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Effectiveness of Blended Learning Modality to The Performance of The Grade 4 Pupils in Reading

FATIMA LALINKA SIGRID N. QUIAMCO
Teacher II
Western Leyte College
Master of Arts in Education
Major in School Administration and Supervision
fatimalalinkasigrid.quiamco@deped.gov.ph

Abstract — This study aimed to determine the effectiveness of blended learning modality to the Performance of the Grade 4 Pupils in reading for SY 2020-2021. The findings of the study served as a basis of a proposed improvement plan. This study used the quasi-experimental method of research to determine the effects of blended learning modality to the reading performance of the Grade 4 pupils. The results were the basis for an improvement plan. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference in the pretest and posttest performance of the grade 4 pupils in reading before and after the implementation of the blended learning approach in the teaching and learning process in this time of pandemic. This table shows also the result of the computed t value and critical t value after applying the specific statistical tool that was also the basis whether the hypothesis will be rejected on a significance level of degree of error. Based from the results in table 3, the pretest performance which is equal to 29.27 is lower than the posttest which are equal to 31.24 respectively which resulted to a computed T value of 0.952 lesser than the critical t value which is equal to 1.158 So, the hypothesis which states that there is no significant difference between the pretest and posttest performance of the grade 4 pupils in reading before and after the implementation of the blended learning approach is accepted thus, the two (2) variables are not significantly affected which each other.

The results in table 3 regarding the test of difference of the pretest and posttest performance in reading of the Grade 4 pupils implied that since the grade 4 pupils are already exposed to the new way of acquiring knowledge and skills in learning and improving their skills such as utilizing cellphones, laptops, etc there are tendencies for the pupils after experiencing the blended learning approach that will not be having a culture shock or in other words it will not be ne to them thus, they will be having a hard times learning the technique as well as in reading. Moreover, they will no need more personal interaction and face to face learning are what they desire to increase their performance reading. In other words, if the learners will continue adopting the learning technique to improve their skills, everything will be ok and they will just experience minute problems or even nothing at all. Another reason for the results is that they have utilized quality assured modules which connotes excellent or very good performance considering that the computed t value is lower than the critical t value which tend to create a decision of accepting the hypothesis which means that there was no difference on the reading performance of the grade

pupils before and after the implementation of the blended learning approach in the delivery of the learning competencies.

Furthermore, there was a good result in the pretest and posttest performances of the grade 4 pupils in reading because they have gained strong support from their parents or guardian as they embarked new technique in learning and improving the skills and in returned the learners will be more motivated to learn new things.

Keywords — Effectiveness; Blended Learning Modality; Academic Performance; Grade 4 Pupils

I.   Introduction

The teaching and learning environment is embracing a number of 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.

Due to the outbreak of Covid-19, many countries have temporarily closed their schools in all levels to prevent the spread of the said virus. The Philippines had also done the same thing but since we need to adapt with the current situation and education should not be stopped the Department of Education came up with a new way of learning which is the Blended Learning Approach, since there are a lot of options to choose from (Modular Learning, Online Learning ..etc) "Blended Learning" was the right word to put it. From time to time, the teachers also make sure to visit the learners in their respective homes (following Covid-19 safety protocols) also online communication through video calls are implemented.

The introduction of blended learning (combination of face-to-face and online teaching and learning) initiatives is part of these innovations but its uptake, especially in the developing world faces challenges for it to be an effective innovation in teaching and learning. 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 ensuring participants' commitment given the individual learner characteristics and encounters with technology (Hofmann, 2014).

 Although there are a lot of options on how to reach out to the learners, there are still problems met along the way. Printing and sorting the Self-Learning Modules (SLMs) is very time consuming for teachers but needs to be immediately attended. Since the learners cannot come to the school, the parents are held as accountable partners with the school in terms of receiving the modules and assisting the learners in answering the activities. Some parents find it hard to assist their children with reasons; due to working on daytime and coming home late, taking care of younger kids, parents with no educational background, parents/guardians cannot pick up or return the modules on time resulting to unprecedented and piled up modules for the learners to answer. Allotted time for reading remediation is not applied at home.

