in evaluating activities that aid in their learning. The language teacher's method of guiding the learners can include asking them to create a situation in which the students develop the meaning of the thing on their own. These theories are best for this study since the commitment of language teachers is very important to teaching practices in blended learning modalities.

## Method

This study used a quantitative research design utilizing descriptive correlation. This technique is a non-experimental design, where the researcher examines the relationship between two variables in a natural setting without manipulation or control. In correlational studies, the researchers look at the strength of connections between variables by determining how the change in one variable is correlated with change in the other variable. Generally, correlational studies have independent and dependent variables, but the independent variable's effect is observed on the dependent variable when the independent variable is not changed (Patidar, 2013). The correlational method is suited for this study since it intends to look into the correlation between commitment and teaching practices in the blended learning modality of language teachers.

The respondents of this study were the Grade 11 students of private schools in Davao City. In addition, Davao City composes of 47 private secondary schools. Further, Davao City is the regional center of the Davao Region. It is the most populated city in Mindanao and is known as the third-largest city in the Philippines.

A random sample strategy was used by the researcher in identifying the respondents of this study. According to Creswell (2015), random sampling is selecting a sample of observations from a population to make inferences about the population. This method was ideal for my research since it eliminated bias and

provides accurate representation. This was beneficial since it ensured that the respondents are chosen scientifically. The researcher randomly selected 100 SHS students of a private school in Davao City. It offers Nursery to SHS and students with special needs. They are chosen because the researcher wants to help them to be equipped for this new normal education. A sample size of 100 is adequate to statistically compute the data acquired in preparation for solving the study's problems. They were chosen as respondents after they passed the inclusion and exclusion criteria set for this study such as the following: they must be Grade 11 students enrolled in the A.Y. 2021-2022, and not included in this study are grade 12 students because the number of enrollees is only 23 students.

## Results and Discussions

Provided in this chapter were the results of the commitment and teaching practices in the blended learning modality of language teachers presented, analyzed, and interpreted based on the research objectives previously stated.

**Table 1. Summary of the Level of Commitment of Language Teachers**

Indicators	Mean	Descriptive Level
Commitment to students	4.46	Very High
Commitment to teaching	4.49	Very High
Commitment to school	4.41	Very High
Commitment to the profession	4.41	Very High
<b>Overall Mean</b>	<b>4.44</b>	<b>Very High</b>

The level of commitment of language teachers in terms of commitment to students, commitment to teaching, commitment to school, and commitment to the profession was shown in Table 1.

Among the four indicators in the commitment of language teachers, respondents perceived that *commitment to teaching* has the highest mean score of 4.49. Based on the data result, the commitment to teaching gets a mean of 4.49, or very high, which means that the language teachers have an excellent commitment. This further implies that the language teachers give a chance to the students when they cannot submit the task on time and are eager to help the learners to learn. Also, the Language teachers explain the topic well to the students, explain well the topic to the students, and show a desire to achieve the goals of teaching.

The study's finding affirms the ideas of Celik and Yildiz (2017) who states that commitment is an essential quality and is especially vital in the teaching profession. Committed teachers are never happy with what they have; instead, they continually look for fresh ideas and ways to help the kids. A committed educator will also be passionate about teaching and learning. This will directly impact the learners' academic progress and personal growth as they mature. Such a teacher will generate authentic and effective learning and teaching successfully. As a result, the learning process and education will be aided naturally, promoting both the students' and learners' potential.

Further, Hasan and Hambang (2020) state that teachers' commitment to teaching and its associated aspects are explored, including the characteristics of committed teachers. Four attributes distinguish committed teachers: a want to be good teachers, a drive to be more fact purveyors and sources, recognizing and appreciating individual value, and satisfying professional duties. As a result, devoted teachers must be prepared, retain their dedication, and enhance their performance.

Similarly, Serin (2017) claimed that one of the essential factors in developing passion is teachers' commitment and attention to students and their education. Passionate teachers are dedicated to their profession and can motivate and inspire their students to learn. Dedicated instructors, in his opinion, may make a difference because of their commitment to their vocation.

The second highest indicator is *the commitment to students* with a mean score of 4.46 or very high, which means that the language teachers have an excellent commitment. This implies that Language teachers perform their mission to ensure the success of their students, explain each topic so that the

students can learn well, work harder to make classroom activities more meaningful, monitor the performance of the learners, and involve the students in the learning in the class.

