

## Localized Lessons: Its Effectiveness in Teaching Grade 11 – Understanding Culture, Society and Politics

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### Abstract

The study was conducted in Pajo National High School, Pajo, Lapu-Lapu City. The study intended to assess whether contextualization and localization of lessons would be effective in teaching grade 11 Understanding Society, Culture and Politics among the senior high school students in the acquisition of the required curricular learning competencies as mandated by the Department of Education. A total of 60 respondents who were divided into two classes, 30 students for the class that will undergo contextualization and localization of lessons while, the other 30 students has no intervention at all. Both classes comprised the sample of the study. They included Grade 11 senior high school students enrolled in General Academic Subject (GAS) as their specialization coming from the two sections that offered such a track. This research was anchored in the context-based approach of REACT Strategy 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. Purposive, stratified and random sampling techniques were used. The techniques and tools for data collection were questionnaires, interviews and observations. Both qualitative and quantitative data were collected. A pre-test and post-test were given to the two classes which were statistically treated using the repeated measures of ANOVA to analyze and interpret the pre-post test mean gain of the students' academic competency and performance level. These measures revealed that the chapter lesson on Becoming a Member of Society and its sub-topics on Enculturation and Socialization, Ethnocentrism and Cultural Relativism, Conformity and Deviance as well as Human Rights, Dignity and Common Good were significant with an elevated value of 30.07 post test mean gain for those learners who underwent contextualization and localization of lessons as interventions over the accumulated value of 17.70 post test mean gain of those students who did not received an intervention at all. In short, there is a group that increased more than the other. The group which underwent the process showed a higher increase than the group which did not undergo the process. The results show that students learned better and obtain good academic scores and performance when lessons are being contextualized and localized. The reason for this result was derived from the relatively high or good scores of the students who underwent and took the tests covered in the contextualized lessons. These results suggest that students are motivated, interested and understand lessons when these are contextualized, meaning they are able to relate it on their immediate environment or experience. The learners' responses identified as opportunities and obstacles served as qualitative data to support the significant result of the quantitative findings. Based from the findings and conclusion of this study, it recommends to integrate this research across other disciplines and bodies of knowledge, to improvise Social Science lesson plans embedding the details of contextualization and localization in the teaching-learning process and, educators should be more innovative and resourceful through using locally available materials to help ignite learners' interest and understanding in the teaching-learning process.

**Keywords:** K-12 Program, Contextualization, Localization of Lessons, Academic Competency, Performance Level

### Introduction

The Senior High School level as part of the K to 12 Program of the Department of Education is the additional two years to complete basic education among Filipino learners. This development of education has brought a new curriculum that offered subjects being categorized as core, applied and specialized subjects. The core subjects are to be taken by all senior high school students irrespective of their track and strand while, applied and specialized subjects vary and are being offered to an intended specialization. One of the core subjects is Understanding Culture, Society and Politics, a social science subject offered to grade 11 students. This core subject exhibits an integral part in our modern society. It observes the behavior of people in the society that

yields to analyze and comprehensively understand the complexities in it and helps alleviate and promote progress in the society despite the sophistication.

Seeing its essentiality, educators faced a crucial challenge in teaching this core subject because students think of it as boring or less interesting. These impressions are apparent because most of its topics are theoretical, something that required to be lectured and appeared to be foreign or unfamiliar which the students find themselves alienated and difficult to grasp. In these perspectives, teaching this important core subject should evolve to captivate and attract the interest of the students to learn. This evolution speaks in upgrading the teaching approach or the delivery of instruction so that students can relate the lessons and find it interesting and meaningful as opposed to the boring and less interesting impressions. Thus, it is

inevitable to include that teaching approach matters in the issue on learners' passive interest on the core subject Understanding Culture, Society and Politics.

Taking into account that teaching in the Philippines was predominantly foreign or centralized that is, the discussion of a lesson was based on a foreign context or in a centralized perspective causing the students to have difficulty in grasping and relating to them. Teaching rotated in a rigid structure permitting little or no flexibility. Meanwhile, numerous countries started or adapted education reforms and shifted to decentralized and localized context. They began to welcome opportunities of revisiting and reviewing the curriculum where students learn same topic, yet, taught in the local context which distinguished and opposed the conventional paradigm. In this progression, teaching is being delivered in the manner which is suited to the learning needs and circumstances of the locality and responds appropriately to these learning needs.

