

Enhancing Student's Academic Performance in Araling Panlipunan 9 (Economics) Through 'Luck of the Draw' Strategy

Justine P. Vapor, Jannie Olymph G. Araco, Genelyn R. Baluyos

Misamis University, Ozamiz City, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.907000260>

Received: 03 July 2025; Accepted: 12 July 2025; Published: 12 August 2025

ABSTRACT

Improving students's academic performance in Araling Panlipunan, particularly in the topic of Ekonomiks, remains a challenge for many educators. Traditional teaching methods often fail to capture students' interest, leading to poor academic outcomes. This study explores the effectiveness of the "Luck of the Draw" strategy during S.Y. 2024–2025 in a private institution in Ozamiz City. This study employed a classroom-based action research design with 40 students as participants using purposive sampling. A research-made test was used to gather data. The data was interpreted using statistical tools: mean, standard deviation, and t-test. The findings revealed that the level of academic performance of the students before the use of the "luck of the draw" strategy did not meet expectations, the level of academic performance of the students after the use of the "luck of the draw" strategy was very satisfactory, and there was a significant difference in the level of academic performance of the students before and after the use of the "luck of the draw" strategy. The strategy was effective in fostering improvement in student engagement and comprehension. This reinforces the importance of using interactive teaching strategies to enhance student learning and performance in the subject.

Index terms: Academic Performance, Engagement, Learning, Participation, Students

INTRODUCTION

Strengthening Araling Panlipunan (AP) learning outcomes and students' engagement remains a pressing issue in the educational system. This is based on the NAT results from 2016 to 2018, where AP obtained the lowest mean percentage score (Parreno, 2024). It is worth noting that academic achievement is dependent on students' interest, which motivates them to learn in a subject matter (Tashlanovna, 2022). However, most students find AP to be boring (Crisolo & Camposano, 2021), monotonous, and irrelevant, which leads to sleepiness among learners (Pesimo, 2024).

As emphasized, students' academic performance can be influenced by their interests since their interactions with instructors and responsiveness shape the development of their abilities, knowledge, and attitudes during the educational process (Tashlanovna, 2022). This is particularly relevant to Araling Panlipunan, which aims to cultivate well-rounded Filipinos who are critical thinkers, responsible citizens, and deeply connected to their cultural heritage with pride. The subject prepares students to become active, informed, and responsible citizens who contribute to a just and equitable society (Academ-e Philippines, 2023). It is focused on history, politics, government, and economics. It is essential because it promotes contextualizing and localizing topics related to learners' experiences and applying what they learn in real-world contexts (Navalta, 2021). Similarly, it also develops learners' awareness of the world, the civilization, and analysis of the changing world (Lao-at, 2019). Our backdoor into the past, present course, and front door to the future is AP.

As future educators who strive to provide quality and liberating education, it is essential to evaluate the challenges faced by teachers in enhancing the academic performance and engagement of students in Araling Panlipunan. Understanding these barriers can help identify fitting innovations that support educators in making the subject more engaging, relevant, and effective for Filipino students. Numerous studies have been conducted on the factors influencing the academic achievement of students in AP. For instance, the study revealed that

students find AP boring because of the traditional approaches teachers use in discussing the topics. Using lectures and textbooks led to a lack of interest in the subject among students (Derraco & Deracco, 2022).

In this regard, educators have explored various interventions and strategies to enhance the enjoyment of AP for learners. Project EDGAR (Edukasyong Dekalidad tungo sa Garantisadong mga Aral ng Araling Panlipunan) significantly contributed to the improvement of Grade 6 pupils mean final rating (Delfin, 2019). The researcher claimed that the strategy was successful in encouraging participation and retention of the lesson. (Lao-At, 2019) used a mnemonic device or Kanta clues, where AP facts were embedded in a song to enhance the retention skills of learners. The strategy was found to be effective because pupils enjoyed the activity, which made the concepts easier to remember. Moreover, some studies have used Strategic Intervention Material (SIM) to improve the academic performance of Grade 10 students. The findings showed an increase in the academic grades of students based on their post-test scores. The use of SIM was found to be an effective tool in improving students' academic performance, as evidenced by the significant differences in the learners' scores (Hermogenes, 2024).

