



## THE EFFICACY OF DISTANCE LEARNING TO STUDENTS IN THE NEW NORMAL

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### ABSTRACT

The community of K–12 education has seen explosive growth over the last decade in distance learning programs, defined as learning experiences in which students and instructors are separated by space and/or time. The analysis shows that distance education can have the different effect on measures of student academic achievement when compared to traditional instruction. Factors were found to be related to significant positive or negative effects. The factors that were tested included academic content area, grade level of the students, role of the distance learning program, role of the instructor, length of the program, type of environment, frequency of the distance learning experience, pacing of instruction, timing of instruction, instructor preparation and experience in distance education, and the setting of the students were just some to name which have different effects to the learning process. The researchers identified the mean of the blended and modular learning in each subject to gauge the efficacy of distance learning to students in the new normal. The result of pre-test and post-test showed that there is a significant difference between distance learning its shows blended teaching and learning is more effective than modular learning modalities.

**Key Concepts:** learning programs, distance education, academic achievement

### INTRODUCTION

Distance learning and its relationship to emerging computer technologies have together offered many promises to the field of education. In practice however, the combination often falls short of what it attempts to accomplish. Some of the shortcomings are due to problems with the technology; others have more to do with administration, instructional methods, or students. Despite the problems, many users like technologies such as compressed video and see continued growth in the area. This paper will examine some of the current research and thought on the promises, problems, and the future possibilities in modern distance learning, particularly types that are delivered via electronic means.

Before any discussion of distance learning, we need to look at the way the term has been defined in the past and how it is currently defined in the literature. The term can be used to describe any of a number of instructional situations. As technology has changed, so has the definition of distance learning. Videotaped lectures have been a standard in university and professional courses for the last two decades (Moore & Lockee, 1998). Audiotapes and lessons sent through the mail have been used in correspondence courses to teach subjects such as foreign language for quite some time (Teaster & Blieszner, 1999). Today, the Internet and compressed video have taken distance learning in new directions, allowing distance learning to occur in real time. Live video instruction is the most popular and fastest growing delivery mode in the United States (Ostendorf, 1997).

### STATEMENT OF THE PROBLEM

The researcher wanted to determine the efficacy of distance learning for the students and parents of Wawa Elementary School. The respondents are 30 Grade 4 pupils and parents.

### METHODOLOGY

This study used descriptive and survey method. The 30 respondents will be divided into two groups: Group 1: Blended (Online and Modular) and Group 2: Modular (Printed). Pre-test and Post-test will be given to pupils to determine what they have learned. Test Scores of both groups will be recorded and analyzed.

### RESULTS AND DISCUSSIONS

Subject Area(30 item test)

Subject	Pre-test		Blended		Blended	
	No. of Respondents	Total Scores	Mean	No. of Respondents	Total Scores	Mean
English	15	343	33.33	15	124	27.55
Math	15	336	30.22	15	129	28.66
Science	15	322	27.11	15	132	29.88
Filipino	15	339	30.88	15	126	28
AP	15	327	28.22	15	121	26.88

Subject	Post-test		Blended		Blended	
	No. of Respondents	Total Scores	Mean	No. of Respondents	Total Scores	Mean
English	15	395	43.33	15	184	41.33
Math	15	374	38.66	15	165	36.66
Science	15	368	37.33	15	156	34.66
Filipino	15	392	36.76	15	171	38
AP	15	392	42.66	15	176	39.11

#### Profile of Respondent

This research presents the data analysis of data obtained through test questionnaire pertaining the specific problems of this study. In this discussion tables are being presented to back up the study that was conducted by the researchers. *Table 1* As to gender there were twelve (12) grade four male respondents, they comprise the forty percent (40%). Meanwhile, there were eighteen (18) grade four female respondents, they comprise the forty percent (60%) of the total response. The table shows the profile of the respondents. The total number of respondents in modular and blended are 30 respondents. The respondents whose age is nine (9) is comprise the 73% of the total number of respondents. In addition, the response whose eight (8) comprises the 20% and the ten (10) years old is zero point seven (0.07) of the total population of the response. The researcher gathered information through the use of test questionnaire to perceive the initial score of the students, the researchers shows the outcome of the pre-test to assess the prior knowledge of the respondents in the use of blended and modular modalities. On the other hand, the table determined the result of the post-test. The researchers identified the mean of the blended and modular learning in each subject to gauge the efficacy of distance learning to students in the new normal. The result of pre-test and post-test showed that there is a significant difference between distance learning its shows blended teaching and learning is more effective than modular learning modalities.

### CONCLUSION

Issues that refer to access, family support in education, the role of student support services and study habits are very important to the effectivity of distance learning.

### RECOMMENDATIONS

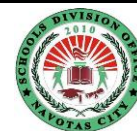
The results suggest that there must be a program to be initiated to address the need to further improve the efficacy of distance learning thru online and SLM modalities. The emergence of online distance learning highlights a pressing need for educational institutions to embrace innovation and change.

### REFLECTION

The researcher realized that all aspects related to educational management are of importance especially in distance learning. Strategy, availability of connectivity, family support and assistance are essential.

