

# Effectiveness of The Limited Face to Face Teaching to The Performance of The Grade 5 Pupils in Edukasyong Pantahanan At Pangkabuhayan

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**Abstract-** This study aimed to determine the effectiveness of the limited face to face to the performance of the grade 5 pupil in EPP. The findings of the study served as a basis of a proposed intervention plan. This study used the quasi-experimental design of research to evaluate the significant difference before and after the implementation of the limited face to face through their academic performance in the 3rd and 4th quarter grades. The researcher utilized universal Sampling in selecting the respondents of the study. the test of difference pretest (grade of the grade 5 learners in the 3rd quarter) and Posttest (grades of the grade 5 learners in 4th quarter grading period) which was basically resulted in the delivery of the different most essential learning competencies in EPP. Based on the findings in table 3 , which is the result of the grade 5 learners after they took the examination in the 3rd quarter and 4th quarter examination. It shows that the weighted mean gained by the grade 5 learners in 3rd quarter which is equal to 85.09 is basically lower than the grades that the grade 5 gained after they took the final rating or 4th grading period which is equal to 87.44. The results of the academic performance of the Grade 5 learners in the 3rd quarter and 4th quarter resulted to the computed t value of 0.984 which is basically higher than the critical t value of 0.468. so the hypothesis which states that there is no significant difference of the grades of the grade 5 pupils in the 3rd quarter and 4th quarter before and after the validation of their academic performance of the aforementioned grading period is accepted.

The results implied that even if the learners already give positive result in terms of their academic performances based from the different learning modalities they experienced from the past school years in the implementation of the different learning modality still majority of the learners are not really improving or having no big leap in terms of their academic performance after to the limited fac the implementation of the fac. One of the reasons why they already responded not so positively to the limited face to face it's because during their learning to the different topics, they will already familiar on the strategies that the teachers gave to them though during difficult times they have experience and they asked the teachers every time they will find difficult lessons to handle with. It is not really suffice to address their needs. Moreover, they need a full face to face to fully attained

their learning needs as well as to increase their academic performance to very satisfactory to excellent level of performance.

***Keywords — Effectiveness Limited Face to Face Performance Grade 5 Pupils EPP***

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## I. Introduction

Distance education, also called distance learning, is the education of students who may not always be physically present at a school. Traditionally, this usually involved correspondence courses wherein the student corresponded with the school via post or through a given module. Home schooling refers to the education of learner's at home or at a variety of places other than at home. It is usually conducted by a parent, brother/sister, tutor or an online teacher. The way of studying the learner's at home depends on whatever way works best for him because he has the right to make his own schedule for his studies.

It involves the availability of materials and should meet the standard learning capacity of a learner. Learning with less supervision is needed in this kind of modality where parents become teachers, but it should not perceive.

As an educator, this research helps me gain better insights into improving the teaching-learning process. where my learner learns in specific things to make their own learning beneficial and meaningful. It also improves my existing knowledge based on my learner's needs and experiences. I learn new things and update myself for a possible additional effective learning process. By this, I also increase my connection for the attainment of their learning outcome and give them the necessary direction to explore and verbalize their understanding of the different activities and encourage them to work directly on a given task.

The result of this research guides me and the rest of the teachers as well as education leaders fully understand whether the scheme of the conduct of limited face-to-face is successful or not. The results show that learners failed to achieve their target, then our education leaders, as well as the teachers, will be able to recalibrate their strategies to ensure professional learning opportunities that link a connection for a broader repertoire of skills and knowledge.

Aside from that, the result of this research will be the basis for conducting further studies as to the reason why the learners have a very dismal performance. If this study would yield a positive result, this study also serves as the basis for how to improve the conduct of limited face-to-face. All these efforts are geared toward the betterment of the system.

This research helps me assess my strengths and weaknesses as a teacher. It is necessary for us to fully understand her weaknesses as a teacher, especially in implementing the limited face-to-face, so was guided on what else to be done and what strategy she need to improve. It is deemed vital to gain a clearer perspective so that she was able to achieve my goals as a teacher. In order

for me to improve my classroom learning instruction, she must have enough basis of what innovations she need to undertake. Assessing and evaluating must be part of my key role as a teacher.

Through this research, she was able to recalibrate my methods, strategies, and materials to be used. Furthermore, this helped here seek advice from experts as to how to address any deficiencies on the effects of the scores of the learners to help find possible solutions to a particular problem that arises in my classroom. It affirms professional learning of knowledge, skills, and understanding to connect any possible resources to network my professional support. It is also an agency for me to develop self-efficacy to be a more strategic and effective teacher. It provides a compelling reason for me to look more closely into my own teaching practice which helps me come up with innovative ideas and ways of teaching. A surety path of my progress and prosperity that extant my knowledge by gathering data to attain new knowledge. I know that this research transcends to our next generation.

