

Effectiveness of Blended Learning in Improving the Performance of the Night Junior High School Students in Araling Panlipunan

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Abstract —The study evaluates the effectiveness of blended learning in improving the performance of night junior high school students in Araling Panlipunan. Utilizing the quasi-experimental research design for an in-depth analysis of the study employing the pre-test and post-test in Araling Panlipunan, the researcher used a researcher-made test in Araling Panlipunan for Quarter 1 Most Essential Learning Competencies (MELCs) for Junior High School. Simple Percentage and t-Test of Mean Difference were the statistical tools used. Results of the study revealed a significant difference in the level of performance of the night junior high school students in Araling Panlipunan before and after the implementation of blended learning. A combination of face-to-face and online or modular teaching and learning helps improve the performance of the night junior high school students in Araling Panlipunan. Thus, blended learning modality is an effective learning modality to be implemented to students attending night high school to balance their school and work activities which help in the improvement of their performance.

Keywords — *Effectiveness, Blended Learning, Performance, Night Junior High School Students, Araling Panlipunan*

I. Introduction

Most teachers would agree that one of the best parts of the job is seeing the spark – the moment when a strategy is tried, lights a spark of interest in a student’s eyes. But one of the greatest challenges of a teacher on today’s generation is to use variety of learning approaches and modality to offer customized and personalized learning. By customized it means learning that utilizes data to drive the instructional decision-making process and align instruction to the unique needs of students. Personalized learning takes customized learning a step further by incorporating personal preferences and choice into the learning experience. Adaptive learning fits within the umbrella of

personalized and customized learning and can occur through high-tech and low-tech options which falls for Blended Learning.

Current twenty-first-century society faces many changes in all areas of life, including the educational field (Almaiah, Al-Khasawneh, & Althunibat, 2020; Malik, 2018; Meyer & Norman, 2020; Rahman, Singh, & Pandian, 2018; Stuchlikova, 2016; Velle, 2020). Emphasis in the field of education has moved to active learning for students, which is defined as mentally active learning that keeps students engaged, and where the instructor or teacher can select the preferred method of teaching style based on the student's needs, instead of merely transferring information, which means concentrating on the quality of education (Fitzsimons, 2014; Marina & Tatjana, 2020; Rocher, 2018).

According to constructivist theories, the learner builds their own knowledge through social interaction with others and the environment, and builds new knowledge based on previous knowledge and experience (Ayse, 2008). Accordingly, educational institutions have begun to seek quality teaching methods that aim to create active and positive students. One of the ways in which teachers are being guided to achieve such educational outcomes is through mixing traditional education with e-learning with its multiple styles, and with technological and electronic innovations inside the classroom and outside it (United Nations, 2019). Therefore, the focus is on the simultaneous application of two types of education, traditional and e-learning (Crawford and Jenkins, 2017).

Yılmaz and Orhan (2010) pointed out that to achieve the goals of constructivist theory, a set of constructivists learning strategies have emerged that link technology to learning in accordance with structural philosophy and call for cooperative, collaborative learning and social interaction through which learners build their own knowledge. Thus, the philosophy of blended learning emerged, which is an extension of classroom instruction over the internet. It provides educational institutions, such as universities and schools, with modern teaching methods and approaches to addressing the challenges they face and interesting new learning methods (Mula, 2015).

Blended Learning systems combine face-to-face instruction with computer-mediated instruction. Blended Learning is the combination of instruction from two historically separate models of teaching and learning: Traditional face to face learning systems and distributed learning systems. It also emphasizes the central role of computer-based technologies in blended learning.

Blended Learning is part of the on-going convergence of two archetypal learning environments. We have the traditional face-to-face learning environment that has been around for centuries. On the other hand, we have distributed learning environments that have begun to grow and expand in exponential ways as new technologies have expanded the possibilities for distributed communication and interaction.

