

# Performance Level of Grade 10 Learners in Araling Panlipunan: Basis for the Development of Strategic Intervention Package (Sip)

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## Abstract:

This quantitative study aimed to describe the Performance Level of Baganian National High School Grade 10 learners in Araling Panlipunan. It made use of the results of the different performance assessments of the Grade 10 learners in Quarter I to be able to identify the least mastered competencies and used as a baseline in the development of the Strategic Intervention Package (SIP) in the school year 2023-2024. The academic performance of Grade 10 learners in Araling Panlipunan was assessed in several studies. Strategic Intervention Package significantly, improved the performance of Grade 10 learners.

**Keywords:** performance assessment, strategic intervention, performance task, quizzes

## I. CONTEXT AND RATIONALE

Education is regarded as a promoter of human development and is seen by many to be at the center of any society's life and concern. As career competition grows even fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators, and government education departments. The success of educational institutions is measured by the academic performance attributes of its students. In line with this, Malbog, 2016 put forward how students' academic achievement serves as a mechanism for societal development and economic improvements. The Araling Panlipunan subject is an essential component of the K-12 curriculum that ensures all Filipino learners manifest civic competence and functional literacy where democratic ideals and good governance are primordial concerns, thereby creating a critical mass of the citizenry.

However, one of the problems facing our educational system nowadays is the low academic performance of the learners which is attributed to their inability to read, no comprehension, and lack of interest in the subject matter. In fact, most of the learners find the Araling Panlipunan or Social Studies boring and not interesting. This is because the subject is dealing with history, economics, politics, and even government and constitutions. The content is highly objective and should be taught comprehensively. The lack of interest in the lessons, inattentiveness in the class discussion, not being motivated to learn, and failure to do subject tasks were seen as factors of low academic performance in Araling Panlipunan.

Methods and strategies would always hold the key to the effective flow of academic activities in the classroom. (Pandoma, 2019) mention that it is important that learners should possess a solid foundation

of developmental skills during the early years. Hence, the role of the teacher is very crucial for the foundations of students' holistic development.

That is why teachers are expected to provide essential input like adequate planning of lessons, effective delivery of lessons, proper monitoring, and evaluation of students' performance, providing strategic instructional materials, and appropriate discipline of students to produce and enhance learning achievement. In attaining the learning progress of the learners, teachers should develop a strategy and method of instruction to maximize the learning process of the different types of learners. With this in mind, the researcher was motivated to conduct research undertaking on the performance level in Araling Panlipunan of Baganian National High School among Grade 10 learners.

## II. ACTION RESEARCH QUESTIONS

The study aimed to describe the Performance Level of Baganian National High School Grade 10 learners in Araling Panlipunan.

Specifically, it sought to answer the following questions:

1. What is the performance level of Grade 10 learners in Baganian National High School during the Quarter I for the following:
  - 1.1 Quizzes
  - 1.2 Performance Tasks
  - 1.3 Quarterly Examinations
2. What are the least learned competencies based on the result of the assessment?
3. What Strategic Intervention Package can be crafted out of the result?
4. What is the level of validity of the crafted intervention package in terms of;
  - 4.1 Illustration and presentation?

## III. INNOVATION, INTERVENTION, AND STRATEGY INNOVATION

### “Strategic Intervention Package (SIP) for Araling Panlipunan Grade 10”

The educational system in the Philippines plays an important role in shaping the lives of Filipino learners at all levels of learning that is why the researchers aims to develop a Strategic Intervention Package to help improve the performance in the least learned concepts in Araling Panlipunan 10 of Baganian National High School and to investigate its impact on the learner's academic performance.

In this study, the researcher made use of the results of the different performance assessments of the Grade 10 learners in Quarter I to be able to identify the least mastered competencies and used as a baseline in the development of the Strategic Intervention Package (SIP) in the school year 2023-2024.

Furthermore, the teachers in Araling Panlipunan 10 were guided in the implementation of practical strategies to address the student's learning needs through the utilization and dissemination of results and proposed interventions.

