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Group Dynamics Strategy in Teaching Araling Panlipunan in Calaca District

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ABSTRACT
The main objective of this study was to determine the extent of utilizing group dynamics as an effective strategy in teaching Araling Panlipunan. The respondents of the study were the entire three hundred twenty (320) teachers of the above-mentioned district. The data gathering instrument used in this study was the questionnaire which was composed of assessment checklist. The data gathered were tabulated, analyzed and interpreted using Frequency Counts and Percentage, Weighted Mean, Standard Deviation and coefficient of correlation. The results of the study were as follows: the respondents utilized the group dynamics as an effective strategy in teaching 'to a great extent' in terms of concept mapping, group discussion, dramatization, problem-solving, peer-tutoring, role playing/assimilation group reporting, project making, tableau interpretation and topic analysis. They were also assessed 'to a Great Extent' that includes the attitudes of the pupils affected by the group dynamics strategies in terms of cognitive, affective, behavioral and social. The challenges met by the teachers was done by using group dynamics as strategy in teaching Araling Panlipunan were also assessed "to a great extent'. There was significant relationship between group dynamic strategies employed and the extent of pupils attitude. There was also significant relationship between group dynamics strategies employed and the challenges experienced on it. There is a significant relationship between the extent of the pupils attitude and the challenges experienced on it.

INTRODUCTION
Article XIV, Section I of the 1987 Philippine Constitution, states that: *The state shall protect and promote the right of all citizens to quality education and shall take appropriate steps to make sure that such education is accessible to all.* (Nolledo, J.N. 1987) To realize the intent of the Philippine Constitution and recognize the aims of the educational system, improvement of educational system become a continuing concerns of the Department of Education. Thus, this study proposed that an alternative strategy in teaching the group dynamics style of learning. Learning is focused on having pupils become more willing and able to accept responsibility and control for their own learning. Obviously, teachers as key figures in pupil's learning play a vital role in attaining this thrust.

Teachers must be the facilitators of learning. They produce the climate which stimulate the pupils to explore, investigate and seek answers. They are the most important factors in the educational system, for they serve as the key agents in affecting change. Their strategies are perceived to uplift the attitude and motivations to learn among pupils. It is the duty of the teachers to provide a climate of acceptance and learning among their pupils. This climate may be best achieved using varied methods and strategies that can help in the full attainment of the teaching goals and objectives.

The effectiveness of teaching depends on the strategies used by the teachers to reach the desired goals. The best strategy is the one that is most effective in reaching the goal in a specific situation. The teacher must possess variety of techniques like reporting, film viewing, panel discussions, buzz session, debate and among others so that he can select and apply the best strategy or strategies for a lesson. Only when teachers are aware of the different types of contents can they identify the most effective group dynamics.

Group dynamics as a teaching strategy is perceived to uplift the pupils' attitude and encourage them to help and support peers in their group rather than compete against one another. As this strategy provides an air of openness to learning, group dynamics may assist pupils in checking on their poor study habits and improving their attitudes. Thus, in psychological sense, the pupil is signing a contract for him to succeed. In other words, the pupil would like not to wish to let himself down, he would more likely do extra effort that may divert his academic failure into success. Changes in attitudes may occur during group interaction between the teacher and the pupils precisely because people influence people. Moreover, the group itself not only provide a sense of acceptance and belongingness among its members, but also gives each one a chance to participate in group activities (Johnson, W. R. 2018).

Learners are not isolated individuals but part of a larger society. Children's learning is affected by their homes, parents, peers and the community. The goal structure of individuals is directed at the same communally held objectives, and there exists a high interdependence among the goal attainment of the individuals.

By the time the child gets to school and meets a different climate, his learning ability becomes affected. In the place of cooperation, the child has been used to from home, is a violent competition. The child sees the classroom in a different light from what he is used outside the class. This sudden change from cooperation to competition can create a problem of maladjustment which could have negative consequence on the child's cognitive development. Pupils' must know that they should work together so as to maximize the learning levels not only of themselves but also that of their peers. In group dynamics, peers assist each other's learning and establish proper communication among themselves. Pupils with different culture, experiences, and learning modes get together to achieve success towards a common goal by assuming the responsibility of each other's progress'. Social psychologists have pointed out that classroom learning constitutes a transactional social process involving the exchange of a school curriculum between teachers and pupils and among the pupils. Thus, the teaching and learning transactions are kinds of multiple inter-personal relationships. How pupils experienced the curriculum is influenced by their relationships with peers. Pupils in a cooperative class never felt bored but maintained in-class communication and learned the lessons happily. The goal of an individual pupil can be influenced by the goal structure of the group he belongs. Once an individual can see the world from the perspective of another person, it will naturally follow that one will see that person in a more positive way. This reduces resentment for others. This is of great importance to teachers and should be encouraged. As learners negotiate meanings among themselves, an atmosphere of friendliness and mutual sharing develops. If such psychological basis for cooperation is not established, chaos may become characteristic of groups. The classroom has been described as a social set up. That the classroom groups with supportive friendship patterns enhance academic learning, while interpersonally tense classroom environment in which peer group rejection are strong and frequent, get in the way of learning. Group dynamics help satisfy many psychological conditions of man. Each individual member of the team works until each member of the team fully understands and completes the task. An essential element of group dynamic is the appropriate use of interpersonal and small group skills. These social skills include staying with the group, using quiet voices, giving direction to the group's work, encouraging participation, relating present learning to past learning, criticizing ideas without criticizing people, asking probing questions and requesting further rationale. In order to ensure that small group processing takes place, teachers allocate time at the end of each class session for each cooperative group to process how effectively members worked together. Groups need to describe what member actions were helpful and not helpful in completing the group's work and make decision about what behavior to continue or discard. Some of the keys to successful small group processing are allowing sufficient time for it to take place, providing a structure for processing, emphasizing positive feedback, making the processing specific rather than general, maintaining pupil's involvement in processing, reminding pupils to use their cooperative skills while they process and communicating clear expectations as to the purpose of processing. (Kagan et al. 2017)

