

**UTILIZATION OF CONTEXTUALIZED TEACHING AND LEARNING (CTL)**

**APPROACH IN GRADE TWO ARALING PANLIPUNAN**

**JOHN CARLO C. LORBIS**

Southern Luzon State University

GRADUATE SCHOOL

April 2019



## APPROVAL SHEET

Republic of the Philippines  
Southern Luzon State University  
College of Teacher Education  
Lucban, Quezon



A Thesis of

**JOHN CARLO C. LORBIS**


Entitled

**UTILIZATION OF CONTEXTUALIZED TEACHING AND LEARNING (CTL)  
APPROACH IN GRADE TWO ARLING PANLIPUNAN**

Submitted in Partial Fulfillment of the  
Requirements for the Degree


**MASTER OF ARTS IN EDUCATION WITH SPECIALIZATION IN  
ELEMENTARY EDUCATION**


In the College of Teacher Education  
Southern Luzon State University has been approved  
by the Committee

  
**ARSENIA A. ABUEL, Ph. D.**  
Member

  
**RIZAIDE A. SALAYO, MAT**  
Member

  
**NILO H. DATOR, Ed. D**  
Chairperson

  
**AILEEN V. ELARCO, Ph. D.**  
Adviser

  
**NILO H. DATOR, Ed. D.**  
Dean, College of Teacher Education

Accepted in partial fulfillment of the requirements for the degree  
Master of Arts in Education with specialization in Elementary Education


\_\_\_\_\_  
Date

**MARISSA C. ESPERAL, Ph. D., RGC**  
Vice President for Academic Affairs

## CERTIFICATE OF ORIGINALITY

I hereby affirm that this compliance is my own work and that, to the best of my understanding and certainty, it covers no material previously published by another person nor material to which to a considerable range has been acknowledged for award of any other degree or diploma of a university or other institute of higher learning, except where due credit is made in the text.

I also declare that the logical content of this thesis is the product of my own effort, even though I may have customary assistance from others on style, presentation and semantic expression.

  
**JOHN CARLO C. LORBIS**  
(Signature over Printed Name)

## ACKNOWLEDGEMENT

The researcher would like to express his sincerest gratitude to those who contributed to the success of this study. With love, respect, and honor, he would like to acknowledge the support given to him by the following:

**Dr. Aileen V. Elarco**, his research adviser, for her persistence in giving enough ideas on how he would conduct the study. For the patience in every consultation and giving enough time to accommodate him and for checking the manuscript. For assistance in making all the communication letters and for the moral support for his capabilities in completing and finishing the study;

**Dr. Nilo H. Dator**, Dean of the College of Teacher Education, for his continuous support to the students' researches;

**Dr. Arsenia A. Abuel, Prof. Rizaide A. Salayo And Dr. Nilo H. Dator**, for serving as the panelists during the thesis defense and helping him to improve the research paper through their comments, critiques and suggestions;

**Mrs. Ginalyn B. Freo**, Public Schools District Supervisor of Luisiana, for her permission to conduct the study;

**Mr. Carlito R. Lorbis** and **Mrs. Meldy C. Lorbis**, his beloved parents, **John Paolo, Karl Jhansi** and **Sigmund Miguel**, his siblings, who always give unconditional love, generous support and fidelity, for their constant advice and assistance which motivated him to strive hard and develop self-confidence, and for moral support throughout the end of this study;

**Ms. Darlene Mae E. Aguila**, his lovable girlfriend, for extending a helping hand, love, concern, understanding and prayers;

**Grade Two Teachers of Luisiana District and Grade Two Pupils of San Isidro Elementary School**, his respondents for giving their time to participate in this research;

To the **Validators**, for validation of the research instruments;

To **Those** whose names do not appear here but nonetheless contributed to the success of this study; and most especially

To the **Almighty God**, for infinite blessings and guidance. To Him he humbly dedicates this work of wisdom.

**TABLE OF CONTENTS**

	<b>Page</b>
Title	i
Biographical Sketch	ii
Certificate of Originality	iii
Approval Sheet	iv
Dedication	v
Acknowledgement	vi
Table of Contents	vii
List of Tables	viii
Figure	ix
List of Appendices	x
Abstract	xi
Chapter I Introduction	1
Background of the Study	2
Objectives	4
Hypothesis	4
Assumption	5
Significance of the Study	5
Scope and Limitations	6
Definitions of Terms	7
Chapter II Review of Literature and Studies	10
Theoretical Framework	24

Research Paradigm	25
Chapter III Methodology	27
Research Locale	27
Respondents	27
Research Design	28
Research Instrument	28
Procedures	32
Statistical Treatment	34
Chapter IV Results and Discussion	36
Chapter V Summary, Conclusion and Recommendations	56
Summary	56
Findings	57
Conclusion	58
Recommendations	58
References Cited	59
Appendices	63

**LIST OF TABLES**

<b>Table</b>		<b>Page</b>
1	Philosophical Perspectives	43
2	Implementation Perspectives	48
3	Comparison of the Mean Scores of the Grade Two pupils before and after utilizing Contextualized Teaching and Learning (CTL) Approach	50



**FIGURE**

<b>Figure</b>		<b>Page</b>
1	Input-Process-Output Model on Utilization of Contextualized Teaching and Learning (CTL) Approach	25

**LIST OF APPENDICES**

<b>Appendix</b>	<b>Page</b>
A Communications	82
B Informed Consent Forms	84
C Research Instruments	86
D Interview Transcripts	92
E Code Book	94
F Item Analysis	98
G Statistical Computation	99

## **ABSTRACT**

**Title: Utilization of Contextualized Teaching and Learning (CTL) Approach in Grade Two Araling Panlipunan**

**Researcher: John Carlo C. Lorbis**

**Adviser: Dr. Aileen V. Elarco**

This study intended to increase the mastery of the learning competencies among the Grade Two Pupils in Araling Panlipunan (AP) utilizing Contextualized Teaching and Learning (CTL) Approach. Specifically, it attempted to describe the perspectives of Grade Two public elementary school teachers in utilizing CTL Approach in AP, to develop lesson guide (LG) and learning material (LM) for Grade Two, to find out the significant difference in the mastery of the learning competencies in AP before and after utilizing CTL Approach and to examine the connection between the qualitative and quantitative results. It employed sequential exploratory mixed method design. In qualitative phase, there were 12 participants composed of all Grade Two public school teachers. In quantitative phase, the respondents were 24 Grade Two pupils. The researcher conducted personal interview to describe the perspectives on CTL Approach. Then, LG and LM utilizing CTL Approach was developed. Pretest/posttest was used to find the significant difference on the mastery of the learning competencies in AP before and after utilizing CTL Approach. The result shows that the participants have philosophical (theoretical roots, definitions, and characteristics) and implementation perspectives (implications and strategies). LG and LM are developed and utilize and the significant difference between the mastery of the learning competencies are determined. It concluded that the participants are willing to utilize CTL

Approach, the LG and LM are ready for improvement and test for effectiveness. The (CTL) Approach is useful to increase the mastery in learning competencies in Araling Panlipunan.

**Keywords:** *araling panlipunan, contextualized teaching and learning approach, learning competencies*



## **Chapter I**

### **INTRODUCTION**

Contextualized Teaching and Learning (CTL) Approach can strengthen the links between the learning environment and the community. Materials for the provision of teaching in the classroom are essential aspects of any interaction to acquire learning. It has been proven by making learning in school relevant and meaningful. To learner's everyday lives and needs, the interaction among the learners, society, and school will become more active and enriching experience (Perin, 2011).

CTL Approach is an instructional approach designed to connect the basic skills and occupational content by focusing directly on concrete applications in a specific context. Under the CTL are localization and indigenization. Localization is the process of relating learning content according to the curriculum to local information and uses materials that are available in a particular community. On the other hand, indigenization is the way of enhancing learning competencies in relation to the biogeographical, historical and socio-cultural context of the community of the learner guided by the standards and principles adhered in the curriculum (Nuqui, 2017).

Contextualization could be an abetment to enrich the Filipino culture. Making use of instructional materials in contextualizing may resemble the creative juice of learner's colorful and imaginative cognitive faculties. The beauty and richness of these using contextualized instruction lie between the paramount context of moral wisdom and remarkably astonishing Filipino values that need to be imparted to young generations, who will carry the torch of freedom and incomparable Filipino idealism.

Establishing an integrated system of education relevant to the needs of the people and society is one of the aims of the society as stated in the 1987 Philippine Constitution. The learning environment should maintain the connection between the community to promote patriotism among the learners. The learners should know all the information on the community he/she belongs including its history, culture, and traditions (Official Gazette, 2019).

Mastering the Learning Competencies in Araling Panlipunan is expected to contribute to the development of a holistically developed citizen who is aware and knowledgeable of and critically analyzes current social issues and concerns in the local as well as in global level. This awareness is an enlightened one and so leads him/her to respond ethically and participate actively in the resolution of these issues and concerns (Corpuz and Salandanan, 2015).

Contextualized teaching and learning (CTL) approach is a promising set of strategies and practices that actively engage learners to promote and improve learning and skills development. Learning can improve learners outcomes and academic achievement (Qudsyi, 2017).

### **Background of the Study**

It is a quite sad reality that learners find Araling Panlipunan as a boring subject. Primarily, it deals with history, economics, politics, constitution, and society. The contents are highly objective in nature that it should be taught in an exact and comprehensive way.

So, teachers struggle to motivate learners and must make information relevant to the experiences of the learners (Press Reader, 2017).

There are lots of problems encountered in teaching Araling Panlipunan such as lack of interest among the learners as revealed by the mastery level of the learning competencies. Contextualized teaching and learning (CTL) Approach may be of great help for teachers to deliver quality education to the learners. The topic becomes relevant and meaningful to the learners because their experiences are integrated into the lesson. The increase of mastery level is the primary goal of applying teaching approaches such as the Contextualized teaching and learning (CTL) Approach.

The approval of the Republic Act (RA) 10533 which is the Enhanced Basic Education Act of 2013 that provides that education should adhere to the standards and principles in developing enhanced basic education curriculum by being contextualized and global as well as by being culture-sensitive. The curriculum should also be flexible enough to enable and allow schools to contextualize and enhance the same based on the respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged.

Through that, the researcher responds to the law brought to deliver quality education. The context of preserving local culture and tradition of the community is the most accessible way to make teaching yields positive learning. The educative process becomes significant if the educational and social context should be put as a priority because it is familiar and connected to the learners. The production of contextualized materials was given emphasis by the law.



## **Objectives of the Study**

This study intended to increase mastery of the learning competencies among Grade Two pupils by utilizing Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan.

Specifically, it attempted to attain the following objectives:

1. Describe the perspectives on the utilization of the Contextualized Teaching and Learning (CTL) Approach in Grade Two Araling Panlipunan
2. Develop a lesson guide and learning materials utilizing Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan for Grade Two
3. Find out if there is a significant difference in the mastery of learning competencies of the Grade Two pupils in Araling Panlipunan before and after utilizing Contextualized Teaching and Learning (CTL) Approach
4. Examine the connection between the qualitative and quantitative results of the study.

## **Hypothesis**

There is no significant difference in the mastery of the learning competencies of the Grade Two pupils in Araling Panlipunan before and after utilizing the Contextualized Teaching and Learning (CTL) Approach.

### **Assumption**

All the collected qualitative data in this study were analyzed with the assumption that participants responded openly and honestly to the interview questions. It was also assumed that participants' responses provided adequate information to discuss the perspectives of the Grade Two public elementary school teachers in the Contextualized Teaching and Learning (CTL) Approach.

### **Significance of the Study**

To increase of mastery of the learning competencies of the Grade Two pupils in Araling Panlipunan utilizing Contextualized Teaching and Learning (CTL) Approach will be beneficial to the pupils, the teachers, administrators, and future researchers for the following reasons, to wit:

**Pupils.** Through CTL Approach, pupils could master the learning competencies because the context which the lesson covers are familiar and connected to them since they belong to that particular community. It would help them value their own culture and tradition since it is provided to preserve it. It would also progress their thinking skills of indulging themselves with different activities for the mastery of learning competencies.

