



PSYCHE ME: LANGUAGE OF PSYCHOLOGICAL APPROACHES ON LEARNERS' SELF-ESTEEM AND MOTIVATION

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Article history:	Abstract:
<p>Received: March 17th 2021 Accepted: March 30th 2021 Published: April 18th 2021</p>	<p>K-12 program promotes culture of research among Senior High School learners that aims to cultivate both of their critical and creative thinking skills. However, not all learners are willing to engage themselves into the learning process that fuels many educators to help them develop the feeling of being worthy and motivated.</p> <p>Does language of psychological approaches (Psyche Me) in facilitating could improve learners' self-esteem and motivation in producing research outputs? This study utilized explanatory sequential mixed design in investigating the effects of Psyche Me to purposively selected learners (n=58) in a national high school during third quarter period of school year 2017-2018. Hypothesis was tested to determine the significant difference between the self-esteem and motivation of the respondents prior and after the given intervention.</p> <p>Results revealed that prior to the intervention, pre-assessment results of the experimental and control groups showed that they had almost the same level of self-esteem and motivation that were interpreted as "Low". After the given intervention, the experimental group gained much higher mean percentage in their self-esteem (t value .06 < critical value 1.67; p > 0.05) and motivation (t value 11.01 > critical value 1.67; p < 0.05) which was interpreted as "Very High." This proved that the intervention was effective.</p> <p>Interviews with the invited observers proved that various life learning skills like team- work, productivity, critical thinking, and written and oral communication skills were developed. The findings showed that psychological approaches could help learners achieve academic success with sufficient self-esteem and motivation (Uriarte, 2012; Arcenas, 2013).</p>

Keywords: Language of psychological approaches, I-language, language of encouragement, language of acceptance, language of exploring possibilities, motivation, self-esteem, practical research, intervention, teaching, learning process

INTRODUCTION

K-12 Program promotes the culture of research among the learners in Senior High School. This idea explains the necessity of formulating and conducting research to assess the needs of the learners and fill the gap between teaching practices and learners' learning difficulties in research subjects. Further, learners in Senior High School are also required to produce research outputs in most of their subjects, some are qualitative, quantitative or the combination of both. Learners naturally aim to learn and apply their learning into their finished outputs. They are expected to become interested in engaging themselves into the learning process. Importantly, learners' ability to enhance and sustain their feelings of being worthy and motivated as required in achieving their desired learning goals in the subjects is very crucial.

In San Jose del Monte National High School, the researcher was assigned as a subject teacher in Inquiries, Investigations and Immersion. The subject matter is a challenge on the part of the learners because it is a culminating activity that aims to develop critical thinking and problem-solving skills. They were required in the subject to produce a research output either explanatory or exploratory sequential designs that aims to collect both qualitative and quantitative data before the end of the semester. It is observable that composing sentences already a dilemma among the learners, much more of producing a research paper. In lieu of this, the researcher believes that language of psychological approaches will help learners increase their self-esteem and motivation in attaining the main objective of the subject.

In the context of learning and motivation, Loima and Vibulphol (2015) believed that teacher has an important role in the learning and motivation of the learners that takes place in the classroom. It describes that every teacher must consider the motivation of the learners for them to successfully master the learning objectives. In this study, the self-esteem is also included as some of the salient points of learning. Self-esteem is a predictor of better achievement

in the class. The learners' perception of being good team players in the class would help them in finalizing their research outputs in the subject. Self-esteem is comparatively parallel to the importance of motivation of performing classroom tasks. Both are equally relevant in leading the learners into the desired performance as perceived by the teacher.

In the concepts of motivation, Kahayon, et al. (2007) cited Freudian instinct theories where she described motivation as a driving force of any person or totality of man's striving which is important in achieving constructive responses. In this study, the researcher described motivation as a driving inner force of the learners in achieving the 85% mastery of the learning competencies of the subject which will lead them produce research outputs. Hence, the motivation of the learners will help them perform constructively in the class which will reflect in their self-esteem.

