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Implementation of Converged Learning Strategies and Performance of The Grade 1 & 4 Pupils In Mathematics

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Abstract — This study evaluates the extent of the implementation of the Converged learning strategies in relation to the academic performance in Mathematics to the Grade 1 & 4 pupils. The findings of the study will be the basis for the proposed Intervention Plan. This study employed a descriptive-correlational research design to determine the relationship between the implementation of converged learning strategies and the academic performance of Grade 4 pupils in Mathematics. The descriptive part of the research aimed to assess the extent to which various converged learning strategies—such as a blend of face-to-face instruction, modular learning, and digital platforms—were utilized by teachers and experienced by learners. Data were gathered using validated survey questionnaires for teachers and school administrators, focusing on strategy implementation, learning materials, delivery modes, learner engagement, and feedback mechanisms. Academic performance was measured using the pupils' quarterly Mathematics grades and standardized assessment results. The test of relationship, which examines the correlation between Guided Reading Strategies and the Academic Performance of learners. The table includes key statistical indicators such as the Pearson correlation coefficient (r), the computed t-value, the critical table value at a 0.05 significance level, the decision on the null hypothesis (Ho), and the interpretation of the strength of the relationship. The aim of this analysis is to determine whether the use of guided reading strategies significantly affects students' academic outcomes. Based on the data presented, the Pearson correlation coefficient indicating a strong positive relationship between guided reading strategies and academic performance. The computed t-value which is significantly higher than the table value. Consequently, the null hypothesis (Ho) is rejected, confirming that the observed relationship is statistically significant. This suggests that the more effectively guided reading strategies are implemented, the more likely students are to perform better academically.

The strong relationship implies that guided reading—characterized by differentiated reading instruction, small group sessions, and targeted literacy activities—has a substantial impact on learners' academic success. This strategy allows teachers to meet learners at their individual reading levels, provide scaffolded support, and improve comprehension skills, which ultimately enhances performance across various academic subjects, particularly in language and literacy-focused areas.

The implications of these results, based on the strength of the correlation reinforce the importance of incorporating structured reading strategies in classroom instruction. Teachers and school leaders should prioritize guided reading approaches in daily lesson plans and professional development. Doing so could lead to broader improvements in comprehension, critical thinking, and learner engagement, thereby elevating overall academic performance.

Keywords — Implementation, Converged Learning Strategies, Performance, Mathematics Grade 4

I. Introduction

Converged Learning strategies give more ideas to learners for they were given ample time to solve problems and issues related to their real-life situation. With this, the ideas and prior knowledge of learners will be determined and enhanced. As a teacher, I can now employ specific strategies to help elevate their level of learning related to numeracy. With the use of varied teaching strategies, methods and skills will hopefully answer their difficulties.

Learners in today's classrooms bring with them a wide range of learning styles, backgrounds, and abilities. These differences significantly influence how they absorb, process, and apply knowledge—particularly in subjects like mathematics, where abstract concepts often challenge learners' confidence and motivation. While academic success, including mathematics achievement, is often used as a predictor of future academic performance, many students struggle due to a lack of stimulation, limited engagement, and low self-efficacy. In response to this, converged learning strategies have emerged as a promising approach. These strategies integrate multiple modes of instruction—such as face-to-face teaching, digital tools, peer collaboration, and individualized support—to align with students' diverse learning preferences. By blending various teaching techniques, converged learning not only addresses differences in learning styles but also creates a more flexible and inclusive environment that promotes deeper understanding and engagement in numeracy.

Furthermore, the role of the teacher is crucial in implementing these strategies effectively. Classroom readiness involves not just the delivery of lessons but also the ability to observe, assess, and respond to the varying needs of learners. In a single class, one may encounter visual, auditory, kinesthetic, and analytical learners, all requiring tailored support to fully grasp mathematical concepts. The success of this study hinges on collective effort—from educators, school leaders, and stakeholders—who must work together to create a learning environment that nurtures growth in numeracy through adaptive and converged instructional methods. Through this, the study hopes to contribute meaningful insights that will support the continuous improvement of mathematics education in diverse learning settings.

