



THE USE OF BLENDED INSTRUCTION IN THE IMPLEMENTATION OF DISTANCE LEARNING FOR GRADE 3 PUPILS IN WAWA ELEMENTARY SCHOOL

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ABSTRACT

This study aims to determine the effect of blended instruction in the academic performance of grade 3 pupils in Wawa Elementary School. The participants in this study are 30 grade 3 pupils that were divided into two groups: modular and blended group. The modular group made use of the learning modules, while the blended group made use of modules and attended online class sessions via zoom with their subject teachers. This study focus on their academic performance in Mathematics and Science only. The pretest and posttest design was used to determine the effectiveness of the instruction. The result of the pretest and posttest was compared using weighted mean. Based on the data gathered, the researchers found out that those pupils who attended the blended instruction performed better than those who made use of the modules only, since they got a higher weighted mean as reflected in the posttest result.

Keywords: blended instruction, modules, distance learning

INTRODUCTION

Distance Learning has become a “must” for educational institutions and corporations. Two thousand thirteen statistics, compiled by certify me.net, reveal that Distance Learning is now estimated to be a \$56.2 billion dollar industry that is expected to double in size over the next few years. Presently, 4.6 million college students are taking at least one course online and it is predicted that by 2019, half of all college courses will be taught online. Corporations have also been quick to embrace this phenomenon, with a reported 77% implementation of online training resulting in an estimated 50-70% cost saving versus the traditional classroom. Additionally, with the demand from a younger workforce attuned to the online educational technology they experienced growing up, corporations need to provide online education to retain these new workers and give them the knowledge tools to advance their careers. More than just a passing fad, online education has been proven to increase knowledge retention by 25-60% while reducing delivery time by 25-60%. Distance Learning is not new. Beginning with its roots in the 18th and later in 19th century, the first “correspondence courses” were implemented by Sir Isaac Pitman using post office “snail mail” to teach shorthand and provide feedback via return mail. As media delivery technologies expanded, the use of training/educational films and television burst upon the educational/training scene. Today, with the advent of internet web-based delivery technology, Distance Learning has integrated itself into the very fabric of learning, from corporate training, to fully accredited online higher education degrees, to K-12 cyber-schools, and more.

In Navotas City, the use of learning modules is the primary means of distance learning. These modules are printed learning materials that contain facts and exercises about a certain lesson which are to be accomplished by the learners at home. Modular learning is most effective and efficient in urban areas because most of the parents are not capable or have insufficient knowledge on using gadgets. But despite that, some schools and teachers opted to use blended instruction. In this kind of learning modality, learners will make use of the module and attend online classes with their teachers as well. Blended learning is also used by the researchers since they believe that learners still need the assistance and explanation of their teachers in accomplishing the modules. These reasons prompted the researchers to conduct the study to determine how the use of these learning modalities affect the academic performance of grade three learners, specifically, in Mathematics and Science.

STATEMENT OF THE PROBLEM

This research aimed to determine the effect of blended instruction in the academic performance of Grade 3 learners of Wawa Elementary School.

Specifically, this study sought to answer the following question:

1. How does the use of blended instruction affect the academic performance of Grade three pupils in Mathematics and Science?

METHODOLOGY

The quasi-experimental design was utilized in this study which compared means of two groups. Fifteen (15) learners in each group were selected which were chosen based on their general average in Grade 2. After the selection process, the experimental and the control group were randomly chosen. Both the groups were given pretest and posttest. Weighted mean was used to analyze the data gathered.

RESULTS AND DISCUSSIONS

Subject Area (30 item test)

Subject	Pre-test					
	Modular			Blended		
	No. of Respondents	Total Score	Mean	No. of Respondents	Total Score	Mean
Science	15	326	21.73	15	353	23.53
Mathematics	15	260	17.33	15	297	19.80
Subject	Post-test					
	Modular			Blended		
	No. of Respondents	Total Score	Mean	No. of Respondents	Total Score	Mean
Science	15	357	23.80	15	400	26.67
Mathematics	15	404	26.93	15	408	27.20

The table summarizes the comparative analysis of modular learning and blended instruction. Based on the data, learners who received blended instruction achieved higher weighted mean than those who undergone modular learning in Mathematics and Science subject respectively.

CONCLUSION

Blended learning is an effective way of carrying out distance learning. It helps a lot to bridge the gap in learning. Its was of great help to learners specially those who encounter difficulty in learning on their own.

RECOMMENDATIONS

- Blended instruction must be done to reinforce and support the learning process during distance learning.
- The school should provide training and seminar-workshop that would enhance teachers' capability and equip them with necessary skills in carrying out their new task, physically and mentally.
- The local government unit should also provide if possible, free, accessible and stable internet connection to every school in the division so that teachers and learners can use it whenever needed specially when conducting assessments and activities that requires internet connection.

REFLECTION

The researcher realized that blended instruction is of great benefit to learners. The learners can understand the lesson better and perform their task easier if it is well explained to them by their teachers. Retention is better if the learning material is readily accessible to them.

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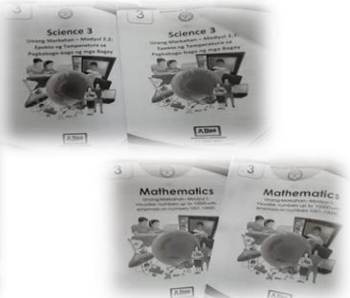


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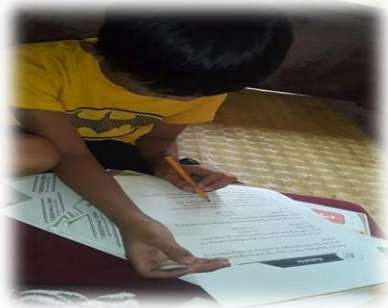
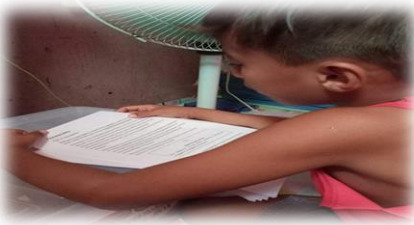
Parent Teacher Orientation in Grade Three

Online Learning

Modules



Modular Learning



Profile of Respondent

Gender	Frequency	%
Male	18	60
Female	12	40
Total: 30		
Age	Frequency	%
8	20	66.67
9	6	20
10	4	13.33

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Pre-test

Subject	Modular			Blended		
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Post-test

Subject	Modular			Blended		
	No. of Respondents	Total Score	Mean	No. of Respondents	Total Score	Mean
Science	15	357	23.80	15	400	26.67
Mathematics	15	404	26.93	15	408	27.20

