

Effectiveness of Blended Learning Approach to The Performance of The Grade 6 Pupils in MAPEH

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Abstract This study aimed to determine Effectiveness of Blended Learning approach to the Performance of the Intermediate pupils in MAPEH for SY 2021-2022. The findings of the study served as a bases of a proposed Intervention plan. This study utilized the quasi-experimental method of research to determine the effectiveness of blended learning Approach to the performance of the Intermediate pupils in MAPEH. The results were the basis for an intervention Plan. The researcher utilized universal sampling technique in identifying the respondents of the study. Table 3 shows the test of difference in the pretest and posttest performance of the Intermediate pupils in MAPEH. This results are gained before and after the implementation of the blended learning approach in the teaching and learning process in this time of pandemic to the different most essential learning competencies in MAPEH. Table 3 reveals that from the pretest scores performance which is equal to 22.07 is lesser than the posttest performance gained by the learners being tested to the different learning approaches in MAPEH which is equal to 31.27 and resulted to the computed t value which is equal to 1.832 and critical t value 0.642 after treating data with specific statistics and based from the results given, the hypothesis which states that there is no significant difference on the pretest and posttest performance of the Grade 6 pupils in MAPEH before and after the implementation of the different learning approaches on a significance level of degree of error is rejected.

The results in table 3 regarding the test of difference of the pretest and posttest performance in MAPEH of the Grade 6 pupils implied that even though the Grade 6 pupils are having good performance in the pretest prior to the exposure of the different learning approaches in learning the subject acquired knowledge and skills in through the different learning gadgets such as cellphones, laptops, tablets, PCs, we cannot really deny to the fact that proper implementation and giving of instructions on how to properly use those aforementioned gadgets are really a great help of the learners to learn on their own pace of learning. Specially that not all learners are really exposed to the aforementioned gadgets to be. Used in learning. There are areas were learners needs proper guidance specially to those learners who are belong to the fair and good level or with the grades from 75-79. Moreover, since MAPEH really dealt with skills, thus, they really need on time personal interaction of the teachers, may it be face to face or through virtual medium of

instruction. In this way, it can add their motivation to learn the subjects and later improve their performances.

Keywords — Effectiveness, Blended Learning Approach, Grade 6 Pupils, MAPEH

I. Introduction

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).

A blended learning approach enhances the teaching and learning experience for learners and teachers by combining face-to-face learning activities and online components. Oftentimes the blended learning can give significant students experiences and outcomes and it can make the teaching more efficient which is very beneficial in handling the MAPEH subject. Since it involves performance, this can motivate learners through greater opportunities for interactivity and collaboration. The term blended learning nowadays commonly means to include modular sessions and integration of technology in the delivery of learning.

With the implementation of the blended learning approach in conducting classes in this time of pandemic, learning through printed and digital modules emerged as the most preferred distance learning methods to consider learners in areas where there is no internet and could not access online learning. Handling MAPEH class where the teacher takes responsibility of monitoring the progress of the learners will be manageable. The learners may ask assistance from the teacher via cellphone, text messages, e-mail and messenger or through group chat. Since classes is no longer held within the school, parents will serve as partners of teachers in education which is so practical because most of the skills in MAPEH are more on application of the things being taught and discussed.

The impact of blended learning to the performance in MAPEH specially to the grade 6 pupils of Alta Vista Elementary School will determine the significance of the learning approach being used. Its relevance in this time of pandemic is a close call to the needs of both the teachers and learners since we are in the new setting of learning delivery adopting some new teaching styles that would best fit in our present situation. MAPEH being one of the most neglected subjects should be put into consideration that this played a vital role in the wholistic development of the learners.

Due to this pandemic many things have change specially in handling classes. There is a huge difference between having a face-to-face learning over modular sessions and online class combine. The way you manipulate and discuss your lessons on regular basis and the way we handle

it in this time of pandemic are not the same. Identifying the effectiveness of the blended learning approach can possibly help in improving the performance of our pupils using some related techniques in teaching. As a MAPEH teacher this could also assess how ready I am in switching over to blended learning approach and the level of performance affect the performance of the learners.

A very obvious challenge being identified in this blended learning is the expense of technology. Some of our pupils in Alta Vista belongs to the marginal sector of the society and the poorest of the poor. Online class would be impossible to handle for the majority. To include poor internet connection and inadequate training of teachers and the lack of knowledge of pupils. There is a need to adapt content for the blended learning

MAPEH subject will sometimes be neglected due to the overlapping of activities by the other subjects. They lack time in answering all the modules due to the great number of activities, distractions and lack of focus. It is given lesser priorities by the learners returning the MAPEH modules with no answers.

