Effects of online distance learning using selected approaches in teaching Filipino among grade 5 pupils of Bagong Pag-asa Elementary School

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Abstract

The study aimed to determine the relationship between the extent of the effects of online distance learning using selected approaches in teaching Filipino and the performance of Grade 5 pupils at Bagong Pag-Asa Elementary School during the school year 2020–2021. The respondents of the study were the forty-five Grade Five pupils who are enrolled in the online class modality of Bagong Pag–Asa Elementary School. Therefore, the researchers used 100% of the respondents in the online class. The study utilized the descriptive correlational research design to assess the relationship between the extent of the effects of online distance learning using selected approaches in teaching Filipino and the performance of Grade 5 pupils. More so, she utilized the researcher-made instrument as the major tool of the study. The study found out that the extent of the effects of online distance learning using the selected approaches in Filipino in terms of constructivist, inquiry-based, integrative, collaborative, and reflective approaches is "To a Great Extent" with an overall mean of 2.90. The majority of the learners obtained a Very Satisfactory rating. There is no significant relationship between the extent of the effects of online distance learning using the selected approaches and the level of academic performance of grade 5 pupils in Filipino as revealed by their Grade in the first quarter since the obtained *p*-value of 0.00 exceed at 0.05 level of significance. Thus the null hypothesis is failed to reject. It simply means that the selected approaches used by the teacher in the online class did not significantly correlate to the performance of the learners in the new normal.

Keywords: distance learning, approaches, performance, effect, online, strategies

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1. Introduction

The current COVID-19 crisis has caused challenges for teachers, students, and their parents. Lost time in school can potentially negatively impact children's educational outcomes and their future well-being (Eyles et al., 2020). As a result, many schools have been obliged to adopt alternatives to face-to-face teaching and learning to mitigate the negative influence of physical closures. Many education systems moved activities online to allow instruction to continue despite school closures. Online learning or distance learning has been transforming the face of the education system for quite some time. However, it is fast becoming an integral aspect, and a common tool, in the wider aspect of education, because of the current pandemic.

Online schooling has been an important tool to sustain skills development. However, there are still concerns that online learning may have been a sub-optimal substitute for face-to-face instruction due to lack of adequate preparation among teachers and students for the unique demands that online teaching-learning poses. Many instructors have embraced the challenge of improvising quick online learning solutions (Hodges et al., 2020). As an alternative learning method in this time, online learning offers students the chance to learn new skills or improve existing ones. Similarly, teaching online will assist educators in communicating more efficiently through different digital mediums and making lecturers qualified and confident users of video technology in education. Furthermore, constant interaction with colleagues and students through various online platforms also enhances computer skills. Finally, it can make teachers more adept at managing the technology and devices of the digital age.

Before the COVID-19 pandemic, schools in the country had never had to implement online learning on this massive scale. Moreover, the Department of Education had not set standards and minimum resource requirements for online learning. Thus, this unprecedented situation presented an opportunity to critically examine the state of implementing online learning in the country and develop contingency plans for similar circumstances in the future. There are several challenges posed by online learning to both teachers and students alike. For example, based on a survey from the Social Weather Stations (SWS), around 42 percent of school-age Filipinos currently enrolled do not use any distance learning device. Moreover, among barriers to online learning, the most frequently encountered were difficulty adjusting learning styles, having to perform responsibilities at home, and poor communication or lack of clear directions from educators (Baticulon et al., 2020).

Recent studies showed that students who are enrolled this school year have more variability in their academic skills than under normal circumstances. Therefore, educators may need to consider ways to further differentiate instruction or provide opportunities for individualized learning (Soland, 2020). This means that aside from learners, teachers must be equipped with knowledge and skills to use appropriate technology to be effective online teachers. While, Lagua (2020) asserted that teaching in the new normal, especially online, must allow students to be engaged. The challenge to teachers is to make the instructional design meaningful, memorable, motivational, and, in the end, measurable. Educators need to design lessons and think about their purposes and priorities. Encouraging student learning is the best and not just letting students be accountable for their learning. Mentors must think that in times of remote learning, continuous feedback from students on their learning can help them reflect on their strengths.