In view of previous observations, there is a need to evaluate the present situation specifically the group dynamics used by the social studies teachers as strategy in teaching and its effects on pupils attitudes. It is a fact that whatever the subject matter is, the attitudinal effects depend on the strategies used by the teachers. Furthermore, Social Studies requires group dynamics as a strategy in teaching. It is very important that the teacher must be competent, effective and efficient facilitator of learning.

Teachers are aware and conscious in the role and relevance of social studies in the formation of a socially conscious and

responsible pupils. The researcher wanted to assess the use of group dynamics as strategy in teaching Araling Panlipunan and as assessed by Public School teachers in the District of Calaca. The findings of the study will help the researcher formulate the proposed activities to enhance the use of group dynamics and make the subject more evocative to pupils.

STATEMENT OF THE PROBLEM

The main purpose of the study was to determine the extent of utilizing group dynamics as an effective strategy in teaching Araling Panlipunan in the District of Calaca as assessed by the teacher themselves.

Specifically, this sought answers to the following questions:

1. To what extent do the teachers employ the following group dynamics strategies in teaching Araling Panlipunan as assessed by themselves:
    1.1 concept mapping;
    1.2 group discussion;
    1.3 dramatization;
    1.4 problem-solving;
    1.5 peer-tutoring;
    1.6 role playing/assimilation;
    1.7 group reporting;
    1.8 project-making;
    1.9 tableau interpretation and
    1.10 topic analysis?
2. To what extent are the attitudes of the pupils affected by the group dynamics strategies of the following domains:
    2.1 cognitive;
    2.2 affective;
    2.3 behavioral and
    2.4 social?

3. What challenges are met by the teachers in the use of group dynamics?

4. How significant is the relationship between the group dynamic strategies employed and the extent of the pupil's attitude as assessed by teachers?

5. How significant is the relationship between the group dynamic strategies employed and challenges on it?

6. How significant is the relationship between extent of attitudes of pupils on group dynamics and challenges experienced on it?

7. What activities may be proposed to enhance the use of group dynamics in teaching Araling Panlipunan?

SCOPE AND DELIMITATION OF THE STUDY

The main concern of this study was to determine the use of group dynamics as an effective strategy in teaching Araling Panlipunan in Calaca District.

The researcher employed the descriptive method of research and utilized questionnaire as the main instrument in gathering the data. Group dynamics employed in teaching the subject was also given emphasis. The extent of the effects of group dynamics on students' attitudes was likewise evaluated, covering cognitive, affective, behavioral, and social learning domains components. These effects were rated by the teachers.

As part of the study, a hypothesis is tested indicating relationship between group dynamics employed and the extent of effects to students' attitudes.

As contributory to the body of research on the teaching strategies, proposed activities to enhance the use of this strategy were given. These activities were prepared based on the needs of the pupils and teachers to adapt to the changes and attitudinal development of the society.

Lastly, the analysis and interpretation of data were confined only to responses reflected on the questionnaire administered to the respondents.

METHODOLOGY
Research Method Used

The descriptive method of research was employed by the researcher in conducting this study, since the function of this method is to present the trends that are developing and existing. This study aimed to find out the present conditions employed and utilized in teaching elementary pupils.

Descriptive research method according to Gay, et.al, is significant as surveys abound in educational research and are being used by many researchers as an investigative means to gather data in order to meet the educational questions. This method also is known because the present study aimed to determine the relationship and differences between and among the variables covered.

Descriptive evaluative was used to assess or evaluate the challenges experienced by the respondents in utilizing the different group dynamic activities as strategy in teaching Araling Panlipunan.

Descriptive correlation was used to find the significant relationship between group dynamic strategies employed and the extent of the pupil's attitude; between group dynamic strategies and the challenges on it and between extent of attitudes of pupils on group dynamics and challenges experienced on it.

As mentioned by Creswell (2016), it defined and assessed the relationship between two or more variables. The correlational approach will determine whether or not there is significant relationship between variables.

Respondents of the Study

In this study, three hundred twenty (320) public elementary teachers of Calaca district teaching Araling Panlipunan were the respondents. Purposive sampling was used in this study based on the following criteria: public school elementary teacher and currently teaching in the district during the school year 2020-2021.

