

Student's Perception on 1-Hour Class Period Per Week as Correlates to their Learning Retention Span

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Abstract — The purpose of this study was to understand the relationship between the level of perception towards 1-hour class time each week in each subject and the level of learning retention span of Senior High School Students in a private school. This research method was conducted using mixed method designs. 285 grade 11 and 12 students participated in the study. The respondents of this study were selected through random sampling technique. Quantitative data was collected using survey questionnaires while qualitative data was collected using written structured interview. The level of student's perception on 1-hour class period has a mean of 2.98 while their level of learning retention span has a mean of 2.86, both has an interpretation of moderately positive. Result also showed that there is a significant positive correlation between the level of perception and the level of learning retention span of the students. Qualitative data collected from the respondents indicates that, although the time allotted, they have each subject will give them time to do things aside from studying, it is not still enough for them to retain the lessons they had in each class discussion. Therefore, it is highly recommended that school administrators and teachers should collaborate and find methods on how they can further enhance the learning retention span of the senior high school students.

Keywords — 1 hour class, Perception, Learning Retention

I. Introduction

A teacher's primary focus in any educational environment should be on that student's academic success. A standard class period in a high school class set up is at least 1 hour each subject area every day or at least 2 to 3 times a week. Within 1 hour, students are expected to learned and incorporated knowledge coming from his teacher. On the other hand, teachers should be able to give activities together with the learning objectives to his students within the 1-hour time period.

According to Gupta (2022), learning retention is the student's ability to intact their learning into their long-term memory and could easily remember his learning in the future. On the other hand, UNESCO emphasizes that quality education “promotes lifelong learning” and one of the factors that can affect the learning retention span of a student is academic/cognitive skills where students failed to acquire the necessary skills that they needed to achieved because of the time constraints. Several studies were conducted about the perceptions of teachers in a 1-hour class time period.

Cote, et.al. (2000) and Singth, et. al. (2002) cited in their studies that variables such as students' motivation and the amount of time they spend studying influence their academic performance. Since a learner's grade is one of the most important indicators of how well they learned and how well they retain their learning, it is generally accepted that high marks are an indication of successful learning, while low grades point to ineffective learning.

However, many people have also discovered that the learning retention and the grades of the students are influenced by a variety of other elements. There is no one element that can be relied on to predict it by itself. It has been influenced by a variety of elements like gender, IQ, study habits, study time/class time, etc.

A study conducted by Ukpong et. Al on the effects of the length of study time to the academic achievement of the students. One hundred twenty (120) students were used to identify the significant difference between the performance of students who have long study time and short study time. Based on the result, students should have longer study time for effective learning engagement. Given the importance of the learning retention span of the students, the researcher would like to examine the perceptions of SHS students in a private school on their 1-hour class time period each week and how does it affect their learning retention span in each subject, the following research objective were formulated:

- To identify the demographic profile of the respondents according to the following; age, gender, and strand.
- To identify the level of student's perception on a 1-hour class time each week in each subject.
- To identify the level of student's learning retention span while having a 1-hour class time each week in each subject.
- To know if there is any significant relationship between the level of student's perception on a 1-hour class time each week to their learning retention span; and

Significance of the study

The researcher felt that there is a need to examine how does the 1-hour class per subject in each week affects the learning retention span of the students considering that they are conducting their classes online. Also, this study may help and serve an implication to school managements to consider its effect to the learning retention span of the students especially to schools who were still using online classes to deliver lessons.

II. Methodology

Both quantitative and qualitative research design was used to compile data for this study. Student's perception and learning retentions span was analyzed through the use of a survey questionnaire. In order to determine how does a 1-hour class time each week affects the learning retention span of senior high students, the researcher formulated a written structured interview and it was used to support the results gathered from the survey questionnaires.

