

Effectiveness Of Constructivist Approach In The Academic Performance Of Grade 6 Pupils in MAPEH

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Abstract — This study evaluated the effect of the Constructivist Approach to the performance of the Grade 6 pupils in Masaba Elem. School. This study demonstrated to teachers the possible value of integrating Constructivist approach into the classroom. The method used to gather relevant data is true experiment for learners to complete in the 3rd quarter and a study of the test scores before and after the integration of Constructivist approach was introduced in the classroom. Thus, this study considers two groups, the controlled and the experimental which were randomly selected through a toss coin. Table 3 presents the test of difference between the post test scores of the Grade 6 pupils in MAPEH before and after the integration of Constructivist Approach in teaching different learning competencies particularly in the 3rd grading period MAPEH. It can be gleaned from the results provided by the Grade 6 learners that in the pretest performance of the respondents, there are only 21.76 overall weighted mean which is very low compared to the posttest performance given by the respondents after they have experience the identified intervention in learning the different learning topics in MAPEH. The posttest performance is equal to 34.94 which means that it has higher value compared to the pretest. These two results on before and after the integration of the constructivist approach to the different learning competencies delivered by the teachers was resulted to the p value which is equal to 0.00 which means that it was smaller or lower than the level of significance which is equal to 0.5. so the hypothesis which states There is no significant difference in the pretest and posttest performances of the Grade 6 pupils in MAPEH before and after the integration of the Constructivist approach n is rejected. The implication of the results in table 2 is that before the integration of the constructivist approach in the delivery of the most essential learning competencies in MAPEH for the 3rd grading period is good but not really enough because we all know that leaning on understanding alone is not really that good because we knew that some of the learners are already aware on how to use the different learning materials available in their surroundings or even inside the classrooms which they could easily asked if ever they have some gray areas that needs to be clarified there are still time that it cannot really give the things that we always desire to do such low internet connections, videos and ppt in the online are not really that comprehensive in terms the different presentations and some have restrictions meaning the learner cannot really open and download right away if there are some topics that thy wanted to learn that are related to the topics that they discussed. But of course those

learning materials that they could easily be used are the laptop and computers, cellphones and tablets as well as through the use of internet anytime and anywhere as long as there were signals such as 4g and 5g. Because of these aforementioned gadgets, learners could easily get different educational learning from the videos, regarding to the different learning topics that they need to learn. Another reason for having an excellent performance is that learners are already learned independently on which somehow they can learn from their peers or from their parents or guardians while learning the subject. Another reason why they have gained excellent level of performance is that majority of the learners were already aware on how to learn the different learning subjects independently using the different available resources that they can use in their surroundings or even inside the classrooms which they could easily ask if ever they have some gray areas that need to be clarified. Exposing to the different learning materials such as but not limited to laptop and computers, cellphones and tablets as well as through the use of internet is another factor why the learners really gained excellent performances. Because of these aforementioned gadgets, learners could easily get different educational learning from the videos, regarding to the different learning topics that they need to learn. They can also get different learning materials such as power point presentation on the different topics that they have already discussed. Thus the continuous utilization of the intervention is really highly recommended in order to test the efficacy of the results.

Keywords — Effectiveness, Constructivist Approach, Academic Performance, Grade 6 pupils, MAPEH

I. Introduction

It is clearly stipulated in Republic Act No. 10533 (An Act Enhancing The Philippine Basic Education System By Strengthening Its Curriculum And Increasing The Number Of Years For Basic Education, Appropriating Funds Therefor And For Other Purposes), SEC. 5. Curriculum Development that “DepEd” shall adhere to the following standards and principles in developing the enhanced basic education curriculum: (e) curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative.

It will help if we can have a common understanding of the proponents and their theories that became the basis for Constructivism.

Since constructivist approach in teaching is based on the belief that learners must be actively involved in the learning process it could be best applied in teaching Mapeh, thus studying and giving importance to it is important because Mapeh subject is an interesting and challenging subject where all the multiple intelligence of the learners could be applied and be developed. Another, PE improves our strength. Health promotes our knowledge, skill and positive attitude.