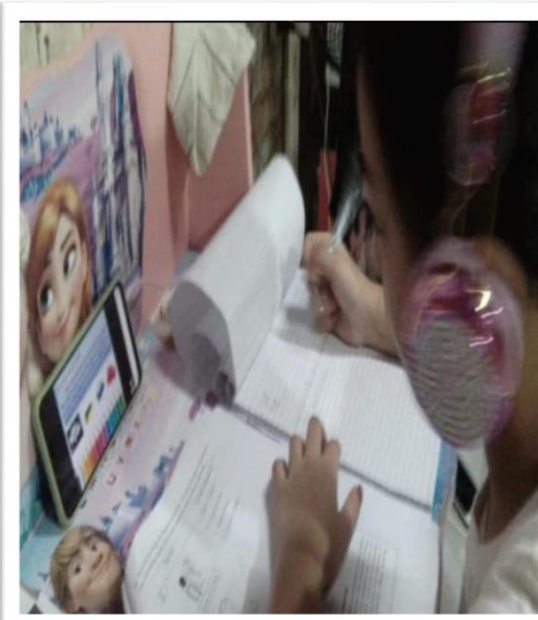
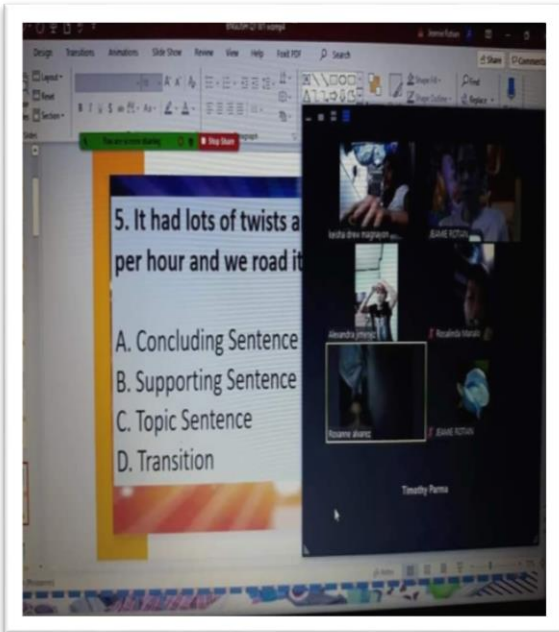
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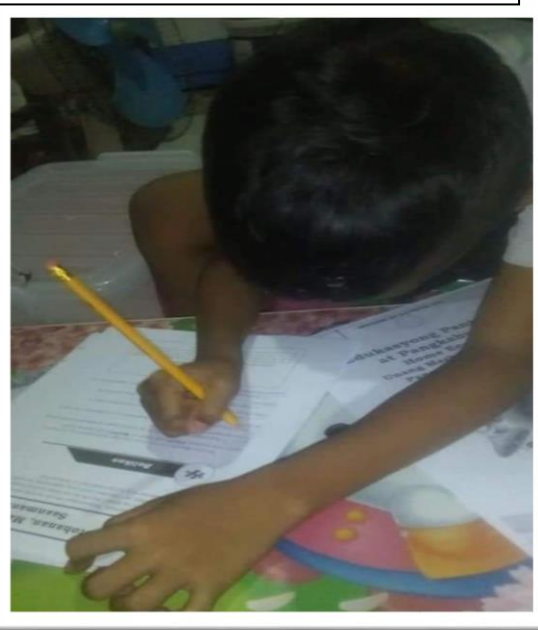
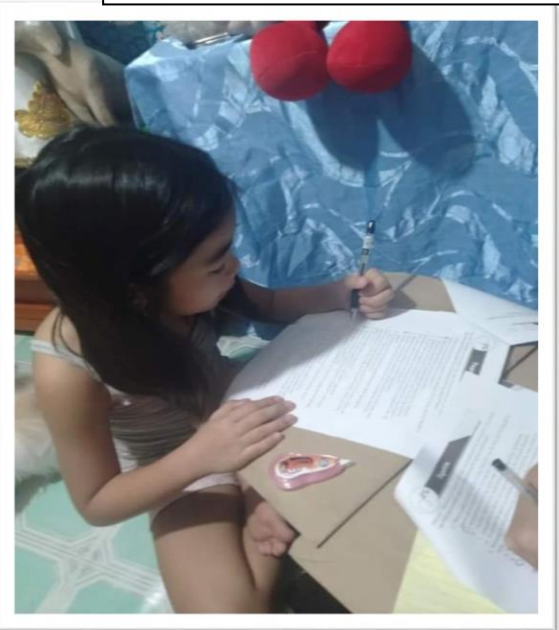




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Students attending online classes and answering their modules simultaneously



Students independently answering their self learning modules

Profile of Respondent

Gender	Frequency	%
Male	12	40
Female	18	60
<b>Total: 30</b>		
Age	Frequency	%
8	6	20
9	22	73
10	2	0.07
11	0	0

Subject Area(30 item test)

Pre -test

Subject	No. of Respondents	Total Scores	Mean	No. of Respondents	Total Scores	Mean
	Modular			Blended		
English	15	141	31.33	15	124	27.55
Math	15	136	30.22	15	129	28.66
Science	15	122	27.11	15	112	24.88
Filipino	15	139	30.88	15	126	28
AP	15	127	28.22	15	121	26.88

Post -test

Subject	No. of Respondents	Total Scores	Mean	No. of Respondents	Total Scores	Mean
	Modular			Blended		
English	15	195	43.33	15	184	41.33
Math	15	174	38.66	15	165	36.66
Science	15	168	37.33	15	156	34.66
Filipino	15	182	36.76	15	171	38
AP	15	192	42.66	15	176	39.11

