



GROUP DYNAMICS AND LEARNING INTEREST OF GRADE 7 STUDENTS IN ARALING PANLIPUNAN

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ABSTRACT

This study aimed to determine the effect of group dynamics strategy on the learning interest of grade seven students in Aralin Panlipunan. Eventually, it also seeks to determine the magnitude of effect of the action initiated by the researcher on the learning interest of the research subjects. This study makes use of the 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. This study will be conducted in Padada National School, Division of Davao Del Sur. The subjects of this study will be the 73 grade seven learners – 38 are from section A which will be the controlled group and 35 are from section B which will be the experimental group. The composition of these two sections is homogeneous. Both learners from sections A and B have identical grades. This study makes 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 will be conducted in Padada National School, Division of Davao Del Sur. The subjects of this study will be the 73 grade seven learners – 38 are from section A which will be the controlled group and 35 are from section B which will be the experimental group. The composition of these two sections is homogeneous. Both learners from sections A and B have identical grades. This study makes use of the non-random assignment of subjects where all learners of both sections A and B are involved as subjects of the study.

KEYWORDS: Phonemic Group Dynamics and Learning Interest

INTRODUCTION

Learning Interest is a powerful motivational process that energizes learning, guides academic and career paths, and is essential to academic success. Interest in the academe is both a psychological state of attention and affect toward a particular object or topic, and an enduring predisposition to reengage over time.

Whether it be a “race to the top” or “no child left behind” or “every student succeeds,” educational policies should include sustaining students’ interest to ensure students’ good performance. When students are not interested in an academic topic, they are more likely to leave the class, does not pay attention, or do not engage in some activities.

Students who discover academic interests in high school and college are better prepared for satisfying careers. Cultivating interest should not be an afterthought to the typical learning situation: Interest is essential to academic success. Interventions to develop students’ interest matter in any educational context, but may be most needed in academic domains that many students do not find initially interesting or those domains in which interest typically declines over time.

Student’s attention span nowadays most likely to vanish within the wink of their eyes. One moment they are engaged with your topic after some time they tend to do other things already. Teachers in this stage should be mindful to many strategies that could be of great help and Group Dynamics Method can be one of those essential strategies that could be used.

Based on the researcher’s observation and experience for the past three years, the students’ response in class discussion particularly in Araling Panlipunan 7 (AP7) had declined. Most of the time they do not pay attention to



the AP7 lesson and could hardly answer questions given by the teacher. The researcher considered this a serious problem that must be addressed through the Group Dynamics approach.

In the division of Davao Del Sur, particularly in Padada National High School, alarming number of learners do not participate in the classroom instruction in Araling Panlipunan subject which they remarked as monotonous when teacher gave them individual activities. The researcher being an Aralin Panlipunan teacher would like explore a strategy “Group Dynamics” in Aralin Panlipunan subject hoping that through this strategy learning interest of the learners will be maximized. It is in this premise that the researcher undertook this study.

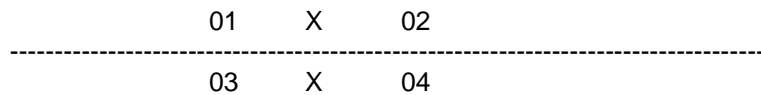
This study aimed to determine the effect of group dynamics strategy on the learning interest of grade seven students in Aralin Panlipunan. Eventually, it also sought to determine the magnitude of effect of the action initiated by the researcher on the learning interest of the research subjects. Moreover, it sought answer to the following sub-problems:

1. What is the pre- test scores of the experimental and controlled group?
2. What is the post-test scores of the experimental and controlled group?
3. Is there a significant difference on the pre-test and post-test scores of the experimental and controlled group?
4. What is the magnitude of difference between scores of pre-test and post -test of experimental and controlled group?
5. What is the magnitude of effect of group dynamics strategy on the learning interest of grade seven students in Aralin Panlipunan?