In the principles of self-esteem, Maslow's theory of hierarchy of needs is cited by Maguigad, et al. (2013) where he mentioned that "It is a need to maximize one's own potential for the fulfilment of higher self-concept" (p. 114). This statement clearly explains the vital contribution of trusting oneself in understanding and honing one's own potential as a capable person. Thus, teacher's language of psychological approaches may help learners understand their capacity and assist them to perform their academic tasks which that may hone their positive self-image as capable researchers in Senior High School. This positive self-image may serve as the strong foundation of their learners' confidence in achieving the main task of the teacher in Inquiries, Investigation and Immersion.

To enhance and sustain the self-esteem and motivation of the learners, the researcher found language psychological approaches as one of the prominent twenty first century approaches. Uriarte (2012) cited the study of Lanohan (1988) and Tesorio (1993) where these languages were identified such as I-Language, Language of Acceptance and Language of Possibility and each language has specific role in planning, formulating and materializing the research outputs of the learners in the subject.

Specifically, I-Language is the teacher's directive sense of giving his personal knowledge about their respective field or interest topic, directing them to the right steps of choosing references or sources of data and presenting clear statements of the problems and treated data. This language may help learners finish their studies wherein they will be also encouraged to state their own point of views about the subject.

Language of Acceptance is the sense of accepting the draft copy of the research output of the learners and patiently advising them to adequately do what is needed to their papers. Language of Possibility is the idea of giving options to the learners and let them decide what is right for the presentation of their research outputs. To top it all, language of psychological approaches as highlighted by Uriarte (2000), is the best way of teaching the learners in the classroom while carefully conveying your words/phrases in a very kind, encouraging and polite manners.

In this study, the researcher would like to see if psychological approaches would help learners increase their self-esteem and motivation in producing research outputs in Inquiries, Investigations and Immersion.

CONCEPTUAL FRAMEWORK

This study explored the effect of language psychological approaches on the self-esteem and motivation of the learners in producing research outputs in Inquiries, Investigations and Immersion.

The paradigm shows the significant relationship between the two variables included in the study: (1) the independent variable which is the language psychological approaches like I-Language, Language of Acceptance and Language of Possibility and; (2) the dependent variables are the self-esteem and motivation in producing research outputs.

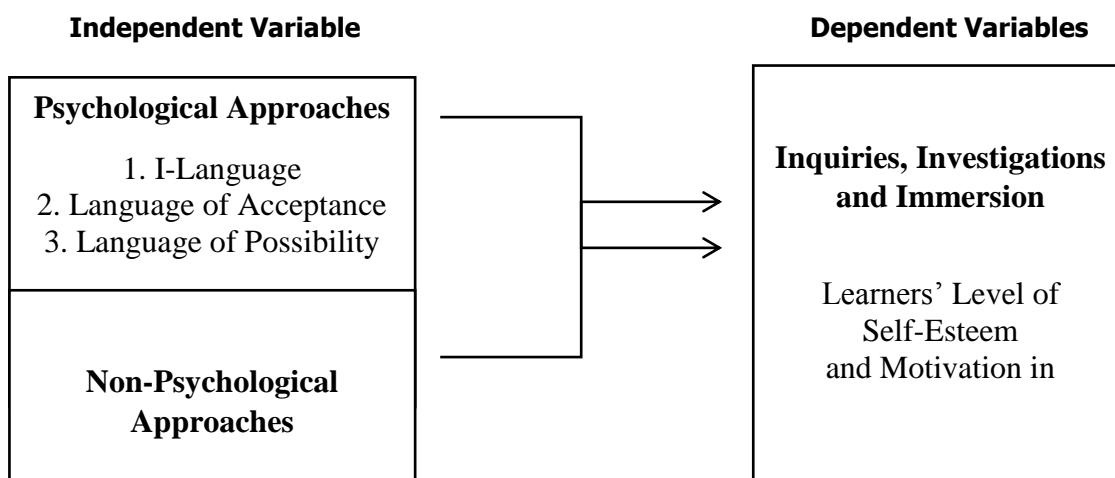


Figure 1: Schematic diagram of the effect of psychological approaches on level of self- esteem and motivation in producing research outputs

