
Effectiveness of Blended Learning Approach to The Performance of The Grade 5 Pupils in Araling Panlipunan

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Abstract — This study aimed to determine the effectiveness of the blended learning Approach to the Performance of the Grade 5 pupils in Araling Panlipunan 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 effectiveness of blended learning approach to the performance of the Grade 5 pupils in Araling Panlipunan. The results were the basis for an improvement plan. The researcher utilized Universal Sampling in identifying the respondents of the study. The results in the test of difference between the scores in the pre-test and post-test of Grade 5 pupils on the results based on before, during and after the integration of the blended learning approach in the delivery of the different learning competencies of the Grade 5 pupils particularly in Araling Panlipunan Subject. Based on the findings of the study as shown in table 3, the test scores of the pupils from the pretest are positively changed and increased to the posttest scores which are equal to 23.72 and 33.11 respectively, which mean that when the grade 5 learners or pupils exposed or experienced the different activities of the blended learning approach such as utilization of contextualized modules as well as the utilization of video lessons are being tested having positive impact brought about by the new strategy applied in teaching araling panlipunan having the computed t value of 2.652 higher than the critical t value of 1.964 so the hypothesis which stated that there is no significant difference between the pre-test and post-test performance in Araling Panlipunan of Grade 5 pupils is rejected.

The results implied that integrating the video lessons as well as contextualized learning modules which is considered as blended learning approach in teaching Araling Panlipunan particularly in the delivery of the most essential learning competencies is a big help in improving the academic performance of the grade 5 pupils thus, it promotes increase participation of pupils during discussion, it ignites pupils desire to learn new way of acquiring knowledge and skills particularly in Araling Panlipunan subject.

Keywords — *Effectiveness; Blended Learning Approach; Academic Performance; Grade 5 Pupils*

I. Introduction

One of the most challenging tasks of the teachers is how to capture the learners' attention on the teaching strategy and instructional materials used, specially in this time of pandemic in which both learners and teachers have found difficulties in the teaching and learning process, thus, they have created different modalities that will totally absorb the lesson imparted by the teacher to the students, since it is the main goal of teaching. With the continuous development of Science and Technology, this task is getting worse. Teachers have to strive hard because of the enormous rivals of getting the attention of the learners. Most students nowadays are equipped with different gadgets and being addicted to online games. They can easily access to internet and explore what they want. Making life easy. With these, how can an ordinary classroom teacher defeat the unsurmountable great rival on learner's attention which is the "Technology"? in the new normal?

Teachers have been monitored and evaluated consistently. Reports regarding students' academic performance have been collected quarterly, which show the implications on quality education they rendered and given to their learners in the new normal.

One of which is the Mean Percentage Score (MPS) or even Grades, which reflects the learners' achievement in every quarterly examination they had. Sad to say that despite the great effort given by the teacher, such as crafting the Budget of Lessons and Learners Activity Sheets (LASs) and the contextualized Self Learning Modules from the central office.

Based on the records gathered by the researcher, the academic performance of the Grade 5 pupils for the first quarter is not quit good resulting for the school having a lower performance compared to other neighboring schools during the first quarter in the implementation of the Distance learning modality in the new normal using the Summative Test questionnaires that were validated from the experts in the central office. Based on the results that the ICT coordinator gathered in the first quarter, Grade 5 pupils did not get a very good result showing a lower percentage rating compare to other schools in the district. It was also found out that the percentage level of the returned modules is not also good, which resulted to a very poor percentage of turnouts. This low performance of the Grade 5 pupils could be attributed to a poor performance based on the assessment set from the central office according to DepEd order no. 31. S . 2020. Based on the data gathered, the researcher would like to find out whether the electronic learning practices will affect positively to the academic performance of the Grade I pupils.

The study is expected to contribute to an understanding of online learning as well as the printed modular learning as a basis for empirical study of learners performing real educational tasks. 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 in Araling Panlipunan that helps contribute to the betterment of today's type of teaching and learning delivery and its impact to the learners' whole-being.

