



## COMPARATIVE STUDY BETWEEN FACE - TO - FACE AND MODULAR DELIVERY IN THE PHILIPPINES

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### ABSTRACT:

The ponder points the Comparative Study Between Face- to - Face and modular delivery. Wherein, Philippines instructive framework as of now adjusting the most recent modalities actualized by the Division of Instruction. Wherein, there's a sudden change happen for the conventional instructing or the Face- to - Face classes are not allowed in all levels and all school may select what modalities appropriate that fitted to their areas and the status of their understudies and most of the school found in precipitous region may adjust the distance learning approach which may be a mode of learning that takes put between the educator and the learners who are "geographically farther from each other amid instruction" (Magsambol, 2020).

Quinones (2020), as qtd. by Pe Dangle & Sumaoang (2020), defines distance learning as a learning delivery modality fits for "geographically remote" teaching-learning process and that is the Modular Print Modality. To address and lessen these gaps, the researchers conduct a comparative analysis between the face - to - face modality and modular - print modality to investigate the performance of the students on these modalities, and to have an intervention based on the outcome of the study. The researchers found out that the outcome of the students' performance in modular print modality is lower in the subjects namely, English, Math, Science, TLE and MAPEH compared to face - to - face modality for these are the test subjects. Z - Test results also revealed its significant difference. Hence, the use of Face - to - Face modality is effective on the said subjects.

### KEYWORDS:

**LEARNING MODALITIES, FACE - TO - FACE, MODULAR PRINT, TEACHING - LEARNING PROCESS, ACADEMIC PERFORMANCE, PANDEMIC.**

### INTRODUCTION

Education plays an important role in the lives of every individual. It holds an important characteristic in molding the future and it serves as a key for all students to become a total person, holistically develop, and productive members of society. In the school, education is a process where students can learn and acquire knowledge from their teachers and their fellow learners. Education is a major endeavour that is intentionally chosen to shape and assist children with the purpose of enhancing knowledge, physically and morally and spiritually that can slowly deliver the child to his highest goal.

However, sudden changes in educational system happen because of COVID-19 pandemic, wherein the educational system currently adapting the latest modalities implemented by the Department of Education. Wherein, there is an abrupt changes happen for the traditional teaching or the Face - to - Face classes are not allowed in all levels and all school may choose what modalities applicable that fitted to their locations and the status of

their students and most of the school located in mountainous area may adapt the distance learning approach which is a mode of learning that takes place between the teacher and the learners who are "geographically remote from each other during instruction" (Magsambol, 2020). Quinones (2020), as qtd. By Pe Dangle & Sumaoang (2020), defines distance learning as a learning delivery modality fits for "geographically remote" teaching-learning process and that is the Modular Print Modality.

Measured Learning methodology is right now utilized by all open schools within the Philippines. A modular learning could be a frame of distance learning that employments Self-Learning Modules (SLM) and is one of the foremost helpful to all the normal Filipino understudies. It was moreover the foremost favored learning framework of numerous parents/guardians for their children. The SLM is based on the foremost fundamental learning competencies (MELCS) given by the Division of Instruction. In Modular Learning Modality, the parents/guardians, instructors, and

understudies were able to watch and experience issues, concerns, and issues upon its execution. Most of the guardians were unfit of encouraging and clarifying the modules given for their children and need of time in encouraging their children. Parents' individual errands and occupations were a few issues that influence the execution of measured methodology.

Learners moreover battle in learning by themselves if not being encouraged by their parents/guardians. Guardians too taken note that their children had a need to focus in answering their modules because of the diversions of contraptions, family chores and online games. Additionally, instructors had confronted issues in conveyance and recovery of the modules. Oftentimes, modules were conveyed late from the anticipated timeline since of the moderate printing generation of modules. When the Self-Learning Module is disseminated late, relatively, it'll be recovered late. Instructors too found out that a few worksheets and exercises had no reply and few of it were replied by the guardians. These things ended up the instructor's primary concern as to how to assess the learner's execution.

By this transition, many problems arise, one of the problems is the performance of students in all academic areas for the modalities being used is new to them. Then, the researchers decided to investigate the differences of student's performance between the modalities being used and the previous modality before pandemic. Most of the students perform well previously before the pandemic with the use of face - to - face classes. But, at this new normal class setting with the use of new modalities in teaching, the modular print modality, the researcher observed that there are students performed well. To address and lessen these gaps, the researchers conduct a comparative analysis between the face - to - face modality and modular - print modality to investigate the performance of the students on these modalities, and to have an intervention based on the results of the study.

