

Contextualized Module Development in Social Science for Senior High School

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Abstract

The aim of the study is to assess the effectiveness of contextualized self-instructional learning material in teaching Understanding Culture, Society and Politics in Lo-ok National High School - Senior High School of Lapu-Lapu City Division during the School Year 2020-2021 as basis for a contextualized module development. This research was anchored in the context-based approach of REACT Strategy (Cord, 2011) and the use of locally and readily available materials to reinforce the teaching-learning process and in the performance tasks or outputs of students through localization of lessons (Taylor, 2004). Purposive, stratified and random sampling techniques were used. The techniques and tools for data collection were test questionnaires and observations. A pre-post test was given to the respondents. They were grouped into two according to the group exposed to the intervention and the other group was not given any intervention at all. The data were statistically treated using ANOVA measure to analyze and interpret the pre-post mean gain of the students' competency and performance level. Results showed that students learned better and obtained good academic scores and performance when lessons were being contextualized and localized. The reason for this result was derived from the relatively high scores of students exposed to the intervention. It suggested that students were motivated, interested and understand the lessons. Based from the findings and conclusion, it recommended to integrate this research across other disciplines and educators should be more innovative and resourceful to ignite learners' interest and effective learning acquisition in the teaching-learning process.

Keywords: Effectiveness, Contextualization, Performance, Intervention, Competency, Localization

Introduction

In the present situation of Lo-ok National High School - Senior High School, students performed in Social Science a little bit fair over other learning areas. It revealed an average of 58.90% Mean Percentage Score (MPS) for this covered school year. This rating was a fairly good but distanced 16 points far from the desired and targeted performance of 75%. These 16 points difference sparked a light to decipher the increasingly alarming gap or space that needed to be filled out - an enormous room for improvement. Oftentimes, students perceived Social Science as one of the boring and uninteresting subject. They even seemed to be less energetic and fall asleep right in the height of class hours. They thought that Social Science was just a mere subject wherein they simply have to sit down and took root memorization to pass and excel. With the inspiration and hope of improving better performance of the students, the researcher intended to innovate and design a learning material that would aid achieve the desired learning outcomes stipulated in the curriculum guide. In this manner, it is like integrating learning tasks into the learning experiences of the students in their own context and pace.

The unending learning cycle required effective teaching to improve learners' performance and quality learning acquisition. Likewise, it is the obligation of the teachers to continuously look for appropriate,

useful and effective teaching-learning activities. For them to determine these, the teacher conducted a study by eyeing and devising learning resources and testing them in an analytical, logical and systematic procedure. Specifically, this study intended to utilize learning materials that involved proven effective learning techniques in the context of the learners' background, profile and pace. Designing of this effective instructional material was not only meant to be consumed in one classroom but has to be shared to others and the rest of those who needed it.

To create a condition for innovators and educational entrepreneurs who could integrate globally successful instructional models could be the primary goal in the educational system (Naz & Murad, 2017). The innovative learning materials needed to be utilized and should be modified according to the pace and needs of the students (Naz & Murad, 2017) and they recommended that the implementation and use of contextualized learning resources would address and answer students' needs for effective learning experience and acquisition. For instance, in teaching Social Science, students needed to master the concepts measurable with the development of instructional materials which determined learning that contributed to their respective context and locality (Jolly, 2009). In contextualization, however, the teacher could provide the learners with a challenge in order to apply the theory or concept or even a simple information on their own to relate and comprehend cognitively,

skillfully and behaviorally. Like contextualized learning, the outcome was more than being knowledgeable in content but as well as an application-based skills (Attle & Baker, 2007).

The scenario motivated the researcher to develop and design a learning resource from understanding the context and pace of the learners in the pursuit of increasing learning acquisition, improved learning performance and effective delivery of quality instruction. This consideration paved way for the researcher to design and craft a contextualized module as an instructional material to supplement and help increase students' understanding and performance. It is a sort of a teacher's innovation in a selected set of established instructional techniques, knowing that not all the time that well established teaching strategies have to be followed completely without making any modification.

Contextualized modules provided an opportunity to learners to substantially understand the lesson on his/her context. In effect, learning was made clearer, easier, engaging and meaningful. Contextualization has been defined in numerous ways as pointed out by Baker, Hope and Karandjeff (2009). For the purpose of relating it in the field of education, contextualization is a diverse family of instructional strategies designed to seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student (Mazzeo et al., 2003, pp.3-4). In addition, the process of matching the content and instructional strategies relevant to students is called contextualization (Department of Education, 2016). The Department of Education through Republic Act 10533 otherwise known as the "Enhanced Basic Education Act of 2013" mandated that the curriculum shall be contextualized and shall be flexible enough to the needs of the learners. Despite this mandate, efforts to fulfill it, was momentarily being challenged because contextualization of lessons has been so far given little attention in the field or it could be that teachers were not able to fully relate them as an important intervention that could be used to build competitive and skillful human resources to the national economy hence, these approaches were new and unfamiliar. Contextualization is the use of relevant and meaningful things, situations and experiences to students in the presentation and discussion of the learning content. Context is directly related to everyday life (Supiyati, Hanum, & Jailani, 2019). Educational institutions should welcome the various challenges in the development, delivery and utilization

of contextualized modules to achieve quality learning and effectively educate students especially in these times of health crisis and in the absence or during limited face-to-face classes. Although it was definitely not easy to achieve this goal especially on our present challenging condition, designing a learning material that considered the learning needs, environment and capability of students, contextualized modules could help deliver and obtain the desired quality of learning. Learning must be unhampered for it is part of the everyday life of the students. In this new normal landscape, the quality of education in the modular distance learning entirely relied on the contextualized modules. These instructional resources were critical materials in the success of the implementation of the modular distance learning by which most schools adopted this learning option.