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:



Where:

- 01 – Pretest of the experimental group
- 02 – Posttest of the experimental group
- 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 in Padada National School, Division of Davao Del Sur. The subjects of this study will be the 73 grade seven learners – 38 are from section A which will be the controlled group and 35 are from section B which will be the experimental group. The composition of these two sections is homogeneous. Both learners from sections A and B have identical grades. This study makes 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 utilized the face-to-face learning modality. In the experiment to be conducted by the researcher, he will develop lesson plans where lessons will be presented by the teacher utilizing the group dynamics activity for the experimental group. On the contrary, the controlled group will be taught using the usual way with observation if the usual way of teaching still tickles the learning interest of the learners. There was a pretest administered before the experiment commences and a posttest will be conducted at the end of the experimentation period to determine if there is an effect of the action initiated by the researcher.



The pre and post-performance test consist of a 35 –item test was eventually determined the learning interest of the research subjects. The pretest will be administered to all subjects prior to the treatment. The pretest will be very helpful to assess the learning interest of the grade seven learners. On the hand, posttest will be administered to measure the effect of the treatment.

Table 2. Experimental Matrix

Experimental Group	Controlled Group
Lesson 1: Kultura at Pamumuhay ng mga Kabihasnang Klasiko sa Asya Objectives: <i>Makapagpahayag ng mga konkretong aksyon o gawain para mapangalagaan ang kapaligiran.</i> Class Proficiency: 85 % Strategy: Group Dynamics	Lesson 1: Kultura at Pamumuhay ng mga Kabihasnang Klasiko sa Asya Objectives: : <i>Makapagpahayag ng mga konkretong aksyon o gawain para mapangalagaan ang kapaligiran.</i> Class Proficiency: 82 %
Lesson 2: Mga Kabihasnang Klasiko sa Asya. Objectives: <i>Maipaliwanag ang kontribusyon ng mga kabihasnang ito sa kasaysayan at sa kasalukuyan.</i> Class Proficiency: 88% Strategy: Group Dynamics	Lesson 2: Mga Kabihasnang Klasiko sa Asya. Objectives: <i>Maipaliwanag ang kontribusyon ng mga kabihasnang ito sa kasaysayan at sa kasalukuyan.</i> Class Proficiency: 85%
Lesson 3: Introduksyon sa mga Kabihasnang sa Timog at Kanlurang Asya. Objectives: <i>Mapanatili ang pagpapahalaga sa mga pamana ng sinaunang kabihasnang.</i> Class Proficiency: 85% Strategy: Group Dynamics	Lesson 3: Introduksyon sa mga Kabihasnang sa Timog at Kanlurang Asya. Objectives: <i>Mapanatili ang pagpapahalaga sa mga pamana ng sinaunang kabihasnang.</i> Class Proficiency: 83%
Lesson 4: Nasyonalismo sa Silangan at Timog-Silangang Asya Objectives: <i>Nakakaguhit at nakapagpapaliwanag ng isang simbolo ng pagmamahal sa bayang Pilipinas.</i> Class Proficiency: 87% Strategy: Group Dynamics	Lesson 4: Nasyonalismo sa Silangan at Timog-Silangang Asya Objectives: <i>Nakakaguhit at nakapagpapaliwanag ng isang simbolo ng pagmamahal sa bayang Pilipinas.</i> Class Proficiency: 84%
Lesson 5: Mga Kabihasnang Klasiko sa Asya. Objectives: <i>Maipaliwanag ang kontribusyon ng mga kabihasnang ito sa kasaysayan at sa kasalukuyan</i> Class Proficiency: 89% Strategy: Group Dynamics	Lesson 5: Mga Kabihasnang Klasiko sa Asya. Objectives: <i>Maipaliwanag ang kontribusyon ng mga kabihasnang ito sa kasaysayan at sa kasalukuyan</i> Class Proficiency: 85%
Lesson 6: Kontribusyon ng mga Kabihasnang Klasiko sa Asya sa Kasaysayan Objectives: <i>Makapagpahayag ng mga konkretong aksyon o gawain para mapangalagaan ang kapaligiran</i> Class Proficiency: 88% Strategy: Group Dynamics	Lesson 6: Kontribusyon ng mga Kabihasnang Klasiko sa Asya sa Kasaysayan Objectives: <i>Makapagpahayag ng mga konkretong aksyon o gawain para mapangalagaan ang kapaligiran</i> Class Proficiency: 85%
Lesson 7: Kontribusyon ng mga Kabihasnang Klasiko sa Asya sa Kasaysayan Objectives: <i>Makagawa ng mga konkretong aksyon o gawain para mapangalagaan ang kapaligiran</i> Class Proficiency: 87% Strategy: Group Dynamics	Lesson 7: Kontribusyon ng mga Kabihasnang Klasiko sa Asya sa Kasaysayan Objectives: <i>Makagawa ng mga konkretong aksyon o gawain para mapangalagaan ang kapaligiran</i> Class Proficiency: 85%
Lesson 8: Introduksyon sa mga Kabihasnang sa Timog at Kanlurang Asya Objectives: <i>Mapanatili ang pagpapahalaga sa mga pamana ng sinaunang kabihasnang</i> Class Proficiency: 89 Strategy: Group Dynamics	Lesson 8: Introduksyon sa mga Kabihasnang sa Timog at Kanlurang Asya Objectives: <i>Mapanatili ang pagpapahalaga sa mga pamana ng sinaunang kabihasnang</i> Class Proficiency: 87



