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# Play as Antecedent of Academic Emotion and Student Engagement in Araling Panlipunan

Noemie P. Velasco [1]
1 – Sampaguita Elementary School, Caloocan City, Philippines

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**Abstract**

This study investigated the role of play as an antecedent of academic emotion and student engagement in Araling Panlipunan (Social Studies) among Grade 3 students. A quasi-experimental design with a one-group pretest-posttest approach was employed, involving 38 students. Data were collected using Pekrun's (2011) Class-related Emotions Questionnaire and Wosnak's (2016) Student Engagement Scale. Results indicated a significant improvement in academic emotion (from low to very high) after the intervention, while student engagement remained consistently high. The study concludes that play-based learning enhances students' emotional connection to the subject but does not significantly alter their engagement levels, which may be influenced by intrinsic factors. A self-learning kit incorporating play activities was developed as an instructional resource. Recommendations include integrating play into teaching strategies and further research on motivational factors affecting engagement.

*Keywords: play-based learning, academic emotion, student engagement, arousal modulation theory, elementary education, social studies education, araling panlipunan*

## INTRODUCTION

The importance of education had been a cliché for the Filipino people, whom were known to give great importance regarding educational achievement for success, which was viewed as directly proportioned with education. According to de Guzman (2015), the paramount importance of education could never be overlooked by anyone who held close to his heart the welfare of our people and the future of this country. Schools were much more than a process of imparting to boys and girls information or knowledge that would give them personal material advantages over others and that would merely prepare the individual to make a livelihood (De Guzman, 2015). Even the Philippine government also acknowledged the importance of education that they always gave attention to the needs of the education sector. As a matter of fact, according to Popioco (2018), the Education Department received the lion's share of the proposed 2019 budget based on the deliberations on the proposed ₱3.7 trillion budget for 2019 (Popioco, 2018).

Despite such importance given, one struggle for Filipino educators and even for foreign teachers were the internal factors that affected the students' engagement in education or basically the students' personal interest regarding education itself. Based on the 2017 Annual Poverty Indicators Survey (APIS), about nine percent of the estimated 39.2 million Filipinos aged 6 to 24 years old were out-of-school children and youth (OSCY). OSCY refers to family members 6 to 14 years old who were not attending formal school; and family members 15 to 24 years old who were currently out of school, not gainfully employed, and had not finished college or post-secondary course. Of the 3.6 million OSCYs, 83.1%0 were 16 to 24 years old, 11.2% percent were 12 to 15 years old and 5.7% were 6 to 11 years old. The proportion of OSCYs was higher among females (63.3%) than males 36.7% (PSA, 2018).

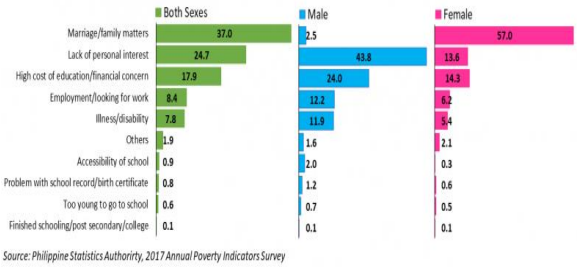



**Figure 1.** *Main Reason for Not Attending School of the OSCYs: Philippines, 2017*

The figure above shows the main reason for children who were not attending school; it indicated that besides marriage and family matters, the lack of personal interest was what affected the majority of the students' engagement in education. Furthermore, the survey also showed that children who were 6 to 11 years old had the least number of out-of-school-youth and in that area, the researcher believed that motivation of the students at their early age in education should be taken into consideration. An early childhood education setting should be a place where children discovered a love for learning through a variety of play experiences. Thus, making learning and education fun and enjoyable for that age would be able to increase the students' interest in attending school and will eventually build how they viewed the importance of education in their lives.

However, motivation had always been a factor to be considered when teaching since teachers aim for the students to give their engagement and attention to their studies. It had been difficult to motivate each student since they are different from one another. According to Vero and Puka (2017), lacked of motivation in education could undermine the process of the students' learning thus, the teacher must first be guided by goals that assigned primary importance to developing in students a motivation to learn; needed a framework for identifying those aspects or structures of the classroom that were manipulable; and needed to identify strategies that would serve to enhance the motivation of all students (Vero & Puka, 2017).

One way of motivating students was through playing. In a research published by the University of Nebraska-Lincoln or UNL (2010), there was a growing evidence that indicated that play or games allowed students to focus well enough to learn better. Games/Play worked as a teaching tool because bad consequences were rarely serious or lasting. Often, it was possible for students to recover within a game, and use what they had learned to successfully complete a task. Because games were not graded, they allowed students to assess their knowledge for themselves and gave them a chance to see where they were

having trouble before they engaged in graded activities like papers or tests. Game-based learning also taught students to follow directions, made decisions and discovered new information. Peer learning involved in game instruction allowed discussion, reflection and problem solving. Game-based instruction also encouraged teachers to be creative and more effective and helped them identify difficult or poorly understood material through observable, immediate feedback from the students (UNL, 2010).