In one way, it is through quality learning materials employing effective learning strategies and containing engaging learning activities that produced quality learning acquisition among students. These students were transformed to play a crucial role as responsible citizens in the society and in nation-building. In this restricted period, quality education was the fruit of developing quality learning materials utilized by the students while face-to-face teaching-learning process was suspended.

Providing the students with learning modules to engage in learning activities on his/her own context that is, activities were made easier, familiar and meaningful to the students benefited them to attain effective understanding of the lesson. Students have a chance to learn better if the modules were sensitive to their interest and context. Contextualized modules as the only instrument in the implementation of the modular distance learning was the most crucial element in the learning of students under this unusual period. It is through these modules that students started to acquire knowledge and understanding of the lesson in the absence of the face-to-face instruction. These learning materials aided to equip themselves with ideas and information they needed in the supposed actual teaching-learning process inside the four walls of the classroom. In these times of emergency, contextualized modules replaced the usual delivery of instruction inside the classroom and thrived to sustain the quality of learning acquisition among the students.

As a class adviser of students under modular distance learning, the researcher has noticed that students found the modules difficult to accomplish or understand and obtain low scores in the learning activities resulted to low academic performance under this learning option.

The researcher believed that it was the kind of learning activities and the presentation of the lesson in the learning modules that affected the performance of students under this learning modality. If the learning activities and the lessons were unclear and unfamiliar to the students then, they would have a hard time understanding and learning. Students were interested to learn when they were made to relate even in a new or strange topic and engage in learning activities at their context. While adapting in the new normal learning environment and mechanism, students should be provided with learning materials that would captivate their interest and help them reach a better academic performance despite the emerging challenges in the delivery of instruction in the distance modular learning.

In the delivery of the contextualized modules especially in this health crisis where learners were to accomplish these learning resources at home, they should be given with the guidance and support by their parents or guardians to help them realize the importance of meaningful learning despite these trying times.

To increase students' academic performance under this learning option, the researcher endeavored to collect pertinent data in examining the difference and assessing their performance by providing and letting them accomplish the learning activities enshrined in the contextualized modules viz-a-viz the usual or non-contextualized modules. In this way, the research would be able to determine the effectiveness of contextualized modules in the performance of students in the modular distance learning.

Upon examining and analyzing the data to be gathered in the conduct of this study, the researcher determined the practicality and beneficiality of contextualization in the teaching-learning process. The research devised this research to come up with an innovation or instrument to be used in the field of education to increase and guarantee the quality delivery of learning competencies and capacitate the students to obtained desired learning outcomes. Learning acquisition has been a perennial issue and challenge in teaching students and this initiative could respond to address learning obstacles and essentially achieve learning goals and outcomes as envisioned in the education sector. If the researcher found out that the innovation seemed to be rationally helpful and useful in the attainment of the desired academic performance of the students, the researcher is laudably free and praiseworthy of taking this innovation.

Research Objectives

The main purpose of the study was to develop and validate the effectiveness of a contextualized module in Social Science using self-directed learning strategies in the performance of the Grade 11 students in Lo-ok National High School for School Year 2020-2021. Specifically, the following were the objectives of the study:

1. To develop a contextualized module;
2. To validate the contextualized module in terms of content and learning competencies;
3. To determine the effectiveness of the contextualized module in terms of the performance of the Grade 11 learners in Social Science:
 - 3.1 Determine the pre-level and post level performance of the learners; and
 - 3.2. Determine the mean gain of the learners' performance;
4. To enhance the contextualized module based on the findings of the study.

Literature Review

Article XIV of the 1987 Philippine Constitution

The fundamental law of the country provided under Section 1 that the State shall protect and promote the quality education at all levels, and shall take appropriate steps to make such education accessible to all. Furthermore, Section 2 provided under paragraph 4 that the State shall encourage non-formal, informal, indigenous learning systems, as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs.

Self- learning or independent learning entailed individuals taking initiative and responsibility for their own learning. You were free to set goals and defined what was worth learning. Self-directed learning took place both inside and outside of formal educational institutions. When teachers were involved, they should be facilitators of learning, not transmitters. What was common to most conceptualizations, according to Garrison (2008), was the notion of some personal control over either or both the planning (goals) and the management (support) of the learning experience. Garrison (2008) also accentuated that the ultimate goal of self-directed learning was not necessarily fully autonomous learning because it was a matter of degree. Self-directed learning did not entirely relied on the opportunity but also the ability to make learning decisions. Therefore, according to Garrison (2008), in

a formal learning situation, it should be seen as a collaborative process between the teacher and the learner.

Seen from a critical point of view, it was incomplete to reduce self-direction to a question of external control as we lived interdependently and knowledge was socially determined. Brookfield (2012) also criticized self-directed learning for ignoring social context by focusing on the individual, isolated learner and stressed the social construction of knowledge and the social context of learning. Merriam and Caffarella (2005) called for a wider recognition of the interdependent and collaborative aspects of self-directed learning. O'Donnell (2006) went the furthest in emphasizing the collective over individual dimension when he presented a rationale for what he called "selves-directed learning".

Garrison (2008) claimed that the individual did not constructed meaning in isolation; to take responsibility of your own learning did not necessarily mean to make decisions in isolation. Garrison (2008) defined self-directed learning as "an approach where learners were motivated to assume personal responsibility and collaborative control of the cognitive (self-monitoring) and contextual (self-management) processes in constructing and confirming meaningful and worthwhile learning outcomes". He stated that meaningfulness and worthwhileness reflect the cognitive and social perspectives of an educational experience. This understanding of self-direction is a "collaborative constructivist" perspective, according to Garrison (2008). "A collaborative perspective has the individual taking responsibility for constructing meaning including the participation of others in confirming worthwhile knowledge".