RESULTS AND DISCUSSION
Extent of Group Dynamics Strategies in Teaching Araling Panlipunan

Table 1 on page 56 shows that the Araling Panlipunan teachers' assessment that provides visual guides to pupils is employed to a great extent with the weighted mean of 4.29 (SD=.985); it allows pupils to identify the details, content, concepts, and skills of the lesson as reflected by the weighted mean of 4.27 (1.078);   let the pupils construct a focus question that clearly specifies the problem or issue the concept map should have to resolve with the weighted mean of 4.18 (SD=1.180), clarifies textual information with the weighted mean of 4.17 (1.086) and shows how a concept in one domain of knowledge represented on the map is related to a concept in another domain shown on the map with the weighted mean 4.14 (SD=1.108) respectively.

Over-all result shows that the Araling Panlipunan teachers' assessed that concept mapping is employed to a great extent in teaching as indicated by the composite mean of 4.21 (1.087). This is a clear justification that the teachers assessed to a great extent that concept mapping provides visual guides to pupils and allows pupils to identify the details, content, concepts, and skills of the lesson.

Table 1. Extent of Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Concept Mapping

Items	WM	VI	SD
1. Guides the pupils in visualizing the topic	4.29	TGE	.985
2. Clarifies textual information	4.17	TGE	1.086
3. Allows pupils to identify the details, content, concepts, and skills of the lesson	4.27	TGE	1.078
4. Let the pupils construct a focus question that clearly specifies the problem or issue the concept map should have to resolve.	4.18	TGE	1.180
5.Shows how a concept in one domain of knowledge represented on the map is related to a concept in another domain shown on the map.	4.14	TGE	1.108
COMPOSITE MEAN	4.21	TGE	1.087

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Table 2 on page 58 displays that the Araling Panlipunan teachers' assessment that encourages the group members to consider each other's idea is employed to a great extent with the weighted mean of 4.41 (SD=.859); explains the part of the lesson which remains unclear after the discussion as reflected by the weighted mean of 4.39 (.931); utilizes group discussion for sharing

information, obtaining and gaining respect for various points of view, and for clarifying ideas 4.29 (.980); applies group discussion in laying plans for new work and for making decisions concerning future action with the weighted mean of 4.23 (1.088) and adopts group discussion for inspiring interest and for evaluating progress with the weighted mean of 4.17 (1.132).

It appeared that all techniques in group discussion are utilized to a great extent by the Araling Panlipunan teachers as indicated by their respective mean rating and with the composite mean of 4.30 (SD=0.998). This proves   that the teachers assess to a great extent that group discussion encourages the group members to consider each other's idea and explains the part of the lesson which remains unclear after the discussion.

Table 3 on page 60 reveals that the Araling Panlipunan teachers' assessment that explains the value of cooperation to have quality presentation and employed to a great extent having the weighted mean of 4.34 (SD=.989); explains the connection of the drama presented to the topic as reflected by the weighted mean of 4.27 (1.103) ;   adopts dramatization to give pupils a chance to display their acting talents and learns the lesson well with the weighted mean of 4.24 (SD=1.090);   teaches the moral lesson after the dramatization with the weighted mean of   4.17 (SD=1.132); and explains the role of each character in the drama with the weighted mean 4.09 (SD-1.166) .

Table 2. Extent of Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Group Discussion

Items	WM	VI	SD
1.Utilizes group discussion for sharing information, obtaining and gaining respect for various points of view, and for clarifying ideas.	4.29	TGE	.980
2.Applies group discussion in laying plans for new work and for making decisions concerning future action.	4.23	TGE	1.088
3. Adopts group discussion for inspiring interest and for evaluating progress	4.17	TGE	1.132
4.Explains the part of the lesson which remains unclear after the discussion	4.39	TGE	.931
5.Encourages the group members to consider each other's idea.	4.41	TGE	.859
COMPOSITE MEAN	4.30	TGE	0.998

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

The over-all result demonstrates to a great extent that Araling Panlipunan teachers used dramatization as one of the group dynamics activity with the composite mean of 4.22 (SD=1.096). This shows that teachers assessed to a great extent that dramatization explains the value of cooperation to have quality presentation and explains the connection of the drama presented to the topic.

Table 3. Extent of Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Dramatization

Items	WM	VI	SD
1. Adopts dramatization to give pupils a chance to display their acting talents and learns the lesson well.	4.24	TGE	1.090
2. Explains the role of each character in the drama.	4.09	TGE	1.166
3. Teaches the moral lesson after the dramatization.	4.17	TGE	1.132
4. Explains the value of cooperation to have quality presentation.	4.34	TGE	.989
5. Explains the connection of the drama presented to the topic.	4.27	TGE	1.103
COMPOSITE MEAN	4.22	TGE	1.096

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Table 4 on page 63 presents that the Araling Panlipunan teachers' assessment that compares the process and the corresponding solutions done by each member is employed to a great extent having the weighted mean of 4.39 (SD=.954); guides the pupils while doing the process as shown by the weighted mean of 4.33 (1.045); makes use of different materials like pictures, charts, books, models and information exhibits with the weighted mean of 4.26 (SD=1.138);   gives drill exercises to develop conceptual skills with the weighted mean of 4.22 (SD=1.173) and provides problem activities and situations that will require the pupil to investigate for the solutions which will help them understands the lesson at the end of the period with the weighted mean of 4.08 (SD-1.250) .

The general outcomes prove to a great extent that Araling Panlipunan teachers utilized problem-solving   as one of the group

dynamics activity with the composite mean of 4.26 (SD=1.112). This verifies to a great extent the respondents assess to a great extent that problem-solving compares the process and the corresponding solutions done by each member and guides the pupils while doing the process.

