UTILIZATION OF MULTI-MEDIA APPROACH AND CLASS PARTICIPATION OF TRUANT LEARNERS IN ARALING PANLIPUNAN

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ABSTRACT
This study sought to determine the effect of the utilization multimedia approach on the class participation of truant learners in Araling Panlipunan. This study used 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 1983). The researcher opted to use this design because the subjects of the study are intact group of learners. This study was conducted in Sta. Cruz National High School, Davao Del Sur. The subjects of this study were the 92 Grade 8 students, 47 are from section A-Zinnia which would be the controlled group and 45 are from section B -Sunflower which would be the experimental group. The composition of these two sections was heterogeneous. Both learners from sections A and B have identical grades. This study made use of the non-random assignment of subjects where all learners of both sections A and B are involved as subjects of the study. This study revealed that the utilization multimedia approach has increased the class participation of truant learners in Araling Panlipunan of grade eight students. It also revealed that there was magnitude of difference between the post test scores of the controlled and experimental groups.

KEYWORDS: *Utilization, Multimedia Approach*

INTRODUCTION
Education is a fundamental right, and it is essential that every student has access to high-quality educational opportunities. Globally, truancy, the habitual absence from school without a valid excuse, poses a significant challenge to educational systems. Academic success and future prospects are frequently jeopardized by truant students' lack of essential knowledge and abilities (Santos, 2019).

The general population does not regard truancy as a common pattern of behavior. However, the reality of truancy appears to be rather different. Several truants spend the majority of their time absent from school engaging in pointless activities. Typically, truancy is the first sign of trouble, the first sign that a young person has given up and lost direction. When teenagers begin to miss classes, they indicate to their parents, school administrators, and the greater community that they are in peril and require assistance to continue improving in life. Poor attendance is associated with a lack of motivation, and as a result, truancy is indicative of more significant issues (Byrne, 2019). Schools are under growing scrutiny to establish learning environments where children not only feel safe, but also have a sense of authentic belonging (Sheppard, 2020). In their classes, one of the most essential responsibilities of teachers is to establish a balance between the needs of the majority and those of the minority. When learners' safety is threatened and they do not feel a sense of acceptance and belonging at school, they appear to seek out alternate venues where these needs are addressed. This frequently causes students to display absenteeism, truancy, and other disciplinary difficulties (McCray, 2022). Particularly, truancy is commonly seen as one of the earliest markers that a student would not only have difficulty but may even drop out of school. In many circumstances, this type of learner response can be ascribed to the fact that habitually absent students usually struggle to catch up academically and eventually disengage entirely from school (Fallis & Opotow, 2019). Moreover, truancy is commonly seen as one of the earliest predictors that a student would not only have difficulty but may even drop out of school.

To address truancy and promote learner school attendance, researchers, educators, and schools have established measures to tackle a range of risk factors associated with truancy, leading in the implementation of a variety of interventions and policies in a diverse setting (Maynard et.al, 2020).

In Vietnam, a study conducted titled "Enhancing Class Participation of Truant Learners through Collaborative Learning Approaches." The researchers employed collaborative learning strategies, including group discussions and peer tutoring, in order to foster active engagement among truant learners. The research revealed that the implementation of these strategies resulted in a notable enhancement in class engagement and a notable improvement in academic achievement within the particular group of people under investigation (Nguyen et al., 2019).

In the Philippines, a research investigation was conducted to examine the efficacy of integrating project-based learning (PBL) as an instructional approach aimed at enhancing classroom engagement among students with a history of truancy. The research study entitled "Enhancing Class Participation of Truant Learners through Project-Based Learning" demonstrated that the implementation of project-based learning (PBL) resulted in a significant increase in student engagement, as well as the development of critical thinking abilities and enhanced motivation among truant learners. The results indicate that problem-based learning (PBL) may serve as a viable strategy for addressing the difficulties encountered by students who are consistently absent from school (Pham, 2019).

The aforementioned studies examine a range of successful instructional approaches aimed at enhancing the classroom engagement of students who are frequently absent. Research has demonstrated that it exerts a positive influence on the level of engagement and participation exhibited by students who are habitually absent from school. Educators may contemplate the adoption of these strategies in order to establish a learning environment that is more inclusive and encourages active participation among this particular cohort of learners.