There are many definitions of blended learning, but most have in common that they point to the combination of virtual and physical environments. In spite of the multiplicity of blended learning definitions, all emphasize that it is a learning strategy that integrates various models of traditional and distance learning and uses multiple forms of technology ([Akbarov et al., 2018](#); [Clark and Mayer, 2003](#)). [Volchenkova \(2016\)](#) pointed out that blended learning is a form of learning that combines the best of direct classroom learning and learning through the internet by using its applications. Also, blended learning has been defined as a program that uses more than one method to communicate information in order to activate learning outcomes by the interaction between both student and teacher ([Clark and Mayer, 2003](#); [Dziuban et al., 2018](#)). [Khamis \(2003\)](#) confirmed that blended learning is known as an integrated system designed to help students during each stage of their learning by using of traditional learning with e-learning in its different forms inside the classroom. According to [Kavitha and Jaisingh \(2018\)](#) and [Singh \(2003\)](#), blended learning is one of the forms of e-learning in which e-learning is integrated into traditional classroom learning, using a computer, intranet or smart classroom, where the teacher meets the student face-to-face and interaction between students and teachers is built into the course design. It arose as a natural development of programmed and electronic learning. From the previous definitions of blended learning, the researchers identified blended learning as a new learning strategy that blends traditional learning in its various forms and e-learning in its various models, in order to increase student motivation and improve their learning achievement.

The tremendous impact of science and technology has shaken the old leisurely outlook in life and created intricate problems of social adjustments. It has engendered an intellectual revolt against tradition, and against established institutions, beliefs, and social practices. It has created demand for greater diversity of new skills for wading the development network of industry and commerce.

The system must be able to train the minds of the educated to cope with the change. Design a type of education that is positive and functional to develop the desired cultures and conduct of citizens out of the emerging cultural and behavioral differences. This must be followed by activities geared toward physical, mental, moral, and spiritual development; compassionate membership in a pluralistic society and its institutions; productive, innovative vocational, technical, and professional work in pursuit of excellence and service; informed, effective, and responsible citizenship and leadership, creating and sharing information, knowledge, leisure and entertainment; protecting, enhancing, and sustaining the environment; contributing to balanced national, regional, and global development and most importantly global learning (Lee, 2014).

In researchers' experiences, they have observed that their students are very active in class participation if they engage their lessons in using technology. By showing videos and interactive games through the internet stimulates their learning better. They are not against traditional style of teaching because it is also helpful in the learning outcome. They should balance the use of blended learning for successful learning outcomes because no two students have the same learning needs.

They can cater their student's needs by varying their teaching methods/styles to make sure that the students are enjoying and at the same time, they are learning. In this way, student's perception in learning will not be weary and vague rather it will be then engaging and explicit.

In the advent of the new normal learning modality and after two years of implementing modular distance learning, the Department of Education mandated to conduct school safety assessment to make sure that the school is ready for the limited face-to-face classes. And it was come into realization within the last two rating periods of school year 2021-2022. The limited face-to-face or the blended learning modality had seen the eagerness of the students to meet their teachers personally. Unfortunately for the night high school students where they find difficulty in doing their work and at the same time studying. Thus, the researcher as a night high school teacher finds an abrupt solution to implement blended learning modality to cater their clientele and hoping that it will bring positive outcome in terms of performance of the students. And it is in this premise that the researcher conducted this study in order to evaluate the effectiveness of blended learning in improving the performance of the night junior high school students in Araling Panlipunan. A proposed improvement plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a night junior high school teacher in Ormoc City Night High School, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of blended learning in improving the performance of night junior high school students in Araling Panlipunan of Ormoc City Night High School, Ormoc City District 1, Ormoc City Division for School Year 2022-2023. The findings of the study were bases for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the level of performance of the night junior high school students in Araling Panlipunan before the implementation of blended learning?
2. What is the level of performance of the night junior high school students in Araling Panlipunan after the implementation of blended learning?
3. Is there a significant difference in the level of performance of the night junior high school students in Araling Panlipunan before and after the implementation of blended learning?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the quasi-experimental research design utilizing the pre-test and post-test in Araling Panlipunan to evaluate the effectiveness of blended learning in improving the performance of night junior high school students in Araling Panlipunan for School Year 2022-2023. Ormoc City Night High School, Ormoc City District 1, Ormoc City Division is the main locale of the study. The 100 night junior high school students enrolled in the said locale for School Year 2022-2023 are the main respondents of the study and a researcher-made test which covers the 1st quarter Most Essential Learning Competencies (MELCs) in Araling Panlipunan was used. The researcher prepared the Daily Lesson Plan in Araling Panlipunan using blended learning modality with activities suited for the modality. The daily lesson plans and contextualize materials was quality assured. This research is focused in evaluating the effectiveness blended learning in improving the performance of night junior high school students in Araling Panlipunan through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 100 night junior high school students are involved in this study. The tests were distributed and administered personally on a face-to-face modality during the schedules in person classes of the students and with consent from the Local IATF and strictly following the prescribed Health Protocol.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done through face-to-face after the approval of the permit from the respondents. After accomplishing the pre-test, intervention was given within four weeks. The implementation of blended learning modality and the provision of activities to the students having face-to-face classes and online or modular were emphasized as intervention activities. Matrix of activities was formulated to keep track on the activities in the duration of the data gathering process. After the four-week of intervention, post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Training Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor, and School Head. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. The Simple Percentage was employed to evaluate the level of performance of the night junior high school students in Araling Panlipunan before and after the

