

# **ACTION RESEARCH PROPOSAL**

## **ACADEMIC PERFORMANCES OF GRADE 1 to 3 STUDENTS ON BLENDED LEARNING MODALITY IN LITALIP ELEMENTARY SCHOOL**

### **I. Introduction**

As the technology has greatly amplified the value of digital classroom resources of every institution. Typically, the Internet has altered the teaching-learning paradigm and brought challenges to all students, educators and school administrators. With the nearly ubiquitous access to the Internet, the promise of technology to enhance learning is greater than ever. Likewise, revolutionary developments in technology are bringing radical changes in the way learners gain information. Thus, classroom teachers need to provide students enrich learning opportunities and experiences, which replicate the skills of 21st century education. To meet this challenge, Blended Learning (BL) may be employed by teachers to promote meaningful and authentic learning. Blended Learning (BL) is an educational method that combines the advantages of cyber education and traditional face-to-face education to optimize the learning effects by using the new paradigm of a remote educational system.

Recognizing the results reflected from the conducted survey, it was found out that participants of this study are divided evenly into 10 in each grade level with 33.33% it is because the researchers implied quota sampling technique to get a sample size population of respondents of total population of 30. To answer the research questions as to the academic performance of students during blended learning, the study finds out that on assessing

students performance it is shown that 60% of the majority of grade 1 to 3 students were having a poor outcome of grades. The primary reason behind this is that 56.5% of students weren't able to balance their time to the allotted schedule of assessment. On the other hand, some of the answers are that distractions with 30% such as noise from the environment, command from their parents and temptation to use the phone while taking assessments were the reason why they failed and 13.33% on student's lack of interest. As initial academic skills are correlated with home environments where low literacy involvement and chronic stress negatively affect a child's academic performance. Parents from low socio economic background are less likely to have the financial resources or time availability to provide children with academic support. Moreover, as to the academic performance of students in terms of: Summative Assessment (SA) and Performance Based Assessment (PBAs). Findings showed that it is agreed that 73.33% of students answered that they strongly agree that due to blended learning modality there is a struggle on academic performance on their SA and PBA assessments. 86.8% of students agreed that the current pandemic has exacerbated the limitations of assessments/tests, which reward a narrow set of skills and more affluent students who have access to specialized instruction. Such tests could overwhelm or label children when what they need now are diagnostic assessments and needs-based assessments that assess where they are across a range of domains and what they need going forward. In addition, 76.6% of students find SA and PBA difficult in blended learning modality. A critical aspect highlighted by Bettinger and Loeb (2017) is that online courses are difficult, especially for the students who are least prepared. Research on performance of children attending virtual charter schools confirms the importance of self-engagement and parental supervision for success with this mode of education. Also,

selection into these schools (students disengaged with traditional schools enter these schools); worse inputs (teacher-to-student ratios, one-on-one instruction, etc.) than in traditional schools; and other features of these schools translated into negative effects on performance.

Analysis of the chosen problem revealed that students unavailable to balance their time wisely were the main reason why they find blended learning modality difficult as a result of poor grades on their SAs and PBA. Instead of letting it be the barrier of improving the academic performance of the pupil, the researchers believe that when schools involve parents, parents become engaged. Adopting the real situation encountered, the researchers came up with Project ICA (Increasing Student Achievement) program in creating meaningful teacher-parents' partnership in improving pupil's academic performance during blended learning modality.

## **II. Review of Related literature and Studies**

In this literature review, researchers examined past and current information on the topic. Key search items that were used are: blended learning context locally and internationally, academic performance and current situation of BL in philippines. Moreover, researchers assembled and synthesized information from a number of peer reviewed sources, Google Scholar and other professional and educational materials.

As stated by the researcher **Calamlam, J. (2016)** on the study entitled "**Effectiveness of Blended E-Learning Approach in a Flipped Classroom Environment**", there is a significant

difference between the effect of flipped classroom to high and moderate to low performing students. The result suggests that flipped classrooms were significantly more effective to high performing students compared to moderate to low students. The result for flipped classrooms being differently effective to different types of students could be explained by this possible scenario. A flipped classroom environment requires complete compliance to the given out-of-class activities thus, self-study. The ability to self-study is a trait of a high performing student therefore making flipped classroom effective to this type of students compared to moderate to low performing students.

**Salazar, R. (2016)** identified her **"Blended Learning in General Education HELE of St. Mary's College of Quezon City, Philippines"**. The blended learning course was beneficial to students learning. The horizontal course syllabus, videos, online learning sites, and slide presentations were very helpful teaching tools to diverse students. Limited amount of classroom time and the students' difficulty to absorb the lessons immediately contributed to dissatisfaction for some students. Computer skills and access to the Internet were necessary for blended learning. Recommendations To improve this blended learning course: There should be a brief slide presentation for each module. The Computer Laboratory should be used every meeting to hone the ICT skills of the students. Activity sheets and checklists of requirements should be prepared for the students.