Music gives theoretical knowledge and Arts enhance our imagination. One of the possible problems is the application of the approach- the teacher will not apply the approach. Another

problem, the teacher is not creative and resourceful to carry the task. MAPEH teachers face unmotivated students and students who are living unhealthy lifestyles. While these students can pose a challenge, they also provide an opportunity to help the students learn to value physical education and make changes that could improve their health and well-being for a lifetime.

It will be beneficial to both because for the teacher, the task will become handy and for the learners not just that they are learning might as well as they are enjoying what they are learning and the knowledge that have been constructed is permanent, thus meaningful learning it is.

This study evaluated the effect of the Constructivist Approach to the performance of the Grade 6 pupils in Masaba Elem. School. Furthermore, an improvement plan was proposed based on the findings of this study.

Specifically, it sought to answer the following questions:

1. What is the pre-test performance of the Grade 6 pupils before the integration of Constructivist Approach?
2. What is the post-test performance of the Grade 6 pupils after the integration of Constructivist Approach?
3. Is there a significant difference between the pre-test and post-test scores or performance of the Grade six pupils before and after the intervention of Constructivist Approach?
4. What action plan can be proposed based on the findings of the study?

Statement of the Null Hypothesis

Ho 1: There is no significant differences between the pre-test and post-test scores or performance of the Grade six pupils before and after the intervention of Constructivist Approach

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the effectiveness of the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH). This study focuses on assisting of learners while they are doing their tasks which were done independently. The Performance Of The Grade 6 Learners In Music, Arts Health, & Physical Education (MAPEH was validated During The full Face To Face Class implementation in the delivery of the different learning competencies from the grading period focused in the study. The teacher-researcher has prepared different learning materials in Music, Arts Health, & Physical Education (MAPEH) in order to carefully test the different learning skills of the Grade 6 learners. The main local of the study is the Masaba Elementary School which is located under the in the Schools Division of Leyte Province. In the aforementioned locale where the study was conducted, the main respondents that was chosen by

the teacher-researcher was the Grade 6 pupils who were experience the identified intervention in order to test how the learners are being touched by the different period where the teacher were embedding the intervention during the delivery of the different learning competencies of the intervention which is the of the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH). The Performance Of The Grade 6 Learners in Music, Arts Health, & Physical Education (MAPEH were carefully validated. These 2 stages of assessment were the giving of the examination before the integration of the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH) to the different lessons of the identified grading period. The teacher-researcher after the different stages of the assessment in the pretest and posttest performance to the different components in Music, Arts Health, & Physical Education (MAPEH) are then scrutinized based from the Scores given. The same things happens in the posttest performance in which the teacher researcher carefully recorded the scores gained by the grade 6 learners after they have experience the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH) using the different learning Materials were undertaken in order to validate their posttest performances or after the implementation of the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 6 pupils before the implementation of the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH, The Posttest performance of the Grade 6 pupils after the implementation of the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH) as well as the significant difference of the pretest and posttest before and after the implementation of the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH in the delivery of the most essential learning competencies in teaching Music, Arts Health, & Physical Education (MAPEH). In the Quasi-experimental research design, the researcher prepared different learning materials in Music, Arts Health, & Physical Education (MAPEH) that were focused on the learning competencies. The materials being prepared by the teacher-researcher are based from the different learning competencies in the Third Grading Period in Music, Arts Health, & Physical Education (MAPEH) and some cases these are the competencies which are difficult to pass by the grade 6 respondents. Thus facilitating in the giving of pretest and posttest to the identified respondents is very important in order to gather necessary data in order to find out if the intervention is significantly effective to the performance of the respondents which are the Grade 6 learners who were the focus in the study; The proposed improvement plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Grade 6 pupils.

Sampling. There are 17 who are included in the study. 8 respondents of the study were Males and 9 were Females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 6 pupils inside the classroom.

Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

Research Procedure. The researcher prepared the research design. In this study, the researcher prepared the type of research design which applicable to the data gathered which was really focus on the significant difference of the learners which are the Grade 6 learners. The researcher designed lessons with constructivist approach integration to present 3rd quarter topics during the teaching – learning process. The researcher was conducted a pre and post quarterly tests using the Regional Test Item Bank, with the help of the MAPEH teacher, which covered all aspects of the topic in the 3rd quarter to measure the different levels of learning performance. The test included 40 multiple choice questions where crafted and validated from the Grade 6 Learner’s Module These tools where being utilized for the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Music, Arts Health, & Physical Education (MAPEH) from the Learning Modules of the aforementioned subject that were focused on the different competencies in the 3rd grading period. The test questions were used before the implementation of the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH) and were given to the pupils. After one month of the intervention of the implementation of the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH, posttest was given to the grade 6 pupils with the same test questionnaire given in the pretest 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 intervention together with the different implementation of the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH) 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 the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were 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 being the head of the agency, as well as to the Assistant Schools Division Superintendent as Chairman of the Schools Division Research Committee (SDRC) followed by the Public Schools District Supervisor and lastly to the principal. This stages of offices should be informed in order to get for the approval from the different offices in the Division Office of Leyte. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The implementation of the Constructivist Approach to the performance of the Grade 6 pupils in Music, Arts Health, & Physical Education (MAPEH,) was the area of focused and was 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 6 Pupils In MAPEH

Score Range	Description	GRADE 6	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	3	18
17-24	Good	14	82
9-16	Fair	0	0
1-8	Poor	0	0
Total		17	100
Weighted Mean		21.76	Good

Table 1 presents the Pretest performance of the Grade 6 Pupils in MAPEH. This results are purely coming from the learning of the learners which was gained from their own instinct on what should be the things to be learned from the different learning competencies of the aforementioned subject before they were experienced the integration of the constructivist approach which will be applied in the delivery of the most essential learning competencies for the third grading period. The constructivist approach is one of the many strategies to be applied by the teacher in the delivery of the learning competencies in MAPEH where the learners are given the chance to learn from their own pace of learning and the main role of the teacher is just to guide the learners to learn the different learning competencies in the third grading period.

Based on the results in Table 1 specially in the pre-test performance Grade 6 pupils in MAPEH. It was shown that from the scores ranging from 33-40, there were none of the respondents belong in this level which is the excellent level of performance. This type of level of performance is considered as the highest performance level among all the five level of performances presented

in the aforementioned table. In The scores ranging from 25-32 and considered as the very good level of performance, there were only 3 respondents or having an equivalent percentage of 18 percent. From the average level of performance having the scores ranging from 17-24, there were 14 total number of respondents with an equal percentage of 82 percent. In this level of performance, it can be gleaned that it was composed of frequency which was also considered as the highest percentage among all the other percentages presented. Lastly, in the two last level of performances which are the fair level of performance and poor level of performance with the set of scores ranging from 9-16 and 1-8 respectively, there were none of the respondents belong in these level of performances out of the 17 total number of respondents who took the examination or pre- assessment prior to the integration of the constructivist approach in the delivery of the most essential learning competencies in the 3rd grading period in all four (4) components ion MAPEH.

The results in table 1 implies that the pre-test performance of the Grade 6 pupils in MAPEH before the integration of the Constructivist approach is quite good because the learners have gained good level of performance having an equivalent weighted mean of 21.76 which means that the learners were learned from their previous discussions in MAPEH either from their peers or from their parents or guardians while learning the subject. Another reasons why they have gained good level of performance is that some of the learners are already aware on how to use the different learning materials available in their surroundings or even inside the classrooms which they could easily asked if ever they have some gray areas that needs to be clarified. One of the learning materials that they could easily been used are the laptop and computers, cellphones and tablets as well as through the use of internet. Because of these aforementioned gadgets, learners could easily get different educational learning from the videos, regarding to the different learning topics that they need to learn. They can also get different learning materials such power point presentation on the different topics that they have already discussed. But we should not also forget that not all the time, the learners could be able to get those materials mentioned, there are times that they really want to have actual learning experiences so that they can easily recall the things that they have learned and prepared thus, there are tendencies that those learners that found in the good level of performances have the tendencies to go down their performances level and be in the fair or even poor level of performance. Therefore, in order to maintain or improve the learning performances in MAPEH, they need to be introduced another learning options that could help them improved their performances.