Rosenholtz 1989, as cited by Akinwale and Okotoni (2019), teachers' commitment to students is defined as a teacher's willingness to devote effort on behalf of low and high-achieving students. Teachers who care about their pupils are more likely to involve them in curricular and extracurricular activities that help them connect to the institution and its academic activities. A dedicated teacher enjoys working with kids and is eager to assist each student reach their full potential.

Furthermore, teachers' commitment to the students is strongly linked to their work performance, which substantially impacts their students' progress. The student is the most crucial part of every educational institution. A dedicated instructor makes every effort to improve students' professional competency by creating a good learning environment (Cagri, 2018).

Moreover, committed teachers, through encouraging students to involve in school activities, can create zealous learners. Teachers' commitment is essential to high-quality teaching. It includes a commitment to the school, students, career continuance, professional knowledge base, and teaching profession Crosswell and Elliott 2004 (as cited by Altun, 2018).

The lowest indicators, still very high, are *the commitment to school* and *commitment to profession*, which gained a mean of 4.41 or means that the language teachers have an excellent commitment. Based on the data result, the language teachers believe in and accept the schools' goals and values, help the school develop through teaching well to the students, and stay and help the school to be recognized. Further, the language teachers improve professional skills, knowledge, and teaching abilities, provide an orientation to the students on using the Learning Management System (Quipper) and encourage the students to study harder to have a successful career.

This is in line in the idea of Cagri (2018) states that teachers' commitment to the school is defined as their conviction in and acceptance of its goals and values, their efforts to adopt those goals and values, and their strong desire to stay involved in the school. Further, Altun (2017) speculated that teacher commitment to the school is an internal force motivating teachers to devote more time and effort to maintaining school involvement. This readiness to support the school develops an emotional bond between teachers and the school, inspiring them to seek methods to improve their teaching skills and create an effective learning environment that allows students to reach their goals.

In addition, teachers prepare learners for the job market as well as the institution's progress. They must have positive characteristics and meet their learners' intellectual, social, and emotional requirements (Bibiso & Olango, 2017).

As shown in Table 1, the level of commitment of language teachers gets an overall mean of 4.44 or very high. This means that the language teachers who have an excellent commitment usually exhibit positive behaviors in the workplace, such as job satisfaction and organizational citizenship, which greatly benefit the organization. Students' performance and well-being in schools, school's growth, success, and educational development of a nation cannot be achieved without committed teachers.

In a similar vein, Lynch (2015) states that the teachers are committed if they possess the following traits; commit to being a lifelong learner and continue to study from various sources. You can learn from your learners, other teachers, and administrators and practice making mistakes; use the curriculum responsibly, decide what is essential, make it entertaining and relevant, and track progress as a teacher. In addition, Fox 1964 as cited in Serin (2017), the power of a profession is measured by the commitment of those who do it, and teaching is no exception. Passion is a distinguishing quality of teachers, and it has a favorable impact on student progress.

This backs up several authors' claims Alsiewi, and Agil (2014) said that teaching as a life-building vocation necessitates individuals willing to go above and beyond official standards to assist the school and students achieve their objectives. Teachers' multifaceted roles as facilitators, role models, mentors, fathers and mothers, and fathers and mothers cannot be properly performed without an excellent level of enthusiasm, love, commitment, and devotion to students, schools, and teaching as a profession. Further, Albdour and Altarawneh (2014), with a high level of commitment, usually exhibit positive behaviors in the workplace, such as job satisfaction and organizational citizenship, which greatly benefit the organization. Finally, Ernest and Felix (2013) highly committed teachers are more likely to stay on the job longer, perform better than their non-committed colleagues, and are usually eager to contribute positively to the school's success.

*Level of Teaching Practices in Blended Learning Modality  
of Language Teacher*

The second objective of this study was to determine the level of teaching practices in blended learning modality of language teachers. Table 2 provides the answer to this objective.

**Table 2. Summary of the Level of Teaching Practices in Blended Learning Modality of Language Teachers**

Indicators	Mean	Descriptive Level
Learning Environment	4.43	Very High
Digital Learning	4.38	Very High
Flipped Classroom	4.35	Very High
Motivation and Engagement	4.37	Very High
<b>Overall Mean</b>	<b>4.38</b>	<b>Very High</b>

The level of teaching practices in blended learning modality of language teachers in terms of learning environment, digital learning, flipped classroom, and motivation and engagement were shown in Table 2.