On the study conducted by **Austria, M. Alontaga, J. & Taduyo, M. A (2013)** entitled **"Blended Learning in Philippine Higher Education Institutions: The Jose Rizal University Experience"**. Survey data gathered from students also showed positive perceptions about the blended courses in terms of their relevance to learning and in capturing students' interest.

Veras, A. (2017), emphasized on **Proposed Blended Learning Model for Don Mariano Marcos Memorial State University - South La Union Campus (DMMMSU-SLUC)**, the results provided an overall picture about students' competitiveness in the use of technology in learning, their perceptions about the use of technology in blended learning, their self-motivation, and study habits. It can, therefore, be concluded that students are ready for a blended approach to learning.

While **Aguinaldo, B. (2013)**, on **Implementing Blended Learning in an Impoverished Academic Institution Using a Bricolage Approach**, stated that the Involvement of main stakeholders that include head of the campus, faculty, parent and students contribute to the success of the implementation of blended learning. Surveying parents' socio-economic profile also plays an important role in the strategy of implementation. Moreover, the researcher was able to determine the incurred cost that will be added to students' stipend, thus the recommendation in terms of financial sustainability contributes to the increase of students who use the elearning tool (i.e. e-ARAL). Stated face-to-face learning activities increase motivation of the subject to use the online learning tool as the lessons learned from online learning were used in face-to-face learning which indeed a right blend of online and face-to-face learning activities results in successful blended learning.

According to the study of **Ismail, A. Mahmood, A. & Abdelmabouda, A. (2018)** in the international literature, BL is referred to as hybrid learning and mixed learning and is also used very differently by many researchers, academics, and scientists. Online learning is deprived of many advantages that TL incorporates. The greatest shortcoming of online approaches is that they cannot provide students with opportunities for social interaction and face-to-face with other students and instructors.

While in a study conducted by **Kintu, M. Zhu, C. & Kagambe, E. (2017)** about **Blended learning effectiveness: the relationship between student characteristics, design features and outcomes**, blended learning is meant to increase learners' levels of knowledge construction in order to create analytical skills in them. Learner ability to assess and critically evaluate knowledge sources is hereby established in our findings. This can go a long way in producing skilled learners who can be innovative graduates enough to satisfy employment demands through creativity and innovativeness.

According to **Kuo, Blland, Schroder, and Walker (2014)**, blended learning can also be referred to as hybrid learning and it's based upon face-to-face interactions 67% of the time and technology interactions 33% of the time. Many educators have implemented this model into their classrooms to enhance reading and math instruction. With that, project-based learning is also implemented with the new technology resource. The classroom may also be set up in a variance of ways. While the idea is to have the technology portion less than 50% of the time, teachers want to use the technology-based pieces as a way to enhance their instruction. Blended learning gives educators the opportunity to build differentiated instruction based on individual student needs. Blended learning in a classroom incorporates daily instruction in small or whole group lessons, and then a technology portion where students are receiving interventions, practice, or enrichment time based on their specific needs. This is very similar to Barshay's ideas on implementing technology at a younger age to prepare them for the future. To add to the classroom, many teachers have also begun flipped learning. A flipped classroom blends in-class activities, with an online component that's based out of the home. This approach would be similar to Levin and Heibsch's ideas to engage students using blended learning.

It can be said that one important feature of curriculum development is enriched with the use of technology. Technology infused with online learning is blended learning and the concept of any time and anywhere education is optimized through the availability of computer equipment or gadget and internet connection (**Mancao et al., 2014**). To feed young minds, encourage budding dreams and inspire promising lives, harnessing the best of tradition and technology (**Aguiluz, 2016**). These overarching ambitions of our education will be realized if Philippine schools totally embrace technology and engage learners in virtual reality and providing students with essential ICT resources in school by redefining classrooms and incorporating learning to teachers' pedagogy. As a matter of fact, integration of ICT into teaching and learning promotes better learning and retention, motivations, individualization, consistency, learner control, high speed personalized responses, and collaboration. Besides, it arouses interest and increases the achievement rate of the learners (**R.A. 10533**). **House Bill No. 53**, states that one of the solutions to address the deteriorating quality of education is through the utilization of various ICT as a tool for learning and teaching. Several studies have underscored the benefits of integrating ICT particularly in the education system.