One of Knowles (2005) assumptions about adult learners was that their self-concept moved from one of being a dependent personality towards being a self-directed human being. Knowles (2005) never emphasized interdependent and collaborative aspects of self-directed learning in his definition. In its broadest meaning, self-directed learning described a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

Enhanced Basic Education Act of 2013

The Department of Education through Republic Act

10533 otherwise known as the "Enhanced Basic Education Act of 2013" mandated that the curriculum shall be contextualized and shall be flexible enough to the needs of the learners. The Philippine basic education curriculum was streamlined to address the need to develop analytical and market-oriented skills, and that the schools' curricula have been constructed in the spirit of learner-centered methods of teaching and learning. The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhanced the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall be referred to the regional and division education units.

Contextualization is a process built on the recognition that some students learned more effectively when they were taught in a hands-on, real-world context rather than in an abstract manner (Baker, Hope, & Karandjeff, 2009; Bond, 2004; Predmore, 2005). The primary goal of contextualization was to utilize the "context supported by traditional academics to drive instruction" thus engaging students in active learning to assist them in making meaning (Badway, personal communication, August 1, 2010). Bond (2004) outlined the characteristics of contextualization, as opposed to traditional academic models: focused on concrete skills and knowledge needed in work and life; combined academic learning with workplace applications; personalized instruction for each student; presented abstract ideas through the senses; indicated utility or usefulness of information; provided factual information during hands-on experiences so that it immediately made sense and; presented information in small increments instead of large chunks or thick books.

As stated by RA 10533 or the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) should cling to the accompanying norms and standards in building up the improved fundamental training educational programs (a) the educational programs might be student-focused, inclusive and developmentally appropriate, (b) the educational programs might be significant, responsive and research-based, (c) the educational modules might be culture-sensitive, (d) the educational modules might be contextualized and global, (e) the educational modules might utilize academic methodologies that were constructivist, inquiry-based, reflective, collaborative and integrative, (f) the educational modules might hold fast to the standards and structure of Mother Tongue-Based Multilingual Education (MTB-MLE) which

began from where the learners were and from what they definitely knew continuing from the known to the obscure; instructional materials and fit teachers to actualize the MTB-MLE educational programs should be accessible, (g) the educational modules might utilized the spiral progression approach to deal with guarantee dominance of learning and aptitudes after each level, and (h) the educational programs might be sufficiently adaptable to empower and enable schools to localize, indigenize and upgrade the same in light of their separate instructive and social settings. The creation and improvement of privately delivered showing materials might be supported and endorsement of these materials should degenerate to the territorial and division instruction units.

According to DepEd Order No. 32 s. 2015 entitled “Adopting the Indigenous Peoples Education Curriculum Framework,” the school should perceive the privilege of indigenous people groups to fundamental instruction that was culturally rooted and responsive, the IPEd Curriculum Framework looked to give guidance to schools and other training programs, both public and private, as they drawn in with indigenous groups in localizing, indigenizing, and enhancing the K to 12 Curriculum in light of their respective educational and social settings. As stated in the DepEd Order No. 35 s. 2016 entitled “The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning,” modification of teacher's guide and learner materials must be done by the teachers to accommodate the unique contexts of a particular locality.

To build bridges between school and community, Rathburn (2015) further stated that it was important to determine the effective ways to engage learners so that they can acquire literacies. He examined that contextualization influenced learner's capability to build connections between the learning environment and their community. They were given opportunities to conceptualized their social lives, academic pursuits, and societal issues without specific prompting. He suggested that contextualization combined with reflection allowed learners to draw and apply their understanding into novel situations. Contextualization of the teaching approach yielded learning since it touched the thinking processes of the learners. It is because the context of their everyday lives was being integrated into the topic being discussed as aligned in the given curriculum. It could be laborious in the part of the teacher because they should have extra preparation for the lesson to be executed. However, it

benefited the learners for the topics were being integrated on what they already know.

Contextualized Teaching and Learning (CTL) Approach

Contextualized Teaching and Learning rooted form various theories in education. Those theories were important in facilitating learning because it used to informed the teachers on the appropriate approach for the greater understanding of the pieces of information being transferred to learners. Jolly (2009) laid the historical foundation of the Contextualized Teaching and Learning (CTL) Approach. According to her, the CTL Approach was from the theory of behaviorism and the constructivist theory. In constructivism, pupils constructed their own knowledge by connecting their prior knowledge and experiences, applied those ideas in a new situation and integrated the knowledge gained with the pre-existing intellectual construct. She also listed down five steps in learning in a constructivist way namely: activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge. Bumgarner (2017) presented that Contextualized Teaching and Learning (CTL) Approach rooted in the constructivist approach to teaching and learning. Constructivist theory usually associated with Jean Piaget and he believed that pupils learn concepts and constructed meaning through interaction and interpretation of events in their environment. However, the application of the CTL Approach was first proposed by John Dewey in his Learning by Doing. As stated by Kalchik and Oertle (2010), Contextualized Teaching and Learning (CTL) Approach was based on a constructivist educational theory because it engaged pupils and teachers in active classroom activities, ensured that learning was a student-centered and engaging. It relied on the notion that pupils created their own meaning of concepts when they learned through experience which furthers an innate motivation and desire to learn.

Keith (2011) mentioned that Constructivist Theory was further developed by Friere who named it as critical consciousness where the pupils practiced at home and in the community what they had learned in the classroom. Contextualized Teaching and Learning (CTL) Approach was linked in this theory because new learning was contingent on the features of the pupils, the learning context and the teaching process. This theory supported the idea of learning by doing which helped learners to build positive attitudes and readiness so that they practiced those activities in the future. Seifert and Sutton (2012) mentioned that

Motivation Theory also focused on learners' perceived value of the mode of instruction and development of self-efficacy which was the key component of Contextualized Teaching and Learning (CTL) Approach.

