

Effectiveness Of Experiential And Contextualized Learning Approach To The Performance Of The Grade 8 Students In Araling Panlipunan

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Abstract — This study aimed to determine the Effectiveness of Experiential and Contextualized Learning Approach to the performance of the Grade 8 students in Araling Panlipunan. The findings of the study served as a basis of a proposed Improvement plan. This study utilized the Quasi-Experimental research design to determine the Effectiveness of Experiential and Contextualized Learning Approach to the performance of the Grade 8 students in Araling Panlipunan.. In the Quasi- experimental research design, the researcher prepared the Quality assured learners activity sheets and videos lessons that focused on the least learned learning competencies as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study. The results which based on the significant difference in the pretest and posttest scores of the Grade 8 respondents before and after the utilization of the experiential and contextualized learning approach through the use of quality assured learners activity sheets implied utilizing the intervention is more effective compared to the usual learning materials delivered by the teachers to the grade 8 learners. Thus, this intervention should be fully utilized. So the hypothesis which states that there is no significant difference in the pretest and posttest scores from the control and experimental group is rejected. The results which based on the significant difference in the pretest and posttest scores of the Grade 8 respondents before and after the utilization of the experiential and contextualized learning approach through the use of quality assured learners activity sheets implied utilizing the intervention is more effective compared to the usual learning materials delivered by the teachers to the grade 8 learners. Thus, this intervention should be fully utilized. So the hypothesis which states that there is no significant difference in the pretest and posttest scores from the control and experimental group is rejected.

The test of difference between scores in the posttests of the Grade 8 students in Araling Panlipunan subject. It shows how the performance of the Grade 8 students who were grouped according to the control and experimental shows big difference knowing that the posttest performance of the control group is only 16.81 and lower than the posttest scores in the experimental group. This results is

coming from the results of the grade 8 students after the control group are just receiving the same learning modalities while the experimental group The scores are coming from the results of the grade 8 learners based on their learnings from new intervention.

The results which based on the significant difference in the pretest and posttest scores of the Grade 8 respondents before and after the utilization of the experiential and contextualized learning approach through the use of quality assured learners activity sheets implied utilizing the intervention is significantly effective compared to the usual teaching approach received by the learners in the control group. So the hypothesis which states that there is no significant different in the posttest scores between the control and experimental group is rejected.

Keywords — Effectiveness Experiential Contextualized Learning Approach Grade 8 Mathematics

I. Introduction

Pupils tend to comprehend little and lose focus of classroom instruction when the teachers fail to use instructional strategies that match their learning styles. If they repeatedly fail to grasp content, they will likely resort to non-academic pursuits. Teachers who are unaware of student learning styles will likely teach in a manner that prevents pupils from doing their best work (Morgan, 2014).

The researcher chose this problem because looking back when she was in her high school days, she really doesn't like this subject, because she doesn't see any relevance in memorizing the names, places, events, and dates to her life. Perhaps our teacher will just let us read the context and give a quiz afterward.

History is somehow mirrored with the word boring, only in this subject where the researcher got a line of 7, it was during in her 2nd year high school first grading when she got 79. she fainted not because she was shocked but because it was her first time acquiring that kind

grade. So, She just wonder, do her teachers in social studies before which is Araling Panlipunan today, especially in History know that there are students like her who doesn't have any interest in this subject? She believed that Educators could influence a lot of factors that affect students' motivation, success, and behavior. Teachers are ultimately responsible in transforming policy and principles into action based on practice during interactions with the students.

The more you know about the pass, the better prepared you are for the future. According to Theodore Roosevelt. The study of Araling Panlipunan in basic education is critical to the development of students who, according to the government, will become socially aware, actively involved in public and civic affairs, and contribute to the development of a progressive, just, and humane society. Understanding the concept of change can be challenging. Each of us interacts

with the rest of the world in a unique way that is influenced by societal standards, cultural variations, personal experiences, and other factors. Individually, we are aware of when and why we seek change. On a larger scale, however, studying history is a study of change. The historical development of concepts, ideas, technologies, beliefs, places, and more enables us to comprehend how, when, and why change takes place or should be desired.