<p>Lesson 9: Heograpiyang Kultural ng Asya Objectives: <i>Maipakitaang pagkakaiba-iba ng kultura at tradisyon ng mga bansa sa Asya</i> Class Proficiency: 88% Strategy: Group Dynamics</p>	<p>Lesson 9: Heograpiyang Kultural ng Asya Objectives: <i>Maipakitaang pagkakaiba-iba ng kultura at tradisyon ng mga bansa sa Asya</i> Class Proficiency: 86%</p>
<p>Lesson 10: KONTRIBUSYON NG MGA KABIHASNAN SA TIMOG AT TIMOG-SILANGANG ASYA Objectives: <i>Masuri ang mga pagbabago at pagpapatuloy ng mga kontribusyon sa iba't-ibang aspeto sa lipunan</i> Class Proficiency: 89% Strategy: Group Dynamics</p>	<p>Lesson 10: KONTRIBUSYON NG MGA KABIHASNAN SA TIMOG AT TIMOG-SILANGANG ASYA Objectives: <i>Masuri ang mga pagbabago at pagpapatuloy ng mga kontribusyon sa iba't-ibang aspeto sa lipunan</i> Class Proficiency: 86%</p>
<p>Lesson 11: Kolonyalismo ng Espanya at Portugal sa Timog-Silangang Asya Objectives: <i>Masusuri ang mga epekto sa pagsakop ng bansang Espanya at Portugal</i> Class Proficiency: 87% Strategy: Group Dynamics</p>	<p>Lesson 11: Kolonyalismo ng Espanya at Portugal sa Timog-Silangang Asya Objectives: <i>Masusuri ang mga epekto sa pagsakop ng bansang Espanya at Portugal</i> Class Proficiency: 85%</p>
<p>Lesson 12: Ang pagdating ng mgs Islam sa Timog - Silangang Asya. Objectives: <i>Masuri ang mga pagbabago at pagpapatuloy ng mga kontribusyon sa iba't-ibang aspeto sa lipunan.</i> Class Proficiency: 85% Strategy: Group Dynamics</p>	<p>Lesson 12: Ang pagdating ng mgs Islam sa Timog - Silangang Asya. Objectives: <i>Masuri ang mga pagbabago at pagpapatuloy ng mga kontribusyon sa iba't-ibang aspeto sa lipunan.</i> Class Proficiency: 80%</p>
<p>Lesson 13: Heograpiyang Kultural at Tradisyon ng Asya Objectives: <i>Maiganap ang pagkakaiba-iba ng kultura at tradisyon ng mga bansa sa Asya</i> Class Proficiency: 90% Strategy: Group Dynamics</p>	<p>Lesson 13: Heograpiyang Kultural at Tradisyon ng Asya Objectives: <i>Maiganap ang pagkakaiba-iba ng kultura at tradisyon ng mga bansa sa Asya</i> Class Proficiency: 86%</p>
<p>Lesson 14: Kolonyalismo at Imperyalismo sa Silangan at Timog-Silangang Asya Objectives: <i>Nabibigyang halaga ang kontribusyon ng kolonyalismo at imperyalismo sa pag-unlad ng mga bansa sa Silangan at Timog-silangang Asya.</i> Class Proficiency: 87% Strategy: Group Dynamics</p>	<p>Lesson 14: Kolonyalismo at Imperyalismo sa Silangan at Timog-Silangang Asya Objectives: <i>Nabibigyang halaga ang kontribusyon ng kolonyalismo at imperyalismo sa pag-unlad ng mga bansa sa Silangan at Timog-silangang Asya.</i> Class Proficiency: 84%</p>
<p>Lesson 15: Kasaysayan at Kultura ng Sinaunang Timog-Silangang Asya Objectives: <i>Makilala ang mga pangunahing ruta ng kalakalan at ang kanilang epekto sa ekonomiya..</i> Class Proficiency: 87% Strategy: Group Dynamics</p>	<p>Lesson 15: Kasaysayan at Kultura ng Sinaunang Timog-Silangang Asya Objectives: <i>Makilala ang mga pangunahing ruta ng kalakalan at ang kanilang epekto sa ekonomiya..</i> Class Proficiency: 84%</p>