This study aimed to determine the Effectiveness of the Limited face to face teaching to the performance of the Grade 5 pupils in EPP. The findings of the study served as a bases for a proposed Intervention plan.

Specifically, this study sought to answer the following questions.

1. What is the performance of the Grade 5 learners in EPP before the implementation of the limited face to face?
2. What is the performance of the Grade 5 learners in EPP after the implementation of the Limited of face to face.
3. Is there a significant difference in the performances of the Grade 5 learners in EPP before and after the integration of the limited face to face ?
4. What intervention plan can be proposed based on the findings of the study?

Statement of Null Hypotheses

Ho.: There is no significant difference in the performances of the Grade 5 learners in EPP before and after the integration of the limited face to face.

## II. Methodology

**Design.** This study used the quasi-experimental method of research to evaluate the effectiveness of the Limited face to face teaching to the performance of the Grade 5 pupils in EPP covering Q3-Q4 of SY 2021-2022. The results were the basis for an intervention Plan. The researcher utilized Universal Sampling in identifying the respondents of the study. The main purpose of the study is to determine the effectiveness of the different learning modalities with specific time of implementation for the 3<sup>rd</sup> quarter and 4<sup>th</sup> quarter period. In this study, the researcher utilized the academic grades of the Grade 5 pupils in a particular grading period which is the 3<sup>rd</sup> grading and 4<sup>th</sup> grading period which are part required of Grade 5 learners in this study.

Out of the academic performance collected or gather, this serves also as before and after implementation of the said intervention which is the limited face to face. This study utilized Quasi-Experimental research design to determine the Effectiveness of Limited face to face in teaching EPP to the performance of the Grade 5 pupils. The output of this study is to provide help to the teachers to deliver the different learning competencies in the EPP subject and help the learners improved their skills and performances. This study used the quasi-experimental method of research to evaluate the Limited face to face in teaching EPP to the performance of the Grade 5 pupils. In the Quasi- experimental research design, the researcher prepared the different academic performance of the Grade 5 pupils before and after the Limited face to face in teaching EPP of the Grade 5 pupils for the researcher to identify whether the aforementioned intervention is effective in improving the performance of the Grade 5 pupils in EPP. Some of the skills to be identified in this study prior and after the implementation of the intervention is to focus in this study are the least learned learning competencies as well as facilitating the before and after implementation of the intervention to the identified respondents in order to gather necessary data that will be significant in the study. This is to determine how effective is the Limited face to face in teaching EPP that were crafted and validated by the different level of expert personnel from the school, district and to the Schools Division Office particularly to the Learning Resource section which was validated by gathering Performance of the Grade 5 in the delivery of the most essential learning competencies in 3<sup>rd</sup> and 4<sup>th</sup> grading coverage. In the Quasi- experimental research design, the researcher prepared different academic performances of the Grade 5 pupils. The aforementioned academic materials in teaching in EPP must still be based on the different most essential learning competencies Which could be based Learners Activity sheets, teacher-made learning materials based on the self-learning modules that were utilized based on the prepared activity matrix prepared by the teacher and later those results were subjected whether the intervention is significant in the study. The main local of the study is in Ormoc city Central school in the Division of Ormoc City. The main respondents that was chosen by the teacher-researcher was the Grade 5 learners which are composed of 45 total number of respondents which were underwent series of evaluation prior to the implementation of Limited face to face in teaching EPP that was based on the approved activity matrix. This study is mainly focus on the results of the different tests to be given to the Grade 5 learners to gather data: The pretest performance of the Grade 5 learners before Limited face to face in teaching EPP( academic grades in the 3<sup>rd</sup> grading period). The Posttest performance of the Grade 5 pupils after the implementation of Limited face to face in teaching EPP, as well as the significant difference of the pretest and posttest before and after the implementation of Limited face to face in teaching EPP as Learning Approach in the delivery of the most essential learning competencies in teaching the subject for the First Grading Period. The researcher prepared different tools used that were validated by the different experts from the school such as but not limited to the Mater Teacher, Department Head or the School head, then the crafted reading materials were forwarded to the office of the Schools District Supervisor for possible refinement of the materials and if the materials followed the norms or standard in crafting of tools based those were forwarded to the School Division office for

possible approval from the Learning Resource management Team and those materials being approved were utilized in the implementation of the intervention based on the prepared activity matrix prepared by the teacher as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that were subjected for decision making whether the results are significant in the study. The proposed Improvement was taken based on the findings of the study.