**Teachers.** This study would be a great help for those who are teaching Araling Panlipunan in Grade Two especially those who encounter problems in motivating pupils. A lesson guide and learning material utilizing the Contextualized Teaching and Learning

(CTL) Approach would give them patterns on how to improve teaching Araling Panlipunan that may catch interest in learning it among the pupils.

**School Heads.** This information can help them support teaching Araling Panlipunan for the benefits of increasing mastery of the learning competencies of the pupils. Upon knowing it, they would have a basis on an intervention plan that they need to develop.

**Future Researchers.** This investigation could be an eye-opener to other researchers who may be interested to enhance and to expand this research for future use. The present study would also serve as the bedrock of knowledge which is helpful in conceptualizing parallel studies.

### **Scope and Limitations of the Study**

This study aimed to increase mastery the learning competencies in Araling Panlipunan utilizing Contextualized Teaching and Learning (CTL) Approach among twenty-four (24) Grade Two pupils in San Isidro Elementary School for the School Year 2018-2019. They were selected through purposive sampling. It also attempted to discuss the perspectives in Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan of the twelve (12) grade two public elementary school teachers. They were selected through Total Population Purposive Sampling.

This study utilized a sequential exploratory mixed method research design since the qualitative data were collected first followed by the collection and analysis of quantitative data. In discussing the viewpoints in Contextualized Teaching and Learning (CTL)

Approach of the Grade Two public elementary school teachers in Araling Panlipunan, the researcher used an interview guide with four questions. To measure the mastery of learning competencies, the researcher used pretest/posttest with thirty (30) questions.

Moreover, to increase mastery in the learning competencies of the respondents in Araling Panlipunan, the researcher also developed a lesson guide and learning materials utilizing the Contextualized Teaching and Learning (CTL) Approach. This study was conducted from August 2018 to March 2019.

### **Definitions of Terms**

For better understanding and clarity, the researcher defined the following terms operationally and conceptually:

**Araling Panlipunan** is a learning discipline that is concerned with the study of society. It develops the pupils' literate and effective participation as a citizen of the country (Corpuz and Salandanan, 2012). In this study, Araling Panlipunan pertains to the covering of lessons where the Contextualized teaching and learning (CTL) was utilized for the Grade Two.

**Connection** refers to the relationship in which thing is linked or associated with something else (Draper, 2010). Based on this study, connection connotes the link between the qualitative results and the quantitative results of the study.

**Contextualized Teaching and Learning (CTL) Approach** refers to the approach of teaching Araling Panlipunan through contextualization that can use indigenize

concepts in topic discussion and use localize materials as a tool for teaching concepts (Nuqui, 2017). Operationally, the CTL Approach was utilized to increase the mastery of the learning competencies in Araling Panlipunan.

**Learning Competencies** refer to the learning objectives that the pupils are expected to master as embodied in the K to 12 Curriculum (Gosselin, 2017). Contextually, learning competencies refers to the fourth quarter learning competencies as prescribed by the Department of Education K to 12 Curriculum Guide about *“Pagiging Kabahagi ng Komunidad.”*

**Learning Material** is the resources pupils use in learning lessons. It can support pupils learning and increase success. It is tailored to the content being used (Guyana Ministry of Education, 2017). In this study, learning material pertains to the developed material used by the Grade Two pupils in learning Araling Panlipunan covered by the learning competencies.

**Lesson Guide** is a teachers’ road map on pupils need to learn and be done effectively during class time. It provides a general outline of the teaching goals, learning objectives, and means to accomplish it (Singapore Management University, 2019). In this study, the lesson guide pertains to the developed material to be used by the teachers in teaching Araling Panlipunan covered by the learning competencies.

**Mastery of the Learning Competencies** are the satisfactorily accomplished packs of fundamental knowledge, skills, and attitude (Hooper, 2014). Explicitly, it refers to the increase of performance in Araling Panlipunan according to the learning competencies.

**Qualitative results** refer to the process of determining the themes and reliability of the analyzed transcripts and report of the content analysis (Statistics Solution, 2019). In this study, the qualitative result pertains to the perspectives of the Grade Two public elementary school teachers' viewpoints on the Contextualized Teaching and Learning (CTL) Approach. Based on the transcripts, themes and subthemes were formulated and discussed associated with the interpretation of data and review of related literature and studies.

**Quantitative results** involve the quantifying of data with the help from statistical analysis (Statistics Solution, 2019). In this study, a quantitative result was obtained from the mastery of learning competencies in Araling Panlipunan through the pretest/posttest of the Grade Two pupils.

**Utilization of CTL Approach** is a process of associating new information with the previous knowledge and experiences of the pupils (Johar, 2018). Operationally, it refers to the application of CTL Approach in Araling Panlipunan for Grade Two.

## **Chapter II**

### **REVIEW OF LITERATURE**

This chapter presents related reading both literature and studies which are essential in this research because the concepts and findings tend to support the purpose of this study.

#### **Contextualized Teaching and Learning (CTL) Approach**

Contextualized Teaching and Learning rooted from various theories in education. Those theories are important in facilitating learning because it used to inform the teachers on the appropriate approach for the greater understanding of the pieces of information being transferred to learners.

Wijayanti (2013) 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 could construct their own knowledge by connecting their prior knowledge and experiences, applying those ideas in a new situation and integrating the knowledge gained with the pre-existing intellectual construct. She also lists 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 is usually associated with Jean Piaget and he believed that pupils learn concepts and construct 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 is based on a constructivist educational theory because it engages pupils and teachers in active classroom activities, ensuring that learning is a student-centered and engaging. It relies on the notion that pupils create their own meaning of concepts when they learn 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 practice 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 is contingent on the features of the pupils, the learning context and the teaching process. This theory supports the idea of learning by doing which helps learners to build positive attitudes and readiness so that they can practice those activities in the future.

Seifert and Sutton (2012) mentioned that Motivation Theory also focuses on learners' perceived value of the mode of instruction and development of self-efficacy which is the key component of Contextualized Teaching and Learning (CTL) Approach. Pupils are encouraged to reflect on their own ideas and the experiences in which the instruction and materials are embedded. Thinking about the content within real-world experience is important in CTL Approach because pupils see the real-world relevance of what they are learning. So, they become interested and motivated.



According to Albert Bandura (1977), as mentioned by Kalchik and Oertle (2010), Social Learning Theory emphasizes a shift away from solitary studying and passive learning and toward collaboration with peers. Pupils are encouraged to create and understand their own learning within a social situation associated with Contextualized Teaching and Learning (CTL) Approach. The social context of collaborative learning also often emulates what pupils can expect in a future work environment.

Education centers around the learners to be able to learn. Several approaches had been applied as to what is effective. Contextualized Teaching and Learning (CTL) Approach was conceptualized as one strategy that yields learning result. Several researchers viewed CTL in different dimensions.

Contextualized Teaching and Learning (CTL) Approach as mentioned by Satriani et al. (2012) is a learning philosophy that emphasizes the pupils' interests and experiences. It provides the means for attaining the learning goal and objectives that require higher order thinking skills.

Blanchard (2012) mentioned that Contextualized Teaching and Learning (CTL) Approach relies on spatial memory. It usually integrates multiple subjects, unlike traditional instruction. The value of information is based on the needs of the pupils and it relates information on the pupils' prior knowledge. An authentic assessment is used through the practical application of a realistic problem.

Wang, et al. (2017) defined Contextualized Teaching and Learning (CTL) Approach as a diverse group of instructional methodologies intended to all consistently interface the learning of foundational abilities and scholastic substance by concentrating

educating and adapting decisively on concrete applications in a particular setting that is important to the pupils. Contextualization has been operationalized through a few configurations of a guideline.

Mouraz, et al. (2012) stated that CTL Approach should be a bit of a teacher' training, paying little heed to in the case of beginning or steady. A couple of makers even affirm this is a lacking part of teachers' hidden training that ought to be added to their direction instructive modules. It is hence essential to outfit the teachers with an arrangement of gadgets, enabling them to perceive the difficulties. Also, the pupils must be impacted aware of the noteworthiness of constantly concentrating on what should endeavor distinctive techniques for examining how pupils are contemplating the thought being taught. Therefore, through an investigation wander focusing contextualization, the point was to perceive how teachers' durable preparing engages them to be more holistic and prepared for using contextualization to improve instructing and learning and respond to society's needs and demands. Similarly, the goal was to find if schools take after this enlightening sanity and if that impacts the kind of profound established preparing that teachers search for as individuals and specialists.

Kalchik and Oertle (2010) defined Contextualized Teaching and Learning Approach (CTL) as Contextualized Instruction that is designed to more seamlessly link in the learning of the foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest of the learners. It is a process built on the recognition that some pupils learn more effectively when they are taught in a hands-on, real-world context rather than in an abstract manner.

Ambrose et. al (2013) defined Contextualized Teaching and Learning Approach as a teaching approach that uses real-world and activities. The critical thinking skills, problem-solving skills, and creativity of the pupils were developed. It connects the knowledge to its multiple applications in pupils' lives through learning by doing.

Several critic Contextualized teaching and Learning Approach to be an effective strategy to make every topic easily grasp by the pupils. Andriotis (2016) mentioned that contextualizing can significantly support teaching and learning results. While of late, there has been expanded energy about the utilization of contextualized learning exercises in grown-up instruction, the truth of the matter is that the idea itself is not new. Indeed, even in daily living, it values the impacts of contextualization carrying on in one route in one circumstance, while utilizing another arrangement of practices in an alternate setting in spite of the fact that we may not be effectively aware of it. It investigated the relevant information definition, with the goal that we can better see how it can be utilized in corporate instructing and learning settings.

According to Gavilan College (2017), Contextualized Teaching and Learning Approach is useful because it makes learning relevant, engages and motivates hard-to-reach pupils, increases their confidence and enthusiasm, and enhances interest in long term goals and education.

According to Bauer (2014), teaching strategies vary generally, for the most part, worried about what their approach to teaching and learning is and how it is sought after. Techniques coming up in the 1970s expressed that learning ought to occur in setting, as contextualization is of significance when taking in a dialect. This was viewed as essential

in a few ways to deal with learning remote dialects as the task-based learning approach (TBL) or content and language integrated learning approach (CLIL). This improvement was an outcome of new research in the field of dialect securing. Already behavioristic methodologies and the perspectives they remained for were most critical for the creating of educating and learning models, yet as cognitivist sees assumed control contextualization got increasingly persuasive on the issue. In this work will be indicated what precisely is implied with the term contextualization and what its implications for dialect learning and instructing are. A meaning of setting and contextualization will begin of this paper. An outline of strategies utilizing the thoughts of contextualization will take after and the last subject will be the preferences and weaknesses and in addition, the pundits that framed against this development of dialect instructing and learning. The paper will close with a short review about the current utilization of contextualization in outside dialect classrooms, as it is utilized to a huge reach out in schools and different establishments as the Volkshochschule.’

In contrast, Amborse et al. (2013) mentioned that CTL Approach as a teaching approach is underutilized because it can give additional workload to the teacher to modify the curriculum. The system-wide implementation of contextualized teaching is relatively nonexistent because preparation of the modified content, instructional materials and, instructional approach have to be made. So, mechanizing classroom practices is becoming more prevalent.

According to Bird et al. (2012), Contextualized Teaching and Learning Approach designed to link the skills, and knowledge of the learners through concrete applications in

a specific context according to the interest of the learners. It engages and motivates learners so that learning becomes more meaningful and relevant.

To address the problems regarding the diversity of the learners, Garin et. al (2016), determined the effect of using contextualization to the academic performance of the diverse learners. They found out that using contextualized data in teaching is effective teaching and learning strategy. Additionally, They recommended developing authentic, contextualized and localized instructional materials to improve the academic performance of the learners.

Bird, et al. (2011) presented different ways to accomplish Contextualized Teaching and Learning which are (1) infused academic courses (2) infused career technical courses (3) linked courses or learning communities and (4) team teaching of integrated academic and occupational courses.

