

BARRIERS IN DELIVERY OF TEACHING ARALING PANLIPUNAN TO LEARNER'S BEHAVIOR AND PERFORMANCE

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ABSTRACT

This study was conducted to investigate the effects of barriers in delivery of teaching Araling Panlipunan to learners' behavior and performance of the grade 6 students in Santa Cruz Elementary School.

This study answered the following questions: (1.) What are the barriers in delivery of teaching Araling Panlipunan in terms of: (1.1) language; (1.2) motivation; (1.3) social and cultural; (1.4) lack of learning materials; and (1.5) emotional factors? (2.) What is the level of learners' behavior in terms of: (2.1) initiative; (2.2) courteousness; (2.3) honesty; (3.) What is the mean performance of the learners in terms of second quarter grade? (4.) Is there a significant effect in the barrier in delivery of teaching Araling Panlipunan and learners' behavior? (5.) Is there a significant affect in the barrier in delivery of teaching Araling Panlipunan and learners' performance?

Descriptive design was utilized to systematically analyze the data. Survey and Research-made questionnaire in the form of a 5-point Likert scale was used in the study. The adapted rubrics and criteria are also used in grading the performance tasks of the respondents. Mean, standard deviation, frequency and percentage were used for the descriptive questions while T-test for the inferential questions.

The researcher further reveals the Language, Motivation, Social and Cultural, Lack of Learning Material and Emotional Factor was observed to have any significant effect to the learner's behavior and learner's performance as to their second quarter grades.

In accordance with the findings, the conclusions were made: The research further reveals that the Delivery of Teaching Araling Panlipunan to the Learners' Behavior as rated by the group of respondents respectively has significant effect, the first hypothesis was rejected. Therefore, since was observed to have any significant effect the Language, Motivation, Social and Cultural, Lack of Learning Material and Emotional Factor to the learner's performance as to their second quarter grade the second hypothesis was rejected.

Based on the findings and conclusion of the study, the following recommendations are hereby endorsed. (1) Teachers may pay attention and use appropriate language with the approaches include a safe learning environment, a sense of responsibility, self- discipline and self- motivation to the learning barriers of the students that may affects on their academic performance. (2.) Teachers may implement the flipped classroom model, this methodology was the students' complete readings or watch videos to grasp the content of the subject at home and complete activities, which would often be set as homework. It may refer to the changes that student actions can have on the ability to maintain good performance in the classroom. (3.) Teachers may focus on the achievement of students in the classroom. Require a comprehensive strategy of setting high educational standards, challenging students to meet the requirements, encouraging students to ask questions, and making adjustments to meet the needs of every pupil to improve student achievement. (4.) The next research may use other indicators to get more data about the relationship of the delivery of teaching to learners' behavior and performance.

Keywords:

language, motivation, social and cultural, lack of learning materials, emotional factors, initiative, courteousness, honesty, performance

INTRODUCTION

The Department of Education implement of Republic Act No. 10533, other known as Enhanced Basic Education Act of 2013 (K to 12 Law), the Department of Education (DepEd) is adopting the enclosed Policy Guidelines on Awards and Recognition for the K to 12 Program. These awards have been designed to formally recognize the outstanding performance and achievement of learners in academic, leadership, and social responsibility, among aspects of student progress and development. These awards are given to encourage learners strive for excellence and to become proactive members of the school and community.

According to Mildred Cosme (2019), it has been found out that the most common students' misbehavior towards Araling Panlipunan subject is lack of interest in the lessons, their inattentiveness in the class discussion, not motivated to learn and failure to do subject's tasks. Also, that the reasons why students are behaving that way are because they are having difficulties in memorizing the concepts of Araling Panlipunan, in coping with the teacher's strategy and they are not motivated to learn. Lastly, the students are usually having low or failing grades in Araling Panlipunan and their academic performance was greatly affected by their behavior towards the subject.

From the informal interview done by the researcher, it has been noticed that the students have different untoward behaviors during the Araling Panlipunan class. While, the reasons for students' misbehavior in Araling Panlipunan class are having a hard time in memorization, as to mention the dates and events in the history, the places in geography and the complicated concepts in economics, having learning difficulties basically because of teaching strategies used.

From the study, the researcher found that the greatest impact of students' misbehavior in Araling Panlipunan is their incapability to cope up with every lesson, their incapability to comply with the subject requirements and that their level of achievement in the subject is very low, that they got very low or failing grades.

