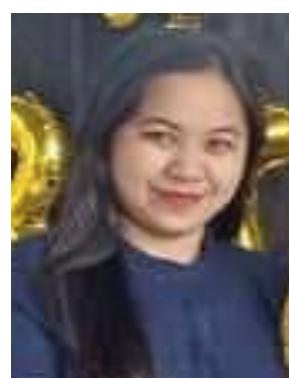


## **PERCEIVED IMPACT OF INSTRUCTIONAL TIME TO THE ACADEMIC PERFORMANCE OF GRADE 5 PUPILS IN ENGLISH AT MALABAN EAST ELEMENTARY SCHOOL**



**HIYASMIN D. CAPELO**

Master Teacher I

Malaban East Elementary School

**GILBERT M. OTILLA**

Teacher I

Malaban East Elementary School

**JEAN MAE P. DESTACAMENTO**

Teacher I

Malaban East Elementary School

### **ABSTRACT**

The number of class hours learners stay inside the classroom is a vital part to achieve quality and effectiveness in the teaching and learning (Almazroui, 2022).

In the conduct of limited face-to-face classes, the number of hours learners stay in school was reduced to a maximum of 270 minutes. This is significantly shorter compared to the usual 360 minutes.

It is a problem to ensure effectiveness and efficiency of the teaching and learning process. The duration of instructional time and number of hours learners stay in school is substantial because time spent in school contributes to the wholistic development of a learner (Thomsen, 2015).

The study aims to know the impact of the limited instructional time to the academic performance of grade 5 pupils in English as perceived by teachers and parents during the implementation the expanded implementation of limited face-to-face classes at Malaban East Elementary School (MES-East).

The researchers will use descriptive research. Descriptive research is a quantitative research method that collects quantifiable data for statistical analysis of the population sample. It also allows the researchers to collect high quality data and it gives a holistic understanding of the research topic.

The level of academic achievement of the grade 5 learners will be defined based on the Second Quarter Grades. This study can also serve as a basis for further researches.

The study helped to devise an intervention to maximize instructional time through Project MITIC (Maximizing Instructional Time Inside the Classroom). Project MITIC includes a series of well-designed activities to help the teacher in planning and crafting necessary learning materials for the grade 5 learners to improve their academic performance in English.

### **INTRODUCTION**

The study focuses on the impact of the limited instructional time to the

academic performance of grade 5 pupils in English as perceived by teachers and parents during the implementation the expanded implementation of limited face-to-face classes at

Malaban East Elementary School (MES-East). UNESCO (June, 2020) reiterates that the Philippine educational system faced a major setback since the onset of the Covid-19 pandemic last 2020. UNICEF also stressed that more than 27 million Filipino learners were affected since the onset of the pandemic. In addition, according to International Education Company Education First (EF), the Philippines dropped further in global English proficiency rankings.

The learners and teachers of MES-East were no expectation- they faced challenges and obstacles during the implementation of Modular Distance Learning (MDL) for two consecutive school years. This study also addressed the sudden decrease in the grade 5 pupils' academic performance in English as commitment to the continuation of learning as stated in the Department of Education (DepEd) and Department of Health (DOH) Joint Memorandum Circular No. 1 s. 2021 or the "Operational Guidelines in the Implementation of Limited Face-to-Face Learning Modality" that serves as a key response to strengthen the continuity of the teaching and learning process during the gradual shift from distance learning to face-to-face classes. According to the said joint memorandum the grade 5 pupils shall stay in school for a maximum of four and a half (4.5 hours) or 270 minutes. It is significantly shorter than the usual six (6) hours or 360 minutes that the learners stay in school.

The instructional time during the implementation of face-to-face classes is allotted for teaching the least mastered content in the performance standard, conduct of authentic classroom assessment of learning, review of previous lessons, and provision of remediation and intervention.

This study is also based on the UNESCO-UNICEF – World Bank Framework for Reopening Schools and DepEd Shared Responsibility and Principles which revolves on the four elements: Health and safety of learners, teaching and learning, including the most marginalized, and well-being and protection. Results will help the researchers in crafting necessary intervention materials in English that will help improve the learners academic performance. It also seeks to develop a support system among teachers and parents of grade 5 learners.

Furthermore, it aims to find ways to optimize time for learners' engagement, collaboration, socialization while observing the health and safety protocols.

## **METHODOLOGY**

This action research used the descriptive correlational method of research. Descriptive research involves description, recoding, analysis and interpretation of conditions that currently exist. The main aims are to describe the nature of a condition as it exists at the time of the study and to explore the causes in this pandemic situation. This action research utilized triangulation method as a data gathering procedure through survey questionnaire, observation, interview and field notes.

The study will use the academic performance of Grade 5 learners as basis of the study. The study involved one hundred thirty five (135) learners from grade five. 36 (27%) learners were from Grade V-Diamond, 31( 23%) learners were from Grade V-Ruby, 33 (24%) learners were from Grade V-Emerald, and 35 (26%) learners were from Grade V-Garnet.

The study also chose four (4) teachers and fifty (50) parents/guardians of grade 5 learners as respondents of the research. The researchers also used the result of the diagnostic test administered to the grade 5 learners of the school to gauge their academic performance in English.

Then, the researcher administered the questionnaires personally or via online that included the demographic profile of the respondents such as age and gender. They questionnaire also assessed the perception of the respondents regarding the impact of instructional time. The responses were structured using a five point scale graded as (1) totally disagree; (2) disagree; (3) partially agree; (4) agree ; and (5) totally agree.

## RESULTS

The study helped maximized the instructional time through the proposed intervention Project MITIC (Maximizing Instructional Time Inside the Classroom).