Furthermore, another supporting research by Raba (2014), showed that games were effective as energizers and educational tools that could provide enjoyment, pleasure intense, passionate involvement, structure, motivation among other benefits, the researchers supported the trend towards using them as short warm-ups. It did not matter indoor or outdoor; it cannot deny the importance of games. If students learned with games, had fun, felt happy and free, it means that teachers had reached their goals. Games strengthened language skills, besides; learners developed social skills and good relationships while they interacted with each other (Raba, 2014).

Thus, this research was an application of play as antecedent of academic emotion and student engagement in the subject Araling Panlipunan which was the researcher's area of educational endeavor for elementary students who are 6-11 years old particularly Grade 3 students.

**Statement of the Problem**

The purpose of this study is to determine play as an antecedent of academic emotion and student engagement in Araling Panlipunan subject among the Grade 3 students as basis in utilizing and developing self-learning kit.

Specifically, this study sought to answer the following questions:

1. What is the academic emotion and academic engagement of the respondents before and after the use of play in the subject Araling Panlipunan?
2. Is there significant difference between the academic emotion and student engagement before and after the use of play in the subject Araling Panlipunan?
3. What self-learning kit could be prepared for Grade 3 students in the subject Araling Panlipunan using Play as an approach?

**Null Hypothesis**

The study tested the null hypothesis that there was no significant difference between the academic emotion and student engagement before and after the use of play in teaching the subject Araling Panlipunan.

**METHODS**

**Research Design**

This research employed a quantitative approach in research where the obtained numerical values should have a corresponding interpretation. This also used a Quasi-Experimental Research with One-Group Pre-test and Posttest Design. A quasi-experimental research is research that resembled experimental

research but was not true experimental research. Although the independent variable was manipulated, participants were not randomly assigned to conditions or orders of conditions (Cook & Campbell, 1979).

Furthermore, a one group pre-test and posttest type of quasi-experimental is a process where the dependent variable was measured once before the treatment was implemented and once after it was implemented (Posternak & Miller, 2001). Since this research aimed to determine the significant difference a play could do to the students' academic emotion and engagement, the said method and design were the most appropriate to be used.

**Sampling Procedure**

Since this research was applied to one class section only, all students of the section participated in answering the survey to increase the efficiency of data that would be gathered by the researcher as recommended by the statistician of this research study.

**Respondents**

The respondents of this research were 38 students of one Grade 3 section during the S.Y. 2018-2019.

**Source of Data**

The researcher, in order to obtain the data for this research study started with asking permission from the Division Office of the Department of Education to conduct this study in the participating school. After the approval of the request.

The researcher conducted pre-test to determine the strengths and weaknesses of the Grade 3 students in Araling Panlipunan. Then, intervention was done to address the weaknesses of the students in Araling Panlipunan through self-learning kit using play activities. The administration of the 'before' questionnaire were done with the help of the adviser of the participating class, ample time was given to answer the questionnaires before its retrieval. The use of play was then applied by the adviser with the guidance and observation of the researcher which was followed with the administration of the 'after' questionnaire with given ample time to answer for the students.

The following were the questionnaires that served as the sources of data for this research study:

**Class-related Emotions by Pekrun, 2011.** This part of the questionnaire was intended for the determination of the emotions felt by the students before, duringand after the class. It consisted of lists of different emotions or feelings that the student would rate using a 5-point Likert Scale from 1- Strongly Disagree to 5-Strongly Agree.

**Student Engagement Scale by Niki Wosnak 2016.** This questionnaire was administered twice (before and after the play activity) to determine if there was a significant change in the student's engagement to the lesson proper.

**Data Analysis**

The data gathered tabulated and analyzed by the use of statistical treatments to supply answers to the tribulations raised in the study. The collection of raw data is only one phase of the experiment, using certain treatments are required carefully study and understand the collected information (Kalla, 2009).

The data gathered were statistically treated with the use of the following:

1) **Weighted Mean**- is computed by dividing the summation of all weighted frequencies per item by the frequency was under each degree of problem. It was used for data that were collected in Par I and Part II. The weighted mean was interpreted and illustrated by the different graphs and tables shown.

2) **Standard Deviation**- is computed by first finding out the weighted mean. Then for each gathered data: subtract the weighted mean and square the outcome. Then workout the mean on those squared differences.

**3) Paired T-test (Dependent)**

The paired T-test is used to compare two samples from the same population in which observations in one sample can be paired with observations in the other sample. As stated in an article of Statistical Solutions (2018), it is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. The subject involved is then measured twice, resulting pairs of observations. Common applications of the paired sample t-test include case-control studies or repeated-measures designs.

The researcher made use of **paired t-test, dependent**. The dependent sample means compared two related groups or the groups, the pre-test and post-test scores of the group. After that, the researcher utilized the dependent sample means: the pre-test of one group and the post-test of the one group. With the help of paired-test, the researcher would be able to distinguish the differences of pre-test and post-test scores.