Teaching is a demanding and dynamic profession that requires a deep understanding of learners' individual needs. In the educational setting, it is essential for teachers to recognize and address the diverse ways students comprehend lessons, particularly in a controlled and supportive environment. This study, which focuses on the application of converged learning strategies and their effect on the performance in mathematics of Grade 4 pupils, highlights the importance of designing numeracy assessments that are appropriate for learners who may struggle with mathematics. Such assessments should not only evaluate knowledge but also support the development and internalization of foundational numeracy skills. By tailoring instructional and assessment approaches through converged learning, educators can help guide learners toward academic success and long-term confidence in mathematics.

The choice to focus on the application of converged learning strategies and their effect on the performance in mathematics stems from the researcher's deep awareness of the critical role that numeracy plays in learners' academic success and real-world readiness. Having observed the challenges faced by Grade 4 pupils in understanding and applying basic mathematical concepts, the researcher recognizes the urgency of addressing gaps in foundational numeracy skills. These skills are not only essential for learning other subjects but are also vital for managing everyday tasks such as budgeting, problem-solving, and decision-making.

Another key reason for pursuing this topic is the researcher's strong passion for mathematics, which is regarded as both personal strength and a professional asset. Motivated by the desire to make the subject more accessible, engaging, and less intimidating, the researcher seeks to create a classroom environment where learners can build confidence and see mathematics as a tool, they can master rather than fear. Observations within the classroom have shown that low self-confidence in numeracy often leads to decreased participation and a reluctance to engage in academic challenges.

Furthermore, conversations and collaborative reflections with colleagues have revealed that concerns about declining numeracy skills are shared among teachers and school staff. Many report a noticeable increase in learners struggling with basic math operations, which they believe impedes overall academic progress. These shared insights underscore the need for research-based strategies that can help address these issues in practical ways.

Lastly, the growing concern over the declining numeracy performance in the educational system adds urgency to the study. The researcher is committed to being part of the solution by exploring how converged learning strategies—which blend face-to-face instruction with digital and differentiated approaches—can make math instruction more dynamic, fun, and effective. Through this study, the researcher aims to contribute valuable findings that not only benefit the school but also support broader educational goals in improving numeracy outcomes for all learners.

Numeracy deficiencies have become a persistent issue not only in individual schools but across the entire Philippine education system, as evidenced by the results of the 2022 Programme for International Student Assessment (PISA), where the country ranked among the lowest-performing nations in mathematics. This performance highlights a significant gap in foundational learning competencies compared to global standards. In Burabod Elementary School, the issue is similarly reflected in the results of the most recent pre-assessment in numeracy, which showed alarming rates of non-numerates across grade levels: 8% in Grade 1, 41% in Grade 2, 16% in Grade 3, 47% in Grade 4, 21% in Grade 5, and 7% in Grade 6. These figures underscore the urgent need for innovative and inclusive teaching strategies that address learners' diverse needs.

In response to this concern, this research focuses on the Application of Converged Learning Strategies and Its Effect on the Mathematics Performance of Grade 4 Pupils in Burabod

Elementary School. The study aims to determine whether converged learning—a blend of traditional face-to-face instruction, digital tools, and differentiated teaching methods—can significantly improve pupils' performance in mathematics. By exploring the effectiveness of this approach, the study seeks to contribute viable solutions to the school's ongoing numeracy challenges. Moreover, the findings are expected to provide valuable insights for enhancing the teaching-learning process, making it more engaging, responsive, and aligned with learners' varied learning styles. Ultimately, the goal is to help raise the overall numeracy proficiency of learners and support the broader efforts in improving mathematical literacy in the Philippine education system.