Data Gathering Procedure

At the outset of data gathering procedure, the researcher will draft a letter seeking for permission that this research study be conducted were sent to the Schools Division Superintendent of Davao Sur, Dr. Nelson Lopez, CESO V and the school principal of Sta. Cruz Central Elementary School.



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

After permission has been granted that this study be conducted in Padada National High School and after the research questionnaire has been thoroughly examined by the expert validators, the researcher will administer pretest to both controlled and experimental class and eventually commences her experiment. After three weeks of experimentation, the researcher will administer posttest to both sections. Scores of the subjects will be submitted to the statistician for statistical computation after which the researcher will make analysis and interpretation on the data gathered.

Data Analysis

The following statistical tools will be used in the analysis and interpretation the responses in this study.

Mean will be used to describe the level of the learning interest of the grade seven learners in both pretest and posttest scores.

Eta square will be used to measure the magnitude of effect of group dynamics strategy on the learning interest of the grade seven learners.

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 group dynamics and learning interest of Grade 7 students in Araling Panlipunan

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 Padada National School, Division of Davao Del Sur. The subjects of this study will be the 73 grade seven learners – 38 are from section A which will be the controlled group and 35 are from section B which will be the experimental group. The composition of these two sections is homogeneous. Both learners from sections A and B have identical grades. This study makes 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 of role play has increased the historical appreciation skills of grade five pupils. 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 seven students both the controlled and experimental groups is at the Beginning level. The post-test scores of the controlled group and experimental group are at the approaching 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 seven should used group dynamics as a strategy that would Student's attention span nowadays most likely to vanish within the wink of their eyes. One moment they are engaged with your topic after some time they tend to do other things already. Teachers in this stage should be mindful to many strategies that could be of great help and Group Dynamics Method can be one of those essential strategies that could be used.

The school heads should promote the use of group dynamics 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 group dynamics can be issued. Besides, he can invite the teacher-researcher to demoteach during LAC session using play as a strategy in teaching.

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

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