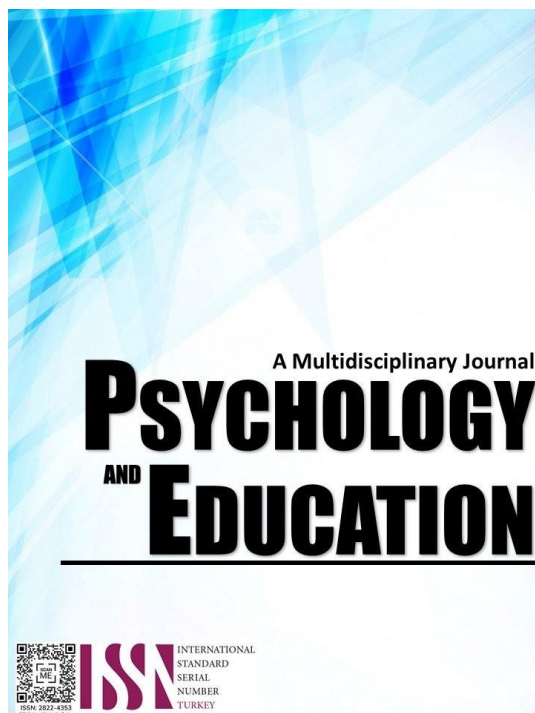


USING CONTEXTUALIZED MATERIALS IN THE DEVELOPMENT OF MOST ESSENTIAL LEARNING COMPETENCIES OF SELECTED JUNIOR HIGH SCHOOL STUDENTS IN A PRIVATE SCHOOL IN GUMACA, QUEZON



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Using Contextualized Materials in the Development of Most Essential Learning Competencies of Selected Junior High School Students in a Private School in Gumaca, Quezon

Charlene O. Nuez,* Maria Celerina D. Oreta, Melchor B. Espiritu, Rochelle O. Leonor, Donata C. Cadag
For affiliations and correspondence, see the last page.

Abstract

This study aimed to determine the effects of using contextualized materials in the development of most essential learning competencies in Araling Panlipunan of selected Junior High School students in a Private School in Gumaca, Quezon. It determined the profile of the respondents in terms of age, sex, grade level. It also revealed the effects of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan in terms of recall, association, multiple channels, and interest and motivation. The researcher used descriptive method of research. This study employed quota sampling technique. Under this procedure, the researcher considered using one hundred (100) respondents from the selected Junior High School students in a Private School in Gumaca, Quezon to get the 100% of the respondents. The findings revealed that most of the respondents are between 14 to 15 years old. The female respondents outnumbered the male population. Respondents were Grade 7, Grade 8, Grade 9, and Grade 10. This study found out that the average mean of 4.15 interpreted as Agree indicated that most of the respondents are strongly agreed on the effects of using contextualized materials in developing Most Essential Learning Competencies in Araling Panlipunan in terms of recall. Likewise, the average mean of 4.16 interpreted as Agree, indicated that most of the respondents agreed on the effects of using contextualized materials in developing Most Essential Learning Competencies in Araling Panlipunan in terms of association. The average mean of 4.29 interpreted as strongly agree, indicated that most of respondents strongly agreed on the effects of using contextualized materials in developing Most Essential Learning Competencies in Araling Panlipunan in terms of use of multiple channels. It found out that the average mean of 4.23 interpreted as strongly agree, indicated that most of respondents strongly agreed on the effects of using contextualized materials in developing Most Essential Learning Competencies in Araling Panlipunan in terms of interest and motivation. Based from the results of the Kruskal Wallis H-test all the null hypothesis of age, sex, and grade level, are accepted which means that there is no significant difference on the perceived effects of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan when respondents are grouped by profile. From the result of this study, the following were recommended: school administrators may conduct trainings and seminars for different intervention strategies to improve students recall, parents may monitor their children about using different strategies to apply in different lesson to practice and improve their recall, teachers may provide activities that will enrich their focus on recall so that learners will be updated on how to have good recall in the contextualized materials, students may practice different strategies to improve their recall and future researchers may conduct a parallel study which gives more emphasis on the effects of using contextualized materials in developing Most Essential Learning Competencies in Araling Panlipunan for the successful internalization of contextualized materials.

Keywords: *association, contextualized materials, interest and motivation, MELCs, multiple channels and recall*

Introduction

The Philippine educational system has a significant impact on the lives of Filipino students at all levels of learning. The primary function of learning materials is to improve students' knowledge and performance in school.

According to Thakur (2015), learning materials help learners become more motivated and enthusiastic about learning the lesson. Similarly, Guillermo (2017) asserts that teacher-created resources lay the path for high-quality training. Because they are immediately involved in the discussion, students can easily understand the content. Furthermore, the Department of Education (DepED) emphasized the importance of proper availability of relevant, appropriate, and contextualized intervention materials to augment the usage of course text and self-learning modules in the production of locally generated instructional materials.