**4) SPSS Software v, 25 was used in the analysis of data**

## RESULTS AND DISCISSION

### Academic Emotion and Student Engagement Before and After the Play

**Table 1.** *Academic Emotion and Engagement of Students Before and After the Play*

| **PRETEST** | | | |
|---|---|---|---|
| | **Mean** | **Standard Deviation** | **Verbal Interpretation** |
| **Academic Emotion** | 1.83 | .52 | Low |
| **Student Engagement** | 3.21 | 1.41 | High |
| **POST TEST** | | | |

| | Mean | Standard Deviation | Verbal Interpretation |
|---|---|---|---|
| **Academic Emotion** | 4.47 | .67 | Very High |
| **Student Engagement** | 3.73 | 1.30 | High |

*Legend:* *00-1.0* *Very Low* *3.01-4.0* *High*

*1.01-2.0* *Low* *4.01-5.0* *Very High*

*2.01-3.0* *Moderate*

Table 1 shows that academic emotion is low (M=1.83, SD=.52) and student engagement is high (M=3.21, SD=1.41) before the use play as an approach in teaching Araling Panlipunan to Grade 3 students. Low academic emotion may have been due to the lack of enjoyment by the students since traditional approach to teaching was incorporated which was somewhat monotonous for them. High student motivation may have been caused by internal motivational factors within the student. During the observation of the researcher, the students seem bored during the application of traditional class and showed no sign of excitement but they were listening carefully but were occasionally distracted.

On the other hand, the table showed that academic emotion is very high (M=4.47, SD=.67) and student engagement remained high (M=3.73, SD=1.30) after the use of play approach in teaching Araling Panlipunan. The enjoyment that the students felt during the application of play in the subject may had been the reason that the academic emotion is very high, the students got to interact with other students and a change in the traditional classroom setup was made. High student engagement which remained as was must had been due to internal motivational factors of the students. During observation of the researcher, the students were enjoying the activity and seemed very excited while performing it. Furthermore, they were not occasionally distracted and seemed very focused during the performance of the task. According to Ouano (2011), the control-value theory of academic emotions by Pekrun (2006) contended that students' emotional experiences in achievement-related situations have sources from the appraisals students make about the importance and value of academic tasks they engaged in. Thus, the significant shift of academic emotions before and after the use of play.

**DIFFERENCE BETWEEN ACADEMIC EMOTION AND STUDENT ENGAGEMENT BEFORE AND AFTER THE PLAY**

**Table 2.** *Difference Between Academic Emotion and Student Engagement Before and After the Play*

| | Paired Differences | | | | | t | df | Sig. | Interpretation |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | | |
| | | | | Lower | Upper | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Pretest Academic Emotion - Posttest Academic Emotion | -2.65 | 1.18 | .25 | -3.15 | -2.13 | -10.69 | 22 | .000 | Significant |
| Pretest Student Engagement - Posttest Student Engagement | -.51 | 1.66 | .35 | -1.23 | .20 | -1.48 | 22 | .153 | Not Significant |

Table 3 reveals that there is a significant difference in the students' academic emotion (t=-10.69, p>.05) before and after the use of play as shown by the pre-test and post test. This means that there was a change that happened in the students' academic emotion using play as an approach in teaching Araling Panlipunan. The students began with their normal emotion during class as the lesson began to start, after a while, some students got bored and started having small chitchat with one another in, some remained listening but since the lesson was taught in traditional approach, they usually looked at the time and often yawn during class. But all of which changed during the application of play since they started enjoying themselves and had fun during the lesson, further supporting the statement of Ouano (2011).

Moreover, the table also indicated that there was no significant difference in the students' engagement (t=-1.48, p>.05) before and after the use of play as an approach in teaching Araling Panlipunan. The students remained engaged in class mainly because of personal reasons or internal motivational factors that kept their engagement the same.

**SELF-LEARNING KIT**

**NOEMIE P. VELASCO**

**MAEd- EARLY CHILDHOOD EDUCATION**

**2018**

**SELF-LEARNING KIT USING PLAY AS AN APPROACH IN TEACHING ARALING PANLIPUNAN**

The Self-Learning Kit that was formulated in this research study is composed of 4 sets, 1 for each quarter for the subject Araling Panlipunan 3. It is a quarter-long activity that had a goal of completing stickers which were asked in each kit related to the main topic of each quarter. In order to gain stickers, one must participate in the Play Activity that the teacher will conduct, winners and losers in the activity will gain stickers but they will differ in number. The teacher could conduct the activity in any day within the quarter that will fit her Daily Lesson Log. The Play Activity should be all related to the subject matter being taught with the questions and design that the teacher will choose, thus, the Self-Learning Kit should serve as a guide for the teacher and should not fully control the teaching methods of the teacher. The teacher won't be dependent of the kit thus, making the kit flexible to use depending on the students' needs which were assessed by the teacher.

## I. Description of Self-Learning Kit

A self-learning kit is a systematic sequenced material for learning. The Self-Learning Kit that was formulated in this research study comprises of 4 sets, 1 for each quarter for the subject Araling Panlipunan 3. It is a quarter-long activity that has a goal of completing stickers which are asked in each kit related to the main topic of each quarter. In order to gain stickers, one must participate in the Play Activity that the teacher will conduct, winners and losers in the activity will gain stickers but they will differ in number. The teacher can conduct the activity in any day within the quarter that will fit her Daily Lesson Log. The Play Activity shall be all related to the subject matter being taught with the questions and design that the teacher will choose, thus, the Self-Learning Kit shall serve as a guide for the teacher and shall not fully control the teaching methods of the teacher. The teacher will not be dependent of the kit thus, making the kit flexible to use depending on the students' needs which are assessed by the teacher.