Table 4. Extent of Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Problem-Solving

Items	WM	VI	SD
1. Provides problem activities and situations that will require the pupil to investigate for the solutions which will help them understands the lesson at the end of the period.	4.08	TGE	1.250
2. Makes use of different materials like pictures, charts, books, models and information exhibits.	4.26	TGE	1.138
3.Gives drill exercises to develop conceptual skills	4.22	TGE	1.173
4.Guides the pupils while doing the process.	4.33	TGE	1.045
5.Compares the process and the corresponding solutions done by each member.	4.39	TRE	.954
COMPOSITE MEAN	4.26	TGE	1.112

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Table 5 on page 65 reflects that the Araling Panlipunan teachers' assessment that encourages pupils to share their knowledge, opinions and ideas is employed to a great extent having the weighted mean of 4.31 (SD=1.107); provides opportunities to pupils' cooperation as revealed by the weighted mean of 4.29 (SD=.980); ensures economical uses of resources with the weighted mean of 4.28 (SD=1.129), applies a scheme of teaching suitable to the needs of the pupils with the weighted mean of 4.27 (SD=1.115) and gain pupils' interests by providing them with motivating rewards with the weighted mean of 4.22 (SD-1.155).
The over-all assessment of Araling Panlipunan teachers showed that peer-tutoring was employed to a great extent as indicated by the composite mean of 4.27 (1.097). This proves that the respondents assessed to a great extent that peer-tutoring encourages pupils to share their knowledge, opinions and ideas provides opportunities to pupils' cooperation

Table 5. Extent of Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Peer-Tutoring.

Items	WM	VI	SD
1.Applies a scheme of teaching suitable to the needs of the pupils.	4.27	TGE	1.115
2.Ensures economical uses of resources.	4.28	TGE	1.129
3.Gains pupils' interests by providing them with motivating rewards.	4.22	TGE	1.155
4.Encourages pupils to share their knowledge, opinions and ideas.	4.31	TGE	1.107
5.Provides opportunities to pupils' cooperation.	4.29	TGE	.980
COMPOSITE MEAN	4.27	TGE	1.097

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Table 6 on page 67 displays teachers' assessment that defines how the person should act toward members of other groups and is employed to a great extent having the weighted mean of 4.39 (SD=.931); provides rules of conduct and expectations about proper attitudes so that pupils will be behaviorally oriented as shows   by the weighted mean of 4.22 (SD=1.173); describes player roles, rules, use of materials and time limits with the weighted mean of 4.22 (SD-1.555) ; observes players and handle questions on roles and adherence to rules with the weighted mean of 4.17 (SD=1.132); describes players roles, rules, use of materials and time limits with the weighted mean of 4.17 (1.086) and establishes obligations and privileges to each group members with the weighted mean of 4.10 (SD=1.190)
The over-all assessment of Araling Panlipunan teachers indicates that role playing/simulation is employed to a great extent as indicated by the composite mean of 4.21 (SD=1.102). This proves that the respondents assessed to a great extent that role playing/assimilation defines how the person should act toward members of other groups and provides rules of conduct and expectations about proper attitudes so that pupils will be behaviorally oriented.

Table 6. Extent of Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Role Playing/ Assimilation

Items	WM	VI	SD
1.Provides rules of conduct and expectations about proper attitudes so that pupils will be behaviorally oriented.	4.22	TGE	1.173
2. Establishes obligations and privileges to each group members.	4.10	TGE	1.190
3. Defines how the person should act toward members of other groups.	4.39	TGE	.931
4.Describes player roles, rules, use of materials and time limits.	4.17	TGE	1.086
5.Observes players and handle questions on roles and adherence to rules.	4.17	GRE	1.132
COMPOSITE MEAN	4.21	TGE	1.102

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Table 7 on page 69 shows that the Araling Panlipunan teachers' assessment provides the pupils the opportunity to work together as one body was assessed to a great extent with the weighted mean of 4.34 (SD.989); gives additional information about the topic specially if needed with the weighted mean of 4.34 (SD=.903) gives them possible sources of information that could be helpful 4.33 (SD=1.045); supervises the pupils as the prepares for the presentation/reporting with the weighted mean of 4.23 (SD=1.088) and prepares the pupils by assigning each group a topic clear to them with the weighted mean of 4.22 (SD=1.129). The over-all assessment of Araling Panlipunan teachers indicates that group reporting is employed to a great extent as indicated by the composite mean of 4.29 (SD=1.131). This also proves that the respondents assessed to a great extent that group reporting provides the pupils the opportunity to work together as one body and gives additional information about the topic specially if needed.