PROPOSED INNOVATION, INTERVENTION AND STRATEGY

The proposed innovation in this study was the language of psychological approaches on learners’ self-esteem and motivation. In the context of Alternative Therapeutic Interventions in Education, Uriarte (2000) gave emphasis on the necessity of using these languages by the teachers and significant others in the school to help learners understand themselves as a capable individual. It further increases the self-esteem and motivation of the learners. These approaches in teaching learning process namely: I-language, language of acceptance, and Language of Possibilities that will create an environment of change to the learners. The researcher innovates the said language relevant to the objective of the subject he taught. Specifically, I-Language is the teacher’s directive sense of giving his personal knowledge about their respective field or interest topic, directing them to the right steps of choosing references or sources of data and presenting clear statements of the problems and treated data. In this language, teacher usually says words and phrases like “If I am”, “I believe”, “I think”, “I personally perceive that”, “I strongly suggest that” or any words or phrases that start with “I” which aim to make learners feel and understand the message of the teacher in a close directive manner. Language of Acceptance is the sense of accepting the learners’ effort and valuing their capacity and worth as a person. The teacher is patiently accepting learners’ draft copy and patiently advising them to adequately do what is needed to their papers. Beyond that, encouragement of extending learners’ patience in doing their tasks was the main concern of the teacher. Also, it gives therapeutic assistance in aiding learners’ learning difficulties based on their submitted draft without fear and doubt to the teacher. Language of Possibility is the idea of giving options to the learners and let them decide what is right for the presentation of their research outputs. To top it all, language of psychological approaches is the best way of teaching the learners in the classroom while carefully conveying your words/phrases in a very kind, encouraging and polite manners. These were the healthiest approaches in dealing with the learner’s poor self-image and those learners with unpleasant self-concept that help them grow, develop and make constructive changes, learn to solve problems, moves in direction of psychological health, become more productive and creative in actualizing their fullest potentials.

METHOD

Types of Research

This study was a combination of qualitative and quantitative types of research that aim to determine if psychological approaches increase the self-esteem and motivation of the respondents in producing research outputs in Inquiries, Investigations and Immersion. Experimental and control group design was used in this study to address the problems identified in actual classroom instruction among the Senior High School learners in San Jose del Monte National High School.

In the context of quasi-experimental research method, Prieto et al. (2017) highlighted that this design did not assigned randomly the respondents for the experimental and control groups. Also, the researcher pair the individual learners to ensure group equivalence because the selected experimental group was intact group and to further avoid its possible internal threats on the validity of the study.

In this study, the researcher tested the hypotheses to determine the significant difference between the self-esteem and motivation in producing research outputs of the respondents in the experimental group and control group after the utilization of the intervention.

Descriptive type of research was utilized to describe and interpret the learners’ classroom engagement during the utilization of psychological approaches. Process observers like Senior High School teachers were invited and the researcher personally interviewed them. Thematic analysis was employed to ensure the result of qualitative structured questionnaire.

The research design of this study was illustrated where EG is the experimental group and CG is the control group. A1 means pre-assessment and A2 means post-assessment. X represents the intervention which is the psychological approaches and O represents the conventional teaching approach which is the non-psychological approach in teaching Inquiries, Investigations and Immersion.

EG	A1	X	A2
CG	A1	O	A2

The experimental group was exposed to psychological approaches while the control group was taught using the non-psychological approach. The results of the SEM Descriptive Survey Questionnaire through pre-assessment and post-assessment were analyzed to determine the mean difference of the groups and to conclude the effect of psychological approaches in teaching and producing research outputs in Inquiries, Investigations and Immersion.

DATA ANALYSIS PLAN

In analyzing the self-esteem and motivation of the respondents in producing research outputs, individual mean scores in pre-assessment of the experimental group and control group were compared using t-test of dependent mean. After the pre-assessment, the intervention was employed in the experimental group and the control group was taught using non-psychological approach.

After the given intervention, post-assessment was administered to see if there was a significant difference between the pre-assessment and post-assessment results. Critical value and computed t value as well as p-value and alpha level of 0.05 were statistically considered to determine if there were any significant differences between the self-esteem and motivation of the respondents in both groups.