This also sought to determine the Following:

1. What are the barriers in delivery of teaching Araling Panlipunan in terms of:
 - 1.1 language;
 - 1.2 motivation;
 - 1.3 social and cultural;
 - 1.4 lack of learning materials; and
 - 1.5 emotional factors?
2. What is the level of learners' behavior in terms of:
 - 2.1 initiative;
 - 2.2 courteousness;
 - 2.3 honesty;
3. What is the mean performance of the learners in terms of second quarter grade?
4. Is there a significant effect in the barrier in delivery of teaching Araling Panlipunan and learners' behavior?
5. Is there a significant affect in the barrier in delivery of teaching Araling Panlipunan and learners' performance?

REVIEW OF RELATED LITERATURE

In particular, learner initiative is often considered an important factor in generating learning opportunities. Despite the belief that learner initiatives play a crucial role in promoting learning, a precise and comprehensive understanding of what such initiatives entail remains lacking.

The educational value of engagement has led some to claim it is one of the most important variables for student learning (Kucuk & Richardson, 2019), while Shulman (2002) has declared that student learning begins with engagement. Said another way, engaged students are more likely to learn (Cohen & Jackson-Haub, 2019). Engagement matters because it often signals student effort, or grit (Fosnacht et al., 2017).

In addition, Stott (2016) disengaged students in online classes put themselves at risk of lower grades and less learning. Disengaged students also put faculty at risk of lower course evaluations.

The above literature is related to the present study, taking initiative displays self-confidence. It also shows that one is ready to put in the necessary hard work to grow one's professional and personal life. Students that show initiative quickly become important team members in work.

One of the important variables in this study is courteousness. Courtesy values the authentic self. Courtesy requires daily courage and willful effort, especially if living in a culture suffused with discontent.

Children had not previously learned how to express their needs and wants productively or positively. They did not know how to have their voices heard and needs met.

According to (Sackett, 2015 & Gregoire, 2017) guiding children to speak courteously with one another has a long history in early childhood education, given impetus by Dr. Maria Montessori's grace and courtesy lessons conducted in an environment promoting integrated moral development.

In addition, (Haslip, Allen-Handy & Donaldson, 2020) courtesy is that manner of speaking that edifies the heart and character of others, manifested in dignified and kind behavior. A teacher who lacks courtesy can instruct but is unlikely to "edify the heart" to transform children's character or the classroom climate. Have I taught my students to speak and act courteously with one another? Like learning anything, courtesy needs to be modeled, practiced with feedback and sustained. An important first step is to learn how to be as kind and loving as possible to the children in our care.

METHODOLOGY

In this research, the respondents of the study are the selected learners in Grade 6 of Santa Cruz Elementary School in Santa Cruz Laguna. Purposive sampling was done in the selection of the respondents.

In order to conduct this study, letters were sent to the School Principal asking permission and approval to conduct the study. Permission from the teacher concerned was sought to gather information needed in the research work. The copies of the questionnaire were multiplied based on the number of the respondents. Then, it was administered.

Respondents were given enough time to answer the questionnaire. Finally, the data collected will be interpreted by the researchers to determine the effects of barriers in delivery of teaching Araling Panlipunan to learners' behavior and performance.

A survey questionnaire will be used to gather valid information; the questionnaires will be answered by putting a check in the space provided after each statement/question. The questionnaire will evaluate the barriers in delivery of teaching Araling Panlipunan to learner's behavior and performance.

To determine the level of barriers in delivery of teaching Araling Panlipunan in terms of language, motivation, social and cultural, lack of learning materials, and emotional factors, the statistical treatment used were the mean and standard deviation. To determine the level of learner's behavior in terms of initiative, courteousness, and honesty, the statistical treatments used were frequency, mean and percentage. To determine the mean performance of the learners in terms of second quarter grade, the statistical treatment used were mean and deviation. To determine whether the level of delivery of teaching

Araling Panlipunan has a significant effect to the learners' behavior and performance in grade 6 students at Santa Cruz Elementary School, the statistical treatment used was T-test.