Table 7. Extent of Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Group Reporting

Items	WM	VI	SD
1.Provides the pupils the opportunity to work together as one body.	4.34	TGE	.989
2.Prepares the pupils by assigning each group a topic clear to them.	4.22	TGE	1.129
3.Gives them possible sources of information that could be helpful.	4.33	TGE	1.045
4.Gives additional information about the topic specially if needed.	4.34	TGE	.903
5.Supervises the pupils as the prepares for the presentation/reporting.	4.23	TGE	1.088
COMPOSITE MEAN	4.29	TGE	1.031

Legend: WM7 = Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Table 8 on page 71 shows that the Araling Panlipunan teachers' assessment that checks the participation of each member in doing their project is assessed to a great extent with the weighted mean of 4.33 (SD=1.031); explains very well the criteria which will serve as pupils' guide with the weighted mean of 4.27 (SD=1.140); encourages the pupils to be resourceful enough to avoid too much expense with the weighted mean of 4.21 (1.118); creates guidelines which will develop the pupil's manipulative thinking and reasoning settings, attitudes and dispositions as they creates their project with the weighted mean of 4.15 (SD=1.111) and provides with problems, which will lead them to gather data, explore, investigate, interpret, analyze, formulate hypothesis, use trial and error and generalize with the weighted mean of 4.10 (SD-1.188) .

The over-all assessment of Araling Panlipunan teachers shows that project-making was employed to a great extent as indicated by the composite mean of 4.21 (SD=1.118). it also proves that the respondents assessed to a great extent that project-making checks the participation of each member in doing their project and encourages the pupils to be resourceful enough to avoid too many expenses.

Table 9 on page 74 shows that the Araling Panlipunan teachers' assessment that allows the pupils to enjoy the guessing game provided and learn at the same time is assessed to a great extent with the weighted mean of 4.40 (SD=.931); instructs the other members of the group to interpret what they can see in the picture with the weighted mean of 4.34 (SD=1.032); creates interest and exercises and originality of the pupils with weighted mean of 4.33 (SD=1.040), provides scope for expression and imagination, sharpens learning, appeals to emotions and removes complexes so that learnings can be achieved with the weighted mean of 4.26 (SD=1.121) and allows audience/pupils to guess what is being performed by others with the weighted mean of 4.21 (SD-1.170) .

The over-all assessment of Araling Panlipunan teachers shows that tableau interpretation was employed to a great extent as

indicated by the composite mean of 4.31 (SD=1.059). This is a clear indication that the respondents assessed to a great extent that tableau interpretaion allows the pupils to enjoy the guessing game provided and learn at the same time and instructs the other members of the group to interpret what they can see in the picture.

Table 8. Extent of Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Project-Making

Items	WM	VI	SD
1.Creates guidelines which will develop the pupil's manipulative, thinking and reasoning settings, attitudes and dispositions as they create their project.	4.15	TGE	1.111
2.Provides with problems, which will lead them to gather data, explore, investigate, interpret, analyse, formulate hypothesis, use trial and error and generalize.	4.10	TGE	1.188
3. Encourages the pupils to be resourceful enough to avoid too much expense.	4.21	TGE	1.118
4.Explains very well the criteria which will serves as pupils' guide.	4.27	TGE	1.140
5. Checks the participation of each member in doing their project.	4.33	TGE	1.031
COMPOSITE MEAN	4.21	TGE	1.118

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Table 9. Extent of Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Tableau Interpretation

Items	WM	VI	SD
1.Provides scope for expression and imagination, sharpens learning, appeals to emotions and removes complexes so that learnings can be achieved.	4.26	TGE	1.121
2.Creates interest and exercises and originality of the pupils	4.33	TGE	1.040
3.Instructs the other members of the group to interpret what they can see in the picture.	4.34	TGE	1.032
4.Allows audience/pupils to guess what is being performed by others	4.21	TGE	1.170
5.Allows the pupils to enjoy the guessing game provided and learn at the same time.	4.40	TGE	.931
COMPOSITE MEAN	4.31	TGE	1.059

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Table 10 on page 76 presents that the Araling Panlipunan teachers' assessment that applies the art of questioning to determine the understanding of the pupils about the topic is assessed to a great extent with the weighted mean of 4.29 (SD=1.097); gives questions which may lead to pupils to think clearly and decide wisely with the weighted mean of 4.28 (SD=1.129); discovers the importance of positive attitudes and values as part of one's self-concepts with the weighted mean of 4.27 (SD=1.125); develops concepts and social skills related to personal activities with the weighted mean of 4.17 (SD=1.063) and provides skills in inductive thinking, computer usage and verbal communication with the weighted mean of 4.12 (SD-1.145).

Table 10. Extent of Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Topic Analysis

Items	WM	VI	SD
1.Provides skills in inductive thinking, computer usage and verbal communication.	4.12	TGE	1.145
2.Develops concepts and social skills related to personal activities.	4.17	TGE	1.063
3.Discovers the importance of positive attitudes and values as part of one's self-concepts.	4.27	TGE	1.125
4.Gives questions which may lead to pupils to think clearly and decide wisely.	4.28	TGE	1.129
5.Applies the art of questioning to determine the understanding of the pupils about the topic.	4.29	TGE	1.097
COMPOSITE MEAN	4.23	TGE	1.112

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

The over-all assessment of Araling Panlipunan teachers shows that topic analysis   was employed to a great extent as indicated

by the composite mean of 4.23 (SD=1.112). This also shows that the respondents assessed to a great extent that topic analysis applies the art of questioning to determine the understanding of the pupils about the topic and gives questions which may lead to pupils to think clearly and decide wisely.