Despite the existence of these investigations, there is a dearth of studies examining the combined influence of the intervention on academic grades and pupil engagement in Araling Panlipunan. Most research concentrated on either academic performance or student engagement alone. Aside from that, there has been no study conducted that utilized the 'Luck of the Draw' Strategy in teaching Araling Panlipunan. This study aims to examine the student's level of performance and their engagement when this strategy is applied.

Learning is enhanced when students are motivated and interested in the subject matter. Ensuring that the subject matter resonates with the learners can be the most effective method to engage them in the teaching and learning process (Singh, 2020). Over time, games are found to ignite eagerness and enthusiasm. Employing easy-to-follow games in classroom settings can be a source of participation while learning. It motivates students to participate and deepen their understanding of the lesson, which in turn enhances their academic grades (Nadeem et al., 2023).

Araling Panlipunan focuses on facts and memorization before it can be applied to real-world scenarios, where critical thinking can be developed. In teaching AP topics, teachers need to be innovative in presenting lessons to make them interesting and enjoyable.

The proposed strategy, the 'Luck of the Draw' Strategy, is adapted from the Interactive and Innovative Teaching Strategies of Borabo and Borabo (2021). This approach enables learners to engage in discussions with the goal of enhancing their academic performance. The teacher places a big box containing the names of the students. During review and generalization, the teacher draws the name of a student, who will be asked to answer questions, summarize the lesson, or share their ideas. This strategy also promotes oral communication, provides an opportunity to recite, and strengthens intrapersonal intelligence.

Furthermore, this approach is supported by the Theory of Constructivism, which emphasizes that learners actively construct knowledge based on their experiences, and Social Cognitive Theory, which argues that learning occurs through observation, imitation, and social interaction. The "Luck of the Draw" strategy encourages active-active participation by randomly choosing students, prompting them to listen attentively to the lesson so they can recall and answer questions when their names are drawn. Social interaction is also promoted when the classroom environment serves as a venue for students to engage in open discussions and debates.

Based on the previous literature and studies presented, the researcher has chosen to employ the "Luck of the Draw" strategy to investigate its effectiveness in enhancing the academic performance and engagement of Grade 9 students in Araling Panlipunan.

This action research aimed to enhance students' academic performance in Araling Panlipunan 9 (Economics) through the 'luck of the draw' strategy at one of the leading tertiary institutions in Ozamiz City, Northwestern Mindanao, during the 2024-2025 school year. Specifically, this study sought to answer the following questions:

1. What is the level of academic performance of the students in Araling Panlipunan 9 Ekonomiks before the use of the "Luck of the Draw" Strategy?
2. What is the level of academic performance of the students in Araling Panlipunan
3. after the use of the "Luck of the Draw" Strategy?
4. Is there a significant improvement in the level of academic performance of the students in Araling Panlipunan 9 Ekonomiks before and after the use of the "Luck of the Draw" strategy?

METHODS

Research Design

The study employed a classroom-based action research design to enhance students' academic performance and engagement in Araling Panlipunan using the "Luck of the Draw" strategy. Action research is an approach that seeks realistic solutions to a specific problem (Villegas, 2022). It began with identifying the problem, taking action to address it, and evaluating the effectiveness of the intervention until the results were deemed satisfactory.

Research Setting

The study took place at leading private tertiary institution in Ozamiz City during the 2024–2025 academic year. Specifically, it involved the Grade 9 students at the Junior High School Department. The institution offers complete basic education, from kindergarten to senior high school, and houses various academic departments catering to students' interests in different fields of tertiary education.

Respondents of the Study

The research involved 40 Grade 9 students from one section taught by the researcher in Araling Panlipunan. These participants were selected using purposive sampling based on the following inclusion criteria: they were Grade 9 students at the institution, officially enrolled during the 2024–2025 school year, and willing to participate in the study. Only one section was utilized in the study in accordance with the established selection criteria.

Research Instruments

The study used Pre-test-post-test questionnaires in data gathering, to include: Ekonomiks Test (Pre-test-Post-test), Lesson Plan, and Luck of the Draw Strategy.