In four indicators in the teaching practices in blended learning modality of language teachers, respondents perceived that *learning environment* has the highest mean score of 4.43. Based on the result of the gathered data, the learning environment gets a mean of 4.43 or very high which means that the teaching practices in blended learning modality of language teachers are excellent. This further implies that the Language teachers gives special needs learners a two-fold advantage: a physical, face-to-face teacher with whom they may ask questions and seek help, as well as the benefits of virtual resources. Moreover, Language Teachers encourage mutual respect among all students during our virtual class, make the learners feel welcome in the class, and provide an environment for free and open expression of ideas.

Krishnan (2016) emphasized that the learning environment is gradually becoming the most popular and successful method of addressing learning difficulties in reading, writing, and communicating. It integrates face-to-face classroom instruction with online activities so that learners can take advantage of both e-learning and face-to-face instruction. Further, a blended learning environment requires learners to demonstrate and self-motivation for their learning while also providing opportunities for exploration.

The second highest indicator is the *digital learning* with a mean score of 4.38 or very high which means that teaching practices in blended learning modality of language teachers is excellent. This implies that the language teachers provide presentations and use applications during virtual class, let the students submit the task in their Learning Management System, and communicate with the students when announcements or information are using their learning management system.

Gaballo (2019) pointed out that digital learnings access can be in one of two ways: "learning from" or "learning with" technology. The former emphasizes the instrumental use of technology and the learner's relative passivity in the process, and the latter emphasizes the learners' more active engagement or interaction. Teachers, on the other hand, are partitioned: "teaching with" technology denotes an instrumental approach to using technology in language lessons, whereas "teaching from" technology distinguishes an interactive, immersive experience of teaching from inside a learning environment.

The third highest indicator is *motivation and engagement* with a mean score of 4.37 or very high which means that teaching practices in blended learning modality of language teachers are excellent. This implies that the language teachers encourage the learners to talk or participate during oral recitation, encourage the students to participate in group performance during an online class, are energetic, willing to answer questions from the students, and encourage the students to participate in group performance during an online class.

According to constructivism theory; learners construct knowledge rather than acquiring it individually through their interactions with the environment including other learners based on their current as well as

prior knowledge, authentic experience, mental structures, and beliefs that are used to interpret objects and events about the context and environment in which learning takes place. the learner is an active processor of information and creator of personal knowledge; the teachers' major role is to facilitate students (Mayer, 1997).

The lowest indicator, still very high, is the *flipped classroom*, which gained a mean of 4.35 or means that the language teachers have an excellent commitment. Based on the data result, the Language teachers provide clarification on complex concepts during the Flipped Classroom (FC) activity, give enough time to read the reading materials before the class discussion and activity, and conduct more lectures that improve the students' understanding of the topic. Furthermore, Language Teachers expand on i-lectures and pre-reading materials during the Flipped Classroom (FC) activity, engage students in different activities in a flipped classroom, and give enough time to read the reading materials before the class discussion and activity.

According to Lambda (2021), flipped classrooms are when the teachers create courses, texts, or lectures that are watched or read at a student's own pace, and in-class teaching assists in practicing the concepts learned in the videos or other course materials. It is the traditional teaching role where the lessons are first taught, and then homework is assigned. Instead, the students first study the course material, typically through online lectures, then learn how to implement what they learned in a classroom setting.

As shown in Table 2, the level of teaching practices in blended learning modality of language teachers gets an overall mean of 4.38 or very high. This means that the Language teachers have an excellent teaching practice in blended learning that allows students to combine self-learning practices with online interactive participation. Blended learning can assist educators in achieving several pedagogical objectives, including preparing students to develop constructive and algorithmic thinking abilities, improving instructional characteristics, and sets social order.

According to Suo and Suo (2018), practices in blended learnings priority in modernizing high education is to teach foreign languages for communication purposes. The capacity to communicate in other languages is becoming an increasingly important aspect of any specialist's professional competency. New methodological teaching approaches serve the objective of recognizing dedication to lifelong learning in the context of limited class hours.