Most Essential Learning Competencies (MELCs) are described as what students require, what is regarded as indispensable in the teaching and learning process to acquire skills that will equip learners for succeeding grade levels and ultimately for lifelong learning. Llego, (2023)

However, field implementers and also the private schools are encouraged to contextualize the most essential learning competencies in order to suit the diverse context of learners, teachers, learning environments, and support systems while taking both content and performance criteria into account. These Most Essential Learning Competencies (MELCs) are implementable as long as activities are designed to educate the procedures and processes for applying that knowledge and skills in a given situation.

In the subject of Araling Panlipunan (Social Studies), which is a crucial subject in the Philippines that strives to encourage contextualizing and localizing evaluation, allowing students to apply what they have learned in the real world. However, despite the

fact that Araling Panlipunan is a crucial subject, most students lack enthusiasm to learn. Navalta, (2021)

Regarding this issue, most of the researchers observed in the subject of social studies that the students fail to finish their activities and tasks. The student's misbehavior toward this subject is a lack of interest and motivation to learn while the teachers are discussing the lesson. This is the response of the students because they are having difficulty recalling Araling Palipunan concepts, coping with teachers' techniques, and are not motivated to study, which results in low or failing grades, and their academic success is significantly influenced by their attitudes toward the subject.

Thus, in accordance with Section 5 of Republic Act 1033, it indicates that the curriculum must be flexible enough to enable and empower schools to localize, indiginize, and develop the same depending on their own educational and social situation. It makes the most of materials that are readily available nearby and is thoughtfully grouped by subject to make it pertinent to the student's culture. As a result, it is advised that producing locally generated learning materials include contextualized activities, and materials are encouraged.

Baltrusaitais, (2023) give an emphasis on contextualization in many studies that being conducted and it has been described in many ways. As he described contextualization it said to be a teaching strategy in which the new material is related to existing knowledge. So that teachers can help to improve their student's comprehension as well their retention of materials and concepts by giving them a relevant content that can be apply in their daily lives as well as by applying contextualization in classroom. He also mentioned that learners are able to draw connections between newly taught materials and issues in real life when it is presented in a meaningful context. Consequently, it aids their perception of the materials relevance and applicability which resulting in greater retention and comprehension.

Furthermore, various researchers had repeatedly identified contextualized learning materials, also known as CLM, as teaching aids that have been incorporated into teaching techniques in order to increase student engagement and, as a result, their level of understanding. (Cubillas, 2018). It is carefully planned, prepared, and created to teach remediation for students who struggle with the subject. It is frequently given to students who grasp the concepts of the day's subject matter after the regular classroom instruction.

Therefore, the researcher responds to the law that was introduced to ensure high-quality education. The easiest way to ensure that teaching produces fruitful learning is in the context of preserving the local culture and tradition of the community. Because it is familiar to and connected to the students. The educational and social context should be given priority in the educational process.

Hence, the researcher aims to know the effects of using contextualized materials in the development of the most essential learning competencies in Araling Panlipunan of selected junior high school students in a private school in Gumaca, Quezon.

Research Questions

This study will determine the Effects of Using Contextualized Materials in the Development of Most Essential Learning Competencies in Araling Panlipunan of the Selected Junior High School Students in a Private School in Gumaca, Quezon. Specifically, it will sought to answer the following:

1. What is the profile of the respondents in terms of the following:
 - 1.1. age;
 - 1.2. sex; and
 - 1.3. grade level?
2. What are the effects of using contextualized materials in developing Most Essential Learning Competencies in Araling Panlipunan in terms of:
 - 2.1. recall;
 - 2.2. association;
 - 2.3. use of multiple channels; and
 - 2.4. interest and motivation?
3. Is there a significant difference on the perceived effects of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan when respondents are grouped by profile?

Methodology

Research Design

This study used descriptive survey method to collect the data and to measure the using of contextualized materials in the development of Most Essential Learning Competencies of selected junior high school students in a private school in Gumaca, Quezon. The researcher used survey questionnaire as an instrument. Based on the survey's result the researcher were determined the details of the study.

According to Sirisilla, (2023) the descriptive research is a research design which have its goals is to describe the relationships, patterns, and trends that exist within the data in the study and also to provide a more comprehensive and accurate picture of the population or phenomenon that being studied. It involves of observing and collecting of data on a given topic without attempting to infer the cause-

and-effect relationships.

Respondents

The researcher was selected 100 students who are enrolled in Eastern Quezon College Inc. in the SY 2023-2024 through the quota sampling method and using Contextualized Materials in the Development of Most Essential Learning Competencies in Araling Panlipunan of the selected respondents will be the focus of this study.

As outlined by Simkus, (2023) Quota sampling is a nonprobability sampling method use as research sampling where the researcher will assign quotas to group of people in order to create subgroups of people that represent characteristics of the target population as a whole. Examples of these characteristics includes the gender, sex, residency, education level, or income of the target population. Once the subgroups are formed, the researchers use their own judgment in choosing the subjects from each segment to produce the final sample.