Students gain a better understanding of the world through Araling Panlipunan. They learn about other people and their values at various times, places, and circumstances. They also gain an understanding of their surroundings and the process by which they are evolving. Especially when students see the relevance and connection of their lesson to their lives, that it is meaningful because it has real-world application.

Learners' misbehavior in Araling Panlipunan make them so difficult coping each lesson, difficulty in complying with subject requirements, therefore the level of achievement in the subject is very low, and they received very low or failed grades. Last but not least, studying history raises our degree of appreciation for practically everything. History is more than just a live record of people, places, and events that have occurred. Additionally, it is our tale. It is jam-packed with narratives of individuals standing up for what they believed in, sacrificing for someone they loved, or devoting a significant amount of time into realizing their aspirations. When we embrace history, we recognize the efforts and sacrifices made by those who came before us. We can all relate to such ideas, just as we can to people like Thomas Jefferson, Martin Luther King, and Abraham Lincoln.

In addition, history is genuinely fascinating. When you study history, whether within or outside of a history department, you get to experience everything you love about your preferred motion pictures, television shows, and fiction books right here in the actual world. Today, take a look at your options and enter a brand-new world that will transform you forever.

It has been discovered that the most common student misbehavior towards the Araling Panlipunan subject is a lack of interest in the lessons, inattentiveness in class discussions, a lack of motivation to learn, and failure to complete subject tasks. Also, students are behaving in this manner because they are having difficulty memorizing Araling Panlipunan concepts, coping with the teacher's strategy, and are not motivated to learn. A lack of trained teachers teaching Araling Panlipunan subjects has remained endemic and persistent in DepEd. The researcher is one of the educators teaching Araling Panlipunan but in her 4years in DepEd she have not experience any training from DepEd for her to acquire and develop some skills and strategies to enhance her capability in teaching this subject. The researcher is inspired to conduct a study. With the aforementioned details, the researcher wanted to know whether the Effectiveness of Experiential and Contextualized Learning Approach to the performance of the Grade 8 students in AP.

This study aimed to determine the Effectiveness of Experiential and Contextualized Learning Approach to the performance of the Grade 8 students in Araling Panlipunan. The findings of the study served as a basis of a proposed Improvement plan.

Specifically, this study sought to answer the following questions.

1. What is the pretest performance of the Grade 8 students in Araling Panlipunan before the utilization of Experiential and Contextualized Learning Approach in the delivery of the most essential learning competencies for the first grading period based on the ff. groups?
 - 1.1. Control Group;
 - 1.2. Experimental Group
2. What is the posttest performance of the Grade 8 students in Araling Panlipunan after the utilization of Experiential and Contextualized Learning Approach in the delivery of the most essential learning competencies for the first grading period based on the ff. groups?
 - 2.1. Control Group;
 - 2.2. Experimental Group
3. Is there a significant difference on the pretest and posttest performance of the Grade 8 students in Araling Panlipunan before and after the utilization of Experiential and Contextualized Learning Approach in the delivery of the most essential learning competencies for the first grading period based on the ff. groups?
 - 3.1. Control Group;
 - 3.2. Experimental Group
4. What improvement plan can be proposed based on the findings of the study?

Statement of Null Hypothesis

Ho1.: There is no significant difference on the pretest and posttest performance of the Grade 8 students in Araling Panlipunan before and after the utilization of Experiential and Contextualized Learning Approach in the delivery of the most essential learning competencies for the first grading period based on the ff. groups?

