EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:6 |June 2024

EFFECT OF "DEMOTECH APPROACH" ON THE ARALING PANLIPUNAN COMPETENCE OF GRADE V PUPILS

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Article DOI: https://doi.org/10.36713/epra17255
DOI No: 10.36713/epra17255

ABSTRACT

This study sought to determine the effect of Demotech approach on Araling Panlipunan competence of grade five pupils. 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 Dolo Elementary School Bansalan West District. The subjects of this study were the 68 grade five pupils – 33 are from section A which comprised the controlled group and 35 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 Demotech Approach has an effect on the Araling Panlipunan competence of grade five pupils. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

KEYWORDS: *Demotech Approach, Araling Panlipunan Competence, Grade V pupils*

INTRODUCTION

The goal of learning design is to help create educational settings and sessions that are learner and actively centered. Authentic learning activities can better engage learners. Role playing is an interesting example of an active learning and teaching strategy. It can incorporate drama, simulations, games, and demonstrations of real life cases related to any topic. This strategy has been applied recently in New Zealand tertiary institution, in a systems analysis and design course within the computing and information technology bachelor's degree programme. Learning design plans were prepared with the expectation that role play activities would contribute positively to learning.

Role play is a form of experiential learning (Russell & Shepherd, 2010). Students take on assigned roles and act out those roles through a scripted play. The role can be carried out one-on-one (individual role play) or as a group role play with each member in the group taking on a character/role. Roles and rules for a role play are clearly defined in a script. Role plays can provide very powerful learning experiences for students by immersing in simulated real world situations in which students act out a particular role/character in a safe environment.

Role plays, simulations and live events are instructional strategies that can be used to increase student centeredness. Here are some of the reasons that teachers' effort and time invested in designing these learning options create student engagement, empowerment and learning.

Role play are designed to replicate a real-life situation, having students assume roles where they analyze data, make decisions and solve the problems inherent in the situation. Throughout the simulation, students respond to the changes within the situation by studying the consequences of their decisions and subsequent actions and predicting future problems and possible solution (Grabinger, 2017).

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When role playing, students act out a predetermined set of events knowing the outcome of their characters' actions. Playing a role acquaints the student with the historical scenario and develops an awareness of the factors influencing a decision made at that time. Students can practice "walking in someone else's shoes" Students' actions determine the outcome of a simulation. While the situation being simulated has existed, exists or could exist in the real world, in the simulation the outcome is impacted by the decisions the student make (Chilcott 2017).

Araling Panlipunan competence of grade V pupils. Eventually, it also seeks to determine the magnitude of effect of the action initiated by the researcher on the Araling Panlipunan competence of the research subjects. Moreover, it seeks answer to the following sub-problems:
1.What were the pretest scores of the intermediate learners both controlled and experimental groups?
2.What were the posttest scores of the intermediate learners both controlled and experimental group?
3.Was there significant difference between the post scores of the controlled and experimental groups?
4. What was the magnitude of effect of Demotech Approach on the Araling Panlipunan competence of Grade V pupils?

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 accessed to one group for experimentation (Vockel 1983). The researcher used this design because the subjects of the study were intact group of learners.

Research Respondents

This study was conducted in Dolo Elementary School, Bansalan West District. The subjects of this study were the 68 pupils – 33 are from section A which were the controlled group and 35 are from section B which were the experimental group. The composition of these two sections was 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.

Research Instrument

This study was utilized the researcher-made pretest and posttest which will be the tool to measure the decoding proficiency of the learners. Moreover, the researcher utilized topics which coverage was taken from the learning competencies of the classes. The test questions were checked and validated by experts. The pretest and posttest was designed to measure the decoding proficiency of the learners. The pretest and posttest consisted of a 25 –item test will eventually determine the decoding proficiency of the research subjects. The subjects was take the test twice (pretest and posttest). The pretest was be administered to all subjects prior to the treatment. The pretest was very helpful to assess the decoding proficiency of the learners. On the hand, posttest was administered to measure the effect of the treatment.

Data Analysis

The following statistical tools were used in the analysis and interpretation the responses in this study.
Mean was used to describe the research skills of the subjects from controlled and experimental groups in pretest and posttest.

t-test for uncorrelated samples were used to test the significance of difference between the pretest and posttest mean scores in the experimental and n groups.

Eta square was used to measure the magnitude of effect of Demotech approach on the Aralin Panlipunan competence of grade five pupils.

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 Demotech approach on Araling Panlipunan competence of grade five pupils.

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 Dolo Elementary School Bansalan West District. The subjects of this study were the 68 grade five pupils – 33 are from section A which comprised the controlled group and 35 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 Demotech Approach has an effect on the Araling Panlipunan competence 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 five learners 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 Advanced 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 grade five Araling Panlipunan should demonstrate the occurrence of events in the history using technology in order to make teaching of Araling Panlipunan effective and meaningful thus, motivating the grade five learners to learn and know the events that happened in the Philippine history making them more interested to learn facts and events in the past.

The school heads should consider and appreciate the utilization of Demotech Approach as it improves the performance of the learners in Araling Panlipunan. The utilization of Demotech approach should also be shared to other teachers teaching Araling Panlipunan in another grade level so that they will experience the effectiveness of the strategy in teaching historical facts and events

For future researchers, it is strongly recommended that a relative study in the utilization of Demotech Approach will be conducted paired with another variable in the classroom instruction will be conducted.

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