RESULT AND DISCUSSION

Table 1. Level of Barriers in Delivering of Teaching Araling Panlipunan in terms of Language

STATEMENTS	Mean	SD	Remarks
<i>I cannot easily follow the teacher 's explanation.</i>	3.11	1.41	Moderately Agree
<i>I cannot easily understand the difficult words.</i>	3.59	1.24	Agree
<i>I could not memorize the meaning of words.</i>	3.61	1.37	Agree
<i>I am having a hard time understanding the unfamiliar words.</i>	3.75	1.29	Agree
<i>I need to ask the teacher first to translate or interpret the words or sentence before I understand it.</i>	3.58	1.41	Agree
Weighted Mean	3.53		
SD	0.75		
Verbal Interpretation	Moderately High		

The table show the statement of the survey from the students about the Barrier in Delivery teaching in Araling Panlipunan. Student *agree* that they experience hard time to understand unfamiliar words ($M=3.75$, $SD=1.29$), could not memorize the meaning of words ($M=3.61$, $SD=1.37$) on the other hand, students *agree* that they cannot easily follow the teacher explanation about the lesson ($M=3.11$, $SD=1.41$).

The weighted mean of 3.53 indicate that level of barriers in delivery of teaching teaching Araling Panlipunan is *moderately high*. It means that most students don't understand a certain language will result to misunderstanding that lead to conflict.

Table 2. Level of Barriers in Delivering of Teaching Araling Panlipunan in terms of Motivation

STATEMENTS	Mean	SD	REmarks
<i>I do not pay attention in classes.</i>	2.35	1.30	Disagree
<i>Getting a good grade is not the most satisfying thing for me.</i>	2.65	1.55	Moderately Agree
<i>I do not enjoy the group activities and participating in the discussions about our task.</i>	2.04	1.25	Disagree
<i>I feel "disconnected" from my teacher and fellow students in classes.</i>	2.17	1.36	Disagree
<i>I do not find the subject very interesting, so I keep my work to a minimum.</i>	2.04	1.26	Disagree
Weighted Mean	2.25		
SD	0.83		
Verbal Interpretation	Low		

The table show the statement of the survey from the students about the Barrier in Delivery teaching in Araling Panlipunan. Student *Moderately Agree* that getting good grades is not the most satisfying thing for them ($M=2.65$, $SD=1.55$), do not pay attention in classes ($M=2.35$, $SD=1.30$), On the other hand, students *disagree* that about the lesson ($M=2.04$, $SD=1.26$) they do not find the subject very interesting.

The level of barriers in teaching Araling Panlipunan in terms of motivation attained a weighted mean score of 3.25 and a standard deviation of 0.83 and was *Low* among the respondents. This implies that some of the students do not pay attention in classes and getting good grades is not most satisfying thing for them will result to disengage students from academics, which can affect to their academic performance. On the other hand, some of the students does not consider motivation as barriers to their performance and behavior.

Table 3. Level of Barriers in Delivering of Teaching Araling Panlipunan in terms of Social and Cultural

STATEMENTS	Mean	SD	REmarks
<i>I do not enjoy speaking or performing in front of many people/interacting with my classmates.</i>	2.75	1.45	Moderately Agree
<i>I do not have friends with I can share my problems.</i>	2.54	1.47	Disagree
<i>Interacting with my classmates discouraging my motivation to learn.</i>	2.40	1.41	Disagree
<i>I have difficulty communicating with the team members what are supposed to do in the group activity.</i>	2.82	1.45	Moderately Agree
<i>I do not enjoy the experience of working in collaborative group with my classmates.</i>	2.11	1.33	Disagree
Weighted Mean	2.52		
SD	0.57		
Verbal Interpretation	Low		

The above data revealed that the level of barriers in delivery of teaching Araling panlipunan in terms of social and cultural was Moderately Agree that they have difficulty in communicating with the team members what are supposed to do in the group activity denoted by the grand (M=2.82, SD=1.45), they do not enjoy speaking or performing in front of many people/ interacting with their classmates (M=2.75, SD=1.45). On the other hand, students Disagree that they do not enjoy the experience of working in collaborative group with their classmates (M=2.11, SD= 1.33).

The level of barriers in teaching Araling Panlipunan in terms of social and cultural attained a weighted mean score of 2.52 and a standard deviation of 0.57 and was *Low* among the respondents. It appears that some of students have difficulties in performing academic performance through reporting activity in class and performing or speaking in front of classes will affect to their academic performance. On the other hand, most of the students they enjoy the experience of working together with their classmates.