- 1.1. Control Group;
- 1.2. Experimental Group

II. Methodology

Design. This study used the quasi-experimental method of research to evaluate the Effectiveness of Experiential and Contextualized Learning Approach to the performance of the Grade 8 students in Araling Panlipunan. In the Quasi- experimental research design, the researcher prepared the different learning materials that focuses on the Experiential and contextualized Learning Approached which focused on the least learned learning competencies as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study. This is to determine how effective is the

Experiential and Contextualized Learning Approach that were crafted and validated by the different level of expert personnel from the school, district and to the Schools Division Office particularly to the Learning Resource section which was validated by gathering Performance of the Grade 8 pupils in the delivery of the most essential learning competencies in 1st grading period for the Araling Panlipunan. In the Quasi- experimental research design, the researcher prepared different validated contextualized learning materials such as Learners Activity sheets, teacher-made learning materials based on the self-learning modules that were utilized in the implementation of the Experiential and Contextualized Learning Approach based on the prepared activity matrix prepared by the teacher and later those results were subjected whether the intervention is significant in the study or if will need revision. The main local of the study is the Banahaw National High School which is located in Brgy. BANAHAW, BAYBAY CITY under the schools Division Office of Baybay City. , the main respondents that was chosen by the teacher-researcher was the Grade 8 learners which were underwent series of evaluation prior to the implementation of the different Teacher-made video lessons in Araling Panlipunan that was based on the approved activity matrix. This study is mainly focus on the results of the different tests to be given to the Grade 8 learners to gather data: The pretest performance of the Grade 8 learners before the giving of the different contextualized learning materials based on the Experiential and Contextualized Learning Approach which most probably crafted based on the different needs of the Grade 8 learners. The Posttest performance of the Grade 8 learners after the implementation of the Experiential and Contextualized Learning Approach, as well as the significant difference of the pretest and posttest before and after the implementation of the Experiential and Contextualized Learning Approach in the delivery of the most essential learning competencies in teaching Araling Panlipunan for the First Grading Period. The researcher prepared different validated contextualized Learning materials that were validated by the different experts from the school such as but not limited to the Mater Teacher, Department Head or the School head, then the crafted learning materials were forwarded to the office of the Schools District Supervisor for possible refinement of the materials and if the materials followed the norms or standard in crafting teacher-made video lessons, those were forwarded to the School Division office for possible approval from the Learning Resource management Team and those materials being approved were utilized in the implementation of the intervention based on the prepared activity matrix prepared by the teacher as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that were subjected for decision making whether the results are significant in the study. The proposed Improvement was taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings.

Sampling. There are 34 total number of respondents who were chosen using universal sampling technique and the primary means of reach is through Facebook account of their parents if there are times that during the gathering of data, they are in their respective homes. Another way of contacting them are through cell phones of their respective parents as well as during limited face to face.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The different tools prepared by the researcher were the ff: validated Summative Test Questionnaire in Araling Panlipunan subject in the Grade 8 level particularly on the Key Stage 3 level from the Self Learning Modules or from the Learners Activity Sheets that were focused on the different competencies in the 1st grading period based on the approved activity matrix that covers 4 weeks or 1 month which is usually composed of 40 to 50 items. The test questions that were approved by the Learning resource experts such as the school head and the school Principal or Administrator were being used before the utilization of the Experiential and Contextualized Learning Approach through the use of different contextualized learning materials as the chosen Intervention to be given to the Grade 8 learners in the delivery of the most essential learning competencies. The 40 test item test questionnaires was prepared to validate the performance level of the grade 8 respondents. After one month in the implementation of the Experiential and Contextualized Learning Approach, posttest was given to the grade 8 learners with the same test questionnaire including the Table of Specification that follows the norms or standard in crafting the learning assessment. Prior to the preparation of all validation tools which were used by the teacher-researcher in determining their performances before and after the integration of the Experiential and Contextualized Learning Approach together with the different contextualized learning materials which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and or School Heads and in coordination with the Learning Area coordinator was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study was conducted. Orientation of the respondents both the learners and the teachers including the School Principal were done. . In the orientation, specially to the parents and or guardian, the process of the study were being discuss in order for them to know how and why the study will be done and to reiterate that this study is purely focus on the improvement of the performance of the learners. The need for other data that were needed in the study such as the performance of the school in general based on the different performance

indicators, a written permission was sought to the principal confidentiality and anonymity was discussed requiring them not to write names on the tools and will have to writer pseudonym instead.

