

Choice-Based Learning: An Approach to Leverage Learners' Performance in Araling Panlipunan

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Abstract

This study examined the effectiveness of choice-based learning as an instructional approach to leverage learners' performance in Araling Panlipunan. It determined learners' performance before and after implementation and the significant differences in their pretest and posttest performance. A quasi-experimental design was used with two groups of Grade 9 learners at Western Abra National High School: 21 learners exposed to the Learning Menu strategy and 22 learners exposed to the Choice Board strategy. Data were gathered through pretests, posttests, and interviews. The assessments were validated by Araling Panlipunan specialists and pilot-tested with Grade 10 and non-participating Grade 9 learners. The manuscript reported reliability indices of 0.894 to 0.904 and validity indices of approximately 0.945 to 0.951. Before implementation, the Learning Menu and Choice Board groups obtained overall means of 74.13 and 72.65, both Did Not Meet Expectation. After implementation, their overall means increased to 85.10, Very Satisfactory, and 82.83, Satisfactory, respectively. Both strategies produced statistically significant pretest-posttest improvements at $p < 0.01$. The overall posttest difference between the Learning Menu and Choice Board groups was not statistically significant, $t = 1.79$, $p = 0.082$. The study concludes that Learning Menus and Choice Boards are effective instructional approaches for improving learners' performance in Araling Panlipunan, with no significant difference in their overall effectiveness.

Keywords: *Learning Menu, Choice Board, Strategy, Leverage, Performance*

Introduction

Teaching Araling Panlipunan is challenging because lecture-based instruction, limited technology and resources, teachers working outside their specialization, and learners' perception of the subject as boring may reduce engagement and performance. Choice-based learning allows learners to select meaningful tasks and supports autonomy, ownership, motivation, and learner-centered instruction. The study was anchored on Self-Determination Theory, Constructivist Learning Theory, Choice Theory, and Cognitive Load Theory. The manuscript discussed meaningful choice, autonomy, intrinsic motivation, experiential learning, gamification, task-based strategies, Learning Menus, and Choice Boards as approaches for improving learner engagement and performance. The study sought to determine learners' performance before and after implementation of choice-based learning strategies across four competencies involving the agricultural, industry, service, and informal sectors; the significant pretest-posttest differences; and the significant difference between the posttest performance of learners exposed to Learning Menus and Choice Boards. The hypotheses stated that there is a significant difference in the performance of Group A and Group B before and after implementation, and that there is a significant difference in the posttest performance of both groups.

Materials and Methods

The study used a quasi-experimental design. Group A was exposed to the Learning Menu strategy, while Group B was exposed to the Choice Board strategy. Pretest and posttest scores were collected, and interviews, observations, and reflection journals were used to understand learner experiences and perceptions. The respondents were Grade 9 learners enrolled during School Year 2025-2026 at Western Abra National High School, Danglas, Abra. Group A consisted of 21 learners exposed to Learning Menus, while Group B consisted of 22 learners exposed to Choice Boards. The researcher used teacher-made pretests and posttests. The instrument was validated by Araling Panlipunan specialists and pilot-tested with non-participating learners. The abstract reported reliability indices of 0.894 to 0.904 and validity indices of approximately 0.945 to 0.951. Interviews were also conducted with selected learners. The instrument was developed, validated, and pilot-tested; permission was secured from the school principal; learners were oriented; both groups took the pretest; Choice-Based Learning activities were implemented through Learning Menus and Choice Boards; classroom participation was observed; and both groups took the posttest. Selected learners were interviewed. Mean was used to determine performance levels. Paired-sample t-tests compared pretest and posttest performance within each group, while an independent-samples t-test compared the posttest means of the Learning Menu and Choice Board groups. The significance level was set at 0.05.

Results

Table 1. Performance Before Implementation of Choice-Based Strategies

Learning Competency	Learning Menu Mean	DR	Choice Board Mean	DR
Agricultural sector policies	71.95	DNME	71.09	DNME
Industry sector roles and policies	71.90	DNME	71.36	DNME
Service sector roles and policies	75.67	FS	71.64	DNME
Informal sector roles and policies	77.00	FS	76.50	FS
Overall	74.13	DNME	72.65	DNME

Table 2. Performance After Implementation of Choice-Based Strategies

Learning Competency	Learning Menu Mean	DR	Choice Board Mean	DR
Agricultural sector policies	85.48	VS	84.27	S
Industry sector rules and policies	81.10	S	81.05	S
Service sector rules and policies	88.14	VS	83.32	S
Informal sector rules and policies	85.67	VS	82.68	S
Overall	85.10	VS	82.83	S

Table 3a. Learning Menu Pretest-Posttest Comparison

Learning Competency	Pretest	Posttest	Hedges g	T-Value	T-Prob
Agricultural sector policies	71.95	85.48	6.73	9.38	<0.01
Industry sector rules and policies	71.90	81.10	10.43	4.11	<0.01
Service sector rules and policies	75.67	88.14	7.50	7.77	<0.01
Informal sector rules and policies	77.00	85.67	9.08	4.46	<0.01
Overall	74.13	85.10	4.29	11.93	<0.01

Table 3b. Choice Board Pretest-Posttest Comparison

Learning Competency	Pretest	Posttest	Hedges g	T-Value	T-Prob
Agricultural sector policies	71.09	84.27	5.88	10.17	<0.01
Industry sector rules and policies	71.36	81.05	4.37	10.58	<0.01
Service sector rules and policies	71.64	83.32	4.97	11.22	<0.01
Informal sector rules and policies	76.50	82.68	7.89	3.74	<0.01
Overall	72.65	82.83	3.08	15.77	<0.01

Table 4. Difference in Posttest Performance

Learning Competency	Learning Menu	Choice Board	Mean Difference	T-Value	T-Prob
Agricultural sector policies	85.48	84.27	1.21	0.59	0.557
Industry sector rules and policies	81.10	81.05	0.05	0.03	0.977
Service sector rules and policies	88.14	83.32	4.82	2.04	0.048
Informal sector rules and policies	85.67	82.68	2.99	1.00	0.325
Overall	85.10	82.83	2.27	1.79	0.082

Discussion

Before implementation, both groups were generally at the Did Not Meet Expectation level. After implementation, the Learning Menu group reached a Very Satisfactory overall level, while the Choice Board group reached a Satisfactory level. Both strategies resulted in statistically significant improvement across all competencies, with p-values below 0.01 and large reported effect sizes. The Learning Menu group performed significantly better only in the competency concerning the service sector, $p = 0.048$. The overall posttest difference between the two groups was not statistically significant, indicating that both strategies were effective in improving learners' performance.

Conclusion

Learners' overall performance before implementation was at the Did Not Meet Expectation level. Their posttest performance improved after the use of Learning Menus and Choice Boards. Both strategies produced statistically significant pretest-posttest gains across all competencies. Although the Learning Menu group obtained a higher overall posttest mean, there was no significant difference in the overall effectiveness of the two strategies. Therefore, both Learning Menus and Choice Boards were effective in improving learners' performance in Araling Panlipunan.

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