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**SOCSCIyahan BOARD GAME: A PEDAGOGICAL STRATEGY IN IMPROVING THE PROFICIENCY LEVEL IN ARALING PANLIPUNAN**



**JEANETTE Q. ALVAREZ**  
Assistant School Principal II  
Saint Francis Integrated National High School

### **ABSTRACT**

Many educators are challenged with the development of instructional method that are effective and motivational. This study aimed to assess the effectiveness and impact of SocSiyahan Board Game in improving the Proficiency Level of Araling Panlipunan 10 students at St. Francis Integrated National High School. The SocSiyahan Board Game is tabletop game that typically use pieces. These pieces are moved or placed on a pre-marked board and often include elements of table, card, roleplaying, and miniature game as well. It features a competition between two or more players. The cards contain academic questions that will enhance mastery of students about the topic or competencies being developed. The proficiency Level in Second Quarter and Fourth Quarter of students in school year 2022-2023 was tallied, tabulated, analyzed, and interpreted using descriptive statistics. Quantitative method was used in analyzing the data. A paired t-test was performed to describe the significant difference in the grades of the students before and after being exposed to the intervention. The study showed the comparison of the grades of the respondents before (2nd Quarter) and after (4th Quarter) the use of the intervention. The results revealed that the mean grade of the respondents was higher after being exposed to the intervention. The standard deviation of the grades after the intervention is much higher which indicates that there are more extreme grades compared to the 2nd quarter. The results of the paired t-test revealed that there is a significant difference ( $t[77] = -9.619, p < .001$ ) in the grades of the students before and after being exposed to the intervention. This indicates that there is a significant improvement in the grades after being exposed to the intervention by  $3.12 \pm 2.86$ . Therefore, for this group of students, the intervention is deemed effective.

**Keywords:** Board Game, Proficiency Level, intervention, instructional method

## INTRODUCTION

Based on Republic Act 10533 also known as “Enhance Basic Education Act of 2013”, Section 5, Curriculum Development, the DepEd shall adhere standards and principles in developing the enhanced basic curriculum. Among the standards are the following (e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative (h) The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged, and approval of these materials shall devolve to the regional and division education units.

Many educators are challenged with the development of instructional method that are effective and motivational. Araling Panlipunan teachers have long been interested in improving students' conceptual understanding and motivational levels to do academic work. There are fun alternatives used to reinforce learning. There has been an increase in the number of studies investigating the effects of instructional games on students' academic performance and motivational levels.

The researcher aimed to assess the effectiveness of SocSciyan Board Game in improving proficiency level of select Grade 10 students. The SOCSCIyan Board Game is tabletop game that typically use pieces. These pieces are moved or placed on a pre-marked board and often include elements of table, card, roleplaying, and miniature game as well. It features a competition between two or more players. The cards contain academic questions that will enhance mastery of students about the topic or competencies being developed.

The Game was played by two (2) or more students and facilitated by one (1) moderator. Each student puts their counter on the space that says, “start here”. They take turns to roll

the dice. Each student moves the counter forward based on the number of dots shown on the dice. The student will answer the question where the counter lands. Yellow boxes have easy questions, orange boxes have average questions and blue boxes have difficult questions. If the student gives the correct answer, he will move one (1) step forward for easy question, 2 steps forward for average question and 3 steps forward for difficult questions. If the student gives the wrong answer, he will move one (1) step backward for easy question, two (2) steps backward for average question and three (3) steps backward for difficult questions. If the student lands on mystery box, the students will answer the question. If the student gets the correct answer, he will roll the dice. The number shown on the dice will be the number of steps forward. Otherwise, if the answer is wrong, he will step backward as shown on the dice. When the counter lands on black box, the student has an option to answer or pass the question to another player. If the student gives the correct answer, he will move 5 steps forward. Otherwise, if the student gives the wrong answer, he will move 5 steps backward. The first player to get to the space that says “home” is the winner and will receive a simple reward.

## METHODOLOGY

The study utilized the purposive sampling technique. The researcher gathered the quarterly grades of Grade 10 academically challenged students before (2nd Quarter) and after (4th Quarter) the utilization of SocSciyan Board Game. Likewise, least learned competencies in Araling Panlipunan 10 were gathered and utilized in developing the board game. The researcher prepared academic questions in the game cards that were used in the board game.

