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EFFECT ON Q AND A APPROACH ON THE SELF CONFIDENCE OF GRADE 7 STUDENTS

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ABSTRACT

This study investigated the relationship between the Q and A approach and the self-confidence of Grade 7 students. This study made use of the quasi-experimental research design which was a non-equivalent control group pretest-posttest design. Non-equivalent design was a good design when the researcher had access to one group for experimentation (Vockel 2019). The researcher opted to use this design because the subjects of the study were intact group of learners. This study was conducted at Balabag National High School, Division of Digos City. The subjects of this study were the 90 grade seven students – 45 was from section A which was the controlled group and 45 was from section B which was the experimental group. The composition of these two sections was homogeneous. Both learners from sections A and B had identical grades. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study. This study revealed that the utilization of Q and A approach had increased the self-confidence of grade seven students. It also revealed that there was magnitude of difference between the post test scores of the controlled and experimental groups.

KEYWORDS: *Self Confidence; Question and Answer Approach*

INTRODUCTION

A variety of personal experiences can make they feel totally insecure or even worthless. For each individual, the factors that lead to low self-confidence combine and interact differently. Genes, culture, childhood experiences, and other life situations all play a part. It can have a tendency known as "behavioral inhibition" if it naturally more tentative and cautious, particularly in unfamiliar situations. When they face a scenario, they take a moment to assess if anything appears to be as they thought. (Markway,2020).

Accordingly, physical, sexual, and emotional violence may all have a negative impact on their sense of self-worth. Bullying, as a child, can affect their faith in regards to your appearance, intellectual and athletic ability, and other aspects of their life. Adult humiliating experiences, such as workplace harassment or being mocked or dismissed by a peer group, can make them less likely to speak up for themselves or follow ambitious goals (Ampel,2019).

As cited by Emma (2020), One of the problems is students feel really shy about talking in front of other students, they are suffering from a fear of making mistakes and therefore “losing face‟ in front of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Many people have a good ability in English language skills but when they should communicate with English, they fail in expressing their ideas. They are afraid and anxious of saying something wrong or incomprehensible.

It is supported by Harmer (2019) also states that reluctance or unwillingness is a problem in speaking activities. “Unwillingness or reluctant occurs more often which is the natural reluctance of some students to speak and to take a part in speaking. In this case, students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions.

As expressed by Brennan (2020), when anyone has low self-esteem, they are unsure of themselves and their abilities. They sometimes feel inept, unloved, and worthless. People with low self-esteem are often afraid of

making mistakes or failing others. Self-esteem problems may harm their wellbeing as well as their personal and professional relationships.

The Question and Answer approach is a teaching method that allows students to be more innovative (Partin, 2021: 184). Views inspiration as the source of commitment. Behaviors that are associated with the desire to learn are described as engagement. In other words, motivated students demonstrate their inspiration by engaging in activities. Oral participation is positively associated with students' motivation to study and learning (Martin,2020).

Motivations, according to Baldassarre (2021), are focused on processes that "drive acquisition of skills and information, as well as the manipulation and energization of behaviors." When they are questioned or challenged, they are forced to think fast. Everyone leaves with new skills and experience, which is a refreshing change from teacher-led classes. Oral presenters also improve their communication skills and self-confidence.

From the point of view of Rhalmi (2019), the Oral approach is based on a structural view of language. Speech, structure and a focus on a set of basic vocabulary are seen as the basis of language teaching. While it is unknown for many teachers, it had a big influence on language courses till the 1980s. Its emphasis on the presentation of structures in situations.

According to Nation (2020), "Teachers can create recalling and sharing experience opportunities for students to use their background knowledge and experiences in doing the tasks" to achieve this, a significant amount of time was spent pre-teaching oral skills and strategies in preparation for communicative tasks.

In addition, it constantly promotes students' communicative skills, and despite their shortcomings in using language fluently and accurately, they should provide them with opportunities to communicate with others or immerse them in speaking activities that will improve their ability to use the target language (Jeyasala,2019).