Lastly, the Strategic Intervention Package was divided into six parts. Part one was the Guide card, Part two was the Activity card, Part three was the Assessment card, Part four was the Answer card, Part five was the Reference card, and the last part of the strategic intervention was the descriptive rating for correct responses. This determined the usefulness of the SIP through the significant changes in the learner's performance.

**IV. ACTION RESEARCH METHODS**

**A. Participants and/or other Sources of Data and Information**

The study focused on describing the performance level of Grade 10 learners of Baganian National High School. The locale of the study was at Baganian National High School, Zamboanga Del Sur. The respondents in the study were the 42 learners of Grade 10 - Section who were selected using the purposive sampling technique. The sources of data was the Quarter I examination result in Araling Panlipunan to be able to get the least mastered competencies.

**B. Data Gathering Methods**

The researchers asked permission from the principal’ to gather the data for quarter one from the Grade 10 Araling Panlipunan adviser. In gathering the data, the assessment was administered to the Grade10 students. In determining the performance level of the Grade 10 learners, the result of the quarter one assessment served as the baseline for determining the least learned competencies and were used in the development of the Strategic Intervention Package (SIP).

**C. Data Analysis Plan**

The researcher used the mean and mean percentage scores for data analysis to determine the performance level of the learners. For the interpretation of the data, the researcher used the descriptive equivalent adopted from the DepEd memorandum, no. 160, s. 2012 entitled “Maximization of the Utilization of the National Achievement Test (NAT) results to raise the achievement levels in low performing schools.” This would test the effectiveness and validity of the instructional materials.

**Figure 1. Mean Percentage Score and Descriptive Equivalent**

<b>Mastery/Achievement Level</b>	
<b>MPS</b>	<b>Descriptive Equivalent</b>
96-100%	Mastered
86-95%	Closely Approximating Mastery
66-85%	Moving Towards Mastery
35-65%	Average
15-34%	Low
5-14%	Very Low
0-13%	Absolutely No Mastery

**V. DISCUSSION OF RESULTS AND REFLECTION**

This section contains the results of this action research based on the statistical tools used in analyzing the quantitative data as per indicated from research questions Quantitative data are presented in tabular forms with discussions and citations.

**Table 1.1 Performance Level of Grade 10 learners in Baganian National High School during the Quarter I for Quizzes**  
**Mastery/Achievement Level**

<b>MPS</b>	<b>No. of Learners/Frequency</b>	<b>Percentage</b>	<b>Descriptive Equivalent</b>
96-100%	11	26.19	Mastered

<b>86-95%</b>	<b>16</b>	<b>38.10</b>	<b><i>Closely Approximating Mastery</i></b>
66-85%	8	19.05	Moving Towards Mastery
35-65%	4	9.52	Average
15-34%	2	4.76	Low
5-14%	1	2.38	Very Low
0-13%	0	0.00	Absolutely No Mastery
<b>Total</b>	<b>42</b>	<b>100</b>	

Table 1.1 represents the performance level of Grade 10 learners in terms of their quizzes. It was found out that most of the learners got an MPS of 86-95% which is equivalent to 16 learners or 38.10 percent. This means that learners scores in their quizzes was closely approximating mastery of the competency being tackled for the entire first quarter.

The academic performance of Grade 10 learners in Araling Panlipunan was assessed in several studies. Delfin, E. L. (2019) developed and validated Strategic Intervention Materials (SIMs) for teaching Araling Panlipunan 10, specifically on Philippine History concepts. It was found that the use of audio-visual presentations in teaching Araling Panlipunan significantly improved the performance of Grade 10 learners.