## OBJECTIVES OF THE STUDY

This study aims the Comparative Study Between Face-to-Face and Modular Delivery in the Philippines Specifically, it attempts to answer the following questions:

1. What is the profile of the respondents in terms of?
  - 1.1 Age
  - 1.2 Sex
2. Is there a significant difference between the performance of students using Face - to - Face and Modular Print Modality in.
  - 2.1 English
  - 2.2 Mathematics
  - 2.3 Science
  - 2.4 Filipino
  - 2.5 Araling Panlipunan
  - 2.6 Edukasyon sa Pagpapakatao

2.7 Music Arts Physical Education and Health

2.8 Technology and Livelihood Education

3. Based on the findings, what proposed measures can be formulated?

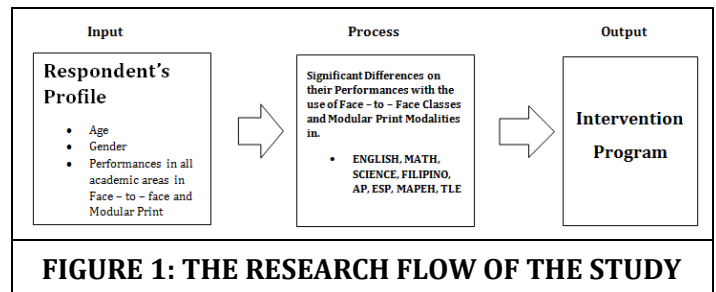
## METHODOLOGY

### RESEARCH DESIGN

The researchers will use the quantitative method, this will be used to emphasize the objective of measurements, statistical or numerical analysis of data collected through questionnaires. Thus, researchers also gathered numerical data and were able to generalize it to the groups of people or to explain a particular phenomenon. The data are in the forms of number often arranged in tables, charts, and figures.

### FLOW OF THE STUDY

The flow of the study is depicted in figure 1. For the input, data gathered were on profile of the respondents and performance of the respondents in all academic areas in Junior High School; process shows the statistical treatments used and the output were the remedial activities.



**FIGURE 1: THE RESEARCH FLOW OF THE STUDY**

## ENVIRONMENT

This study was conducted in Tagjaguimit National High School, found in Centro Tagjaguimit, City of Naga, Cebu. It is within the 1st Area of Cebu - South region. This school is encompassed for the most part of Mountains. The school offers Grade 7 to Grade 10. The Grade 7 has two (2) segments, Grade 8 has two (2) segments, Grade 9 has two (2) areas, and Grade 10 has two (2) segments. There are 13 instructors counting the extraordinary educator and is headed by an educator - in - Charge.

## RESPONDENTS

The inquire about respondents of this think about were the Grade 10 Section Sapphire and Silver Understudies of Tagjaguimit National High School. Grade 10 Section Sapphire and Silver understudies are the researcher's respondents of the consider. This class was composed of understudies with average grade of 75 and over and which were too disseminated similarly into heterogeneous gathering concurring to their average.

**TABLE 1. PRESENTS THE POPULACE OF THE PONDER. THERE WERE 40 GUYS AND 40 FEMALES A ADD UP TO OF 80 WHICH CONSTITUTED THE COMPLETE POPULATION.**

Table 1  
Distribution of the Respondents

N= 80

RESPONDENTS

Grade level	Sex	Frequency	Percentage
Grade 10	Male	40	50%
Sapphire	Female	40	50%
Silver	Total	80	100%

The total number of cases of the study was necessary for better results of this inquiry. In this study, the total number of Students in Grade 10 Sapphire and Silver were the research respondents as shown in table 1.

INSTRUMENTS

In gathering desired data, the researcher used the Numerical Performance Rating of Grade 10 Students in Tagjaguimit National High School using the Face - to - Face classes before the pandemic and the current Numerical Performance Rating with the use of Modular Print Modality.

DATA GATHERING PROCEDURE

To begin with, the analysts will compose an authorization letter to the Schools Division Administrator in conducting a ponder. Moment, analysts will arrange to the instructors of Tagjaguimit National High School for the numerical rating of the understudies and the information treated with privacy as regard for their security. After gathering the required information, the analysts will analyze and compute the information.

STATISTICAL TREATMENT

The statistic used is the simple percentage, the mean, and the z - test for comparing two separate samples.

