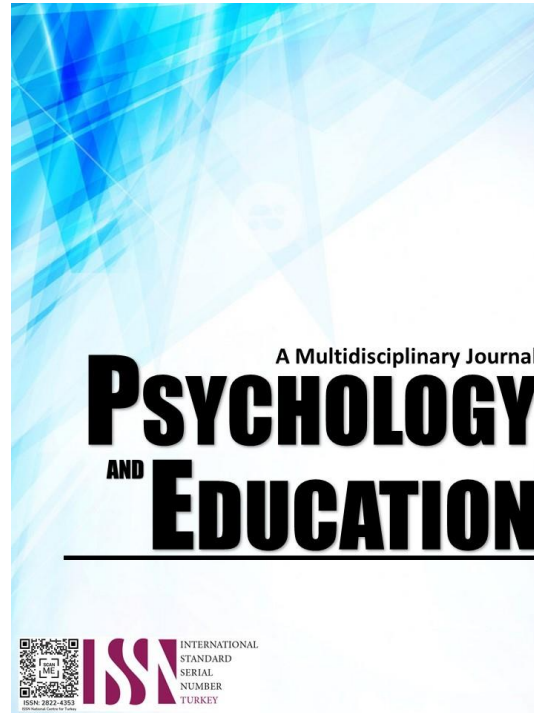


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STUDENTS**



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Contextualized Worktext in Contemporary Issues for Grade 10 Students

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Abstract

The study focused on the development of contextualized worktext in contemporary issues for Grade 10 students at Lagundi- CCL National High School during the School Year 2019-2020. The researcher employed descriptive-developmental and experimental methods utilizing twenty-four (24) teacher-respondents who evaluated the developed learning materials and forty-four (44) students. The findings showed that the acceptability of the developed contextualized worktext was Strongly Acceptable. In addition, the level of performance of the student-respondents before the exposure to the developed materials was Fairly Satisfactory while after exposure majority of them fell in Very Satisfactory. Furthermore, there was a significant difference in the level of performance of the students as revealed in their pre-test and post-test results. Meanwhile, the evaluators suggested that the worktext shall be arranged from simple to complex topics and other technical aspects shall be checked to further improve the contextualized worktext in Araling Panlipunan 10.

Keywords: *contextualized worktext, contemporary issues, learning materials*

Introduction

Education is one of the avenues in harnessing the 21st-century skills of students to turn them into the most competent individuals. Through education, students are molded to be equipped with sufficient knowledge and skills and be ready to be placed in a competitive global arena.

One of the primary concerns and priorities of every nation is the quest for quality education. It is a never-ending and complex venture engaged in by educational systems. This is due to the fact that education is an essential factor for the progress of one nation. With this in mind, the teacher's role is crucial to effective and efficient learning. The teachers are expected essential inputs like adequate planning and delivery of lessons, proper monitoring and evaluation of students' performance, providing feedback on learners' growth and development, improvising learning materials adequate keeping of records, and appropriate discipline of students to produce and enhance learning achievement in schools.

At present, educators are facing a great challenge in how to provide a fun yet meaningful learning experiences due to the advent of changes in the educational landscape in the country. This is very evident in one of the core subjects in the secondary curriculum, the Araling Panlipunan. Further, Araling Panlipunan is one of the most useful and important subjects taught in school. It has been on existences since the beginning of time as people of certain ancient civilizations make use of studying and putting into

account their customs, traditions and the way they live in the past to help them keep on track and move ahead towards modernizations. These past events are bases in creating advanced technologies and inventions to promote and prosper a better way of living. Generally speaking, Araling Panlipunan in more basic term, feeds the curiosity of every individual, resulting in our present generations, to which we owe the answers for every "how's" or "whys" of most of what we have now.

In addition, this subject is expected to contribute to the development of a holistically equipped citizen who is aware and knowledgeable of and critically analyses current issues and concerns in the local and global level. Content subjects and concept is Araling Panlipunan is rich in realistic bases and inspirations. In this manner, the students could bring current event and social issues into life. The students may realize into themselves specific role they may have in the community.

Contemporary issues are topics of interest, often controversial, and are relevant to one's own life. The content of the lessons tackles real life matters across the discipline. Thus, it is expected that this subject build education principles in which Filipino students are molded into socially aware and responsible young citizens and members of their families and communities. Moreover, giving students the perspective on contemporary issues will allow them to think, read, and write critically. This will also require them to critique, argue, synthesize and document and do research. The provocative issues will let the students make personal connections by applying the



lesson to their lives.