As a grade 4 teacher in Libertad Elementary School, the researcher have pupils who are still struggling to read English passages. In key stage 1, they are exposed to use their mother tongue

as their mode of instruction. Grade 4 is a transition period for learners from Key stage 1. The child's work seems to increase substantially in this period. They are seen as to be more independent in working on their own, but this seems hard to do because of the current situation.

The researcher is greatly motivated to focus on his study on the effect of Blended Learning Modality Approach in the delivery of the most essential learning competencies gearing towards modernization of today's classroom for it has placed a great impact on the attainment of educational goals and targets towards a quality teaching and better learning experience. The researcher choose this problem because she believes that we are currently facing a pandemic that affected the usual way of learning, which is the face-to-face classes, and it also affected the learners' abilities, especially their reading skills. It is a major issue in the education department today. Many of the learners find it difficult to learn how to read and comprehend texts and stories, especially the ones written in English.

This study aimed to determine the Effectiveness of blended learning modality to the Performance of the Grade 4 Pupils in reading for SY 2020-2021. The findings of the study served as a basis of a proposed improvement plan.
   Specifically, this study sought to answer the following questions.
   1. What is the pretest performance of the Grade 4 pupils in reading before the integration of blended learning modality?
   2. What is the posttest performance of the Grade 4 pupils in reading after the integration of blended learning modality?
   3. Is there a significant difference on the pretest and posttest performance of the Grade 4 learners in reading before and after the integration blended learning modality ?
   4. What improvement plan can be proposed based on the findings of the study?

Statement of Null Hypotheses
Ho1.: There is no significant difference on the pretest and posttest performance of the Grade 4 learners in reading before and after the integration blended learning modality.

II.   Methodology

Design. This study used the quasi-experimental method of research to determine the effects of blended learning modality to the reading performance of the Grade 4 pupils. The results were the basis for an improvement plan. The researcher utilized Universal Sampling in identifying the respondents of the study. Libertad Elementary School in Ormoc City District 5, Schools Division of Ormoc City is the main locale of the study. The research respondents of the study were the grade 4 pupils in Libertad Elementary School. There were 66 total number of pupils that were chosen through the universal sample technique.) and the data based on the pupils' performance ratings; pretest and posttest questionnaires in the Self Learning Modules were utilized. This research is mainly focused on gathering data on: The Blended Learning Modality in the Modular Distance

learning Delivery ; The performance of Learners during the implementation of the blended learning delivery based on the matrix schedule; Proposed Improvement Plan based on the findings of the study.

Sampling. There are 66 learners who are included in the study and the primary means of reach is through Facebook page, Messenger and cellphone numbers of the parents or guardians.

Research Procedure. The researcher prepared the research design and tools that were utilized in the study. The researcher formulated the following procedures as a guide in gathering of data:

The researcher asked permission from the Schools Division Superintendent as well as to the Public School District Supervisor (PSDS) of Ormoc City District 1 to conduct a research study in the identified schools.

The research instrument was given to the identified respondents based on the validated tool of the Self Learning Modules and or Learners' Activity Sheets. The researcher personally administered to the identified respondents. Then the Researcher used Printed Modular Distance Learning Modality in delivering the Competencies in Reading to Grade 4 Learners that were underwent series of validation prior to the usage of the self-learning materials.

In the collection of data from the Grade 4 Learners, the researcher utilized the pretest and posttest performance during the intervention and delivering of the most essential learning competencies to get the gauge in the implementation of the blended learning modality. Moreover, the platforms used by the researcher in getting the data was through different media platforms such as messenger, cell phones, emails, and face to face.

After conducting the pretest, the researcher immediately starts the activities by giving the different learning materials such as video lessons and self-learning modules which are carefully validated by the immediate supervisors to the identified Grade 4 Learners. After the given allotted time to the Respondents, the researcher was then give the posttest to see to it if there are improvement in the performance of the learners after the intervention was done for a specific period of time.

Lastly, the researcher consolidated the data such as rating of Grade 4 learners in the form of grades based on the areas mentioned in the DepEd order together with the teacher responses on the on the implementation of the blended learning modality in teaching reading based on the most essential learning competencies.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the different School Administrators, approval of the Superintendent of the Division. Orientation of the respondents both the students ; and the teachers were done.