Treatment of Data. The the Effectiveness of Experiential and Contextualized Learning Approach to the performance of the Grade 8 students in Araling Panlipunan. which focuses on the pretest and posttest performances gained by the students and were treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF GRADE 8 STUDENTS IN ARLING PANLIPUNAN

Score Range	Description	CONTROL		EXPERIMENTAL	
		Frequency	%	Frequency	%
33-40	Excellent	0	0	0	0
26-32	Very Good	0	0	1	3
17-24	Good	9	26	7	20
9-16	Fair	20	59	24	71
1-8	Poor	5	15	2	6
Total		34	100	34	100
Weighted Mean		12.79	Fair	14.29	Fair

Table 1 presents the pretest performance of the Grade 8 students in Araling Panlipunan for the 1st grading period before the integration of the experiential and contextualized learning approach through the use of learners Activity Sheets in the delivery of the most essential learning competencies. This results, are coming from the learners basic knowledge or learning from the past experiences in which they instill from them in learning the subject. Pretests are vital to put it simply, non-graded tests that teachers use to gauge each student's understanding and proficiency of a certain subject. it give instructors a means to assess students' knowledge, get them ready for new material, and ultimately gauge their progress. They are most effective when utilized at the beginning of a course. it likewise help teachers identify areas where students may have missed important lessons while they were away from the classroom, emphasizing the importance of the first test of the quarter.

Based from the results given in table 1 which shows how they grasp the different learning opportunities they experience in the different learning modalities offered by their teachers in delivering the most essential learning competencies in Araling Panlipunan. Thus, this results are purely coming from their own knowledge from the past lessons learned. Based from the results in

table 1, shows that the highest percentage among the five (5) class interval based on the groupings of scores based on the norms, the highest frequency is in the fair level of performance having a 20 total number of respondents or 59 percent out of the 34 total number of respondents who were validated in the control. The second level of performance which is in the highest peak is on the good level of performance having 9 total of grade 8 students or 26 percent while in the Poor level of performance or the bottom level of performance, there were only 5 respondents out from the total number of respondents who were validated. Lastly, the level of performance in which none from the 34 respondents belong are in the very good and excellent level of performances. Meanwhile the experimental group of learners in which the researcher prepares intervention for them. Based from the result in table 1, on the score ranging from 33-40, there were none from the respondents belong to this level or 0 percent while the highest level of performance which created dominantly by the respondents, is on the fair level of performance having 24 total number of respondents or 71 percent while on the second to the highest level of performance is on the good level of performance having 7 total number of respondents or 20 percent. Moreover, on the poor level of performance, there were only 2 total number of respondents or 6 percent out from the 34 total number of respondents evaluated.

The results implied in table 1 in relation to the pretest performance of the Grade 8 learners before the integration of the experiential and contextualized learning approach using the different learner's activity sheets particularly on the control group of learners are having difficult times in learning the different topics presented by the teacher which means that they really need intervention in order to increase their performance in Araling Panlipunan. The results further explain that learning from the different learning competencies using modules could hinder them to learn or they have experience learning gaps thus, creating innovations is one of the keys to improve learning performance through the utilization of learning materials which are focus on the specific area which easy to understand on the mind of different learners as well as to the type of learning environment that the learners are living in could possibly produce not really good performance of the learners. This could further explains to the experimental group in whom they will be receiving the intervention and they really need to have to in order to improve their learning performances considering that the overall weighted mean is 14.29 having far from the 40 total number of scores to be gained by the learners themselves. By being said that, proper implementation of the intervention based on the timeline prepared by the researcher.