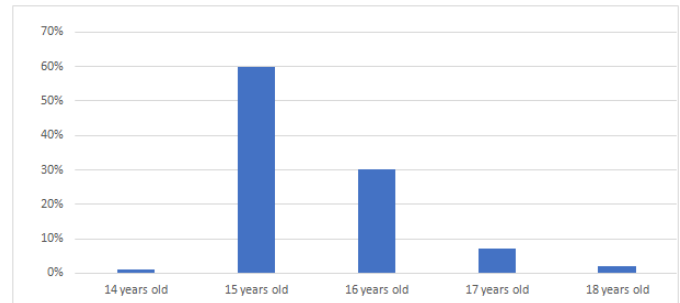
**Simple percentage** formula determined the percentage of the demographic profile of the respondents.

**Z - Test** for comparing two samples used to compare the performance of the students in face - to - face classes and modular print modalities. The formula is:

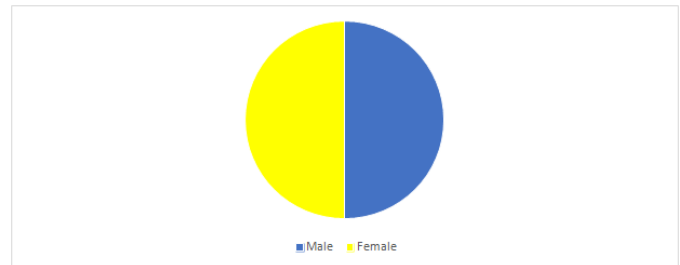
PRESENTATION OF DATA AND ANALYSIS

The respondents were Grade 10 Students in Tagjaguimit National High School. There were 80 respondents, 60% of the respondents were 15 years old, 1% of the respondents were 14 years old, 30% of the respondents were 16 years old, 7% of the respondents were 17 years old, and 2 % of the respondents were 18 years old.

GRAPH 1. DISTRIBUTIONS OF RESPONDENTS ACCORDING TO AGE



GRAPH 2. DISTRIBUTION OF RESPONDENTS ACCORDING TO SEX



Among 80 respondents, there were 50% females and 50% males.

Significant Difference between the performance of students using Face - to - Face and Modular Print Modality in English.

TABLE 1. SIGNIFICANT DIFFERENCE BETWEEN THE PERFORMANCE OF STUDENTS USING FACE - TO - FACE AND MODULAR PRINT MODALITY IN ENGLISH.

z-Test: Two Sample for Means - ENGLISH		
	FACE - TO - FACE	MODULAR
Mean	90.49056604	84.62790698
Known Variance	6.8701016	25.04872647
Observations	53	43
Hypothesized Mean Difference	0	
z	6.947170539	
P(Z<=z) one-tail	0.00000000000186	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0.00000000000373	
z Critical two-tail	1.959963985	

As shown in Table 1, there is a significant difference between the performances of Grade 10 Students of Tagjaguimit National High School in English subject, since the z - computed value of 6.95 is greater than the z tabular value of 1.96 at 0.05 level of significance, therefore, the research hypothesis is accepted which means that there is a significant difference between the two groups and it implies that face - to - face classes is effective method of teaching than modular printed modality in English subject.

Significant Difference between the performance of students using Face - to - Face and Modular Print Modality in Mathematics.

**TABLE 2. SIGNIFICANT DIFFERENCE BETWEEN THE PERFORMANCE OF STUDENTS USING FACE – TO – FACE AND MODULAR PRINT MODALITY IN MATHEMATICS.**

z-Test: Two Sample for Means - MATHEMATICS		
	FACE - TO - FACE	MODULAR
Mean	91.73584906	82.60465116
Known Variance	29.467344	20.67331118
Observations	53	43
Hypothesized Mean Difference	0	
z	8.967846305	
P(Z<=z) one-tail	0	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0	
z Critical two-tail	1.959963985	

As shown in Table 2, there is a significant difference between the performances of Grade 10 Students of Tagjaguimit National High School in Mathematics subject, since the z – computed value of 8.97 is greater than the z tabular value of 1.96 at 0.05 level of significance, therefore, the research hypothesis is accepted which means that there is a significant difference between the two groups and it implies that face – to – face classes is effective method of teaching than modular printed modality in Math subject, for understudies truly caught on the subject in the event that someone’s clarifying to them and someone’s able to associated with and reply their questions.