Instrument

The researcher used survey questionnaires as a research instrument. This questionnaire is a likert scale of; 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Fairly Agree (FA), 2 – Disagree (D) and 1 – Strongly Disagree (SD). For understanding the concept of using contextualized materials in the development of Most Essential Learning Competencies of the selected Junior High School students in a private school in Gumaca, Quezon. The researcher prepared questionnaires to the respondents, were checked and validated by two experts. Part I was composed of demographic profile of the respondents and Part II included the effects of using contextualized materials in developing of Most Essential Learning Competencies in Araling Panlipunan of the respondents in terms of recall, association, use of multiple channels and interest and motivation.

A pilot test was conducted with twelve (12) respondents from a school that is not a target of the study using Cronbach's alpha. Cronbach's alpha is a measure of the internal consistency of the research instrument. The result of recall is 0.97, which means there is internal consistency of the instrument, and it is interpreted as excellent. In association, the result is 0.90, which means there is internal consistency of the instrument, and it is interpreted as excellent.

Meanwhile, the result of using multiple channels is 0.92, which means there is internal consistency of the instrument, and it is interpreted as excellent. And the result of interest and motivation is 0.95, which means there is internal consistency of the instrument, and it is interpreted as excellent.

Procedure

The descriptive research method using a Likert scale was used in order to determine the effects of using contextualized materials in the development of the most essential learning competencies of the selected students. Data were gathered through "quota sampling," and both male and female junior high school students of Eastern Quezon College Inc. were selected to fill out the questionnaire.

Prior to the conduct of the study, the researcher sent a letter to the principal of the selected private school in Gumaca, Quezon. Upon approval, the researcher administered the instrument to the target respondents.

In administering the questionnaire, the researcher used the time allotted for vacant time to avoid distraction of class discussion. The student responses were given enough time to answer the questions. After data gathering, the researcher collected them for tallying the scores and applied the statistical treatment used in the study.

Data Analysis

In this study, the researcher used statistical measures to treat the collected data. All the data were carefully read and examined for analysis. They were tallied and entered into a master list of the data collection sheet. Percentage and Frequency Distribution used to interpret the profile of the respondents. To test the significant difference of three or more means, the researcher used the Kruskal-Wallis for non-parametric test.

Results and Discussion

This section shows the presentation, analysis, and interpretation of the gathered data from the respondents. The data were presented in the tabular form followed by its descriptive analysis. The interpretation of the data were also provided to elaborate the data from the table.

Table 1. *Frequency and Percentage Distribution of the Respondents According Age*

Age	Frequency	Percentage (%)	Rank
3 ye1ars old below	20	20	2
14-15 years old	63	63	1
16-17 years old	17	17	3
18 years old and above	0	0	4
Total	100	100	

Table 1 shows the distribution of respondents according to age. Of the total respondents 20 individuals or 20% were 13 years old or younger, while 63 individuals or 63% were 14-15 years old and 17 individuals or 17% were 16-17 years old. No respondents were aged between 18 years old and above. Therefore, it can be inferred that most of the junior high school students' respondents were between 14-15 years old based on the highest frequency and percentage of respondents in this age range.

According to the International Affairs Service, (2023), our Philippine education system was covered by both formal and non-formal education. As they explain, a formal education is a continuous process of academic schooling of children and youths from elementary (grade school) to secondary (high school) and tertiary levels (higher education). Therefore, the current basic education system consists of a thirteen-year, four-stage program with its research-based curricula and methods of assessment that are suitable to each other's grade level at every stage. The stages are from kindergarten to Grade 3 which are primary school, for pupils 5 to 8 years old; Grade 4 to 6 which are intermediate school, for pupils 9 to 11 years old; Grade 7 to 10 which are Junior High School, for students 12 to 15 years old; grade 11 to 12 which are Senior High School for students 16-18 years old.

Implication

As a pre-service teacher, it implies that this demographic information about the age of the students is crucial because it helps the teachers and future teachers tailor the teaching materials and approaches to meet the developmental needs and interests of this specific age group of the students. Through understanding the demographic profile of the students, it allows the teachers and future teachers to create an inclusive and effective learning environment for every student. Therefore, it suggests that teachers should use contextualized materials that resonate with the students age group so that we can help them to enhance their engagement and deeper understanding towards the subjects while at the same time supporting their academic and personal development as junior high school students.

Table 2. *Frequency and Percentage Distribution of the Respondents According to Sex*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Rank</i>
Male	51	51	1
Female	49	49	2
Total	100	100	

Table 2 exhibits the distribution of respondents according to sex. Male respondents had a frequency of 51, which accounts for 51%, while female respondents had a frequency of 49, which accounts for 49%. Therefore, it can be inferred that the majority of the junior high school student respondents were male.

Villanueva (2020) observes that, despite being in the minority in the sample, the female students tend to perform better and exhibit higher engagement and participation in Social Studies (Araling Panlipunan) than the male students. This suggests that to enhance female students' performance and participation in the subject, thus incorporating contextualization into lessons is necessary.

Singh, (2022) comes up with a contrasting perspective of what Villanueva observed that male students are commonly attained better learning outcomes for social studies compared to the female students, especially while looking at the level of the engagement. This shows that perhaps there are different differences about how gender can affect the learning outcomes as well as the engagement in social studies subjects.