Equally important is that relevance of instruction is an important aspect of effective and quality education. The campaign of contextualized and localized curricula supported such relevance in various local, societal or community contexts. This campaign is essential to free from alienation and achieved decentralization of education. Contextualization and localization of instruction can bring learning to be relevant, useful and beneficial. It pushes policy reforms and in laying out practical standards to impact on the students' acquisition of real-life learning and competence.

In contextualization, learning is essentially influenced by the interrelationship of three distinctive environments: the home, the school and the community. In this view, teaching and learning as well as instruction and curriculum are based on the immediate context where the school is situated. Several terms were interchangeably used to mean it such as contextualized instruction, integrative curriculum and contextual teaching, but whatever the term maybe used, these perspectives meet to converge on a common key theme: teaching skills with direct reference to real world events and practices (Perin, 2011). Meanwhile, Localization as one form of contextualization is utilized in significant aspects of teaching. Localization speaks the use of local materials both as the subject and object of instruction. Incorporating of local culture is another role of localization as a vital part of the curriculum and instruction.

The great advantage of contextualization and localization to education as a teaching approach is its flexibility to allow the curriculum to be made relevant to the experiences of the learners, while still allowing the possibility for the development of knowledge, attitudes and skills identified on a national basis (Taylor and Mulhall, 1997). Both Taylor (1997) and Mulhall (2001) had the opinion that, contextualization or localization of learning occurs when the content of the curriculum and the methods of teaching and materials are associated with it. In other words, learning should have immediate connection to the environment and the learners' experience to ensure that meaningful learning takes place. Realizing these points, numerous educational systems adapted it. However, the Philippines rarely considered interventions where contextualization and localization of teaching and learning is the priority focus.

The Philippine basic education curriculum is 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. In addition, 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 is momentarily being challenged because contextualization and localization 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 are new and unfamiliar. Thus, this research takes a significant milestone to present and find out whether or not contextualization and localization of lessons is effective to our education system in general, and in the delivery of instruction in the core subject of Understanding Culture, Society and Politics in particular. Moreover, this study sought to answer the following questions:

1. Is contextualization and localization of lessons would be effective in teaching grade 11 Understanding Society, Culture and Politics?
2. What are the opportunities and obstacles that the students encountered in the contextualization and localization of lessons?
3. What contextualized and localized lesson plan and output can be devised or recommended to improve the learning outcome of grade 11 students?

## Literature Review

Traditionally, teaching in the Philippines has been a centralized-dominated in the delivery of instruction in terms of learning competencies operating within a rigid structure offering little or no flexibility. Many education systems across the world are moving away from centralized models of curriculum towards more democratic, decentralized models. As a result of this trend, decision-makers are considering ways of organizing the curriculum in ways other than the traditional subject approach in which all students learn the same content at the same time. Increasingly, curriculum is being structured in ways which are appropriate to the needs and circumstances of regions and address more effectively the needs of students and this became the cradle that gave birth to the emergence of contextualization and localization of lessons.

Contextualization is a process built on the recognition that some students learn more effectively when they are 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 is to utilize the “context supported by traditional academics to drive instruction” thus engaging students in active learning to assist them in making meaning (N. N. Badway, personal communication, August 1, 2010).

Bond (2004) outlines the characteristics of contextualization, as opposed to traditional academic models: focuses on concrete skills and knowledge needed in work and life; combines academic learning with workplace applications; personalizes instruction for each student; presents abstract ideas through the senses; indicates utility or usefulness of information; provides factual information during hands-on experiences so that it immediately makes sense and; presents information in small increments instead of large chunks or thick books.

Relevance of curriculum content is a crucial dimension of quality education. The promotion of localized curricula is a way of encouraging such relevance in diverse local, cultural and socio-economic contexts. It is an important component of the decentralization of education and the localization of the curriculum can allow learning to become more meaningful and relevant. It supports policy formulation and standard setting for reform of the curriculum and the impact of this on students’ acquisition of practical and real-life learning. Localization will involve the use of local materials both as the subject and object of instruction.