Economics Test (Pre-test-post-test). The instrument is a 50-item researcher-made questionnaire covering three major topics in Grade 9 Araling Panlipunan: Epekto ng Implasyon, Pananalapi sa Pilipinas (Gamit ng Salapi), and Patakarang Pananalapi. These topics explore essential economic concepts that help students understand how inflation, currency, and monetary policies affect the Philippine economy and their everyday lives. To ensure the instrument's validity, the researcher sought expert validation from the research adviser, school head, principal, and cooperating teacher. A pilot test was also conducted with a group of learners not included in the main study to assess the clarity, difficulty level, and reliability of the instrument. The instrument was expected to achieve a Cronbach's Alpha reliability coefficient between 0.7 and 1.0 to ensure internal consistency. The same instrument was used for both the pre-test and post-test to assess students' learning gains before and after the intervention.

In determining the test performance, the following scale will be used:

Score	Grade Equivalent	Interpretation
42-50	90-100	Outstanding

38-41	85-89	Very Satisfactory
34-37	80-84	Satisfactory
30-33	75-79	Fairly Satisfactory
1-29	Below 75	Did not meet expectation

Lesson Plan. The researcher developed a lesson plan focused on teaching key topics under the Araling Panlipunan Grade 9 curriculum. These topics may include Epekto ng Implasyon, Pananalapi sa Pilipinas (gamit ng salapi), and Patakarang Pananalapi. The lesson plan will be based on the Department of Education's Curriculum Guide for Araling Panlipunan 9, ensuring alignment with the prescribed content and standards. Before implementation, the cooperating teacher will thoroughly review the lesson plan to assess its clarity, coherence, and relevance. The researcher will then revise the plan based on the teacher's feedback. The lesson will be implemented with Grade 9 students at a private high school in Misamis Occidental during the 2024–2025 school year.

Luck of the Draw Strategy. The researcher employs the "Luck of the Draw" strategy to enhance students' academic performance and engagement in Araling Panlipunan Grade 9. This interactive and gamified approach will be implemented after analyzing the outcomes of the pre-test, with the aim of increasing student participation, promoting critical thinking, and enhancing overall academic performance. By randomly assigning students to different tasks or questions related to the lesson, this strategy creates an inclusive learning environment that encourages active engagement, collaboration, and a deeper understanding of the material, ultimately improving both student engagement and academic performance.

Data Collection

Procedures followed the conduct of data gathering.

A. Pre-Implementation Phase. Before crafting the research proposal, the researchers observed the difficulties faced by students in Araling Panlipunan. The researcher will first seek permission from the dean of the College of Education, the principal, the participating teacher and the parents of the student to conduct the study. Once approval is obtained, consent forms will be sent to the parents of the students, and assent forms will be collected from the students themselves. After securing all necessary permissions and forms, a pre-test will be administered to assess the students' baseline knowledge of the concepts targeted in Araling Panlipunan 9, as well as their understanding of these concepts. The researcher will also prepare lesson plans and relevant materials to integrate game-based learning into the teaching strategy. Assessments and activities will also be prepared at this phase based on the teachers' lesson plans and PowerPoint presentations.

B. Implementation Phase. In the implementation stage, the researchers administered the pre-test to the Grade 9 students. Then, the planned intervention, the "Luck of the Draw" strategy, was incorporated into the daily lessons in araling panlipunan for one month. During this time, continuous monitoring and observation will be done on the participants' performance and attitude. A post-test assessment will be conducted after the allotted time has elapsed. Finally, the researcher retrieved, tallied, analyzed, and interpreted the data to determine the effectiveness and statistical significance of the intervention.

C. Post-Implementation Phase. The post-implementation stage involves tallying the data, analyzing the tallied data, interpreting the findings, and reporting the results to conclude. Afterward, recommendations, proofreading, editing, and finalizing of the research study will also be conducted. It also involves the proper dissemination of the research results to a particular group of people.

Ethical Considerations

To maintain the ethical standards of this study, the researcher obtained the voluntary consent of the participants. The subjects' informed consent was obtained in accordance with the study's ethical standards and

was acquired before the survey. As part of their ethical practice, the researchers presented respondents with a comprehensive briefing on the Data Privacy Act of 2012, taking utmost care to consider their needs.

Before conducting the research, approval was sought from the College of Education. The participants will be informed about the purpose of the study, their role in the study, and their rights. These students will be treated with respect and dignity. Ethical measures involve obtaining clearance from relevant authorities, securing informed consent from both the respondents and their parents, and emphasizing confidentiality and anonymity. Consent forms ensure participants' freedom to withdraw without consequences, and steps are taken to avoid harm or discomfort. Data is stored securely by the researcher and is not disclosed, made available to the public or assigned to any third party without the prior written consent of the other party.

Data Analysis

The study used the following tools in analyzing the data gathered with the use of Minitab Software:

After gathering the data, the researcher employed descriptive statistics to determine the mean and standard deviations of the level of performance before and after the intervention. Mean, Standard deviations, and T-tests will be used to answer the questions in this action research.

The mean and Standard Deviation will be employed to determine the academic performance and engagement of Grade 9 students before and after the use of the "Draw of Luck" strategy.

T-test will be used to compute significant differences in students' performance before and after the use of the strategy.

RESULTS AND DISCUSSIONS

Level of Academic Performance of the Students in Araling Panlipunan 9 Economics Before the Use of the "Luck of Draw" Strategy

Table 1 shows the academic performance of Grade 9 students in Araling Panlipunan 9 Economics prior to the implementation of the "Luck of Draw" strategy. The data reveals that a significant number of students fell under the "Did not Meet the Expectations" category. The mean score, which falls under the "Did not Meet the Expectations" range, suggests that the general academic standing of the class was below the expected proficiency level. The standard deviation indicates a wide dispersion of scores, implying significant variation in student performance ($M = 27.57$; $SD = 7.25$).

The data reflects a concerning level of academic achievement among students before the use of the "Luck of Draw" strategy. This highlights the need for an engaging and supportive intervention to enhance students' performance and motivation in the subject.

Encouraging intrinsic motivation in students remains a challenge, particularly when traditional teaching methods result in low classroom participation (Francisco et al., 2022). In my class, I observed that only a few students actively engaged during discussions, while the majority remained passive, often waiting to echo peers' responses without genuine understanding (Bhattarai et al., 2021). Common barriers to participation included anxiety when called to speak, fear of public speaking, and concerns over English pronunciation (Ahmad, 2021).

The lack of student participation hindered effective lesson delivery and limited the teacher's ability to adapt instruction to student needs, affecting the development of aural-oral skills (Bhattarai et al., 2021). Students are often treated as passive recipients in the learning process, with little role in decision-making. However, adopting an agentic approach, such as action research, can promote student agency (Johannesson, 2025). This study is driven by the persistent issue of low engagement, characterized by minimal participation, delayed submissions, and a lack of focus during class (Rahma, 2023).

The findings reveal that a lack of engaging strategies leads to student passivity, limited discussion involvement, and poor development of communication skills. Efforts to create an interactive environment were hindered by

students' low self-confidence and limited English proficiency. Fear reinforced by verbal or corporal punishment and peer pressure further discouraged open communication and active participation (Bhattarai et al., 2021). The study emphasizes the need for engaging student-centred strategies to address low academic performance and classroom passivity. Variations in teacher expectations and support influenced student beliefs and behaviours, resulting in different participation patterns each year. The findings show that student participation is flexible and can be shaped by teacher practices, which can either foster or hinder the development of students' work habits (Turner & Patrick, 2004).

The study's implications highlighted that improving student participation requires adopting student-centred strategies that promote intrinsic motivation and address barriers such as anxiety and low self-confidence. The "Luck of Draw" strategy could help break the cycle of passivity by encouraging active participation. Teacher practices, including expectations and feedback, play a crucial role in shaping student involvement and academic development. Educators should focus on strategies that foster a supportive and interactive environment, while professional development that enhances student agency could improve overall performance. Further research on such strategies could provide valuable insights for improving engagement.

Table 1: *Level of Academic Performance of the Students in Araling Panlipunan 9 Ekonomiks Before the Use of "Luck of Draw" Strategy*

Ability Level	Frequency	Percentage	M	SD
Very Satisfactory	1	2.50	1.42	-
Satisfactory	7	17.50	36.43	0.98
Fairly Satisfactory	9	22.50	31.89	1.27
Did not Meet the Expectations	23	57.50	22.57	4.92
Overall Performance	40	100.00	27.57	7.25

Note Scale: 45-50 (Outstanding); 40-44 (Very Satisfactory); 35-39 (Satisfactory); 30-34 (Fairly Satisfactory); 1-29 (Did not Meet the Expectations)

Level of Academic Performance of the Students in Araling Panlipunan 9 Economics After the Use of the "Luck of Draw" Strategy

Table 2 illustrates the academic performance of Grade 9 students in Araling Panlipunan – Ekonomiks following the implementation of the "Luck of Draw" strategy. The data shows a marked improvement in students' academic achievement compared to the results prior to the intervention. The mean score of 40.98, which falls within the "Very Satisfactory" range, suggests that students, on average, met or exceeded the expected academic standards. The standard deviation indicates a moderate variation in performance, suggesting that most students demonstrated consistent levels of improvement after the strategy was applied ($M = 40.98$; $SD = 4.54$).

The effectiveness of the "Luck of Draw" strategy in enhancing student performance in Araling Panlipunan indicates a more engaged and academically successful group of learners, validating the strategy as a beneficial instructional tool in promoting student achievement.

An important factor that can affect the success of teaching and learning is the implementation of effective and innovative strategies (Ampa, 2021). Hence, student participation is most prominent during the data collection phase, which aims to gather students' experiences with classroom interventions. Using a social learning framework, it is suggested that the level of student participation is influenced by concerns related to accountability and teachers' prior learning experiences. This article argues that although teachers are responsible for both instruction and developmental work in the classroom, recognizing students as partners in social learning creates opportunities to enhance their participation in shaping classroom practices (Johannesson, 2025).

In the context of 21st-century learning, interaction is a key element in fostering meaningful learning experiences. Student response-based learning plays a vital role in actively engaging students in the learning process. The study focused on the various stages of learning, specifically examining how students' responses influenced and were influenced by the learning process (Karpin & Mahmudatussa'adah, 2020). Moreover, it has become essential to create educational strategies that integrate new technologies to sustain student interest. One

such approach is gamification, which gained greater prevalence in school settings during the pandemic. The impact of gamification on student motivation and engagement requires further exploration. To enhance the effectiveness of this methodology, student participation should be increased, with teachers offering more substantial support. This suggests improving these factors by creating a gamification strategy that is easily adaptable to various settings. (Chans & Portuguese Castro, 2021).

The findings suggest that the strategy effectively boosts student performance, emphasizing the importance of innovative teaching methods in promoting academic achievement. This highlights the importance of student involvement and the crucial role of teacher support in fostering engagement and enhancing learning outcomes. The implementation of the Play Lucky Card technique led to a significant increase in student motivation and engagement, as well as enhanced student participation in the classroom (Talha, 2021). Indeed, the "Lucky Draw" is a tool favoured by students in face-to-face classrooms. According to interviews with teacher respondents, university educators who incorporate gaming concepts into their teaching aim to enhance spontaneity, interaction, and student participation. By using games, concepts and abstract ideas become easier to understand and more effective (Chan & Lo, 2022).

The study's implications highlight that integrating gamification and interactive strategies should be viewed as a valuable tool for 21st-century learning, particularly in creating more engaging and dynamic learning environments. This study supports the idea that traditional teaching methods may need to be re-examined and adapted to better meet the needs of today's students. Teachers should also consider ongoing professional development opportunities to learn how to effectively implement these strategies.

Table 2: *Level of Academic Performance of the Students in Araling Panlipunan 9 Ekonomiks After the Use of the "Luck of Draw" Strategy*

Ability Level	Frequency	Percentage	M	SD
Outstanding	11	27.50	46.01	1.22
Very Satisfactory	17	42.50	41.53	1.23
Satisfactory	8	20.00	37.38	1.51
Fairly Satisfactory	4	10.00	31.75	2.06
Overall Performance	40	100.00	40.98	4.54

Note Scale: 45-50 (Outstanding); 40-44 (Very Satisfactory); 35-39 (Satisfactory); 30-34 (Fairly Satisfactory); 1-29 (Did not Meet the Expectations)

Significant Difference in the Level of Academic Performance of the Students in Araling Panlipunan 9 Ekonomiks Before and After the Use of the "Luck of Draw" Strategy

Table 3 presents the analysis of the significant difference in the level of academic performance of the students in Araling Panlipunan 9 Ekonomiks before and after the use of the "luck of the draw" strategy. The data includes the mean (M), standard deviation (SD), t-value, p-value, and the decision regarding the null hypothesis (H0). The results indicate a "highly significant" difference in the level of academic performance of the students before and after the use of the "Luck of the Draw" Strategy.

Specifically, the level of academic performance before the use of the "Luck of the Draw" Strategy (M = 27.57, SD = 7.25) compared to after the use of the "Luck of the Draw" Strategy (M = 40.98, SD = 4.54) shows a substantial improvement (t = 12.71, p = 0.00). This p-value is less than 0.01 (and 0.05), indicating a highly significant difference.

The implementation of the "Luck of the Draw" strategy has the potential to significantly enhance student performance. This highlights the importance of employing interactive and engaging teaching methods to enhance student engagement, participation, and overall academic performance. The positive impact of this strategy underscores its effectiveness in fostering an inclusive learning environment where students are more actively engaged in the learning process. For educators, this research highlights the importance of adopting innovative teaching approaches that cater to diverse learning styles and promote a more dynamic classroom environment. The success of this strategy suggests that similar interactive techniques could be explored further

to address challenges such as student motivation and academic consistency. Ultimately, the findings underscore the importance of continually evaluating and adapting instructional methods to meet the evolving needs of students, thereby ensuring a more effective and engaging learning experience.

For nearly two decades, educators in various disciplines have relied on *Classroom Strategies for Interactive Learning*. The fourth edition presents a wealth of practical, research-backed strategies that have proven indispensable in today's classrooms (Buehl, 2023). To promote the adoption of active learning and effectively address students' responses to it, this study offers practical strategies for instructors. These strategies are designed to help educators implement active learning techniques in ways that engage students, overcome potential challenges, and foster a more interactive and participatory classroom environment. By equipping instructors with these tools, the study aims to enhance student involvement, improve learning outcomes, and create a more dynamic learning experience that resonates with diverse student needs (Nguyen et al., 2021). Additionally, strategies for differentiating instruction present practical, easy-to-implement approaches that help ensure all students experience continuous growth and are appropriately challenged based on their knowledge levels and readiness to learn (Roberts, 2023).

The results of this action research have important implications for teaching practice, particularly in promoting student engagement and improving academic performance. The significant improvement observed after implementing the "Luck of the Draw" strategy suggests that integrating interactive and student-centred approaches can positively impact learning outcomes. The activities and strategies implemented proved effective in laying a strong foundation for future professional development of oral communication skills (Mammadova, 2021). The majority of participants acknowledged the significance of authentic communicative strategies in developing oral skills. Both teachers and students perceived that the strategies implemented in the classroom were neither genuinely authentic nor effectively communicative (Arroba & Acosta, 2021). Indeed, students responded positively to the implemented strategies, noting that these approaches effectively supported the development of their vocabulary and reasoning skills prior to engaging in oral communication tasks (Ochoa & Calle, 2020).

The significant improvement in student performance after implementing the "Luck of the Draw" strategy underscores the effectiveness of interactive, student-centred teaching methods in enhancing engagement and academic achievement. Educators should consider adopting similar strategies to address student passivity and improve motivation. The study also emphasizes the importance of ongoing professional development to equip teachers with practical, active learning tools. These findings suggest that incorporating authentic, communicative strategies can enhance key skills and create a more dynamic, engaging classroom environment.

Table 3: Significant Difference in the Level of Academic Performance of the Students in Araling Panlipunan 9 Ekonomiks Before and After the Use of "Luck of the Draw" Strategy

Variables	M	SD	t-value	p-value	Decision
Before Lucky of the Draw Stratrgy	27.57	7.25	12.71	0.00	Reject Ho
After the Lucky of the Draw Strategy	40.98	4.54			

Ho: There is no significant difference in the level of academic performance of the students in Araling Panlipunan 9 Ekonomiks before and after the use of the luck of the draw strategy

Note: Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not Significant)

SUMMARY AND FINDINGS

Summary

Strengthening Araling Panlipunan (AP) learning outcomes and students' engagement remains a pressing issue in the educational system. This challenge is often linked to the continued use of passive, lecture-based teaching approaches that fail to fully engage learners, particularly in Economics. This study aimed to enhance the

student's academic performance in Araling Panlipunan 9 (Ekonomiks) through the 'Luck of Draw' strategy during S.Y. 2024–2025 in a known institution in Ozamiz City. This study employed a classroom-based action research design, with 40 students serving as participants, using purposive sampling. A research-made test was used to gather data. The data was interpreted and analyzed using statistical tools. The study aimed to answer the following research questions: 1) What was the level of academic performance of students in Araling Panlipunan 9 Ekonomiks before the implementation of the "Luck of the Draw" Strategy? 2) What is the level of academic performance of the students in Araling Panlipunan 9 after the use of the "Luck of the Draw" Strategy? 3) Is there a significant improvement in the academic performance of students in Araling Panlipunan 9 Ekonomiks before and after the use of the "Luck of the Draw" strategy?

Findings

The following are the salient findings of the study: The level of academic performance of the students in Araling Panlipunan 9 Ekonomiks before the use of the "luck of draw" strategy did not meet expectations. The level of academic performance of the students in Araling Panlipunan 9 Ekonomiks after the use of the "luck of draw" strategy was very satisfactory. There was a significant difference in the level of academic performance of the students in Araling Panlipunan 9 Ekonomiks before and after the use of the "luck of the draw" strategy.

CONCLUSION AND RECOMMENDATIONS

Conclusions

The study's findings led to the formulation of the following conclusions: Conventional teaching methods often fail to capture students' attention or motivate them to perform at a higher level, indicating a need for more interactive and engaging instructional approaches. Positive impact of incorporating engaging and participatory strategies in stimulating student interest and improving learning outcomes. The strategy fosters improvement in student engagement and comprehension. This reinforces the importance of using interactive teaching strategies to enhance student learning and performance in the subject.

Recommendations

The following are the recommendations based on the study's findings and conclusion. Schools may prioritize the integration of more interactive and engaging teaching methods within the curriculum. Teachers may continue to implement participatory strategies, such as the "luck of the draw" and other interactive techniques, in their lessons. Students can actively engage with participatory learning strategies to enhance both comprehension and retention of the subject matter. Future researchers are encouraged to explore the long-term effects of interactive teaching strategies, like the "luck of draw," on student engagement and academic performance across various subjects and grade levels.

ACKNOWLEDGEMENT

The researcher would like to express our gratitude to all those who helped us complete this research successfully.

The researchers sincerely thank the research instructor, Mrs. Genelyn R. Baluyos, for her guidance, mentorship, and continuous support throughout the research process.

To the research adviser, Ms. Jannie Olymph, for her expertise and valuable suggestions to make this research successful.

The researchers' families for their moral and financial support.

Classmates, for their support and encouragement. Above all, thanks to the Almighty God, whom all wisdom, understanding, and strength came from, and for the guidance He bestowed upon the researchers.

