

## **Blended Learning Approach: Effects on the Academic Achievement of the Students in Earth Science**

**Jackie-Lou Calopez Andaloc**

<https://orcid.org/0000-0001-6593-2931>

[jackielou.andaloc@deped.gov.ph](mailto:jackielou.andaloc@deped.gov.ph)

Department of Education, Division Of Misamis Oriental  
Salay National High School , Cagayan de Oro, Philippines

### **Abstract**

The blended learning approach is a combination of online learning with a modular learning approach. Using a quasi-experimental design, this study aimed to discover the academic achievement of Grade 11 senior high school students who used a blended learning approach and evaluated the effectiveness of this approach. Of the 80 students in Earth Science, the researcher used 40 students as the experimental group and the second half as the control group. The experimental group used a blended learning approach, while the control group used a modular learning approach. The results indicate a significant and positive effect based on the difference of the post-test results due to the teaching method used in the experimental group. The study shows that the blended learning approach in Earth science is effective for students' knowledge transformation and appropriate to the students' level. However, the group exposed to the blended learning approach showed a significant difference in Earth science content knowledge from pre-test to post-test. Based on the findings, the blended learning approach provides better alternative teaching practices that teachers should incorporate to boost students' academic performance.

*Keywords: blended learning, eleventh grade, earth science, achievement. modular learning*