A 5-point Likert scale rating was used to indicate respondents’ self-esteem and motivation as shown below:

Scale	Range	Response	Verbal Interpretation
5	4.21 - 5.00	Very likely true of me	Very High
4	3.41 - 4.20	Likely true of me	High
3	2.61 - 3.40	Sometimes true of me	Moderately High
2	1.81 - 2.60	Occasionally true of me	Low
1	1.00 - 1.80	Not true of me	Very Low

In assessing the learners’ classroom engagement during the utilization of psychological approaches, process observers were invited. The process observers used series of observations to record the learners’ actual classroom behaviors and characteristics. Their feedbacks and responses to teacher’s given activities and guide questions were recorded. In addition, the researcher prepared structured interview guide questions that were used in determining other factors that affect the learning of the respondents in the experimental group. There were selected Senior High School teachers who served as process observers that were personally interviewed by the researcher on one on one basis, thematic analysis, hereafter, was utilized.

For the detailed understanding of the different types of statistical tools used in this study, the following formulas for Mean and t-test of Dependent Means were presented:

1. Mean: $\bar{x} = \frac{\sum x}{n}$

where:

\bar{x} - mean

$\sum x$ - sum of the item values

n - number of items

2. t-test for Dependent Mean $t = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$

where:

t - t-test for dependent mean

$$\bar{D} = \frac{\sum D}{N}$$

D - sum of individual differences X2-X1

SD - Sample Standard Deviation SD of difference (D) scores, divided by

$$\frac{SD}{\sqrt{n}}$$

RESULTS AND DISCUSSIONS

The data gathered in this study were presented, analyzed, and interpreted to establish clarity of presentations and consistency in the discussions.

The first and second parts of the presentation are the discussions of the respondents’ self-esteem and motivation based on pre-assessment and post-assessment results.

The third part of the presentation includes the analyses of the learners’ classroom engagement during the utilization of psychological approaches.

Part I. Self-esteem of the Respondents

The raw scores of the respondents in pre-assessment were analyzed and estimated. The possible lowest score that they may indicate was zero and a perfect rating scale of 5. The researcher analyzed the gathered data of the individual mean scores of both experimental and control groups.

Table 2 shows the pre-assessment results of the experimental group and control group. Experimental group got a mean score of 2.25 and the control group obtained a mean score of 2.24. This signifies that both groups have equal self-esteem and motivation

Table 2
Pre-assessment Results of the Self-esteem of
Experimental Group and Control Group

Group	Mean	Verbal Interpretation	Difference in Means
Experimental	2.25	Low	.01
Control	2.24	Low	

Prior to the intervention with a mean difference of 0.01. As showed in the computed mean value of 2.25 and 2.24, it is assumed that any of the learners got a rating scales a bit lower or higher than 2.00 in the pre-assessment which was verbally interpreted as "low."

Also, the age of the respondents in the experimental group and control group was considered. The age of individual learner in the experimental group was matched with the age of the respondents in the control group. The average mean age of the experimental group was 17.64 and 17.60 for the control group with a mean difference of 0.04. This signifies that the chronological age of both groups will not affect the validity of the stud

The results of individual rating of the respondents in the experimental group and control group during pre-assessment based on the given SEM descriptive survey questionnaire were matched using pair matching analysis. The rating scales show that both groups have almost the same self-esteem. Figure 2 clearly shows that the self-esteem of the respondents in both groups seemed to be obvious that they have less efficient self-esteem in producing research outputs in Inquiries, Investigations and Immersion prior to the intervention.