Implication

As a pre-service teacher, it means students' gender identities may lead to a difference in what they might be interested in, how they see their surroundings, and their learning styles. Though all the respondents may be men, individual students within the group have different interests and what they would be interested in. Therefore, for teachers and future teachers, it is necessary to tailor the materials to accommodate the different learning styles and motivations of every student, regardless of their sex. Moreover, understanding their gender composition allows the teachers to create learning experiences for every student that are inclusive, respectful, and engaging. By using contextualized materials that acknowledge and celebrate gender diversity, teachers and future teachers can foster a supportive learning environment that promotes academic success and personal growth for all junior high school students, regardless of their demographic profile according to sex.

Table 3. *Frequency & Percentage Distribution of the Respondents in Terms of Grade Level*

<i>Grade Level</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Rank</i>
Grade 7	25	25	2.5
Grade 8	25	25	2.5
Grade 9	25	25	2.5
Grade 10	25	25	2.5
Total	100	100	

Table 3 presents the distribution of respondents based on their grade level. It indicates an even distribution across the different grade levels from Grade 7 to Grade 10 with a frequency of 25 or 25% of the total number of respondents.

Conte, (2023) points out that the Grade 7 students are usually in the 12 to 13 years of their age. Studies conducted concerning to Grade 7 students which particularly in the field of Araling Panlipunan it highlights that contextualized teaching and learning materials have large contribution to better academic performance of the students. For example, De Guzman (2023) discovered that using a developed Big Book for contextualized teaching seems contributed to the improvement of performance in Social Studies 7. On the other hand, Roca (2023) also discovered that when the additional video was implemented theres a huge improvement took place concerning the students' performance in Araling Panlipunan 7.

Core, (2023) states that the students from Grade 8 level are between 13 and 14 years old of their age. The study aims to focus on Grade 8 students as the respondents of the study to emphasized the advantages of contextualized materials to improve the teaching and learning process. Agbunag's (2022) study that involved Grade 8 students as the respondents of the study from the City of Schools Division of Antipolo discovered that through implementing and using contextualized materials in Araling Panlipunan 8 can contributed to have a positive and effective teaching and learning process which leading to recommendations for their continued use and modification for further improvement.

Implication

As a pre-service teacher, it implies that even across the grade level of students, teachers and future teachers need to develop contextualized materials that are appropriate to the specific developmental stages of students and their academic level of each grade level. It is necessary to ensure that these contextualized materials that the teachers use are aligned with the curriculum standards and learning objectives specified for every grade level. This alignment makes it quite sure that students will obtain relevant and focused teaching material that will lead their way to academic growth. The understanding of respondent spread through different grade levels may let tailor teacher approaches while applying contextualized material very efficiently at the same time. Thus, a teacher and those future teachers in the educational system can help to enhance learning outcomes, support diverse learners, and create a classroom environment where all students can thrive academically and personally by aligning the materials with the student's grade-specific needs.

Table 4. Respondents Assessment on the Effects of Using Contextualized Materials in Developing Most Essential Learning Competencies in Araling Panlipunan in terms of Recall

Indicators Through recall...	Mean	Verbal Interpretation	Rank
1. I can remember the important terms and other significant topics in Araling Panlipunan subject.	4.17	Agree	3
2. I can adapt the lesson in Araling Panlipunan given by the teacher.	4.22	Strongly Agree	2
3. I am passionate about constructing new knowledge into understanding.	4.12	Agree	4
4. I can easily link the lesson to the context.	3.96	Agree	5
5. I am aware of what is happening, or the current status of the topic being discussed by the teacher in Araling Panlipunan.	4.26	Strongly Agree	1
Grand Mean:	4.15	Agree	

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 4 illustrates the perceived effects of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan in terms of recall. The respondents strongly agreed that they are aware of what is happening, or the current status of the topic being discussed by the teacher in Araling Panlipunan as indicated by a mean of 4.26 and rank first among the other indicators. Conversely, they agreed that they can easily link the lesson to the context evidenced by a mean of 3.96 and ranks least among the indicators. The average mean of 4.15 interpreted as "agree" implies a positive perception on the use of contextualized materials in facilitating learning recall.

The findings show that the use of contextualized materials in the Araling Panlipunan subject can help students to remember the information better. The high agreement level of the respondents regarding the topics discussed shows that students are very active to participate and understand the content of the subject. This result, therefore, shows that students were effectively processing and retaining the information that was presented to them by the teachers.

This is in line with the studies done by Oakley (2019), Benner (2023), and Fermo (2019), which have suggested that contextualized materials should be used to help the learners to remember more key information in the subject and their understanding that leads to meaningful learning experiences for the learners. Studies by Ritze (2017) and Wisely (2017) also indicate that students had higher retention rates with contextualized learning than traditional methods.