Table 2
POST-TEST PERFORMANCE OF GRADE 8 STUDENTS IN ARLING PANLIPUNAN

Score Range	Description	CONTROL		EXPERIMENTAL	
		Frequency	%	Frequency	%
33-40	Excellent	0	0	9	26
26-32	Very Good	1	3	13	38
17-24	Good	15	44	12	35
9-16	Fair	17	50	0	0
1-8	Poor	1	3	0	0
Total		34	100	34	100
Weighted Mean		16.18	Fair	27.61	Very Good

Table 2 presents the posttest performance of the Grade 8 students in Araling Panlipunan for the 1st grading period after the integration of the experiential and contextualized learning approach through the use of learners Activity Sheets in the delivery of the most essential learning competencies. This results, are coming from the learners adopted and gained knowledge from their utmost learning during the integration of the intervention for the past 4 weeks in the delivery of the most essential learning competencies for the first grading. Posttests are graded assessments, it determine if a student has acquired the knowledge necessary to pass the subject. Additionally, they show how much each student's knowledge increased and how much growth occurred throughout the class.

Based from the results given in table 2 which shows how they grasp the experiential and contextualized learning approach offered by the teacher-researcher in delivering the most essential learning competencies in Araling Panlipunan. Thus, this results are the responses from the grade 8 learners coming from their learning of the topics delivered by the teacher through the use of the different learning intervention. Based from the results in table 2, shows that the highest percentage among the five (5) class interval based on the groupings of scores based on the norms, the highest frequency is still in the fair level of performance having 17 total number of respondents or 50 percent out of the 34 total number of respondents who were validated in the control group. The second level of performance which is in the highest peak is on the good level of performance having 15 total number of respondents, grade 8 students or 44 percent while in the Poor level of performance or the bottom level of performance, there was only 1 respondent out from the total number of respondents who were validated. Lastly, the level of performance in which there was 1 respondent from the 34 respondents belong are in the very good level of performances or 3 percent. Meanwhile the experimental group of learners who received the specific intervention which was usually utilizing the contextualized learners activity sheets that were validated from the experts

from the Division Office. Based from the result in table 2, on the score ranging from 33-40, there were 9 respondents belong to this level 26 percent while the highest level of performance which created dominantly by the respondents, is on the very good level of performance having 13 total number of respondents or 38 percent while on the second to the highest level of performance is on the good level of performance having 12 total number of respondents or 35 percent. Moreover, on the poor level of performance, there were none or 0 respondents or 0 percent out from the 34 total number of respondents evaluated.

The results implied in table 2 in relation to the posttest performance of the Grade 8 learners after the integration of the experiential and contextualized learning approach using the different learner's activity sheets particularly on the control group of learners are still experiencing difficult times in learning the different topics presented by the teacher having received the usual learning strategies delivered by the teacher which means that the usual intervention experienced by the Grade 8 learners are not really effective in improving the performance of the learners in order to increase their performance in Araling Panlipunan. The results further explain that learning from the different learning competencies using modules would not really improve their performances. On the other hand, in the experimental group where the learners received they the intervention while learning the different topics presented by the learners because they really love the intervention and it makes them easy to learn considering that they can somehow grasp the idea of learning the topics knowing the fact that the activities are very specific in accordance with their needs.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade 8 Students in Araling Panlipunan

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Control Group	Pre Post	12.79 16.18	0.042	0.224	Accept H ₀	Not Significant
Experimental Group	Pre Post	14.29 27.61	2.842	0.224	Reject H ₀	Significant

Table 3 presents the test of difference between scores in the pretest and posttest of the Grade 8 students in Araling Panlipunan subject. The scores are coming from the results of the grade 8 learners based on their learnings from the past approaches as well as to the new interventions given by the researcher. Based from the results in table 3, it shows that the results of the pretest and posttest scores in the control group revealed that the pretest is lower than the posttest performance of the Grade 8 learners showing that they gained 12.79 and 16.18 respectively. Even though there was increase in the scores still it will not suffice to the standard

set by the department. The test scores performance which resulted to the computed T value of 0.042 that is lesser than the critical t value which has an equivalent result of 0.224. while on the experimental group of grade 8 learners, the pretest has an equivalent score of 14.29 which is lower than the posttest performance which is equal to 27.61 and resulted to the computed t value of 2.842 which is greater than the critical t value of 0.0224.