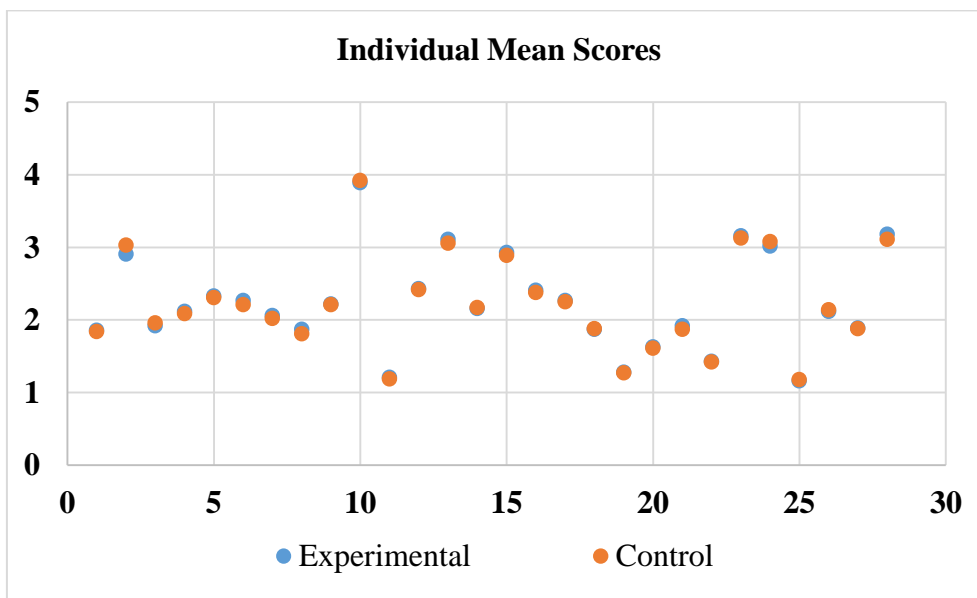


Figure 2. Individual Mean Scores Distribution in the Pre-assessment of Self-Esteem in Producing Research Outputs

Table 3 shows the post-assessment results of the experimental group and control group. Experimental group got a mean score of 4.38 which was verbally interpreted as "very high." Control group obtained a mean score of 3.19 which was verbally interpreted as "moderately high." The mean difference of 1.19 was in favor to the experimental group. In order to determine the significant difference between the self-esteem and motivation of the respondents in producing research outputs in experimental group and control group, t-test for dependent mean was computed. The obtained t value of 11.01 is greater than the critical value of 1.67 in 54 degrees of freedom at 0.05 level of significance. This finding shows that there is a significant difference between the self-esteem of the two groups in favor to the experimental group which can be attributed to the use of psychological approaches in teaching Inquiries, Investigations, and Immersion.

Table 3
Post-assessment Results of the Self-esteem of
Experimental Group and Control Group

Mean Scores		Mean difference	Critical Value	Computed t Value	df	Level of Significance
Experimental	Control					
4.38	3.19	1.19	1.67	11.01	54	P<0.05 Significant

Table 4 shows the significant difference between the self-esteem of the experimental group and control group based on the pre-assessment and post-assessment conducted. The mean score of the experimental group in the pre-assessment was 2.25 and 4.38 in the post-assessment with a main gain of 2.13, while the control group got a mean score of 2.24 in the pre-assessment and 3.19 in the post-assessment with a total main gain of 0.95. There was a mean difference of 0.01 in the self-esteem of the experimental group and control group during pre-assessment and a mean difference of 1.19 in the post-assessment. The computed t value of 0.06 during pre-assessment was lower than the obtained critical value of 1.67 which shows no significant difference between the levels of self-esteem of two groups prior to the intervention. Hence, the computed t value of 11.01 was higher than the obtained critical value and the alpha level of 0.05 is less than the acquired P-value.

This finding shows that there is a significant difference between the self-esteem of the respondents in producing research output between in the control group and experimental group considering the pre-assessment and post-assessment results in favor to the latter. It further signifies that the psychological approaches in teaching Inquiries, Investigations and Immersion was successfully given to the experimental group as an intervention. Therefore, the hypothesis that there is a significant difference between the self-esteem of the learners exposed to psychological approaches and those taught using traditional approach was accepted. In addition, majority of the process observers mentioned that learners in the experimental group were more confident, energetic and enthusiastic during the presentations of their research outputs both in the proposal and final defense. This statement of the process observers reflect that the language of psychological approaches had been proven effective.

Table 4
Test for Significant Difference between the Self-esteem of the Experimental Group and Control Group
based on Pre-assessment and Post-assessment

Mean	Experimental Group Mean	Control Group Mean	Mean Difference	Critical Value	Computed t Value	Significant $\alpha=0.05$
Pre-assessment Mean	2.25	2.24	0.01	1.67	0.06	Not Significant
Post-assessment Mean	4.38	3.19	1.19		11.01	P<0.05 Significant
Mean Gain	2.13	0.95				

Part II. Motivation of the Respondents

Respondents' raw scores from the pre-assessment were calculated. The possible lowest score that they may indicate was zero and a perfect rating scale of 5. The researcher analyzed the gathered data of the individual mean scores of both experimental and control groups.