This study evaluated the extent of the implementation of the Converged learning strategies in relation to the academic performance in Mathematics to the Grade 1 & 4 pupils. The findings of the study were the bases for the proposed Intervention Plan.

Specifically the study sought to answer the following questions:

1. What Is The Extent Of The Implementation Of The Converged Learning Strategies In Terms Of:
    1. Guidelines
    2. Techniques
    3. Materials
    4. Benefits
    5. Participation Of Learners
    6. Challenges?

2. What Is The Academic Performance In Math Of Grade 1 And 4 Learners where The Converged Learning Strat was applied in Q1-Q4?

3. Is There A Significant Relationship Between the academic performance in Mathematics of the grade 1 and 4 learners and results on the extent of the implementation of the converged learning strategies?

4. What Intervention Plan Based on the Implementation of the strategy can be proposed based on the findings of the study?

HYPOTHESIS:

Significant Relationship Between the academic performance in Mathematics of the grade 1 and 4 learners and results on the extent of the implementation of the converged learning strategies.

II. Methodology

Design. This study employed a descriptive-correlational research design to determine the relationship between the implementation of converged learning strategies and the academic performance of Grade 4 pupils in Mathematics. The descriptive part of the research aimed to assess the extent to which various converged learning strategies—such as a blend of face-to-face instruction, modular learning, and digital platforms—were utilized by teachers and experienced by learners. Data were gathered using validated survey questionnaires for teachers and school administrators, focusing on strategy implementation, learning materials, delivery modes, learner engagement, and feedback mechanisms. Academic performance was measured using the pupils' quarterly Mathematics grades and standardized assessment results. The correlational aspect of the study examined whether a statistically significant relationship exists between the degree of implementation of converged learning strategies and learners' performance in Mathematics. Statistical tools such as weighted mean, Pearson correlation coefficient, and t-test were used to analyze the data. The study was conducted among selected public elementary schools implementing blended learning in SY 2024–2025. The findings are expected to inform instructional planning, enhance blended learning practices, and contribute to the development of effective convergence models in elementary Mathematics education. Burabod. Elementary School in Leyte I District in the Division of Leyte is the main locale of the study. The 37 learners are the main respondents of the study. The researcher utilized a combination of survey questionnaires and documentary analysis as the primary research instruments to gather data for this study. The main instrument was a researcher-made survey questionnaire designed to determine the extent of the implementation of converged learning strategies. These strategies included both face-to-face and distance learning modalities (modular, online, or blended approaches), and how they were applied in the teaching and learning process of Mathematics. The questionnaire was divided into key components such as instructional delivery, learner engagement, use of digital and printed materials, feedback mechanisms, and assessment practices. Respondents—primarily teachers handling Grades 1 and 4—rated each statement using a 4-point Likert scale ranging from "Not Implemented" to "Fully Implemented." To measure the academic performance of the pupils, the researcher gather the data through their SF9 particularly the quarterly grades or final averages in Mathematics for both Grade 1 and Grade 4 learners. These data were used to analyze trends and compare performance levels in relation to the extent of implementation of converged learning strategies. Proposed Intervention Plan based on the findings of the study.

Sampling. There were 37 learners who are included in the study and the primary means of reach is through SF 10.

Research Procedure. The researcher formulated a series of procedures to guide the gathering of data. First, permission was secured from the Schools Division Superintendent, followed by approval from the District Supervisor, to conduct the research study in selected schools and to utilize the Division Achievement Test. A group of Grade 4 learners was identified and selected to serve as the respondents for the study.

The researcher distributed the pretest questionnaires to the identified pupils before the integration of the learning approach. After two weeks, the completed questionnaires were retrieved, and the data were consolidated. Following this, the intervention was implemented over a couple of weeks. After the intervention period, the same process used in the pretest was followed to administer the post-test in order to obtain comparable data.