Perception of the Respondents on the Extent of the Attitude of the Pupils Affected by Group Dynamics Strategies in Teaching Araling Panlipunan

Table 11 on page 79 presents that the Araling Panlipunan teachers perceived to the great extent that it recognizes group cooperation with the weighted mean of 4.37 (SD=1.009); widens knowledge about the topic as revealed by the weighted mean of 4.35 (SD=.980); increases interest in the subject matter with the weighted mean of 4.33 (SD=1.040) , exercises comprehension with the weighted mean of 4.31   (SD=1.101); solves one's confusion or doubt with the weighted mean of 4.29   (SD=.974); increases self-productivity with weighted mean of 4.28 (1.107); solves one's confusion or doubt with the weighted mean of 4.22 (SD=1.155); compares one's opinion with the weighted mean of 4.22 (1.137); alleviates uncertainty with the weighted mean of 4.17, (SD=1.092),and criticizes other's work/output with the weighted mean 4.13 (SD=1.119) .

The over-all perception of the respondents on the pupils affected by group dynamics strategies in Teaching Araling Panlipunan in terms of cognitive domain   is perceived to a great extent as indicated by the composite mean of 4.27 (SD=1.071). This is also proving that the respondents assessed cognitive domain recognizes group cooperation and widens knowledge about the topic.

Table 12 on page 81 shows that the Araling Panlipunan teachers perceived to the great extent that it accepts criticism/fear with the weighted mean of 4.41 (SD=.932); lessens feelings of uncertainty with the weighted mean of 4.32 (SD=1.044; enables to express oneself or feelings with the weighted mean of 4.31 (1.106); enjoys activity within the group with the weighted mean of 4.30 (SD=.953); develops good relationships with the weighted mean of 4.29 (SD=1.086); inreases intrinsic interest with the weighted mean of 4.28 (SD=1.129); boosts morale with the weighted mean of 4.27 (SD=1.140); accept good standards with the weighted of 4.27 (SD=1.125); develops flexilibity with the weighted mean 4.27 (SD=1.103); controls one's feeling and emotions with the weighted mean of 4.17 (SD=1.132).

The over-all perceptions of the respondents on the pupils affected by group dynamics strategies in Teaching Araling Panlipunan in terms of affective domain   was perceived to a great extent as indicated by the composite mean of 4.29 (SD=1.075). This implies that the respondents perceived to a great extent that the affective domain accepts criticism/fear and lessens feelings of uncertainty.

Table 11. Perceptions of the Respondents on the Extent of the Attitude of the Pupils Affected by Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Cognitive Domain

Items	WM	VI	SD
1. Alleviates uncertainty	4.17	TGE	1.092
2. Criticizes other's work/output	4.13	TGE	1.119
3.Recognizes group cooperation	4.37	TGE	1.009
4. Exercises comprehension	4.31	TGE	1.101
5.Compares one's opinion	4.22	TGE	1.137
6.Increases interest inthe subject matter	4.33	THE	1.040
7.Increases self-productivity	4.28	TGE	1.107
8.Solves one's confusion or doubt	4.29	TGE	.974
9.Solve one's confusion or doubt	4.22	TGE	1.155
10.Widens knowledge about the topic	4.35	TGE	.980
COMPOSITE MEAN	4.27	TGE	1.071

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Table 12. Perceptions of the Respondents on the Extent of the Attitude of the Pupils Affected by Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Affective Domain

Items	WM	VI	SD
1.Accepts group standards	4.27	TGE	1.125
2. Develops good relationships	4.29	TGE	1.086

3. Boosts morale	4.27	TGE	1.140
4. Develops flexibility	4.27	TGE	1.103
5. Enables to express oneself or feelings	4.31	TGE	1.106
6.Enjoys activity within the group	4.30	THE	.953
7.Controls one's feelings and emotions	4.17	TGE	1.132
8.Increases intrinsic interest	4.28	TGE	1.129
9.Accepts criticism/fear	4.41	TGE	.932
10.Lessens feelings of uncertainty	4.32	TGE	1.044
COMPOSITE MEAN	4.29	TGE	1.075

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Table 13 on page 84 shows that the Araling Panlipunan teachers perceived to a great extent that Increases individual confidence with the weighted mean of 4.36 (SD=.994); lessens boredom as revealed by the weighted mean of 4.33 (SD=1.054); motivates self-esteem with the weighted mean of 4.29 (SD=1.097); increases individual confidence with the weighted mean of 4.26 (SD=1.141); changes one's behavior and belief with weighted mean of 4.21 (SD=1.170); enhances talents and skills with the weighted mean of 4.21 (SD-1.118), develops positive attitudes towards others with the weighted mean of 4.21 (SD=.989); resolves normative pressure on the individual with the weighted mean of 4.19 (SD=1.107) and promotes independence with the weighted mean of 4.14 (SD=1.151); promotes physiological alertness with the weighted mean of 4.10 (SD=1.190) .

The over-all perception of the respondents on the pupils affected by group dynamics strategies in Teaching Araling Panlipunan in terms of behavioral domain is perceived to a great extent as indicated by the composite mean of 4.23 (SD=.989). This shows that the respondents assessed to a great extent that the behavioral domain Increases individual confidence and lessens boredom.

