Academic Performance of Senior High School Students during Online and Face to Face Modality: Basis in Creating an Improved Modality-Based Strategic Lesson Plan in English

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Abstract — This research scrutinizes the scholastic achievements of Senior High School students in English classes, comparing online and in-person teaching methods. The objective is to pinpoint the most beneficial tactics for developing an enhanced strategic lesson plan based on teaching modalities.

By conducting an exhaustive analysis of students' performance, engagement, and learning outcomes, this study delves into the pros and cons of both online and in-person teaching. It takes into account elements such as resource availability, student-teacher interaction, and individual learning preferences.

By discerning the most effective practices in each modality, this research aims to devise a strategic lesson plan for English that is fine-tuned to the specific modality. This plan will capitalize on the strengths of both online and in-person teaching, while also addressing the challenges each presents. The results of this study will offer crucial insights for teachers and policymakers, steering them towards the creation of efficient teaching strategies that optimize student learning outcomes. Furthermore, this research will augment the existing pool of knowledge on educational modalities and their influence on scholastic achievement.

In essence, the aim is to boost the caliber of English instruction by harnessing the advantages of both online and in-person teaching methods. This study intends to equip educators with proven practices that can be employed to enhance the scholastic achievements of Senior High School students in English.

Keywords — Academic Performance of Senior High School Students during Online and Face to Face Modality, English Lesson Plan

I. Introduction

Education is one of the essential tools in achieving one's success particularly in a third world country like the Philippines. In order to finish one's studies, one has to perform well academically. Academic performance refers to the learners' ability to accomplish academic tasks across different learning areas as well as the measurement of their achievements in school. Traditionally, learners' performance is measured through in-person lesson execution, activities, recitation, and quizzes. However, an unforeseen circumstance happened which caused the pandemic then online class modality became one of the options for the continuity of learning to

take place. With the existence of Face-to-Face and Online Class modality, the researchers ought to study the academic performance of the senior high school students in English in both of the modalities as a basis in creating a lesson plan that is suitable per modality.

A lesson plan serves as a teacher's guide. The objectives, the means of achieving the objectives, the means of assessing the effectiveness of the strategy are all often included. This plan outlines the goal of the teacher and the ways of how those goals will be achieved. Materials to be used should be decided carefully as well as the delivery of the lesson. (Top Hat, 2022)

According to William and Mary School of Education (2023), well-designed lesson plans increase teacher's confidence and permit greater student-teacher engagement. Effective lesson planning brings job satisfaction especially when the students perform well during the assessments. Developing the lesson plan from your lesson objectives offers much-needed flexibility in adapting instructional delivery and classroom management during uncertain times. Plans must be modified to accommodate classes that switch from face to face to online or hybrid modality, which call for alternative delivery strategies. Regardless of the learning setting, these circumstances emphasize how crucial lesson planning is in maintaining a seamless flow from one activity to another in the classroom.

Admittedly, due to the rapid shift of learning modality from face-to-face to online, most of the teachers were not equipped and trained enough when it comes to planning and executing lessons remotely. Thus, most of them used the same techniques and strategies from face-to-face set up. Based on previous research and articles on lesson planning, the researchers have found out that it focuses more on the strategies for creating an effective lesson plan traditionally. With that, there is a research gap in how we are going to create an effective lesson plan that will be suitable to other learning modalities and that is what this study aims to explore. This also seeks to determine whether the techniques, strategies, most especially activities used in teaching English in both modalities help them to perform better academically. Thus, it seeks to be the basis in creating an improved lesson plan that is suitable per learning modality.

Cultural-Historical Activity Theory

The theoretical framework known as Cultural-Historical Activity Theory (CHAT) was developed by Soviet psychologist and educator Lev Vygotsky. Activity theory, according to Nickerson (2023), describes how a person interacts with objects or tools, other people, and the situations in which carrying out a purposeful action might result in the achievement of a desired or intended goal. This theory believes that all activities have structure and can be assisted by particular tools and artifacts to meet its purpose. Similar to the construction of lesson plans, activities should be structured properly to achieve the desired objective.