However, it is a quite sad reality that most students find the Araling Panlipunan subject as a boring one. Primarily, this is because the subject is dealing with history, economics and politics, and even of government, constitution and society. The contents of the subject are highly objective in nature that it should be taught in an exact and comprehensive way. For this reason, the learners sometimes find it uninteresting and mind-numbing.

Another struggle that AP 10 teachers, particularly in Lagundi-CCL National High School, is having along with the implementation of revised curriculum draft in Araling Panlipunan the Department of Education released on April 21, 2017, is the unavailability of resources. At this point, most of the schools in the Philippines used a draft module provided by the Department of Education which is still subject to revision until the final module will be created and produced.

The need for innovative learning materials in teaching Contemporary Issues should be included in the goal of the Araling Panlipunan curriculum. Therefore, the very reason that the researcher conducted this study was her experiences on the inadequacy of effective and efficient instructional materials which contributed to the difficulty in conducting meaningful, active, and integrative teaching-learning process. Thus, she believes on the premise that a contextualized Worktext could greatly help in the development of students' interest in contemporary issues and would give more convenience to AP 10 teachers which will lead to the improvement of performance on the subject.

Research Questions

This study primarily aimed to develop and validate a contextualized worktext in contemporary issues for Grade 10 students during the school year 2019-2020. Specifically, this study sought answers to the following sub-problems:

1. How is the contextualized worktext in Contemporary Issues for Grade 10 developed and validated?
2. What is the level of acceptability of contextualized worktext in Contemporary Issues for Grade 10 with respect to:
 - 2.1. objectives;
 - 2.2. content;
 - 2.3. activities;
 - 2.4. organization and presentation;
 - 2.5. usefulness; and

- 2.6. language used?
3. What is the level of performance of the student-respondents exposed and unexposed to the contextualized worktext as revealed on the pretest and posttest results?
4. Is there a significant difference on the level of performance of student-respondents exposed and unexposed to the contextualized worktext as revealed on the pretest and posttest results?

Literature Review

The Importance of Instructional Materials by Marabas (2016) elucidates the significance of all kinds of learning materials. According to this, materials intended for student use should be appropriate for the subject area and for the age, social development, ability levels, special needs, and learning styles of the students. The materials to be selected should support, enrich and extend the curriculum and to encourage informational, educational and recreational reading, viewing and listening. Teachers at all levels utilize a variety of instructional materials such as textbooks, presentations and hand-outs to enhance the quality of lessons. The qualities of these materials directly impact the quality both teaching and learning.

According to Bradshaw and Lowenstein (2012) in their book "Innovative Teaching Strategies", learning is an active process. An individual can learn from himself. The more a student involves himself in the learning process, the more learning he gets. The amount of learning is always equal to the effort exerted. They concluded that to achieve maximum and optimum learning, the students must be actively engaged themselves in the learning activity to make learning material effective. Through this, the learners will be able to understand the concept of what are being discussed.

Moreover, Perin (2011) discussed in her article "Facilitating Student Learning through Contextualization: A Review of Evidence" that contextualization is a way to engage students, deepen content learning, and promote transfer of skills. This approach is well grounded in psychological theories of transfer and motivation. Through the careful analysis of the conditions of learning inside which happens inside the classroom, the students can transfer these into their own learning experiences.

More so, according to DepEd, contextualization is an educational process of connecting the curriculum to a particular setting, situation or area of application to



make the competencies and concepts relevant, meaningful and useful to each learner.

Lastly, Torres (2015) discussed in her article “Localization and Contextualization: Bringing Relevant Concepts in the Classroom” that contextualization refers to the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful and useful to the learners. In this way, the learners will not only comprehend the lessons but also will be able to appreciate and apply these lessons.

Methodology

In order to achieve the goal of the study, the researcher employed the descriptive, developmental and experimental method of research in order to present the development, validation, and acceptability of contextualized worktext in teaching contemporary issues for school year 2019- 2020.