Experiential Learning Cycle

The learner has to be involved in most aspects of learning through the four stages of the learning cycle as described in the experiential learning style theory of Kolb (McLeod, 2017). This included two grasping experiences like concrete experience, abstract conceptualization, transforming experience like reflective observation and active experimentation (Cherry, 2019). Provisions of appropriate experience and materials were basic in the experiential learning cycle. For example, students learned English language better through their own wisdom with the supplication of the appropriate materials and pedagogy (Parab, 2015). In relation to the experimental research, the researcher intended to provide the materials in Social Science for the students while exposing them to the innovated contextualized learning resource following the provisions of the appropriate experiential learning cycle.

An environment of student-centered learning in an academic institution established protocols that demonstrated teaching style and interactions despite difficulties (Giles, Ryan, Belliveau, De Freitas & Casey, 2006). Knowing the learning style of the learners was relatively knowing also the preferred learning styles of the students that met the teachers' methods of teaching. Vis-a-vis, recognizing this scenario through the cycles of reflective observation like assimilating, watching, and thinking in abstract conceptualization and reflective observation. To illustrate, McLeod (2017) considered converging as doing and thinking which involved abstract conceptualization and active experimentation cycles; while, accommodating referred to the doing and feeling which involve concrete experience and experimentation.

Learners formulated their means of learning process articulations based on the desired curriculum. Learners' effectiveness relied with the adopted curriculum which the curriculum adopted. However, no best curriculum attributed completely to measure the learners' performance and ultimately their success as well. Following this argument, a closer type of curriculum, i.e. progressivist and learner-centered that anticipated better results in the learning process was the experiential curriculum. What was this curriculum

all about? Experiential curriculum was the possible answer to what was found "outside"(external factors) and "inside" (internal factors) of the educational system (Hansen, 2000). The external factors of a curriculum referred to a non-negotiable mandate of the state which included standards, memorandas, and protocols while, internal factors referred to the psychological being of the learners.

In experiential learning, contextualization fostered freedom and relational support among students (Kruger, Jekkals, and Steinfeldt, 2017). Senior High School students were more matured learners in the secondary level compared that the lower grade levels. Hence, they were capable to learn using a more challenging contextualized, innovative and experiential learning approaches. Further, experiential learning used different actual hands-on activities in the classroom (Mohasi, 2000). Lessons and learning competencies in the current educational system were indicated in the curriculum guide under the K to 12 Program of the Department of Education . In the K to 12 curricula for Social Science, teachers used the curriculum guide as basis for lesson selection, coverage vis-a-vis learning competencies to be strategized in a successful and effective teaching delivery. In a spiral curriculum design, the whole school year consisted of four quarters so that learning competencies were distributed to each period in a seamless way.

The study of Social Science in the Senior High School for school year 2020-2021 served as basis for this selection of content based on the mandated learning competencies which included the topics and learning competencies covered in this study. These topics served as basis in the formulation of the items for the quarterly examination at most 40 items intended for the Senior High School students. The pre-post test questionnaire served as an instrument to determine the level of learning and the effectiveness of the learning module being developed as an intervention in the teaching-learning process. The aim of increasing learning acquisition and academic performance of students was considered crucial and therefore, this learning resource was seen helpful in taking a milestone to achieve this in the advantage and benefit of students. Continued progress of creating and developing learning resources addressed critical barriers and learning gaps.

These related studies and literature formed part and relevance in the study conducted by the researcher. The areas where these literature took similarity or commonality to this study were discussed thoroughly.

Article XIV of the 1987 Philippine Constitution mandated under Section 2 provided under paragraph 4 that the State shall encourage non-formal, informal, indigenous learning systems, as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs. This provision was a clear relation to the intention of this study of promoting and developing meaningful and effective learning resources in increasing learning and effective delivery of instruction. The Department of Education through Republic Act 10533 otherwise known as the “Enhanced Basic Education Act of 2013” also mandated that the curriculum shall be contextualized and flexible enough to the needs of learners. This vivid provision went the same to the purpose of this research in crafting a contextualized learning material driven to increase and learning outcome. Moreover, Contextualized Teaching and Learning (CTL) Approach was another related study because it engaged students and teachers in active classroom activities, ensured that learning was a student-centered and engaging. It relied on the notion that students created their own meaning of concepts when they learned through experience, innate motivation and desire to learn. Finally, in an Experiential Learning Cycle, contextualization fostered freedom and relational support among students. Provisions of appropriate experience and materials were basic in this approach and therefore, traced commonality to this study.

The four (4) related literature were essential studies that inspired and motivated this research to be conducted and serve as an instrument to help improve the learning outcome desired to any educational entity or academe.

Methodology

Design

This research adapted the Pre-Test and Post-Test model of experiment consisting of two classes, wherein one class was being assessed with a pre-test, diagnosed to a treatment and administered a post-test while the other class was similarly given both the pre-test and post-test but did not received any intervention of contextualized lessons. The pre-post test result and the scores obtained by the students in the performance tasks or outputs using rubrics were utilized as statistical finding in the analysis of the variation of scores.

Quantitative research was used to determine the

existence of difference between the identified variables and the performance of students and being compared to the learning acquisition or improvements of the respondents. It can also be described as an effective model that occurred in a natural setting that enabled the researcher to develop a level of detail from being highly involved in the actual experiences (Creswell, 2003).

Respondents

The respondents of this study were the Grade 11 Humanities and Social Sciences (HUMSS) students who were officially enrolled during School Year 2021-2022. The target respondents were forty (40) students enrolled in the track. Forty (40) or 100% of the target respondents were expected to participate during the virtual conduct of the study.