The researcher explores the effect on Q and A approach on the self-confidence of grade 7 students, hoping that this research plays an important role in teaching-learning process. Hence, preparations for certain specific tasks and experiences for mastering certain activities for better achievements and motivating the students seem the best approaches for building and increasing self-confidence and the researcher hopes to show how the Q&A approach can help create a classroom climate that is encouraging and confidence-boosting by concentrating on these areas.

The general purpose of this study was to look into the relationship between the Q and A approach and the self-confidence of Grade 7 students. Specifically, this research study aimed to answer the following research objectives.

1. What is the pretest score of Grade 7 students both controlled and experimental groups before the implementation of Q & A approach?
2. What is the posttest of Grade 7 students both controlled and experimental groups after the implementation of Q & A approach?
3. Is there a significant difference of the self-confidence of Grade 7 students between controlled and experimental groups after the implementation of Q & A approach?
4. What is the magnitude effect of Q & A approach on the self-confidence of Grade 7 student?

METHODOLOGY

Research Design

This study made use of the quasi-experimental research design which was a non-equivalent control group pretest-posttest design. Non-equivalent design was a good design when the researcher had access to one group for experimentation (Vockel 2019). The researcher opted to use this design because the subjects of the study were intact group of learners. This design was represented as follows:

01 X 02
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03 X 04

Where:

01 – Pretest of the experimental group
02 – Posttest of the experimental group

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03 – Pretest of the controlled group
04 – Posttest of the controlled group
--- - Non-random assignment of subjects
X – Treatment applied in the experimental group

Research Respondents

This study was conducted at Balabag National High School, Division of Digos City. The subjects of this study were the 90 grade seven students – 45 was from section A which was the controlled group and 45 was from section B which was the experimental group. The composition of these two sections was homogeneous. Both learners from sections A and B had identical grades. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

Research Instrument

This study utilized the new normal learning modality. It was a blended learning where teacher gave module at the same meet the learners online but adhered to the protocols of Inter-agency Task Force (IATF). The researcher had to meet the learners online for a follow up session of what had been printed in the module.

The pre and post-performance test consist of a 45 –item test was eventually determine the level of self-confidence of the research subjects. The pretest was administered to all subjects prior to the treatment. The pretest was used to assess the level of self-confidence of the grade seven learners as manifested in their grades. On the hand, post test was administered to measure the effect of the treatment.

Experimental Matrix

Experimental Group	Control Group
Lesson 1 Objective: Describe the musical characteristics of representative music selections from Mindanao after listening. Class Proficiency Level: 90	Lesson 1 Objective: Describe the musical characteristics of representative music selections from Mindanao after listening. Class Proficiency Level: 85
Lesson 2 Objective: Identify the musical instruments and other sound sources of representative music selections from Mindanao Class Proficiency Level: 92	Lesson 2 Objective: Identify the musical instruments and other sound sources of representative music selections from Mindanao Class Proficiency Level: 89
Lesson 3 Objective: Analyze the musical elements of some Mindanao vocal and instrumental music Class Proficiency Level: 95	Lesson 3 Objective: Analyze the musical elements of some Mindanao vocal and instrumental music Class Proficiency Level: 90
Lesson 4 Objective: Discover the ways of producing sounds on a variety of sources that is similar to the instruments being studied Class Proficiency Level: 95	Lesson 4 Objective: Discover the ways of producing sounds on a variety of sources that is similar to the instruments being studied Class Proficiency Level: 91
Lesson 5 Objective: Analyze the elements and principles of art in the production one's arts and crafts inspired by the arts of Mindanao Class Proficiency Level: 93	Lesson 5 Objective: Analyze the elements and principles of art in the production one's arts and crafts inspired by the arts of Mindanao Class Proficiency Level: 89
Lesson 6 Objective: Identify the characteristics of arts and crafts in specific areas in Mindanao Class Proficiency Level: 96	Lesson 6 Objective: Identify the characteristics of arts and crafts in specific areas in Mindanao Class Proficiency Level: 91
Lesson 7 Objective: Appreciates the artifacts and art objects in terms of its utilization and their distinct use of art elements and principles Class Proficiency Level: 97	Lesson 7 Objective: Appreciates the artifacts and art objects in terms of its utilization and their distinct use of art elements and principles Class Proficiency Level: 92