## II. Objectives

The objective of this Self-Learning Kit is to enhance the academic emotion of the students as well as their student engagement even though no significant difference was revealed for student engagement when the use of play was applied in teaching lessons.

## III. Strategies

Using Play as an antecedent of academic emotion and student engagement, the study revealed that there is significant difference between the students' academic emotion when Play is applied in teaching. Thus, the students enjoy the lessons more when Play is applied, making learning fun and enjoyable for them. In this kit, Play activities are scheduled to be done in non-consecutive manner, making the students clueless when they will use the kit and do activities wherein they will play, making them excited to go to school. Furthermore, such activities will not interfere in the teachers' plan of teaching since they will be able to decide when they will perform the activity or how they will perform it.

## IV. Instructional Materials

The teachers' shall use the self-learning kit, sticker papers and materials needed for the activities in the self-learning kit such as pictures, printed words for the charades, things for the scavenger hunt and many more. Though many materials may be needed, the teacher is not limited to this, they can use as they please or even use old instructional materials, since they will provide the questions and answers in each game, what is comfortable for them to use they may use it as they please.

## V. Evaluation

During the pilot use of the self-learning kit, the researcher asked the opinions and improvements needed for the kit to the teachers of Sampaguita Elementary School in Caloocan City.

## VI. Content

In this research study, the self-learning kit created is intended for Grade 3 students under the subject Araling Panlipunan. As based on the K to 12 Curriculum Guide or K to 12 Gabay Pangkurikulum for the subject Araling Panlipunan released by the Department of Education on May 2016 for Grades 1-10, the self-learning kit focused on the Philippines, its regions and provinces and the diversity of its culture and economy.

**Self-Learning Kit for 1st Quarter**

Noemie P. Velasco

MaEd-Early Childhood

June 2018

The self-learning kit for the 1st quarter of the school year was entitled "Ang Kinalalagyan ng Lalawigan sa aking Rehiyon." This focused on the geographical location of cities in the National Capital Region since the study was created for students of Sampaguita Elementary School in Caloocan City which is part of the National Capital Region. Thus, the activity included in the kit was the identification of the cities in the map. However, the challenge of the activity is that it is not to be done in one sitting; to be able to answer the activity, one must perform the games planned by the kit and the teacher on different days. Furthermore, as you win games or lose games, the prizes are the names of the cities to be put on the blank as shown on the numbers in the map of the National Capital Region.



*The title page of the 1st Quarter Self-Learning Kit in Araling Panlipunan; the same title of the first lesson for the 1st Grading Period- Ang Mga Lalawigan Sa Aking Rehiyon*




*The introductory page of the 1st Quarter Self-Learning Kit; it introduces what activity is going to be done regarding the geographical map of the National Capital Region where this Self-Learning Kit is localized.*



*The 3rd page shows the geographical map of the National Capital Region excluding the names of the cities within the region, substituting it with numbers that are included to guide the students where they shall put their respective answers.*




*The first ten numbers where the students shall paste the name of the cities that are indicated in the geographical map of the National Capital Region.*



*The last eight numbers where the students shall paste the name of the cities that are indicated in the geographical map of the National Capital Region; 18 total cities within the region.*




*The guide page of the Self-Learning Kit where it discusses how the students will be able to answer the previous activity indicated, where they will use play.*



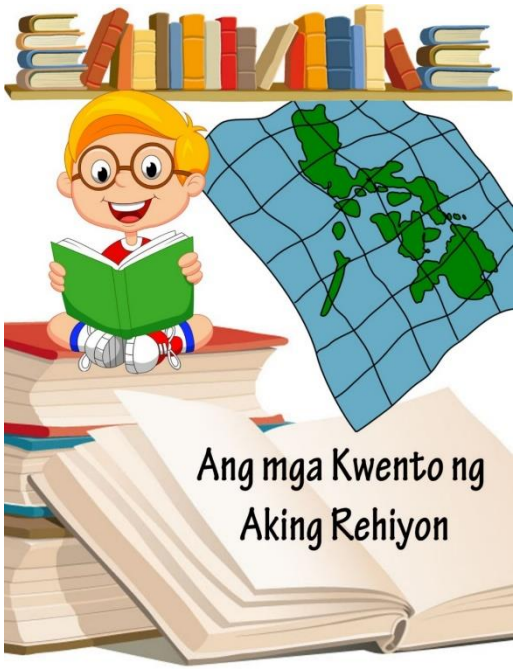

*The list of play activities to conduct during the whole 1st Quarter which comprises of 10 days; the teachers may use any day within the 1st Grading Period to conduct the following play activities. Each play activity will give out prizes that will be able to answer the indicated activity in the Self-Learning Kit, the winner shall be based upon who will first complete the kit, but all students must complete them within 10 play activity.*