Another interesting area to examine is how instructors can support learners' self-regulation during online learning (Hew et al. 2020) and what strategies can best motivate students to complete their tasks. The quality of teachers who design and deliver online lessons positively impacts students' Clark et al. (2020). This shows how teachers' knowledge and pedagogy play an important factor in fostering learning in an online setup. Indeed,

previous studies of Araujo et al. (2016) and Jackson (2018) find that the improved quality of teachers engaging in the conventional instruction model positively impacts student outcomes. As digital literacy is swiftly becoming the most valuable tool for lifelong learning, teachers are at the forefront of such a paradigm shift. This propels the researcher to conduct a study on the effects of online learning using selected approaches in teaching Filipino among Grade 5 students.

1.1 Significance of the study

The study would be beneficial to the following:

School Administrators. The study's findings may help them plan appropriate programs to fit the teacher's needs, especially those who don't have training experience and difficulty providing necessary instructional approaches to improve the quality of learning of learners in the new normal.

Teachers in Filipino. The study would be helpful to the teachers to have a broader understanding and creative minds to think appropriate teaching approaches that they can employ in class for effective teaching and learning process.

Pupils. The study would be a grateful help to pupils on how to improve their performance in the subject through the use of varied approaches utilized by their teacher. It could also motivate and boost their interest, study habits, and attitudes towards significant learning.

Future Researchers. The study would motivate them to seek a deeper perspective of the problem that may lead to other researchable problems in the areas in the furtherance of the curriculum of their interest.

2. Methodology

This chapter presents the subject of the study or the participants, data gathering methods, and data analysis plan. The respondents of the study were the forty-five (45) Grade Five pupils who are enrolled in the online class modality of Bagong Pag–Asa Elementary School. Therefore, the researchers used 100% of the respondents in the online class. The study utilized the descriptive correlational research design to assess the relationship between the extent of the effects of online distance learning using selected approaches in teaching Filipino and the performance of Grade 5 pupils. More so, she utilized the researcher-made instrument as the major tool of the study. The data for this research were collected from the instrument used. The following range of scores to be used and the corresponding verbal interpretations on the extent of implementation of modular learning approach are as follows:

Scale	Range	Verbal Interpretation	Description
4	3.51 – 4.00	Always (A)	To a very great extent
3	2.51 – 3.50	Usually (U)	To a great extent
2	1.51 – 2.50	Somewhat (S)	To some extent
1	1.00 – 1.50	Never (N)	Not at all

In addition to the instrument, the registration method was used to collect data about pupils' grades as revealed by their first quarter grade in Filipino. These data were collected from the adviser of the pupils. To interpret the performance of pupils as revealed by their average Grade in the first quarter, the following ranges and interpretations were utilized:

Grading Scale	Verbal Interpretation
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

The experts validated the instrument used in the study with a reasonable background in test construction and on the topic to comment on its content to finalize the items to be included in the instrument. Upon completion of the content validation form, permission from the principal's office was sought by the researcher to administer the instrument to the respondents. Then, immediate retrieval of the instrument was done. To determine the extent of the effects of online distance learning using the selected approaches in Filipino as assessed by themselves in terms of inquiry-based, constructivist, integrative, collaborative, and reflective approaches, mean was utilized. To determine the level of academic performance of grade 5 pupils in Filipino as revealed by their Grade in the first quarter, frequency and percentage distribution were applied. To find out if there is a significant relationship between the extent of the effects of online distance learning using the selected approaches and the level of academic performance of grade 5 pupils in Filipino as revealed by their Grade in the first quarter; Pearson 'r' correlation was utilized. In addition, the results gathered from the instrument and the performance of the pupils were treated and interpreted using the appropriate statistical tools mentioned above.

3. Findings and Discussion

This study aimed to determine the relationship between the extent of implementation of modular learning approach concerning the performance of Grade 5 pupils at Bagong Pag-Asa Elementary School during the school year 2020–2021. This page presents the analysis and interpretation of data gathered to answer the problems stated in the previous chapter. Table 1 presents the extent of the effects of online distance learning using the selected approaches in Filipino in terms of inquiry-based approach.