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Lesson 8 Objective: Create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc). Class Proficiency Level: 95	Lesson 8 Objective: Create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc). Class Proficiency Level: 90
Lesson 9 Objective: Undertakes physical activity and physical fitness assessments Class Proficiency Level: 92	Lesson 9 Objective: Undertakes physical activity and physical fitness assessments Class Proficiency Level: 88
Lesson 10 Objective: Reviews goals based on assessment results Class Proficiency Level: 91	Lesson 10 Objective: Reviews goals based on assessment results Class Proficiency Level: 87
Lesson 11 Objective: Describes the nature and background of the dance Class Proficiency Level: 95	Lesson 11 Objective: Describes the nature and background of the dance Class Proficiency Level: 91
Lesson 12 Objective: Executes the skills involved in the dance Class Proficiency Level: 95	Lesson 12 Objective: Executes the skills involved in the dance Class Proficiency Level: 90
Lesson 13 Objective: Explains the factors that affect the promotion of good mental health Class Proficiency Level: 94	Lesson 13 Objective: Explains the factors that affect the promotion of good mental health Class Proficiency Level: 92
Lesson 14 Objective: Explains that stress is normal and inevitable Class Proficiency Level: 93	Lesson 14 Objective: Explains that stress is normal and inevitable Class Proficiency Level: 89
Lesson 15 Objective: Identifies situations that cause feelings of anxiety or stress Class Proficiency Level: 95	Lesson 15 Objective: Identifies situations that cause feelings of anxiety or stress Class Proficiency Level: 92

Data Gathering Procedure

At the outset of data gathering procedure, the researcher drafted a letter seeking permission that this research study be conducted were sent to Dr. Cristy C. Epe, the Schools Division Superintendent of Digos City and the school principal of Balabag National High School.

While letters seeking for permission were delivered to the Schools Division Superintendent and the school principal concerned, the researcher constructed a questionnaire and had it validated by the experts preferably the experts of the study.

After permission had been granted that this study be conducted in Balabag National High School and after the research questionnaire had been thoroughly examined by the validators, the researcher was administered pretest to both controlled and experimental class and eventually commenced the experiment. After three weeks of experimentation, the researcher was administered posttest to both sections. Scores of the subjects were submitted

to the statistician for statistical computation after which the researcher would made analysis and interpretation on the data gathered.

Data Analysis
The following statistical tools were used in the analysis and interpretation the responses in this study.
Mean was used to describe the level of self-confidence of the grade seven learners in both pretest and posttest scores.
Eta square were used to measure the magnitude of effect of Q and A approach on level of self-confidence of grade seven learners.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the effect of Q and A approach on the self-confidence of grade 7 students.
This study made use of quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners.

This study was conducted in Balabag National High School, Division of Digos City. The subjects of this study were the 90 grade seven students – 45 are from section A which comprised the controlled group and 45 are from section B composed the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

This study revealed that the utilization of Q and A approach has increased the self-confidence of grade seven students. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

Conclusion
Based on the collective findings on this study, the following conclusions are drawn:

The pre-test scores of the grade seven students both the controlled and experimental groups is at the *Beginning* level. The post-test scores of the controlled group is at the *Developing* level while the post test scores of the experimental group is at the *Approaching Proficiency*.

Recommendations
In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:

It is recommended that teachers teaching Grade 7 students should used Q and A approach as a strategy that would further develop the self-confidence of learners in order to make the teaching and learning process meaningful. If learners take part in the learning process by active participation in unfolding of the lesson, then he will appreciate the concept being develop, thus, he is learning.

The school heads should promote the use of Q and A approach as a strategy that would engage the child actively in the learning process as it is revealed in the study that it is effective especially on subjects that are narrative in nature and are not interesting to learners. A school policy about the utilization of Q and A can be issued. Besides, he can invite the teacher-researcher to demo teach during LAC session using Q and A approach as a strategy in teaching. For future researchers, it is strongly recommended that a relative study on the use of role play as a strategy in teaching will be conducted. Another dimension in teaching can serve as another indicator.

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