Treatment of Data. The of the implementation of the blended learning delivery focused on the pretest and posttest was treated through a weighted mean and descriptions (refer to appendices for the scoring and description). It was also treated through weighted means.

III.   Results and Discussion

TABLE 1

Performance Of Grade 4 Pupils In Reading Before The Integration Of Blended Learning

Score Range	Description	PRETEST	
		Frequency	%
29-35	Excellent	36	55
22-28	Very Good	29	44
15-21	Good	1	1
8-14	Fair	0	0
1-7	Poor	0	0
Total		66	100
Weighted Mean		**29.27**	**Excellent**

Table 1 shows the pre-test performance in reading of the Grade 4 pupils before the integration of Blended Learning Approach during the delivery of the competencies. The table 1 showcasing the results by presenting the score as well as the corresponding level of performances based on what specific score range do they belong. Based from the results in table 1, there were Thirty Six (36) pupils or 55 percent from the Sixty Eight (68) total number of respondents who are belong to an Excellent performance level with an equal score ranging from 29-35; from the score ranging from 22-28, there were twenty Nine (29) respondents or 44 percent which literally considered as very good level of performance in reading while there was only one (1) or 1 percent of the grade 4 pupils who gained a good level of performance with a score ranging from 15-21. On the other hand, there none from the Grade 4 pupils who were belong to the fair level of performances in the pretest ranging from 8 to 14 scores and lastly, in the poor level of performance there were also none or 0 percent from the grade 4 pupils got a poor level of performance with a score ranging from 1 to 7 scores.

 The results in table 1 regarding the pretest performance of the Grade 4 pupils in reading before the utilization of the blended learning approach in the teaching and learning process implied that even if the grade 4 learners are not yet experienced to the formal approach using blended learning in acquiring knowledge, honing their skills and improving their reading performances, we cannot deny the fact that they still gained an excellent level of performance considering that the weighted mean is 29.27 or excellent level of performance. One of the reasons why they produce a an excellent performances because majority of the learners nowadays specially in this time of pandemic have already exposed to the different learning peripherals that could bridge and adopt to the new learning situation.   Furthermore the pupils nowadays even if without instruction of either parent or guardian on how to utilize the available gadgets such phones, tablets, laptop, and personal computers they already do it by themselves and learn from them because they wanted to

learn new things, they have the eagerness to learn things by their own. Second reasons for having a good reason to celebrate with their performances is that some of the pupils knew already some of the lessons since they have already access to the different learning platforms utilizing the available resources or gadgets even if they have no available internet in their houses because there are learning materials that can be accessed offline. Moreover, the teachers really give their best by providing different learning materials to their respective learners which are in quality or those materials that underwent series of content validation prior to the usage of the said learning materials that could be the reasons on the positive impact to pupils' reading performance that possibly some learners are now independent readers considering that fact that they have less contact between the teachers and learners and parents or guardian. Another reason for the positive results is that students have gained positive vibes from their parents or guardian and have gained strong support from them from the time we have started this pandemic moment whom everyone are struggling for learning. For those who belong to the fair and poor level of performance in Filipino, maybe they have find difficulties in adopting the new normal in learning the reading but it doesn't mean it will takes longer time to adjust because teachers are really doing their best to followed up the performance of learners through their parents.

TABLE 2
PERFORMANCE OF GRADE 4 PUPILS AFTER BLENDED LEARNING

Score Range	Description	POST-TEST	
		Frequency	%
29-35	Excellent	60	91
22-28	Very Good	5	8
15-21	Good	1	1
8-14	Fair	0	0
1-7	Poor	0	0
Total		66	100
Weighted Mean		31.24	Excellent

Table 2 shows the posttest reading performance of the Grade 4 pupils after the implementation of the blended learning approach. This results is being showed after how many days of integration of the blended learning approach to the learners even if the teaching and learning process is happening in the learners respective homes. Based from the results in table 2, there were sixty (60) learners or has an equivalent percentage of 91 percent who have great impact to the performance of the learners from the results in the pretest having a score ranging from 29-35 which is considered as excellent level of performance. In the area where score is ranging from 22-28 and has equivalent performance of very good level, there were five (5) with

an equivalent percentage of eight (8) percent. On the other hand, the result in the pretest is just the same result in the number of learners in the posttest, which has only one (1)learner or 1 percent of the pupils who gained a good level of performance with a score ranging from 15-21. Lastly, none from the pupils belong to the fair and poor level of performances ranging from the score of 8-14 and 1- 7 respectively.

