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**FACILITATING LEARNING RECOVERY IN SCIENCE FOR GRADE 4 LEARNERS OF BIÑAN ELEMENTARY SCHOOL USING PROJECT AIM-ASSISTIVE INSTRUCTIONAL MATERIALS FOR LEARNING: AN ACTION RESEARCH**



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**ABSTRACT**

The Covid -19 pandemic had left an alarming impact on education, and the two-year distance learning program was no guarantee of quality learning. Grade 4 is a transitional period in which the medium of instruction shifts from mother tongue to second language-English in Grade 4 Science. (DO 31, s 2012-Implementing Guidelines for Grades 1-10 to Improve Basic Education Curriculum, C. Nomenclature/Learning Area, and its Descriptions).

The action research used stratified sampling based on the performance of learners valuable to the conduct of research problem under investigation. Quantitative approach is used in gathering data, through collections and consolidation of pre-test and periodical test result, transcript into tabular representation for interpretation. The research brings on a full narrative and detailed analysis of the learners' performance in Science4, on focus with the perplex content aide with the Assistive Instructional Material.

Based on findings the group of learners having Assistive Instructional Materials had poster increased in performance in Science4. Thereto effectively facilitating learning via support instruction-AIM. That the material itself speaks in aide with the perplex content of the module.

**Keywords:** Critical Content, Assistive Instructional Material

## INTRODUCTION

"After two and a half years, the impact of the pandemic-induced school closure in the country has become more evident than ever," according to [savethechildren.net](http://savethechildren.net) (2022). At the age of ten, more than 90% of Filipino children struggle to read and comprehend simple texts."

The Covid -19 pandemic had a significant impact on education, and the two-year distance learning program was no guarantee of quality learning. Grade 4 is a transitional period in which the medium of instruction shifts from mother tongue to second language-English in Grade 4 Science. (DO 31, s 2012-Implementing Guidelines for Grades 1-10 to Improve Basic Education Curriculum, C. Nomenclature/Learning Area, and its Descriptions).

With the full implementation of face-to-face classes comes a sad reality. Many learners have shown a lack of mastery of fundamental skills and competencies like writing and reading literacy. According to the Pre-Reading Inventory results for Grade 4 pupils at Binan Elementary School, 130 Grade 4 learners' reading level is frustrated, which equates to 36% of 362, and 73 or 20% of learners were identified as non-readers. Furthermore, there was a significant difference in performance based on the difference between the target MPS and the results of the first and second quarter Science 4 tests.

Based on the data gathered, Project AIM (Assistive Instructional Material) for Learning has a high probability of improving learners' performance, as it had achieved its target of sustaining learners' performance in Science for Grade 4, based on Performance Deviation as shown in the result of Quarterly Summative Test in Science4 SY 21-22 with 75% Average MPS vs the target 75%. The project's implementation began with the disruption of classes caused by the pandemic.

Realizing, understanding of content as primary target of the project. AIM for Learning provide a support instruction in dual

languages presented in print materials to bridge the gap between the module and its critical content. Project approach will be blended in access, as the materials itself has an embedded QR Code that will redirect the respondents to Etulay Video Lessons, free tutorial sessions to learners or teacher made video lesson.

Results of the research provided relevant data that helps in closing the gap between the module and its critical content. Further, establishing the correlation between learners' performance and effective learning resource material.

## METHODOLOGY

In this action research, stratified sampling is used to identify and select participants who are valuable in the research problem under investigation.

The participants in this study will be learners in the same grade level and similar background and will be randomly assigned to two groups: one group will receive assistive instruction, while the other will not.

Both groups will take a pre-test covering competencies of the 3<sup>rd</sup> and 4<sup>th</sup> Quarter of the SY 22-23 in Science to determine the least mastered skills-as critical content and to check for their initial understanding of the Science lesson content. AIM for Learning, will be provided to the group needing support instruction to help them on the noted critical content. Following the lesson, both groups will take a quarter post-test to assess performance, based on the 75% target MPS for comparative evaluation.

