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# Effectiveness of Group Dynamics as an Instructional Strategy in Improving the Academic Performance of Grade 8 Students in Araling Panlipunan: Basis for a Group Dynamics Learning Activity Kit (GDL-AK)

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**Abstract**

Araling Panlipunan is a core learning area in the Philippine basic education curriculum that aims to develop learners' understanding of history, culture, society, governance, and citizenship. However, the breadth and complexity of the subject may pose challenges to learners' understanding and academic performance, particularly in difficult or least-learned competencies. This study examined the effectiveness of Group Dynamics as a learner-centered instructional strategy in improving the academic performance of Grade 8 students in Araling Panlipunan: Kasaysayan ng Daigdig. The study employed a quantitative approach using a pre-experimental one-group pretest-posttest design. The participants were forty-five (45) randomly selected Grade 8 students from General Luna National High School, Poblacion I, General Luna, Surigao del Norte. The students participated in structured group activities involving discussion, idea sharing, collaboration, and group task completion. Results revealed that the students demonstrated generally low performance in the three identified least-learned competencies prior to the intervention. Following the implementation of Group Dynamics, their posttest performance improved across all three competencies, with a shift toward higher performance categories. Paired-samples t-tests revealed statistically significant differences between the pretest and posttest scores across all competencies, while the effect size analysis indicated large effects, demonstrating substantial gains in student performance. The students also expressed strongly positive perceptions of Group Dynamics in terms of classroom participation, collaboration and teamwork, and self-confidence. The study concludes that Group Dynamics was effective in improving students' academic performance and supported active, collaborative, and confident learning in Araling Panlipunan. It is recommended that teachers may consider integrating Group Dynamics into classroom instruction to promote active participation, collaboration, and improved learning. Schools may support its implementation through appropriate resources and instructional initiatives, while future researchers may further examine its effectiveness across different learners, subjects, and educational settings.

***Keywords****: Araling Panlipunan, Group Dynamics, learner-centered instruction, collaborative learning, academic performance, Kasaysayan ng Daigdig, General Luna*

## Introduction

Araling Panlipunan is a core learning area in the Philippine basic education curriculum that aims to develop learners' understanding of history, culture, society, governance, and citizenship. Through the study of history and social issues, learners are expected not only to acquire knowledge about past events but also to develop critical and analytical thinking, appreciate diverse perspectives, strengthen their sense of identity and nationalism, and understand their roles and responsibilities as members of society. Consequently, effective Araling Panlipunan instruction requires learning experiences that encourage learners to actively engage with content, communicate their ideas, examine different perspectives, and participate meaningfully in classroom activities.

Despite its importance, however, teaching and learning Araling Panlipunan continue to present challenges. The broad scope and complexity of the subject may make some concepts difficult for learners to understand (Tormines et al., 2021). Previous Philippine studies have also reported concerns regarding learners' interest and motivation in Araling Panlipunan, particularly when classroom instruction is perceived as less engaging or overly teacher-centered (Guimba et al., 2016; Milo, 2015). Such concerns are significant because learners' interest and engagement can influence their

willingness to participate in classroom learning. When students have limited opportunities to interact with the content and with their peers, they may become passive participants rather than active contributors to the learning process.

One manifestation of limited engagement is low classroom participation. Some learners may hesitate to answer questions, express opinions, ask questions, or participate in classroom discussions because of limited confidence, fear of making mistakes, or fear of negative evaluation (Puno, 2021). Limited participation may consequently reduce opportunities for learners to articulate their understanding, clarify misconceptions, exchange perspectives, and develop communication and critical-thinking skills. This concern is particularly relevant in Araling Panlipunan because the subject requires learners to interpret historical events, examine social issues, communicate positions, and consider multiple perspectives. Thus, instructional approaches that provide students with safe and structured opportunities to interact and contribute may help address limited classroom participation.

One learner-centered strategy that may address this concern is Group Dynamics, which emphasizes interaction, collaboration, communication, and active involvement among learners. Through structured group activities, learners are provided opportunities to exchange ideas, discuss issues, solve problems, assume responsibilities, and learn from their peers. Harper and Chen (2018) found that students became more actively engaged when classroom environments promoted group cohesion and provided opportunities for teacher-student and student-student scaffolding. Similarly, Gordy et al. (2020) reported that group dynamics in active learning environments fostered peer interaction, collaboration, mutual learning, and student engagement. These findings suggest that well-structured group interaction can provide learners with meaningful opportunities to become more involved in classroom learning.

However, effective Group Dynamics involves more than simply placing students into groups. The quality of interaction within the group is an important consideration. Theobald et al. (2017) emphasized the importance of comfort, equity, and opportunities for individual contribution in students' experiences of group work. When learners feel that they have equitable opportunities to express their ideas and contribute to group tasks, group activities may become more supportive of meaningful participation. Therefore, the implementation of Group Dynamics requires appropriate task structures, teacher facilitation, shared responsibilities, and opportunities for each learner to contribute. In the context of Araling Panlipunan, these conditions may be established through small-group discussions, debates, role-playing, collaborative problem-solving, analysis of historical sources, and discussion of contemporary social issues.

Although previous studies have provided evidence supporting collaborative and group-based learning, the effectiveness of Group Dynamics in improving classroom participation may vary according to the subject, learners, classroom context, and manner of implementation. In particular, there remains a need to examine its application in the actual classroom setting of Araling Panlipunan among secondary learners. Establishing evidence within the local school context is important because instructional strategies that are effective in other settings may not necessarily produce the same outcomes when applied to a different group of learners and classroom environment.

This study examined changes in Grade 8 students' academic performance and their perceptions of Group Dynamics, with findings serving as the basis for a Group Dynamics Learning Activity Kit (GDL-AK).

**Theoretical and Conceptual Framework**

The premise of this study was that the use of Group Dynamics as an instructional strategy would enhance students' classroom participation in Araling Panlipunan. This assumption was supported by the learner-centered principles of the MATATAG Curriculum, Tuckman's Theory of Group Development, and Vygotsky's Collaborative Learning Theory. These educational foundations collectively provided support for the use of Group Dynamics in promoting active participation, social interaction, collaboration, and engagement among learners.

The study is legally supported by Department of Education (DepEd) Order No. 10, s. 2024, otherwise known as the Policy Guidelines on the Implementation of the MATATAG Curriculum. The MATATAG Curriculum emphasizes learner-centered, active, and meaningful learning experiences that develop critical thinking, communication, collaboration, and problem-solving skills. Specifically, the Araling Panlipunan curriculum promotes pedagogical

approaches that are integrative, inquiry-based, interdisciplinary, and collaborative, encouraging teachers to facilitate learning through interactive classroom activities rather than traditional lecture-based instruction. These principles provide a strong policy foundation for implementing Group Dynamics as a teaching strategy that actively engages learners in constructing historical understanding through interaction and cooperation group development: interpersonal and task.

The primary theoretical foundation of this study is Tuckman's Theory of Group Development developed by Bruce Tuckman (1965) and later expanded by Tuckman and Jensen (1977). The theory explains that groups develop through five sequential stages: forming, storming, norming, performing, and adjourning. During the forming stage, learners become acquainted and establish initial relationships. The storming stage involves differences in opinions as members begin expressing their ideas. As the group progresses to the norming stage, members establish trust, cooperation, and shared expectations. The performing stage is characterized by effective collaboration toward accomplishing common learning goals, while the adjourning stage marks the completion of group tasks and reflection on the learning experience.

According to Tuckman (1965), group development occurs through both interpersonal and task-oriented interactions. As learners become more comfortable working together, they demonstrate increased communication, cooperation, and shared responsibility. Numerous studies have shown that understanding group dynamics contributes to improved student engagement, social interaction, and academic achievement (Blumen et al., 2014; Eddy et al., 2015; Chang & Brickman, 2018). In the context of Araling Panlipunan, this theory suggests that well-structured group activities enable students to participate more actively, express their ideas confidently, and develop deeper historical understanding through collaborative learning experiences.

Complementing Tuckman's theory is Lev Vygotsky's Collaborative Learning Theory, particularly his concept of the Zone of Proximal Development (ZPD). Vygotsky argued that learning is fundamentally a social process in which learners construct knowledge through interaction with more knowledgeable peers or teachers. The Zone of Proximal Development refers to the gap between what learners can accomplish independently and what they can achieve with appropriate guidance and collaboration. Through meaningful social interaction, learners gradually internalize new knowledge and become capable of performing tasks independently.

Collaborative learning emphasizes students working together to solve problems, accomplish learning tasks, and construct knowledge collectively (Laal, 2012). Johnson and Johnson (1995) explained that successful collaborative learning is characterized by positive interdependence, individual accountability, promotive interaction, interpersonal skills, and group processing. Likewise, Kelly (2017) emphasized that collaboration develops learners' confidence, communication skills, critical thinking, and social competence. These principles support the use of Group Dynamics in Araling Panlipunan because they encourage active participation, meaningful discussion, and cooperative problem-solving among learners.