Statement of the Problem

The purpose of this study is to determine the academic performance of the senior high school students in Arellano University-Juan Campus Sumulong during the two learning modalities which are face to face and online. It also seeks to determine the types of activities, written tasks, and performance tasks that they experienced and accomplished in both of these modalities. This could give guidance to other teachers in crafting their lesson plan in English. Moreover, it could aid them in choosing the types of activities and exercises that are suitable for each modality. It attempts to answer the following questions:

1. Respondent's Demographic Profile

   a. Grade level

2. Did they experience both online class and face to face modality?

3. What is the respondent's grade in English during online class modality?

4. What is the respondent's grade in English during face to face modality?

5. What are the types of Written Works and Performance Tasks given to the students during Online and Face to Face Classes?

6. Is there a significant difference between the Academic Performance between online and face to face modality?

II. Methodology

Design - The objective of this study is to develop a new concept regarding the results of the grades of the respondents in the Academic Performance, comparing the online and face-to-face modalities in their English subject. The aim is to create an improved modality-based strategic lesson plan for English. The study utilized a descriptive comparative research design, employing survey questionnaires to gather accurate information from the respondents and to compare the difference of academic performance of respondents when it comes with face-to-face and online modality.

Sampling - The researchers used the convenience sampling method in this study. Convenience sampling involves picking people who are frequently and easily available. The study's respondents consist of grade 12 students from Arellano University - Juan Sumulong Campus, located in Legarda Sampaloc, Manila. A total of 200 students were included in the study who experienced both face-to-face and online modality. Participation in the study was voluntary, and students who were willing to participate answered an online survey questionnaire through Google Forms. More so, The main focus for comparing academic performance in this study

revolved around the participants' average final grades in English and the nature of activities conducted in both face-to-face and online settings. The objective was to analyze differences in academic performance between the conventional face-to-face approach and the online distance learning modality.

Research Procedure - To establish the findings of the study, the researchers utilized survey questionnaires administered through Google Forms. The purpose and the objectives of the study will be explained by the researcher including the instructions for the students. These questionnaires were distributed to students who voluntarily chose to participate in the study. The data collected from the 200 respondents will provide the researchers with a comprehensive and accurate understanding of the study's subject matter. By analyzing the responses of these participants, the researchers can draw meaningful conclusions and obtain valuable insights for their study.

Once the respondents have completed the survey questionnaires, the researchers proceed to analyze the collected data. The analysis focuses on the academic performance of both online and face-to-face modalities. Based on the findings, the researchers aim to develop an improved modality-based strategic lesson plan specifically for English. This plan will incorporate the insights gained from the study to enhance the teaching and learning experience in both modalities.

Ethical Issues - The researcher conducted this study in complete accordance with established research protocols. This study was administered using online Google Forms at Arellano University, Division of Manila. The survey questionnaires and consent forms were sent to the respondents including a discussion about the confidentiality of the information gathered, particularly their personal information. The researchers explained the concept of confidentiality to the respondents and assured them that all collected data would be securely stored to prevent unauthorized access and will only be available to the researchers. This measure was taken to ensure the privacy and protection of the respondents' information as per Republic Act No. 10173, also known as the Data Privacy Act of 2012 (DPA), aims to protect personal data in information and communications systems both in the government and the private sector.

After the analysis is complete, all the data will be deleted from the Google Forms platform. The researchers have effectively communicated to the respondents that participating in the study will not have any negative impact on their ongoing academic performance but the feedback from this study can be used as a valuable tool for professional development, helping teachers refine their skills and enhance their teaching practices because of the improved modality-based lesson plan in English. Although there is no monetary compensation provided, the researchers assure the respondents that they will receive a simple appreciation in the form of an online certificate for their participation in the study.