**Significant Difference between the performance of students using Face – to – Face and Modular Print Modality in Science.**

**TABLE 3. SIGNIFICANT DIFFERENCE BETWEEN THE PERFORMANCE OF STUDENTS USING FACE – TO – FACE AND MODULAR PRINT MODALITY IN SCIENCE.**

z-Test: Two Sample for Means - SCIENCE		
	FACE - TO - FACE	MODULAR
Mean	91.96226415	86.275
Known Variance	17.0754717	25.23012821
Observations	53	40
Hypothesized Mean Difference	0	
z	5.826026604	
P(Z<=z) one-tail	0.0000000284	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0.0000000057	
z Critical two-tail	1.959963985	

As appeared inTable3, there's a noteworthy contrast between the exhibitions of Review 10 Understudies of Tagjaguimit National High School in Science subject, since the z – computed esteem of 5.82 is more prominent than the z unthinkable esteem of 1.96 at 0.05 level of centrality, hence, the inquire about hypothesis is acknowledged which suggests that there's a noteworthy distinction between the two bunches and it infers that confront –to–confront classes is viable method of instructing than secluded printed methodology in Science subject, for there's a test lesson that needs someone’s talks and clarification completely.

**Significant Difference between the performance of students using Face – to – Face and Modular Print Modality in Filipino.**

**TABLE 4. SIGNIFICANT DIFFERENCE BETWEEN THE PERFORMANCE OF STUDENTS USING FACE – TO – FACE AND MODULAR PRINT MODALITY IN FILIPINO.**

z-Test: Two Sample for Means - FILIPINO		
	FACE - TO - FACE	MODULAR
Mean	85.79245283	84.62790698
Known Variance	23.5907112	25.04872647
Observations	53	43
Hypothesized Mean Difference	0	
z	1.148780034	
P(Z<=z) one-tail	0.125323347	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0.250646694	
z Critical two-tail	1.959963985	

As appeared in Table 4, there's no noteworthy contrast between the exhibitions of Grade 10 Understudies of Tagjaguimit National High School in Filipino subject, since the z – computed esteem of 1.14 is lesser than the z unthinkable esteem of 1.96 at 0.05 level of centrality, subsequently, the inquire about invalid hypothesis is acknowledged which implies that there's no noteworthy contrast between the two bunches and it infers that confront – to – confront classes and secluded print methodology are compelling strategy of instructing in Filipino subject, for understudies are able to comprehend and caught on the Filipino content through perusing and finding numerous assets without someone’s clarification conjointly the medium of instruction being utilized is Filipino Dialect and simple to caught on.

**Significant Difference between the performance of students using Face – to – Face and Modular Print Modality in Araling Panlipunan.**

**TABLE 5. SIGNIFICANT DIFFERENCE BETWEEN THE PERFORMANCE OF STUDENTS USING FACE – TO – FACE AND MODULAR PRINT MODALITY IN ARLING PANLIPUNAN.**

z-Test: Two Sample for Means - AP		
	FACE - TO - FACE	MODULAR
Mean	84.75	83.71428571
Known Variance	36.504902	20.72978959
Observations	52	42
Hypothesized Mean Difference	0	
z	0.947218043	
P(Z<=z) one-tail	0.171763842	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0.343527683	
z Critical two-tail	1.959963985	

As shown in Table 5, there is no significant difference between the performances of Grade 10 Students of Tagjaguimit National High School in Araling Panlipunan subject, since the z – computed value of 0.95 is lesser than the z tabular value of 1.96 at 0.05 level of significance, therefore, the research null hypothesis is accepted which means that there is no significant difference between the two groups and it implies that face – to – face classes and modular print modality are effective method of teaching in Araling Panlipunan subject, for students are able to comprehend and understood the content through reading and finding many resources without someone’s explanation and also the medium of instruction being used



is Filipino Language and easy to understood.

**Significant Difference between the performance of students using Face – to – Face and Modular Print Modality in Edukasyon sa Pagpapakatao.**

**TABLE 6. SIGNIFICANT DIFFERENCE BETWEEN THE PERFORMANCE OF STUDENTS USING FACE – TO – FACE AND MODULAR PRINT MODALITY IN EDUKASYON SA PAGPAPAKATAO.**

z-Test: Two Sample for Means - ESP		
	FACE - TO - FACE	MODULAR
Mean	84.73584906	89.3255814
Known Variance	35.8134978	24.89147287
Observations	53	43
Hypothesized Mean Difference	0	
z	-4.097652188	
P(Z<=z) one-tail	2.08681E-05	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	4.17362E-05	
z Critical two-tail	1.959963985	

As shown in Table 6, there is no significant difference between the performances of Grade 10 Students of Tagaguimit National High School in Edukasyon sa Pagpapakatao subject, since the z – computed value of -4.098 is lesser than the z tabular value of 1.96 at 0.05 level of significance, therefore, the research null hypothesis is accepted which means that there is no significant difference between the two groups and it implies that face – to – face classes and modular print modality are effective method of teaching in Edukasyon sa Pagpapakatao subject, for students are able to comprehend and understood the content through reading and finding many resources without someone’s explanation for all students possessed good values at home, school, and community and also the medium of instruction being used is Filipino Language and easy to understood.