**Sampling.** The research respondents of the study were the grade 5 Learners of Ormoc City Central School. They are composed of 45 learners. The primary means of reach is through Facebook account of their parents if there are times that during the gathering of data. Second way of contacting them are through cell phones of their respective parents as well as during limited face to face.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. The different tools prepared by the researcher were the ff: validated Summative Test Questionnaire in the subject of the EPP of the Grade 5 learners from the Self Learning Modules that were focused on the different competencies in the 3<sup>rd</sup> and 4<sup>th</sup> grading period based on the approved activity matrix that covers 4 weeks or 1 month which is usually composed of 40 items. The test questions that were approved by the Learning resource experts such as the school head and the school Principal or Administrator were being used before the collection of data which are needed in the study based on through the use of table of specification in the delivery of the identified learning competencies through the limited face to face as the chosen Intervention to be given to the Grade 5 learners in the delivery of the most essential learning competencies. The 40 test item test questionnaires was prepared to validate the performance level of the Grade 5 learners. After the implementation of the limited face to face in the delivery of the most essential learning competencies in EPPs; posttest was given to the Grade 5 learners with the same test questionnaire including the Table of Specification that follows the norms or standard in crafting the learning assessment. Prior to the preparation of all validation tools which were used by the teacher-researcher in determining their performances before and after the integration of the limited face to face in teaching EPP which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and or School Heads

and in coordination with the Learning Area coordinator was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvement Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study was conducted. Orientation of the respondents both the learners and the teachers including the School Principal were done. . In the orientation, specially to the parents and or guardian, the process of the study were being discuss in order for them to know how and why the study will be done and to reiterate that this study is purely focus on the improvement of the performance of the kindergarten learners. The need for other data that were needed in the study such as the performance of the school in general based on the different performance indicators, a written permission was sought to the principal confidentiality and anonymity was discussed requiring them not to write names on the tools and will have to writer pseudonym instead.

**Treatment of Data.** effectiveness of the Limited face to face teaching to the performance of the Grade 5 pupils in EPP covering Q3-Q4 of SY 2021-2022. which focuses on the academic performances of the pupils in 3<sup>rd</sup> quarter grades and 4<sup>th</sup> quarter grades gained by them and were treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

### III. Results and Discussion

**Table 1**  
**PRE-TEST PERFORMANCE OF GRADE 5 PUPILS IN EPP**

Score Range	Description	PRETEST	
		Frequency	%
90-100	Outstanding	4	9
85-89	Very Satisfactory	20	44
80-84	Satisfactory	21	47
75-79	Fairly Satisfactory	0	0
74 below	Did not Meet Expectation	0	0
Total		45	100
<b>Weighted Mean</b>		<b>85.09</b>	<b>Very Satisfactory</b>

The table 1 above shows the grades of the grade 5 learners based on their academic performance in the 3rd grading period. This time, the researcher evaluates basically how the

respondents reacted to the different learning modality in the delivery of the most essential learning competencies. This is the time when the limited face to face is not yet implemented. It can be gleaned from the results in table one before the researcher will be identifying the effects of the limited face to face to the grade 5 learners who happen to be the respondents of the study in the delivery of the most essential competencies in EPP. The results show that before the limited face to face was implemented, the grade 5 learners gained very satisfactory with the weighted mean of 85.09. Furthermore, basically on the score ranging from 90-100 or having a performance level which is equal to Outstanding, in this level, there were 4 total number of respondents or 9 percent out from the 45 total respondents validated. On the very satisfactory level of performance which has a score ranging 85-89, there were 20 respondents in this level or it has an equivalent percentage of 44 percent while in the satisfactory level of performance, there were 21 total number of respondents which is also considered the dominant level of performance because it has an equivalent percentage of 47 percent. But on the last 2 levels of performances namely, the fairly satisfactory and did not meet expectation having the score ranging from 75-79 and 74 and below respectively have composed of zero or no respondents belong to this area or level of performances.

Based on the result on table 1 which focuses on the grades of the grade 5 learners based on their academic performance in the 3rd grading period which the researcher evaluates basically on how the respondents reacted to the different learning modality in the delivery of the most essential learning competencies other than the limited face to face implied that the grade 5 learners are partly adopting on the different type of learning modality in the delivery of the most essential learning competencies in EPP. One of the reasons why they already responded positively to the different learning modalities it's because during their learning to the different topics, they can choose on what type of learning modalities they are in according to their taste and perspective that could help them to learn well though there was a limited interaction between them and the teacher.