Table 2 shows the pre-assessment results of the experimental group and control group. Experimental group got a mean score of 2.24 and the control group obtained a mean score of 2.23. This signifies that both groups have equal motivation prior to the intervention with a mean difference of 0.01. As showed in the computed mean value of 2.24 and 2.23, it is assumed that any of the learners got a rating scales a bit lower or higher than 2.00 in the pre-assessment which was verbally interpreted as "Low."

Table 5
Pre-assessment Results of Motivation of the
Experimental Group and Control Group

Group	Mean	Verbal Interpretation	Difference in Means
Experimental	2.24	Low	0.01
Control	2.23	Low	

As shown in Figure 3, the individual mean scores distribution of the respondents in the experimental group and control group based on pre-assessment was almost the same. It describes that the respondents in both groups seemed to be obvious that they have less efficient motivation in producing research outputs in the subject. In the principle of motivation, one of the process observers mentioned that the motivation of the learners is important in finishing their research outputs that hopefully will be developed along the process of the study.

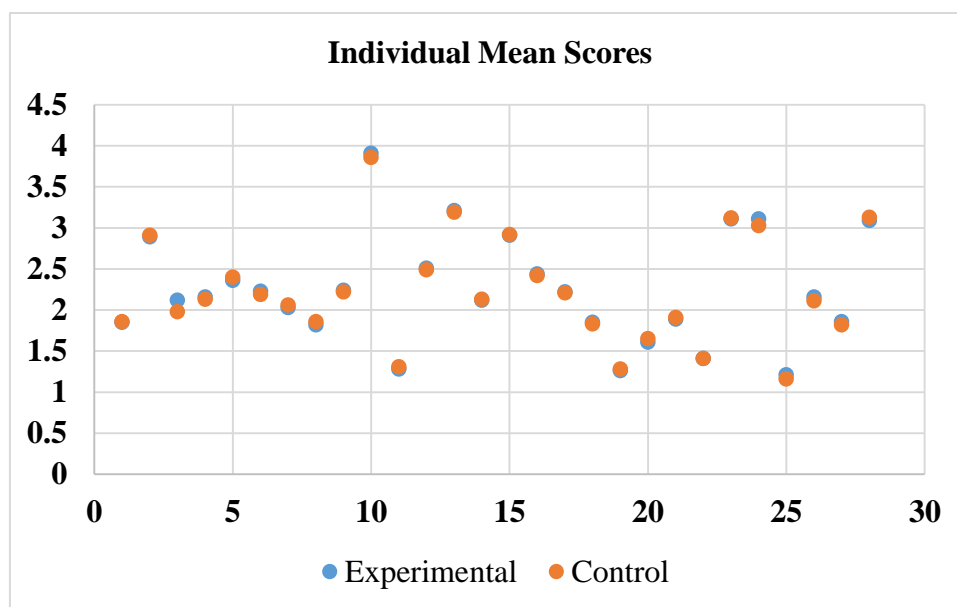


Figure 3. Individual Mean Scores Distribution in the Pre-assessment of Level of Motivation in Producing Research Outputs

Table 3 shows the post-assessment results of the experimental group and control group. Experimental group got a mean score of 4.35 which was verbally interpreted as "Very High." Control group obtained a mean score of 3.21 which was verbally interpreted as "Moderately High." There was a mean difference of 1.14 which was in favor to the experimental group. In order to determine the significant difference between the self-esteem and motivation of the respondents in producing research outputs in experimental group and control group, t-test for dependent mean was computed. The obtained t value of 11.11 was greater than the critical value of 1.67 in 54 degrees of freedom at 0.05 level of significance. This finding shows that there was a significant difference between the levels of motivation of the two groups in favor to the experimental group which can be attributed to the use of psychological approaches in teaching Inquiries, Investigations, and Immersion.