Baker, et al. (2010) mentioned that Contextualized Teaching and Learning (CTL) help learners gain a deeper understanding of subject matter by relating the material to meaningful situations that learners encounter in real-life, offers one promising approach to help learners learn more effectively. This approach is grounded in a range of inter-related theories about how people learn. These include research on motivation theory, problem-based learning, social cognitive theory and learning style. While each is a distinction in focus, these theories combine to underscore CTL as means for advancing learners success by increasing interest and motivation, heightening the utility of skills and information, enhancing connectivity to peers, and accommodating diverse ways of learning.

In line with the study of Nilsson and Ryyve (2014), the nature and part of the shared opinion in group learning of science by methods for the diagnostic builds of "focal projects" and "contextualization." The investigation explores two students (12-13 years of age) playing a dice game, where their task is to disseminate an arrangement of markers in light of the total of two dice. The investigation indicated the consistency between the students' central activities ended up essential in their movement from a uniform to non-uniform dissemination of the markers utilized as a part of the game. The task system and concrete manipulatives wound up vital in assisting the students' investigations. In the edge of a frequency context, they additionally talk about how contextualization may confine certain parts of the likelihood from becoming an integral factor in such investigations.

Nashon and Andreas (2013) conducted an interpretive case study that examined Kenyan students' perspectives of contextualized science learning in the culturally relevant real-world science curriculum. It reported the investigation of Kenyan students' perspectives of contextualized science learning and school science education curriculum and instruction evoked through an interpretive case study approach utilizing meeting strategies. The investigation of meeting information uncovers that the partaking students met communicated views that: (1) recognized the abundance in scientific phenomena and embedded science; (2) showed presence of an absence of meaningfulness and significance in existing science curriculum and instructional model; (3) uncovered understanding of resonance of group and real-life learning displayed in the curriculum unit with their favored learning modes; and (4) uncovered their metacognitive appraisal of the customarily utilized and the new contextualized science demonstrated learning techniques. Therefore, it offered

knowledge about the Kenyan students on their experience of contextualized science learning.

According to RA 9155 commonly known as Governance of Basic Education Act of 2001 as stated in the Official Gazette 2019, enhancing the quality of basic education should be empowered by the local initiatives by the state. The State might guarantee that the qualities, needs, and aspirations of a learning environment are reflected in the program of instruction for the learners, out-of-school youth and adult students. Schools and learning institutions should be enabled to settle on choices on what is best for the students they serve.

Sanchez et al. (2018) proposed a procedure of contextualization in view of seven exactly derived contextualization principles, expecting to give chances to Indigenous Mexican youths to learn science in a way that backings them in satisfying their rights to a training lined up with their own particular culture and values. The contextualization principles exactly derived Nahua students' social perception, socialization, and social stories, along these lines supporting Indigenous students in exploring the contrasts between their way of life and the way of life and dialect of school while learning complex scientific ideas, for example, characteristic choice. The procedure of curricular contextualization proposed was experimentally determined, considering society and socialization by utilizing the product sources and expands on the grant of Culturally Relevant Pedagogy and Indigenous Education. They utilized these standards to overhaul a center school science unit on the common choice to make it all the more socially pertinent for Nahua students.

According to Rathburn (2015), with expanding interest for colleges to make graduates that are numerically and scientifically educated, it is imperative to decide compelling approaches to connect with students so they can get this proficiency. Utilizing an interdisciplinary courses that concentrated on logical and numerical proficiency. They studied how contextualization affected students capacities to manufacture associations between their learning and their lives. In composed reflections, students associated course ideas with their social lives, scholastic interests, and worldwide or societal issues without particular prompting. They recommend that contextualization joined with reflection enables students to represent their comprehension and apply this learning to novel situations.

As stated by RA 10533 or the Enhanced Basic Education Act of 2013, the 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 are constructivist, inquirybased, 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 begins from where the learners are 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 utilize 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 is culturally rooted and responsive, the IPed Curriculum Framework looks to give guidance to schools and other training programs, both public and private, as they draw 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 is 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 have

given opportunities to conceptualized their social lives, academic pursuits, and societal issues without specific prompting. He suggested that contextualization combined with reflection allows learners to draw and apply their understanding into novel situations.

Contextualization of the teaching approach can yield learning since it touches the thinking processes of the learners. It is because the context of their everyday lives is being integrated into the topic being discussed as aligned in the given curriculum. It can be laborious in the part of the teacher because they should have extra preparation for the lesson to be executed. However, it can benefit the learners for the topics are being integrated on what they already know.

### **Learning Competencies in Araling Panlipunan**

Pana and Escarlos (2017), stated that Araling Panlipunan has been noted as one of the important factors in Makabayan as an interdisciplinary subject that paves the way to the foundation of inculcating nationalism, patriotism, and responsible citizenry among the learners. The new curriculum trend and a bundle of innovations lead to the massive changes in the Philippine Social Studies education pedagogy.

According to Corpuz and Salandanan (2015), mastering the Learning Competencies in Araling Panlipunan is expected to contribute to the development of a holistically developed citizen who is aware and knowledgeable of and critically analyzes current social issues and concerns in the local as well as in global level. This awareness is an enlightened one and so leads him/her to respond ethically and participate actively in the resolution of these issues and concerns.

It is a quite sad reality that learners find Araling Panlipunan as a boring subject. Primarily, it deals with history, economics, politics, constitution, and society. The contents are highly objective in nature that it should be taught in an exact and comprehensive way. So, teachers struggle to motivate learners and must make information relevant to the experiences of the learners. (Press Reader, 2017)

Sandig (2015) mentioned that to continue to appreciate Araling Panlipunan, the teacher must emphasize to all students to take down notes and remember the remarkable experience in their daily lives. Thus, this can be considered of appreciating this subject. The teachers should not only be using a pen and paper materials when teaching this subject instead think of an effective material wherein learners become more motivated in exploring ideas that will help create vivid images in the minds of the learners which can also be followed by processing of ideas. The teacher must adopt new trends of teaching in order to inspire learners embracing Araling Panlipunan subject.

Establishing an integrated system of education relevant to the needs of the people and society is one of the aims of the society as stated in the 1987 Philippine Constitution. The learning environment should maintain the connection between the community to promote patriotism among the learners. The learners should know all the information on the community he/she belongs including its history, culture, and traditions. (Official Gazette, 2019)

The teaching of Araling Panlipunan is expected to contribute to the development of a holistically developed citizen who is aware and knowledgeable of and critically analyzes current issues and concerns in the local and global levels. Effective teaching of Araling

Panlipunan is characterized as meaningful because the learners see the relevance and connection of the lesson to their lives because it is a real-world application. It is also integrative because Araling Panlipunan is an interrelated discipline. It also requires to process and think about what they are learning making learning as “hands-on, minds-on and hearts-on (del Rosario, 2014).

Gosselin, (2017) differentiates competency and learning outcomes as two related instructive terms that can make disarray. Competencies and learning outcomes can be composed to portray the learning picked up by learners in individual courses or for the program in general. They Don't mean a similar thing. Competency is a general explanation that depicts the coveted information, aptitudes and practices of a learner moving on from a program (or finishing a course). Competencies regularly characterize the connected aptitudes and information that empower individuals to effectively perform in expert, instructive, and other life settings. While learning outcomes is an unmistakable articulation that portrays precisely what a learner will have the capacity to do in some quantifiable way. There might be in excess of one quantifiable result characterized for a given competency.

According to Schaef (2016), the thought of "competency" in formal instruction is gotten from the philosophical and educational thoughts of such idea pioneers as John Dewey and Benjamin Sprout, who stressed that all learning ought to be significant and applicable, and that youngsters at any level can be effective and accomplish at abnormal states with the correct backings and learning encounters. In contemporary occasions, competencies are being produced from a significantly more optimistic and contextualized put than that of scholastic benchmarks.

As mentioned by Bonniejj (2015), competencies depict capacities of a specific discipline that can be instructed, or not. The fact of the matter is that the educating or training of an individual isn't the reason for articulating a competency. The objective of an effectively thought out competency is to portray a coveted capacity. It very well may be verbalized to degrees of ability and achievement. Competency-based educational program structure from the control illuminates the plan of the educational modules. In that capacity, competencies should be converted into educational program results, in view of the parameters of the particular learning intercession.

Hooper et al. (2014) stated that competencies are characterized by the necessities of the expert workforce that learners join post-graduation. They are packs of fundamental knowledge, skills, and attitudes (KSAs) required to accomplish a satisfactory level of execution in the realm of training. Competencies are accomplished through formal training in the classroom, individual or gathering assignments, and hands-on fieldwork. By upgrading educational programs dependent on competencies, it can more readily screen instructive projects and guarantee an endless supply of a qualification, learners will have the capacity to apply their scholarly KSAs to their work in general well-being. Competency-based educational curricula go about as an authoritative agreement among the school, the personnel, and the learner.

Sturgis (2016) stated the intensity of competency instruction is in its framework wide foundation that makes the important input circles guarantee learners are learning. The five-section working meaning of competency training depicts the components that should be established to re-build the instruction framework to dependably deliver understudy learning: (1) learners advance upon exhibited dominance; (2) Competencies incorporate

unequivocal, quantifiable, transferable learning goals that enable learners; (3) Assessment is important and a positive learning background for learners; (4) Learners get auspicious, separated help dependent on their individual adapting needs; and (5) Learning results underscore abilities that incorporate application and production of information, alongside the advancement of vital aptitudes and dispositions.

### **Development of Lesson Guide and Learning Materials**

Lesson Guide is a powerful tool used by teachers in delivering the lesson. It gives directions to attain the lesson objectives with the use of various instructional materials and applying different teaching strategies. It is very important for teachers because it is used for the effective delivery of the lessons to the pupils to attain the learning objectives as revealed in the evaluation of the lesson.

Lesson Guide as defined by Ambrose et al. (2010) is a roadmap of what the pupils need to learn and the way on how it will be done effectively during the teaching-learning process. It provides a general outline of the learning objectives, learning content, strategies and assessment method.

Cox (2019) on the other hand mentioned that the lesson guide is a systematic guide that outlines the objectives that the pupils will accomplish during the teaching and learning process. Creating a lesson guide involves setting objectives, developing teaching strategies and determining instructional materials that will be used during the process. It should contain specific components or steps to easily attain the objectives.

As stated by Evangelista (2013), the lesson guide is a written guide that aids teachers in giving instructions to the pupils. It provides clear direction and procedures to follow in delivering instructions.

McClymont (2019) added that the lesson guide provides teachers and pupils a clear sense of direction in the classroom. It meant to guide and assist in maximizing classroom time. He reminds that teachers should elude to cram extreme information into one lesson because lessons can be taught into several days if necessary.

As described by Maximo (2014), the lesson guide is a teacher's blueprint. It is a statement of achievements to be accomplished as a result of the pupils' engagement in different activities under the guidance and supervision of the teacher. In designing and developing a lesson guide, she shared that the teacher should start by setting goals and objectives because it provides directions to the teaching and learning process. The subject matter is also necessary for developing lesson guide because it is the topic where the process revolves but it is given according to the curriculum. The process will be effective for the use of different instructional materials and procedures or teaching strategies. The attainment of the objective is measured through evaluation or assessment.

In making a lesson guide, Romano (2018) mentioned that it should be relevant, engaging and productive. A good lesson guide is hard to come by so that he advised teachers to build something that works and is flexible enough to yield a result. He suggested five tips for unique crafting of lesson guide which are starting with a big picture, do not rely on fluff, get creative about the resources, think backward and relate the lesson to the real-life situation, and get nontraditional.

Lewis (2018), shared that a lesson guide is a tool to keep the classroom organized and ensures that all resources or materials are adequately covered. However, a lesson guide must develop closure in such a way that teachers plan a lesson and help pupils organize the information in a meaningful context in their minds. This helps pupils to understand effectively what they have learned and gives a procedure to help them apply in real-life situations. A strong closure also helps pupils retain information beyond the immediate learning environment.