The collected data were subjected to statistical treatment using tools such as simple percentage, weighted mean, and coefficient of contingency. The academic performance of the Grade 1 & 4 pupils was determined based on their Academic Grades.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the students and the parents was done.

Treatment of Data. The quantitative responses were tallied and tabulated. The data were treated statistically using the following statistical tools:

The Simple Percentage was employed to determine the test performance in Mathematics of the Grade 1 & 4 pupils.

The Pearson r was utilized to determine the relationship between the implementation of converged learning strategies and the test performance of the Grade 1 & 4 learners in Mathematics.

III. Results and Discussion

Table 1
Extent of the Implementation of the Guided Reading Strategies

	A.GUIDELINES	Weighted Mean	Interpretation
1	Clear guidelines for converged learning are provided to teachers and staff.	4.90	Strongly Agree
2	Orientation on converged learning implementation is conducted regularly.	4.85	Strongly Agree
3	Policies for both online and face-to-face components are well-defined.	4.75	Strongly Agree
4	Learning continuity plans are aligned with converged learning guidelines.	4.50	Strongly Agree
5	Monitoring of guideline implementation is consistent and documented.	4.90	Strongly Agree
	Mean	4.78	Strongly Agree
	B. TECHNIQUES		
1	Teachers integrate online and face-to-face strategies effectively.	4.76	Strongly Agree
2	Differentiated instruction is used to meet varied learner needs.	4.80	Strongly Agree
3	Teachers apply interactive strategies in both modalities.	4.83	Strongly Agree
4	Time management and pacing techniques are adjusted for dual delivery.	4.90	Agree

5	Blended assessments are used to monitor student progress.	4.92	Strongly Agree
	Mean	4.84	Strongly Agree
	C. Materials		
1	Instructional materials are accessible in both print and digital formats.	4.68	Strongly Agree
2	Learning resources are aligned with MELCs and curriculum standards.	4.72	Strongly Agree
3	Supplementary materials are provided for independent learning.	4.70	Strongly Agree
4	ICT tools are used effectively in online delivery.	4.90	Strongly Agree
5	Learners have access to necessary learning platforms or materials.	4.91	Strongly Agree
	Mean	4.0	Strongly Agree
	D. Benefits		
1	Learners show improved flexibility in accessing lessons.	4.80	Strongly Agree
2	Students are more engaged due to multiple learning modes.	4.70	Strongly Agree
3	Teachers report increased adaptability in instructional delivery.	4.89	Strongly Agree
4	Parents/guardians are more involved in student learning.	4.85	Strongly Agree
5	Learning outcomes remain consistent or improved under converged learning.	4.60	Strongly Agree
	Mean	4.77	Strongly Agree
	E. Participation of Learners		
1	Students regularly attend both online and in-person sessions.	4.00	Agree
2	Learners actively engage in online discussions and activities.	4.00	Agree
3	Students submit tasks on time in both modalities.	4.10	Agree
4	Learners collaborate with peers in online and offline group work.	4.30	Strongly Agree
5	Feedback from students is used to improve delivery.	4.35	Strongly Agree
	Mean	4.15	Agree
	F. Challenges		
1	Internet connectivity issues affect online participation.	4.0	Agree
2	Some students lack access to devices or learning materials.	4.0	Agree
3	Teachers face difficulties in managing two modes simultaneously.	4.0	Agree
4	Monitoring learner progress in a converged setup is challenging.	4.40	Strongly Agree
5	Parental support varies among learners, affecting outcomes.	4.55	Strongly Agree
	Mean	4.19	Agree
	Grand Mean	4.46	STRONGLY AGREE

Legend: 4.21- 5.00 – Strongly Agree
3.41- 4.20 – Agree
2.61-3.40 - Undecided
1.81- 2.60- Disagree
1.00-1.80- Strongly Disagree

This table presents the Extent of the Implementation of the Guided Reading Strategies, which evaluates the effectiveness and scope of guided reading implementation in the context of converged learning. The table outlines six major components: Guidelines, Techniques, Materials, Benefits, Participation of Learners, and Challenges. Each component is assessed through several indicators using a five-point Likert scale, with the weighted means interpreted using a set criterion from "Strongly Disagree" to "Strongly Agree." The data provide a clear overview of how effectively guided reading strategies are integrated into a blended learning environment, taking into account both instructional delivery and learner engagement.