The results in table 2 regarding the posttest performance of the Grade 4 pupils in reading implied that there was really a big lip or changes on the pupils performance from the pretest to the posttest performances they gained after they experienced the blended learning approach considering that the average weighted mean of the grade 4 pupils is 31.24 which has equivalent of performance of excellent level. One of the main reasons is that aside from the fact that some of the learners already gained knowledge and improved their skills before they were exposed to the new approach, they still acquired additional knowledge and adopted ne technique in learning the subject in the new normal thus, they can easily adjust and acquire knowledge and skills in learning reading in the new delivery of competencies.

Furthermore, the teachers assigned on that grade level continue to create positive impact by giving the pupils the best materials both soft and hard materials (modules) that they could ever receive which could not hinder them to learn new things in this time of pandemic and learners could learn something if the materials to be utilized specially the learning materials in accordance to the standard and based on their level of competence and skills. In this case, pupils' performance has the tendency to improve or increase that is what happened to the results given in the posttest by the Grade 4 pupils in reading even if they have less contact to teachers for proper giving of technical assistance.

Table 3

Test of Difference Between the Scores in the Pre-test and Post-test Scores of Grade 4 Pupils

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Blended Learning	Pre	29.27	0.952	1.158	Failed to Reject H$_o$	Not Significant
	Post	31.24				

Table 3 shows the test of difference in the pretest and posttest performance of the grade 4 pupils in reading before and after the implementation of the blended learning approach in the teaching and learning process in this time of pandemic. This table shows also the result of the computed t value and critical t value after applying the specific statistical tool that was also the basis whether the hypothesis will be rejected on a significance level of degree of error. Based from the results in table 3, the pretest performance which is equal to 29.27 is lower than the posttest which are equal to 31.24 respectively which resulted to a computed T value of 0.952 lesser than the critical t value which is equal to 1.158 So, the hypothesis which states that there is no significant difference between the pretest and posttest performance of the grade 4 pupils in reading before

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Furthermore, there was a good result in the pretest and posttest performances of the grade 4 pupils in reading because they have gained strong support from their parents or guardian as they embarked new technique in learning and improving the skills and in returned the learners will be more motivated to learn new things.

IV.   Conclusion

Based on the findings of the study, the blended learning modality is not significantly effective in improving the reading performance of the Grade 4 pupils. Thus, the results in the pretest performance has no connection to the results of the Grade 4 pupils in the posttest performance.

V.   Recommendations

1. The proposed improvement plan should be used.
2. Based on the results of the study having the excellent and good performances level, teachers should continue to adopt the activities to maintain the reading performance of Grade 4 pupils.
3. In order to maintain the performance of the pupils in integrating the blended learning modality in teaching reading, the School Head should monitor and evaluate the Self-learning Modules or Learners' activity sheets and quality assure if those learnings materials really from the authorized personnel of the Division Office.
4. The teacher should create contextualized Self Learning Materials and or Learners Activity Sheets and also make a video lessons out of the contextualized learning materials to be used in delivering the lesson/s based on the individual needs of the pupils and level of

knowledge and skills in learning the subject so that pupils will be more motivated and learned.

5. In relation to the abovementioned, the researcher is giving the authority to that future researcher to conduct or do the same study to verify the usability and significance of the study.

ACKNOWLEDGMENT

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AUTHOR'S PROFILE

FATIMA LALINKA SIGRID N. QUIAMCO

The author is born on November 3, 1996 at Ormoc City, Leyte, Philippines. She finished her Bachelor of Elementary Education at St. Peter's College of Ormoc. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a teacher II in the Department of Education and is assigned at Cogon Elementary School. She is teaching all subjects in grade 4.