Kelly (2017) shared that the teachers should make sure to address the requirements of the curriculum and the opportunity to plan ways to address those needs in crafting a lesson guide. As teachers create a lesson guide, begin with the ends in mind since the lesson objectives were determined first. She also imparted that the teachers should try not to always rely on textbooks for lessons and make sure that evaluating learning might be in different ways.

As mentioned by Hoover (2019), creating a lesson guide is very important to teachers, pupils, and administrators. Writing a lesson guide is more than just a piece of paperwork instead it is a way to ensure that the teachers are prepared for each class and to stay on track. Lesson guide does not have to be complicated but each should have its basic elements. Additionally, a well-structured lesson guide makes it easier for pupils to remember and understand the information presented to them. A streamlined lesson guide makes the job of the teacher easier and is beneficial for the pupils.

Matt (2016), described a well-planned lesson guide as exciting and effective because pupils will have some academic values and will be effective. Learning should be



essentially linked with the pupils' motivation to learn, their excitement and passion. So whatever is taught with these qualities will stay with pupils for longer and will help develop their skills and attain knowledge.

Learning materials are very essential in delivering instructions because it aids learning. The pupils become more interested and motivated if there is something to be used in learning. Learning materials should be in accordance with the level of development of the learning to suit it their level of comprehension.

Learning materials as described by Lewis (2018), are the spectrum of educational materials that teachers use to attain the learning goals and objectives. The teaching-learning process employs different learning materials to focus on the interaction among the pupils to learn new concepts. It enhances the learnings of the pupils.

Antofina (2016), stated that learning materials are the aids used by the teachers in facilitating the lessons effectively. It enables teachers to express the intended concepts. The teaching-learning process becomes more interesting when pupils use reasonably sized learning materials which can easily be used by the pupils. Making learning materials means that the teacher does not have to depend on the other organization or people. It is a better way to discover new information to ensure that the learning materials are relevant to the needs of the pupils.

Nii Darko (2014) defines learning materials as the concrete materials developed for educational purposes. It is used by the teachers and pupils to help in the teaching-learning process. They also mentioned that learning materials motivates pupils, clarify the presented concepts, discourage cramming among the teachers, increase pupils' vocabulary, saves

time, the classroom becomes more lively and active, avoids dullness and suits the subject matter under discussion.

According to UNESCO's International Institute for Educational Planning (2018), learning materials are concrete vehicles for supporting the learning of the pupils. It is based on the standards set by the curriculum that links disciplines with big ideas and concepts, and a product of study. Several considerations are given in making learning materials such as linkage with learning outcomes, content, appropriateness, access and storage, and prioritization in the resource environment.

Mamais (2018) commented that learning materials can increase the internal motivation of the pupils for learning and sustain their interest. The learners have a prolonged interest and engage with the activity. This is fundamental since learning cannot be forced to the pupils. Learning materials should introduce variety and should encourage the thinking skills of the pupils to work out from different perspectives. It also creates connections that are useful for the memory and creativity of the pupils.

According to Weber as mentioned by Nigar (2017), learning materials make the teaching and learning process lively as these have an effect on the senses of the pupils. The perception of different things is based on visual (40%), audio (25%), touch (17%), taste (3%) and smell (15%). Moreso, she mentioned that learning materials can be used to facilitate learning and make the teaching-learning process effective and impressive. It can be used by teachers to enliven the lesson for effective communication and classroom interaction and the achievement of instructional objectives.

Hasibuan et al. (2019), stated that developing learning materials should be valid, practical, and effective to improve problem-solving skills and learning independence of the pupils. The teachers should facilitate learning using learning materials.

As mentioned by Samuel (2018), learning materials signify an alternative route of communication which the teachers used to give instructional information to the pupils. In developing learning materials, it should not only extend the range of senses that pupils use to learn but also extend the range of materials used for conveying the information through that senses. Learning materials, therefore, constitute the exchange of media through which information is facilitated between the teacher and the pupils.

Ra (2018) stated that learning materials are indispensable in this modern era. But it is important since it supports the generation of pupils to guide and impact learning. The power of learning materials lies in transforming how pupils are taught to make learning more suited by being interactive, personalized and self-directed.

As a whole, Contextualized Teaching and Learning Approach is an effective approach in teaching Araling Panlipunan. By utilizing this approach, pupils become more interested to learn the lessons. This approach provides different teaching strategies like hands-on activity and collaborative activity. Different theoretical foundations are taken into consideration in implementing this approach. Through this, different guidelines of the theories become the basis to deliver learning to the pupils. This proves that the CTL Approach helps to increase the mastery of the learning competencies in Araling Panlipunan.

## **Theoretical Framework**

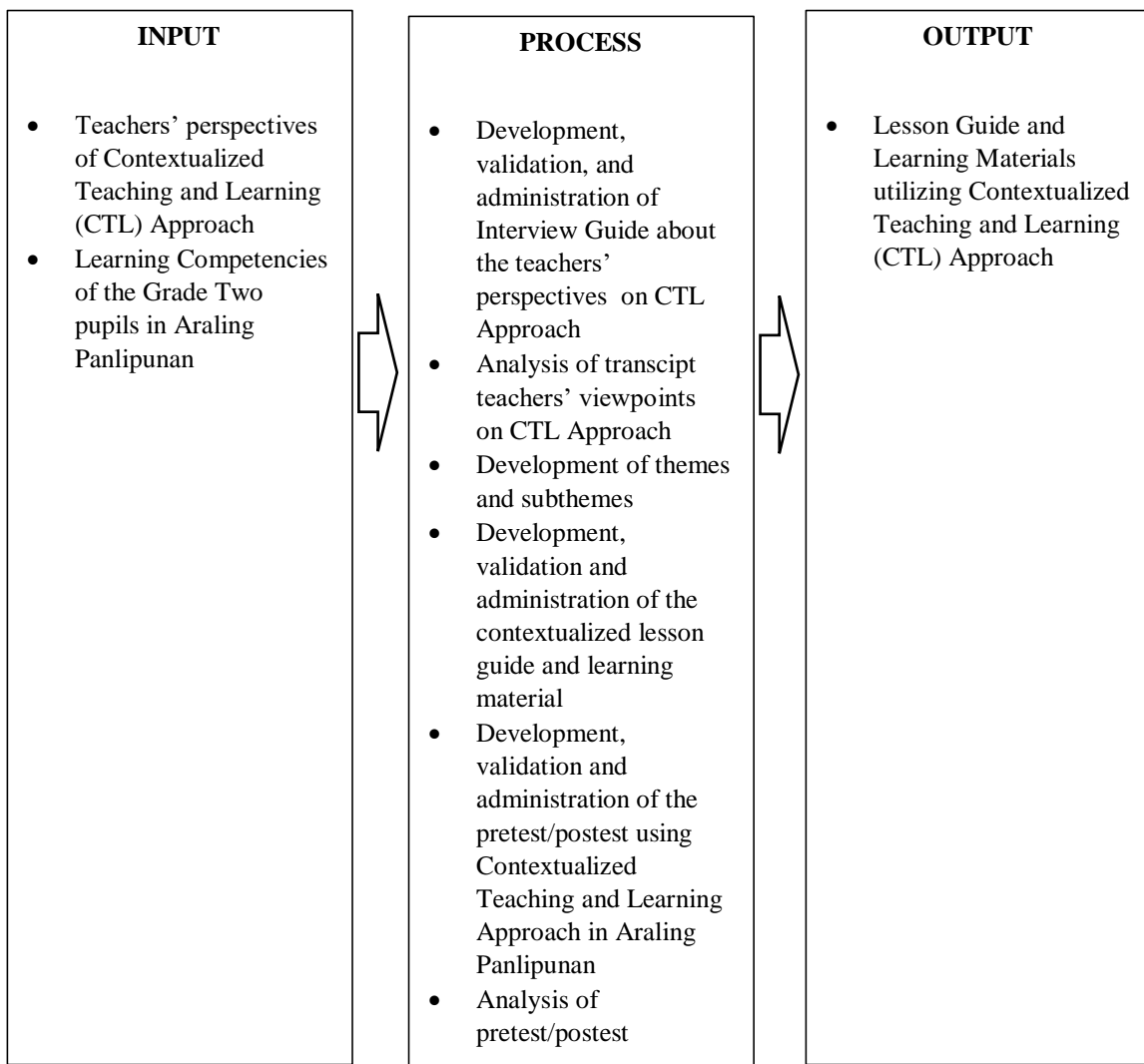
Constructivist theory as proposed by Jerome Bruner connotes that learning is an active process in which pupils construct new ideas or concepts upon their current or past knowledge. The pupils select and transform information, construct a hypothesis, and make decisions relying on a cognitive structure to do so (Instructional Design, 2019).

Contextualized Teaching and Learning (CTL) Approach is a teaching approach aimed to increase mastery in the learning competencies utilizing the context that are familiar to the pupils. Through this approach, it can guarantee the quality of education, it can satisfy the needs of the pupils and it can improve the fundamental training of educational programs. The learning competencies can easily be mastered because the contexts are culturally rooted and responsive since they belong to the locality which the learning content being studied is familiar to them and is connected to them (Nuqui, 2017).

Contextualized teaching and learning (CTL) Approach is based on the constructivist theory where pupils construct their own meaning of the lessons based from on their experiences. Learning becomes more meaningful since various teaching approach is integrated like hands-on learning and collaborative learning (Kalchik and Oertle, 2010).

Likewise, it can add additional work for teachers because they have to modify the learning standards according to the contexts where they are teaching. The teacher's guide should be modified following the standard set by the curriculum. The learning materials and activities should be planned according to the modification done by the teacher as prescribe in the learning competencies of the curriculum.

## Research Paradigm



**Figure 1. Input-Process-Output Model on the Utilization of Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan**

Figure 1 presents the Input-Process-Output model on the utilization of Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan, which are considered by the researcher in the study. In the qualitative phase, the data were gathered based on the perspectives of the Grade Two public elementary school teachers on the

Contextualized Teaching and Learning (CTL) Approach. This was obtained through the development, validation, and administration of the interview guide. A personal interview with the participants was done to gather the data. Then the transcripts were analyzed for the development of themes and subthemes. Based on the data, lesson guide and learning materials were developed.

In the quantitative phase, the mastery of the learning competencies in Araling Panlipunan becomes the basis for the development, validation, and administration of pretest/posttest. Each data was analyzed for the utilization of the developed lesson guide and learning material.

## **Chapter III**

### **METHODOLOGY**

This chapter discusses the research methodology of the study. It includes research locale and design, population and sampling, research instrumentation, data gathering procedure, and statistical treatment.

#### **Locale of the Study**

The researcher selected San Isidro Elementary School as the locale of the study. It is located at Quirino Subdivision, Barangay San Isidro, Luisiana, Laguna. The school was selected because the mastery of the learning competencies of the Grade Two pupils in Araling Panlipunan is classified as average as revealed by the first periodical test result. So, the researcher intended this study to increase the mastery of the learning competencies by utilizing the Contextualized Teaching and Learning (CTL) Approach.

#### **Respondents**

In the qualitative phase, there were twelve (12) participants using total population purposive sampling since all Grade Two public elementary school teachers in the district of Luisiana were chosen (CITR, 2019). In the quantitative phase, there were twenty-four (24) Grade Two pupils of San Isidro Elementary School, Luisiana, Laguna. The respondents of the study were selected using purposive sampling because the researcher has prior knowledge about the characteristics of the respondents to participate in this study (Foley, 2018).

## **Research Design**

This study employed a sequential exploratory mixed method research design since the qualitative data were collected first followed by collection and analysis of quantitative data (CITR, 2019). In the qualitative phase, the phenomenological method was employed because the researcher asked the perspectives of the Grade Two elementary school teachers on the Contextualized Teaching and Learning Approach. The phenomenological method allows delving into the perceptions, perspectives, understandings, and feelings of the participants who have actually experienced the phenomenon or situation of interest (CITR, 2019). The appropriate data were derived from the answers in the personal interview with the participants using the interview guide. In the quantitative phase, quasi-experimental design was employed because there is no control group, no random selection, no random assignment, and no active manipulation and can be employed in a small group (Iowa State University, 2019). The quantifiable data were derived from the pretest/ posttest. This mixed method was comparatively suitable to this study since it aimed to develop a contextualized lesson and learning material in Araling Panlipunan for Grade Two.