The integration of Tuckman's Theory and Vygotsky's Collaborative Learning Theory provides a comprehensive explanation of how Group Dynamics influences students' classroom participation. Tuckman's theory explains the developmental processes that occur within learning groups, while Vygotsky's theory explains how social interaction facilitates cognitive development and meaningful learning. Together, these theories suggest that students become more engaged, confident, and academically successful when they actively collaborate with their peers in structured learning environments.

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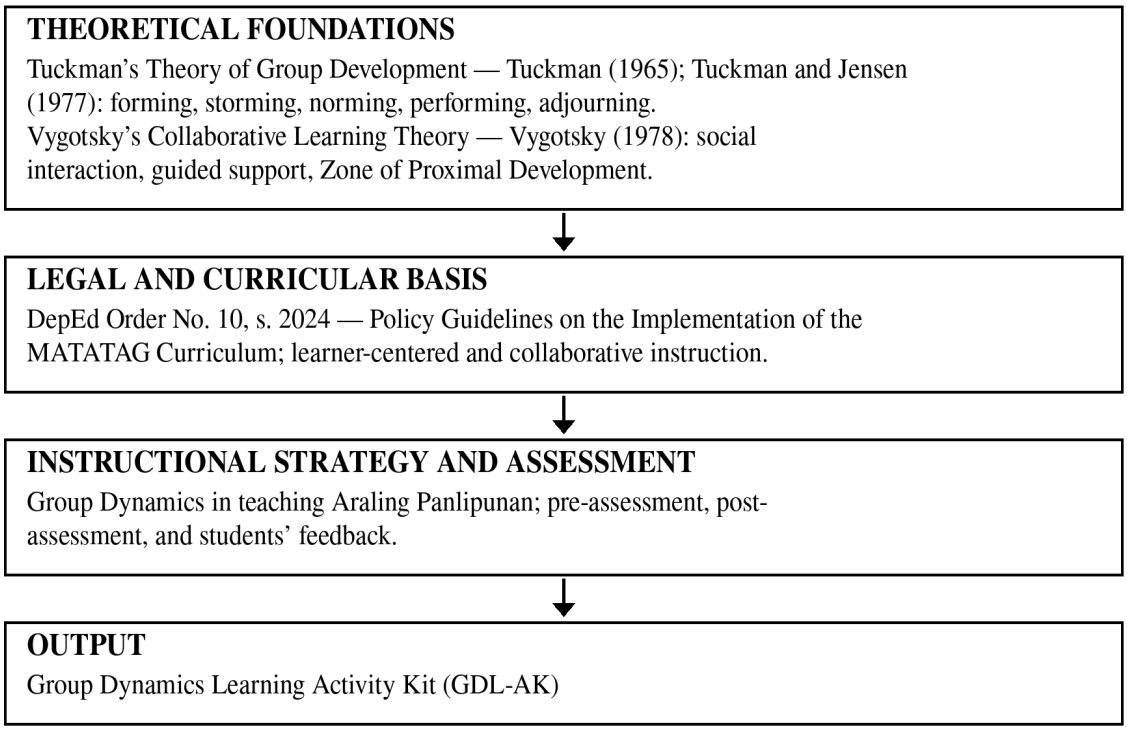



**Figure 1**
*Theoretical and Conceptual Framework of the Study*

*Related Literature*

Araling Panlipunan (AP) is a fundamental learning area in the Philippine basic education curriculum that integrates knowledge from history, geography, economics, political science, and other social sciences to help learners understand society and their roles within it. Beyond acquiring factual knowledge, AP aims to develop learners' critical thinking, analytical reasoning, civic competence, and sense of social responsibility. Serafico-Reyes (2017) explained that the Philippine Junior High School Social Studies curriculum provides opportunities to develop civic competence through the contextualization of historical and economic concepts, although the explicit integration of civic competency varies across grade levels. Similarly, Dizon (2022) found that citizenship education is integrated into the Philippine Junior High School Economics curriculum, while emphasizing the need to articulate certain civic responsibilities more explicitly in the learning competencies. These findings underscore the importance of teaching AP not merely as a body of knowledge to be memorized but as a meaningful learning experience that connects classroom concepts with real-life social issues, responsible citizenship, and active participation in nation-building.

In response to the overcrowded curriculum and misaligned learning competencies identified in the previous K to 12 Basic Education Program, the Department of Education (DepEd) introduced the MATATAG Curriculum through DepEd Order No. 010, s. 2024, to streamline learning competencies, establish a logical progression of content, and strengthen learners' mastery of essential concepts and 21st-century skills (DepEd, 2024). In Araling Panlipunan, this reform provides a framework for prioritizing meaningful learning and developing learners' understanding of historical, social, political, and economic issues. Furthermore, the curriculum emphasizes values formation and promotes the core values of Maka-Diyos, Makatao, Makakalikasan, and Makabansa, alongside national identity, responsible citizenship, and respect for diversity (DepEd, 2024). These curricular priorities provide opportunities to connect classroom learning with learners' social realities and responsibilities as Filipino citizens.

Collaborative learning organizes students into small groups to accomplish shared learning tasks, such as historical simulations, community mapping, and the analysis of social issues. Through these activities, learners exchange perspectives, communicate ideas, and work together to develop solutions to problems. In a Philippine context, Yu (2024) found that cooperative learning strategies, including Tea Party, Numbered Heads Together, and Student Teams Achievement Division (STAD), were associated with significant improvements in Grade 10 students' Araling Panlipunan learning competencies. Similarly, Chen et al. (2024) demonstrated that simulation-based collaborative problem-solving supported students' problem-solving performance and collaborative attitudes. These findings suggest that collaborative approaches can make social studies instruction more interactive while supporting content learning and the development of teamwork and problem-solving skills.

Effective group dynamics are characterized by several interrelated elements that facilitate meaningful collaboration among learners. First, positive interdependence enables students to recognize that their individual contributions are connected to the achievement of shared group goals (Adl-Amini et al., 2024). Second, open communication and promotive interaction allow learners to exchange ideas, explain their reasoning, listen to different perspectives, and support one another in completing tasks (Adl-Amini et al., 2024). Third, equitable participation and individual accountability ensure that each member has a meaningful role and is responsible for contributing to the group's work, helping reduce unequal participation and overdependence on particular members (Cagatan & Quirap, 2024). Finally, constructive conflict management enables students to address disagreements respectfully, negotiate solutions, and maintain productive working relationships. These elements are consistent with contemporary research identifying positive interdependence, individual accountability, social skills, and group processing as important components of effective cooperative learning (Adl-Amini et al., 2024).

Research suggests that student-centered teaching strategies can support academic achievement and meaningful learning. Active learning approaches, including group discussions, cooperative tasks, and inquiry-based activities, encourage learners to participate actively, think critically, and construct knowledge rather than passively receive information (Doolittle et al., 2023). A meta-analysis by Rahmadani et al. (2024) also reported positive findings regarding inquiry-based learning and academic achievement. Moreover, research on student voice found that opportunities for learners to express their views and influence classroom learning were associated with stronger engagement and positive academic outcomes (Mitra et al., 2025). These findings highlight the value of active participation and meaningful classroom interaction in supporting students' learning.

Collaboration promotes shared responsibility, communication, and respect for diverse perspectives by encouraging students to work toward common goals. It also supports academic achievement and higher-order thinking through collective problem-solving and the exchange of ideas (Güngör et al., 2026). However, successful collaboration depends on positive group dynamics, as unequal participation and social loafing can undermine group effectiveness (Delos Santos & Malcampo, 2025). Thus, clear roles, constructive communication, and individual accountability are essential for effective collaborative learning.

Research has also explored group dynamics and innovative learning strategies in Araling Panlipunan. Hernandez and Bautista (2022) found significant relationships between the use of group-dynamics strategies, pupils' attitudes, and challenges experienced by teachers in Calaca District. Similarly, Adizas et al. (2025) reported a significant increase in student engagement following the use of an educational board game among Grade 5 learners. Although these studies indicate the potential of interactive and collaborative approaches, their findings do not establish that all group activities directly improve academic achievement.

## THE PROBLEM

*Statement of the Problem*

This study aimed to determine the effectiveness of Group Dynamics as a teaching strategy in improving the academic performance of Grade 8 students in Araling Panlipunan (Kasaysayan ng Daigdig) at General Luna National High School, Poblacion I, General Luna, Surigao del Norte, during School Year 2026–2027.
Specifically, it sought to answer the following sub-problems:

1. What is the level of performances of the Grade 8 students before the implementation of Group Dynamics in teaching Araling Panlipunan, Kasaysayan ng Daigdig based on the following identified least learned competencies:
Nakapagbibigay ng mga natatanging kultura ng mga rehiyon, (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig);

Nakapagkikila ng mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig); and
Nakapagbibigay- halaga ng mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig)?