In the conduct of this study, certain exclusions were considered and expected. A respondent who was not present and not available during the conduct of the online study was excluded. Since the study was voluntary, respondents who declined to participate were forced to accomplish the learning modules and those who failed to return it within the set date or time were excluded in the study.

Instruments

The following were the research instruments which were maximized to obtain the required data to answer the problems covered in this study.

Pre-Test / Post-Test Questionnaires. This is a 40-item questionnaire anchored from the chapter lesson on Becoming a Member of Society particularly on lessons about Enculturation and Socialization; Conformity and Deviance and; Human Dignity, Rights and the Common Good. These lessons were delivered in the second semester. This test comprised the pre-test and the post test. This instrument was formulated by the researcher derived from the learning competency level of Grade 11 students. The questions were grounded on Bloom’s Taxonomy on Learning Domains comprised of comprehension, analytical, synthesis, and evaluate activity of the students as reflected in the table of specifications and aligned on K to 12 curriculum guide. The learners took a multiple choice test and were provided 40 minutes time allotment to finish the exam. Results were statistically treated to determine if the academic performance of students increased significantly with the contextualization and localization of lessons as interventions to the teaching-learning process and

established a comparison to the level of academic competency and performance of the separate class who were not exposed to an intervention.

Standardization of the Research Tools

Subsequent to the validation of the questionnaires and self-learning module by the specialists in the academe and upon the approval of the Schools Division Superintendent, pilot testing of questionnaires was carried out by the researcher. The administration of the pilot testing was given to Grade 11–HUMSS students. The test was administered during their online regular Social Science class. There were 18 male students and 22 female students who took the test. The scores obtained were then analyzed for evaluating and determining its reliability.

Validation and Reliability of the Instrument

The questionnaires were reviewed and validated by the specialists in the academe. They were the Department of Education Chief for Curriculum Implementation Division (CID), Education Program Supervisor in Social Studies and a Master Teacher in Social Studies.

Data-Gathering Procedures

Preliminary Preparation. A transmittal letter was duly and respectfully sent to the Schools Division Superintendent of Lapu-Lapu City as well as to the School Principal and the adviser of the class in the school secured permission and approval to perform the study in Lo-ok National High School-Senior High School, Caltex Road, Brgy. Lo-oc, Lapu-Lapu City specifically the Grade 11-HUMSS during their online regular social science class in the first quarter of the school year 2021-2021.

Administration of Pre-Test. Students were provided test questionnaires to be answered during their assigned day for online class. They were given forty (40) items questionnaire to cover and finish in one hour and were provided options in submission such as taking pictures of the answers or sending a softcopy of their answers. This was due to learning modality for online class because face-to-face classes were restricted when this study was conducted. However, the circumstance did not become a hindrance or barrier to the conduct of this research since the students accessed learning through online classes.

Teaching Process. The conduct of their classes for both groups were made into two learning modalities, online and modular. For online, students and the

teacher met virtually to cover their lessons and underwent leaning tasks. Moreover, there were also learning activities that the students referred to their modules to accomplish the learning tasks under the lesson taken. The contextualized module served as the intervention given to the controlled group to test its effectiveness whether it can help increase the learning acquisition and obtain better academic performance level among the students. The other group was not being exposed to the intervention and was not using the contextualized module in covering and discussing the lessons.

Crafting of Lesson Plan. This served as the guide of the researcher in facilitating the learning procedures. The chapter lesson on Becoming a Member of Society covered in the second semester of the Grade 11 level. Topics under the chapter lesson included: Enculturation and Socialization; Conformity and Deviance and; Human Dignity, Rights and the Common Good and were plotted in the lesson plan manifesting the use of contextualization and localization of lessons. Contextualized and localized learning engagement was developed in order to make learners more active in doing the learning tasks and achieve the desired learning competency and outcome. Specifically, learners were intervened with contextualized approach in the delivery of instruction called the REACT Strategy being identified as: relating, experiencing, applying, cooperating and transferring. This context-based approach served as an intervention to enhance performance level of students in the chapter lesson on Becoming a Member of Society. Furthermore, localized materials, settings, or ideas were developed and incorporated during the intervention of contextualization strategy in the lesson and reinforced acquisition of learning. It directed learners to earn useful association of ideas to the resources found in the immediate surroundings, community and to their real-life experience. These resources that were readily available in the community were maximized in crafting and designing students' outputs.

Administration of Post Test. Students were provided questionnaires to be answered during their assigned day for online class. They were given forty (40) test items to cover and finish in one hour and were provided options in submission such taking picture of the answers or sending a softcopy of their answers. The test questions were the same items in the pre-test but were only re-arranged in terms of their numbering and location. The administration of the post test served as the indicator to determine the extent or degree of the increase in the performance of the students. The



increase would be analyzed whether or not it brought significant difference in the learning acquisition and performance level of the students.

Table 1. *Contextualized Activities and Strategies Employed in the Contextualized Module*

Activity No.	Topic	Activity Name	Strategies	Contextualization Approach
1	Enculturation & Socialization	It's More Fun In Our Place	Own Community Sharing	Relating, Experiencing, Applying, Collaborating & Transferring
2	Ethnocentrism & Cultural Relativism	Relate Me Or Not	Featuring the Pride of a Community	Relating, Experiencing, Applying, Collaborating & Transferring
3	Conformity & Deviance	Make or Break	Situational Analysis	Relating, Experiencing, Applying, Collaborating & Transferring
4	Human Rights, Dignity and the Common Good	Kapag Nasa Katuwiran, Ipaglaban Mo!	Debate	Relating, Experiencing, Applying, Collaborating & Transferring

Ethical Considerations

The services of the University of the Visayas Ethics Institutional Review Board was availed. The Institutional Review Board basically allowed third parties, not known to the researcher to check for ethical consideration anchored on Beneficence, Respect and Justice.