Table 1

Effects of online distance learning using the selected approaches in Filipino in terms of inquiry-based approach

Inquiry-Based Approach Our teacher…	Mean	Verbal Interpretation
explains difficult things clearly.	3.22	To a great extent
encourages us to speak up and be active and participative during our online class.	3.20	To a great extent
allows us to ask any question, which is not related to our lesson.	3.11	To a great extent
gives importance to our skills in critical thinking and problem-solving.	2.97	To a great extent
uses strategies to encourage active learning and interaction.	2.91	To a great extent
Overall	3.08	To a great extent

It can be gleaned from the table that the overall mean of the extent of online distance learning using the selected approaches in Filipino in terms of Inquiry-based approach is 3.08 verbally interpreted as "To a Great Extent." It means that the teacher usually expounds the lesson understandably to encourage the lessons' engagement. It implies that teachers used the inquiry-based approach in teaching the online class because they understand the content of the topics and connect immediately about what they have learned to real-life situations. The findings suggest that the teacher may provide more learning activities that could encourage the full participation and interaction of the learners in class. Table 2 presents the extent of the effects of online distance learning using the selected approaches in Filipino in terms of the constructivist approach.

Table 2

Effects of online distance learning using the selected approaches in Filipino in terms of constructivist approach

Constructivist Approach Our teacher…	Mean	Verbal Interpretation
teaching-learning materials in our online class are easily available to us.	2.98	To a great extent
encourages us to answer in our own words and experiences.	2.69	To a great extent
relates our lesson and contextual knowledge in real-life situations.	2.71	To a great extent
gives us time to construct our own opinion and knowledge regarding the topic.	2.60	To a great extent
uses provides timely, constructive feedback about our assignments and questions.	2.64	To a great extent
Overall	2.72	To a great extent

It can be manifested from the table that the overall mean of the extent of the effects of online distance learning using the selected approaches in Filipino in terms of Constructivist approach is 2.72 verbally interpreted as "To a Great Extent." It means that the teacher usually used instructional materials in class discussions to relate and contextualize ideas relevant to real-life situations. It implies that teachers emphasize pupils are learning through self-guided exploration, evaluation, and reflection.

Table 3 exhibits the extent of the effects of online distance learning using the selected approaches in Filipino in terms of an integrative approach.

Table 3

Effects of online distance learning using the selected approaches in Filipino in terms of integrative approach

Integrative Approach Our teacher…	Mean	Verbal Interpretation
is creative in developing online activities and PowerPoint presentations.	3.53	To a very great extent
facilitates and monitors appropriate interaction among us.	3.07	To a great extent
relates and integrates lessons into real-life situations.	2.80	To a great extent
provides activities that are integrated into another subject that make subject matter meaningful.	2.93	To a great extent
certainly, direct us to transition from one learning activity to another.	3.07	To a great extent
Overall	3.08	To a great extent

It can be manifested from the table that the overall mean of the extent of the effects of online distance learning using the selected approaches in Filipino in terms of Integrative approach is 3.08 verbally interpreted as "To a Great Extent." It means that the teacher is creative in making instructional materials and presentations. It implies that the approach used by the teacher is very useful in bringing learners' prior knowledge and experiences together to apply this to new experiences at a more complex level.

Table 4 presents the extent of the effects of online distance learning using the selected approaches in Filipino in terms of a collaborative approach.

Table 4

Effects of online distance learning using the selected approaches in Filipino in terms of collaborative approach

Collaborative Approach Our teacher…	Mean	Verbal Interpretation
gives us the freedom to work collaboratively in pairs or small groups through the use of inline platforms.	2.73	To a great extent
allows us to be active in the online class discussion, especially in doing the class activities.	2.78	To a great extent
often use pairs, and small group works to develop our social and cognitive development	2.73	To a great extent
promotes teamwork.	2.71	To a great extent
encourages learning through group interaction.	3.00	To a great extent
Overall	2.79	To a great extent

It can be surmised from the table that the overall mean of the extent of online distance learning using the selected approaches in Filipino in terms of Integrative approach is 2.79 verbally interpreted as "To a Great Extent." It means that the teacher allows the learners to participate in pairs or small groups to work collaboratively in the assigned activity. It implies that a collaborative approach was keenly observed in the online class to promote teamwork and a more engaging learning environment.

Table 5 on the next page shows the extent of the effects of online distance learning using the selected approaches in Filipino in terms of reflective approach.