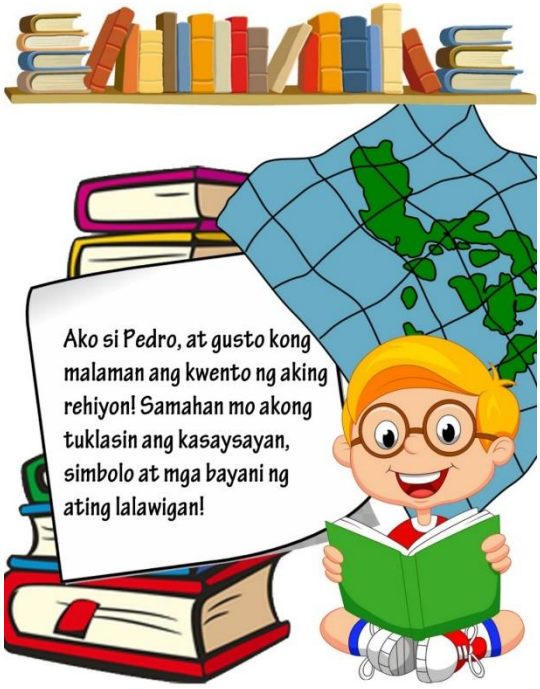

*The last page of the 1st Quarter Self-Learning Kit where it shows the completion of the activity and a glimpse of the Self-Learning Kit for the 2nd Grading Period.*

**Self-Learning Kit for 2nd Quarter**

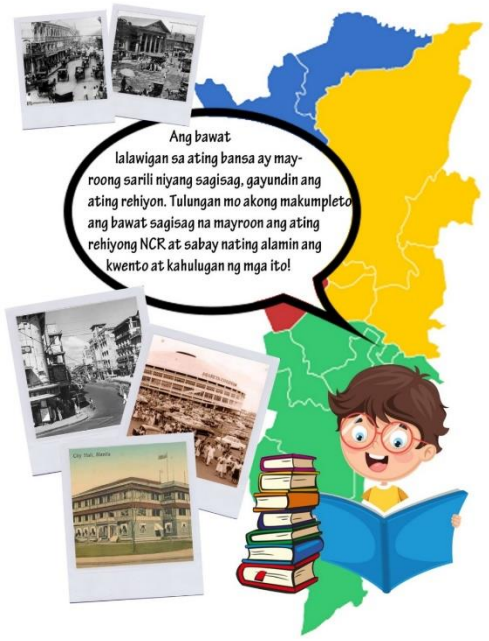
For the self-learning kit for the 2nd Grading Period, it is entitled "Ang mga Kwento ng Aking Rehiyon." The student is to complete the symbol or logo of each of the cities in the National Capital Region. Same process is applied in obtaining the symbols or logo-- one must participate in the games. After obtaining certain symbol or logo, the teacher and the students shall discuss about the stories within each symbols or cities, the history it had, the historical places, etc.




*The title page of the 2nd Quarter Self-Learning Kit entitled "Ang mga Kwento ng Aking Rehiyon" or the "Stories in my Region," this is the same title for the 1st lesson of the 2nd Grading Period in Araling Panlipunan- Ang Mga Kwento Ng Mga Lalawigan Sa Sariling Rehiyon.*



*The introductory page of the Self-Learning Kit where it gives a glimpse of the topic and activites which will be tackled.*



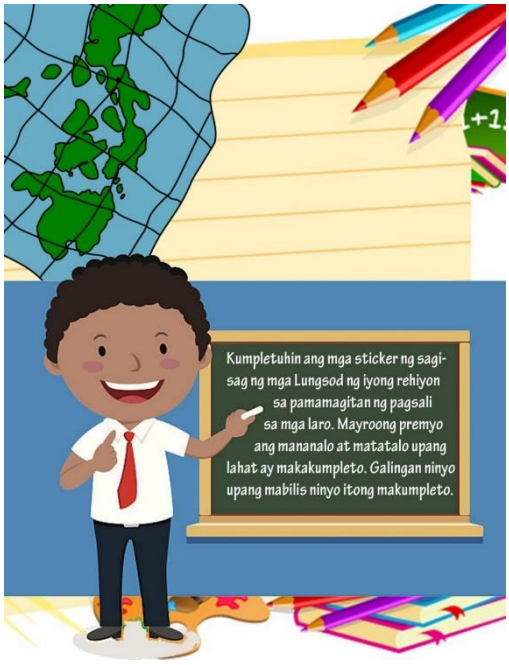

*This shows the introductory page of the Self-Learning Kit where it depicts that each places are known for its symbol and culture; it also shows the type of activity to be done.*




*The activity page where the students shall complete the logo or symbols of the cities in the National Capital Region.*




*The activity page where the students shall complete the logo or symbols of the cities in the National Capital Region.*




*The guide page of the Self-Learning Kit where it discusses how the students will be able to answer the previous activity indicated, where they will use play.*