Table 6
Post-assessment Results of Motivation of the Experimental Group and Control Group

Mean Scores		Mean difference	Critical Value	Computed t Value	df	Level of Significance
Experimental	Control					
4.35	3.21	1.14	1.67	11.11	54	P<0.05 Significant

Table 7 shows the significant difference between the motivation of the experimental group and control group based on the pre-assessment and post-assessment conducted. The mean score of the experimental group in the pre-assessment was 2.24 and 4.35 in the post-assessment with a main gain of 2.11, while the control group got a mean score of 2.23 in the pre-assessment and 3.21 in the post-assessment with a total main gain of 0.98. There was a mean difference of 0.01 in the motivation of the experimental group and control group during pre-assessment and a mean difference of 1.14 in the post-assessment. The computed t value of 0.05 during pre-assessment was lower than the obtained critical value of 1.67 which shows no significant difference between the levels of motivation of two groups prior to the intervention. Hence, the computed t value of 11.11 was higher than the obtained critical value and the alpha level of 0.05 is less than the acquired P-value.

This finding shows that there is a significant difference between the motivation of the respondents in producing research outputs between the control group and experimental group considering the pre-assessment and post-assessment results in favor to the latter. It further signifies that the psychological approaches in teaching Inquiries, Investigations and Immersion was successfully given to the experimental group as an intervention and was proven effective. During the final conference with the process observers, they gave common responses that the respondents in the experimental group were observed to be motivated and driven to finish their research outputs. Therefore, the hypothesis that there is a significant difference between the motivation of the learners exposed to psychological approaches and those taught using non-psychological approach was accepted.

Table 7
Test for Significant Difference between the Motivation of the Experimental Group and Control Group

Mean	Experimental Group Mean	Control Group Mean	Mean Difference	Critical Value	Computed t Value	Significant $\alpha=0.05$
Pre-assessment Mean	2.24	2.23	0.01	1.67	0.05	Not Significant
Post-assessment Mean	4.35	3.21	1.14		11.11	P<0.05 Significant
Mean Gain	2.11	0.98				

Part III. Learners’ Engagement during the Utilization of Psychological Approaches.

In evaluating learners’ engagement to the lesson during the utilization of psychological approaches, observers were invited. In the context of testing or measurement of learners’ inclinations, Arcenas (2017) cited that aside from testing, there is also another way of measuring learners’ engagement in actual class interaction using a certain intervention. She further discussed that external observers like teachers are capable to help researcher in assessing the other important concerns to be addressed relevant to research subject and hypotheses. In this study, there were six process observers who were interviewed individually using structured interview guide questionnaire which was combined with the results of their executed series of actual observations during the class interactions.

For the detailed analysis of the responses of the observers, the researcher coded them as Teacher 1 to Teacher 6.

Does language of psychological approaches invite learners to participate actively in the class? Language of psychological approaches had been known for its positive impact among the learners at risk of dropping out as cited in the study conducted by Arcenas (2013). He further stated that the implications of the said languages will provide important insights and positive feelings of being encouraged and accepted. In line of these ideas, the learners learning experiences may contribute to the development of their self-confidence and motivation in the school.

Here were the responses of the process observers to the given question:

Teacher 1: "As I observed, the manner was so kind, polite and careful in giving feedback to the learners specifically the subject wasn't really easy to handle, but because of that, learners seem so happy and not nervous which I think made them participative in the class."

Teacher 4: "Oo. (yes) nakita ko na active yung mga bata sa klase kasi magaling ang teacher magbigay ng mga questions kaya madali din sagutin ng bata. (I have seen that learners were active because the teacher has good art of questioning which made learners answer all the given questions)"

Teacher 6: "Yes. Learners participated actively in the class during discussion. Addressing learners' questions using I-Language was really good."

The answers given by the process observers manifested that the language of psychological approaches assisted learners to become active, enthusiastic and open in giving their ideas about the lesson delivered. In the perspective of challenges in making learners confident and active in the class, Edwards and Roger (2015) stressed that self-confidence construct learners both inside and outside willingness to participate meaningfully in the classroom. This signifies that there is a dire need of developing the positive self-esteem at the learners for them to participate actively in actual class interactions.