## **Instrumentation**

In order to attain the objectives, different instruments were used in the conduct of the study.

### **A. Interview Guide**

In the qualitative phase, the interview guide was developed to discuss the perspectives of the participants in the Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan.



#### A.1. Construction of Initial Draft

The researcher designed the initial draft of the interview guide with four questions to determine the perspectives of the participants in the Contextualized Teaching and Learning (CTL) Approach.

#### A.2 Validation

To determine its validity, the interview guide was shown to six (6) master teachers in the district of Luisiana and four (4) professors of the College of Teacher Education. Their suggestions were taken for improvement of the interview guide. Some questions were paraphrased and some were amended.

The initial draft of the interview guide was checked and validated by the validators and suggested to rephrase some questions leading to the attainment of the objective about the perspectives of the participants in the Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan.

#### A.3 Pilot Testing

To determine the reliability of the interview guide, it was pilot tested to the Two (2) Grade Two private elementary school teachers specifically in the Luisiana Adventist Elementary School.

#### A.4 Final Draft

The developed interview guide was administered through a personal interview with participants to determine their perspectives in Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan.

## **B. Pretest/Posttest in Araling Panlipunan**

In the quantitative phase, the pretest/posttest was developed and validated to determine the mastery of the learning competencies in Araling Panlipunan before and after utilizing the Contextualized Teaching and Learning (CTL) Approach.

### **B.1 Construction of Table of Specification**

Learning Competencies in Araling Panlipunan of Grade Two for the fourth quarter as prescribed in the Department of Education Curriculum Guide were used. There were five learning competencies covered the fourth quarter about the learners as part of the community. Each competency was categorized according to the taxonomy of learning for the construction of the initial draft of the tests.

### **B.2 Initial Draft**

The researcher developed the pretest/posttest in order to find the significant difference of the Contextualized Teaching and Learning (CTL) Approach before and after utilizing it. The tests were composed of thirty (30) multiple choice types of test items.

### **B.3 Validation**

To determine its validity, the test was shown to six (6) master teachers in the district of Luisiana and four (4) professors of the College of Teacher Education. Their suggestions were taken for improvement of the tests.

The initial draft of the test was revised based comments and suggestions of the validators to improve the pretest/posttest. After taking notes of the suggestions, these were modified to make the pretest/posttest appropriate to the grade level.

#### B.4 Pilot Testing

To prove whether the tests are useful, relevant, reliable, and valid, the researcher conducted the pilot testing with the Grade Two pupils of San Salvador Elementary School with seventeen (17) pupils. The result was assessed to determine if there is a need for modification, revision or enhancement. The pilot testing provided the information for the final revision of the tests.

To determine the degree of consistency of the result, the reliability test was done. The pretest/posttest was given to the Grade Two pupils of San Salvador Elementary School then the results were analyzed according to its correlatedness.

#### B.5 Item Analysis

After the pilot testing, the data gathered were analyzed. The pretest underwent item analysis to assess the quality of the items and of the test as a whole. Ambiguous and misleading questions were modified. The level of difficulty was also determined in each item. Items number 1 to 15 were retained. However, items 16 to 30 were modified according with the level of difficulty of the items in accordance to the table of specifications (TOS).

#### B.6 Final Draft

After the validation, and pilot testing, some items were modified. The thirty (30) items were composed of fifteen (15) multiple choice items, five (5) true/false items, five (5) completing the table items, and five (5) classification items. It is based on the constructed table of specifications (TOS).

The pretest was administered first to determine the mastery of the learning competencies of the Grade Two pupils of San Isidro Elementary School in Araling

Panlipunan. Then Contextualized Teaching and Learning (CTL) Approach was utilized and a posttest was administered to find out if there is a significant difference between the mastery of the learning competencies before and after utilizing the CTL Approach.

## **DATA GATHERING PROCEDURES**

### **A. Qualitative Phase**

Securing permission from the principal of Luisiana Adventist Elementary School was done for the pilot testing of the interview guide. The researcher asked the Grade Two teachers' perspectives of the Contextualized Teaching and Learning (CTL) Approach. Then the questions were assessed and analyzed according to the attainment of the objectives. Questions number 1, 2, and 4 were retained. However, item number 3 was modified and was made simple and specific.

Permit for the conduct of personal interview with the Grade Two public elementary school teachers was secured first for the Public Schools District Supervisor. Before the administration of personal interview, the informed consent form was given and filled up by the participants for the confidentiality of their answers. Then data were gathered for analysis. The participants were coded as P1 to P12 since there were twelve (12) participants. Their answers were also coded based on the similarities of the answers. Based on the codes, the themes and subthemes were formulated to describe the perspectives of the Grade Two public school teachers about the Contextualized Teaching and Learning (CTL) Approach. According to the perspectives of the Grade Two teachers, lesson guide

and learning materials were developed. The lesson guide and learning materials contain five modules each that intended to attain the mastery in the learning competencies aligned in the K to 12 Curriculum in Araling Panlipunan.

#### B. Quantitative Phase

The gathering of data was undertaken by securing permission from the Public Schools District Supervisor. In order to gather the needed data, the researcher asked permission from the School Head of San Salvador Elementary School for the conduct of pilot testing in the said school. Afterwards, the researcher administered it for five consecutive days. After giving every module, he assessed the result of the test, gathered the data, checked, and modified some of the items.

Afterward, the researcher coordinated with the principal of San Isidro Elementary School in Luisiana District. Upon approval of the permit, the researcher started conducting his study. The researcher himself facilitated the flow of the study and in giving instructions for the respondents.

The pretest was given to Grade Two pupils. The results were computed and underwent item analysis. Based on the computed data, he constructed a lesson guide and learning material utilizing the Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan to increase the mastery of the learning competencies. Upon completion, immediate implementation of the lessons utilizing the Contextualized Teaching and Learning (CTL) Approach was conducted.

Posttest was given after the utilization of the CTL Approach using a developed lesson guide and learning material. Based on the results obtained from the pretest/posttest,

it was analyzed and computed to determine the significant difference between the mastery of the learning competencies of the Grade Two pupils in Araling Panlipunan.

The data were examined the connection of qualitative results and the quantitative result of the study. Photo documentation and audio records of the interview were provided. It was also supported by the interpretation of data gathered and citations based on the review of related literature and studies.

### **Statistical Treatment**

After administering the pretest/posttest, the researcher gathered the data, tabulate and subjected them to statistical treatments.

In order to determine if there is a significant difference in the respondents' learning competence before and after utilizing the Contextualized Teaching and Learning (CTL) Approach, t-test was used.

$$t = \frac{d}{\frac{SD}{\sqrt{n}}}$$

SD

Where:

d = Mean Difference

SD = Standard Deviation of the difference

N = Number of Respondents

To determine the learning competence in Araling Panlipunan among the Grade II pupils before and after utilizing Contextualized Teaching and Learning Approach, mean was utilized.

$$\bar{X} = \frac{\sum X}{n}$$

Where:

$$\bar{X} = \text{mean}$$

$\sum X$  = sum of scores

n = total number of respondents

To determine the degree of dispersion and variability of the scores of the respondents, the standard deviation was used with the following formula:

$$SD = \frac{\sum(\bar{X} - X)^2}{\sqrt{n-1}}$$

Where:

SD = Standard Deviation

$\bar{X}$  = Mean

X = Scores of the Respondents

N = Number of Respondents

To interpret the mastery of learning competencies of the Grade Two Pupils in Araling Panlipunan, the researcher used a scale adapted from Deped Memorandum No. 160 s. 2012.

<b>Range Interval</b>	<b>Interpretation</b>
29-30	Mastered
26-28	Closely Approaching to Mastery
20-25	Moving Towards Mastery
11-19	Average
5-10	Low Average
2-4	Very Low
0-1	Absolutely No Mastery



## **Chapter IV**

### **RESULTS AND DISCUSSIONS**

This chapter deals with the presentation of the gathered data, its analysis, and interpretations of the researcher. To come up with a meaningful discussion, cross-referencing is done where the primary purpose is either to support or negate the findings of this study.

#### **Phase 1. Qualitative Results**

The qualitative phase discusses the formulation of themes and subthemes based on the transcript of the Grade Two public elementary school teachers' perspectives on the Contextualized Teaching and Learning (CTL) Approach. There are two themes composed of philosophical perspectives and implementation perspectives. Under the philosophical perspectives are theoretical roots, definitions, and characters. In implementation perspectives are implications and strategies.

#### **Theme 1. Philosophical Perspectives**

Philosophical perspectives view the Contextualized Teaching and Learning (CTL) Approach as having theoretical roots as the basis of implementation. Various educational theories are determined as being the educational foundation of the CTL Approach. This theme also defines CTL Approach on how the Grade Two public elementary school teachers discuss their viewpoints. The theme also lists the unique characteristics that CTL Approach has.

### **Subtheme 1. Theoretical Roots**

Theoretical roots provide the theories that become the basis of the formulation of the Contextualized teaching and learning (CTL) Approach. Several learning theories supported CTL Approach as an effective teaching approach to increase the mastery of the learners. Those learning theories are used to deliver instruction to the pupils in a very effective way since it underwent several research and studies. It is important because it serves as a guide on how teachers facilitate learning to be able to make pupils life-long learners.

Participant said:

*“Contextualized Teaching and Learning (CTL) Approach is based on constructivist theory of teaching and learning. Learning takes place when teachers are able to present information in a way that students are able to construct meaning based on their own experience (P11).”*

The teaching and learning process becomes more successful through the utilization of the Contextualized Teaching and Learning (CTL) Approach. The pupils construct their own meaning by building connections between the content and experiences. Through that, the pupils become more interested to learn. Once their interest are caught, learning is very easy for the pupils.

Kalchik and Oertle (2010) supported that Contextualized Teaching and Learning (CTL) Approach is based on a constructivist educational theory because it engages pupils and teachers in active classroom activities, ensuring that learning is a learner-centered and engaging. It relies on the notion that pupils create their own meaning of concepts when they learn through experience which furthers an innate motivation and desire to learn.

Another participant uttered that:

*“Contextualized Teaching and Learning (CTL) Approach engages students to a more relevant learnings. It motivates students to learn more and catches their interest in Araling Panlipunan where contextualized teaching occurs (P9).”*

Motivation plays a significant role in pupils' learning. Whenever the topic is connected to what they had experienced, the more motivated they are in learning. Once their interest is caught, their interests are sustained.

Seifert and Sutton (2012) mentioned Motivation Theory focuses on pupils' perceived value of the mode of instruction and development of self-efficacy which is the key component of the Contextualized Teaching and Learning (CTL) Approach. Learners are encouraged to reflect on their own ideas and the experiences in which the instruction and materials are embedded. Thinking about the content within real-world experience is important in CTL Approach because pupils see the real-world relevance of what they are learning. So, they become interested and motivated.

Participant added that:

*“To connect the content of learning and teaching with various situations of the real world, and to apply the knowledge learned to these situations. Emphasize training of problem-solving abilities to students, making students become active and self-motivated learners. Make use of group activities to encourage students to get s involved and learn from each other (P2).”*

Different activities can be executed in utilizing Contextualized teaching and learning (CTL) Approach. One of those is collaborative learning. Learning becomes meaningful if the pupils interact with others. They become more active and self-motivated since they have the opportunity to apply concretely the lessons being integrated on what they have experienced.

It is in connection with the Social Learning Theory of Albert Bandura. It emphasizes a shift away from solitary studying and passive learning and toward collaboration with peers. Pupils are encouraged to create and understand their own learning within a social situation associated with Contextualized Teaching and Learning (CTL) Approach. The social context of collaborative learning also often emulates what pupils can expect in a future work environment (Kalchik and Oertle, 2010).