Due to an inadequate knowledge, parents have too many excuses that they are not an expert of the subject that they should focus more on reading and numbers than answering the MAPEH modules. There is a decrease in motivation by the pupils to learn the subject and weakened the relationships between students and teachers.

The researcher is greatly motivated to focus on his study on the effectiveness of Blended Learning Approach to the performance of the Grade 6 Pupils in MAPEH in the delivery of the most essential learning competencies. The researcher choose this problem because he believes that he is experiencing different learning challenges towards the learners in this time of pandemic.

This study aimed to determine Effectiveness of Blended Learning approach to the Performance of the Intermediate pupils in MAPEH for SY 2021-2022. The findings of the study served as a bases of a proposed Intervention plan.

Specifically, this study sought to answer the following questions.

1. What is the pretest performance of the Intermediate pupils in MAPEH before the integration of blended learning Approach?
2. What is the posttest performance of the Intermediate pupils in MAPEH after the integration of blended learning Approach?
3. Is there a significant difference in the pretest and posttest performance of the Intermediate pupils in MAPEH before and after the integration blended learning approach?
4. What intervention plan can be proposed based on the findings of the study?

Statement of Null Hypothesis

Ho1.: There is no significant difference in the pretest and posttest performance of the Intermediate in MAPEH before and after the integration blended learning approach.

II. Methodology

Design. This study utilized the quasi-experimental method of research to determine the effectiveness of blended learning Approach to the performance of the Intermediate pupils in MAPEH. The results were the basis for an intervention Plan. The researcher utilized universal sampling technique in identifying the respondents of the study. Alta Vista Elementary School, in Alta Vista Ormoc City, Leyte is the main locale of the study. The Intermediate pupils composing of Grade 3, 4 & 6 level which is composed of 15 pupils per grade level with 45 total number of learners are the main respondents of the study and the data based on the test scores performances such as pretest and posttest before and after the utilization of the different learning modalities such as printed learning approach as well as off line and online learning approach.. This research is mainly focused to gather data on: The pretest performance of the Intermediate pupils as well as the posttest performance before and after utilization of the different interventions; another focus also is to identify the significant difference of the intermediate pupils performances; Proposed Intervention Plan was crafted based on the findings of the study.

Sampling. There are 45 total number of learners who are included in the study and the primary means of reaching them is through Facebook account, messenger through direct messages, using of cell phones, and conducted limited face to face.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Schools Division Superintendent, Public School District Supervisor, as well as the School Principal were sought. The researcher immediately conducted an orientation to the teachers who will conduct the test. The research instrument was administered to the identified respondents. Then the teacher used the Regional Test Item Bank focusing on the 2nd Grading of Regional Test Item Bank in MAPEH as well as the Quality Assured Summative test questionnaires.

After conducting the pretest, the researcher immediately starts the intervention/activities by giving different Learning Materials: budget of lessons and printed Learners activity sheets in Mathematics in the 2nd grading period, conducted online video lessons and conferencing, giving of prepared video lessons to the identified participants. The posttest will be given to the aforementioned respondents after the intervention were done for 4 weeks. The researcher was then consolidated the results in the pretest and posttest using MS excel for proper statistical tool to be used to determine whether there is a significant effect on the intervention given to the performance of the intermediate pupils.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Office, Public Schools District Supervisor, School principal. Orientation of the respondents both the learners and the teachers was done separately. In the orientation, the issue on, an Informed Consent Form was accomplished prior to the conduct of the study. A written permission was sought to the principal confidentiality and anonymity was discussed requiring them not to write names on the tools and will have assigned codes instead. For quantitative data.

Treatment of Data. The Effectiveness of blended learning approach to the performance of the intermediate pupils which was treated through a weighted mean and T-Test of Mean Difference.