*Significance on the Relationship between Commitment of Language Teachers and Teaching Practices in Blended Learning Modality of Language Teachers.*

Shown in table 3 the significance on the relationship between commitment and teaching practices in blended learning modality of language teachers. It is included the interpretation of the table.

Table 3 reflects the significant relationship between the Commitment of Language Teachers and Teaching Practices in Blended Learning Modality of Language Teachers and exhibited the existence of their relationship in the results. With an overall p-value of 0.000, the association is significant at a 0.05 level of significance. Thus, rejecting the null hypothesis is the decision. It shows that there is a significant very strong correlation between the two variables.

**Table 3. Significance on the Relationship between Commitment and Teaching Practices in Blended Learning Modality of Language Teachers**

	Teaching Practices in Blended Learning Modality of Language Teachers			
	R	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
Commitment of Language Teachers	0.887	0.000	Reject Ho	There is a significant very strong correlation

The correlation coefficient of  $r = 0.887$  explains that for every progress in the independent variable, there is an equivalent very strong development in the dependent variable. Thus, the overall results have shown a very strong or very high correlation as reflected in the value of  $r = 0.887$ . It explains further, that for every Commitment of Language Teachers, there is also a very high achievement of their Teaching Practices in Blended Learning Modality of Language Teachers.

The result is supported by adaptive blended learning theory, the learner sits at the center of the model, but all components impact each other. There are six elements in the system, all with their sub-systems. These six elements are the learner; the teacher; the technology; the learning support; and the institution (Wang & Yang, 2015). In a similar vein, commitment is a mindset and multidimensional that gives the employee a direction of behavior. Commitment can also be defined as loyalty and attachment with an organization. Organizational commitment is very critical to understand for the success of an organization in this competitive environment. But the literature on organizational behavior mostly focused on developed countries. Further, commitment is a commitment in which the employee identifies the side-bets or investment, cost, and alternatives that are associated with leaving the organization like time, effort, and pension (Rukaiza, et al. 2016).

In addition, Peretomode (2018) stated that highly committed teachers are dedicated to making a difference; they show a willingness to devote personal time outside the classroom and develop a quality relationship while managing the work of teaching. The teachers are committed because they want to stay in the education system, or have to or ought to because of emotional and psychological attachment to helping students learn. Further, it could be due to the fear of losing social and economic benefits and/or because of moral obligation to remain within the school system because the government might have contributed toward the training of many of these teachers. Finally, their commitment could be attributed to their wiliness and enthusiasm to continue to work in the school system rather than quit for another job at the slightest opportunity.

The teaching and learning environment are embracing several innovations and some of these involve the use of technology through blended learning. This innovative pedagogical approach has been embraced rapidly though it goes through a process. Blended learning effectiveness has quite a number of underlying factors that pose challenges. One big challenge is about how users can successfully use the technology and ensure participants' commitment given the individual learner characteristics and encounters with technology (Hofmann, 2014).

*Regression Analysis on the Significant Influence of the Indicators of  
Commitment on Teaching Practices in  
Blended Learning Modality of Language Teachers*

Presented in table 4. is the regression analysis showing the influence of indicators of the predictor variable Commitment of Language Teachers on Teaching Practices in Blended Learning Modality of Language Teachers.

The indicators commitment to students, commitment to school, and commitment to the profession are in the table of analysis contributed a significant influence on the dependent variable the Teaching Practices in Blended Learning Modality of Language Teachers. The corresponding standardized coefficient beta of 0.235 with a p-value of 0.012, a beta of 0.397 with a p-value of 0.000, and a beta of 0.346 with a p-value of 0.000 respectively significantly influence Teaching Practices in Blended Learning Modality of Language Teachers.

**Table 4. Regression Analysis on the Significant Influence of the Indicators of Commitment on Teaching Practices in Blended Learning Modality of Language Teachers**

Teaching Practices in Blended Learning Modality of Language Teachers							
Commitment of Language Teachers	Unstandardized Coefficients		Standardized Coefficients			Decision on Ho	interpretation
	B	Std. Error	Beta	t	Sig.		
Constant	0.135	0.224		0.602	0.548	Failed to Reject Ho	Not significant
<b>Commitment to students</b>	<b>0.241</b>	<b>0.094</b>	<b>0.235</b>	<b>2.567</b>	<b>0.012</b>	<b>Reject Ho</b>	<b>Significant</b>
Commitment to teaching	0.034	0.085	0.034	0.400	0.690	Failed to reject Ho	Not significant
<b>Commitment to school</b>	<b>0.373</b>	<b>0.077</b>	<b>0.397</b>	<b>4.829</b>	<b>0.000</b>	<b>Reject Ho</b>	<b>Significant</b>
<b>Commitment to the profession</b>	<b>0.312</b>	<b>0.058</b>	<b>0.346</b>	<b>5.352</b>	<b>0.000</b>	<b>Reject Ho</b>	<b>Significant</b>