The teachers respond that the Grade Two public elementary school teachers have philosophical perspectives when it comes to the theoretical roots. It means that they practice the educational implications of various learning theories in the teaching-learning process. Those learning theories are their basis in crafting and executing lessons in every classroom situation.

### **Subtheme 2. Definitions**

The participants have various perspectives on how they define Contextualized Teaching and Learning (CTL) Approach. One participant defines it as:

*“Contextualized Teaching and Learning (CTL) Approach is the concept of learning that helps teachers link between the subject with the real-world situation of student and encourage them to make relationship between knowledge by implementations in their life (P1).”*

Contextualized teaching and learning (CTL) Approach helps a lot to the teacher to implement the lessons they have to teach to the learners. It is also helpful for the pupils since the content is being integrated into their experiences.

Kalchik and Oertle (2010) defined it as Contextualized Instruction that is designed to more seamlessly link in the learning of the foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications

in a specific context that is of interest of the pupils. It is a process built on the recognition that some learners learn more effectively when they are taught in a hands-on, real-world context rather than in an abstract manner.

Furthermore, another participant shared that:

*“Ang contextualized teaching and learning approach ay isang paraan ng pagtuturo kung saan isinasaalang-alang ang kakayahan o kaalaman ng mga mag-aaral. Ang Instructional Materials ay base sa kaalaman ng mag-aaral. (P12) (Contextualized teaching and learning approach is a teaching approach where the knowledge and skills are put forth. The instructional materials are based on what the learners already know.)”*

The construction of knowledge and honing of skills of the learners is one of the benefits that the CTL Approach brings. It is supported by the developed contextualized materials available in the community. By using it, learning is meaningful to them and becomes relevant.

Wang, et al. (2017) mentioned that Contextualized Teaching and Learning (CTL) Approach is a diverse group of instructional methodologies intended to all consistently interface the learning of foundational abilities and scholastic or word related substance by concentrating educating and adapting decisively on concrete applications in a particular setting that is important to the pupils. Contextualization has been operationalized through a few configurations of the guideline.

Moreso, participant further discuss that:

*“Contextualized teaching and learning approach is a group of instructional strategies designed to link the learning of basic skills and academic by focusing teaching and learning. Contextualized teaching and learning engages student in active learning. The teacher are able to present information in a way that student are able to construct meaning based on their own experiences (P6).”*

The academic performance of the pupils is being linked to the real-world situation. Through that, they become more active constructors of their own knowledge. They are able to build connections between their past and present experiences.

Ambrose et. al (2013) stated Contextualized Teaching and Learning Approach is a teaching approach that uses real-world and activities. The critical thinking skills, problem-solving skills, and creativity of the pupils are enhanced. It connects the knowledge to its multiple applications in pupils' lives through learning by doing.

### **Subtheme 3. Characteristics**

The participants also enumerate the unique characteristics of the Contextualized Teaching and Learning Approach. One participant shared that:

*“Contextualized Teaching and Learning (CTL) Approach makes learning more meaningful. CTL approach engages students in active learning through hands-on, real-world context focusing on concrete application (P3).”*

The concrete application of learning is an effective way to make learning more meaningful. It provides long-lasting knowledge that can be used in various situations. The pupils become more active since they engage in the process of learning that constructs their own knowledge and hones their personal skills.

Contextualized Teaching and Learning (CTL) Approach focuses on concrete skills and knowledge needed in work and life. It combines academic learning with workplace applications. It also provides the utility of factual information during hands-on experiences so that it immediately makes sense (Kalchik and Oertle, 2010).

As told by another participant,

*“Learning takes place when teachers are able to present information in a way that students are able to construct meaning based on their own experiences. Contextual learning experiences include internships, service learning, and study abroad programs, among others(P2).”*

CTL Approach provided innovative teaching activities to make learning more meaningful to them. It provides hands-on experiences where the pupils have first-hand experience of the content being learned. By doing those strategies, pupils are more active since they engaged in processing their own learnings.

Andriotis (2016) mentioned that contextualizing can significantly support teaching and learning results. It investigated the relevant information definition, with the goal that we can better see how it can be utilized in corporate instructing and learning settings.

Another participant positively commented that:

*“Contextualized learning is real, and it works. By including contextualized learning activities in your corporate training initiatives, you’ll not only produce workforce-ready teams more quickly but will also ensure that your teams absorb the information being taught more effectively (P2).”*

The authenticity of learning can be seen in utilizing CTL Approach. Since experiences are all authentic. Through this, the knowledge and skills become useful to them, especially for the future use. That knowledge and skills can be used in future or can be applied in resolving real-life problems. The teacher taught not only the knowledge but also the ways on how to use that knowledge in a practical situation that pupils face in every life.

According to Gavilan College (2017), Contextualized Teaching and Learning (CTL) Approach is useful because it makes learning relevant, engages and motivates hard-to-reach learners, increases pupils confidence and enthusiasm, and enhances interest in long term goal and education.

**Table 1**  
**Theme 1. Philosophical Perspectives**

Theme	Subthemes	Descriptions	Exemplar
Philosophical Perspective	Theoretical Roots	Identifies the theoretical foundations of the Contextualized Teaching and Learning (CTL) Approach	<i>“Contextualized Teaching and Learning (CTL) Approach is based on constructivist theory of teaching and learning. Learning takes place when teachers are able to present information in a way that students are able to construct meaning based on their own experience.” (P11)</i>
	Definition	Defines Contextualized Teaching and Learning (CTL) Approach	<i>“Contextualized Teaching and Learning (CTL) Approach is the concept of learning that helps teachers link between the subject with the real-world situation of student and encourage them to make relationship between knowledge by implementations in their life.”(P1)</i>
	Characteristics	Identifies the characteristics of CTL Approach	<i>“Contextualized Teaching and Learning (CTL) Approach makes learning more meaningful. CTL approach engages students in active learning through hands-on, real-world context focusing on concrete application.”(P3)</i>

Contextualized teaching and learning (CTL) approach as seen in its philosophical perspectives connote that it follows various educational theories. They viewed CTL Approach according to the Constructivist theory where pupils construct their own meaning



of the lesson based on their personal experiences. After the building connections between the newly learned concepts and experiences, pupils can apply that knowledge in a real-life situation and in the future.

The participants had also defined CTL Approach as an aid to grasp the interest of the pupils to get involved in every classroom situation. They presented that it should be done using different teaching strategies such as hands-on activity and collaborative works. They also mentioned that the assessment becomes easy because it uses authentic assessment where practical application of the knowledge is being measured.

Contextualized Teaching and Learning (CTL) Approach has many unique characteristics as given by the participants. CTL Approach focuses on the concrete application of knowledge and skills in real life situations and future use of the pupils. The pupils are provided with the hands-on activity where they have the opportunity to experience the real-life application of the content knowledge being taught to them.

As a whole, Contextualized Teaching and Learning (CTL) Approach as viewed in its philosophical perspectives is a process on how to deliver effective instruction to the pupils. The teaching-learning process becomes easy in both parts of the pupils and teachers. The pupils learned factual information in a very easy way since their personal experiences are being integrated into the lesson. The teacher, on the other hand, delivers instructions easily because the information they taught to the pupils is available in the community especially in using different instructional materials since those are contextualized. CTL Approach is perceived as an effective tool to deliver instructions to the pupils.

## **Theme 2. Implementation Perspectives**

Grade Two public elementary school teachers believe that Contextualized Teaching and Learning (CTL) Approach is an effective approach. They told their willingness to utilize it in classroom setting. This theme presents the implementation perspectives of the participants. They view its implications in education that they are using in facilitating their lessons. They also shared the strategies for effective implementation of the CTL Approach basically the hands-on activity and collaborative activity.

### **Subtheme 1. Implications**

The participants laid down the importance of Contextualized Teaching and Learning (CTL) Approach. It has different implications in education that can be used by the teachers. One participant mentioned that:

*“Ang paggamit ng contextualized teaching and learning approach ay isang paraan upang makuha ang interes ng mga mag-aaral. Bilang guro, interesado ako na gamitin ito upang mas magkaroon ng lubusang pagkatuto ang aking mga mag-aaral. (P12) (By using contextualized teaching and learning (CTL) Approach, the interest of the learners are easily caught. As a teacher, I am interested to use it to be able the learners to learn.) ”*

The interest of the learners is very important. CTL Approach proves that the interest can easily be catch and makes learning more easily for them. Another way to grasp the interest of the pupils is by integrating their personal experiences so that they would think that the lesson being delivered is connected to them and they already know. The attainment of the learning objective and mastery of the learning competencies reachable through hooking up the learners’ interest. It proved that the CTL Approach is essential in facilitating learning it aimed to easily target the objective of the lesson putting into consideration the interest and motivation of the pupils to learn.

*“It is necessary to contextualize lesson because it is not sufficient to just impart the knowledge or skills require to achieve learning objective. The teachers need to design activities that also teach the procedures, process and discipline on how and when to apply those skills and knowledge in a given context (P5).”*

Spoon feeding cannot be practiced by the teachers anymore because trends brought us that learning takes place through the pupils themselves. One cannot learn for others. So, it is the pupils themselves who can learn to develop their personal knowledge and to hone their skills as well as their values and attitude.

Contextualized Teaching and Learning (CTL) Approach is a flexible process for both teachers and pupils, so there is no single way to implement such instruction. Teachers may need to adjust to the learner-centered approach that is integral to Contextualized Teaching and Learning (CTL) if it is accustomed to teaching in a traditional classroom (Kalchik and Oertle, 2010).

As mentioned by the participant:

*“Napakahalaga nito sa pagcocontextualize ng aralin dahil dito madaling natututunan ng mga bata ang aralin. (P7). (It is very necessary to the contextualized lessons because the learners can easily learn the lesson.)”*

Contextualized Teaching and Learning (CTL) Approach is very necessary because it can ease learning. It cannot bring up the additional burden for the pupils to learn. Their interest and motivation are put up in priority.

Contextualized teaching and learning (CTL) approach is a promising set of strategies and practices that actively engage pupils to promote and improve learning and skills development. Learning can improve pupils outcomes and academic achievement. (Qudsyi, 2017)

## **Subtheme 2. Strategies**

In implementing the Contextualized Teaching and Learning (CTL) Approach, different strategies can be applied. Different instructional materials from different sources can be used for the easy implementation of this approach. A participant quoted that:

*“Lesson in Araling Panlipuan will be more easy for the students to give ideas in such a lesson base on experience. Through integration of lessons with the use of contextualized materials and engaging them on the discussion about their community (P10).”*

Integration of the lesson is very useful in Contextualized Teaching and Learning (CTL) Approach. Their experiences can be integrated into the content of the subject matter being taught. Contextualized materials can also help to sustain the implementation of this approach.

Contextualized Teaching and Learning Approach is interdisciplinary from which pupils can apply what they are learning to concrete experience. Teachers can create their own instructional materials based on resources available in the community. To improve and maintain the quality of instruction and learners outcomes, teachers may undergo professional development to clarify the learning outcomes afforded by an integrated curriculum that can reach a greater understanding of how to develop CTL content, and teach in a contextualized manner (Kalchik and Oertle, 2010).

Another participant mentioned:

*“I used contextualized learning materials, especially when the instructional materials are not available in the community so I contextualized it by using localized materials (P5).”*

Using contextualized materials is very helpful to increase the mastery of the learning competencies. It can arouse the interest of the pupils since they have prior

experiences in manipulating it. Contextualized materials are very accessible since it is available in the community.

Garin et. al (2016) found out that using contextualized data in teaching is effective teaching and learning strategy. They recommended developing authentic, contextualized and localized instructional materials to improve the academic performance of the learners.