According to Penwarden (2014), descriptive research is conclusive in nature, as opposed to exploratory. This means that descriptive research gathers quantifiable information that can be used for statistical inference on your target audience through data analysis. As a consequence, this type of research takes the form of closed-ended questions, which limits its ability to provide unique insights. However, used properly it can help an organization better define and measure the significance of something about a group of respondents and the population they represent. Keegan (2013) explained that experimental method of research is a controlled procedure that sees the manipulation of an independent variable to observe and measure any effect this has on a dependent variable. The essential features of the experimental method are then the control, observation and measurement of variables. The experimental method also makes us more confident

Participants

This study aimed to develop and validate contextualized worktext in contemporary issues for Grade 10 students during the school year 2019-2020. Forty-four (44) student-respondents from Grade 10 at Lagundi-CCL National High School were selected purposively and exposed in the developed worktext containing the topics on *Kahalagahan ng Pag-aaral ng Kontemporaryong Isyu, Konteksto ng Suliraning Pangkapaligiran, Ang Dalawang Approach sa*

Pagtugon sa mga Hamong Pangkapaligiran and Mga Hakbang sa Pagbuo ng Disaster Management Plan.

The selected twenty-four (24) Araling Panlipunan teachers were asked to evaluate the developed worktext using a researcher-made questionnaire-checklist with respect to objectives, contents, activities, presentation and organization, usefulness, and language use.

Instruments of the Study

The researcher opted to develop contextualized worktext in contemporary issues for Grade 10 students. One of the instruments of the study was the researcher-made test, composed of the try-out test administered before the exposure of the learner-participants to the developed and validated contextualized worktext in contemporary issues. The items of the test after exposure to the developed worktext was derived from the topics based on the curriculum guide of Araling Panlipunan which includes *Kahalagahan ng Pag-aaral ng Kontemporaryong Isyu, Konteksto ng Suliraning Pangkapaligiran, Ang Dalawang Approach sa Pagtugon sa mga Hamong Pangkapaligiran and Mga Hakbang sa Pagbuo ng Disaster Management Plan.*

The researcher-made tests (pretest and posttest) were utilized to determine the level of performance of the students in contemporary issues with respect to the different topics. To determine the scope of the test to be constructed, the researcher created a table of specifications (TOS) based on the learning competencies stated in the curriculum guide for K to 12 Basic Education Curriculum in Araling Panlipunan for Grade 10.

To evaluate the developed and validated contextualized worktext in teaching contemporary issues, the researcher used the questionnaire-checklist as the main tool in gathering the data. It will consist of three parts. The first part is about the respondents' profile. The second part refers to the variables of the study. The last part of the questionnaire is made open for the respondents in order to leave their comments and suggestions for the improvement of the material which were incorporated by the researcher in writing the final draft.

The questionnaire-checklist proper consisted of statements with respect to the objectives, content, presentation and organization, activities, and usefulness.

Procedure

The development of contextualized worktext in Contemporary Issues followed a systematic series of steps. The researcher followed certain procedure in developing instructional materials as suggested by Rothwell and Kazanas (1992) on their book entitled, “Mastering the Instructional Design Process: A Systematic Approach”, and Gagne, Briggs, and Wager (1992) on their book, “Principles of Instructional Design”, i.e. preparing a working outline, conducting research, examining instructional material, arranging or modifying existing materials, preparing tailor-made instructional materials and selecting or preparing learning activities.

The developed contextualized worktext in contemporary issues was validated by AP experts from public secondary schools of the Division of Rizal. It was evaluated by the selected teacher-experts from selected schools in BCaMT and TaPJ clusters in which the researcher used a questionnaire-checklist as the main tool in gathering the data. The questionnaire-checklist was administered to teacher-experts from the secondary schools with the following areas of evaluation: objectives, content, organization and presentation, activities and style, and usefulness.

A researcher-made pretest and posttest test consisting of 100 items was developed which were taken out from the lessons in the worktext which are validated and evaluated by the department chairperson, grade level coordinator, and school head. Table of specifications was developed which serve as guide in construction of the test items. Pretest that was drawn on the results of content validation and was administered to forty-four (44) Grade 10 students from section Amity to determine the performance of the student-respondents before their exposure to the contextualized worktext.

After the administration of the pretest, the student-respondents were exposed to the developed and validated contextualized worktext in teaching contemporary issues with respect to different topics such as *Kahalagahan ng Pag-aaral ng Kontemporaryong Isyu, Konteksto ng Suliraning Pangkapaligiran, Ang Dalawang Approach sa Pagtugon sa mga Hamong Pangkapaligiran and Hakbang sa Pagbuo ng Disaster Management Plan.*

After exposure to the developed and validated contextualized worktext, posttest was given to the student-respondents in order to determine the level of their performance after the contextualized worktext has been used to them and to determine the significant difference on the level of performance before and after

exposure to the developed and validated contextualized worktext.