The results which based on the significant difference in the pretest and posttest scores of the Grade 8 respondents before and after the utilization of the experiential and contextualized learning approach through the use of quality assured learners activity sheets implied utilizing the intervention is more effective compared to the usual learning materials delivered by the teachers to the grade 8 learners. Thus, this intervention should be fully utilized. So the hypothesis which states that there is no significant difference in the pretest and posttest scores from the control and experimental group is rejected.

Table 4
Test of Difference Between the Scores in the Post-tests of Grade 8 Students in Araling Panlipunan

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Post Test Results	Control	16.81	2.641	0.334	Reject Ho	Significant
	Experimental	27.61				

Table 4 presents the test of difference between scores in the posttests of the Grade 8 students in Araling Panlipunan subject. The table shows how the performance of the Grade 8 students who were grouped according to the control and experimental shows big difference knowing that the posttest performance of the control group is only 16.81 and lower than the posttest scores in the experimental group which is equal to 27.61 and resulted to the computed T value of 2.641 which is visibly higher than the critical t value of 0.334. This results is coming from the results of the grade 8 students after the control group are just receiving the same learning modalities while the experimental group The scores are coming from the results of the grade 8 learners based on their learnings from new intervention.

The results which based on the significant difference in the pretest and posttest scores of the Grade 8 respondents before and after the utilization of the experiential and contextualized learning approach through the use of quality assured learners activity sheets implied utilizing the intervention is significantly effective compared to the usual teaching approach received by the learners in the control group. So the hypothesis which states that there is no significant different in the posttest scores between the control and experimental group is rejected.

IV. Conclusion

Based on the findings of the study on the integration of the experiential and contextualized learning approach through the use of the contextualized learners activity sheets is considerably effective in improving the performance of the Grade 8 learners. Furthermore, the continuous utilization of the intervention is significantly importantly to further improve the performance or skills in Araling Panlipunan.

V. Recommendations

1. The improvement plan should be utilized by the teacher in grade 8 in the delivery of the most essential learning competencies not only in the 1st grading period but also the rest of the grading periods.
2. That integration of experiential learning approach should be implemented by the teachers in order to teach the learners how to learn independently in the different learning competencies in Araling Panlipunan.
3. The School Principal should conduct LAC sessions which focus on the activities that advocates on the utilization of experiential learning that helps the learners creates activities that imbibed the of creating independent learners.
4. The School Head should conduct monitor and validate different learning materials that encourages the learners to learn from their own pace of learning and encourages those who really find difficulties in learning the subjects.

Furthermore, the researcher allows future researchers to conduct the same study to test the effectiveness of the experiential and contextualized learning approach in the delivery of the most essential learning competencies.

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The author was born in Baybay City, Leyte, Philippines, on August 9, 1975. At the University of San Jose Recoletos, she completed her Bachelor of Science in Commerce with a major in Management. She is currently a graduate student at Western Leyte College in Ormoc City. Although teaching was not her initial career choice, Saint Michael's College in Hindang, Leyte gave her the inspiration and encouragement she needed to continue her education.

She is employed by the Department of Education as a teacher III at Banahao National High School at the moment. Araling Panlipunan and Edukasyon sa Pagpakatao are the subjects she teaches. Her prior employment history included three years as a branch accounting clerk, one year as a branch cashier, and fourteen years as a marketing supervisor in a private company.

Throughout the SY 2019–2021, she received recognition as an outstanding Araling Panlipunan teacher at her school.