Treatment of data - The survey questionnaires were analyzed and interpreted based on the performance of the respondents in the English subject, comparing the online and face-to-face modalities. The analysis focused on identifying the modality in which a higher number of

respondents performed well. By examining the data, the researchers were able to draw conclusions and insights regarding the effectiveness of each modality in relation to English subject.

This study primarily provides an analysis for both students and teachers, aiming to develop improved strategies for creating lesson plans, particularly for the English subject, in both online and face-to-face modalities. The findings of the study will offer valuable insights and recommendations to enhance the teaching and learning experience in these modalities. By implementing these improved strategies, both students and teachers can benefit from more effective and engaging English language instruction.

III. Results and Discussion

Table 1
Students in English Subject Online Modality Respondents: 100

GWA	Respondents GWA	Percentage (%)
75 – 79	8	8 %
80 – 85	5	5 %
86 – 89	15	15 %
90 – 95	34	34 %
91 – 100	38	38 %
Total	**100**	**100 %**

As depicted in the preceding table, the highest percentage of respondents, 38%, who were taught through online modality, achieved grades within the 91-100 range. Conversely, a mere 8% of the respondents received grades within the 75-79 range.

Table 2
Students in English Subject Face-to-face Modality Respondents: 100

GWA	Respondents GWA	Percentage (%)
75 - 79	0	0 %
80 - 85	2	2 %
86 - 89	6	6 %
90 - 95	65	65 %
96 - 100	27	27 %
Total	**100**	**100 %**

As illustrated in the table above, the majority of respondents, 65%, who experienced face-to-face instruction, achieved grades within the 90-95 range. In contrast, only 2% of respondents received grades within the 80-85 range. Notably, there were no respondents who scored within the 75-79 range.

Table 3
Students in English Subject Respondents: 200
Both online and Face-to-Face

Written Works and Performance Tasks that were given during:	Online Modality		Face-to-face Modality	
	No.	**%**	**No.**	**%**
Seat-works	169	84.5 %	172	86 %
Projects	103	51.5 %	140	70 %
Quarterly Exam	132	66 %	162	81 %
Reporting	140	70 %	163	81.5 %
Experiments	13	6.5 %	33	16.5 %
Quizzes	171	85.5 %	165	82.5 %
Summative Test	104	52 %	125	62.5 %
Group Activity	141	70.5 %	168	84 %
Debates/Speeches	17	8.5 %	68	34 %
Role Playing	34	17 %	114	57 %
Interviews	19	9.5 %	54	27 %
Portfolios	39	19.5 %	143	71.5 %
Research	73	36.5 %	143	71.5 %
Journals/Student's Log	30	15 %	66	33 %
Problem Solving	105	52.5 %	125	62.5 %
Demonstration	10	5 %	28	14 %
Exhibit	2	1 %	15	7.5 %

As indicated in the table above, face-to-face instruction yielded more activities, particularly in seat-work, with 172 respondents participating. On the other hand, in the online modality, quizzes were the most frequent activity, garnering 171 responses out of 200 from both online and face-to-face respondents.

Table 5
Summary of the Tables 1 - 4

Statistics	Online Modality		Face-to-face Modality	
	GWA	**OUTPUTS**	**GWA**	**OUTPUTS**
Mean	91.92	76.59	93.39	110.82
Median	93.5	169	94	172
Mode	96	17	94	68
Range	24	85.5	18	88.5

Based on the data gathered from the 200 respondents, the results indicate that there is no significant difference in the academic performance between the online and face-to-face improved modalities in the subject of English, as facilitated through the strategic lesson plan. The findings suggest that both modalities are equally effective in enhancing students' performance in English.

This information can be valuable for educators and institutions in designing instructional approaches that cater to different learning preferences and circumstances.