In a study of **Benitez (2013)**, utilizing ICT significantly contributed to the acquisition and absorption of knowledge among the students by increasing their motivation and engagement in classroom activities, particularly a computer with internet connectivity provides the learner an opportunity to connect with other people and provides them ready access to wireless data and information.

According to **Vermillion (2014)** K to 12 schools that pushed through a range of barriers to developing innovative and student-centered learning environments using Google Apps and the learning management system. Blended learning, where students' face-to-face education is

blended with Internet resources or online courses, has been gaining considerable attention in education reform circles. It has become entangled with the ambiguous notion of personalized learning and is being positioned as the new way to individualize learning in competency-based education systems (**Phil McRae, 2014**). Blended learning is a “mix” of two different training delivery methods. Here, the traditional and online learning formats are combined together to create a comprehensive learning experience (**Deepika, 2015**).

### **III. Research Questions**

The study will assess the practices of teachers in Litalip Elementary School Ponot District on Blended Learning and its relationship to academic performance of the grade 1 to 3 students. The findings of the study will be used as the basis for formulation and development of a Proposed Instructional Intervention Scheme. Specifically, it seeks to answer the following questions:

1. What is the academic performance of students in terms of:
  - 1.1 Summative Assessment;
  - 1.2 Performance Based Assessment
2. Is there a significant relationship between Blended Learning modality and students academic performance
3. Based on findings, what action plan may be Proposed/occurred for implementation?

### **IV. Scope and Limitation**

The general scope of the study covers the academic performance of students on blended learning modality. The respondents were 30 students and divided into 10 in each grade level and quota sampling technique were applied. On the other hand, this study is limited by academic performance of students and will not consider non-academic matters. Delimited to only students of Litalip Elementary School Ponot District and will be finished by Annual year 2020-2021 only.

## **V. Research Methodology**

In this part, the researcher discuss the sampling design, data gathering method, ethical issues and plan for data analysis.

### **A. Sampling Design**

This study will use Quota Sampling technique. Quota sampling is defined as a non-probability sampling method in which researchers create a sample involving individuals that represent a population. Researchers choose these individuals according to specific traits or qualities. In this research, researchers use 10 students in each grade level from Grade 1 to 3 with a total of 30 respondents as a sample size to determine their academic performance in Blended learning modality.

### **B. Data Gathering and Method**

On data collection, the researchers applied methods of gathering. This is in order to collect adequate and relevant data to address the research objectives of this study. Ramesh described library research as a process dealing with the analysis of evidence such as historical records and documents. Similarly, it means gathering data from library materials which includes textbooks, both published and unpublished academic documents such as journals, conference proceedings, dissertations and theses. Library research also includes information gathered from internet search. Data gathered via library research is categorized as the secondary data. Secondary data means the data is readily available and is used by anyone besides researchers. This means that secondary data is not originally collected but rather obtained from published or unpublished sources. Based on the figure, the researcher gathered information (articles and studies) to support the study which is essential in related literature and studies and to make a set of questions aligned to the objectives of the research.

### **C. Ethical Issues**

In order to start, submission of a letter for permission will be sent to Litalip Elementary School management to ask for research and survey approval in the last week of November . With all the consent given, emailing or distribution of research questionnaires is the next process in order to get data responses. Also, datas that will be gathered from the respondents are the primary or sources that will be essential to the result or outcome of the study and will produce a graphical presentation of the interpreted datas.

### **D. Plan for Data Analysis**

The data collection from the field was analyzed. Statistically weighted mean was used in answering the research questions. The response option in the instrument are weighted as shown below:

| <b>Strongly Agree (SA)</b> | <b>Agree (A)</b> | <b>Neutral (N)</b> | <b>Disagree (D)</b> | <b>Strongly Disagree (SD)</b> |
|----------------------------|------------------|--------------------|---------------------|-------------------------------|
| 5 points                   | 4 points         | 3 points           | 2 points            | 1 point                       |

\* The acceptance point for the items was 2.5 and any mean below was regarded as rejected, not prevalent and as an unpopular view.

## **VI. Work Plan**

| <b>Step</b>  | <b>October</b> | <b>November</b> | <b>December</b> | <b>January</b> |
|--|----------------|-----------------|-----------------|----------------|
| 1. Get Organized   |                |                 |                 |                |
| 2. Talk with the respondents<br>Provide survey questionnaire   |                |                 |                 |                |
| 3. Conduct the seminar   |                |                 |                 |                |
| 4. Talk with the respondents<br>(Provide survey questionnaire) |                |                 |                 |                |
| 5. Data Analysis   |                |                 |                 |                |

## VII. Cost Estimates

| Item           | Description                       | Amount          |
|----------------|-----------------------------------|-----------------|
| Bond Paper     | For printing survey questionnaire | 50.00           |
| Computer Ink   | For printing survey questionnaire | 200.00          |
| Representation | During student webinar            | 3,000           |
| <b>Total</b>   |                                   | <b>3,250.00</b> |

## VIII. Action plan

An action plan provides instructional support and is a comprehensive way to monitor change and progress across a variety of objectives and goals within multiple areas (e.g. student, classroom, professional, etc.).