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF INTERMEDIATE PUPILS IN MAPEH

Score Range	Description	PRETEST	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	15	33
17-24	Good	23	51
9-16	Fair	7	16
1-8	Poor	0	0
Total		45	100
Weighted Mean		22.07	Good

Table 1 shows the pre-test performance in MAPEH subject of the Intermediate pupils before the integration of Blended Learning Approach during the delivery of the Most Essential Learning competencies. The table 1 results based on the test scores of the Intermediate pupils are gained while they are focusing on the printed learning approach in learning the skills in MAPEH. Based from the results above, majority of the Intermediate pupils are in the score ranging from 17-24 which is equal to 23 total number of pupils or fifty one (51) percent out of the 45 total number of pupils and they are considered as good pupils with good level of performance. In the score ranging from 25-32 with a description of very good level, there were 15 total number of pupils or 33 percent which are also 1/3 of the total population being tested. In the fair level performance with the score ranging from 9-16, in this class limit, there were 7 total number of respondents or 16 percent while none from the excellent level which is ranging from 33-40 as well as in the poor level of performance ranging from 1-8.

The results in table 1 focused on the pretest performance of the Grade 6 pupils in MAPEH before the utilization of the blended learning approach in the delivery of the different most essential

learning competencies on the aforementioned subject in the teaching and learning process. The results of the Intermediate pupils implied that even if they are not yet indulge purely on the said intervention in learning the subject or to the different skills introduced by the teacher, we cannot deny the fact that they still gained an good level of performance with a weighted mean equal to 22.07. One of the reasons why they actually get a good performance during the conduct of the pretest performance its because considering that the implementation of the different Learning modality in the delivery of the most essential learning competencies are not new to them having almost 2 years in the implementation. Having said that, they are already have the idea on what should be the best thing to do in learning the subject specially the MAPEH which purely focused on the skills of the learners.. Furthermore the pupils now adays they are now exposed to the different learning equipment such as phones, laptops, tablets etc. which for them, those are the source of learning and even if the teachers are not really giving them exact procedures on what to do because of the restriction being implemented from the local IAFT, or even giving by the parent or guardian on what to do or 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 all the enthusiasm to learn new things and discover new learnings on their own without asking full support from their parents or guardian. Moreover, majority of the teachers in this time of pandemic, after almost 2 years in the implementation of the different learning modalities, they really know how to contextualize the learning materials according to the need of the learners. In return, the Intermediate learners were able to understand few if not all of the different skills to be learned by them.

Table 2
POST TEST PERFORMANCE OF GRADE 3 PUPILS IN MATH

Score Range	Description	POST TEST	
		Frequency	%
33-40	Excellent	19	42
25-32	Very Good	25	56
17-24	Good	1	2
9-16	Fair	0	0
1-8	Poor	0	0
Total		45	100
Weighted Mean		31.27	Very Good

Table 2 shows the posttest performance of the Intermediate pupils in MAPEH after the series of giving the different learning modality in which the learners experience for 4 weeks of the blended learning approach. During the implementation of the abovementioned intervention to test the performance of the learners, the researcher looking for a strategies in which he can really find a precise if not accurate information or data coming by the students. The Researcher reached

the learners through phone calls, video calls, giving instructions through test messages, and visiting the learners homes in order to deliver the skills that the learners need to develop for that particular learning competencies. Table 2 shows the results of the 45 learners being tested and experience the different learning approaches in the teaching and learning process. Based from the results it shows that the learners really love the different learning strategies being offered by the learners considering the results that their performance are now being improved from good to very good to excellent in that matter. Based from the results, in the score ranging from 25-32 which is the class limit were learners considered themselves very good in their test performance having the percentage equal to 56 percent or with a total of 25 learners out of the 45 learners being tested or 100 percent. On the other hand, from the score ranging from 33-40, there were 19 total of learners who really made themselves to the pinnacle in learning the subject and develop different skills while learning the different areas in MAPEH. The equivalent percentage in the excellent level is 42 percent which almost half of the total population being tested. While in the score ranging from 17-24, there is only 1 pupil belong to this class limit or 2 percent.

The results in table 2 which focuses on the posttest performance of the Intermediate pupils in MAPEH implied that the different learning strategies or learning modalities being observed and implemented in the delivery of the most essential learning competencies of the aforementioned subject are really effective considering the data or scores being revealed in this study from pre-test to the posttest scores performance of the Intermediate pupils. There was really a big increase in the pretest because the posttest now is equal to 31.27 which has equivalent of performance of very good level. Some of the main reasons is that some or majority of the learners are already exposed to the different learning modalities by themselves without them really knowing those strategies they went through their leaning time. In that cases they have already gained knowledge and improved their skills in MAPEH. But we cannot deny also to the fact that after giving the different learning strategies to the learners depending on what would be the skills or learning competencies to be delivered for that specific week properly, their performances in terms of test scores are really improving. In other words, proper giving of learning strategies to the learners even in this time of pandemic could make them improved.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Intermediate Pupils in MAPEH