Indeed, the implementation of improved strategic lesson plans in English has proven to be effective in facilitating new and innovative learning experiences for students. These lesson plans are designed to engage students and promote active participation, enabling them to acquire and apply knowledge in a meaningful way. By incorporating various teaching strategies and resources, the improved lesson plans foster critical thinking, creativity, and problem-solving skills among students. As a result, students are better equipped to grasp complex concepts, develop their language proficiency, and achieve academic success in the subject of English.

Based on the data and analysis conducted, the researchers accept the null hypothesis. This means that there is no significant difference in the academic performance of students between the online and face-to-face improved modalities in the English subject. The findings suggest that both modalities are equally effective in facilitating student learning and achievement in English.

IMPLICATIONS OF RESULTS IN PRESENT STUDY

STUDENTS

1. Comprehending the impact of varying modalities such as online and face-to-face on academic achievement of Senior High School students enables the students to modify their approach in studying effectively.

2. The study's insights ay give the students useful knowledge on which modality of English learning best suits them and how to get the most out of the modality.

3. The outcomes can also point out areas in which students might require more assistance or materials to succeed in their English education.

TEACHERS

1. In order to fit the selected modality, educators might use the results to modify their lesson plans and teaching strategies.

2. The results of the study can be used by educators to modify their methods of instructions so that they better fit the modality.

TO THE EDUCATIONAL SYSTEM

1. The study can give administrators and officials useful information on how well various delivery methods for English instructions works.

2. For school managers, the study can offer useful information regarding the efficiency of various methods for English training.

TO FUTURE RESEARCHERS

1. The findings can be used as starting point for more research into the connections between modalities and academic achievements in a range of discipline and grade levels.

IV. Conclusion

In conclusion, the study on the academic performance of Senior High School students in both online and face-to-face modalities, with a focus on creating an improved modality-based strategic lesson plan in English, has yielded interesting findings. The acceptance of the null hypothesis indicates that there is no significant difference in the academic performance of students between the two modalities. This suggests that both online and face-to-face modalities are equally effective in supporting student learning and achievement in the English subject.

Furthermore, the study highlights the adaptability and readiness of both learners and teachers to embrace and adapt to different modalities. This flexibility is crucial in ensuring that students receive quality education regardless of the mode of instruction. The findings emphasize the importance of developing and implementing strategic lesson plans that cater to the unique needs and preferences of students in both online and face-to-face settings.

Overall, this study provides valuable insights for educators and institutions in designing instructional approaches that maximize student engagement and learning outcomes in the English subject. It underscores the importance of continuous improvement and innovation in education to meet the evolving needs of learners in a rapidly changing world.

V. Recommendations

Based on the findings of the study on the academic performance of Senior High School students in online and face-to-face modalities, with a focus on creating an improved modality-based strategic lesson plan in English, the researchers recommend the following:

1. Continuously innovate learning approaches: It is crucial to keep exploring and implementing innovative teaching methods and technologies to enhance student engagement and learning outcomes. This could involve incorporating multimedia resources, interactive activities, and collaborative learning opportunities.

2. Foster adaptability in students: Encourage students to embrace and adapt to new learning modalities. Provide them with the necessary support and resources to navigate

online platforms effectively and make the most of face-to-face interactions. Promote a growth mindset and resilience in students to thrive in different learning environments.

3. Ensure effective communication between teachers and students: Teachers play a vital role in providing students with the necessary information and guidance. Maintain open lines of communication, both online and offline, to address any concerns, provide clarifications, and offer timely feedback. Utilize various communication channels, such as email, online discussion forums, and virtual office hours, to facilitate effective teacher-student interaction.

4. Embrace progress and change: Education is a dynamic field, and it is essential to embrace new ways of teaching and learning. Stay updated with the latest research, trends, and best practices in education. Be open to incorporating new technologies, pedagogical approaches, and assessment methods that can enhance the learning experience and promote student success.

By implementing these recommendations, educators can create an environment that supports student learning and achievement in both online and face-to-face modalities. It will also foster a culture of continuous improvement and adaptability, ensuring that students receive a high-quality education that prepares them for future challenges.

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