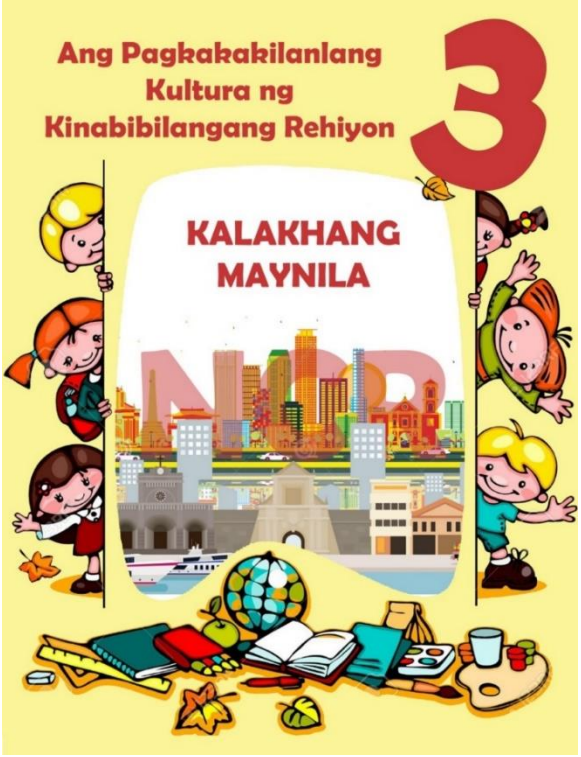

*The list of play activities to conduct during the whole 1st Quarter which comprises of 10 days; the teachers may use any day within the 1st Grading Period to conduct the following play activities. Each play activity will give out prizes that will be able to answer the indicated activity in the Self-Learning Kit, the winner shall be based upon who will first complete the kit, but all students must complete them within 10 play activity.*



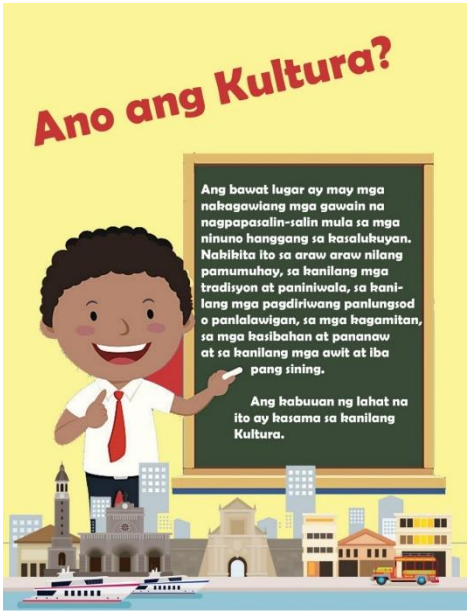
*A concluding activity where the students shall draw the symbol of their city in the National Capital Region and brief story about it.*

**Self-Learning Kit for 3rd Quarter**

For the 3rd Grading Period of the school year, the self-learning kit was entitled "Ang Pagkakakilanlang Kultura ng Kinabibilangang Rehiyon." This kit tackled about the material and non-material aspect of the culture of Caloocan City or the city in the National Capital Region which the school is situated to make the kit localized. This included kasangkapan (furniture), kasuotan (clothing), pagkain (food), tahanan (house), edukasyon (education), kaugalian (traits),pamahalaan(government),paniniwala (beliefs), relihiyon/pananampalataya (religion/faith), sining/agham (arts/science) and wika (language/dialect). Same process is still applied in this kit, the student must participate in the games, win or lose there is a prize that will only differ in number of prize to answer the blanks in the kit.




*The title page of the Self-Learning Kit for the 3rd Quarter; the 3rd Grading Period is entitled "Ang Pagkakakilanlang Kultural Ng Kinabibilangang Rehiyon."*




*A guide page of the self-learning kit where it defines Culture, thus, giving a glimpse of the topic in the kit.*




*This page of the self-learning kit for the 3rd quarter shows the location of the National Capital Region and the main question to be answered in the whole material.*




*A specific question following the general problem of the self-learning kit where culture is subdivided into two divisions: Material and non-material.*



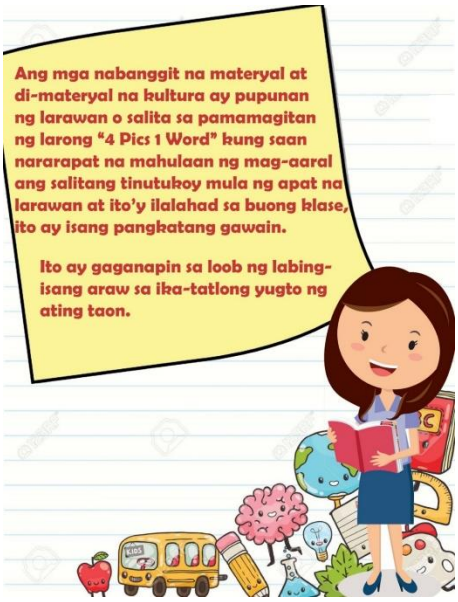

*The activity page of the self-learning kit where the students shall paste the symbol of the culture of their city.*




*The activity page of the self-learning kit where the students shall paste the symbol of the culture of their city.*



*The activity page of the self-learning kit where the students shall paste the symbol of the culture of their city.*

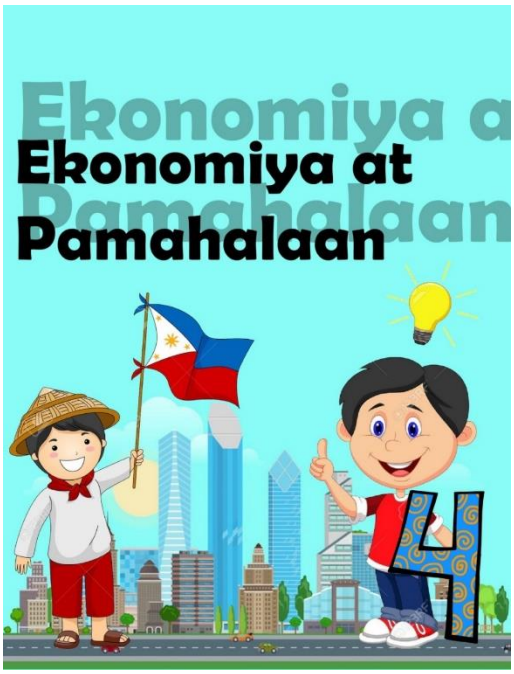



*The play activity page of the self-learning kit where it will guide the students and teachers how this self-learning kit is to be answered.*