The researcher formulated a self-made instrument that would give necessary and relevant data to the study. The instrument was evaluated by the experts to establish its content validity. The questionnaire has a Cronbach's Alpha value of 0.91 indicated as "Excellent". The questionnaire was sent randomly as a link (Google Form) to Grade 11 and 12 students.

The respondents of this study were 285 grade 11 and 12 senior high school students who were currently enrolled during the first semester in a private school. The respondents were selected through random sampling method. They are currently under the following strand; STEM, ABM, HUMMS, GAS and ICT. The respondents are taking their class virtually (Online classes). Average weighted mean was used to determine and interpret the perception of senior high school student on a 1-hour class each week in each subject and to measure the level of their learning retention span. Kendall Tau b was used to test the relationship between the level of perceptions and the level of learning retention span of the students.

III. Results and Discussion

Findings from the study this study were presented, analyzed, and interpreted. Statistical Package for the Social Science (SPSS) was used to analyze the data, and the results, as evaluated by the researcher, were reported in tables and text.

The researcher uses a 4-point Likert scale questionnaire which is considered as an interval scale. The mean is very important in analyzing the data after gathering. From 1 to 1.75 it means negative. From 1.76 to 2.50, it means moderately negative. From 2.51 to 3.25, it means moderately positive. And from 3.26 to 4, it means positive.

Table 1. Demographic Profile of the Respondents with Respect to Age

Range	Frequency	Percentage
16-20 yrs. old	259	90.88
21-25 yrs. old	16	5.61
26-30 yrs. old	5	1.75
31-35 yrs. old	4	1.40
36-40 yrs. old	1	0.35
Total	285	100

Table 1 shows that 259 out of 285 or 90.88 % of the respondents age are between 16 to 20 years old, 16 out of 259 or 5.61% of the respondents age are between 21-25 years old, 5 out of 285 or 1.75% of the respondents age are between 26-30 years old, 4 out of 285 or 1.40% of the respondents age are between 31-35 years old, and 1 out of 285 or 0.35% of the respondents age are between 36-40 years old.

Table 2. Demographic Profile of the Respondents with Respect to Gender

Gender	Frequency	Percentage
Female	189	66.3
Male	96	33.7
Total	285	100

Table 2 shows that 189 out of 285 or 66.3% of the respondent's female and 96 out of 285 or 33.7% of the respondents are male.

Table 3. Demographic Profile of the Respondents with Respect to Strand

Range	Frequency	Percentage
ABM	167	58.6
HUMMS	65	22.8
TVL-ICT	50	17.5
ARTS & DESIGN	3	1.1
Total	285	100

Table 3 shows that 167 out of 285 or 58.6 % of the respondents ABM students, 65 out of 285 or 22.8% of the respondents are HUMMS students, 50 out of 285 or 17.5% of the respondents are TVL-ICT students, and 3 out of 285 or 1.10% of the respondents are ARTS & DESIGN students.

Table 4. Level of perceptions of SHS students on a 1-hour class time each week in each subject

Items	Mean	Standard Deviation	Interpretation
Knowledge/Skill	2.92	0.14	Moderately Positive
Class Participation	2.96	0.23	Moderately Positive
Teacher's Instructions	3.05	0.97	Moderately Positive
OVERALL MEAN	2.98	0.15	Moderately Positive

Level of Perception of SHS students on a 1-hour class time each week in each subject.

Table 4 shows the level of perception of SHS students on a 1-hour class time each week in each subject: Teacher's instruction with highest mean and standard deviation (3.05, 0.97), class participation with mean and standard deviation (2.96, 0.23), and knowledge/skill with mean and standard deviation (2.92, 0.14); all have a mean interpretation of moderately positive. The overall mean and standard deviation (2.98, 0.97) has a mean interpretation of moderately positive.