Results

This section presents the findings according to the study's research questions.

How the Contextualized Worktext in Contemporary Issues for Grade 10 Developed and Validated

The Contextualized Worktext was developed in order to provide students with localized and contextualized learning activities in the selected lessons in Araling Panlipunan particularly in contemporary issues as reflected in the results of their first quarter examination.

Based on the results of the examination, the least mastered skills were identified. The topics which were not mastered by the learners were *Kahalagahan ng Pag-aaral ng Kontemporaryong Isyu, Konteksto ng Suliraning Pangkapaligiran, Ang Dalawang Approach sa Pagtugon sa mga Hamong Pangkapaligiran and Mga Hakbang Pagbuo ng Disaster Management Plan.*

After analyzing the result of the test, the researcher came up with the idea to develop material that may aid the students improve their performance in the aforementioned lessons.

The development of contextualized worktext in Contemporary Issues had followed a systematic series of steps. Preparing a working outline was the first step in developing instructional material. The researcher prepared the budget of work and table of specifications in Araling Panlipunan 10 which are based on the curriculum guide that includes the learning competencies in which the students should achieve at the end of each topic in the worktext.

The second step in developing an instructional material was conducting research. The researcher identified the type of materials to be used whether the material already exist inside or outside an organization, the cost of developing tailor-made materials, consult pool of professionals who have the knowledge or experience of designing instructional materials who also helped in evaluating the instructional material. On this instance, the researcher used the draft module provided by the Department of Education as the “core” for the content of the module. This module, being draft in nature, was still subject for



modifications in which the researcher capitalized in order to create a contextualized worktext that suits to the interests and needs of the learners. From the list of learning competencies derived from the curriculum guide, the researcher finds local and relevant materials to be used in the worktext. From the learning competencies in the curriculum guide, the researcher started to modify the contents of the draft module in lieu on the thrusts to localization and contextualization.

Level of Acceptability of Contextualized Worktext in Contemporary Issues for Grade 10 with Respect to Objectives, Content, Activities, Organization and Presentation, Usefulness, and Language Used

Table 1. *Level of Acceptability of Contextualized Worktext in Contemporary Issues for Grade 10 with Respect to Objectives*

Objectives	Weighted Mean	Verbal Interpretation	Rank
1. The objectives are clearly stated	4.46	Strongly Acceptable	2.5
2. The objectives are congruent to the topics and activities.	4.46	Strongly Acceptable	2.5
3. The objectives aim to address the needs of the students.	4.50	Very Strongly Acceptable	1
4. The objectives help students apply knowledge and skills in real-life situation.	4.38	Strongly Acceptable	4
5. The objectives are attainable.	4.25	Strongly Acceptable	5
Composite Mean	4.41	Strongly Acceptable	

It is seen in the table that with respect to objectives, ‘the objectives aim to address the needs of the students’ obtained the highest mean of 4.50 verbally interpreted as Very Strongly Agree, while ‘the objectives are clearly stated’ and ‘the objectives are congruent to the topics and activities’ with the mean of 4.46 verbally interpreted as Strongly Acceptable, followed by ‘the objectives help students apply knowledge and skills in real-life situation’ with the mean of 4.38 verbally interpreted as Strongly Acceptable. ‘The objectives are attainable’ gained the lowest mean of 4.25 verbally interpreted as Strongly Acceptable.

Table 2 . *Level of Acceptability of Contextualized Worktext in Contemporary Issues for Grade 10 with Respect to Content*

Content	Weighted Mean	Verbal Interpretation	Rank
1. The content is current.	4.54	Very Strongly Acceptable	1
2. The content is free from any error and grammatically correct.	4.13	Strongly Acceptable	5
3. The scope and depth of the topics are appropriate to the students’ needs.	4.17	Strongly Acceptable	4
4. The content integrates real-world experiences.	4.29	Strongly Acceptable	3
5. The learning material has significant localized content.	4.38	Strongly Acceptable	2
Composite Mean	4.30	Strongly Acceptable	

It can be gleaned on it that “the content current” obtained the highest mean of 4.54 that is verbally interpreted as Very Strongly Acceptable, followed by ‘the learning materials has significant localized content’ with the obtained mean of 4.38 verbally interpreted as Strongly Acceptable, while ‘the content integrates real-world experiences’ gained the mean of 4.29. Fourth in the rank was ‘the scope and depth of the topics are appropriate to the students’ needs’ with the mean of 4.17 verbally interpreted as Strongly Acceptable, and the last was ‘the content is free from any error and grammatically incorrect’ with the lowest obtained mean of 4.13 verbally interpreted as Strongly Acceptable.