**Self-Learning Kit for 4th Quarter**

For the 4th quarter, it is entitled "Ekonomiya at Pamahalaan" wherein it focused on the main products or means of living of each of the cities in the National Capital Region, the teacher may also include the current government leaders of each of the cities.

Each of the self-learning kit is intended to last for a whole grading period/ quarter to give the teachers ample time to perform the activities without sacrificing time for teaching their planned lessons. The activities in the kits are all Play Activities, thus, using play as an antecedent in teaching the lessons.




*The 4th Self-Learning Kit or the material for the 4th Quarter, this will be the last self-learning kit. The 4th Grading Period is entitled "Ekonomiya At Pamamahala"*



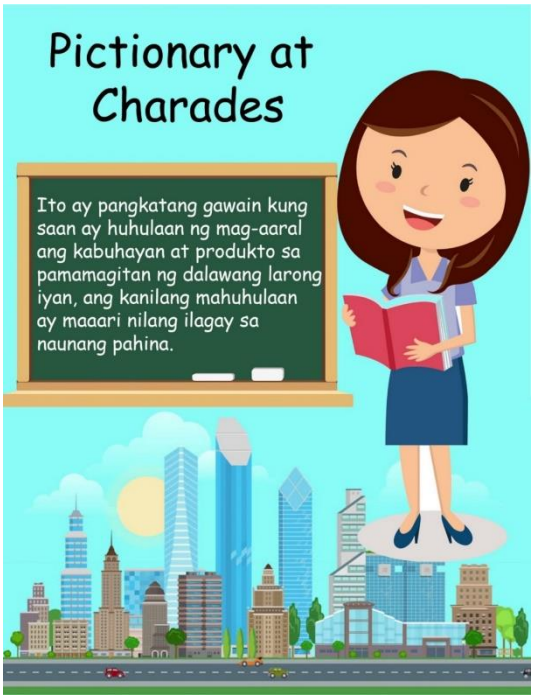

*The guide page of the self-learning kit where it introduces the diversity of the products of each citiy in the National Capital Region.*




*The activity page of the self-learning kit where the students shall paste the picture of the main product of the cities.*



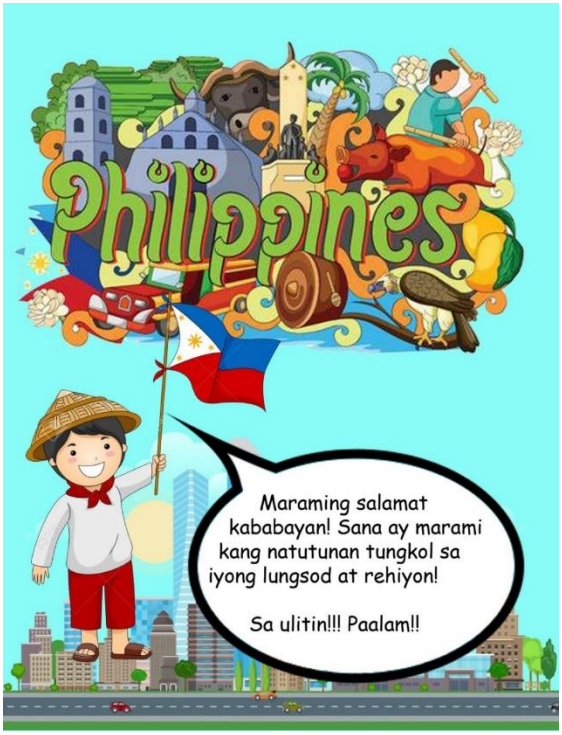

*The activity page of the self-learning kit where the students shall paste the picture of the main product of the cities.*




*The play activity page of the self-learning kit where it will guide the students and teachers how this self-learning kit is to be answered*




*A concluding activity where the students shall draw their favorite product of the Philippines and present it to the whole class.*




*The completion page of the self-learning kit that shows the activitues are finished.*




*The last page of the kit where it summarizes the 4 kits for the whole school year in Araling Panlipunan.*