Table 5. Level of learning retention span of SHS students on a 1-hour class time each week in each subject

Items	Mean	Standard Deviation	Interpretation
Student's Learning Retention Span	2.86	0.11	Moderately Positive
OVERALL MEAN	2.86	0.11	Moderately Positive

Level of learning retention span of SHS students on a 1-hour class time each week in each subject. Table 5 shows the level of learning retention span of SHS students on a 1-hour class time each week in each subject which has a mean and standard deviation (2.86, 0.11) and has a mean interpretation of moderately positive.

Table 6. Significant relationship between the level of perception and learning retention span of SHS students on 1-hour class time each week in each subject

Indicators	Correlation Coefficient	Sig.
Level of perception and level of learning retention span	0.576**	0.00

**Correlation is significant at the 0.01 level (2-tailed)

Relationship between the level of perception and the level of learning retention span of SHS students on 1-hour class time each week in each subject. Table 6 shows the relationship between the level of perception and learning retention span of SHS students on a 1-hour class time each week in each subject. The analysis above revealed that there is a significant positive correlation between the level of perception and the level of learning retention span of SHS students since the p-value is below the threshold 0.05. This suggest that the 1-hour class time each week in each subject has something to do with the learning retention span of the SHS students. As the class

time allotted in each subject decreases, then the learning retention span of the students also decreases. On the other hand, as the class time allotted in each subject increases, the learning retention span of the students also increases.

The effects of 1-hour class time each week in each subject in the learning retention span of the SHS students. Studies conducted by Logunmakin (2001), Kumar (2002), and Gbore (2002), indicate that they were all in agreement that students' study time have a strong relationship with their academic performance and how well they retain their learning. However, other researchers, such as Owolabi (1996) and Adeyemo (2005), concluded that students' academic performance was the result of a combination of the students' study time behaviors and other factors in any given field of study.

It is difficult to make generalizations about the effect of class period length on students' learning retention span, as individual students may have different learning styles and abilities and may be affected differently by different class periods.

One of the respondents said about the effect of having 1-hour class time each week in each subject is “It's good considering that we are still taking online classes. Although, sometimes not really enough time on some discussions but there are teachers who are making it short and understandable, but I can't deny that we still don't understand some things, to the point that we still need to Google it or watch YT tutorials to know what they are talking about but I understand it since it really hurts on eye to look at your phone at a longer of time. So, the effect of 1-hour class time each week in each subject to my learning retention span is somewhat in between – effective and not effective”.

Other respondents also said “Sometimes a one-hour class is not really enough to finish the lesson that our teacher needs to teach, especially is the subject is hard, but even so, it adds to my knowledge, and I understand what my teacher teaches, but because I forget quickly, sometimes I also have a hard time remembering the lesson again.”

Research has shown that shorter class periods can be more effective for some students, as they may be more focused and able to retain information better in shorter, more intensive periods of instruction. On the other hand, other students may find longer class periods more beneficial, as they may have more time to process and absorb the material being taught.

After reviewing some related literature together with the researchers personal and professional experiences and opinions based on the qualitative data collected from the respondents, the following action plan for enhancing students learning retention span have been designed and suggested.

Application of lessons in real-life scenario

Incorporating real-world examples and solving real-world problems in class discussions might help students learn more effectively. It can also serve to spark people's desire to learn more about crucial problems (Cox, 2021). Students who take part actively in the learning process are more likely to retain what they learn. By bringing simulations, scenarios, and interactive activities into the classroom. Virtual reality activities, for example, can provide a more immersive experience. Hence, it is much better for teachers to integrate real-life applications into their lesson to prolong the learning retention span of his students. There is various evidence to support the importance of employing real-world applications and scenarios to lessons. It does not only make the lesson more relevant for students, but it also gets them effectively engaged. They also become more conscious of the social choices they may make.

Implementing Motivational Activities

Learning retention span is the act of absorbing new knowledge and putting it into your long-term memory. This indicates that the information has been fully processed and saved for future retrieval. On the other hand, motivation is not only significant within itself, but it is also a significant indicator of learning and accomplishment. Students that are more driven to study keep with it longer, exert more effort, learn more deeply, and perform better in class and on standardized examinations (Hulleman, 2018). In other words, teachers need to incorporate motivational activities to their lessons to foster longer retention span of their students as motivation is an approach toward learning and as a result, it influences whether a student will give up or continue, as well as how thoughtfully they will reflect on their learning.

