

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

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## **Abstract**

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 Quasi-Experimental design. Sixty respondents came from two sections of 4th grade learners in one of the Elementary Schools in Dasmariñas. Control and experimental groups were statistically equated at the start of the experiment. Findings revealed that there was 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 a significant difference in the gain score between the experimental and control groups, but no significant difference exists on achievement and attitude of the group 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 indicated that learners' performance and positive attitude of learning towards Mathematics increased when technology is integrated. The findings also led to conclusion that Face-to-Face Driver Model proves to be a better approach in teaching 4th grade Mathematics.

**Keywords:** *Face-to-Face Driver Model, 4<sup>th</sup> Grade Mathematics, type of learner*