What is the level of performance of the Grade 8 students after the implementation of Group Dynamics in teaching Araling Panlipunan, Kasaysayan ng Daigdig based on the abovementioned identified least learned competencies?
Is there a significant difference in the academic performance of the Grade 8 students before and after the implementation of Group Dynamics in teaching Araling Panlipunan (Kasaysayan ng Daigdig)?
What are the students' perceptions of the implementation of Group Dynamics as a teaching strategy in terms of:
4.1 Classroom Participation;
4.2 Collaboration and Teamwork; and
4.3 Self-Confidence?

Based on the findings of the study, what Group Dynamics Learning Activity Kit (GDL-AK) may be developed to further strengthen the implementation of Group Dynamics in teaching Araling Panlipunan?

*Statement of Hypothesis*

The following null hypothesis will be tested at the 0.05 level of significance:
$H_0$: There is no significant difference in the academic performance of the Grade 8 students before and after the implementation of Group Dynamics in teaching Araling Panlipunan (Kasaysayan ng Daigdig) based on the identified least learned competencies.
Ha: There is no significant difference in the academic performance of the Grade 8 students before and after the implementation of Group Dynamics in teaching Araling Panlipunan (Kasaysayan ng Daigdig) based on the identified least learned competencies.

## Methodology

*Research Design*

This study employed a quantitative research approach using a pre-experimental one-group pretest-posttest design, complemented by a descriptive-survey method. The quantitative approach was appropriate because the study required the collection and statistical analysis of numerical data to objectively measure changes in students' academic performance before and after the intervention. The one-group pretest-posttest design was appropriate because it allowed the researcher to establish the students' baseline performance, implement Group Dynamics as the instructional intervention, and measured changes in performance after the intervention within the same group of participants.

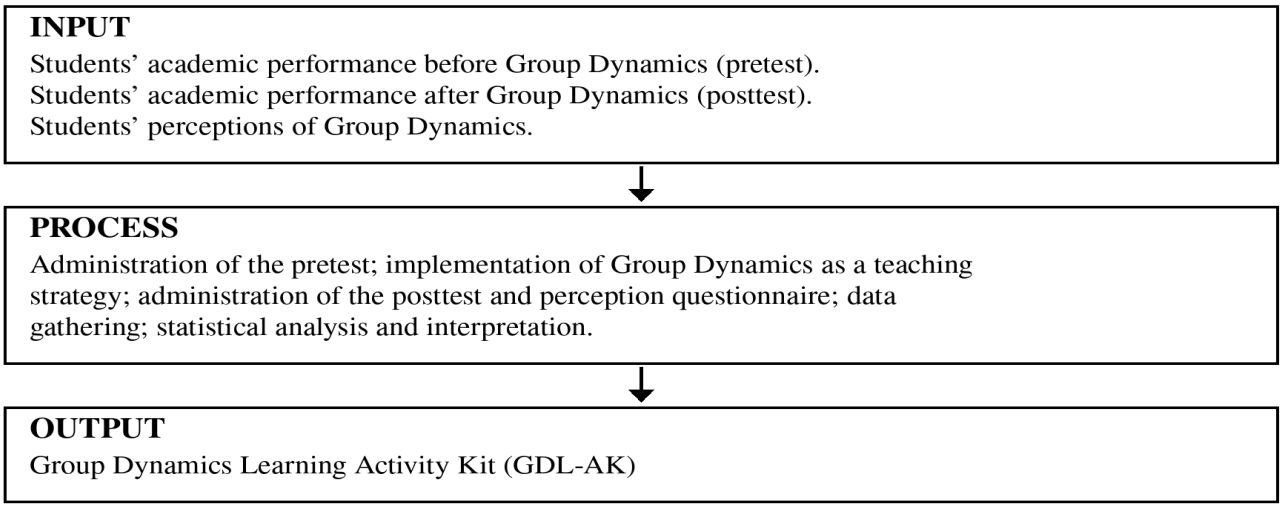
This design was particularly suitable for the study because it provided a direct basis for comparing students' pretest and posttest performance and determining whether a significant difference occurred following the implementation of Group Dynamics. Although the design did not involve a separate control group or random assignment, the pretest-posttest comparison provided empirical evidence of changes in students' performance associated with the intervention.

Prior to the implementation of Group Dynamics, a teacher-made achievement test was administered to establish the students' baseline academic performance. The intervention was then implemented through structured group activities involving discussion, idea sharing, collaboration, and group task completion. After the intervention, the same achievement test was administered to determine changes in students' performance. The pretest and posttest results were subsequently compared using appropriate statistical procedures.

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The descriptive-survey method was also employed to describe the students' perceptions of Group Dynamics after the intervention in terms of classroom participation, collaboration and teamwork, and self-confidence. Data were gathered using a structured questionnaire designed to assess these dimensions.

The combination of the pre-experimental and descriptive-survey methods enabled the researcher to examine changes in students' academic performance while also describing their perceptions of Group Dynamics. The findings provided the basis for the development of the Group Dynamics Learning Activity Kit (GDL-AK) to further strengthen the implementation of Group Dynamics in teaching Araling Panlipunan.




*Input–Process–Output Model*

The study followed the Input–Process–Output paradigm. Pretest and posttest academic performance and students' perceptions constituted the input. The process comprised assessment, Group Dynamics instruction, questionnaire administration, data gathering, statistical analysis, and interpretation. The source diagram identifies the output as the Group Dynamics Learning Activity Kit (GDL-AK).

**Figure 2**
*Input–Process–Output Model of the Study*

*Research Environment*

The study was conducted at General Luna National High School, a public secondary school under the Schools Division of Siargao, Surigao del Norte. It is one of the larger public secondary schools in the division and is recognized as an empowered school. The school also oversees two annexes, namely Sta. Fe National High School and Consuelo National High School, which extend its educational services to learners in nearby communities. General Luna National High School is managed by the Department of Education (DepEd) and offers the K to 12 Basic Education Program, including both Junior High School and Senior High School. The school implements the prescribed DepEd curriculum and policies and provides learning experiences intended to support the academic and holistic development of its learners.

The selection of the school as the locale of the study was primarily based on the identified learning needs of the Grade 8 students in Araling Panlipunan: Kasaysayan ng Daigdig. Based on the school's academic performance records and assessment results, the identified competencies concerning the recognition, identification, and appreciation of the distinctive cultures of regions, countries, and peoples of the world—including races, ethnolinguistic groups, and religions—were among the competencies in which learners demonstrated relatively low performance.

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The identified performance gaps were particularly relevant to the present study because they indicated a need to strengthen learners' mastery of the competencies through an instructional approach that could provide greater opportunities for interaction, participation, and collaborative learning. Thus, the school served as an appropriate research setting for examining the implementation of Group Dynamics in addressing the identified learning needs of Grade 8 students.

Moreover, the school was selected because it offers Grade 8 Araling Panlipunan: Kasaysayan ng Daigdig, the subject and grade level covered by the study. The availability of the target participants, appropriate instructional setting, relevant assessment records, and necessary school support facilitated the implementation of the intervention and the collection of data required for the study. The existing performance data also provided a contextual basis for examining whether the implementation of Group Dynamics could contribute to improved learner performance in the identified least-learned competencies.




**Figure 3**
*Location Map and Photograph of General Luna National High School*

*Respondents and Sampling*

The respondents of the study were the 45 Grade 8 students enrolled in one regular section of General Luna National High School, Poblacion I, General Luna, Surigao del Norte, during the School Year 2026–2027. The Grade 8 level had an approximate total enrollment of 280 students distributed across six sections, consisting of five regular sections and one Science section.

To determine the section to be included in the study, cluster random sampling through the lottery method was employed. The five regular Grade 8 sections were treated as sampling clusters, since each section represented an intact group of learners. The names of the five regular sections were written on identical pieces of paper, placed in a container, and one section was randomly drawn. The students officially enrolled in the selected section were then included as respondents, resulting in a total of 45 participants.

The selection of an intact class was appropriate to the quasi-experimental one-group pretest-posttest design employed in the study. Using an intact class allowed the researcher to administer the intervention within the students' regular classroom setting while maintaining the existing class structure and minimizing disruption to regular instructional activities. The same group of students participated in both the pretest and posttest, allowing their performance before and after the implementation of Group Dynamics to be compared.

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The respondents were selected from the regular Grade 8 population because the study focused on the identified least-learned competencies in Araling Panlipunan: Kasaysayan ng Daigdig. The school's academic performance records and assessment results served as the basis for identifying competencies in which learners demonstrated learning gaps. Thus, the selected class provided an appropriate group for examining the implementation of Group Dynamics and determining changes in students' performance in the identified competencies.

**Table 1**
*Frequency Distribution of Respondents*

| Gender | Frequency | Percentage |
|---|---|---|
| Male | 20 | 55.56% |
| Female | 25 | 44.44% |
| Total | 45 | 100.00% |

*Research Instruments*

Two research instruments were utilized in this study to gather the data necessary to address the objectives of the research: a researcher-made achievement test and a student perception questionnaire. Both instruments were developed based on the identified learning competencies and variables of the study and were subjected to content validation and reliability testing prior to their administration.