This action plan recognizes the importance of student's progress and improvement. The action plan used throughout the year to help teachers to use strategies in blended learning modality to make students' academic performance higher. This action plan was developed collaboratively within the researchers by means of creating a webinar named **Project ICA (Increase Student Achievement)**.

The priority of this program is to conduct a webinar that will be led by classroom advisers of Litalip Elementary School which leads to an informative webinar on how students will increase their academic achievement. In order to do this, a committee will be assigned to

participate and build an educational webinar that contains videos, forums, and plenary for discussion.

### **Time Table**

|   |   |   |
|---|---|---|
| <b>Planning Phase</b>                             |   |   |
| December 2020                                     | Meeting on the preparation for Webinar materials (such as ppts, instructional video, posters/brochures) | School and Members of Planning team                     |
| <b>Implementation Phase</b>                       |   |   |
| January, 2020 (Tentative date<br>January 4, 2020) | Presentation of webinar   | Classroom<br>Advisers/Members of Planning team/Speakers |

The School planning team will conduct a meeting in December, 2020 to discuss the crafting of the webinar entitled Project ICA. They will be oriented about the project features and principles. As of the meeting, the team will discuss the preparations and materials needed for the webinar and will assign the roles and responsibilities for each member. However, every member is given a chance to share their ideas as it will benefit from the achievement of the program outcomes through their participation. Furthermore, the ultimate objective of the program is to improve student achievement by enhancing the way the curriculum is delivered, by creating a positive environment for learning, and by increasing the degree of parents involvement in their child's learning in Blended learning modality.

## **References:**

Carreon, J. R. (2018). Facebook as integrated blended learning tool in technology and livelihood education exploratory *International Journal of Educational Technology*, 5(2), 19-25.

Calamlam (2016). Effectiveness of a Blended E-Learning Approach in a Flipped Classroom Environment. Retrieved from <https://papers.iafor.org/submission21431/>

Peralta & Salazar (2016). Blended Learning in General Education HELE of St. Mary's College of Quezon City, Philippines. Retrieved from [https://www.researchgate.net/publication/307992512\\_Blended\\_Learning\\_in\\_General\\_Education\\_HELE\\_of\\_St\\_Mary's\\_College\\_of\\_Quezon\\_City\\_Philippines](https://www.researchgate.net/publication/307992512_Blended_Learning_in_General_Education_HELE_of_St_Mary's_College_of_Quezon_City_Philippines)

Alontaga & Austria (2013). Blended Learning in Philippine Higher Education Institutions: The Jose Rizal University Experience. Retrieved from [https://www.researchgate.net/publication/330118184\\_Blended\\_Learning\\_in\\_Philippine\\_Higher\\_Education\\_Institutions\\_The\\_Jose\\_Rizal\\_University\\_Experience](https://www.researchgate.net/publication/330118184_Blended_Learning_in_Philippine_Higher_Education_Institutions_The_Jose_Rizal_University_Experience)

Veras (2017). Proposed Blended Learning Model for Don Mariano Marcos Memorial State University - South La Union Campus (DMMMSU-SLUC). Retrieved from <https://ejournals.ph/article.php?id=11348>

Aguinaldo (2019). Implementing Blended Learning in an Impoverished Academic Institution Using a Bricolage Approach Model. Retrieved from <http://www.ijiet.org/show-37-277-1.html>

Omer et al. (2018). Factors Influencing Academic Performance of Students in Blended and Traditional Domains. Retrieved from [https://www.researchgate.net/publication/323437848\\_Factors\\_Influencing\\_Academic\\_Performance\\_of\\_Students\\_in\\_Blended\\_and\\_Traditional\\_Domains](https://www.researchgate.net/publication/323437848_Factors_Influencing_Academic_Performance_of_Students_in_Blended_and_Traditional_Domains)

Kintu et al. (2017). Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. Retrieved from <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0043-4>

Yu-Chun Kuo, Brian R. Belland, Kerstin E. E. Schroder & Andrew E. Walker (2014) K-12 teachers' perceptions of and their satisfaction with interaction type in blended learning environments, *Distance Education*, 35:3, 360-381, DOI: [10.1080/01587919.2015.955265](https://doi.org/10.1080/01587919.2015.955265)