In the Division of Davao del Sur, particularly in Sta. Cruz National High School, Sta. Cruz South District , teachers must actively seek effective strategies to promote classroom engagement among truant students, particularly in the context of teaching Araling Panlipunan. Therefore, this research examines the utilization of a multimedia approach in the instruction of Araling Panlipunan, with a specific focus on its impact on increasing the level of class participation among truant students.

This study seeks to determine the effect of the utilization multimedia approach on the class participation of truant learners in Araling Panlipunan. Eventually, it also seeks to determine the significant relationship of the action initiated by the researcher on the class participation of truant learners of the research subjects. Moreover, it seeks answer to the following sub-problems:

1. What are the pretest scores of the grade eight learners both controlled and experimental groups?
2. What are the posttest scores of the grade eight learners in both controlled and experimental groups?
3. Is there a significant difference between the post scores of the controlled and experimental groups?
4. What is the magnitude of effect of multimedia approach on the class participation of truant learners?

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:

$$O_1 \quad x \quad O_2$$

$$O_3 \quad x \quad O_4$$
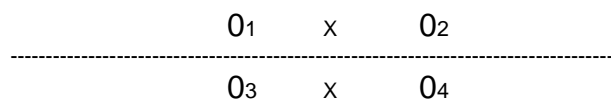
Where:
      O_1 – Pretest of the experimental group
      O_2 – Posttest of the experimental group
      O_3 – Pretest of the controlled group

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

Research Respondents
This study would be conducted in Sta. Cruz National High School, Davao Del Sur. The subjects of this study would be 92 Grade 8 students, 47 are from section A-Zinnia which would be the controlled group and 45 are from section B-Sunflower which would be the experimental group. The composition of these two sections was heterogeneous. 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 are involved as subjects of the study.

Research Instrument
This study would utilize the new normal learning modality. It was a blended learning where the teacher gave module at the same meet the learners online but adhering 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 25 –item test would eventually determine the class participation of the research subjects. The pretest would be administered to all subjects prior to the treatment. The pretest would be very helpful to assess the class participation of the identified truant leaners. On the hand, posttest would be administered to measure the effect of the treatment.

Data Gathering Procedure
At the outset of data gathering procedure, the researcher would draft a letter sought permission that this research study be conducted were sent to the Schools Division Superintendent of Dr. Nelson Lopez, CESO V and the school principal of Sta. Cruz National High School ,Josephine A. Aragon.

While letters sought 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 Sta. Cruz National High School and after the research questionnaire had been thoroughly examined by the expert validators, the researcher would administer pretest to both controlled and experimental class and eventually commences her experiment. After three weeks of experimentation, the researcher would administer posttest to both sections. Scores of the subjects would be submitted to the statistician for statistical computation after which the researcher made analysis and interpretation on the data gathered.

Data Analysis
The following statistical tools were used in the analysis and interpretation of the responses in this study.
Mean was used to describe the class participation of the respondents in both pretest and posttest scores.
Eta square was used to measure the magnitude of effect of the utilization of multi-media on the class participation of the respondents.

RESULTS AND DISCUSSION
This chapter displayed 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 the utilization of a multi-media approach on the class participation of truant learners in Araling Panlipunan among grade eight students.

This study used a quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. A 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 groups of learners.

This study was conducted in Sta. Cruz National High School, Sta. Cruz South District., Davao Del Sur. The subjects of this study were the 92 eighth grade students – 47 are from section A-Zinnia which comprised the

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controlled group and 45 are from section B-Sunflower composed the experimental group. The composition of these two sections is heterogeneous therefore learners 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 multi-media approach has increased the class participation of truant learners in Araling Panlipunan of grade eight students. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

Conclusions
Based on the collective findings on this study, the following conclusions are drawn:
The pre-test scores of the grade eight learners in 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 at the Approaching Proficiency level.

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 Aralin Panlipunan eight should used multi-media approach as a strategy that would further enhance the class participation of truant learners in order to make the teaching and learning process of Araling Panlipunan meaningful. Class participation is crucial in teaching Araling Panlipunan, as it enhances understanding and retention of material, fosters critical thinking and analytical skills, promotes collaborative learning, and builds communication skills.

The school heads should promote the use of multi-media 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 multi-media approach can be issued. Besides, he can invite the teacher-researcher to demo teach during LAC session using multi-media approach as a strategy in teaching.

For future researchers, it is strongly recommended that a relative study on the use of multi-media approach as a strategy in teaching be conducted. Another dimension in teaching can serve as another indicator.

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