Table 14 on page 86 displays that the Araling Panlipunan teachers perceive that it develops socialization to the great extent with the weighted mean of 4.36 (SD=.989); desires to gain approval from group members with the weighted mean of 4.33 (SD=1.040); promotes healthy competition with the weighted mean of 4.32 (SD=.079), makes one sociable with the weighted mean of 4.31 (SD=1.091), promotes equality and independence with the weighted mean of 4.28 (SD=1.070), develops sense of responsibility, harmony and camaraderie with the weighted mean of 4.27 (SD-1.126), develops team teaching with the weighted mean of 4.19 (SD=1.072),, enhances group cohesiveness and effectiveness with the weighted mean of 4.15 (SD=1.130), helps relate with peers with the weighted mean of 4.12 (SD=1.145) and realizes self-worth with the weighted mean 4.09 (SD=1.166).

Table 13. Perceptions of the Respondents on the Extent of the Attitude of the Pupils Affected by Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Behavioral Domain

Items	WM	VI	SD
1. Changes one's behavior and belief	4.21	TGE	1.170
2. Enhances talents and skills	4.21	TGE	1.118
3.Lessens boredom	4.33	TGE	1.054
4.Motivates self-esteem	4.29	TGE	1.097
5.Promotes independence	4.14	TGE	1.151
6.Promotes physiological alertness	4.10	THE	1.190
7.Resolves normative pressure on the individual	4.19	TGE	1.107
8.Increases individual confidence	4.26	TGE	1.141
9.Serves as an outlet to share ideas	4.36	TGE	.994
10.Develops positive attitudes towards others	4.21	TGE	.989
COMPOSITE MEAN	4.23	TGE	1.101

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

The over-all perception of the respondents on the pupils affected by group dynamics strategies in Teaching Araling Panlipunan in terms of social domain is perceived to a great extent as indicated by the composite mean of 4.24 (SD=1.081).This is a strong indication that the respondents perceived to a great extent that the attitude of the pupils affected by group dynamics strategies in teaching Araling Panlipunan in terms of social domain develops socialization and desires to gain approval from group members.

Table 14. Perceptions of the Respondents on the Extent of the Attitude of the Pupils Affected by Group Dynamics Strategies in Teaching Araling Panlipunan in Terms of Social Domain

Items	WM	VI	SD
1.Develops socialization	4.36	TGE	.989
2.Desires to gain approval from group members	4.33	TGE	1.040
3.Develops team teaching	4.19	TGE	1.072
4.Develops sense of responsibility, harmony and camaraderie	4.27	TGE	1.126
5.Enhances group cohesiveness and effectiveness	4.15	TGE	1.130
6.Helps relate with peers	4.12	THE	1.145
7.Realizes self-worth	4.09	TGE	1.166
8.Makes one sociable	4.31	TGE	1.091
9.Promotes equality and independence	4.28	TGE	1.070
10.Promotes healthy competition	4.32	TGE	.979
COMPOSITE MEAN	4.24	TGE	1.081

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Challenges Met by the Respondents in the Use of Group Dynamics Strategies in Teaching Araling Panlipunan

Table 15 on page 89 presents   that the Araling Panlipunan teachers perceive to the great extent that there is insufficient supplies of teaching manuals or guides with the weighted mean of 4.30 (SD=1.099); there was inability to minimize noise during the preparation with the weighted mean of 4.21 (SD=1.170); there was insufficient time for the presentation of the lesson with the weighted mean of   4.17 (SD=1.092), inappropriateness of strategies chosen with the weighted mean of 4.17 (SD=1.132), poor time management 4.13 (SD=1.195), readiness of the pupils in the presentation 4.08 (SD-1.250), inability to meet the needs of the slow learners like thorough attention and encouragement with the Chinese character and birthday with the weighted mean of 4.05 (SD=1.292), interruptions due to few uninterested pupils with weighted mean of , insufficient skills in using the method and lack of proper motivation with the weighted mean of 3.93 (SD=1.313). The over-all challenges met by the teachers in the use of group dynamics strategies in Teaching Panlipunan is to a great extent with the composite mean of 4.11 (SD=1.212) This shows that the respondents perceived to a great extent that there was insufficient supplies of teaching manuals or guides and there was inability to minimize noise during the preparation. This is in parallel with the study of Kaendler (2016) that there were challenges in the implementation of group dynamics as strategy in teaching, one of which is the teachers lack competencies that may seriously and negatively impact pupils learning and neglect the importance of social interaction during collaboration. He also added that they were also common challenges encountered during group dynamics activities such as monitoring students' on-task behavior, managing group-work time, providing relevant materials, assigning individual roles, and establishing teamwork beliefs and behaviors. He also cited that there is relationship between group dynamics strategies employed and the challenges experienced on it.

Table 15. Challenges Met by the Respondents in the Use of Group Dynamics Strategies in Teaching Araling Panlipunan

Items	WM	VI	SD
1.Inability to meet the needs of the slow learners like thorough attention and encouragement	4.05	TGE	1.292
2.Insufficient time for the presentation of the lesson.	4.17	TGE	1.092
3.Interruptions due to few uninterested pupils	4.03	TGE	1.290
4.Insufficient supplies of teaching manuals or guides	4.30	TGE	1.099
5.Inappropriateness of strategies chosen.	4.17	TGE	1.132
6.Readiness of the pupils in the presentation	4.08	THE	1.250
7.Inability to minimize noise during the preparation	4.21	TGE	1.170
8.Poor time management.	4.13	TGE	1.195
9.Lack of proper motivation	3.93	TGE	1.313
10.Insufficient skills in using the method.	4.00	GRE	1.290
COMPOSITE MEAN	4.11	TGE	1.212