Results and Discussion

This section presented the data collected in relation to the domains of inquiry of this study.

Performance of Students With Contextualization and Students Without Contextualization of Learning Modules in Social Science

The contextualized module in Social Science served as an intervention or material to test its effectiveness in achieving significant increase of the students performance in their learning experience. The module covered one chapter about Becoming a Member of Society comprising four lessons on: 1.) Enculturation and Socialization, 2.) Ethnocentrism and Cultural Relativism, 3.) Conformity and Deviance and, 4.) Human Rights, Dignity and Common Good. Each lesson was delivered to students using contextualization and localization for those students who will undergo it and the other group of students will not undergo such module and will be provided

otherwise in learning the lessons. The weighted mean of each lesson and the overall means of the students' performance in terms of the covered lessons and their equivalents were presented in subsequent tables.

Table 2. *Pre-Test and Post Test Mean Scores in Social Science*

Lessons / Topics	Tests	Group with Contextualization (Mean/SD)	Group without Contextualization (Mean / SD)
Becoming a Member of Society	pretest	15.47 (SD) ALL	13.87
	posttest	30.07	17.70
Enculturation and Socialization	pretest	4.17	3.37
	posttest	8.00	4.53
Ethnocentrism and Cultural Relativism	pretest	2.90	3.90
	posttest	6.93	4.33
Conformity and Defiance	pretest	3.93	3.33
	posttest	7.80	4.23
Human Rights, Dignity and Common Good	pretest	4.80	3.27
	posttest	7.33	4.47
TOTAL	Pretest Posttest	Mean / SD	

ANOVA measure is ideal when you aimed to compare the effects of two groups with a pre and post test score. Significant p value (value less than .05) for test means that, there was an overall difference in the pre-test and post test in both the groups with contextualization and without contextualization. In short, there was improvement in scores in both groups, as indicated in the means above.

Significant p value (value less than .05) for group means that there was an overall difference in the scores in both the groups groups with contextualization and without contextualization. In short, there is a difference in scores in both groups, there was a group that was better than the other, as indicated in the means above, the group exposed to contextualization was relatively higher than the group without contextualization at all.

Significant p value (value less than .05) for test*group means that there was interaction, there was a difference in the change in scores in both the groups with contextualization and without contextualization. In short, there was a group that increased more than the other. As seen in the graph, the group provided with contextualized module showed a higher increase than the group without being supplemented with a

contextualized learning material. This clearly means that the group exposed to the intervention obtained higher scores over the group not exposed to the contextualized learning material. The group given the learning module has better understanding in the lesson covered compared to the degree obtained by the other group.

Table 3. ANOVA Measure on Becoming a Member of Society

	Type III Sum of Squares	df	Mean Square	F	p value
test	2548.408	1	2548.408	351.351	0.000
group	1463.008	1	1463.008	34.432	0.000
test*grp	869.408	1	869.408	119.866	0.000

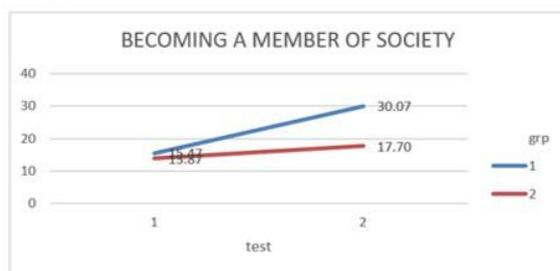


Figure 2. Graphical Presentation of the Pre-Post Mean Gain on Becoming a Member of Society

The first ANOVA tested as shown in Figure 2, the students' post test results revealed an actual test mean of 30.07 for group 1 the class who were given the intervention and 17.70 for group 2 the class who were not provided with the intervention. The difference between the test means of group 1 and group 2 is 12.30 in favor of the former over the latter. This indicated that group 1 was relatively higher than the group 2 in their significant increase of academic competency and performance level.

In addition, it can be traced that there was a significant increase between the pre-test actual mean and post test actual mean of both groups on their academic competency and performance level on the chapter lesson. For the written pre-test, group 1 acquired an actual mean of 15.47 and group 2 obtained 13.87. This finding entailed that both groups have minimal familiarity and knowledge on the chapter lesson thus, resulted to lack of understanding and application to real-life experience. Many terms were new or students have little knowledge about enculturation, socialization, ethnocentrism, cultural relativism, conformity, deviance, human right, human dignity and common good but they cannot clearly determine as to what situations and scenarios were these ideas would

manifest or emerged. This discovery contributed to the acquisition of low performance of the students in the pre-test when they were not able to unlock and internalize the concepts and relate them in the actual scenarios in life. This would cause difficulty to students to respond using thought-provoking and higher order thinking skills that required analysis, application, and assessment. This fact among the students reflected on their passive reaction and low interest in the Social Science subject.

Figure 1 reflected that the relatively low performance of both groups in the pre-test can be considered that the students have less foundation and prior information on the chapter lesson on becoming a member of society. In the administration of the pre-test, the students simply guess the possible right responses without internalizing the questions. They failed to exhaust their minds in relating the various scenarios in the community to the concepts of becoming a member of society. The contextualization and localization of lesson as an intervention to the class exposed to it, served as diagnosis to achieve a significant increase in their academic competency and performance level as noticed in the post test results. Although the class who did not undergo the intervention acquired an increase of their performance but, it was relatively lower than the obtained increase of the group treated with the intervention. This finding can be credited to the REACT Strategy of Cord (2011) along its components. The inclusion of contextualization helps to the relevant increase of students' competence and performance level. Berns and Erickson (2011) cited that taking part in active learning, substitutes slow old methods of teaching through a series of manipulative activities, group interaction and high level thinking skills. Maximizing localized or indigenized materials readily available at home or in the community in the teaching-learning process, attracted interest and sustained learning attention and engagement of students. Brown (2001) agreed that localizing the learning atmosphere made students relate their own experience to content, helped learners to keep in touch with the material and makes learning more dynamic and remarkable.