Implication

As a pre-service teacher, these findings imply that contextualized materials ought to be integrated into both lesson planning and delivery also. A teacher and future teacher should do everything possible to use varied examples, case studies, actual events, and local contexts

just for the purpose of illustrating abstractions and theories in subjects like Araling Panlipunan. By practicing these, teachers can help the students to enhance their understanding, engagement towards the subject, and retention of information in learning competencies. However, even though the results are positive, there is also an attention to continuous improvement. Teachers and also future teachers should continuously seek feedback from their students and adapt their teaching strategies so that they can support students to link their knowledge with real-world contexts. This process helps to make adjustments towards instructional practices and increase the benefits derived from using contextualized materials in teaching Araling Panlipunan. As stated, contextualized materials might help in enhancing recall and understanding among teachers and students in Araling Panlipunan. To optimize the learning outcomes effectively, there is a need to deliberately strengthen the linkages between the content of the lesson and real-world contexts.

Table 5. Respondents Assessment on the Effects of Using Contextualized Materials in Developing Most Essential Learning Competencies in Araling Panlipunan in terms of Association

Indicators Through association...	Mean	Verbal Interpretation	Rank
1. I can relate what I learn in class to real-life scenarios.	4.20	Agree	2
2. I can apply the knowledge and skills acquired in the classroom.	4.17	Agree	3
3. I can use the messages of the lesson in my daily life.	4.28	Strongly Agree	1
4. I can easily perform different activities in Araling Panlipunan using manipulative materials in the lesson.	4.13	Agree	4
5. I can create my ideas out of the concepts.	4.04	Agree	5
Grand Mean:	4.16	Agree	

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 5 presents the perceived effects of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan in terms of association. The respondents strongly agreed that they can use the messages of the lesson in their daily life as indicated by a mean of 4.28 and rank first among the other indicators. Meanwhile they agreed that they can create their ideas out of the concepts evidenced by a mean of 4.04 and ranks least among the indicators. The average mean is 4.16 interpreted as “agree”.

The data reveals that using contextualized materials in teaching Araling Panlipunan helps the students connect the lesson they learned to their everyday life experiences. Most respondents agreed that they could apply the lesson to their daily lives, which suggests that the curriculum effectively integrates relevant real-world contexts. This indicates the contextualized materials are effective in helping students see the relevance of the subject matter to their lives.

The data supports the Rathburn study in 2015, which explores how contextualized material can help the students connect their learning to their own lives. The study proves that learners can independently use and connect their learning as well as their knowledge to their own lives, as seen in their written reflections linked course concepts to their academic goals, social lives, and societal issues. Thus, it emphasizes the importance of contextualization for every student to understand and build connections, even without explicit instructions by their teachers. So teachers can support students in making connections at various levels and integrating their learning within a broader context by providing them with relevant and meaningful content along with opportunities for reflection.

Implication

As a pre-service teacher, it implies that contextualized materials can enhance engagement by showing practical applications of theoretical concepts, thereby making learning more meaningful. While application is strong, there may be a need to balance this with activities that encourage deeper conceptual understanding and creativity. Thus, teachers as well as future teachers should be mindful and careful of integrating diverse teaching strategies that can foster both application and critical thinking for the students. This result implies the importance of selecting and designing materials that not only cover Most Essential Learning Competencies (MELCs) effectively but also stimulate cognitive processes that lead to deeper learning. Therefore, while contextualized materials in Araling Panlipunan appear as an effective strategy in promoting relevance and application among students, teachers and also the future teachers should aim for a balanced approach that can also foster creativity as well as deeper understanding to increase the potential of these materials in education.

Table 6 presents the perceived effects of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan in terms of using multiple channels. The respondents strongly agreed that they can learn lessons in Araling Panlipunan when they read and write as indicated by a mean of 4.33 and rank first among the other indicators. Meanwhile they also strongly agreed that they can learned when they are engaged in hands-on activities in Araling Panlipunan subject evidenced by a mean of 4.22 and ranks least among the indicators. The average mean is 4.29 interpreted as “strongly agree”.

The findings that presented suggest that using contextualized materials in the development of Most Essential Learning Competencies (MELCs) for the subject of Araling Panlipunan can enhance learning of the students through the use of multiple channels. The respondents strongly agreed that they can effectively learn lessons in Araling Panlipunan through reading and writing which indicating a preference for traditional modes of learning although they also strongly agreed that they can learn when engaged in hands-on activities

in the subject. The high average mean shows a positive perception of the effectiveness of contextualized materials in facilitating learning through the use of multiple channels. This suggest that to engage the learners as well as enhance their understanding of the subject matter incorporating a variety of learning modalities, including both traditional and hands-on approaches is necessary to consider.