implementation of blended learning. **t-Test of Mean Difference** was used to determine the significant difference in the level of performance of the night junior high school students in Araling Panlipunan.

III. Results and Discussion

Table 1
Level of Performance of Junior High School Students in Araling Panlipunan
Before the Implementation of Blended Learning

Score Range	Description	PRETEST	
		Frequency	%
25-30	Excellent	0	0
19-24	Very Good	9	9
13-18	Good	36	36
7-12	Fair	49	49
1-6	Poor	6	6
Total		100	100
Weighted Mean		12.29	Fair

Table 1 presents the level of performance of the night junior high school students in Araling Panlipunan before the implementation of blended learning. It was revealed on the table that among the 100 night junior high school students, 9 or 9% of the students got the score of 19-24 which is interpreted as very good while 36 or 36% got the score of 13-18 which is interpreted as good, 49 or 49% got the score of 7-12 which is fair and 6 or 6% got the score of 1-6 which is poor. The weighted mean of 12.29 shows a fair level of performance among the night junior high school students before the implementation of blended learning. This means that almost all of the Junior High School students got the score below 50% based on the number of items. This implies that before the implementation of blended learning where students use modules in accomplishing the activities, their level of performance is fair. This implies further that students need teachers to discuss the lessons and do the activities in a face-to-face interaction. Knowing that most of the night high school students are working, they cannot have it on a full face-to-face class that is why blended learning modality is recommended to be implemented for these types of students. According to Sahni (2019) and Alammery, Sheard and Carbone (2014), blended learning may be one of the most effective new approaches for university education to familiarize the learner with continuous learning, enabling the learner to educate themselves and enrich their information. This is the case because the goal of university education is to develop critical and creative thinking skills, and to provide students with methods of generating knowledge, and to enable them to continue their learning in the future (Oweis, 2018; Tongchai, 2016).

Table 2
Level of Performance of Junior High School Students in Araling Panlipunan
After the Implementation of Blended Learning

Score Range	Description	POST-TEST	
		Frequency	%
25-30	Excellent	49	49
19-24	Very Good	41	41
13-18	Good	10	10
7-12	Fair	0	0
1-6	Poor	0	0
Total		100	100
Weighted Mean		23.98	Very Good

Table 2 presents the level of performance of the night junior high school students in Araling Panlipunan after the implementation of blended learning. It was revealed on the table that among the 100 night junior high school students, 49 or 49% of the students got the score of 25-30 which is interpreted as excellent while 41 or 41% got the score of 19-24 which is very good and 10 or 10% got the score of 13-18 which is good. The weighted mean of 23.98 shows a very good level of performance after the implementation of blended learning. This means that the level of performance of the students had increased using the blended learning modality. This implies that the power and charisma of teachers in teaching the subject helps in the improved performance of the students. The presence of teachers in teaching is the most important element and instructional materials in the development of the lesson. Blended learning emphasize that it is a learning strategy that integrates various models of traditional and distance learning and uses multiple forms of technology ([Akbarov et al., 2018](#); [Clark and Mayer, 2003](#)). [Volchenkova \(2016\)](#) pointed out that blended learning is a form of learning that combines the best of direct classroom learning and learning through the internet by using its applications.