It will also involve making the local culture an integral part of the curriculum. Today, contextualization and localization faced a crucial challenge because there are still teachers nowadays who are chained in the conventional method of teaching that our 21<sup>st</sup> century learners find it not suitable, interesting and motivating. This study purposely aimed to deliver the learning needs and maximize teaching approached to guarantee quality delivery of instruction through providing opportunities and learning-centered teaching-learning process.

## Methodology

### Research 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 receive any intervention of contextualized and localized 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. This quantitative study of contextualization and localization in teaching the subject on Understanding Society, Culture and Politics is being employed and guided by the REACT Strategy of Cord (2011) and Localization of Teaching by Taylor (2004). The independent variable is the senior high school chapter lesson on Becoming a Member of Society while the dependent variable is the learners’ obtained scores. The qualitative portion of the research was concentrated on the opportunities and obstacles encountered by the learners in the contextualization and localization of lessons.

### Respondents

This study covered sixty students who were divided into two classes, thirty students who received the intervention or treatment through undergoing the contextualized and localized lessons while the other thirty students did not receive any intervention.

### Research Instruments

**Pre-Test / Post-Test Questionnaires.** This is a 50-item 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 is formulated by the researcher derived from the learning competency level of Grade 12 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 will increase significantly with the contextualization and localization of lessons as interventions to the teaching-learning process and establish a comparison to the level of academic competency and performance of the separate class who did not receive any intervention.

### Procedure

**Preliminary Preparation.** A transmittal letter was duly and respectfully sent to the Schools Division Superintendent of Lapu-Lapu City as well as the School Principal and the adviser of the class in the school seeking permission and approval to perform the study in Pajo National High School, Sangi Road, Brgy. Pajo, Lapu-Lapu City specifically the Grade 11 - GAS during their regular social science class in the second semester of the school year 2018-2019.

**Standardization of the Research Tools.** Subsequent to the validation of the questionnaires and lesson plans 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 12 – Rembrant (GAS) students, which is the crack or elite section of the Grade 12 level. The test was administered during their regular social science class. There were 15 male students and 15 female students who took the test. It was then analyzed for evaluating and determining its reliability.

**Administration of the Pre-Test / Post-Test.** The contextualization and localization of activities/approach started on March 18 to March 29, 2019. The Pre-Test comprised of 50 items covering the chapter lesson about Becoming a Member of Society was given to the sixty grade 11 GAS students at the beginning of class session. The 30 students worked individually or in interactive group of five members in performing the contextualized activities and the utilization of localized materials or ideas to

accomplish their learning tasks while the other 30 students, underwent the class activities without the intervention. Students were provided a Post Test at the culmination of the chapter. The entire experimental study lasted for about three weeks from March 7 to March 29, 2019.

### Ethical Consideration

This study is limited to answer only the main problem and sub-problems to determine the effectiveness of the contextualization and localization of lessons in Grade 11 Understanding Society, Culture and Politics. The researcher believed that these would be tantamount to whatever findings and conclusion will emerge in the pursuit of this study. The researcher aimed the quality of the delivery of instruction and address perennial problems in the field of education and come up with effective teaching techniques to ensure holistic academic and behavioural progress among the Filipino learners.

In addition, considering that these teaching approaches are new and to some extent, teachers in the Philippines might have little or no knowledge at all, this study faced a big challenge to be introduced and thus, this research was made to produce a research-based data to clearly see how can we enhance and guarantee that teachers are using the effective strategies for the learners to acquire the desired competencies and skills. This research paid importance of what the teacher can do and contribute to the total development of the learners in adhering to a student-centered teaching and learning environment.

## Results and Discussion

### Repeated Measures ANOVA on Pre-Post Tests

		underwent	did not underwent
BECOMING A MEMBER OF SOCIETY	pretest	15.47	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 DEVIANCE	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

Repeated measures ANOVA is ideal when you aim to compare the effects of two groups with a pre and post



test score.