Table 6. Respondents Assessment on the Effects of Using Contextualized Materials in Developing Most Essential Learning Competencies in Araling Panlipunan in terms of Use of Multiple Channels

Indicators	Mean	Verbal Interpretation	Rank
<i>Through the use of multiple channels...</i>			
1. I can learn when I see real pictures, maps, and other printed materials in Araling Panlipunan class.	4.26	Strongly Agree	4
2. I can learn lesson in Araling Panlipunan when I read and write.	4.33	Strongly Agree	1
3. I can learn when I hear familiar sounds and music in Araling Panlipunan class.	4.32	Strongly Agree	2
4. I can learn when I am engaged in hands-on activities in Araling Panlipunan subject.	4.22	Strongly Agree	5
5. I can learn more in Araling Panlipunan class when my teacher gives multimedia instructions.	4.30	Strongly Agree	3
Grand Mean:	4.29	Strongly Agree	

Legend; Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

The study of Gonzales, (2022) had an objective of determining the effects of using contextualized instructional materials in teaching and learning Araling Panlipunan. It is evident that through video clips and photographic images the students would have better learning experiences and improved their academic performance. The findings of the study affirmed that it significantly influenced students' academic achievement in Araling Panlipunan while the teachers applying and using contextualized instructional materials. In addition, the results indicated that students performed better on exams when they were taught using contextualized materials compared to those who were not taught by the used of contextualized materials.

Implication

As a preservice teacher, it implies that teachers as well as future teachers should learn to appreciate the use of multiple channels, such as reading, writing, and hands-on experiences, in order to reach students with different learning preferences and increase involvement. Even though reading and writing are appreciated and valued, there is an increased need to promote and encourage more the use of hands-on activities. That would be designing lessons, for instance, that emphasize textual learning with practical uses to enhance understanding and connection. Hence, while teachers fully support the use of contextualized materials through multiple channels in teaching Most Essential Learning Competencies in Araling Panlipunan, an opening exists for further integration and enhancement of hands-on activities as a means of enriching students' learning experiences. A balance of such an approach will best accommodate different learning styles as well as promote deeper subject matter understanding among learners. And also, it means that focusing on the merits of hands-on activities and other non-traditional methods in pre-service teachers can prepare them as future educators to diversify their instructional strategies effectively.

Table 7. Respondents Assessment on the Effects of Using Contextualized Materials in Developing Most Essential Learning Competencies in Araling Panlipunan in terms of Interest and Motivation

Indicators	Mean	Verbal Interpretation	Rank
<i>Through interest and motivation...</i>			
1. I can easily understand the lesson in Araling Panlipunan whenever the teacher gives a real-life example.	4.29	Strongly Agree	2.5
2. I can draw new knowledge from prior knowledge.	3.95	Agree	5
3. I am inspired to learn more about the lesson in Araling Panlipunan discussed by the teacher.	4.29	Strongly Agree	2.5
4. I am encouraged to participate in class when there is the use of materials, activities, events and issues that are locally present in the environment.	4.32	Strongly Agree	1
5. I can recognize how the lessons in Araling Panlipunan are relevant to my life.	4.28	Strongly Agree	4
Grand Mean:	4.23	Strongly Agree	

Legend; Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 7 illustrates the perceived effects of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan in terms of interest and motivation. The respondents strongly agreed that they are encouraged to participate in class when there is the use of materials, activities, events, and issues that are locally present in the environment as indicated by a mean of 4.32 and rank first among the other indicators. Meanwhile they agreed that they can draw new knowledge from prior knowledge evidenced by a mean of 3.95 and ranks least among the indicators. The average mean of 4.23 interpreted as "strongly agree".

The results reveal that using of materials that is related to the local context can help students to improve their interest and motivation in learning essential competencies in Araling Panlipunan. The respondents are strongly agreed that using local materials, activities, events, and issues encourages their participation in class which indicates a high motivation and interest. This highlights the significance role of incorporating real-world contexts into lessons just to enhance the motivation to learn and participate of the students in the discussion.

The findings from the data support Hannah's (2021) study which emphasized that motivation plays a vital role in helping the students to focus on important objectives or results. She suggests that contextualizing of instruction can enhance student engagement as well as their interest. A similar study by Buan, (2021) found that lessons that are aligned with curriculum standards and using real-world scenarios in activities can help to increase student interest and improved their academic performance in school.

Implication

As a pre-service teacher it implies that teachers and future teachers should search and incorporate local materials, events, as well as issues into their teaching practices. Through that, the teachers would be able to create a learning environment that will resonates with students' everyday experiences while foster deeper engagement and motivation. Moreover, while contextualized materials are seeming to be effective in stimulating interest and motivation for the students, teachers should also focus on strategies that explicitly connect the new learning with existing knowledge of students. Teachers can able to create a meaningful learning experience that resonate with students and contribute to their overall academic success by influencing them in a local context and effectively building on prior knowledge. And emphasizing the benefits of using contextualized materials underscores their potential to enhance interest and participation in learning Araling Panlipunan of the students and help pre-service teachers to encourage them as future educators to adopt a learner-centered approach that prioritizes relevance and engagement.

Table 8. Summary Table

<i>Perceived Effects of Using Contextualized Materials</i>	<i>Average Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
Recall	4.15	Agree	4
Association	4.16	Agree	3
Multiple Channels	4.29	Strongly Agree	1
Interest and Motivation	4.23	Strongly Agree	2
Average Mean	4.21	Strongly Agree	

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 8 presents the summary table on the perceived effects of using contextualized materials in developing Most Essential Learning Competencies in Araling Panlipunan. It revealed that the respondents strongly agreed that contextualized materials in multiple channels have the most significant effects shown by the mean of 4.29 and ranking highest among the indicators. Meanwhile, the respondents agreed that contextualized material affects their recall of the lesson evidenced by the mean of 4.15 ranking lowest among the indicators.