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Intermediate Pupils in MAPEH	Pre	22.07	1.832	0.642	Reject H ₀	Significant
	Post	31.27				

Table 3 shows the test of difference in the pretest and posttest performance of the Intermediate pupils in MAPEH. This results are gained before and after the implementation of the blended learning approach in the teaching and learning process in this time of pandemic to the different most essential learning competencies in MAPEH. Table 3 reveals that from the pretest scores performance which is equal to 22.07 is lesser than the posttest performance gained by the learners being tested to the different learning approaches in MAPEH which is equal to 31.27 and resulted to the computed t value which is equal to 1.832 and critical t value 0.642 after treating data with specific statistics and based from the results given, the hypothesis which states that there is no significant difference on the pretest and posttest performance of the Grade 6 pupils in MAPEH before and after the implementation of the different learning approaches on a significance level of degree of error is rejected.

The results in table 3 regarding the test of difference of the pretest and posttest performance in MAPEH of the Grade 6 pupils implied that even though the Intermediate pupils are having good performance in the pretest prior to the exposure of the different learning approaches in learning the subject acquired knowledge and skills in through the different learning gadgets such as cellphones, laptops, tablets, PCs, we cannot really deny to the fact that proper implementation and giving of instructions on how to properly use those aforementioned gadgets are really a great help of the learners to learn on their own pace of learning. Specially that not all learners are really exposed to the aforementioned gadgets to be. Used in learning. There are areas were learners needs proper guidance specially to those learners who are belong to the fair and good level or with the grades from 75-79. Moreover, since MAPEH really dealt with skills, thus, they really need on time personal interaction of the teachers, may it be face to face or through virtual medium of instruction. In this way, it can add their motivation to learn the subjects and later improve their performances.

IV. Conclusion

Based from the findings of the study, the blended learning approaches is significantly effective in improving the test performance of the Intermediate pupils. Thus, the integration of the different learning approaches in the delivery of the most essential learning competencies in MAPEH is an excellent thing to do by the teachers.

V. Recommendations

1. The proposed intervention plan focused on the utilization of the different learning approached should be used.
2. The teacher should continue creating contextualized Self Learning Materials and or Learners Activity Sheets in order for the learners to really grasp the competencies to be delivered

specially to those learners who have no capacity to buy gadgets to be utilized in leaning virtually.

3. Teachers are encourage to make video lessons out of the contextualized learning materials which are not learned more or those competencies which are belong to the least learned competencies to be used during the integration of blended learning through real time approaches to the learners such as video conferencing in conducting classes.
4. School Heads should properly checked the different learning modalities utilized by the teachers by conducting regular monitoring of their whereabouts when in comes to the delivery of the different learning skills to the learners.
5. School Heads should conduct COT once in a while for the teachers in order to find whether or not they are conducting the different norms in applying the learning approaches.
6. In relation to the abovementioned, the researcher is giving the authority to those future researcher to conduct or do the same study to verify the usability and significance of the study.

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AUTHOR'S PROFILE

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The author is born August 19, 1982 at Ormoc City Leyte Philippines. He finished his Bachelor of Elementary Education at Saint Peter's College. He is currently finishing his Master's Degree of Arts in Education major in Public Administration at Western Leyte Colle of Ormoc City.

He is currently a Teacher III in Department of Education and a Special Subject Teacher in Alta Vista Elementary School handling grades 4, 5 and 6. He has made a significant contribution for his school and community by realizing Project RISE (Reading Intervention for Students to Enhance performance) anchored by their School Banner Project "SIDLAK" (Sustainability through Indigenizing and Developing Localized Artifacts for Knowledge and instruction). Through this project the school was able to produce localized reading materials for their learners being crafted by the teachers barangay, officials, parents and stakeholders.

He is also the proponent of various school programs and projects. The Project "Bahandi sa Pagbasa" (Community Library) which aims to create a conducive learning hub for the community of Alta Vista. The Project "ASAP PA" (Association of Strong Administration of Partners for the Projects of Alta Vista) which aims to strengthen partnership and foster closer ties between the school, parents and stakeholders for their active support.

Other schools programs and projects that he co-authored are the Project "UTREAD" (Using Technology for Reading Enhancement and Development), Project "ReMeDIES" (Recalibrating Methods for Developing Instructions and Enhance Sustainability) and Project "APPAS" (Assisting Pupils Performance and Academic Skills)