Table 3. *Level of Acceptability of Contextualized Worktext in Contemporary Issues for Grade 10 with Respect to Activities*

Activities	Weighted Mean	Verbal Interpretation	Rank
1. The activities are suitable for a wide range of learning/ teaching styles.	4.33	Strongly Acceptable	2.5
2. The activities are adequate to the topics discussed.	4.17	Strongly Acceptable	5
3. Varied activities are provided per topic to enhance knowledge and skills of the students.	4.33	Strongly Acceptable	2.5
4. The activities stimulate the interests of the students.	4.29	Strongly Acceptable	4
5. The activities promote active learning and student engagement.	4.46	Strongly Acceptable	1
Composite Mean	4.32	Strongly Acceptable	

It can be seen on it that ‘the activities promotes active learning an student engagement’ obtained the highest mean of 4.46 verbally interpreted as Strongly Acceptable, the second was and ‘the activities are suitable for a wide range of learning/teaching styles’ and ‘varied activities are provided per topic to enhance knowledge and skills of the students’ with the mean of



4.33 both verbally interpreted as Strongly Acceptable, while ‘the activities stimulate the interests of the students’ gained a mean of 4.29 verbally interpreted as Strongly Acceptable. Last in the rank was ‘the activities are adequate to the topics discussed’ with the mean of 4.17 verbally interpreted as Strongly Acceptable.

Table 4. *Level of Acceptability of Contextualized Worktext in Contemporary Issues for Grade 10 with Respect to Organization and Presentation*

<i>Organization and Presentation</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. The learning materials are well organized and structured.	4.29	Strongly Acceptable	2.5
2. All of the parts have congruency and unity.	4.29	Strongly Acceptable	2.5
3. The layout is logical and consistent.	4.33	Strongly Acceptable	1
4. The texts and illustrations are appropriate and well presented.	4.21	Strongly Acceptable	4.5
5. All the features of the learning materials reflect efficiency and effectiveness.	4.21	Strongly Acceptable	4.5
Composite Mean	4.27	Strongly Acceptable	

The table reveals that ‘the layout is logical and consistent’ obtained the highest mean of 4.33 which is verbally interpreted as Strongly Acceptable. It was followed by ‘the learning materials are well-organized and structured’ and ‘all of the parts have congruency and unity’ both with the mean of 4.29 and verbally interpreted as Strongly Acceptable. Lastly were ‘the texts and illustrations are appropriate and well-presented’ and ‘all of the features of the learning materials reflect efficiency and effectiveness’ both with the obtained mean of 4.21 and both with the verbal interpretation as Strongly Acceptable.

Table 5 . *Level of Acceptability of Contextualized Worktext in Contemporary Issues for Grade 10 with Respect to Usefulness*

<i>Language Used</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. The language used is simple and easy to understand by the learner.	4.25	Strongly Acceptable	5
2. The language used is appropriate for the learner’s level.	4.38	Strongly Acceptable	3
2. The language is localized to ensure familiarity and relevance.	4.46	Strongly Acceptable	1
3. The language used provides concrete ideas on the target competency.	4.33	Strongly Acceptable	4
5. The language used promotes contextualization.	4.42	Strongly Acceptable	2
Composite Mean	4.36	Strongly Acceptable	

It can be seen that ‘the learning materials magnify learning interests of the students’ gained the highest mean of 4.50 and verbally interpreted as Very Strongly Acceptable. It was followed by ‘the learning materials achieve its intended purpose’ with the obtained mean of 4.46 and with the verbal interpretation of Strongly Acceptable. Next is ‘the learning materials are result-oriented’ with the mean of 4.38 and verbally interpreted as Strongly Acceptable, while ‘the learning materials provide competitive learning tasks and prepare students in actual application’ ranked 4th with the mean of 4.33 and verbally interpreted as Strongly Acceptable. Lastly, ‘the learning materials are useful for improving learning’ obtained the mean of 4.08 and with the verbal interpretation of Strongly Acceptable.