R = 0.896; R<sup>2</sup> = 0.802; F-value = 96.437; p-value = 0.000

While the commitment to teaching with the beta of 0.034 and the p-value of 0.690 is not a significant indicator to influence the dependent variable. It implies that putting the four indicators altogether, only one hand becomes not a significant indicator of Commitment of Language Teachers that influence the Teaching Practices in Blended Learning Modality of Language Teachers.

The t-value of 5.352 for the indicator commitment to the profession has the highest value, and the commitment to teaching with a t-value of 0.400 is the lowest. That means that there is more significant evidence *against* the null hypothesis because the more extensive the absolute value of the t-value, the smaller the p-value, and the greater the evidence against the null hypothesis.

Finally, three indicators of Commitment of Language Teachers significantly influence Teaching Practices in Blended Learning Modality of Language Teachers. namely the commitment to students, commitment to school, and commitment to the profession. The R<sup>2</sup> value of 0.802 or 80.2 percent of the variance, explained by the indicators of Commitment of Language Teachers, contributed significantly to Teaching Practices in Blended Learning Modality of Language Teachers. Furthermore, as reflected by the F-value of 96.437 with the corresponding p-value of 0.000, the regression analysis is significant.

The result is congruent to the study Goyal and Tambe (2015) that learners' satisfaction with a learning management system can be an antecedent factor for blended learning effectiveness. noted that learners showed an appreciation to Learning Management System contribution in their learning. They showed positivity with it as it improved their understanding of the course material. In addition, Osgerby (2013) states that learners had positive perceptions of blended learning but preferred face-to-face with its step-by-step instruction. Teachers' commitment to face-to-face sessions lessens the psychological distance between them and the learners and leads to greater learning. This is because there are verbal aspects like giving praise, soliciting for viewpoints, humor, etc, and non-verbal expressions like eye contact, facial expressions, gestures, etc which make teachers closer to learners psychologically.

In a similar vein, Cicero (2019) said that introducing technology into the classroom requires accommodating changes to a school's curriculum. When technology is implemented it represents a shift away from traditional methods of teaching; we must realize that not all teachers have the facility to commit, engage, and leverage technology effectively. Teachers are not always comfortable with technology in the classroom, but there needs to be an effective commitment for technology to be effective in their classroom. Teachers must generally believe that technology can benefit their teaching practice and student achievement, whether or not they believe that the chosen technology will benefit their practice and their students. Teachers in technology-based and blended learning classrooms according to these criteria are effectively reinforcing their curriculum's infrastructure so that it has the will and the ability to support the

## Conclusions and Recommendations

The overall mean for the commitment of language teachers was described as very high. This means the commitment of the Language teachers was shown in teaching practices in blended learning modality in terms of commitment to students, commitment to teaching, commitment to school, and commitment to the profession. The aforementioned indicators seem to have a great impact on the teaching practices in blended learning modality.

In addition, Pearson  $r$  showed that there is a very strong significant relationship between the Commitment and Teaching Practices in Blended Learning Modality of Language Teachers and exhibited significance in their relationship in the results. Thus, rejecting the null hypothesis is the decision.

While, the mean rating of the indicators in the teaching practices in blended learning modality of Language teachers in terms of learning environment, digital learning, flipped classroom, and motivation and engagement is very high level. This means that the teaching practices in blended learning modality of language teachers are excellent.

As the final point, the regression analysis shows the influence of indicators of the predictor variable Commitment of Language Teachers on Teaching Practices in Blended Learning Modality of Language Teachers. The indicators commitment to students, commitment to school, and commitment to the profession are contributed a significant influence on the dependent variable the Teaching Practices in Blended Learning Modality of Language Teachers.