Table 2
Post Test Performance of Grade 6 Pupils In MAPEH

Score Range	Description	GRADE 6	
		Frequency	%
33-40	Excellent	14	81
25-32	Very Good	3	18
17-24	Good	0	0
9-16	Fair	0	0
1-8	Poor	0	0
Total		17	100
Weighted Mean		34.94	Excellent

Table 2 presents the Posttest performance of the Grade 6 Pupils in MAPEH. This results provided by the respondents are coming from coming from the learning of the learners which was gained from the discussion made between and among the teachers and learners after the integration of the constructivist approach in the delivery of the most essential learning competencies in MAPEH. The learners knew already what should be done in order for the different learning topics in MAPEH to be learned based from the different learning competencies of the aforementioned subject after they were experienced the integration of the constructivist approach which were applied in the delivery of the most essential learning competencies for the third grading period. The results in this table justified how The constructivist approach helped the learners and teachers in delivering the lesson or topics and validate the efficacy of the strategy and answer why constructivist approach is considered as one of the many strategies to be applied by the teacher in the delivery of the learning competencies in MAPEH where the learners were given the chance to learn from their own pace of learning and the main role of the teacher is just to guide the learners to learn the different learning competencies in the third grading period.

Based on the results in Table 2 specially in the posttest performance Grade 6 pupils in MAPEH. It was shown that from the scores ranging from 33-40, there were 14 total respondents belong in this level which is the excellent level of performance. This type of level of performance is considered as the highest performance level among all the five level of performances presented in the aforementioned table. The frequency on the first level of performance has an equivalent percentage of 81 percent and considered to be the most numbered in terms of respondents or it has an equivalent percentage of 81 percent. In The scores ranging from 25-32 and considered as the very good level of performance, there were only 3 respondents or having an equivalent percentage of 18 percent. From the average level of performance having the scores ranging from 17-24, there were none from the total number of respondents with an equal percentage of 0 percent. In this level of performance, it can be gleaned that it was composed of frequency which was also considered as the lowest percentage among all the other percentages presented. Lastly, in the two last level of performances which are the fair level of performance and poor level of performance with the set

of scores ranging from 9-16 and 1-8 respectively, there were none of the respondents belong in these level of performances out of the 17 total number of respondents who took the examination or pre- assessment prior to the integration of the constructivist approach in the delivery of the most essential learning competencies in the 3rd grading period in all four (4) components ion MAPEH.

The results in table 2 implies that the posttest performance of the Grade 6 pupils in MAPEH after the integration of the Constructivist approach is significantly effective specially in improving the performance of the learners considering that the results in posttest performance of the learners were excellently done because the learners have gained excellent level of performance having an equivalent weighted mean of 34.94 which means that the learners were learned from the discussions made both the teachers and learners during the delivery of the most essential learning competencies in MAPEH. Another reasons for having an excellent performance is that learners are already learned independently on which somehow they can learned from their peers or from their parents or guardians while learning the subject. Another reasons why they have gained excellent level of performance is that majority of the learners were already aware on how to learned the different learning subjects independently using the different available resources that they can use in their surroundings or even inside the classrooms which they could easily asked if ever they have some gray areas that needs to be clarified. Exposing to the different learning materials such as but not limited to laptop and computers, cellphones and tablets as well as through the use of internet is another factor why the learners really gained excellent performances . Because of these aforementioned gadgets, learners could easily get different educational learning from the videos, regarding to the different learning topics that they need to learn. They can also get different learning materials such power point presentation on the different topics that they have already discussed. Thus the continues utilization of the intervention is really highly recommended in order to test the efficacy of the results.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade 6 PUPILS IN MAPEH