The first instrument was a researcher-made 45-item multiple-choice achievement test designed to assess the academic performance of Grade 8 students before and after the implementation of Group Dynamics as a teaching strategy in Araling Panlipunan: Kasaysayan ng Daigdig. The test was developed based on the three identified least-learned competencies in the Grade 8 Araling Panlipunan Curriculum Guide, particularly those relating to the identification, recognition, and appreciation of the distinctive cultures of regions, countries, and peoples of the world, including races, ethnolinguistic groups, and religions. Fifteen (15) items were allotted to each competency, resulting in a total of 45 items. The same achievement test was administered as the pretest and posttest to determine changes in the students' academic performance following the intervention.

Prior to administration, the achievement test underwent content validation by three (3) experts with expertise in Araling Panlipunan, educational assessment, and research methodology. The experts evaluated the relevance, clarity, appropriateness, and alignment of the test items using a five-point rating scale. The content validation yielded an overall mean expert rating of 4.98 out of 5.00, interpreted as highly relevant. All 45 test items obtained an Item-Level Content Validity Index (I-CVI) of 1.00. The instrument likewise obtained an S-CVI/Ave of 1.00, S-CVI/UA of 1.00, and Modified Kappa (K) of 1.00*, indicating excellent overall content validity and perfect agreement beyond chance among the validators. Items 37, 42, and 45 received a rating of 4 from one validator; however, these ratings were still within the acceptable relevance category. Consequently, all 45 items were retained.

Following content validation, the achievement test was pilot-tested among twenty (20) respondents who possessed characteristics similar to those of the target participants. The test employed dichotomous scoring, wherein each correct answer was assigned a score of 1 and each incorrect answer a score of 0. The Kuder–Richardson Formula 20 (KR-20) was used to determine the internal consistency of the test. The analysis yielded a KR-20 coefficient of 0.797, indicating acceptable internal consistency. This result provided evidence that the achievement test was sufficiently reliable for assessing students' academic performance across the three identified competencies.

The second instrument was a researcher-developed student perception questionnaire designed to determine the students' perceptions of the implementation of Group Dynamics as a teaching strategy. The questionnaire measured three dimensions: classroom participation, collaboration and teamwork, and self-confidence. Following content validation and item refinement, the final questionnaire consisted of 15 statements, with five (5) items allocated to each dimension. The indicators were designed to measure students' perceived participation in classroom activities, cooperation and interaction with classmates, and confidence in expressing ideas, performing learning tasks, and assuming responsibilities during group activities.

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The questionnaire utilized a five-point Likert scale, with 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree. The instrument underwent content validation and pilot testing prior to its final administration. Its internal consistency was examined using Cronbach's Alpha. The reliability coefficients obtained for the three dimensions were $\alpha = 0.706$ for Classroom Participation, $\alpha = 0.705$ for Collaboration and Teamwork, and $\alpha = 0.708$ for Self-Confidence. These coefficients indicate acceptable internal consistency for the respective dimensions, supporting the reliability of the questionnaire for measuring students' perceptions of Group Dynamics.

Overall, the content validation and reliability testing provided evidence that both research instruments possessed adequate validity and reliability for their intended purposes. The 45-item achievement test, supported by an overall content validity rating of 4.98 and a KR-20 coefficient of 0.797, served as the primary instrument for measuring students' academic performance before and after the intervention. Meanwhile, the 15-item perception questionnaire, with acceptable Cronbach's Alpha coefficients across its three dimensions, served as a supplementary instrument for determining students' perceptions of Group Dynamics in terms of classroom participation, collaboration and teamwork, and self-confidence. The validated and reliability-tested instruments were subsequently administered to the selected Grade 8 students, and the data gathered were subjected to appropriate statistical analyses to determine the effectiveness of Group Dynamics and to provide a basis for the proposed Learning Enhancement Program.

*Data Collection*

A letter of request was sent to the School principal of GLNHS, Subject Coordinator and Subject teachers handling Araling Panlipunan 8 asking a permission to conduct study inside the premises of the school and to gather an important data such as the brief history of the school, the number enrolled students for the S.Y. 2026-2027.
Given these permissions, the researcher proceeded with the four (4) phases to answer the research sub-problems.

*Phase 1: Conduct of Pre-Assessment Group Performance*

A problem or task was presented to the students, after which they were organized into groups. Each group was given fifteen (15) minutes to discuss the task and generate ideas for developing their response. The students were given the freedom to select appropriate instructional activities or approaches that would facilitate idea generation and problem-solving. After completing their response, each group presented its output to the class. The teacher then evaluated the group's performance using a predetermined rubric.

*Phase 2: Implementation of Group Dynamics and Post-Assessment*

Group dynamics referred to the relationships and interactions among learners within a group and how these influenced the way they worked together. In this activity, another learning task was presented to the students, and the teacher utilized Group Dynamics to encourage active participation and collaboration in completing the task. Guided by Tuckman's Stages of Group Development, the students were organized into five (5) groups, with a maximum of eight (8) members per group.

During the forming stage, the groups came together and discussed the assigned learning task. This was followed by the storming stage, during which each group was given twenty (20) minutes to exchange ideas and develop possible responses to the task. Differences in opinions and ideas could lead to disagreements among members; therefore, the group leader facilitated the discussion and helped maintain focus and cooperation.
During the norming stage, the group leader initially shared an idea based on their understanding of the task, after which other members were given opportunities to contribute their own ideas. This process encouraged unity, cooperation, and harmony within the group.

After the allotted time, the groups proceeded to the performing stage, wherein members worked collaboratively to consolidate and organize their ideas. The different ideas generated by the members were written on index cards and posted on the board. One representative from each group presented the group's ideas to the class. The group's performance was assessed using a predetermined rubric.

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*Phase 3: Significant Difference between the Pre-post assessment of the Groups' Performance*

The results of the two group activities were collected and evaluated based on the given rubric. The scores were recorded separately on both activities in pre-assessment and post-assessment group performance to determine the difference on the scores and the progress of the students' skills before and after the application of the technique.

*Phase 4: Student's Feedback After Using Group Dynamics Strategy*

After applying the group dynamics strategy, the students were asked about their experiences in using group dynamics strategy in participating to share ideas and opinions to the given group tasks. An interview then followed to gather the needed verification.

*Ethical Considerations*

Permission to conduct the study was requested from the school principal, subject coordinator, and Araling Panlipunan 8 teachers. The request stated the study's objectives, benefits, participant activities, and researcher responsibilities.

*Statistical Treatment and Scoring*

Frequency and Percentage were used to describe the demographic profile of the respondents, particularly their distribution according to sex. These descriptive statistics were also employed to summarize the number and proportion of students falling within specific score ranges or performance categories in the pretest and posttest. This provided a clear description of the respondents' characteristics and the distribution of students according to their level of performance.

Mean and Standard Deviation were used to determine the level of academic performance of the Grade 8 students before and after the implementation of Group Dynamics as a teaching strategy. The mean described the average performance of the respondents, while the standard deviation measured the variability of their scores.

Weighted Mean was used to determine the students' perceptions of the implementation of Group Dynamics as a teaching strategy in terms of classroom participation, collaboration and teamwork, and self-confidence. The computed weighted mean was interpreted using the five-point Likert scale.

Paired-Samples t-test was used to determine whether there was a significant difference between the students' pretest and posttest scores before and after the implementation of Group Dynamics. This statistical test was employed to test the null hypothesis at the 0.05 level of significance.

The students' academic performance was assessed using a 45-item multiple-choice achievement test administered before and after the implementation of Group Dynamics as an instructional strategy. The test was designed to measure the students' mastery of the identified least-learned competencies in Araling Panlipunan: Kasaysayan ng Daigdig. Each correct response was assigned one (1) point, while an incorrect or unanswered item received zero (0) points. The total score was obtained by summing the number of correct responses, with a maximum possible raw score of 45. The raw scores were converted into percentage scores for interpretation based on the proficiency levels prescribed in the Department of Education (DepEd) Policy Guidelines on Classroom Assessment.

The students' performance was classified as Advanced for raw scores of 41–45, corresponding to 90–100%; Proficient for raw scores of 39–40, corresponding to 85–89%; Approaching Proficiency for raw scores of 36–38, corresponding to 80–84%; Developing for raw scores of 34–35, corresponding to 75–79%; and Beginning for raw scores of 0–33, corresponding to below 75%. These proficiency levels served as the basis for determining and describing the students' level of performance before and after the implementation of Group Dynamics.

