



**Face-To-Face Driver Model: Effects on the Academic Performance  
and Attitude towards Mathematics of 4th Grade Learners**

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## **ABSTRACT**

Generation Z learners are more engaged in an ICT integrated learning environment thus the digital teachers need to incorporate technology to aid instruction and to meet their needs. This experiment was conducted to determine the effects of Face-to-Face Driver Model to the academic performance and attitude towards Mathematics of Fourth grade Learners. The researcher used the Quasi-Experimental design. Respondents were 2 sections of 4th grade learners in San Miguel Elementary School handled by the researcher during the third quarter period. Control and experimental groups were statistically equated at the start of the experiment.

Findings revealed that there is a significant difference in the mean achievement in Mathematics and academic performance mean scores of each groups. The group exposed in the integration of technology obtained a higher mean gain. There is no significant difference in the attitude of the control group. However, there is a significant difference in the attitude of the experimental group. There is also significant difference in the gain score between the experimental and control groups, but no significant difference exist on achievement and attitude of the grouped according to types of learner. There is a significant difference in the change in attitude and performance of the students in the experimental and control group while there is no significant difference in the change on attitude and performance of different type of learners. Likewise, the interaction effect of treatment (Control and Experimental) and type of learner (Auditory, Visual and Tactile) is not significant.



The result indicates that learners' performance and positive attitude of learning towards Mathematics increased when technology was integrated. The findings also led to conclusion that Face to Face Driver Model proved to be a better approach in teaching 4th grade Mathematics.