Lengthen the class time

As students grow older, most schools lengthen the duration of the school day/period. Depending on how the school is set up and the nature of the lessons, classes often last between fifty and ninety minutes. The ideal class length, on the other hand, is substantially shorter, about 45-60 minutes daily. Maintaining shorter class durations allows students to maximize their learning time and get a variety of benefits. Meanwhile, many educators wish their classes could be extended so they could test new approaches and dive deeper into their subjects before the bell rings and students rush out the door. Some researchers note that some schools are experimenting with different types of block scheduling to generate longer classes in order to achieve this (Willis, n.d.). Based from the respondent's experience and the researcher's observation, schools who are offering a one-time class period each week in each subject, may extend their time from 60 minutes to 90 minutes to allows teachers teach their lesson in depth knowledge without interruption and to give them enough time to incorporate activities into their lesson that is more efficient for students to learn. Some of the respondents also think that 1-hour class time each week in each subject is not enough for them to digest everything and there is a need to extend their time to 30 minutes especially harder subjects and have a break before entering into the next subject in order to provide

them sufficient time to assimilate all the things that they have learnt and to lengthen their learning retention span.

Consistency of both Formative and Summative Test

Open LMS (2021), stated that the inclusion of tests in the training material allows learners to measure their progress. Use quizzes or exams to assess the learner's immediate response to the information for each learning objective. If you want the learner to self-evaluate their retention, use cumulative tests wisely. One of the best ways to monitor if the students retain what they have learned from previous lesson is the consistent use of both the summative and formative test. Summative tests are tests and quizzes that gauge how much knowledge a student has acquired during the course. While formative test are assessments conducted during a class discussion. The consistent and proper use of both the summative and formative test can prolong the learning retention span of the students.

To sum up, it is important for educators to find a balance between providing sufficient time for students to learn and to enhance their learning retention. This may involve using a variety of teaching strategies and techniques, such as hands-on activities, group work, and interactive lectures, to keep students engaged and help them retain information. It may also be helpful for educators to assess students' learning needs and preferences, and to adjust the length and structure of their class periods depending to the level of difficulty of each subject accordingly.

IV. Conclusion

This research study aims to give solutions associated with the learning retention span of senior high school students. This study interviewed students and ask them to answer survey questionnaire related to their perception on a one-hour class period per week in each subject and its effect on their learning retention span. It was noted that student's perception and learning retention span on a one-hour class time each week in each subject is moderately positive, which only means that it is somewhat enough for SHS students to learn and understand the lessons taught to them by their teachers.

In general, students seemed to be moderately positive about having one-hour class period per week in each subject. Some feel that it's too short and there is not enough time to cover the meaningful amount of material. It is also difficult for them to dedicate an hour to concentrate on the course material each week when other classes demand your attention. However, some of the students still prefer one-hour class time each week in each subject as it offer them a more flexibility and allows them to take extra electives or pursue extracurricular activities. Overall, it seems like most SHS students still prefer a one-hour class time each week in each subject.

V. Recommendations

The following were made in response to the study's findings:

- 1) Given that the school offers a 1-hour class period per week in each subject, school administrators are encouraging to extend class time from 60 to 90 minutes especially harder subjects and to give at least 10 minutes break before entering the next subjects to give students an ample time to digest all the knowledge that they have gained from the previous class discussion.
- 2) Through the use of motivational activities and by applying real-life applications/ scenarios in the lesson would let students prolonged their learning retention span.

Every time school administrators and educators decide something for the students, it is important for them to understand the needs of their students. School administrators and educators must consider their interest and needs to come up with a strategy that would lengthen their learning retention span.

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