Is there any factor that you think hinder the mastery of the learning competencies during the utilization of the intervention? In the principle of learning and motivation, Pranoto, et al. (2016) highlighted the importance of self-regulation ability among the learners in improving their learning engagement in the classroom. This shows the necessity of providing appropriate intervention in maintaining the healthy classroom environment that promotes holistic growth and development among the learners. The chances of letting them experience the wholesome academic environment initiated by the teacher will make them more inclined to learning. The success of the attainment of learning objectives can be attributed to the teacher's manner of providing and allocating appropriate well-adjusted and healthy classroom environment.

Here were the actual responses of the process observers to the given questions:

Teacher 2: "Yes. Learners attention and interest affects the mastery of the learning objectives. But the teacher was always energetic that made most of the learners attentive"

Teacher 5: "There was none. The language of psychological approaches especially the I-language exhibits encouragement and genuineness in addressing all the queries of the learners."

Teacher 6: "Time constraint. The subject was not really easy to teach because of the technicalities and content standard, answering the questions of the learners consume too much time before they got and unlock their learning difficulties."

Process observers said that the teacher provided a good classroom condition with the use of the language of psychological approaches as displayed in the classroom interactions among the learners. It is an effective measure of the success of the given intervention due to teacher's support in learner's achievement in the subject. Majority of the observers mentioned that the limited allotted time in Inquiries, Investigations and Immersion destructed the momentum of the class interactions. Also, they observed that the teacher extended his time after class to help learners in finishing their research outputs.

What improvements will you suggest/recommend to enhance the delivery system of the lesson using Psychological Approaches? Give some and explain briefly.

To ensure the delivery system of the lesson using the language of psychological approaches, process observers gave their suggestions which were presented below:

Teacher 3: "I suggest to limit the questions to be answered during the actual class interactions and if the learners still don't understand the lesson, just give them a strategic intervention materials or SIM."

Teacher 4: "I suggest to allot more time in the subject of Inquiries, Investigations and Immersion. Though extending extra time was really demanding and challenging but the reality behind the intricacy of that subject really requires the teacher to give extra service even after the session."

Teacher 6: "Make the subject two hours every session. So the momentum of the discussion will not be destructed because of limited time given in their session. The subject requires too much time and extra effort on the part of both teacher and learners."

Observers suggested to make at least two hours the session in Inquiries, Investigations and Immersion due to the challenges encountered in addressing all the questions of the learners in every single session. The subject is one of the most difficult subjects in Senior High School because it is a culminating activity which requires teacher to develop the critical thinking and problem-solving skills of the learners through qualitative and quantitative type of research

FINDINGS OF THE STUDY

The general purpose of the study is to determine the effect of psychological approaches in teaching Inquiries, Investigations and Immersion to grade 12 learners at San Jose del Monte National High School.

The salient findings of this research were presented:

1. Prior to the intervention, pre-assessment results of the experimental group and control group show that both groups have the same self-esteem and motivation in producing research outputs which was verbally interpreted as "Low."
2. After the utilization of the intervention, both the experimental group and control group had improved their self-esteem and motivation in producing research outputs in the subject.
3. Comparing the mean scores of the experimental group and control group in the post-assessment, the experimental group using the language of psychological approaches gained much higher mean percentage in their self-esteem and motivation which was verbally interpreted as "Very High."
4. There was a significant difference between the self-esteem and motivation of the learners exposed to the language of psychological approaches in teaching Inquiries, Investigations and Immersion and was proven effective.
5. Learners in the experimental group have evidenced-based research outputs.
6. Observers gave common responses that the respondents were motivated and confident in producing research outputs in Inquiries, Investigations and Immersion than the learners in the control group taught using non-psychological approach.
7. The result of the study proves the findings of Uriarte (2000) that language of psychological approaches is the best way of motivating learners to extend their best effort in their study.
8. Lastly, the result of the study further proves the findings of the action research conducted by Arcenas (2013) where he utilized the language of psychological approaches among the learners at risk of dropping out in Pamilya Tayo, Anak Kita where he highlighted that the said intervention will help learners develop their self-esteem and motivation.