Legend: WM= Weighted Mean, VI=Verbal Interpretation, SD=Standard Deviation, TGE= To a Great Extent

Significant Relationship Between Group Dynamics Strategies Employed and the Extent of the Pupils' Attitude
Table 16 on page 91 shows the relationship between group dynamics strategies employed and the extent of pupils attitude. The data show that there is significant relationship between two variables that gather "high correlation" result from the computed p-Value of 0. 000 which is lesser than the significant value of 0.05. Therefore, the study rejects the hypothesis that there is no significant relationship between group dynamics strategies employed and the extent of pupils' attitude.
The relationship implies that the group dynamics strategies employed in the teaching are related to the pupils' attitude. The use of different dynamic strategies in teaching affects the pupils attitude in terms of cognitive, affective, social and behavioral. Congruency reveal in the study of Osmerold (2017) that there is a significant relationship between group dynamics strategies and pupil's attitude. He also cited that when the pupil finds enjoyment in the subject then it would tend to produce a favorable attitude toward the subject and such an attitude would in turn lead or enhance the desire to study social studies in serious and productive way.

Table 16. Significant Relationship Between Group Dynamics Strategies Employed and the Extent of the Pupils' Attitude

Variables	p-value	Decision	Remarks
Group Dynamics			
Extent of Pupils' Attitude	0.000	Reject Ho	Significant

Legend: Significant at p=0.05

Significant Relationship Between Group Dynamics Strategies Employed and the Challenges Experienced on it
Table 17 on page 92 shows the relationship between group dynamics strategies employed and the challenges experienced on it. The data show that there is significant relationship between two variables that gather "high correlation" result from the computed p-Value of 0.000 is lesser than the significant value of 0.05. Therefore, the study rejects the hypothesis that there is no significant relationship between group dynamics strategies employed and the challenges experienced on it.
The relationship implies that the group dynamics strategies employed in the teaching are related to challenges which the teachers encountered during the implementation of the strategies. The use of different dynamic strategies in teaching results challenges they experienced under this strategy.

Table 17. Significant Relationship Between Group Dynamics Strategies Employed and the Challenges Experienced on it

Variables	p-value	Decision	Remarks
Group Dynamics			
Challenges Met	0.000	Reject Ho	Significant

Legend: Significant at p=0.05

Significant Relationship Between Extent of the Pupils' Attitude and the Challenges Experienced on it
Table 18 on page 94 shows the relationship between extent of the pupils' attitude and the challenges experienced on it. The data show that there is significant relationship between two variables that gather "high correlation" result from the computed p-Value of 0.000 is lesser than the significant value of 0.05. Therefore, the study rejects the hypothesis that there is no significant relationship between extent of the pupils' attitude and the challenges experienced on it.
The relationship implies that the extent of the pupils' attitude is related to challenges experienced on it. The pupils' attitude results in the challenges experienced on it.

Table 18. Significant Relationship Between Extent of the Pupils' Attitude and the Challenges Experienced on it

Variables	p-value	Decision	Remarks
Group Dynamics			
Extent of Pupils' Attitude	0.000	Reject Ho	Significant

Legend: Significant at p=0.05

Proposed Activities to Enhance the Use of Group Dynamics
The proposed Activities to Enhance the use of group dynamics was designed by the researcher

CONCLUSIONS

1. The respondents utilize the group dynamics as an effective strategy in teaching 'To a Great Extent' in terms of concept mapping, group discussion, dramatization, problem-solving, peer-tutoring, role playing/assimilation group reporting, project making, tableau interpretation and topic analysis.

2. The respondents assess 'To a Great Extent' the attitudes of the pupils affected by the group dynamics strategies in terms of cognitive, affective, behavioral and social.

3. The respondents assess 'To a Great Extent' the challenges met by the teachers in the use of group dynamics as strategy in teaching Araling Panlipunan.

4. There is significant relationship between group dynamics strategies employed and the extent of pupils attitude.

5. There is significant relationship between group dynamics strategies employed and the challenges experienced on it.

6. There is a significant relationship between the between extent of the pupils attitude and the challenges experienced on it

7. The researcher proposed activities to further enhance the use of group dynamics in teaching Araling Panlipunan.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are hereby offered:

1. School administrators should properly train their teachers in the use of different group dynamic activities as a strategy in teaching Araling Panlipunan.

2. Teachers should utilize the different dynamic activities as a strategy in teaching Araling Panlipunan to enhance pupils attitudes which is related to their cognitive, affective, behavioral and social attitudes.

3. Teachers should be given an assistance especially with the materials like teaching manuals or guides that would help them with the utilization of the group dynamics activity.

4. School heads and Master teachers should conduct actual teaching observations to give assistance to the teachers most especially on the utilization of group dynamics strategies employed to observe its actual extent on pupils attitude.

5. Teachers should provide many activities that will utilize group dynamics to further enhance the pupils attitudes in all learning areas.

6. School administrators, and teachers should attend seminars and training that would give them further knowledge on the pupils attitude to eliminate the challenges encountered in the utilization of the group dynamic activities as a strategy in teaching Araling Panlipunan.

7. The proposed activity by the researcher is highly recommended to be used in schools to enhance the use of group dynamics in teaching Araling Panlipunan.

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