Groups	Test Scores		P value	Level of Sig	Decision	Interpretation
Grade 1	Pre	21.76	0.00	0.05	Reject H ₀	Significant
	Post	34.94				

Table 3 presents the test of difference between the post test scores of the Grade 6 pupils in MAPEH before and after the integration of Constructivist Approach in teaching different learning competencies particularly in the 3rd grading period MAPEH. It can be gleaned from the results provided by the Grade 6 learners that in the pretest performance of the respondents, there

are only 21.76 overall weighted mean which is very low compared to the posttest performance given by the respondents after they have experience the identified intervention in learning the different learning topics in MAPEH. The posttest performance is equal to 34.94 which means that it has higher value compared to the pretest. These two results on before and after the integration of the constructivist approach to the different learning competencies delivered by the teachers was resulted to the p value which is equal to 0.00 which means that it was smaller or lower than the level of significance which is equal to 0.5. so the hypothesis which states There is no significant difference in the pretest and posttest performances of the Grade 6 pupils in MAPEH before and after the integration of the Constructivist approach n is rejected.

The implication of the results in table 2 is that before the integration of the constructivist approach in the delivery of the most essential learning competencies in MAPEH for the 3rd grading period is good but not really enough because we all know that leaning on understanding alone is not really that good because we knew that some of the learners are already aware on how to use the different learning materials available in their surroundings or even inside the classrooms which they could easily asked if ever they have some gray areas that needs to be clarified there are still time that it cannot really give the things that we always desire to do such low internet connections, videos and ppt in the online are not really that comprehensive in terms the different presentations and some have restrictions meaning the learner cannot really open and download right away if there are some topics that thy wanted to learn that are related to the topics that they discussed. But of course those learning materials that they could easily been used are the laptop and computers, cellphones and tablets as well as through the use of internet anytime and anywhere as long as there were signals such 4g and 5g. Because of these aforementioned gadgets, learners could easily get different educational learning from the videos, regarding to the different learning topics that they need to learn. Another reasons for having an excellent performance is that learners are already learned independently on which somehow they can learned from their peers or from their parents or guardians while learning the subject. Another reasons why they have gained excellent level of performance is that majority of the learners were already aware on how to learned the different learning subjects independently using the different available resources that they can use in their surroundings or even inside the classrooms which they could easily asked if ever they have some gray areas that needs to be clarified. Exposing to the different learning materials such as but not limited to laptop and computers, cellphones and tablets as well as through the use of internet is another factor why the learners really gained excellent performances . Because of these aforementioned gadgets, learners could easily get different educational learning from the videos, regarding to the different learning topics that they need to learn. They can also get different learning materials such power point presentation on the different topics that they have already discussed. Thus the continues utilization of the intervention is really highly recommended in order to test the efficacy of the results.

IV. Conclusion

Based from the findings of the study, the test results show that the integration of Differentiated Instruction is significantly effective in increasing the academic performance of the Grade 6 pupils in MAPEH.

V. Recommendations

1. The proposed Intervention Plan should be implemented.
2. The School Head should check the instructional materials of the teachers if they integrate Differentiated Instruction in teaching and learning process.
3. As DepEd introduced the different programs already shared in Elementary level, the School should fully have utilized it in the instruction and let the pupils experience in handling it in order for them to learn independently.
4. Teachers should do some serious things in attending trainings as DepEd do their best in order to learn differentiated instruction.
5. The teachers should make or develop strategy/ies and to set targets that can further augment in helping the pupils to increase their performance level.
6. Furthermore, the researcher is allowing the future researcher to conduct the same study to verify the significance of the Differentiated Instruction in improving the academic performance of the pupils in MAPEH.

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