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**Table 2**
*Interpretation of Achievement Test Percentage Scores*

| Percentage Score | Proficiency Level | Description |
|---|---|---|
| 90–100% | Advanced | The student demonstrates extensive knowledge and skills and can apply them independently in varied situations. |
| 85–89% | Proficient | The student demonstrates the essential knowledge and skills and can apply them independently in authentic situations. |
| 80–84% | Approaching Proficiency | The student demonstrates the minimum knowledge and skills but still requires guidance in more complex tasks. |
| 75–79% | Developing | The student possesses the minimum knowledge and skills but needs assistance to improve understanding and application. |
| Below 75% | Beginning | The student demonstrates limited knowledge and skills and requires substantial support to meet the learning competencies. |

Students' perceptions of the implementation of Group Dynamics as an instructional strategy were assessed using a 30-item researcher-developed questionnaire. The instrument was designed to determine how students perceived the use of Group Dynamics in Araling Panlipunan, particularly in relation to classroom participation, collaboration and teamwork, and self-confidence. These three dimensions were included to examine students' perceived involvement in classroom activities, their ability to work cooperatively with classmates, and their confidence in expressing ideas, answering questions, and participating in group discussions.

The questionnaire employed a five-point Likert scale to measure the respondents' level of agreement with each statement. The scale consisted of the following response categories: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree. Higher scores indicated a more favorable perception of the implementation of Group Dynamics, whereas lower scores indicated a less favorable perception. The weighted mean for each item and dimension was computed to summarize the respondents' answers and describe their overall perceptions of the instructional strategy.

To facilitate the interpretation of the results, the computed mean scores were classified according to predetermined mean ranges and their corresponding verbal descriptions. The ranges were established using equal class intervals of 0.80, following the equal-interval approach for interpreting five-point Likert-scale responses described by Joshi et al. (2015). Accordingly, mean scores ranging from 4.21 to 5.00 were interpreted as Strongly Agree, 3.41 to 4.20 as Agree, 2.61 to 3.40 as Neutral, 1.81 to 2.60 as Disagree, and 1.00 to 1.80 as Strongly Disagree.

**Table 3**
*Interpretation of Students' Perception Scores*

| Scale | Mean Range | Verbal Description | Interpretation |
|---|---|---|---|
| 5 | 4.21–5.00 | Strongly Agree | The respondents strongly agree that Group Dynamics positively influenced the specified dimension. |
| 4 | 3.41–4.20 | Agree | The respondents agree that Group Dynamics positively influenced the specified dimension. |
| 3 | 2.61–3.40 | Neutral | The respondents are undecided or neither agree nor disagree regarding the influence of Group Dynamics. |
| 2 | 1.81–2.60 | Disagree | The respondents disagree that Group Dynamics positively influenced the specified dimension. |

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| Scale | Mean Range | Verbal Description | Interpretation |
|---|---|---|---|
| 1 | 1.00–1.80 | Strongly Disagree | The respondents strongly disagree that Group Dynamics positively influenced the specified dimension. |

**Results and Discussion**

*Pretest Performance in Giving Examples of Distinctive Cultures*

**Table 4**
*The level of performances of the Grade 8 students before the implementation of Group Dynamics in teaching Araling Panlipunan, Kasaysayan ng Daigdig based on the identified least learned competency "Nakapagbibigay ng mga natatanging kultura ng mga rehiyon, (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig)"*

| Score Range | f | % | Category |
|---|---|---|---|
| 0 - 74 | 31 | 81.58 | Beginning |
| 75 - 79 | 0 | 0.00 | Developing |
| 80 - 84 | 5 | 13.16 | Approaching Proficiency |
| 85 - 89 | 1 | 2.63 | Proficient |
| 90 - 100 | 1 | 2.63 | Advanced |
| Total | 38 | 100 | |
| Mean | 64.91 | | Beginning |
| Standard Deviation | 12.75 | | |

Table 4 presented the level of performance of the Grade 8 students before the implementation of the intervention in the identified least-learned competency in Araling Panlipunan, Kasaysayan ng Daigdig: “Nakapagbibigay ng mga natatanging kultura ng mga rehiyon, lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig.” The results revealed that the students demonstrated a Beginning level of performance, as reflected in the overall mean score of 64.91 with a standard deviation of 12.75.

The distribution of students across the performance categories further illustrated their initial level of competency. Of the 38 students, 31 (81.58%) were classified under the Beginning level. This indicated that more than four-fifths of the learners had not yet attained the expected level of mastery of the identified competency. Meanwhile, five students (13.16%) were classified as Approaching Proficiency, while only one student (2.63%) was classified as Proficient and another one student (2.63%) as Advanced. No student was classified under the Developing category. The concentration of learners in the Beginning category demonstrated that low performance in the identified competency was prevalent across the class rather than being limited to a small number of students.

This finding was comparable to the results reported by Hernandez (2019) in Project Climate: Enhancing Least Mastered Skills in Araling Panlipunan 7 through Cooperative Learning Instructional Materials. The study similarly identified a least-mastered competency in Araling Panlipunan and examined students’ performance through pretest and posttest assessments. The identification of a least-mastered skill in the study demonstrated that specific competencies in Araling Panlipunan could present considerable learning difficulties among students and could therefore require closer instructional attention. The similarity was particularly relevant to the present study because both investigations began by identifying a specific area of weak learner performance within Araling Panlipunan.

The standard deviation of 12.75 indicated variation in the students’ initial performance. Although the majority of learners were classified as Beginning, the presence of students in the Approaching Proficiency, Proficient, and Advanced categories indicated that the learners entered the assessment with different levels of prior knowledge and understanding. Thus, while the identified competency represented a general area of difficulty for the class, the extent of the difficulty varied among individual learners. The distribution suggested that a small number of students had

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already developed a relatively stronger foundation in the competency, whereas the majority remained at a lower level of mastery.

*Pretest Performance in Identifying Distinctive Cultures*

**Table 5**

*The level of performances of the Grade 8 students before the implementation of Group Dynamics in teaching Araling Panlipunan, Kasaysayan ng Daigdig based on the identified least learned competency "Nakapagkikila ng mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa aigdig (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig)"*

| Score Range | f | % | Category |
|---|---|---|---|
| 0 - 74 | 35 | 92.11 | Beginning |
| 75 - 79 | 0 | 0.00 | Developing |
| 80 - 84 | 1 | 2.63 | Approaching Proficiency |
| 85 - 89 | 2 | 5.26 | Proficient |
| 90 - 100 | 0 | 0.00 | Advanced |
| Total | 38 | 100 | |
| Mean | 55.44 | | Beginning |
| Standard Deviation | 12.70 | | |

Table 5 presented the level of performance of the Grade 8 students before the implementation of Group Dynamics in teaching Araling Panlipunan: Kasaysayan ng Daigdig, based on the identified least-learned competency, “Nakikilala ang mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig).” The results revealed that the students demonstrated a Beginning level of performance, as reflected in the overall mean score of 55.44 with a standard deviation of 12.70.

The distribution of students across the performance categories further illustrated their initial level of competency. Of the 38 students, 35 (92.11%) were classified under the Beginning level. This indicated that more than nine out of ten learners had not yet attained the expected level of mastery of the identified competency. Meanwhile, one student (2.63%) was classified as Approaching Proficiency, while two students (5.26%) reached the Proficient level. No student was classified under the Developing or Advanced categories. The substantial concentration of learners in the Beginning category indicated that limited performance in the competency was widespread across the class rather than being confined to a small number of learners.

The finding was consistent with Manzano (2021), who examined the use of Action Civics Strategic Intervention Materials in Araling Panlipunan 8. The study utilized pretest results to identify learners’ strengths, weaknesses, and least-mastered competencies before the intervention was implemented. This supported the present study’s use of baseline assessment to determine areas of limited mastery and to provide a basis for selecting an appropriate instructional intervention.

The standard deviation of 12.70 indicated variation in the students’ initial performance. Although the overwhelming majority of learners were classified as Beginning, the presence of students in the Approaching Proficiency and Proficient categories indicated that some learners possessed relatively stronger prior knowledge and understanding of the competency. However, the small proportion of students who reached the higher performance categories suggested that such mastery was not yet widespread within the class. Thus, while differences existed in individual performance, the overall pattern remained one of limited mastery of the identified competency.

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*Pretest Performance in Valuing Distinctive Cultures*

**Table 6**

*The level of performances of the Grade 8 students before the implementation of Group Dynamics in teaching Araling Panlipunan, Kasaysayan ng Daigdig based on the identified least learned competency "Nakapagbibigay- halaga ng mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig)"*

| Score Range | f | % | Category |
|---|---|---|---|
| 0 - 74 | 20 | 52.63 | Beginning |
| 75 - 79 | 0 | 0.00 | Developing |
| 80 - 84 | 8 | 21.05 | Approaching Proficiency |
| 85 - 89 | 4 | 10.53 | Proficient |
| 90 - 100 | 6 | 15.79 | Advanced |
| Total | 38 | 100 | |
| Mean | 75.09 | | Developing |
| Standard Deviation | 14.60 | | |

Table 6 presented the level of performance of the Grade 8 students before the implementation of the intervention in the identified least-learned competency in Araling Panlipunan, Kasaysayan ng Daigdig: “Nakapagbibigay-halaga ng mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig).” The results revealed a Developing level of performance, as reflected in the overall mean score of 75.09 with a standard deviation of 14.60.