This study aimed to determine the effectiveness of blended learning Approach to the Performance of the of the Grade 5 pupils in Araling Panlipunan 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 5 pupils in Araling Panlipunan before the integration of blended learning approach?
2. What is the posttest performance of the Grade 5 pupils in Araling Panlipunan after the integration of blended learning approach?
3. Is there a significant difference on the pretest and posttest performance of the Grade 5 learners in Araling Panlipunan before and after the integration blended learning approach?
4. What improvement plan can be proposed based on the findings of the study?

Statement of Null Hypotheses

Ho1.: There is no significant difference in the pretest and posttest performance of the Grade 5 learners in Araling Panlipunan before and after the integration blended learning Approach.

II. Methodology

Design. This study used the quasi-experimental method of research to determine the effectiveness of blended learning approach to the performance of the Grade 5 pupils in Araling Panlipunan. The results were the basis for an improvement plan. The researcher utilized Universal Sampling in identifying the respondents of the study. Can-Adding Elementary School in the Division of Ormoc City, specifically in the Ormoc City District 2 is the main locale of the study. The research respondents of the study were the Grade 5 Pupils in Can- Adieng Elementary School. There were 44 total pupils chosen through the universal sample technique and the data based on the pupils' performance ratings; pretest and post-test questionnaires in the Self- Learning Modules and or Contextualized Learners' Activity Sheets were utilized. This research is mainly focused to gather data on: The Effectiveness of the Blending Learning Approach using the different learning materials and other supplementary Materials such video lessons and Self-Learning Modules and Learners' Activity Sheets ; The performance of Grade 5 pupils in Araling Panlipunan that was based on the matrix schedule; Proposed Improvement Plan based on the findings of the study.

Sampling. 44 Grade 5 pupils were 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) in Ormoc City District 2 and to the School Administrator of Can-Adieng Elementary School to conduct a research study.

The research instrument was given to the Grade 5 pupils based on the different learning materials which were carefully validated according to the standard of the Learning Resources Bureau. Those materials are the ff: Video Lessons, Contextualized Learners' Activity Sheets and or Self- learning Modules coming from the DepEd Central Office. The researcher personally administered to the identified respondents. Then the Researcher used the aforementioned different learning Materials in delivering the Most Essential Learning Competencies in Araling panlipunan to the Grade 5 pupils.

During the collection of data from the G respondents, the Grade 5 pupils, the researcher utilized the pretest and post-test performance before, during, and after the intervention in delivering the most essential learning competencies in Araling Panlipunan to evaluate the effectiveness of the Blended Learning Approach. Moreover, the platforms used by the researcher in getting the data was through different media platforms such as messenger, cell phones, emails.

After conducting the pretest, the researcher immediately starts the intervention by giving the different learning materials such as video Lessons on the topics based on the most essential learning competencies in Araling Panlipunan, Contextualized Learners' Activity Sheets and Self Learning Materials were also utilized which are carefully validated by the immediate. 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 Grade 5 pupils after the intervention was done.

Lastly, the researcher consolidated the data of the Grade 5 pupils in the form of test scores based on the areas mentioned in the DepEd order 31 s. 2020.

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 parents or guardians as well as to the teachers of the respondents was done.

Treatment of Data. The effectiveness of the Blended Learning Approach were 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 and T-test of Mean Difference.

III. Results and Discussion

TABLE 1
PERFORMANCE OF GRADE 5 PUPILS BEFORE BLENDED LEARNING

| Score Range | Description | PRETEST | |
|----------------------|-------------|--------------|-------------|
| | | Frequency | % |
| 33-40 | Excellent | 0 | 0 |
| 25-32 | Very Good | 27 | 61 |
| 17-24 | Good | 14 | 32 |
| 9-16 | Fair | 3 | 7 |
| 1-8 | Poor | 0 | 0 |
| Total | | 44 | 100 |
| Weighted Mean | | 23.72 | Good |

Table 1 presents the pre-test performance of Araling Panlipunan of Grade 5 pupils before the integration of blended Learning Approach, which are presented in terms of their level of competencies.