Table 4. Level of Barriers in Delivering of Teaching Araling Panlipunan in terms of Lack of Learning Materials

STATEMENTS	Mean	SD	REmarks
<i>I do not read other reference and not read about the topic.</i>	2.49	1.37	Disagree
<i>I do not find the module motivating.</i>	2.60	1.45	Moderately Agree

<i>I do not understand the lecture and classroom discussion while I am taking notes.</i>	2.96	1.37	Moderately agree
<i>I do not have sufficient time to collect information, organize material, and write the assignment.</i>	2.33	1.35	Disagree
<i>I do not have enough means to buy other references or browse on the internet to broaden my knowledge.</i>	2.51	1.42	Disagree
Weighted Mean	2.58		
SD	0.92		
Verbal Interpretation	Low		

The table show the statement of the survey from the students about the Barrier in delivery Teaching in Araling Panlipunan in terms of lack of learning materials. Students Moderately Agree that they do not understand the lecture and classroom discussion while I am taking note (M=2.96, SD=1.37) and do not find the module motivating (M= 2.60, SD=1.45). On the other hand, students Disagree that they not have sufficient time to collect information, organize material, and write the assignment (M=2.33, SD=1.35).

The level of barriers in teaching Araling Panlipunan in terms of lack of learning materials attained a weighted mean score of 2.58 and a standard deviation of 0.92 and was Low among the respondent. It appears, based on the result the lack of learning materials some of students are having difficulties in taking notes and do not find motivating in using module. On the other hand, most of the students do not think about that lack of learning materials affect their performance.

Table 5. Level of Barriers in Delivering of Teaching Araling Panlipunan in terms of Emotional Factors

STATEMENTS	MEAN	SD	REMARKS
<i>Studying makes me irritates me.</i>	1.95	1.20	Disagree
<i>I feel ashamed that I cannot absorb the simplest of details.</i>	3.45	1.37	Agree
<i>I have lost all hope that I could do well on the exam.</i>	2.90	1.47	Moderately Agree
<i>I feel panicky when taking an exam.</i>	3.40	1.40	Agree
<i>I do not participate because I feel embarrassed or nervous.</i>	3.21	1.57	Moderately Agree
Weighted Mean	2.98		
SD	0.79		
Verbal Interpretation	Moderately High		

The data revealed the students Agree they feel ashamed that I cannot absorb the simplest of details (M=3.45, SD=1.37) and students Moderately Agree they feel panicky when taking an exam (M= 3.40, SD=1.40). On the other hand, the students Disagree that studying makes them irritates (M=1.95, SD=1.20).

The level of barriers in teaching araling panlipunan in terms of emotional factors attained a weighted mean score of 2.98 and a standard deviation of 0.79 and was Low among the respondents. This implies that most of the students do not participate because they feel nervous and feel panicky when taking exam will result a poor performance.

Table 6. Level of Learning Behaviors in terms of Initiative

STATEMENTS	MEAN	SD	REMARKS
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<i>I do my assignment regularly.</i>	3.29	1.36	Moderately Agree
<i>I study harder to improve my performance.</i>	3.76	1.31	Agree
<i>I study the lesson I missed if I was absent from the class.</i>	2.95	1.41	Moderately Agree
<i>I exert more effort when I do difficult assignments.</i>	3.22	1.42	Moderately Agree
<i>I study and prepare for quizzes/ tests.</i>	3.30	1.38	Moderately Agree
Weighted Mean	3.30		
SD	0.80		
Verbal Interpretation	Moderately High		

From the statement above, "I study harder to improve my performance" yielded the highest mean score ($M=3.76$, $SD=1.31$) and was remarked as Agree. This is followed by "I do my assignment regularly" with a mean score ($M= 3.29$, $SD=1.36$) and was also remarked as Moderately Agree. On the other hand, the statement "I study the lesson I missed if I was absent from the class" received the lowest mean score of responses with ($M=2.95$, $SD=1.41$) yet also remarked Moderately Agree.

The level of learning behavior in terms of Initiative attained a weighted mean score of 3.30 and a standard deviation of 0.80 and was Moderately High among the respondents. Based on the results, that the grade 6 students moderately agreed that the initiative affects their behavior in Araling Panlipunan.

Table 7. Level of Learning Behaviors in terms of Courteousness

STATEMENTS	MEAN	SD	REMARKS
<i>I considerate of other people's feelings.</i>	3.67	1.30	Agree
<i>I respect all my teachers.</i>	4.05	1.37	Agree
<i>I do not make rude comments about another student's work.</i>	3.25	1.43	Moderately Agree
<i>I do not get up and walk around unless it is necessary.</i>	3.51	1.41	Agree
<i>During tests I remain quiet until everyone is done.</i>	3.36	1.31	Moderately Agree
Weighted Mean	3.56		
SD	0.80		
Verbal Interpretation	High		

From the statement above, "I respect all my teachers" yielded the highest mean score ($M=4.05$, $SD=1.37$) and was remarked as Agree. This is followed by "I considerate of other people's feelings" with a mean score ($M= 3.67$, $SD=1.30$) and was also remarked as Agree. On the other hand, the statement "I do not make rude comments about another student's work" received the lowest mean score of responses with ($M=3.25$, $SD=1.43$) yet also remarked Moderately Agree.