The results and findings were the baselines in the formulation of the following conclusions:

The commitment of language teachers is very high. This means the language teachers have an excellent commitment to students, teaching, school, and profession. This implies that the language teachers perform their mission to ensure the success of their students, and explain each topic to the students can learn well, encourage mutual respect among all students during our virtual class, provide presentations and use applications during virtual class, and provide clarification on complex concepts during the Flipped Classroom (FC) activity. Once the language teachers are committed, they are eager to help the learners to learn and give chance to the students when they cannot submit the task on time. They were able to develop a thorough understanding of the subject of the lesson they were teaching, as well as perfect the skill of communicating topics clearly and logically. They believe in and accept the goals and values of the schools. Further, they help the school to be developed by teaching well to the students, and stay and help the school to be recognized. In addition, committed language teachers improve professional skills, knowledge, and teaching abilities, provide an orientation to the students on how to use the Learning Management System (Quipper), and encourage the students to study harder to have a successful career in the future.

Consequently, the practices in blended learning modality of language teachers are excellent in the learning environment, digital learning, flipped classrooms, and motivation and engagement. It implies that the language teachers used different techniques to deliver quality education to the learners amidst the pandemic or new normal education. Using blended learning in the current situation makes the learners pursue their education. Generally, there is a significant very strong relationship between the commitment of language teachers and teaching practices in blended learning modality. Once the committed teachers use different techniques in delivering the lesson to the students will make the class more engaging and the students are motivated to learn more. Further, teachers provide presentations and use applications during virtual class, let the students submit the task in their Learning Management System, and communicate with the students when there are announcements or information. When using blended learning, the language teachers give enough time to read the reading materials before the class discussion and activity, provide clarification on complex concepts during the Flipped Classroom (FC) activity, and conduct more lectures that improve the students' understanding of the topic.

A very strong correlation between the commitment of language teachers and practices in blended learning modality of language teachers are found using the statistical treatment of data. It explains further, that for every Commitment of Language Teachers, there is also a very high achievement of their Teaching Practices in Blended Learning Modality of Language Teachers.

Hence, to exercise more teaching practices in a blended learning modality, the language teachers have to undergo a training program to update their knowledge, hone their skills, and be experienced in the

field of teaching language to the learners.

The following recommendations are made based on the conclusions drawn from the study:

School administrators may conduct regular evaluations to assess teachers' performance and provide ongoing feedback, support, and advice to help them improve. They may also establish a regular forum for exchanging ideas, thoughts, and clarifications about how to enhance blended learning modalities. They may also provide opportunities for teachers to demonstrate their strengths by showing their abilities during faculty meetings. There may be an open-door policy to encourage teachers to submit their thoughts and proposals to administrators, who will then implement those they believe will benefit the school. Similarly, they may supply the best resources for teaching materials and keep their technology up-to-date and operational at all times to encourage teachers to think about their teaching tactics in new and creative ways.

In addition, administrators may offer rewards and preferential treatment to teachers who have demonstrated exceptional performance, encouraging everyone to do well or create an extravagant teacher appreciation week full of sweets and surprises for the teachers. Also, give teachers a day off for their birthdays, organize volunteers to cover teacher tasks a couple of times a month to give teachers a vacation, and then award teachers bonuses around Christmas. To increase teacher morale and motivation, they may also undertake team building and exercises such as retreats, athletic activities, decision-making, and planning activities. They may also send teachers to seminars and training, such as K-12 Teaching and Learning Seminars, Multiple Teaching Approach Seminars, Teaching Application Training (which focuses on the application of creative teaching activities), Handling Generation Z Learners Seminars, Curriculum Development Seminars, Blended Learning Training, and any other Professional Development. Finally, administrators may assist the human resource department to develop practical and helpful programs for teachers and students that support the organization's mission and vision.

The teachers may innovate their teaching practices in blended learning by providing learning tools aligned to learners' diversity and applying comprehensive and creative teaching strategies. And may introduce new ways of teaching, create engaging blended learning and exert sufficient effort to deliver quality education for learners. They may also set personal goals to ensure that performance is still within the standard.

The students may act collaboratively and interactively in the blended learning to boost the morale and motivation of the teachers to carry out the class innovatively. Besides, they may contribute their ideas and suggestions to help improve the teaching and learning process.

Future researchers may use this study as a reference to conduct more profound research on commitment and teaching practices in blended learning modality of language teachers or any topic related to this research which is essential not only to the senior high school teachers but also to all teachers in general.

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