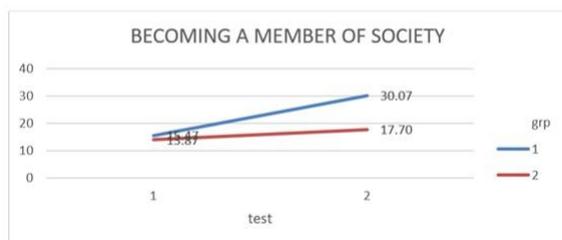
Significant p value (value less than .05) for test means that, there is an overall difference in the pre and post test in both the groups (underwent and did not undergo the process). In short, there was improvement in scores in both groups, as indicated in the means above.

Significant p value (value less than .05) for group means that, there is an overall difference in the scores in both the groups (underwent and did not undergo the process). In short, there is a difference in scores in both groups, there is a group that is better than the other., as indicated in the means above, the underwent group is relatively higher than the group who did not undergo the process

Significant p value (value less than .05) for test\*group means that there is interaction, there is a difference in the change in scores in both the groups (underwent and did not underwent). In short, there is a group that increased more than the other. As seen in the graph the group which underwent the process showed a higher increase than the group which did not undergo the process.

**Repeated Measures ANOVA 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



As shown above, the students’ post test results revealed an actual test mean of 30.07 for group 1 (the class who underwent the intervention) and 17.70 for group 2 (the class who did not undergo 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 is relatively higher than the group 2 in their significant increase of academic competency and performance level.

In addition, it can be traced that there is a significant increase between the pre-test actual mean and post test actual mean of both groups on their academic

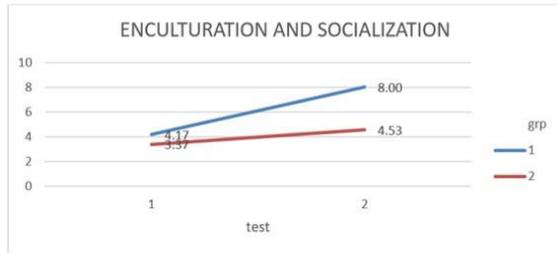
competency and performance level on the chapter lesson. For the written pre-test, group 1 acquired an actual mean of 15.47 and group 2 obtained 13.87. This finding entailed that both groups have minimal familiarity and knowledge on the chapter lesson thus, resulted to lack of understanding and application to real-life experience. Many terms were new or students have little knowledge like 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 are these ideas would manifest or emerged. This discovery contributed to the acquisition of low performance of the students in the pre-test when they are 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 requires analysis, application, and assessment. This fact among the students reflect on their passive reaction and low interest in the social sciences.

Figure above reflects 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 do not 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, serves as diagnosis to achieve a significant increase in their academic competency and performance level as noticed in the post test results. Although the class that did not undergo the intervention acquired an increase of their performance but, it is 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, attracts interest and sustain learning attention and engagement of students. Brown (2001) agreed that localizing the learning atmosphere make students relate their own experience to content, helps learners’

keep in touch with the material and makes learning more dynamic and remarkable.

### Repeated Measures ANOVA on Enculturation and Socialization

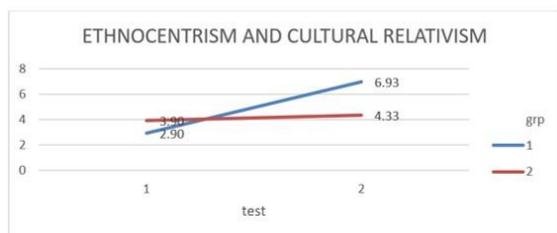
	Type III Sum of Squares	df	Mean Square	F	p value
test	187.500	1	187.500	169.481	0.000
group	136.533	1	136.533	30.642	0.000
test*grp	53.333	1	53.333	48.208	0.000



The above Figure illustrates 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 who underwent the intervention) obtained 8.00 while group 2 (the class who did not undergo the intervention) has 4.53 against their corresponding pre-test mean gain of 4.17 and 3.37 for group 1 and group2 respectively. Although both groups gained a relative increase however, a significant increase of mean gain is achieved by the group 1 (the class who underwent the intervention) than the group 2 (the class who did not undergo intervention). The hypothesis of insignificant mean gain in the pre-test and post-test of the students in this particular topic is rejected. 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.