The participants of this study were seventy-eight (78) Grade 10 students. The following criteria was considered by the researcher: (1) Officially enrolled in school; (2) Grade 10 students; (3) with quarterly grades of 75-79 and below 75 before the utilization of SocSciyan Board Game.

Proficiency Level in 2nd Quarter and Fourth Quarter of students was tallied, tabulated, analyzed, and interpreted using descriptive statistics. The performance of the students was consistently monitored and evaluated. Quantitative method was used in analyzing the data. A paired t-test was performed to describe the significant difference in the grades of the students before and after being exposed to the intervention.

## RESULTS

The study aimed to assess the impact of SocSciyahan Board Game in improving the Proficiency Level of Araling Panlipunan 10 students at St. Francis National High School. Specifically, it sought to answers the following research questions.

Question 1. What was the Quarterly Grades of fairly proficient and who did not meet expectation Grade 10 students in Araling Panlipunan before the utilization of SocSciyahan Board Game?

- Before the utilization of intervention, there are 4 (5.13%) out of seventy-eight grade 10 students were fall under did not meet expectation while 74 (94.87%) fall fairly proficient in second quarter of school year 2022-2023.

Question 2. What was the Quarterly Grades of fairly proficient and who did not meet expectation Grade 10 students in Araling Panlipunan after the utilization of SocSciyahan Board Game?

- After the utilization of intervention, only 2 (2.56%) out of 78 remained in the category did not meet expectation, 43 (55.13%) were fairly proficient, 31 (39.74%) were satisfactory and 2 (2.56%) became very satisfactory in the fourth quarter.

3. Is there a significant difference between the quarterly grades of Grade 10 in Araling Panlipunan before and after the utilization of SocSciyahan Board Game?

- The result revealed that the mean grade of the respondents was higher after being exposed to the intervention. The standard deviation of the grades after the intervention is much higher which indicates that there are more extreme grades compared to the 2nd quarter.
- The results of the paired t-test revealed that there is a significant difference ( $t[77] = -9.619, p < .001$ ) in the grades of the students before and after being exposed to the intervention. This indicates that there is a significant improvement in the grades after being exposed to the intervention by  $3.12 \pm 2.86$ . Therefore, for this group of students, the intervention is deemed effective.

## DISCUSSION

Based on the result of the study, it is revealed that the utilization of SocSciyahan Board Game was effective in improving the proficiency level of students in Araling Panlipunan. Likewise, it promotes collaboration, inquiry, and critical thinking.

By utilizing the game that support the curriculum, teachers can give students opportunities to experience play, while at the same time promoting student achievement.

Based on observing students at play, these are the benefits of utilizing the board game during class: It Increased communication; Build social negotiation that are required of playing games together; Increased socialization; Improved skills in reading and understanding procedural directions on how to play the game; Experienced fun while learning; And developed critical thinking skills.

SocSciyahan Board Game has a great impact both students and teacher. Using this intervention, students receive more time for fun and collaborative learning. Cooperative board game contributes to students' cognitive development significantly. They promote strategic thinking, and problem-solving, and

help student learn how to make decisions under pressure. Direct interaction between students promotes active learning. Students feel more comfortable and open when interacting with a peer. Concentration and memory skills can also be enhanced through this game. As the game progresses, students are required to recall previous information to make decisions. The need for sustained attention throughout the gameplay sharpens their focus and concentration, whilst improving memory in an engaging and fun way. Likewise, teacher receives more time to focus on the next lesson.

This study also indicates that board game yield team-building spirit, greater psychological well-being, communication skills and better performance in terms of enhanced learning outcomes.

Based on the findings and formulated conclusion, the researcher would like to recommend the utilization of SocSciyahan Board Game in all grade level in Araling Panlipunan. Teachers may modify and decrease or increase the number of blocks based on their students' capacity. Grade 1 to 3 may use at least 10 blocks/questions each game. Grade 4 to 6 may play 20-30 blocks/questions per game. Grade 7-10 may play 30-50 blocks/questions each game. Senior high school may play 40-50 blocks/questions each game. The board game may be used as tournament in school and division level. Education Program Supervisor, PSDS, principal, head teachers, and master teachers were suggested to strictly monitor the use of the said intervention. Other learning areas can adopt the board game procedure. Hence, further study can be conducted to verify its effectiveness to other learning area.

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