The distribution of students across the performance categories revealed a relatively diverse pattern of initial performance. Of the 38 students, 20 (52.63%) were classified under the Beginning level, while 8 (21.05%) were at the Approaching Proficiency level, 4 (10.53%) were Proficient, and 6 (15.79%) were Advanced. No student was classified under the Developing category. Although the majority of the learners were at the Beginning level, 18 students (47.37%) had already demonstrated performance at or above the Approaching Proficiency level. This distribution indicated that the learners entered the study with varying degrees of prior understanding of the competency.

The finding was consistent with Tabanao (2024), who examined cultural diversity and students’ learning outcomes in Social Science and reported generally favorable understanding of cultural diversity, while noting that particular dimensions, including cultural values and beliefs, still required further development. This finding was relevant to the present study because it suggested that relatively favorable awareness of cultural diversity did not necessarily indicate complete understanding of all related dimensions. In the present study, the presence of students in the Proficient and Advanced categories indicated existing knowledge of the competency, while the larger proportion at the Beginning level demonstrated that this level of understanding was not yet consistently shared across the class.

The standard deviation of 14.60 further indicated considerable variability in the students’ initial performance. The distribution across four performance categories, particularly the presence of 20 students at the Beginning level and six students at the Advanced level, demonstrated that the class was heterogeneous in terms of prior understanding. The mean score alone did not fully represent this variation because learners were distributed across several performance levels. The results therefore indicated that while some students entered the study with relatively strong knowledge of the competency, a larger proportion still demonstrated considerable room for improvement.

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*Posttest Performance in Giving Examples of Distinctive Cultures*

**Table 7**

*The level of performances of the Grade 8 students after the implementation of Group Dynamics in teaching Araling Panlipunan, Kasaysayan ng Daigdig based on the following identified least learned competency "Nakapagbibigay ng mga natatanging kultura ng mga rehiyon, (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig)"*

| Score Range | f | % | Category |
|---|---|---|---|
| 0 - 74 | 13 | 34.21 | Beginning |
| 75 - 79 | 0 | 0.00 | Developing |
| 80 - 84 | 7 | 18.42 | Approaching Proficiency |
| 85 - 89 | 8 | 21.05 | Proficient |
| 90 - 100 | 10 | 26.32 | Advanced |
| Total | 38 | 100 | |
| Mean | 81.93 | | Approaching Proficiency |
| Standard Deviation | 11.06 | | |

The findings revealed that the Grade 8 students obtained an overall mean score of 81.93 with a standard deviation of 11.06, corresponding to the Approaching Proficiency category. This indicates that, as a group, the students demonstrated a level of performance that was higher than the Beginning category in the post-intervention assessment. The mean suggests that the class, on average, was able to demonstrate a considerable degree of understanding of the competency concerning the distinctive cultures of different regions, races, ethnolinguistic groups, and religions in the world.

The distribution of students across the performance categories further describes the post-intervention results. Of the 38 students, 13 (34.21%) were classified under the Beginning category, while seven (18.42%) were under Approaching Proficiency. Eight students (21.05%) were classified as Proficient, and 10 students (26.32%) attained the Advanced category. No student was classified under the Developing category. Overall, 25 students (65.79%) attained at least the Approaching Proficiency level, including those classified as Approaching Proficiency, Proficient, and Advanced. Thus, although a portion of the learners remained at the lowest performance category, a larger proportion of the class demonstrated performance at or above the Approaching Proficiency level after the intervention.

The presence of 13 students (34.21%) in the Beginning category indicates that the improvement in class performance was not uniform across all learners. Students enter classroom instruction with different levels of prior knowledge, readiness, learning pace, and ability to understand and apply concepts. The identified competency also involves several related concepts, including culture, race, ethnolinguistic groups, religion, and the distinctive characteristics of different regions. These concepts may require learners to connect and apply information rather than merely recall isolated facts. Consequently, some students may have needed more time, additional examples, repeated practice, or further instructional support before demonstrating the expected level of mastery. However, the available results do not establish a specific reason why individual students remained in the Beginning category; such explanations should therefore be viewed as possible instructional considerations rather than definitive causes.

The observed post-intervention result is consistent with related studies that examined collaborative learning approaches in Araling Panlipunan. Ferolino (2024), in examining Group Dynamics and learning interest among Grade 7 students in Araling Panlipunan, used a quasi-experimental pretest-posttest design and reported findings relevant to the use of Group Dynamics as an instructional approach. Similarly, Yu (2024) investigated the use of cooperative learning strategies in teaching Araling Panlipunan among Grade 10 students through a pretest-posttest experimental design. The improvement observed in competencies involving valuing provides contextual support for the present finding, particularly in demonstrating how collaborative learning approaches may be used to facilitate learner participation and engagement in Araling Panlipunan. While these studies provide support for the present findings,

differences in grade level, competency, participants, and instructional context should be considered when interpreting the results.

The standard deviation of 11.06 indicates that individual differences in students' performance remained after the intervention. Nevertheless, this value was lower than the pre-intervention standard deviation of 12.75, indicating that the post-intervention scores were somewhat less dispersed around the mean. The reduced variability suggests that the post-intervention scores were relatively more clustered compared with the pre-intervention results, although differences among learners were still evident. This is also reflected in the distribution of students across the Beginning, Approaching Proficiency, Proficient, and Advanced categories. Therefore, while the overall class performance shifted toward a higher level, the intervention did not result in completely uniform achievement among all learners.

*Posttest Performance in Identifying Distinctive Cultures*

**Table 8**

*The level of performances of the Grade 8 students after the implementation of Group Dynamics in teaching Araling Panlipunan, Kasaysayan ng Daigdig based on the identified least learned competency "Nakapagkikila ng mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa aigdig (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig)"*

| Score Range | f | % | Category |
|---|---|---|---|
| 0 - 74 | 16 | 42.11 | Beginning |
| 75 - 79 | 0 | 0.00 | Developing |
| 80 - 84 | 5 | 13.16 | Approaching Proficiency |
| 85 - 89 | 6 | 15.79 | Proficient |
| 90 - 100 | 11 | 28.95 | Advanced |
| Total | 38 | 100.00 | |
| Mean | 81.05 | | Approaching Proficiency |
| Standard Deviation | 13.20 | | |

Table 8 presents the level of performance of the Grade 8 students after the implementation of Group Dynamics in teaching Araling Panlipunan: Kasaysayan ng Daigdig, based on the identified least-learned competency, "Nakikilala ang mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig)." The students obtained an overall mean score of 81.05 with a standard deviation of 13.20, corresponding to the Approaching Proficiency category.

Of the 38 students, 16 (42.11%) were classified as Beginning, five (13.16%) as Approaching Proficiency, six (15.79%) as Proficient, and 11 (28.95%) as Advanced. No student was classified under the Developing category. Thus, 22 students (57.89%) attained at least the Approaching Proficiency level, while 17 students (44.74%) reached the Proficient or Advanced levels. This distribution indicates that although a considerable proportion of learners remained at the Beginning level, more than half of the class demonstrated performance beyond the lowest category after the intervention.

The presence of 16 students who remained in the Beginning category indicates that the improvement was not uniform across all learners. Students may differ in prior knowledge, readiness, learning pace, and ability to understand and apply concepts. The identified competency also involves recognizing cultural characteristics across different regions, countries, and peoples, which may require sufficient background knowledge, repeated exposure, and opportunities for reinforcement. Thus, some learners may require additional scaffolding, remediation, and differentiated instructional support. Since these factors were not directly measured in the study, they should be considered possible instructional considerations rather than established causes of the students' performance.

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The finding is supported by Bojos and Plaza (2026), who examined peer teaching as a collaborative learning mechanism among Grade 9 learners in Araling Panlipunan. Their findings highlighted the importance of structured, interactive, and teacher-supported collaborative learning in facilitating learner outcomes. This provides recent Philippine evidence relevant to the present study, particularly in understanding how collaborative learning may support performance while still requiring appropriate instructional guidance.

The standard deviation of 13.20, compared with 12.70 before the intervention, indicates that individual differences in performance remained and were slightly more pronounced after the intervention. This variability is reflected in the distribution of learners from the Beginning to Advanced categories. Thus, while the class demonstrated higher overall performance, some learners continued to require additional instructional support to attain the expected level of mastery.