Table 4. ANOVA Measure on Enculturation and Socialization

	Type III Sum of Squares	df	Mean Square	F	p value
test	187.500	1	187.500	169.481	0.000
group	136.533	1	136.533	30.642	0.000
test*grp	53.333	1	53.333	48.208	0.000

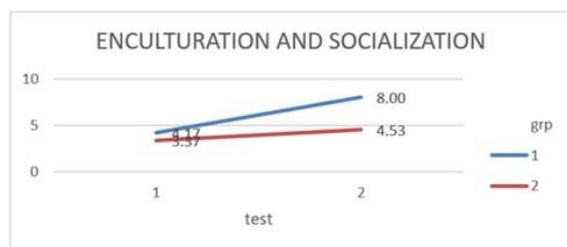


Figure 3. Graphical Presentation of the Pre-Post Mean Gain on Enculturation and Socialization

Figure 3 illustrated the pre-post test mean gain in the topic on enculturation and socialization. It can be deduced from this illustration that there is an increase in the mean difference in the post test mean gain in both groups where group 1, the class being provided with the intervention obtained 8.00 while group 2, the class not given with the intervention has 4.53 against their corresponding pre-test mean gain of 4.17 and 3.37 for group 1 and group 2 respectively. Although both groups gained a relative increase however, a significant increase of mean gain was achieved by the group 1 who received the intervention than the group 2 who did not received any intervention. The hypothesis of significant mean gain in the pre-test and post-test of the students in this particular topic was affirmed. This means that the group exposed to contextualization and localization of lessons had a higher increase and achieved better academic competence and performance level in this topic that the group not exposed at all. This clearly means that the group exposed to the intervention obtained higher scores over the group not exposed to the contextualized learning material. The group given the learning module has better understanding in the lesson covered compared to the degree obtained by the other group.

Table 5. ANOVA Measure on Ethnocentrism and Cultural Relativism

	Type III Sum of Squares	df	Mean Square	F	p value
test	149.633	1	149.633	90.247	0.000
group	19.200	1	19.200	4.805	0.032
test*grp	97.200	1	97.200	58.623	0.000

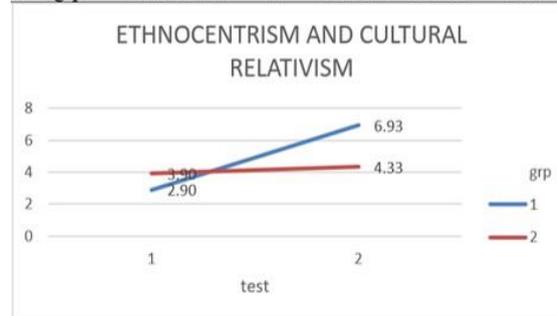


Figure 4. Graphical Presentation of the Pre-Post Main Gain on Ethnocentrism and Cultural Relativism

The data shown in Figure 4 explained the pre-post test mean gain in the topic on ethnocentrism and cultural relativism. The illustration reflected that there was an increase in the mean difference in the post test mean gain in both groups where group 1 who received the intervention obtained 6.93 while group 2 who did not received the intervention has 4.33 against their corresponding pre-test mean gain of 2.90 and 3.90 for group 1 and group 2 respectively. Although both groups posted an increase however, a high increase of mean gain was posted by the group 1 who received the intervention than the group 2 who did not received the intervention which established a very low increase. The hypothesis of significant mean gain in the pre-test and post-test of the students in this particular topic was affirmed. This means that the group exposed to contextualization and localization of lessons has a higher increase and achieved better academic competence and performance level in this topic that the group not exposed at all. This further meant that the intervention was more effective in learning acquisition and performance.

Table 6. ANOVA Measure on Conformity and Deviance

	Type III Sum of Squares	df	Mean Square	F	p value
test	170.408	1	170.408	90.607	0.000
group	130.208	1	130.208	31.517	0.000
test*grp	66.008	1	66.008	35.097	0.000

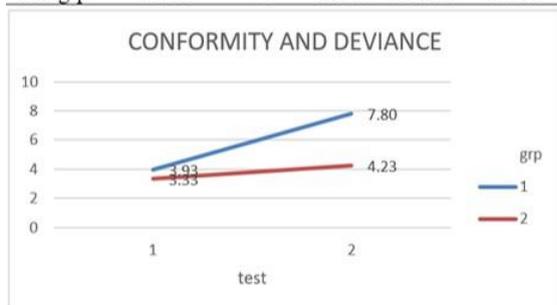


Figure 5. Graphical Presentation of the Pre-Post Mean Gain on Conformity and Deviance

In Figure 5, it established the pre-post test mean gain in the topic on conformity and deviance. The data showed that there was an increase in the mean difference in the post test mean gain in both groups where group 1 exposed to the intervention obtained 7.80 while group 2 not exposed to the intervention has 4.23 against their corresponding pre-test mean gain of 4.17 and 3.37 for group 1 and group 2 respectively. Although both groups posted an increase however, a significant increase of mean gain was achieved by the group 1 exposed to the intervention than the group 2 who were not exposed to the intervention which marked a relatively low increase. The hypothesis of significant mean gain in the pre-test and post-test of the students in this particular topic was affirmed. This clearly means that the group exposed to the intervention obtained higher scores over the group not exposed to the contextualized learning material. The group given the learning module has better understanding in the lesson covered compared to the degree obtained by the other group. Although both groups have achieved increased in their learning performance however, a significant difference in such increase can be noticed in their performance. This can be understood that the group exposed to contextualization and localization of lessons has a higher increase and achieve better academic competence and performance level in this topic that the group not exposed at all.