**Table 2**  
**POST-TEST PERFORMANCE OF GRADE 5 PUPILS IN EPP**

Score Range	Description	POST-TEST	
		Frequency	%
90-100	Outstanding	10	22
85-89	Very Satisfactory	31	69
80-84	Satisfactory	4	9
75-79	Fairly Satisfactory	0	0
74 below	Did not Meet Expectation	0	0
Total		45	100
<b>Weighted Mean</b>		<b>87.44</b>	<b>Very Satisfactory</b>

The table 2 above shows the grades of the grade 5 learners based on their academic performance in the 4th grading period. This time, the researcher evaluates basically how the respondents reacted as delivered the most essential learning competencies during the limited face to face. It can be gleaned from the results in table 2 after the researcher identified the effects of the limited face to face to the grade 5 learners who is happen to be the respondents of the study in the delivery of the most essential competencies in EPP. The results shows that after the limited face to face was implemented, the grade 5 learners still gained very satisfactory level of performance but this time the number of respondents was increased having the weighted mean of 87.44. Furthermore, basically on the score ranging from 90-100 or having a performance level which is equal to Outstanding, in this level, there were 10 total number of respondents or 22 percent out from the 45 total respondents validated. On the very satisfactory level of performance which has a score ranging 85-89, there were 31 respondents in this level or it has an equivalent percentage of 69 percent while in the satisfactory level of performance, there were 4 total number of respondents which is considered the dominant level of performance but now the least once. The same results happen in the 2 levels of performances namely, the fairly satisfactory and did not meet expectation having the score ranging ranging from 75-79 and 74 and below respectively have composed of zero or no respondents belong to this area or level of performances.

Based on the result on table 1 which focuses on the grades of the grade 5 learners based on their academic performance in the 4th grading period which the researcher evaluates basically on how the respondents reacted after the implementation of the limited face to face in the delivery of the most essential learning competencies. Majority of the learners are not really give or increase their academic performance after to the limited face the implementation of the face because they are already adopted the different type of learning modalities in the delivery of the most essential



learning competencies in EPP. One of the reasons why they already responded not so positively to the limited face to face it's because during their learning to the different topics, they will already familiar on the strategies that the teachers gave to them though during difficult times they have experience and they asked the teachers every time they will find difficult lessons to handle with. It is not really suffice to address their needs. But we cannot deny the fact that though the teacher will be meeting the learners not really in a regular basses, Thy can still easily give proper technical assistance on the different needs of the learners during the discussion of the topics.

**Table 3**  
**Test of Difference Between the Scores in the Pre-test and Post-test of**  
**Grade 5 Pupils in EPP**

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
<b>Grade 5 in EPP</b>	Pre	85.09	0.984	0.468	Accept H <sub>o</sub>	Not Significant
	Post	87.44				

The Table 3 presents the test of difference pretest (grade of the grade 5 learners in the 3rd quarter) and Posttest (grades of the grade 5 learners in 4th quarter grading period) which was basically resulted in the delivery of the different most essential learning competencies in EPP. Based on the findings in table 3 , which is the result of the grade 5 learners after they took the examination in the 3rd quarter and 4th quarter examination. It shows that the weighted mean gained by the grade 5 learners in 3rd quarter which is equal to 85.09 is basically lower than the grades that the grade 5 gained after they took the final rating or 4th grading period which is equal to 87.44. The results of the academic performance of the Grade 5 learners in the 3rd quarter and 4th quarter resulted to the computed t value of 0.984 which is basically higher than the critical t value of 0.468. so the hypothesis which states that there is no significant difference of the grades of the grade 5 pupils in the 3rd quarter and 4th quarter before and after the validation of their academic performance of the aforementioned grading period is accepted.

The results implied that even if the learners already give positive result in terms of their academic performances based from the different learning modalities they experienced from the past school years in the implementation of the different learning modality still majority of the learners are not really improving or having no big leap in terms of their academic performance after to the limited fac the implementation of the fac. One of the reasons why they already responded not so positively to the limited face to face it's because during their learning to the different topics, they will already familiar on the strategies that the teachers gave to them though during difficult times they have experience and they asked the teachers every time they will find difficult lessons to handle with. It is not really suffice to address their needs. Moreover, they need

a full face to face to fully attained their learning needs as well as to increase their academic performance to very satisfactory to excellent level of performance.

#### **IV. Conclusion**

Based from the findings of the study on the effectiveness of the limited face to face to the academic performance of the Grade 5 learners in Edukasyon sa Pantahan and Pangkabuhayan is not effective in improving the grades of the learners considering that the increase of the 3rd quarter grades is not really significant to the grades in 4th quarter. Furthermore, the learners need a teaching and learning process in which the constant contact is visible or majority of the days in a week there is a face to face between the learners and the teacher.

#### **V. Recommendations**

1. The proposed intervention plan should be utilized.
2. The full implementation of full face to face should be implemented or executed in the delivery of different learning competencies in order for the students to experience full blast of learning the topics.
3. The school head should facilitate on the conduct of the different activities that could help improve the learner social context since they are just learning in their respective houses most of the time during the pandemic.
4. The School Head should closely monitored the teacher's performance on the implementation of the full face to face to secure the students learning and as well as parents commitment towards the development of their children.
5. The School Head should include the procurement of different gadgets to help the teachers creates different learning activities that would help improve the learners' learning routine.

In relation to the abovementioned, the researcher is giving the authority to those future researchers to do the same study to verify the usability and significance of the study.

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