The table 1 shows that in the poor level of performance, which has a score range from 1 to 8, none of them belong or 0% to the said level for both in the pre-test scaling of performance. From the score ranging from 9-16, which has a descriptive value of a Fair level of performance, there were only 3 pupils or 7 percent out of the 44 total number of respondents or 100%. In the good level of performance with a corresponding score range equivalent to 17-24, during the pre-test majority of the respondents belong to this level which has an equal number of respondents of 14 or 32 percent. In the very good level ranging the score from 25-32 there were 27 respondents which has an equivalent percentage of 61 percent. Lastly, in the excellent level of performance before the testing the effects of the blended learning approach, none of them got the score which is equal to 0 percent.

The results in table 1 which focus on the pretest performance of the grade 5 pupils before the integration of the blended learning approach. Based on the results given, the results imply that though the pupils have not yet experienced any of the intervention in the delivery of the most essential learning competencies in Araling Panlipunan still they have gained very goods performance considering that the average weighted mean is equal to 23.72 out the 100 percent. Furthermore, with the type of learning environment nowadays threr were some pupils specially those who are belong to the elementary level are already exposed on some of the gadgets while they are staying in their respective homes thus, they also motivated to learn of the Araling Panlipunan Subject based on the most essential learning competencies. Moreover, maybe what they have received the hard learning materials such as modules or Learners activity sheets are based on their level of performance or skills of the pupils still. In addition, the type of modules or

learners activity sheets really help the learners to learn the lessons since these types of materials were already underwent series of quality assurance and content validation in every module.

TABLE 2
PERFORMANCE OF GRADE 5 PUPILS AFTER BLENDED LEARNING

| Score Range | Description | POST-TEST | |
|----------------------|-------------|--------------|------------------|
| | | Frequency | % |
| 33-40 | Excellent | 26 | 59 |
| 25-32 | Very Good | 18 | 41 |
| 17-24 | Good | 0 | 0 |
| 9-16 | Fair | 0 | 0 |
| 1-8 | Poor | 0 | 0 |
| Total | | 44 | 100 |
| Weighted Mean | | 33.11 | Excellent |

Table 2 presents the posttest performance of the Araling Panlipunan of the Grade 5 pupils after the integration of the blended learning approach in the teaching and learning process or in other words in the delivery of the most essential learning competencies are presented in terms of their level of knowledge in relation to their learning skills.

The data in table 2 presented the different level of performance after the integration of the intervention which is blended learning approach in the delivery of the competencies. Based from results given, it shows that the posttest performance of the grade 5 pupils started in the poor and fair level of performance which have the score ranges from 1 to 8 and 9 to 16 respectively, none of the respondents belong or 0% to the said level for both in the post-test scaling of performances. The same things happen in the good level of performances showed by the Grade 5 pupils with a corresponding score range equivalent to 17-24 while in the very good level having the score ranges from 25-32, has 18 total number of respondents or 41 percent which considered as the second to the highest number of respondents. Furthermore, in the excellent level (33- 40) in the performance testing on the effects of the differentiated instruction, during the post-test, there were 26 total number of respondents or 59 percent from the total number of 44 respondents which brought them to the highest level of performance.