*Posttest Performance in Valuing Distinctive Cultures*

**Table 9**

*The level of performances of the Grade 8 students after the implementation of Group Dynamics in teaching Araling Panlipunan, Kasaysayan ng Daigdig based on the identified least learned competency "Nakapagbibigay- halaga ng mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig)"*

| Score Range | f | % | Category |
|---|---|---|---|
| 0 - 74 | 0 | 0.00 | Beginning |
| 75 - 79 | 0 | 0.00 | Developing |
| 80 - 84 | 0 | 0.00 | Approaching Proficiency |
| 85 - 89 | 2 | 5.26 | Proficient |
| 90 - 100 | 36 | 94.74 | Advanced |
| Total | 38 | 100 | |
| Mean | 98.25 | | Advanced |
| Standard Deviation | 3.70 | | |

Table 9 presents the level of performance of the Grade 8 students after the implementation of Group Dynamics in the identified least-learned competency in Araling Panlipunan, Kasaysayan ng Daigdig: “Nakapagbibigay-halaga ng mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig).” The results revealed that the students demonstrated an Advanced level of performance, as reflected in the overall mean score of 98.25 with a standard deviation of 3.70.

The distribution of students across the performance categories further demonstrates the students’ high level of performance following the intervention. Of the 38 students, 36 (94.74%) were classified under the Advanced level, while two students (5.26%) were classified as Proficient. No student was classified under the Beginning, Developing, or Approaching Proficiency categories. The concentration of nearly all learners in the Advanced category indicates that the students generally demonstrated a high level of performance in the identified competency involving the appreciation of the distinctive cultures of different regions, countries, and peoples of the world.

The overall mean score of 98.25, classified as Advanced, further indicates a very high level of demonstrated performance after the intervention. When compared with the pre-intervention mean of 75.09, which was classified as Developing, the post-intervention result reflects a 23.16-point increase in the class mean and a movement from the Developing level to the Advanced level. This substantial descriptive change suggests that the students demonstrated considerably higher performance in the competency after the intervention. In particular, the result indicates that the learners were able to demonstrate a stronger capacity to give value to and recognize the distinctive cultural characteristics of various regions, countries, and peoples in the world. However, the statistical significance of this observed difference should be established through the succeeding inferential analysis.

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The finding is consistent with Hernandez (2019) in Project Climate: Enhancing Least Mastered Skills in Araling Panlipunan 7 through Cooperative Learning Instructional Materials. The study specifically addressed a least-mastered competency in Araling Panlipunan and employed cooperative learning instructional materials to improve students' academic achievement. Using a quasi-experimental design with pretest and posttest assessments, Hernandez reported a significant improvement in the academic achievement of the learners who participated in the cooperative learning intervention. The relevance of this study to the present finding lies in the similarity of the instructional context, as both studies began with an identified learning difficulty in Araling Panlipunan and employed a collaborative approach to address the identified learning gap. The substantial increase in the present students' performance from the Developing level to the Advanced level is therefore comparable to the improvement reported by Hernandez.

The standard deviation of 3.70 indicates relatively low variability in the students' post-intervention performance. This is considerably lower than the pre-intervention standard deviation of 14.60, suggesting that the learners' post-intervention scores were more closely grouped. The distribution of students supports this observation, as 36 of the 38 learners were classified under the Advanced category and only two were classified as Proficient. Thus, the post-intervention results demonstrate not only a substantially higher level of performance but also a more consistent pattern of achievement across the class.

*Significant Differences Between Pretest and Posttest Performance*

**Table 10**

*Test of Significant Difference Between Pretest and Posttest Performance in the Identified Least-Learned Competencies*

| Competency | Pretest M ± SD | Posttest M ± SD | Mean difference | t | p | Decision | Effect size |
|---|---|---|---|---|---|---|---|
| Nakapagbibigay ng mga natatanging kultura ng mga rehiyon, (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig) | 64.90 ± 12.75 | 82.30 ± 11.42 | 17.40 | 7.26 | .000 | Reject Ho | 1.18 |
| Nakapagkikila ng mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa aigdig (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig) | 55.40 ± 12.70 | 81.10 ± 13.20 | 25.70 | 8.78 | .000 | Reject Ho | 1.42 |
| Nakapagbibigay- halaga ng mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig) | 75.10 ± 14.60 | 98.20 ± 3.70 | 23.10 | 9.72 | .000 | Reject Ho | 1.58 |

Note. t = paired-samples t-test statistic; p = probability value; $H_0$ = null hypothesis; SD = standard deviation; Cohen's d = effect size. The test was evaluated at the 0.05 level of significance. A p-value less than .05 indicates a statistically significant difference between the pretest and posttest means. Cohen's d values of 0.80 or higher indicate a large effect.

The findings revealed higher posttest mean scores across all three competencies, with statistically significant differences between the pretest and posttest performance ($p < .001$). These results statistically confirm that the differences observed in the students' performance before and after the intervention were significant. Accordingly, the null hypothesis stating that there is no significant difference between the pretest and posttest performance is rejected. The effect sizes further provide evidence regarding the magnitude of the observed differences.

For Competency 1, "Nakapagbibigay ng mga natatanging kultura ng mga rehiyon (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig)," the students' mean score increased from 64.90 in the pretest to 82.30 in the posttest, yielding a mean difference of 17.40. The computed t-value of 7.26 with a p-value of < .001 indicates a statistically significant

difference between the two assessments. Thus, the null hypothesis was rejected for this competency. The effect size of 1.18 represents a large effect, indicating that the observed difference was substantial in magnitude. The result demonstrates that the improvement shown in the descriptive results was supported by inferential statistical evidence.

For Competency 2, "Nakikilala ang mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig)," the students' mean score increased from 55.40 in the pretest to 81.10 in the posttest, resulting in the largest mean difference among the three competencies at 25.70. The computed t-value of 8.78 and p-value of < .001 indicate a statistically significant difference between the pretest and posttest performance. Therefore, the null hypothesis was rejected. The effect size of 1.42 indicates a large effect, demonstrating that the improvement was substantial. Notably, this competency had the lowest pretest mean among the three competencies, yet it showed the greatest increase in mean performance. This implies that substantial gains may be achieved even in competencies where learners initially demonstrate considerable difficulty, highlighting the importance of providing structured learning experiences that address identified learning gaps.

For Competency 3, "Nakapagbibigay-halaga ng mga natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig)," the students' mean score increased from 75.10 in the pretest to 98.20 in the posttest, with a mean difference of 23.10. The computed t-value of 9.72 and p-value of < .001 demonstrate a statistically significant difference between the pretest and posttest performance. Consequently, the null hypothesis was rejected. The effect size of 1.58, the largest among the three competencies, indicates a large effect, demonstrating a substantial magnitude of improvement. This finding implies that the learners demonstrated particularly strong gains in a competency requiring them to give value to cultural diversity, suggesting that meaningful learning experiences may contribute to the development of both academic understanding and appreciation of diverse cultures.

According to Oranza (2019) in a study on the efficacy of cooperative learning, problem-solving, and conventional methods in teaching Araling Panlipunan among junior students. Using a pretest-posttest non-randomized quasi-experimental design, the study found that the cooperative learning group demonstrated improvement in academic achievement from the pretest to the posttest. The researcher reported that cooperative learning produced the strongest positive results among the approaches examined and emphasized its contribution to concrete learning experiences and the internalization of concepts in Araling Panlipunan.

The finding is also supported by Harina (2019), who examined the use of Group Dynamics or cooperative learning in teaching Community-Based Disaster Risk Reduction Management among Grade 10 students. The study reported that students participating in Group Dynamics activities obtained higher grades and better test performance, including improvements in the accuracy and volume of learning, long-term retention, problem solving, and higher-order reasoning. Harina further described Group Dynamics as an interactive learning approach that provides learners with opportunities to formulate ideas and share them with their peers.

*Students' Perceptions of Group Dynamics*

**Table 11**

*Students' Perceptions of Group Dynamics in Classroom Participation, Collaboration and Teamwork, and Self-Confidence*

| Category | Indicators | M | Interpretation |
|---|---|---|---|
| Class Participation | I participate more frequently in class discussions when group work is involved. | 4.71 | Strongly Agree |
| Class Participation | Group dynamics provide me with sufficient opportunities to share my ideas. | 4.71 | Strongly Agree |
| Class Participation | I can express my opinions freely and comfortably within my small group. | 4.39 | Strongly Agree |
| Class Participation | I feel that my presence and contributions are valuable during whole-class activities. | 4.53 | Strongly Agree |