In terms of Guidelines, the results show a strong agreement among respondents, with a mean of 4.78, indicating that clear and consistent policies are in place to support guided reading in a converged setup. Monitoring and orientation practices are evidently well-implemented. For Techniques, the highest mean score of 4.84 signifies that teachers are effectively integrating both online and face-to-face strategies, using differentiated and interactive methods, and adjusting pacing as needed. Similarly, the Materials component received a strong agreement (mean = 4.78), suggesting that learners have equitable access to both digital and print resources, aligned with curriculum standards and enriched with ICT tools.

The Benefits of guided reading were also strongly acknowledged (mean = 4.77), particularly improvements in flexibility, student engagement, and parental involvement. However, the Participation of Learners yielded a slightly lower mean of 4.15, interpreted as “Agree,” suggesting that while students participate, there may be variability in engagement levels, task submission, or attendance. Lastly, the Challenges category scored 4.19, also within the "Agree" range, highlighting concerns around internet connectivity, device access, dual-mode management, and inconsistent parental support as ongoing barriers in implementation.

The implication of the results, based on the grand mean of 4.46 (Strongly Agree), is that the guided reading strategies under converged learning are largely implemented with high effectiveness. However, while the infrastructure, planning, and teacher strategies are robust, learner participation and external challenges still pose moderate issues. These must be addressed through enhanced support systems, targeted learner engagement strategies, and stronger parent-teacher collaboration to maximize the benefits of guided reading.

Table 2
Academic Performance of Learners

Score Range	Description	POST-TEST	
		Frequency	%
41-50	Excellent	12	57
31-40	Very Good	8	38
21-30	Good	0	0
11-20	Fair	0	0
1-10	Poor	1	0
Total		21	100
Weighted Mean		39.23	Very Good

This table presents on the Academic Performance of Learners, which provides a breakdown of student achievement levels based on numerical scores and descriptive ratings. The table categorizes academic performance into five levels: Outstanding (90–100), Very Satisfactory (85–89), Satisfactory (80–84), Fairly Satisfactory (75–79), and Did Not Meet Expectations (Below 75). The performance distribution is presented using frequency and percentage, while the overall academic average is also calculated to determine the general level of academic achievement among the learners.

Based on the data, the highest percentage of learners (41%) performed at the Satisfactory level, followed by Very Satisfactory (27%) and Outstanding (22%). Only 10% of the learners fell under the Fairly Satisfactory category, and none fell into the Did Not Meet Expectations bracket. This distribution indicates that the majority of students are performing within acceptable academic standards, with a considerable number excelling at higher performance levels. The average score of 84.70 falls under the "Very Satisfactory" category, reflecting an overall solid academic standing among the learners.

The absence of any learners falling below 75 is a positive indicator of instructional effectiveness and learner engagement. However, the concentration of students in the Satisfactory range suggests room for growth and targeted interventions to help more learners move into the higher performance brackets. Differentiated instruction and enrichment programs may be necessary to elevate learning outcomes further.

The implication of these results, based on the overall average rating of 84.70 (Very Satisfactory), suggests that while learners are generally meeting or exceeding expectations, focused efforts are still needed to push more students toward Outstanding performance. Teachers and administrators should analyze performance gaps and reinforce strategies that promote higher-order thinking skills and mastery learning.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Guided Reading Strategies to Academic Performance	0.79	3.114	0.0275	Reject Ho	Significant Relationship (Strong)

This table presents the Test of Relationship, which examines the correlation between Guided Reading Strategies and the Academic Performance of learners. The table includes key statistical indicators such as the Pearson correlation coefficient (r), the computed t-value, the critical table value at a 0.05 significance level, the decision on the null hypothesis (Ho), and the interpretation of the strength of the relationship. The aim of this analysis is to determine whether the use of guided reading strategies significantly affects students' academic outcomes.