**Table 1.2 Performance Level of Grade 10 learners in Baganian National High School during the Quarter I for Performance Tasks Mastery/Achievement Level**

<b>MPS</b>	<b>No. of Learners/Frequency</b>	<b>Percentage</b>	<b>Descriptive Equivalent</b>
96-100%	9	21.43	Mastered
<b>86-95%</b>	<b>14</b>	<b>33.33</b>	<b><i>Closely Approximating Mastery</i></b>
66-85%	9	21.43	Moving Towards Mastery
35-65%	5	11.90	Average
15-34%	3	7.15	Low
5-14%	2	4.76	Very Low
0-13%	0	0.00	Absolutely No Mastery
<b>Total</b>	<b>42</b>	<b>100</b>	

Table 1.2 represents the performance level of Grade 10 learners in terms of their Performance tasks. It was found out that most of the learners has an MPS of 86-95% which is equivalent to 14 learners or 33.33 percent. This means that learners scores in their performance tasks was closely approximating mastery of the competency being tackled for the entire first quarter.

VILLERO, M. L. (2023) conducted a study on positive feedback loops in teaching Araling Panlipunan which showed that the use of these loops significantly improved the performance of Grade 10 students. These findings suggest that the development of a Strategic Intervention Package (SIP) for Araling Panlipunan could be beneficial in improving the performance of Grade 10 learners.

**Table 1.3 Performance Level of Grade 10 learners in Baganian National High School during the Quarter I for Quarterly Examination  
Mastery/Achievement Level**

MPS	No. of Learners/Frequency	Percentage	Descriptive Equivalent
96-100%	10	23.81	Mastered
<b>86-95%</b>	<b>13</b>	<b>30.95</b>	<b><i>Closely Approximating Mastery</i></b>
66-85%	11	26.19	Moving Towards Mastery
35-65%	5	11.91	Average
15-34%	2	4.76	Low
5-14%	1	2.38	Very Low
0-13%	0	0.00	Absolutely No Mastery
<b>Total</b>	<b>42</b>	<b>100</b>	

Table 1.3 represents the performance level of Grade 10 learners in terms of their Quarterly examination. It was found out that most of the learners got an MPS of 86-95% which is equivalent to 13 learners or 30.95 percent. This means that learners scores in their Quarterly examination was closely approximating mastery of the competency being tackled for the entire first quarter.

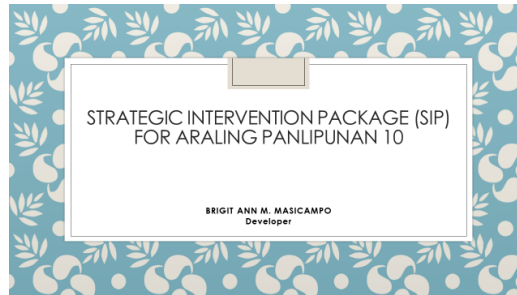
Francisco & Celon (2020) coined that engages the learners’ interest in the topic discussed and gives an overview of the lesson they will learn and lead towards the performance of the tasks. It builds learning skills and mentions the concrete outcome or product pupils are expected to demonstrate. These remedial intervention material guarantee alignment of activities that are short and simple and easy to understand. These only imply that students’ academic performance who used RIMAP improved their academic performance.

**Table 2 Least Learned Competencies based on the result of the assessment**

Competency	No. of Items	f (n=54)	%	Description
Ang mga mag-aaral ay may pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay	2	20	18.52	Least Mastered
Ang mga mag-aaral ay naisasabuhay ang pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay	2	8	7.42	Least Mastered
<i>Naipapamalas ang talino sa pagkonsumo sa pamamagitan ng pamantayan sa pamimili.</i>	2	29	26.85	<i>Least Mastered</i>

Table 2 shows the Least Learned Competencies based on the result of the Assessment Quizzes, Performance tasks and Quarterly Examination of the learners. It was found out that the competency that got highest percentage of being the least learned competency was “*Naipapamalas ang talino sa pagkonsumo sa pamamagitan ng pamantayan sa pamimili*” By this result, it would be the basis for Strategic Intervention Package (SIP) for Araling Panlipunan 10.