Table 3
Test of Difference Between the Level of Performance of Junior High School Students in Araling Panlipunan Before and After the Implementation of Blended Learning

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Grade 7 in Araling Panlipunan	12.29	23.98	3.662	1.936	Reject H_0	Significant

Table 3 presents the test of difference between the level of performance of the night junior high school students in Araling Panlipunan before and after the implementation of blended learning. The table shows the computed value of t of 3.662 is greater than the critical value of t which is 1.936, so null hypothesis is rejected. This mean that there is a significant difference in the level of performance of the night junior high school students in Araling Panlipunan before and after the implementation of blended learning. The level of performance of the students before the implementation of blended learning of 12.29 has increased to 23.98 when blended learning was implemented. This implies that blended learning modality helps in the improvement of the performance of the night junior high school students. This implies further that the activities presented or done with the aid of the teachers which explains the lessons and that of the online or modular learning are factors which contributes to the improved performance of the students. Thus, blended learning modality is effective in improving the performance of the students in Araling Panlipunan. According to Sahni (2019) and Alammery, Sheard and Carbone (2014), blended learning may be one of the most effective new approaches for university education to familiarize the learner with continuous learning, enabling the learner to educate themselves and enrich their information. This is the case because the goal of university education is to develop critical and creative thinking skills, and to provide students with methods of generating knowledge, and to enable them to continue their learning in the future (Oweis, 2018; Tongchai, 2016). Moreover, several studies have highlighted the significance of blended learning in improving academic achievement, increasing motivation, and developing positive attitudes for learning mathematics (Al-Madani, 2015; Ameloot & Schellens, 2018; Awodeyi, Akpan, & Udo, 2014; Ceylan & Kesici, 2017; Fazal & Bryant, 2019; Kazu & Demirkol, 2014; Lin, Tseng, & Chiang, 2017; Manguire, 2005; Naidoo, Naidoo, & Ramdass, 2017; Pechenkina, Scardamaglia, & Gregory, 2018; Seage & Türegün, 2020; Yılmaz & Orhan, 2010). The results of these studies have revealed the role and significance of blended learning in improving students' achievement, increasing their motivation, and also developing their positive attitudes toward learning mathematics. They have also confirmed the acceptance of blended learning in universities and schools, as a result of its perceptions as an effective approach for their learning.

IV. Conclusion

The study revealed a significant difference in the level of performance of the night junior high school students in Araling Panlipunan before and after the implementation of blended learning. A combination of face-to-face and online or modular teaching and learning helps improve the performance of the students in Araling Panlipunan. Thus, blended learning modality is an effective learning modality to be implemented to students attending night high school to balance their school and work activities which help in the improvement of their performance.

V. Recommendations

1. The proposed improvement plan formulated should be utilized;
2. Teachers should create activities suited for blended learning;
3. Teachers should consider in their teaching preparations the type of learners that they have so that all of them can participate in the class;
4. Teachers should monitor the progress of the students attending blended learning modality;
5. Teachers should be equipped with knowledge in teaching using blended learning;
6. Teachers and School Heads should ask permission from their superior in the implementation or adaptation of blended learning in their school;
7. School Heads should provide materials for the construction and production of differentiated activities to be used by the students attending blended learning modality;
8. School heads should conduct monitoring activities to teachers and students attending night high school;
9. School Heads should provide appropriate technical assistance to improve the teaching-learning strategies and methods of teachers teaching blended learning; and
10. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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The author is Mrs. Maricel Q. Iburda. She was born on July 4, 1980 at Ormoc City, Leyte. She was married for almost 17 years with Mr. Temestocles A. Iburda and has two children. She is presently residing at Purok 1 Brgy. San Pablo, Ormoc City. She finished her elementary education at Ormoc City Central School, Ormoc City in the year 1992 – 1993 and continue her quest for education and able to finish her secondary education at Saint Peter's College, Ormoc City in the year 1996 – 1997. She enrolled and finished her Bachelor of Secondary Education major in Economics at Western Leyte College of Ormoc in the year 2000 – 2001. She took up Master of Arts in Education major in Administration and Supervision with complete academic requirements at Western Leyte College of Ormoc City, Inc.

She was teaching for almost thirteen years already. She was a secondary school teacher at Dolores National High School in Ormoc City from 2009 to 2018 teaching Grade 8 Araling Panlipunan. Currently, she is serving as Teacher II at Ormoc City Night High School in Ormoc City handling Junior High School Araling Panlipunan subjects. She also attended series of webinars/seminars and trainings to increase her professional growth as a teacher.

She was awarded as the Most Outstanding Junior High School Teacher of Ormoc City District 1 last December 14, 2021, during the District Level *Pasidungog* 2021.