A participant added:

*“Some pupils are not interested in AP because they feel bored when they hear it already. So I search for some ways to get their attention and to get their eagerness in learning AP. Teacher like me should know how to translate or transform topic or lesson into simpler and specific with accordance to the locality especially in teaching AP 2 which is about the community.” (P5)*

Araling Panlipunan as a subject is the less interesting subject for the pupils since it is objective in nature. The pupils have to memorize the names and the dates in the historical events. But by utilizing the CTL Approach, integration of what the pupils already know and the information being presented to them are being done in this approach. The context of their personal experiences is being enhanced by providing several opportunities for the pupils to applied it concretely. As a result, teachers administered different teaching strategies to make learning easier for the pupils by using CTL Approach.

It is a quite sad reality that pupils find Araling Panlipunan as a boring subject. Primarily, it deals with history, economics, politics, constitution, and society. The contents are highly objective in nature that it should be taught in an exact and comprehensive way. So, teachers struggle to motivate pupils and must make information relevant to the experiences of the pupils. (Press Reader, 2017)

**Table 2**  
**Theme 2. Implementation Perspectives**

Theme	Subthemes	Descriptions	Exemplar
Implementation Perspectives	Implications	Identifies the educational implication of CTL Approach	<i>“It is necessary to contextualize lesson because it is not sufficient to just impart the knowledge or skills require to achieve learning objective. The teachers need to design activities that also teach the procedures, process and discipline on how and when to apply those skills and knowledge in a given context.”</i>
	Strategies	Identifies the strategies employed in utilizing CTL approach and the instructional materials.	<i>“Lesson in Araling Panlipuan will be more easy for the students to give ideas in such a lesson base on experience. Through integration of lessons with the use of contextualized materials and engaging them on the discussion about their community.”</i>

The Contextualized Teaching and Learning (CTL) Approach as viewed in its implementation perspectives have implications and strategies. The participants agree that CTL Approach is very necessary to be use in classroom situation. The interest of the pupils are put into consideration before giving instructions since the pupils are not left behind. Once their interest are caught, they are more become motivated to learn. By using CTL, teachers maximize the use of resources available in the community as an aid for teaching. As a result, the chances of attaining the lesson objectives are easy.

The CTL Approach can be used in different ways. Hands-on activities are basically the teaching strategy used by teachers in facilitating learning. They teach factual knowledge and asked the pupils to apply it in a concrete way. So, the pupils are given the opportunity to have new experiences that they will use in the future. While doing those activities, they are continual build connections among the pupils since collaborative activity is also used.

Rathburn (2015) stated that it is important to determine effective ways to engage pupils so that they can acquire literacies. He examined that contextualization influenced pupils' capability to build connections between the learning environment and their community. They have given opportunities to conceptualized their social lives, academic pursuits, and societal issues without specific prompting. He suggested that contextualization combined with reflection allows pupils to draw and apply their understanding into novel situations.

Contextualized Teaching and Learning (CTL) Approach is an effective process of teaching and learning since the experiences of the pupils are being integrated into the content of the subject matter being taught. Learning becomes more meaningful because teachers provide various activities such as hands-on activities and collaborative works. CTL Approach is very necessary to be applied in the classroom teaching and learning because the content is being modified according to the knowledge that the learners have and the skills that the learners can do.

Lesson Guide and Learning Materials are developed putting into consideration the philosophical and implementation perspectives of the Grade Two public elementary school

teachers. The materials use the context of what the Grade Two pupils already know. It uses the information that Luisiana is practicing particularly its culture and tradition. Different teaching strategies are suggested to provide a hands-on activity for the concrete application of knowledge as well as a collaborative activity to build connections among the pupils.

Based from the perspectives shared by the twelve (12) Grade Two public elementary school teachers as the participants of the study, lesson guide and learning material utilizing the Contextualized Teaching and learning (CTL) Approach were developed. Those are based on the learning content of the K to 12 Curriculum Guide in Araling Panlipunan which is "*Pagiging Kabahagi ng Komunidad*" so that the materials are entitled "*Kabahagi ng Komunidad.*"

The materials were composed of five (5) modules each that covers the learning competencies of the fourth grading in Grade Two Araling Panlipunan. The first module covers the first two learning competencies which are "*Natatalakay ang kahalagahan ng mga paglilingkod/ serbisyo ng komunidad upang matugunan ang pangangailangan ng mga kasapi sa komunidad.*" and "*Natutukoy ang iba pang tao na naglilingkod at ang kanilang kahalagahan sa komunidad.*" The second module is "*Naiiuugnay ang pagbibigay serbisyo/ paglilingkod ng komunidad sa karapatan ng bawat kasapi ng komunidad.*" The third module is "*Naipaliliwanag na ang mga karapatang tinatamasa ay may katumbas na tungkulin bilang kasapi ng komunidad.*" The fourth module is "*Naisasagawa ang disiplinang pansarili sa pmamagitan ng pagsunod sa mga tuntunin bilang kasapi ng komunidad.*" And the last module is "*Napahahalagahan ang kagalingan pansibiko sa sariling komunidad.*"



# KABAHAGI NG KOMUNIDAD

Kontekstwalisadong Kagamitan  
ng Mag-aaral sa Araling Panlipunan 2



**JOHN CARLO C. LORBIS**

*May-Akda*  
2019

## PAUNANG SALITA

Ang batang tulad mo ay mahalagang bahagi ng komunidad. Bilang bahagi nito, gumaganap ka sa iyong sariling tungkulin habang tinatamasa mo ang iyong mga karapatan. Ang komunidad ay mahalaga din sa iyo sapagkat ito ang nagbibigay tugon sa iyong mga pangangailangan sa pamamagitan ng pagbibigay ng iba't ibang serbisyo.

**SERBISYO.** Ikaw bilang isang bata ay may mga pangangailangan na dapat matugunan para sa sarili mong pag-unlad. Ang komunidad ay nagbibigay ng iba't ibang uri ng serbisyo upang matugunan ang mga pangangailangang ito.

**KARAPATAN.** Mula nang ikaw ay isilang, tinatamasa mo na ang napakaraming karapatan. Ang mga ito ay natutugunan sa pamamagitan ng mga serbisyong ibinibigay sa iyo ng komunidad.

**TUNGKULIN.** Ang bawat karapatang iyong tinatamasa ay mayroong katumbas na tungkulin. Kinakailangan na gampanan mo ang bawat tungkuling ito bilang isang mahalagang ambag sa kaayusan ng iyong komunidad.

**PAGSUNOD.** Maraming tuntuning isinagawa ang komunidad na iyong kinabibilangan. Ang mga ito ay ipinatutupad para sa kaayusan at kapayapaan. Bilang

bahagi nito, dapat na sumunod sa mga tuntuning ito bilang bahagi rin ito ng iyong tungkulin.

**PAGTUTULUNGAN.** Bilang isang bata, mayroong kang malaking ambag sa pag-unlad ng iyong komunidad. Halimbawa na lamang nito ay ang pagganap mo nang maayos sa iyong mga tungkulin at pagsunod mo sa mga tuntunin.

Ikaw, bilang isang bata at ang iyong komunidad ay mahalaga sa bawat isa. Ang komunidad ay nagbibigay ng iba't ibang serbisyo sa mga bata para matugunan ang iyong mga karapatan. Samantalang mahalaga ka rin sa komunidad dahil gumaganap ka sa iyong mga tungkulin. Sinusunod mo rin ang mga tuntunin at ito ang munti mong paraan ng pagtulong. Ang batang tulad mo ay mahalagang **KABAHAGI NG KOMUNIDAD.**

**JOHN CARLO C. LORBIS**

## **GABAY SA MGA MAG-AARAL**

Ang kagamitan ng mag-aaral na ito ay naglalayong mapataas ang antas ng pagkatuto ninyo bilang mga mag-aaral. Ang mga nilalaman nito ay sinadyang iugnay sa kultura at tradisyon ng bayan ng Luisiana. Ito ay dahil upang mapadali ang pagkatuto at pagkamit ng mga pamantayan sa pagkatuto. Ito ay binubuo ng limang modyol na mayroong iba't ibang bahagi tulad ng mga sumusunod:

**SIMULAN MO.** Dito nagbibigay ng mga mungkahi sa pagsisimula ng bawat modyul upang magganyak ang mga mag-aaral sa pagkatuto. Dito sinisimulan ang paghahabi ng layunin ng bawat aralin.

**ALAMIN MO.** Dito iniugnay ang layunin ng bawat aralin sa pamamagitan ng pagbibigay ng iba't ibang halimbawa.

**LINANGIN MO.** Dito sinisimulan ang pagtalakay sa bawat aralin ng modyul. Dito rin inilalahad ang mga bagong konsepto at bagong kasanayan.

**SAGUTIN MO.** Dito nagbibigay ng mga katanungan upang masukat ang pagka-unawa sa bagong konseptong tinalakay sa modyul.

**PALALIMIN MO.** Dito nagbibigay ng iba't ibang gawain na lilinang sa kabihasaan ng bagong kasanayang nakamit sa modyul.

**ISABUHAY MO.** Dito binibigyan ng pagkakataon ang mga mag-aaral upang mailapat ang mga natutunang bagong konsepto at bagong kasanayan sa pang-araw-araw na pamumuhay sa pamamagitan ng iba't ibang gawain.

**TANDAAN MO.** Ang mga katutunang bagong konsepto at nahasang bagong kasanayan ay nilalahat upang Makita ang kabuuang konsepto ng modyul.

**SUKATIN MO.** Ang pagtataya ng aralin ay isinasagawa dito upang masukat ang pagkatuto ng mga mag-aaral sa bawat modyul.

# TALAAN NG NILALAMAN

## **MODYUL 1**

Serbisyo Tungo sa Pagtugon ng Pangangailangan	1
--	---

## **MODYUL 2**

Karapatan Ko, Tinatamasa Ko	13
-----------------------------	----

## **MODYUL 3**

Tungkulin Ko, Gagampanan Ko	25
-----------------------------	----

## **MODYUL 4**

Mga Alituntunin, Aking Susundin	38
---------------------------------	----

## **Modyul 5**

Tradisyon ng Komunidad Ko, Pag-iingat Ko	49
--	----



# KABAHAGI NG KOMUNIDAD

Kontekstwalisadong Patnubay ng Guro  
sa Araling Panlipunan 2



**JOHN CARLO C. LORBIS**

*May-Akda*  
2019

## PAUNANG SALITA

Ang mga batang ay mahalagang bahagi ng komunidad. Bilang bahagi nito, gumaganap sila sa sariling tungkulin habang tinatamasa ang mga karapatan. Ang komunidad ay mahalaga din sa kanila sapagkat ito ang nagbibigay tugon sa kanilang mga pangangailangan sa pamamagitan ng pagbibigay ng iba't ibang serbisyo.

**SERBISYO.** Ang bawat bata ay may mga pangangailangan na dapat matugunan para sa sariling pag-unlad. Ang komunidad ay nagbibigay ng iba't ibang uri ng serbisyo upang matugunan ang mga pangangailangang ito.

**KARAPATAN.** Mula nang sila ay isilang, tinatamasa na nila ang napakaraming karapatan. Ang mga ito ay natutugunan sa pamamagitan ng mga serbisyong ibinibigay sa ng komunidad.

**TUNGKULIN.** Ang bawat karapatang kanilang tinatamasa ay mayroong katumbas na tungkulin. Kinakailangan na gampanan nila ang bawat tungkuling ito bilang isang mahalagang ambag sa kaayusan ng komunidad.

**PAGSUNOD.** Maraming alituntuning isinagawa ang komunidad na kanilang kinabibilangan. Ang mga ito ay ipinatutupad para sa kaayusan at kapayapaan. Bilang bahagi nito, dapat na sumunod sa mga alituntuning ito bilang bahagi rin ito ng kanilang tungkulin.

**PAGTUTULUNGAN.** Bilang isang bata, mayroong silang malaking ambag sa pag-unlad ng komunidad. Halimbawa na lamang nito ay ang paggganap ng maayos sa mga tungkulin at pagsunod sa mga alituntunin.