These findings are supported by the study conducted by Sousa (2017), which aimed to establish which multimedia combinations are best for teaching and learning Araling Panlipunan content. The result of the study indicates that when using various multimedia combinations such as videos and films, the unique nature of Araling Panlipunan can be addressed effectively, and students can take charge of their own education, building knowledge at their own pace and in the direction that best meets their interests and desires.

Implication

As a pre-service teacher, it implies that the results underscore the significance of equipping teachers and future teachers with strong pedagogical skills. They should be trained as teachers not only in selecting and creating contextualized materials but also in implementing those materials to effectively maximize the learning outcomes. This includes understanding how the different channels, such as visual, auditory, and kinesthetic, can be utilized so that they cater to the diverse learning styles and preferences among students, as well as understanding to them that introducing contextualized materials is not enough; therefore, teachers should also focus on strategies that can enhance the retention of the students as well as the recall of information. To reinforce learning and improve long-term retention of the students, techniques such as frequent review, summarization, and connections to prior knowledge with the combination of contextualized materials in the subject of Araling Panlipunan are necessary. Therefore, teachers and future teachers should leverage multiple channels effectively while focusing on strategies that can help to enhance recall and long-term retention of essential competencies among students.

Table 9. Significant difference on the Perceived Effects of Using Contextualized Materials in the Development of Most Essential Learning Competencies in Araling Panlipunan when Respondents are Grouped According to Age

<i>Groups</i>	<i>N</i>	<i>Median</i>	<i>df</i>	<i>$\chi^2(H \text{ value})$</i>	<i>$\chi^2_c \text{ (Critical Value)}$</i>	<i>Significant Level</i>	<i>P- value</i>	<i>Decision</i>
13 below	20	4.20						
14-15 y/old	63	4.40	2	2.579	5.991	0.05	0.275	Accept Ho
16-17 y/old	17	4.60						

Table 9 demonstrates the significant differences on the perceived effects of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan when respondents are grouped according to age. Since the H value of 2.579 is lower than the critical value of 5.991 at a 0.05 level of significance, it failed to reject the null hypothesis. This suggests that there is no significant difference in the responses of different age groups towards the effect of using of contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan. Teachers can infer from these results that using contextualized materials is likely beneficial for every student of different ages. This shows the positive impact of contextualized materials in helping students develop skills in Araling Panlipunan, regardless of their age. Therefore, it suggests that instructional strategies using contextualized materials can be equally helpful for learners of all ages which can help for boosting their engagement as well as their understanding.

A further study by Paul, (2018) supports the contextualization idea into the educational system especially in social studies referred to as a boring subject. He added that by taking pedagogy into the principles of contextualization enormous improvements regarding students' performance in social studies activities have been attained as was proved in the study. This means that instructors need to take towards instruction the principles of contextualization to enhance the capability for students to understand and eventually engage actively with social studies tasks.

Implication

Since the study found that no significant difference in responses based on age groups. As a pre-service teacher it can infer that contextualized materials are likely beneficial generally therefore it suggests that a pre-service teachers should be encouraged to use such contextualized materials in their future classrooms because it indicates that these materials are effective in helping students to understand and develop their skills in Araling Panlipunan (Social Studies), regardless of the students ages. It also implies that pre-service teachers who are using contextualized materials is not only supported by research but also it is a practical and effective strategy across different age groups. This emphasized the importance of incorporating these materials which is the contextualized materials into instructional practices as part of the preparation to become effective educators in the near future.

Table 10. *Significant Difference on the Perceived Effects of Using Contextualized Materials in the Development of Most Essential Learning Competencies in Araling Panlipunan when Respondents are Grouped According to Sex*

Groups	N	Median	df	χ^2 (H value)	χ^2_c (Critical Value)	Significant Level	P- value	Decision
Male	51	4.25	1	0.146	3.841	0.05	0.702	Accept Ho
Female	49	4.40						

Table 10 reveals the significant differences on the perceived effects of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan when respondents are grouped according to sex. Since the H value of 0.146 is lower than the critical value of 3.841 at a 0.05 level of significance, it failed to reject the null hypothesis. This suggests that there is no significant difference in the responses of male and female respondents towards the effect of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan.

The study suggests that regardless of sex, students perceive contextualized materials similarly in terms of how effective they are in developing learning competencies in Araling Panlipunan. This indicates that using contextualized materials in instruction can be equally beneficial for both male and female students. It helps students to engage them so that it improves their understanding, which leads to similar learning outcomes. This underscores the significance of contextualized teaching methods in the educational system. Thus, the educators don't need to adjust their strategies based on gender differences when using contextualized materials in Araling Panlipunan. Instead, teachers should focus on creating meaningful, relevant, as well as engaging learning experiences for all the students, regardless of their gender.