The level of learning behavior in terms of Courteousness attained a weighted mean score of 3.56 and a standard deviation of 0.80 and was High among the respondents. Based on the findings, that the grade 6 students moderately agreed that the courteousness affects their behavior in Araling Panlipunan.

Table 8. Level of Learning Behaviors in terms of Honesty

STATEMENTS	Mean	SD	REmarks
<i>I guess the answers in the exercises and task and not based on the module and what I have learned.</i>	2.71	1.36	Moderately Agree
<i>I Copy my seatmate's answer in an exam/test/quiz.</i>	2.31	1.36	Disagree
<i>During examination I use signals to get answers from my friends.</i>	1.99	1.26	Disagree
<i>I lack time to complete assignment.</i>	2.32	1.28	Disagree

<i>I lack understanding of how to complete assignment.</i>	2.44	1.40	Disagree
<i>Weighted Mean</i>	2.35		
<i>SD</i>	0.75		
<i>Verbal Interpretation</i>	Low		

From the statement below, “I guess the answers in the exercises and task and not based on the module and what I have learned” yielded the highest mean score ($M=2.71$, $SD=1.36$) and was remarked as Moderately Agree. This is followed by “I lack time to complete assignment” with a mean score ($M=2.32$, $SD=1.28$) and was also remarked as Disagree. On the other hand, the statement “During examination I use signals to get answers from my friends” received the lowest mean score of responses with ($M=1.99$, $SD=1.26$) yet also remarked Disagree.

The level of learning behavior in terms of Honesty attained a weighted mean score of 2.35 and a standard deviation of 0.75 and was Low among the respondents. Based on the result, that the grade 6 students Disagreed that the honesty affects their behavior in Araling Panlipunan.

Table 9. Level of Performance of the Learners in Second Quarter Grade

Score	f	%	Verbal Interpretation
90-100	0	0.00	Outstanding
85-89	0	0.00	Very Satisfactory
80-84	189	94.50	Satisfactory
75-79	17	8.50	Fairly Satisfactory
Below 75	0	0.00	Did not Meet Expectation
Total	200	100	
Mean	81.37		Satisfactory
SD	1.49		

Out of 75 respondents, all of the respondents' score range “80 to 84” received the highest frequency of one hundred eighty-nine (189) or 94.50% of the total sample population. Score shows the mean ($M=81.37$, $SD=1.49$) as remarked as *Satisfactory* improved based on the score. Students is doing everything required towards for the completion of year level at school. Satisfactory is often used when something reaches a fairly good standard, but not of a high standard, their grades is good enough. This further implies that the Second Quarter Grade students' performance is satisfactory or good enough to fulfill a particular need or purpose in Araling Panlipunan.

CONCLUSION

In accordance with the findings, the conclusions were made:

The research further reveals that the Delivery of Teaching Araling Panlipunan to the Learners' Behavior as rated by the group of respondents respectively has significant effect, the first hypothesis was rejected.

Therefore, since was observed to have any significant effect the Language, Motivation, Social and Cultural, Lack of Learning Material and Emotional Factor to the learner's performance as to their second quarter grade the second hypothesis was rejected.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are hereby endorsed.

1. Teachers may pay attention and use appropriate language with the approaches include a safe learning environment, a sense of responsibility, self- discipline and self- motivation to the learning barriers of the students that may effects on their academic performance.
2. Teachers may implement the flipped classroom model, this methodology was the students' complete readings or watch videos to grasp the content of the subject at home and complete activities, which would often be set as homework. It may refer to the changes that student actions can have on the ability to maintain good performance in the classroom.
3. Teachers may focus on the achievement of students in the classroom. Require a comprehensive strategy of setting high educational standards, challenging students to meet the requirements, encouraging students to ask questions, and making adjustments to meet the needs of every pupil to improve student achievement.
4. The next research may use other indicators to get more data about the relationship of the delivery of teaching to learners' behavior and performance.

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