### Repeated Measures ANOVA on Ethnocentrism and Cultural Relativism

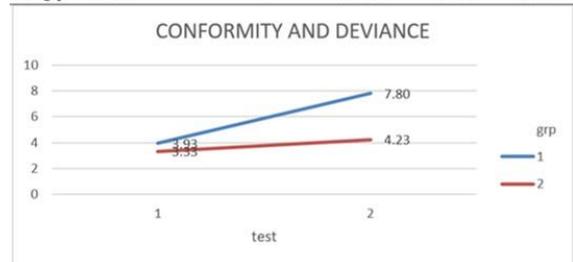
	Type III Sum of Squares	df	Mean Square	F	p value
test	149.633	1	149.633	90.247	0.000
group	19.200	1	19.200	4.805	0.032
test*grp	97.200	1	97.200	58.623	0.000



The data featured in Figure explains the pre-post test mean gain in the topic on ethnocentrism and cultural relativism. The illustration reflects that there is an increase in the mean difference in the post test mean gain in both groups where group 1 (the class who underwent the intervention) obtained 6.93 while group 2 (the class who did not undergo the intervention) has 4.33 against their corresponding pre-test mean gain of 2.90 and 3.90 for group 1 and group2 respectively. Although both groups posted an increase however, a high increase of mean gain is posted by the group 1 (the class who underwent the intervention) than the group 2 (the class who did not undergo intervention) which establishes a very low increase. The hypothesis of insignificant mean gain in the pre-test and post-test of the students in this particular topic is rejected. 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.

### Repeated Measures ANOVA 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



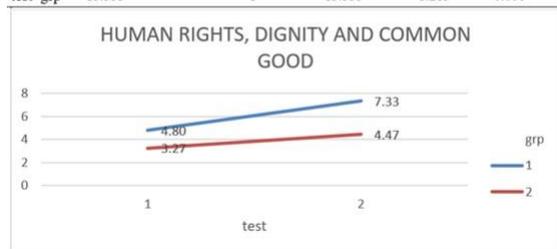
In Figure above, it establishes the pre-post test mean gain in the topic on conformity and deviance. The data shows that there is an increase in the mean difference in the post test mean gain in both groups where group 1 (the class who underwent the intervention) obtained 7.80 while group 2 (the class who did not undergo the intervention) has 4.23 against their corresponding pre-test mean gain of 4.17 and 3.37 for group 1 and group2 respectively. Although both groups posted an increase however, a significant increase of mean gain is achieved by the group 1 (the class who underwent the intervention) than the group 2 (the class who did not undergo intervention) which marks a relatively low increase. The hypothesis of insignificant mean gain in the pre-test and post-test of the students in this



particular topic is rejected. 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.

**Repeated Measures ANOVA 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



The findings posted in Figure shows the pre-post test mean gain in the topic on human right, dignity and common good. It noticeable that there is a clear increase in the mean difference in the post test mean gain in both groups where group 1 (the class who underwent the intervention) obtained 7.33 while group 2 (the class who did not undergo 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 is achieved by the group 1 (the class who underwent the intervention) than the group 2 (the class who did not undergo intervention). The hypothesis of insignificant mean gain in the pre-test and post-test of the students in this particular topic is rejected. 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.

**Independent test Comparing the scores for all activities between underwent and did not underwent**

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

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

It covered four topics and are 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 marks a significant difference between group 1 (the class who underwent the intervention) and group 2 (the class who did not undergo intervention) therefore, rejecting 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.

**Conclusion**

Contextualization and localization of lessons anchored in the REACT Strategy (Cord, 2011) comprised of the following stages: relating, experiencing, applying, cooperating and transferring are effective in ensuring understanding and acquisition of the required learning competency or performance of students along with the chapter lesson on Becoming a Member of Society. Through this strategy, 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.

The researcher stands that contextualization and



localization of lessons to grade 11 core subject in Understanding Culture, Society and Politics particularly in the chapter lesson on Becoming a Member of Society would definitely and significantly increase students' academic competency and performance level as well as to become skillful, decisive and analytical-thinker. In reference to the findings of this study the researcher would like to recommend the enlisted to widen the coverage to increase the students' academic competence and performance level.

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 lesson plans 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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