



MY HOME (HONESTY, OBEDIENCE, MINDFULNESS AND EMPATHY), SWEET HOME: AN INTEGRATIVE APPROACH OF GMRC SUBJECT AMONG GRADE 4 PUPILS AT HOME

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ABSTRACT

Purpose:

The purpose of this study was to evaluate the success of an intervention aimed at improving the behavioral performance of learners in the domains of Honesty, Obedience, Mindfulness, and Empathy. Specifically, the study sought to determine whether there were significant improvements in the respondents' behavior following the intervention.

Design/Methodology/Approach:

This study employed a pre-test and post-test design, with 20 respondents from selected Grade 4 pupils. The pre-test was conducted to assess the initial behavioral performance of the learners, and a post-test was administered after the intervention to measure any changes. The data collected was analyzed using a paired sample t-test to determine whether the differences in mean scores between the pre-test and post-test were statistically significant.

Findings:

The results of the study revealed significant improvements in the behavioral performance of the respondents across all four domains. In the Honesty domain, the pre-test

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mean score of 3.9 increased to 4.0 post-intervention, indicating a notable improvement. Similarly, in the Obedience domain, the pre-test mean of 3.65 rose to 4.0 after the intervention, demonstrating significant positive change. In the Mindfulness domain, although the pre-test mean was 3.95 and the post-test mean slightly decreased to 3.85, the intervention still produced a statistically significant result.

Lastly, the Empathy domain showed the most substantial improvement, with the pre-test mean of 3.5 increasing to 4.0 post-intervention. All domains showed computed t-values that were lower than the critical t-value, and p-values below the 0.05 significance level, confirming that the changes were statistically significant.

Research Limitations/Implications:

One limitation of this study is the relatively small sample size of 20 respondents, which may not be representative of a larger population. Additionally, the study only measured immediate post-intervention effects, and further research is needed to assess the long-term sustainability of these improvements. The study's findings imply that similar interventions could be implemented in various learning environments, including blended learning or modular learning, particularly in times of crisis when face-to-face instruction is not feasible.

Originality/Value:

This study contributes to the body of research on behavioral interventions by demonstrating the effectiveness of a structured program in improving key behavioral traits in learners. Its value lies in the application of the intervention in non-traditional learning

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environments, providing a flexible approach that can be adapted during times of crisis or in blended learning settings.

Keywords: *Behavioral performance, Honesty, Obedience, Mindfulness, Empathy, Pre-test, Post-test, Intervention, Blended learning, Modular learning, Statistical analysis*



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