The results in table 2 regarding the posttest performance of the grade 5 pupils in Araling Panlipunan after the integration of the blended learning approach in the delivery of the learning competencies implied that the grade 5 pupils really cope up and adopted the new type of intervention or integration of the blended learning approaches which they have experienced based on the matrix schedule set by the researcher which means that through the integration of the

intervention majority of the grade 5 pupils are able to increase their performances in Araling Panlipunan and learn to increased their strength considering the results in the post-test which have a big difference in the weighted mean equal to 33.11 equal to an excellent level of performance. The utilization of the contextualized and validated self-learning modules or learners activity sheets together with the contextualized video lessons are very helpful in augmenting the difficulties experienced by the teachers in the delivery of the learning competencies and to pupils in which they are also motivated to learn because they already experience another strategy in learning the subject. In other words, they will not merely focus on reading the modules but also viewing the lessons through the different video lessons.

Table 3

Test of Difference Between the Scores in the Pre-test and Post-test Scores of Grade 5 Pupils

| LEVEL | Test Scores | | Computed T | Critical T | Decision | Interpretation |
|-----------------------|--------------------|-------|-------------------|-------------------|-----------------------|-----------------------|
| GRADE 5 PUPILS | Pre | 23.72 | 2.652 | 1.964 | Reject H ₀ | Significant |
| | Post | 33.11 | | | | |

Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 5 pupils on the results based on before, during and after the integration of the blended learning approach in the delivery of the different learning competencies of the Grade 5 pupils particularly in Araling Panlipunan Subject. Based on the findings of the study as shown in table 3, the test scores of the pupils from the pretest are positively changed and increased to the posttest scores which are equal to 23.72 and 33.11 respectively, which mean that when the grade 5 learners or pupils exposed or experienced the different activities of the blended learning approach such as utilization of contextualized modules as well as the utilization of video lessons are being tested having positive impact brought about by the new strategy applied in teaching araling panlipunan having the computed t value of 2.652 higher than the critical t value of 1.964 so the hypothesis which stated that there is no significant difference between the pre-test and post-test performance in Araling Panlipunan of Grade 5 pupils is rejected.

The results implied that integrating the video lessons as well as contextualized learning modules which is considered as blended learning approach in teaching Araling Panlipunan particularly in the delivery of the most essential learning competencies is a big help in improving the academic performance of the grade 5 pupils thus, it promotes increase participation of pupils during discussion, it ignites pupils desire to learn new way of acquiring knowledge and skills particularly in Araling Panlipunan subject.

IV. Conclusion

Based on the findings of the study, the blended learning competencies brought about positive impact in improving the academic performance of the grade 5 pupils in Araling Panlipunan subject. Furthermore, the utilization of different techniques in delivery of lesson particularly the utilization of video lessons and contextualized modules could give positive emphasis on the learning of learners thus, it creates positive results to their academic performance.

V. Recommendations

1. The proposed improvement plan should be utilized.
2. The teachers in Araling Panlipunan should integrate blended learning approach in every lesson, especially to those topics which the pupils find more difficult to understand and comprehend.
3. The school head should conduct Webinar (teleconferencing) through google meet, zoom which are related to the integration of differentiated not only in Araling Panlipunan but also in other subject areas.
4. The School Head should closely monitor and evaluate the teacher's activities, specially in this time of pandemic on the delivery of lesson to assess the academic performance of the pupils in Araling Panlipunan and to other subjects.
5. All teachers in the school should give worksheets-activity sheets/ self-learning kit to their pupils with the touch of differentiated instruction pace in order for the pupils.
6. The School Head should include the procurement of the different materials that could augment in the utilization of blended learning approach to help the teachers to create more interactive learning of the pupils, specially that most of the time they will in their respective homes.
7. The school head, together with all the teachers, PTCA should ask any type of assistance to the different internal and external stakeholders in acquiring additional materials to support the program being implemented.
8. 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 in order to improve the performance of pupils in Araling Panlipunan in the curriculum.
9. The school head, together with all the teachers, PTCA should ask any type of assistance to the National and Local Government, Non- Government Organization in acquiring additional gadgets to support the program being implemented.
10. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct or do the same study to verify the usability and significance of the study in order to improve the performance of the Grade 7 students in all subject areas in the curriculum.

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