Table 7. ANOVA Measure on Human Rights, Dignity and Common Good

	Type III Sum of Squares	df	Mean Square	F	p value
test	104.533	1	104.533	64.408	0.000
group	145.200	1	145.200	28.973	0.000
test*grp	13.333	1	13.333	8.215	0.006

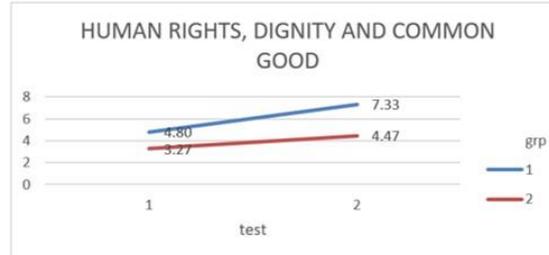


Figure 6. Graphical Presentation of the Pre-Post Mean Gain on Human Rights, Dignity and Common Good

The findings posted in Figure 6 showed the pre-post test mean gain in the topic on human right, dignity and common good. It can be noticed that there was a clear increase in the mean difference in the post test mean gain in both groups where group 1 who received the intervention obtained 7.33 while group 2 who did not received the intervention has 4.47 against their corresponding pre-test mean gain of 4.80 and 3.27 for group 1 and group 2 respectively. Although both groups gained an increase as evidently shown in the figure however, a significant increase of mean gain was achieved by the group 1 who received the intervention than the group 2 who did not received the intervention. The hypothesis of significant mean gain in the pre-test and post-test of the students in this particular topic was affirmed. This means that the group exposed to contextualization and localization of lessons has a higher increase and achieve better academic competence and performance level in this topic that the group not exposed at all.

Table 8. Means of Group Performance Tasks or Outputs

	With Contextualization	Without Contextualization
Activity No.1	19.63	14.57
Activity No.2	20.00	13.70
Activity No.3	19.87	14.13
Activity No.4	19.93	14.93



Table 8 illustrated the students’ performance tasks or outputs mean gain in the chapter lesson on becoming a member of society. A significant p value was shown in all activities, therefore there was a group that had higher scores than the other as indicated in the means above as shown and that the group which underwent the process had higher scores than the group which did not undergo the process.

It covered four topics and were being involved in this research such as enculturation and socialization, ethnocentrism and cultural relativism, conformity and deviance as well as human right, dignity and common good. The learning competency and performance level of students who underwent the intervention earned the highest mean gain of 20.00 in activity no.2 in the topic on ethnocentrism and cultural relativism compared to the mean gain of 13.70 obtained by the students who did not undergo exposure to an intervention. The finding of the activity analysis marked a significant difference between group 1 being provided with the intervention and group 2 not provided with the intervention therefore, affirming the hypothesis as shown in the above figure. This evidently means there was an improved academic competence and performance level of students who were exposed to contextualization and localization of lessons in the delivery of instruction.

Table 9. *Independent test comparing the scores for all activities between with contextualization and without contextualization*

	t	df	p value	Decision	Interpretation
Activity No.1	7.138	58	0.000	Accept Ha	Significant Difference
Activity No.2	10.287	58	0.000	Accept Ha	Significant Difference
Activity No.3	10.351	58	0.000	Accept Ha	Significant Difference
Activity No.4	8.694	58	0.000	Accept Ha	Significant Difference

Table 9 illustrated the students’ performance tasks in the four (4) different learning engagements. A significant p value was shown in all the learning activities, therefore, there was a group that obtained higher scores that the other group.

It showed that affirmative hypothesis which stated that there is a significant difference in the performance in Social Science between those taught with contextualized module and those who were not

exposed to the intervention was being accepted. This means that is the learning tasks to understand better the lessons or topics, contextualization helped to achieve or realize it. Students learned effective and acquired higher academic performance in the learning engagements with this intervention.

Conclusion

Based on the findings of this study, the alternative hypothesis which stated that there is a significant difference in the performance in Social Science between those taught with contextualized module and those without contextualized module is accepted.

Through the contextualization, students were able to explain the development of one's self and others as a product of socialization and enculturation as well as identify the context, content, processes, and consequences of enculturation and socialization; value cultural heritage and express pride of place without being ethnocentric; identifies the social goals and the socially acceptable means of achieving these goals; advocate inclusive citizenship and promote protection of human dignity, rights, and common good.

The use of local or indigenous materials readily available in the locality reinforced and contributed a big impact to the level of academic competence and performance of the Grade 11 students who underwent this intervention. Therefore, contextualized learning module helped the students to obtain a significant increase in their academic performance, better understanding of the lessons and effective learning acquisition as well as effective teaching-learning process. This intervention was found effective as a learning resource to improve and acquire optimal learning and understanding of the lesson.

In reference to the findings of this study, the researcher would like to recommend the enlisted points to be considered by any educator and future researchers: (1) To integrate this research across other disciplines and bodies of knowledge. This would be instrumental to those who favoured contextualization and localization of lessons and curriculum developers as to the degree of effectiveness of these strategies in obtaining a significant increase in the students’ academic competence and performance level. (2) To improvise Social Science learning materials and resources embedding the details of contextualization and localization in the teaching-learning process. It is also advised to exhibit additional creative, interesting and enjoyable learning activities fitted in the lesson in

order to attract the attention and interest of the learners to love the subject. (3) Educators should be more innovative and resourceful through using locally available materials to help ignite learners' interest and understanding in the teaching-learning process. Capacitate students to be exposed in these local resources, their immediate environment or community and life experience so that learning would be more meaningful and relevant.

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