Table 5

Effects of online distance learning using the selected approaches in Filipino in terms of reflective approach

Reflective Approach Our teacher…	Mean	Verbal Interpretation
clearly explains the objectives and requirements that we need to comply with in her subject.	3.09	To a great extent
gives us good feedback on the given task and learning activities that we can improve.	2.71	To a great extent
explains the grading system or assessment tool.	2.80	To a great extent
enforces rules fairly and consistently.	2.71	To a great extent
manages a classroom that allows us to work and learn with few disruptions.	2.73	To a great extent
Overall	2.82	To a great extent

It can be seen from the table that the overall mean of the extent of the effects of online distance learning using the selected approaches in Filipino in terms of Integrative approach is 2.82 verbally interpreted as "To a Great Extent." It implies the teacher clearly explains the lesson's objectives, grading system, and requirements that learners need to comply with to be fair and consistent all the time.

Table 6 on the next page presents the frequency and percentage distribution on the academic performance of grade 5 pupils in Filipino as revealed by their Grade in the first quarter.

Table 6

Level of academic performance of grade five pupils in Filipino as revealed by their grade in the first quarter

Score	Verbal Interpretation	Respondents Average Grade in First Quarter	
		f	%
90 – 100	Outstanding	11	6%
85 – 89	Very Satisfactory	25	40%
80 – 84	Satisfactory	7	36%
75 – 79	Fairly Satisfactory	2	18%
Below 75	Needs Improvement	0	0%
	Total	45	100.0
	Mean	85.93	
	Std. Deviation	3.88	

It can be gleaned from the table that most learners obtained a Very Satisfactory rating, followed by eleven learners who have an outstanding rating, and seven (7) learners got a satisfactory rating. Meanwhile, two of the learners garnered a fairly satisfactory rating. Therefore, it implies that learners obtained a good grade in the first quarter since most of them got a very satisfactory rating. Also, it can be surmised that learners gave their best in complying with all the needed requirements in the online class.

Table 7 on the next page presents the relationship between the extent of the effects of online distance learning using the selected approaches and the level of academic performance of grade 5 pupils in Filipino as revealed by their Grade in the first quarter.

Table 7

Relationship between effects of online distance learning and the level of performance of grade 5 pupils

Selected Approaches	Level of Academic Performance in Filipino	Computed r	Sig	Decision on Ho	Interpretation
Inquiry-based approach	First Quarter Grade	-.178	.243	Failed to Reject	Not Significant
Constructivist approach	First Quarter Grade	.007	.962	Failed to Reject	Not Significant
Integrative approach	First Quarter Grade	.019	.903	Failed to Reject	Not Significant
Collaborative approach	First Quarter Grade	.189	.214	Failed to Reject	Not Significant
Reflective Approach	First Quarter Grade	-.082	.590	Failed to Reject	Not Significant

The table reveals that it was statistically found out there is no significant relationship between the extent of the effects of online distance learning using the selected approaches and the level of academic performance of grade 5 pupils in Filipino as revealed by their Grade in the first quarter since the obtained p-value of 0.00 exceed at 0.05 level of significance. Thus the null hypothesis is failed to reject. It simply means that the selected approaches used by the teacher in the online class did not significantly correlate to the performance of the learners in the new normal.

4. Conclusion

Based on the analysis and interpretation of the data, the following findings are as a result of this summarized: The extent of the effects of online distance learning using the selected approaches in Filipino in terms of constructivist, inquiry-based, integrative, collaborative, and reflective approaches is "To a Great Extent" with an overall mean of 2.90. Furthermore, the majority of the learners obtained a Very Satisfactory rating. There is no significant relationship between the extent of the effects of online distance learning using the selected approaches and the level of academic performance of grade 5 pupils in Filipino as revealed by their Grade in the first quarter since the obtained p-value of 0.00 exceed at 0.05 level of significance. Thus the null hypothesis is failed to reject. It simply means that the selected approaches used by the teacher in the online class did not significantly correlate to the performance of the learners in the new normal.

The results and findings of the study were the basis of the researcher in utilizing more instructional strategies and approaches that are suited to the level of understanding and needs of the learners that can improve their performance. The researcher joined and participated in different research conferences, forums, symposiums, and other related research congresses, which can help her upgrade and share the study's findings with other research enthusiasts. Finally, the researcher submitted the study's abstract to international and division publications or other research magazines and journals. The researcher believes that this research contributed a lot in improving the instruction and performance of the learners as well.

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