Ang bawat bata at ang komunidad ay mahalaga sa bawat isa. Ang komunidad ay nagbibigay ng iba't ibang serbisyo sa mga bata para matugunan ang mga karapatan. Samantalang mahalaga sila rin sa komunidad dahil gumaganap sila sa kanilang mga tungkulin. Sinusunod rin nila ang mga alituntunin at ito ang munti nilang paraan ng pagtulong. Ang bawat bata ay mahalagang **KABAHAGI NG KOMUNIDAD.**



## GABAY SA MGA GURO

Ang patnubay ng gurong ito ay naglalayong mapataas ang antas ng pagkatuto ng mga mag-aaral. Ang mga nilalaman nito ay sinadyang iugnay sa kultura at tradisyon ng bayan ng Luisiana. Ito ay dahil upang mapadali ang pagkatuto at pagkamit ng mga pamantayan sa pagkatuto. Ito ay binubuo ng limang modyol na mayroong iba't ibang bahagi tulad ng mga sumusunod:

**SIMULAN MO.** Dito nagbibigay ng mga mungkahi sa pagsisimula ng bawat modyul upang magganyak ang mga mag-aaral sa pagkatuto. Dito sinisimulan ang paghahabi ng layunin ng bawat aralin.

**ALAMIN MO.** Dito iniuugnay ang layunin ng bawat aralin sa pamamagitan ng pagbibigay ng iba't ibang halimbawa.

**LINANGIN MO.** Dito sinisimulan ang pagtalakay sa bawat aralin ng modyul. Dito rin inilalahad ang mga bagong konsepto at bagong kasanayan.

**SAGUTIN MO.** Dito nagbibigay ng mga katanungan upang masukat ang pagka-unawa sa bagong konseptong tinalakay sa modyul.

**PALALIMIN MO.** Dito nagbibigay ng iba't ibang gawain na lilingang sa kabihasaan ng bagong kasanayang nakamit sa modyul.

**ISABUHAY MO.** Dito binibigyan ng pagkakataon ang mga mag-aaral upang mailapat ang mga natutunang bagong konsepto at bagong kasanayan sa pang-araw-araw na pamumuhay sa pamamagitan ng iba't ibang gawain.

**TANDAAN MO.** Ang mga katutunang bagong konsepto at nahasang bagong kasanayan ay nilalahat upang Makita ang kabuuang konsepto ng modyul.

**SUKATIN MO.** Ang pagtataya ng aralin ay isinasagawa dito upang masukat ang pagkatuto ng mga mag-aaral sa bawat modyul.

# TALAAN NG NILALAMAN

## **MODYUL 1**

Serbisyo Tungo sa Pagtugon ng Pangangailangan	1
--	---

## **MODYUL 2**

Karapatan Ko, Tinatamasa Ko	13
-----------------------------	----

## **MODYUL 3**

Tungkulin Ko, Gagampanan Ko	25
-----------------------------	----

## **MODYUL 4**

Mga Alituntunin, Aking Susundin	38
---------------------------------	----

## **Modyul 5**

Tradisyon ng Komunidad Ko, Pag-iingatan Ko	46
--	----

## Phase 2. Quantitative Results

Quantitative phase presents the result obtained from the pretest/posttest through the utilization of Contextualized Teaching and Learning (CTL) Approach. The data were solved statistically.

**Table 3**

**Comparison of the Mean Scores of the Grade Two pupils before and after utilizing Contextualized Teaching and Learning (CTL) Approach**

	Mean	Standard Deviation	Interpretation	Mean Difference	Degree of Freedom	Computed t value	Tabular Value	Interpretation
Before Utilizing CTL Approach	19.93	5.10310	Average	7.54167	23	10.6665	2.069	Significant
After Utilizing CTL Approach	27.50	3.55087	Closely Approaching to Mastery					

$\alpha = 0.05$

Table 3 presents the comparison of the mean scores of the Grade Two pupils before and after utilizing Contextualized Teaching and Learning (CTL) Approach. The data show the computed mean for pretest and posttest are 19.93 and 27.50 respectively. The mean difference is 7.54167 at the level of significance of 0.05. It also shows the computed t value of 10.6665 is greater than the tabular value of 2.069 thus the hypothesis which states that there is no significant difference on the mastery of the learning competencies of the Grade Two pupils in Araling Panlipunan before and after utilizing Contextualized Teaching and Learning (CTL) Approach is rejected.

Contextualized Teaching and Learning (CTL) Approach is very applicable in teaching Araling Panlipunan. The result revealed that the Grade Two pupils increase their

mastery of the learning competencies since the content is modified according to their knowledge and skills. Different activities are provided that develop their critical and creative thinking skills as well as their problem-solving skills. It can be stated that the interest and motivation of the Grade Two pupils are enhanced and sustained so that the mastery of the learning competencies are increase.

Contextualized teaching and learning (CTL) approach is a promising set of strategies and practices that actively engage pupils to promote and improve learning and skills development. Learning can improve pupils outcomes and academic achievement. (Qudsyi, 2017)

### **Phase 3. Mixed Results**

In the qualitative phase, the viewpoints of the Grade Two public elementary school teachers were discussed and it can be construed that Contextualized Teaching and Learning (CTL) Approach has philosophical and implementation perspectives. CTL Approach is based on Constructivist theory since the pupils construct their own meaning based on the content taught and their own experiences. CTL can be defined as a teaching approach that uses various activities such as hands-on activity and collaborative activity that enhances pupils critical and creative thinking skills as well as their problem-solving skills. CTL is very helpful since it makes learning more meaningful and relevant. Based on the perspectives of the participants, lesson guide and learning materials utilizing CTL Approach were developed. It considers the philosophical perspectives and implementation

perspectives. The lesson guide and learning material in Grade Two Araling Panlipunan was utilized to increase the mastery of the learning competencies of the Grade Two pupils.

In the quantitative phase, the mastery of the learning competencies increases through the utilization of the developed lesson guide and learning material. It was assessed through the data gathered from the pretest/posttest. The result revealed that there is a significant difference between the mastery of learning competencies in Araling Panlipunan before and after utilizing the Contextualized Teaching and Learning (CTL) Approach.

This study revealed that based on the perspectives of the Grade Two public elementary school teachers, Contextualized Teaching and Learning (CTL) Approach is helpful to increase the mastery of the learning competencies among the Grade Two pupils in Araling Panlipunan. So that the developed lesson guide and learning material help a lot for the Grade Two pupils to increase their mastery of the learning competencies.

Baker, et al. (2010) mentioned that Contextualized Teaching and Learning (CTL) Approach helps pupils gain a deep understanding of subject matter by relating the material to meaningful situations that pupils encounter in real-life, offers one promising approach to help pupils learn more effectively. This approach is grounded in a range of inter-related theories about how people learn. These include research on motivation theory, problem-based learning, social cognitive theory and learning style. While each is a distinction in focus, these theories combine to underscore CTL as means for advancing pupils success by increasing interest and motivation, heightening the utility of skills and information, enhancing connectivity to peers, and accommodating diverse ways of learning.



*Participant was interviewed to discuss her viewpoints on utilizing Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan on February 19, 2019 at San Antonio Elementary School, Luisiana, Laguna*



*Administration of Pretest to determine the mastery of learning competencies of the Grade Two pupils in Araling Panlipunan before the utilization of Contextualized Teaching and Learning (CTL) Approach on February 20, 2019 at San Isidro Elementary School*



*Utilization of Contextualized Teaching and Learning (CTL) Approach by doing charades as teaching activity in Araling Panlipunan for the Grade Two pupils of San Isidro Elementary School, Luisiana , Laguna on February 20, 2019.*



*Utilization of Contextualized Teaching and Learning (CTL) Approach by doing role playing as teaching activity in Araling Panlipunan for the Grade Two pupils of San Isidro Elementary School, Luisiana , Laguna on February 21, 2019.*





*Utilization of Contextualized Teaching and Learning (CTL) Approach by answering crossword puzzle as teaching activity in Araling Panlipunan for the Grade Two pupils of San Isidro Elementary School, Luisiana , Laguna on February 22, 2019.*



*Administration of posttest to determine the mastery of learning competencies of the Grade Two pupils in Araling Panlipunan after the utilization of Contextualized Teaching and Learning (CTL) Approach on February 27, 2019 at San Isidro Elementary School*



## **Chapter V**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter gives a summary of the study and presents the conclusions and recommendations of the researcher drawn and offered based on the results.

#### **Summary**

This study intended to increase mastery of the learning competencies of the Grade Two Pupils in Araling Panlipunan utilizing Contextualized Teaching and Learning (CTL) Approach. Specifically, it attempted to describe the perspectives of the Grade Two public elementary school teachers in utilizing Contextualized Teaching and Learning (CTL) Approach in teaching Araling Panlipunan, to develop lesson guide and learning material in Araling Panlipunan for Grade Two utilizing Contextualized Teaching and Learning (CTL) Approach, to find out if there is a significant difference on the mastery of the learning competencies of the Grade Two pupils in Araling Panlipunan before and after utilizing Contextualized Teaching and Learning (CTL) Approach, and to examine the connection between the qualitative and quantitative results of the study. It employed a sequential exploratory mixed method design. In qualitative phase, there were twelve (12) participants composed of all Grade Two public school teachers in the district of Luisiana. In quantitative phase, there were twenty-four (24) respondents composed of Grade Two pupils of San Isidro Elementary School. The researcher conducted personal interview with the participants to describe the perspectives on Contextualized Teaching and Learning (CTL) Approach. The researcher formulated themes and subthemes. The participants have philosophical and implementation perspectives. Under philosophical perspectives are

theoretical roots, definitions and characteristics. In implementation perspectives are implications and strategies. Through that, the researcher develops lesson guide and learning materials utilizing Contextualized Teaching and Learning (CTL) Approach. On the other hand, the researcher gathered the data using pretest/posttest to find the significant difference on the mastery of the learning competencies in Araling Panlipunan before and after utilizing the Contextualized Teaching and Learning (CTL) Approach.

### **Findings**

On the basis of the data gathered in relation to the objectives of this study, the following are the significant findings:

1. The participants have philosophical perspectives and implementation perspectives about the Contextualized Teaching and Learning (CTL) Approach. Under the philosophical perspectives, the participants give its theoretical roots, definitions and characteristics. Moreso, under the implementation phase are implications and strategies.
2. Lesson Guide and Learning Material utilizing Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan for Grade Two was developed.
3. There is a significant difference between the learning competencies of the Grade Two pupils in Araling Panlipunan before and after applying Contextualized Teaching and Learning (CTL) Approach with the computed mean for pretest and posttest of 19.93 and 27.50 respectively and computed t value of 10.6665.

## **Conclusions**

In view of the findings of the study, the researcher concluded the following:

1. The participants are willing to utilize Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan.
2. The developed Lesson Guide and Learning Material utilizing Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan is ready for improvement and test for effectiveness
3. Contextualized Teaching and Learning (CTL) Approach is useful to increase mastery in learning competencies in Araling Panlipunan

## **Recommendations**

In light of the findings and conclusions, the following recommendations are offered:

1. Future researchers may utilize the contextualized teaching and learning (CTL) Approach in another school in the district of Luisiana.
2. The produced Contextualized Lesson Guide and Learning Material may be adopted and used for another try-out for experimental purposes.
3. The produced Lesson Guide and Learning Material utilizing Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan may be improved by the future researchers.
4. The Contextualized Teaching and Learning (CTL) may be utilized in another Grade level across various subject matter.

## References Cited

- Amborse, Valerie K. et al (2013). *A Framework of Contextualized Teaching and Learning: Assisting Developmental Education Instructors*. Retrieved, September 6, 2018.  
<https://newprairiepress.org/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=2972&context=aerc>
- Andriotis, Nickos (2016). *Contextualized Learning: Teaching made Highly Effective!* Retrieved, September 6, 2018.  
<https://www.efrontlearning.com/blog/2017/06/contextualized-learning-effective-elearning.html>
- Antofina, Vicente (2016). *Teaching and Learning Materials*. Retrieved February 16, 2019. [https://www.slideshare.net/En\\_Teng/teaching-and-learning-materials](https://www.slideshare.net/En_Teng/teaching-and-learning-materials)
- