

Inquiry-Based Learning: Its Effect on Science Achievement and Social Skills of Grade IV Pupils

Maricel A. Ramirez and Rufina P. Francisco

Adventist University of the Philippines;
rufinapf54@gmail.com

Abstract: This study examined the effect of Inquiry-Based Learning (IBL) on the Science achievement and social skills of Grade IV Pupils. It discovered whether such kind of learning would have a significant effect on pupils' Science achievement and social skills. The subjects of this study were Grade IV pupils. Two sections experienced two kinds of learning strategies in Science. One section experienced Inquiry- Based Learning and the other section experienced the traditional way of learning. The posttest showed that after 6 weeks of the experimental period, the Non Inquiry-Based Group remained in the low achieving level while the IBL Group moved from the low achieving level to the high achieving level. There was a significant difference between their levels in Science achievement. The result showed that the IBL group had a higher mean gain score than the Non IBL group. Based on the results, the IBL is more effective than the traditional way of learning. There was a significant difference in the posttest results of social skills. The Non-IBL Group remained in the moderate level while the IBL Group increased from moderate level to high level after the experiment in their social skills. Considering gender and socio-economic status, the use of IBL had no significant effect on Science achievement. However, there was a significant difference on the social skills of the pupils in the IBL group when the parents' income was considered. It is recommended that pupils, teachers, teaching practices, and future researchers establish ways to find more systematic in the effective use of IBL at school, at institutions, and in research.

Keywords: Science achievement, social skills, inquiry-based learning