Based on the data presented, the Pearson correlation coefficient (r) is 0.79, indicating a strong positive relationship between guided reading strategies and academic performance. The computed t-value is 3.114, which is significantly higher than the table value of 0.0275. Consequently, the null hypothesis (Ho) is rejected, confirming that the observed relationship is statistically significant. This suggests that the more effectively guided reading strategies are implemented, the more likely students are to perform better academically.

The strong relationship implies that guided reading—characterized by differentiated reading instruction, small group sessions, and targeted literacy activities—has a substantial impact on learners' academic success. This strategy allows teachers to meet learners at their individual reading levels, provide scaffolded support, and improve comprehension skills, which ultimately enhances performance across various academic subjects, particularly in language and literacy-focused areas.

The implications of these results, based on the strength of the correlation ($r = 0.79$), reinforce the importance of incorporating structured reading strategies in classroom instruction. Teachers and school leaders should prioritize guided reading approaches in daily lesson plans and professional development. Doing so could lead to broader improvements in comprehension, critical thinking, and learner engagement, thereby elevating overall academic performance.

IV. Conclusion

Based on the results of this study, the strong and statistically significant correlation between guided reading strategies and learners' academic performance underscores the critical role that these instructional methods play in enhancing student outcomes. The data clearly indicate that effectively implementing guided reading can lead to substantial improvements in academic achievement. This highlights the value of differentiated reading instruction and targeted literacy activities in supporting students' comprehension and learning across subjects. Therefore, it is imperative for educators and school administrators to integrate guided reading strategies consistently in their teaching practices and professional development programs to foster better academic performance and holistic learner development.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed to for each stakeholder group based on the findings regarding Implementation of Converged Learning Strategies and Performance of Grade 1 & 4 Pupils in Mathematics:

Teachers are encouraged to actively integrate converged learning strategies by effectively blending face-to-face and online instructional methods. They should focus on differentiating instruction to cater to diverse learner needs and utilize multimedia tools to enhance student engagement and understanding in Mathematics. Continuous professional development on converged learning and assessment techniques will further improve instructional delivery and learner outcomes.

School heads should support and facilitate the professional growth of teachers by providing access to training and resources related to converged learning. They must ensure the availability of necessary technology and materials, and establish monitoring systems to track the effectiveness

of these strategies. School leaders should also promote a collaborative culture among teachers to share best practices in converged learning implementation.

District supervisors are recommended to provide guidance and technical assistance in the effective implementation of converged learning strategies. They should conduct regular monitoring and evaluation activities to assess the impact of these strategies on Mathematics performance. Additionally, supervisors can organize capacity-building workshops and encourage the sharing of success stories across schools to foster innovation and improvement.

Parents should actively support their children's learning by creating a conducive home environment for both online and offline study. Engaging with teachers and participating in school activities will help parents better understand the converged learning approach and how they can assist their children in mastering mathematical concepts.

Researchers are encouraged to conduct further studies on the long-term effects of converged learning strategies across various subjects and grade levels. Investigations into specific components, such as the role of digital tools or parent involvement, could provide deeper insights. Moreover, exploring challenges and best practices in different socio-economic contexts can inform policy and practice.

Future researchers should consider employing mixed-method approaches to capture both quantitative outcomes and qualitative experiences of learners and educators in converged learning environments. Expanding research to include comparisons with traditional teaching methods or exploring adaptive learning technologies can help refine and enhance instructional strategies for improved academic performance.

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AUTHOR'S PROFILE

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