**Significant Difference between the performance of students using Face – to – Face and Modular Print Modality in Technology Livelihood Education.**

**TABLE 7. SIGNIFICANT DIFFERENCE BETWEEN THE PERFORMANCE OF STUDENTS USING FACE – TO – FACE AND MODULAR PRINT MODALITY IN TECHNOLOGY LIVELIHOOD EDUCATION.**

z-Test: Two Sample for Means - TLE		
	FACE - TO - FACE	MODULAR
Mean	89.9245283	77.97674419
Known Variance	27.3788099	0.023255814
Observations	53	43
Hypothesized Mean Difference	0	
z	16.61463465	
P(Z<=z) one-tail	0	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0	
z Critical two-tail	1.959963985	

As shown in Table 7, there is a significant difference between the performances of Grade 10 Students of Tagaguimit National High School in TLE subject, since the z – computed value of 16.61 is greater than the z tabular value of 1.96 at 0.05 level of significance, therefore, the research hypothesis is accepted which means that there is a significant difference between the two groups and it

implies that face – to – face classes is effective method of teaching than modular printed modality in TLE subject, for there is an experiment class that needs someone’s discussions and explanation thoroughly, most especially in performance task.

**Significant Difference between the performance of students using Face – to – Face and Modular Print Modality in MAPEH.**

**TABLE 8. SIGNIFICANT DIFFERENCE BETWEEN THE PERFORMANCE OF STUDENTS USING FACE – TO – FACE AND MODULAR PRINT MODALITY IN MAPEH.**

z-Test: Two Sample for Means - MAPEH		
	FACE - TO - FACE	MODULAR
Mean	91.43396226	81.34883721
Known Variance	37.5965167	11.94684385
Observations	53	43
Hypothesized Mean Difference	0	
z	10.15028683	
P(Z<=z) one-tail	0	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0	
z Critical two-tail	1.959963985	

As shown in Table 8, there is a significant difference between the performances of Grade 10 Students of Tagaguimit National High School in Science subject, since the z – computed value of 10.15 is greater than the z tabular value of 1.96 at 0.05 level of significance, therefore, the research hypothesis is accepted which means that there is a significant difference between the two groups and it implies that face – to – face classes is effective method of teaching than modular printed modality in MAPEH subject, for there is an experiment class that needs someone’s discussions and explanation thoroughly, most especially in performance task like dancing, singing, acting, and etc.

**CONCLUSION**

As the Z-test revealed, the researchers found out that students performed well in face – to – face compared to modular print modality, in following subjects: English, Math, Science, TLE and MAPEH for there is a significant difference in their performances. But in the minor subjects namely: Filipino, AP, ESP, the Z-test revealed that there is no significant difference in their performances. Due to pandemic, face – to – face classes are still not allowed. Therefore, teachers may find other ways on how to increase the performance of the subjects: English, Math, Science, TLE and MAPEH and it is now the challenge of the teachers and parents to intervene and plan for solutions in this situation, like providing constant communication to the parents, conducts monitoring to all learners especially those who need more follow up. Provide parents with discussions on the difficult modules. Schedule home visitation and remedial instructions to the learners by purok. Provide them with learning materials that are contextualized and localized activities for learners easy to work on, just to increase learners ' learning. The responses of the learner from the real time.

## RECOMMENDATION

Considering the importance of student's performances, the following are recommended to improve the students learning using the different modalities:

1. Engage in house-to-house visitation for the one-on-one usage of educational resources produced by the Division office.
2. Design an Individual Monitoring Plan to monitor students' performances.
3. Give enrichment activities to hone their capacities and strengths; also, remediation to aid students' difficulties in different subject areas.
4. There should be weekly monitoring to give assistance to the students' needs and collaborate with the parents to have them be more supportive to their children's needs during modular or online class sessions.
5. Have a parent-teacher feed backing to discuss students' strengths and weaknesses and other abilities of the students that is in need for improvement.

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