Another study held by Ofiaza (2023) revealed that out of 90 respondents in the study, there are an equal number of respondents when they are grouped according to the gender. The study found that 80% of the respondents acknowledged the importance of using materials to motivate students learning. The study further confirms that 3.7% of the respondents considered Araling Panlipunan fun and interesting. It was also confirmed that 3.8% of the respondents, especially the female students, participated actively in Araling Panlipunan. This further indicates that both genders can benefit from engaging instructional materials and active participation in the subject.

Implication

As a pre-service teacher, it implies that teachers and future teachers should realize that contextualized materials have a relatively consistent impact across the different genders of students in terms of enhancing the Most Essential Learning Competencies in Araling Panlipunan. Through these contextualized materials, it supports inclusive teaching practices for teachers and facilitates a more cohesive learning environment for students. Thus, the teachers and future teachers can focus on using contextualized materials confidently, knowing that their perceived benefits are likely to be equally recognized by both male and female students, which also enables them to continue to leverage contextualized materials effectively while expecting similar positive impacts across all students regardless of their sex.

Table 11. *Significant Difference on the Perceived Effects of Using Contextualized Materials in the Development of Most Essential Learning Competencies in Araling Panlipunan when Respondents are Grouped According to Grade Level*

Groups	N	Median	df	χ^2 (H value)	χ^2_c (Critical Value)	Significant Level	P- value	Decision
Grade 7	25	4.15	3	3.822	7.815	0.05	0.281	Accept Ho
Grade 8	25	4.40						
Grade 9	25	4.20						
Grade10	25	4.50						

Table 11 exposes the significant differences on the perceived effects of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan when respondents are grouped according to grade level. Since the H value of 3.822 is lower than the critical value of 7.815 at a 0.05 level of significance, it failed to reject the null hypothesis. This suggests that there is no significant difference in the responses of different grade level towards the effect of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan.

The study shows that students at different grade levels perceived contextualized learning materials in Araling Panlipunan subjects in a similar way when it comes to their effectiveness in supporting the development of Most Essential Learning Competencies. This emphasized that instructional approaches using contextualized materials may be equally beneficial across all grade levels. Through contextualized materials it increases the level of students' recall, association, multiple channels, and interest and motivation in a consistent manner, regardless of their grade level.

The studies that focus on Grade 7 students in Araling Panlipunan, including those by De Guzman, (2023) and Roca, (2023), highlighted the positive impact of the use of contextualized teaching materials such as Big Books and supplement videos on the academic performance of every student. This is further reinforced by Agbunag, (2022) study involving Grade 8 students as the respondents from the City of Schools Division of Antipolo in furthering the effect of contextualized materials in order to improve the teaching and learning process in the field of Araling Panlipunan subject.

It simply implies that consistent instructional approaches employing contextualized materials may serve to enhance recall, association, multiple channels of learning, and the sustenance of interest and motivation for students at all grade levels in Araling Panlipunan..

Implication

Since the study found that no significant difference in perceptions among different grade levels. As pre-service teacher it can infer that contextualized materials are perceived similarly in terms of their effectiveness across all grades. This consistency implies that using such materials can potentially benefit students from various grade levels equally. Therefore, teachers and future teachers should focus on selecting and adapting materials that can align with the learning needs and abilities of the students, knowing that the perceived benefits are likely to be consistent across different grades. And also, it means that using contextualized materials is a very good instructional strategy since pre-service teachers prepare to teach Araling Panlipunan and these materials can effectively support the development of Most Essential Learning Competencies across a diverse range of students in terms of grade levels.

Conclusions

Based on the findings discussed in this research, the following conclusions were drawn: Most of the respondents are in the age range between fourteen to fifteen years old. Most of the respondents are male. The respondents are selected Junior High School students in the private school. Junior High School students in Eastern Quezon College strongly agreed that contextualized materials in multiple channels have the most significant effects in the development of Most Essential Learning Competencies in Araling Panlipunan. The perception of the respondents on the effects of using contextualized materials in the development of Most Essential Learning Competencies in Araling Panlipunan, when grouped according to age, sex, and grade level, does not vary.

Based on the findings and conclusion in this study, the recommendations of the researcher may help the following: To the School Administrators, they may conduct trainings and seminars for different intervention strategies to improve students' recall. To the Parents, they may monitor their children in using different strategies to apply in different lessons to practice and improve their recall. To the Teachers, they may provide activities that will enrich their focus on recall so that learners will be updated on how to have good recall in the contextualized materials. To the Students, they may do some practices of different strategies to improve their recall. To the Future Researchers, they may conduct a parallel study which gives more emphasis on the effects of using contextualized materials in developing Most Essential Learning Competencies in Araling Panlipunan for the successful internalization of contextualized materials.

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Affiliations and Corresponding Information

Charlene O. Nuez

Eastern Quezon College Inc. – Philippines

Maria Celerina D. Oreta, Ed.D

Eastern Quezon College Inc. – Philippines

Melchor B. Espiritu, Ed.D

Eastern Quezon College Inc. – Philippines

Rochelle O. Leonor, MEM

Malinao Ilaya National High School, Department of Education – Philippines

Donata C. Cadag, LPT, MAELT

Eastern Quezon College Inc. – Philippines