REFERENCES

1. Academ-e Philippines. (2023, September 8). The New MATATAG Araling Panlipunan Curriculum. Academ-e Philippines. <https://www.academ-e.ph/the-new-matatag-curriculum-guide/araling-panlipunan-cg-2023/#:~:text=Araling%20Panlipunan%20focuses%20on%20the,support%20and%20challenge%20the%20lives.>
2. Ahmad, C. V. (2021). Causes of students' reluctance to participate in classroom discussions. *ASEAN Journal of Science and Engineering Education*, 1(1), 47-62.
3. Ampa, A. T. (2021). Innovative learning strategies to increase students' participation and quality of english teaching and learning process. *Technium Soc. Sci. J.*, 26, 314.
4. Arroba, J., & Acosta, H. (2021). Authentic digital storytelling as alternative teaching strategy to develop speaking skills in EFL classes. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 317-343.
5. Bhattarai, J., Gnawali, L., Laudari, S., & Shrestha, S. (2021). Lack of participation in classroom interaction. *Exploratory Action Research Stories of Nepalese EFL Teachers*, 26.
6. Buehl, D. (2023). *Classroom strategies for interactive learning*. Routledge.
7. Chans, G. M., & Portuguese Castro, M. (2021). Gamification as a strategy to increase motivation and engagement in higher education chemistry students. *Computers*, 10(10), 132.
8. Crisolo, O. R., Camposano, S., & Rogayan, D. V. (2021). Relevance of social studies in 21st century society: Students' perspectives. *International Journal of Didactical Studies*, 2(1), 101457. <https://www.ijods.com/article/relevance-of-social-studies-in-the-21st-century-society-students-perspectives-10968>
9. Francisco, V., Moreno-Ger, P., & Hervás, R. (2022). Application of competitive activities to improve students' participation. *IEEE Transactions on Learning Technologies*, 15(1), 2-14.
10. Delfin, E. L. (2019). Improving the academic performance level of Grade VI learners through Project EDGAR (Edukasyong Dekalidad tungo sa Garantisadong mga Aral ng Araling Panlipunan). *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2G). <https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/6739>
11. Derraco, M., & Derraco, N. (2022). Relations of learners' attitude and academic performance in online distance learning in araling panlipunan. *International Journal Of Multidisciplinary Research and Analysis ISSN (print)*, 2643(9840), 1308-1313. <https://ijmra.in/v5i6/15.php>
12. Hermogenes, J. (2024, November). Strategic Intervention Material: A Tool in Improving the Students' Academic Performance in Araling Panlipunan. *ResearchGate*. https://www.researchgate.net/publication/385891278_Strategic_Intervention_Material_A_Tool_in_Improving_the_Students'_Academic_Performance_in_Araling_Panlipunan
13. Johannesson, P. (2025). Student participation in teachers' action research: teachers' and students' engagement in social learning. *Educational Action Research*, 33(2), 234-250.
14. Karpin, K., & Mahmudatussa'adah, A. (2020). Student response-based learning: a strategy for improving student participation in learning. *INVOTEC*, 16(1), 42-52.
15. Lao-At, G. (2019). Improving Retention Skills of Grade 6 Pupils in Araling Panlipunan Using "Kanta-Clues." *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(8). <https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/3225>
16. Mammadova, M. (2021). Various strategies & methods for successful improvement in English oral communication skills.
17. Navalta, C. J. D. (2021). Deepening of learners' knowledge and learning experiences through contextualization and localization theory. Available at SSRN 3939375. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3939375
18. Nguyen, K. A., Borrego, M., Finelli, C. J., DeMonbrun, M., Crockett, C., Tharayil, S., ... & Rosenberg, R. (2021). Instructor strategies to aid implementation of active learning: a systematic literature review. *International Journal of STEM Education*, 8, 1-18.
19. Ochoa, J., & Calle, A. M. (2020). The effect of Critical Thinking Strategies on oral production of EFL University Students: an action research. *Revista Publicando*, 7(25), 82-101.

20. Parreno, E. R. (2024). Social media influence and students performance in Araling Panlipunan. *Social Media Influence and Students Performance in Araling Panlipunan*, 153(1), 10-10. <https://www.ijrp.org/paper-detail/6925>
21. Pesimo, A. (2024, September 4). The Challenge of Araling Panlipunan: A Boring Subject? The Wednesday Herald. <https://thewednesdayherald.net/news/the-challenge-of-araling-panlipunan-a-boring-subject/#:~:text=Araling%20Panlipunan%2C%20a%20core%20subject,and%20even%20sleepiness%20among%20learners>.
22. Rahma, N. A. (2023). Effect of Implementation of Attention Relevance Confidence Satisfaction Learning Model on Interests and Learning Outcomes of Students on Quadrilateral Materials. *Indonesian Journal of Education and Mathematical Science*, 4(2), 63-72.
23. Roberts, J. L., & Inman, T. F. (2023). *Strategies for differentiating instruction: Best practices for the classroom*. Routledge.
24. Talha, M. (2021). The Enhancement in Mastery Abilities of Geometric Transformation Formulas Through Play Lucky Card Technique on The Students of Class VIII-2 at SMP Negeri 3 Barru, Indonesia. *Journal of Applied Science, Engineering, Technology, and Education*, 3(1), 104-112.
25. Turner, J. C., & Patrick, H. (2004). Motivational influences on student participation in classroom learning activities. *Teachers college record*, 106(9), 1759-1785.
26. Tashlanovna, Y. O. (2022). Principles of increasing students' interest in learning. *European Journal of Innovation in Nonformal Education*, 2(6), 234–237. <https://inovatus.es/index.php/ejine/article/view/1023>
27. Villegas, F. (2022, July 29). Action Research: What it is, Types, Stages & Examples. *QuestionPro*. <https://www.questionpro.com/blog/action-research/>