The data will be collected through pre-test and post-test scores, and the schools Quarterly Test results in Science. The scores will be analyzed using descriptive statistics to determine the level of improvement of the experimental group and the control group.

The procedure for data collection were summarized below:

**Phase I. Preparation Stage.** Preparation and consultative meetings of the research team on the agenda as well as objectives of the action research.

**Phase II. Data Gathering Stage.** Identification of target research respondents based on the results of the 1<sup>st</sup> and 2<sup>nd</sup> Periodical Test and the Pre-Reading Inventory Report. The researcher having the identified respondents will strategize grouping according to those needing the Assistive Instructional Materials and those who will only have Self Learning Module as their Learning Resource. Pre-Test will also be given at the start of the target quarters as base line of the identified respondents performance. And for comparative assessment the researcher will utilize the result of the 3<sup>rd</sup> and 4<sup>th</sup> Quarter Test.

**Phase III. Data Analysis Stage.** Retrieval of all gathered data from the respondents' Pre and Post Reading Inventory results and quarter test results for comparative assessment. A tabular approach will be used to all the gathered data represented in qualitative and quantitative analysis. Further transcribed into written description.

**Phase IV. Summary and Interpretation Stage.** Crafting of research completion report.

**Phase V. Reporting.** Crafting the final paper including the results and recommendations of the research and the presentation.

## RESULTS

The action research posters big help in bridging the gap between the self-learning module and its critical content resulting in an increase in learners' performance in Science4.

Question 1. What is the level of performance of Grade4 learners prior to the implementation of project AIM for Learning in Science in terms of:

- Comprehension Skills identified 130 frustrations and 73 non-readers of grade4 learners based on

School's Pre Reading-Inventory Report in English beginning SY 2022-2023.

- Quarterly Test Results (Index of Mastery)

Average of 49.5% MPS against the 75% target MPS in Science for 2 Quarters of the SY 2022-2023

Question 2. What is the level of performance of Grade4 learners after the implementation of project AIM for learning in Science in terms of:

- Comprehension Skills

Noted 113 learners under frustration and 13 non-readers based on School's Post Reading Inventory Report.

- Quarterly Test Results (Index of Mastery)

Average 70% MPS against the 75% target MPS in Science for 3<sup>rd</sup> and 4<sup>th</sup> Quarter of the SY 2022-2023

Question 3. Is there a significant difference on the performance of learners in Science4 before and after the implementation of the project?

- Noted decreased in number of learners under frustration from 130 in numbers down to 113. From 73 non-readers to 13.

- Significant increase in learners' performance in Science from the average 49.5% MPS of the first 2 Quarters to average 70% of the last 2 Quarters of the school year.

## DISCUSSION

The content of the Self Learning Modules cannot suffice the needed learning of our pupils alone. There is a need to instructionally support and aide the gap between the module and its content.

We as instructional leaders should be aware of these needs to be able to deliver quality education. With the realization of

distance learning as an avenue of learning delivery during unavoidable circumstances, we are to consider the effectiveness of our learning resource especially those learners that will be on modular learning modality. Having an assistive learning material as an aside for some perplex content due to unfamiliar words, blurred images and confusing directions can make a difference when it comes to instruction.

Modular Learning, as the most preferred learning delivery of our learners, having their household members as their instructional support at home, experiences struggle in understanding the lesson. Basically, the household members are not teachers, and eventually may only rely on the modules as their source of instruction. The problem arises when the module itself cannot substantiate the needed content of the learners to understand the lesson. The quality of learning thereto is highly affected.

We as teachers should find ways to make ends meet. If the learners cannot afford online distance learning because of financial struggles of the family, we have to offer print material that can help learners understand the module. And we are to consider accessibility of learning, anticipate means of possibility, print materials such as Assistive Instructional Material can be a tool for modular learning and online learning as well, with its embedded QR code that can redirect print material to online video lesson.

The quality of learning is lateral to the quality of instruction and the quality of the resources.

The modality of learning should not be a hindering factor to quality education.

Print or non-print learning resources should equally be effective in rendering quality content.

Teachers were very resourceful; they know how to anticipate the needs and thereto make an intervention to make quality learning resource.

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