**SELF-LEARNING KIT (GUIDE FOR TEACHERS)**

| GAME | DESCRIPTION |
|---|---|
| Charades | A single person would act out each syllable of a word or phrase in order, followed by the whole phrase together, while the rest of the group guessed. |
| Scavenger Hunt | The organizers prepare a list defining specific items, which the participants seek to gather or complete all items on the list, usually without purchasing them. |
| Pass the Message | The facilitator then whispers a message to one neighboring person. The message will now be passed round the circle by whispering to the next person and the next, until it reaches the last person at the other end of the circle (just before the facilitator). Ask the last person to say the sentence aloud. Ask the first person who received the message from the facilitator if the message is correct. |
| Hangaroo | The teacher shall make students guess the phrase or word being asked by randomly choosing letters that will fit the phrases. If the students fail to guess the word and make 5 mistakes, they will lose. |
| Pictionary | Players take turns silently drawing different things while their team tries to guess what the drawing is. Teams compete against each other to have the most guessed words and win the game. |
| Quiz Bee | The class is subdivided into groups where they will answer questions in the subject which are categorized Easy, Moderate and Difficult level which will have corresponding scores. The group that will get the highest score will win. |
| Teacher Says (Simon Says) | The teacher takes the role of "Simon" and issues instructions (usually physical actions such as "jump in the air" or "stick out your tongue") to the other players, which should only be followed if prefaced with the phrase "Simon says". Players are eliminated from the game by either following instructions that are not immediately preceded by the phrase, or by failing to follow an instruction which does include the phrase "Simon says". |
| Pass the Movement | Similar with the game Pass the Message but instead of a message, a set of movement will be passed. |

| | |
|---|---|
| Pinoy Henyo | A word-guessing game where the player shall ask the partner questions to determine what word, however, the partner can only answer Yes, No and Maybe. |
| Puzzle Solving | This is a random puzzle solving that the teacher will ch |
| 4 Pics 1 Word | Another word-guessing game where 4 pictures shall serve as the clue for the word which are composed of jumbled letters. |
| Mystery Game | This part of the kit lets the teacher decide which play to use. |

**Chapter 5**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter reiterates the present study's problem, objectives, and findings, subsequently, some implications based on the findings in the previous chapter are discussed and some recommendations for future researchers are presented.

**Summary of Findings**

The researcher obtained the following data in this research study:

1. **What is the academic emotion and academic engagement of the respondents before and after the use of play in the subject Araling Panlipunan?**

The academic emotion is low (M=1.83, SD=.52) and student engagement is high (M=3.21, SD=1.41) before the use play as an approach in teaching Araling Panlipunan to Grade 3 students. After the use of play, the academic emotion is very high (M=4.47, SD=.67) and student engagement remained high (M=3.73, SD=1.30).

2. **Is there significant difference between the academic emotion and student engagement before and after the use of play in the subject Araling Panlipunan?**

There is a significant difference in the students academic emotion (t=-10.69, p>.05) before and after the use of play as shown by the pretest and post test; however, there is no significant difference in the students' engagement (t=-1.48, p>.05) before and after the use of play as an approach in teaching Araling Panlipunan.

3. **What self-learning kit can be prepared for Grade 3 students in the subject Araling Panlipunan using Play as an approach?**

A Self-Learning Kit is prepared for the whole school year of the Grade 3 Level in the subject Araling Panlipunan that incorporates Play in the activities in learning the subject matter.

**Conclusion**

The following conclusions were gathered in this research study:

1. Before the use of play, the academic emotion was low, this used the traditional approach in teaching. However, maybe because of internal motivational factors within the student, the student engagement is high. The use of play in teaching resulted to a very high academic emotion for the students, but their engagement in the lesson proper remained high. The students enjoyed and had fun in the lesson with Play in its activities that Is why very high academic emotion was revealed.
2. Overall, the use of play in the subject Araling Panlipunan greatly affects the students' academic emotion but their student engagement was left unchanged which may be because of other motivational factors that may affect the students' engagement in the lesson.
3. A localized self-learning kit that caters Play in its activities can be prepared for Grade 3 students to enhance their academic emotion and maintain their high student engagement.

**Recommendation**

Based on the summary of findings and conclusions presented, the researcher recommendations were formally drawn:

**A. For the teachers**

1. Incorporating Play activities especially for younger students enhances their academic emotion. After an observation of low academic emotion within a class, a short Play activity may be able to enhance their academic emotion.

**B. For the Department of Education/ Local Government/ School Administration**

2. Further research on the use of play in teaching, especially its effects on the overall educational well-being of elementary school students is recommended to determine the range of its effectiveness and to be able for it to be incorporated on the daily teaching activities of the teachers.
3. Materials other than the self-learning kit is also recommended that will incorporate play in teaching should also be formulated to enhance the academic emotion of the students.
4. The researcher also recommends conducting seminars that will teach them on how to increase the academic emotion of the students which were found to be low without the use of play.
5. Research on the effectiveness of the current teaching method or the traditional approach in teaching is also recommended since low academic emotion has been concluded.
6. Development of the current teaching method is also recommended since students have low academic emotion in the current teaching method used by elementary school teachers.

**C. For future researchers:**

7. A mixed approached in research is recommended since the explanations of the quantitative data was from the observation of the researcher solely, a supporting qualitative data will further enhance and support the findings of this research study.

8. The use of play in teaching should also be incorporated in other grades or even higher grades to determine its level of effectiveness in different grades or age of students.
9. Since the findings revealed that the students' engagement remained the same, a questionnaire about the students' motivational factors is recommended since the results revealed that external factors may have not affected the students' engagement in the use of play.
10. A larger number of respondents are also recommended to increase the efficiency of the gathered data.
11. Incorporation of the use of play in other subjects is also recommended, especially those subjects that the students are finding difficult.
12. Further research on this study is also recommended to verify, amplify or negate the findings of this research study.

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