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| Category | Indicators | M | Interpretation |
|---|---|---|---|
| Mean | Mean | 4.59 | Strongly Agree |
| Collaboration and Teamwork | I learn to listen to and respect the varying viewpoints of my classmates. | 4.61 | Strongly Agree |
| Collaboration and Teamwork | We successfully delegate and share tasks to complete our assignments properly. | 4.50 | Strongly Agree |
| Collaboration and Teamwork | The academic workload feels lighter when it is shared and tackled by a team. | 4.66 | Strongly Agree |
| Collaboration and Teamwork | Working in a group makes me more open-minded to suggestions different from my own. | 4.66 | Strongly Agree |
| Collaboration and Teamwork | I build stronger interpersonal relationships and friendships because of group strategies. | 4.61 | Strongly Agree |
| Mean | Mean | 4.61 | Strongly Agree |
| Self-confidence | I feel capable of contributing valuable and meaningful ideas to class discussions. | 4.50 | Strongly Agree |
| Self-confidence | I am more confident in my answers when they have been reviewed and validated by my team. | 4.58 | Strongly Agree |
| Self-confidence | I am not afraid of making mistakes because I know my group mates support me. | 4.61 | Strongly Agree |
| Self-confidence | Group activities allow me to discover my unique talents and hidden skills. | 4.63 | Strongly Agree |
| Self-confidence | I feel braver when confronting difficult tasks or academic challenges at school. | 4.58 | Strongly Agree |
| Self-confidence | My confidence grows when I am given the chance to explain concepts to my peers. | 4.61 | Strongly Agree |
| Self-confidence | I feel empowered to take on leadership roles during group activities. | 4.66 | Strongly Agree |
| Self-confidence | I can accept constructive criticism from my peers to improve my performance. | 4.82 | Strongly Agree |
| Self-confidence | Overall, group dynamics have helped me develop a more positive view of my academic abilities. | 4.84 | Strongly Agree |
| Mean | Mean | 4.65 | Strongly Agree |

Note. M = Mean. The interpretation of the mean scores is based on the following five-point Likert scale: 1.00–1.79 = Strongly Disagree; 1.80–2.59 = Disagree; 2.60–3.39 = Neutral; 3.40–4.19 = Agree; and 4.20–5.00 = Strongly Agree.

In terms of classroom participation, the overall mean of 4.59, interpreted as Strongly Agree, indicates that students perceived Group Dynamics as providing opportunities for active participation and expression of ideas. The highest-rated indicators were the students' participation in class discussions and opportunities to share their ideas, both of which obtained high ratings. The lowest-rated indicator concerned expressing opinions freely and comfortably within the small group, although it still received a Strongly Agree interpretation. This suggests that students generally perceived group activities as supportive of classroom participation and communication. This finding is consistent with Gungor, et al. (2026), whose second-order meta-analysis found that cooperative learning has positive effects on students' learning outcomes and affective behaviors. The authors emphasized that cooperative learning promotes interaction, teamwork, communication, and active involvement in learning activities.

For collaboration and teamwork, the overall mean of 4.61, also interpreted as Strongly Agree, indicates that students perceived group activities as beneficial for working with classmates and responding to different viewpoints. The highest-rated indicators reflected students' perception that shared academic responsibilities make tasks more manageable and that group work encourages openness to suggestions different from their own. The lowest-rated indicator involved delegating and sharing tasks, although it likewise received a Strongly Agree interpretation. The finding supports the results of a meta-analysis on cooperative learning and social competencies, which reported a positive effect of cooperative learning on communication, social relationships, cooperation, and multicultural respect. Similarly, Öztürk (2023) reported that cooperative learning produces positive outcomes across academic and social dimensions, highlighting the importance of cooperation and peer support in the learning process.

In terms of self-confidence, the overall mean of 4.65 was the highest among the three dimensions and was interpreted as Strongly Agree. The highest-rated indicators were the students' perception that Group Dynamics helped them develop a more positive view of their academic abilities and enabled them to accept constructive criticism from peers. The lowest-rated indicator concerned their confidence in contributing meaningful ideas to class discussions, although this also received a Strongly Agree interpretation. The result suggests that students perceived group interaction as a supportive environment in which they could receive feedback, recognize their abilities, and become more confident in participating in academic activities. This finding is supported by Lin et al. (2025), who found that jigsaw and group cooperative learning contributed to students' learning confidence by promoting peer interaction, recognition of learning progress, and supportive learning experiences. The systematic review and meta-analysis of Jigsaw learning by Rahayu et al. (2023) also examined self-esteem and social relations as important student outcomes of cooperative learning, providing further support for the potential contribution of structured group learning to students' affective development.

Overall, the findings indicate that the students held a strongly positive perception of Group Dynamics in terms of classroom participation, collaboration and teamwork, and self-confidence. Among the three dimensions, self-confidence received the highest overall rating, followed by collaboration and teamwork and classroom participation. The consistently high ratings suggest that students perceived group-based learning as an environment that encouraged participation, strengthened peer interaction, promoted cooperation, and supported confidence in their academic abilities. These findings are further supported by recent synthesis research showing that cooperative learning can contribute to students' academic, social, and affective outcomes.

***Summary of Findings***

In terms of the students' performance before the implementation of Group Dynamics, the Grade 8 students demonstrated generally low levels of performance across the three identified least-learned competencies in Araling Panlipunan: Kasaysayan ng Daigdig. The results indicated limited initial mastery of competencies related to identifying, recognizing, and giving value to the distinctive cultures of different regions, countries, and peoples of the world, including various races, ethnolinguistic groups, and religions.

Regarding the students' performance after the implementation of Group Dynamics, the results showed improvement across all three identified competencies. The students demonstrated higher posttest performance, with the distribution of learners shifting toward higher performance categories. This indicates improved mastery of the identified competencies following the intervention.

In terms of the significant difference between the pretest and posttest performance, the paired-samples t-test revealed statistically significant differences across all three identified competencies. Consequently, the null hypothesis stating that there is no significant difference between the pretest and posttest performance of the students was rejected. Furthermore, the effect size analysis revealed large effects across all three competencies, indicating that the observed improvements were substantial in magnitude. Overall, the findings provide statistical evidence of meaningful gains in the students' performance following the intervention.

In terms of the students' perceptions of Group Dynamics as a teaching strategy, the results revealed a strongly positive perception across the three dimensions of classroom participation, collaboration and teamwork, and self-confidence.

The students strongly agreed that Group Dynamics provided opportunities for active participation, sharing of ideas, cooperation with classmates, acceptance of different viewpoints, and development of confidence in performing academic tasks. Among the three dimensions, self-confidence received the highest overall perception, followed by collaboration and teamwork and classroom participation. These findings indicate that the students perceived Group Dynamics as a supportive and engaging teaching strategy that enhanced their participation, peer interaction, and confidence in the learning process.

**Output of the Study**

The Group Dynamics Learning Activity Kit (GDL-AK), also referred to in the source as the Group Dynamics Strategic Instructional Material (GD-SIM), was developed to strengthen instruction in the three identified least-learned Araling Panlipunan competencies. The findings showed improved posttest performance and strongly positive perceptions of participation, collaboration, and self-confidence, while some learners continued to need additional support in the first two competencies. These findings informed structured activities for reinforcement, remediation, and enrichment.

The kit uses Guide Cards, Activity Cards, Assessment Cards, Enrichment Cards, and answer keys. It applies the Jigsaw Method to exploring distinctive cultures, Think-Pair-Share to identifying cultures, and the Cooperative Learning Circle to valuing cultural differences. Teachers may implement the kit during regular classes, facilitate peer interaction, monitor group and individual outputs, and adjust activities according to learner needs. The full source kit and its implementation provisions are retained in Appendix A; its expected outcomes are proposals rather than additional measured results.

**Conclusion**

Based on the findings of the study, it is concluded that the implementation of Group Dynamics as a teaching strategy was effective in improving the academic performance of Grade 8 students in Araling Panlipunan: Kasaysayan ng Daigdig at General Luna National High School. The students demonstrated improved performance across the three identified least-learned competencies, with statistically significant differences between their pretest and posttest performance and large effect sizes, indicating substantial gains in their mastery of the competencies. Furthermore, the students expressed strongly positive perceptions of Group Dynamics in terms of classroom participation, collaboration and teamwork, and self-confidence. These findings suggest that Group Dynamics is a promising instructional strategy for addressing identified learning gaps while providing learners with opportunities to participate actively, collaborate with peers, and develop greater confidence in the learning process.

**Recommendations**

Teachers of Araling Panlipunan may consider integrating Group Dynamics into their instructional practices, particularly when addressing least-learned competencies. They may provide structured group activities that encourage active participation, collaboration, sharing of ideas, peer support, and the development of students' confidence in performing academic tasks.

Students may actively participate in group activities and make use of opportunities to share ideas, listen to different viewpoints, cooperate with classmates, and provide constructive feedback. Active involvement in Group Dynamics may further support their academic learning and interpersonal development.

School administrators may support teachers in implementing Group Dynamics by providing appropriate instructional resources, opportunities for professional development, and a learning environment that encourages collaborative teaching and learning. The findings may also serve as a basis for supporting instructional programs that address identified learning gaps.

The findings may provide to the Department of Education relevant evidence for strengthening classroom practices that promote collaborative learning in Araling Panlipunan. Group Dynamics may be considered among the

instructional strategies that teachers can utilize in addressing least-learned competencies and improving learner engagement and academic performance.

Future researchers may use the findings of this study as a reference for conducting similar studies involving Group Dynamics, other grade levels, subject areas, or learning competencies. Further studies may employ larger samples, control or comparison groups, or longer intervention periods to provide broader evidence regarding the effectiveness of Group Dynamics in improving academic performance and students' learning experiences.

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