The results of the survey showed that there were more female respondents than males. It also showed that majority of the respondents were between 26-30 years of age.

The result of the diagnostic test that was administered showed that 54

(40%) of the grade 5 learners did not meet the expectations, 62 (46%) of the learners got fairly satisfactory rating, 19 (14%) of the learners got a satisfactory rating. 28 (52%) of the respondents agreed that longer instructional time guarantees better academic performance for the learners.

11 or (20%) partially agreed and 7 (4%) totally agreed. Learners will be more successful if there is sufficient time spent on what is needed to be learned (Caroll, 2002). 26 (48%) of the participants of the study also agreed that sufficient school hours is more beneficial to both performing and underperforming learners. The more time learners spend in learning something helps them get higher grades (Gromeda, 2017).

The 32 (59%) respondents also disagreed that limited instructional time provides more opportunity to have wider range of topics or subjects in school. Also according to the results of the survey, they have agreed that it limits the opportunity for greater individualized instruction.

Lastly, 32 (59%) of the respondents disagreed that shorter instructional gives chance to address the least learned competencies. The proper breakdown of what is needed to be learn should be a part of budgeting time allocated per competencies (Jerarts, 2010).

## DISCUSSION

Raising education standards in classrooms is a continuous process that involves improving the performance of teachers, the development of a sound curriculum, and time management of activities and tasks during the teaching and learning process.

The number of class hours learners stay inside the classroom is a vital part to achieve quality and effectiveness in the teaching and learning (Almazroui, 2022).

The pandemic has brought a lot of challenges for the past two years. Now that limited face-to-face classes are allowed, one of the challenges that teachers need to address is how to maximize the instructional time since the duration of class hours is shortened.

The idea behind this study is to examine the perception of teachers and parents if the shortened class hours affect the quality of teaching and learning. It is also vital that the researchers will be able to craft necessary intervention to improve the academic performance of the learners after the conduct of this study. Knowing the impact of the change in the instructional time to the teaching and learning process is the key to crafting the necessary interventions and adjust the teaching strategies that the teachers will utilize. This study will also be a basis on how teachers might respond to the change in the instructional time. This will eventually lead to improving the academic performance of the learners in English.

Furthermore, this will provide an interventions to build a support system among teachers and parents of learners.

## **ACKNOWLEDGEMENT**

Immeasurable appreciation and deepest gratitude for the relentless support and guidance of the following persons who in the way contributed in making this study possible:

1. To Almighty God, for giving the researcher the needed strength and

perseverance, to complete her objective despite all the challenges the researcher encountered;

2. To the respondents of the study, for their full engagement and valid responses during the data gathering procedure of the study;
3. To the school head Mrs. Elsa M. Manalo and PSDS Mr. Baldrin Belen for granting permission to the researcher to conduct their study;
4. To the family, classmates and friends who helped along the way, the researcher is beyond grateful for the unending support, encouragement for academic excellence, and valuable insights before, during, and after this action research.

## **REFERENCES**

Thomsen, S. (2015). The Impacts of Shortening School duration. Retrieved from <https://wol.iza.org/uploads/articles/166/pdfs/impacts-of-shortening-schoolduration.pdf>

Nnaji, T. (2017). Does Longer Instruction Time in School Improve Learners' Performance: An Assessment of Perception of Parents and Teachers Retrieved from [file:///Users/macos\\_mojave/Downloads/Does\\_Longer\\_Instruction\\_Time\\_In\\_School\\_Improve\\_Chi.pdf](file:///Users/macos_mojave/Downloads/Does_Longer_Instruction_Time_In_School_Improve_Chi.pdf)

Almazroui, A. (2022). Shortened School days Would Not Help Children Learn. Journal of Raising Educational Standards, Vol. 6, No. 3, pp. 104-117. Retrieved from <https://www.thenationalnews.com/shortened-school-days-would-not-help-children-learn-1.452202>

Smiciklas, M. (2005). The Power of Infographics. Retrieved from [https://books.google.com.ph/books?hl=en&lr=&id=rr84lttj8C&oi=fnd&pg=PR4&dq=what+is+infographics&ots=cPVDii8cQ0&sig=UohQsdEDgjkX2zdUMKPhvolU&redir\\_esc=y#v=onepage&q=what%20is%20infographics&f=false](https://books.google.com.ph/books?hl=en&lr=&id=rr84lttj8C&oi=fnd&pg=PR4&dq=what+is+infographics&ots=cPVDii8cQ0&sig=UohQsdEDgjkX2zdUMKPhvolU&redir_esc=y#v=onepage&q=what%20is%20infographics&f=false)

Carroll, J. B. (2002). A model for school learning. *Teachers College Record*, 64, 723–733.

Squires, D., Huit, W., & Segars, J. (1983). Effective schools and classrooms: A research-based perspective. Alexandria: Association for Supervision and Curriculum Development.

DM-CI-2020-00162: Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021. Retrieved from <https://region8.deped.gov.ph/2020/07/25/july-21-2020-dm-ci-2020-00162-suggested-strategies-in-implementing-distance-learning-delivery-modalitiesdldm-for-school-year-2020-2021>

Joint Memorandum Circular No.1 s. 2021 : Operational Guidelines on the Implementation of Limited Face-to-Face Learning Modality. Retrieved from: [https://www.deped.gov.ph/wp-content/uploads/2021/09/DEPED-DOH JMCNo.- 01-s.-2021\\_.pdf](https://www.deped.gov.ph/wp-content/uploads/2021/09/DEPED-DOH JMCNo.- 01-s.-2021_.pdf)