

INTEGRATING KINESTHETIC MOTIVATION IN TEACHING VALUES EDUCATION

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Abstract

This study aimed to investigate on the effectiveness of kinesthetic motivation in teaching Edukasyon sa Pagpapakatao (EsP) among Grade 7 students. Likewise, the study was conducted to identify the significance of these activities for particular groups of learners as categorized by gender, age and learning style preference. The study followed a quantitative experimental design with a clustered sample of 166 learners, 91 in the control and 75 in the experimental groups. The experimental group was subjected to kinesthetic motivation while conventional instruction was used in the control group. Demographic profile and learning style preference were collected using a survey questionnaire. Summative test scores were recorded as indicators of performance. The data were analyzed using the computed t-scores as evaluated against the t-distribution critical value table, and the p-values were identified through online t-score calculator. The study provided varying results with the different variables considered. It was found that the null hypothesis was rejected with the overall sample, the male learners aged 12 to 13 years, kinesthetic learners and those with multimodal learning style preference. It was also found that the intervention had no significant effect among female learners, male above 13 years old, and the groups of learners having the 8 other unimodal learning style preferences. This study has strengthened the idea that diversity in learners' age, gender and learning style preference also requires diversified motivational activities that would best fit to their nature, capability, and interest.

Keywords: *Kinesthetic, Motivation, Learning Style, Classroom Strategy, Values Education*