**Table 3 Strategic Intervention Package can be crafted out of the result**



*See the Power point Presentation of SIP Package*

**Table 4.1 Level of Validity of the crafted Intervention Package in terms of Illustrations**

Items	Aral Pan Teachers		Master Teachers		EPS In Aral pan	
	Mean	Description	Mean	Description	Mean	Description
The illustration used..						
1. are clear and simple.	4.60	Very High	4.60	Very High	5.00	Very High
2. arouse students' interest, making learning effective and enjoyable.	4.60	Very High	4.80	Very High	5.00	Very High
3. provide concrete visual clues.	4.80	Very High	4.80	Very High	4.60	Very High
4. guide students to follow directions.	4.40	High	4.80	Very High	5.00	High
5. relevant to the topic.	5.00	Very High	4.80	Very High	5.00	Very High
<b>Over-all Mean</b>	<b>4.68</b>	<b>Very High</b>	<b>4.76</b>	<b>Very High</b>	<b>4.92</b>	<b>Very High</b>

Level of Validity of the crafted Intervention Package in terms of Illustrations obtained a very high level of validity in terms of its illustrations with a mean of 4.68 for Aral Pan Teachers, 4.75 for Aral Pan Master Teachers, and 4.92 for EPS in Aral Pan.

**Table 4.2 Level of Validity of the crafted Intervention Package in terms of Presentations**

Items	Aral Pan Teachers		Master Teachers		EPS In Aral pan	
	Mean	Description	Mean	Description	Mean	Description
The presentation of...						
1. topics are logical and orderly sequenced	4.60	Very High	5.00	Very High	4.60	Very High
2. directions are concise, readable, and easy to follow	5.00	Very High	4.80	Very High	4.80	Very High
3. topics fit the sequence of the course	5.00	Very High	5.00	Very High	5.00	Very High
<b>Over-all Mean</b>	<b>4.87</b>	<b>Very High</b>	<b>4.93</b>	<b>Very High</b>	<b>4.80</b>	<b>Very High</b>

Level of Validity of the crafted Intervention Package in terms of presentations obtained a very high level of validity in terms of its presentations with a mean of 4.87 for Aral Pan Teachers, 4.93 for Master Teachers, and 4.80 for EPS in Aral Pan.

### CONCLUSIONS

Based on the results and reflections, conclusion were made:

1. Learner’s scores in their quizzes was closely approximating mastery of the competency being tackled for the entire first quarter. Learner’s scores in their performance tasks was closely approximating mastery of the competency being tackled for the entire first quarter. Learner’s scores in their Quarterly examination was closely approximating mastery of the competency being tackled for the entire first quarter.
2. It was found out that the competency that got highest percentage of being the least learned competency was *“Naipapamalas ang talino sa pagkonsumo sa pamamagitan ng pamantayan sa pamimili”* By this result, it would be the basis for Strategic Intervention Package (SIP) for Araling Panlipunan 10.
3. See the Power point Presentation of SIP Package
4. Level of Validity of the crafted Intervention Package in terms of Illustrations obtained a very high level of validity in terms of its illustrations and Level of Validity of the crafted Intervention Package in terms of presentations obtained a very high level of validity in terms of its presentations.

### RECOMMENDATIONS

Based on the conclusions, recommendation were being made:

1. SIP for Grade 6 learners must undergo pilot testing to measure the effectiveness of the developed package



2. The study may be an avenue to inform the Curriculum Learning and Management Division (CLMD) and the Curriculum Implementation Division (CID) to provide technical assistance to teachers on the proper utilization of the learning package being developed.
3. The developed SIP for learning Grade 10 Aral Pan may be used to supplement the existing DepEd's Learning Materials in Aral Pan 10.
4. The developed SIP may also be used by the teachers as a potential learning material for Alternative Delivery Modes, Modular Distance Learning (MDL), and Students At-Risk of Dropping Out (SARDOs).
5. More trainings or workshops on contextualization of lessons may be conducted by the school administrators and DepEd Division personnel to teachers for them to also be able to develop more quality contextualized instructional materials.

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