Table 6. *Level of Acceptability of Contextualized Worktext in Contemporary Issues for Grade 10 with Respect to Language Used*

<i>Language Used</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. The language used is simple and easy to understand by the learner.	4.25	Strongly Acceptable	5
2. The language used is appropriate for the learner’s level.	4.38	Strongly Acceptable	3
2. The language is localized to ensure familiarity and relevance.	4.46	Strongly Acceptable	1
3. The language used provides concrete ideas on the target competency.	4.33	Strongly Acceptable	4
5. The language used promotes contextualization.	4.42	Strongly Acceptable	2
Composite Mean	4.36	Strongly Acceptable	

It is shown ‘the language used is localized to ensure familiarity and relevance’ obtained the highest mean of 4.46 and verbally interpreted as Strongly Acceptable. It was followed by ‘the language used promotes contextualization’ with the mean of 4.42 verbally interpreted as Strongly Acceptable. Next is ‘the language used is appropriate for the learner’s level’ with an obtained mean of 4.38 verbally interpreted as Strongly Acceptable. Fourth in rank is ‘the language used provides concrete ideas on the target competencies’ with the mean of 4.33 and verbally interpreted as Strongly Acceptable. Lastly, ‘the language used is simple and easy to understand by the learner’ obtained the mean of 4.25 and with the verbal interpretation of Strongly Acceptable.

Level of Performance of the Student-Respondents Exposed and Unexposed to the Contextualized



Worktext as Revealed on the Pretest and Posttest Results

Table 7. Level of Performance of the Student-Respondents Exposed and Unexposed to the Contextualized Worktext as Revealed on the Pretest and Posttest Results

Score	Verbal Interpretation	Pretest		Posttest	
		F	%	f	%
50	Outstanding	-	-	-	-
37-48	Very Satisfactory	-	-	33	75.0
25-36	Satisfactory	1	2.3	11	25.0
13-24	Fairly Satisfactory	43	97.7	-	0.0
1-12	Did not meet expectations	-	-	-	-
Total		44	100.0	44	100.0
Highest Score			26		42
Lowest Score			15		25
Mean			19.272		39.500
MPS			38.544		79.00
Std. Deviation			3.060		5.192

The results before exposure to the developed contextualized worktext in AP 10 reflects an interpretation which is Fairly Satisfactory with the result of 97.70 percent. It means that the prior knowledge of the learners or participants are not that enough to get higher scores in answering test without further learning from the said lessons. But after the exposure to the developed learning material in AP 10, the results show the increase on their mean scores and high interpretation, Very Satisfactory with the percentage of 75.

Significant Difference on the Level of Performance of Student-Respondents Exposed and Unexposed to the Contextualized Worktext as Revealed in the Pretest and Posttest Results

Table 8. Result of the t-test in the Significant Difference on the Level of Performance of Student-Respondents Exposed and Unexposed to the Contextualized Worktext as Revealed in the Pretest and Posttest Results

Test	N	Mean	SD	t-value	p-value	Decision	Verbal Interpretation
Pretest	44	19.273	3.060	-24.219	.000	Reject Ho	Significant
Posttest	44	39.000	5.192				

It also displays that the students have shown evidence of effectiveness for improving the academic performance of the learners. The result might attribute to the exposure of the students on the localized and contextualized module. The findings imply that it is important to have engaging and worthwhile activities

in teaching Contemporary Issues. It caters a positive result that can lead to the learners' progress and development of skills.

Discussion

The research's principal goal is to develop and validate contextualized worktext in Contemporary Issues for Araling Panlipunan 10. Based on the results, the teacher-respondents evaluated the developed learning materials with respect to its objectives, content, activities, organization and presentation, usefulness, and language used as Strongly Agree. More so, the performance of the students showed significant increase as after being exposed to the developed materials as reflected in their pre-test and post-test results. Furthermore, there was a significant difference on the level of performance of the learners in Contemporary Issues as revealed by the pretest and posttest scores with respect to different topics

Conclusion

Based on the findings of the study, the following conclusions are drawn: (1) Development and validation of the localized and contextualized module in teaching Contemporary Issues required a systematic approach; (2) Students performed generally high after the exposure to the module since the localization and contextualization enabled the lesson to be relevant to the learners; and (3) The teachers perceived the developed localized and contextualized module in Contemporary Issues as Strongly Acceptable and therefore, an effective material on the teaching and learning process.

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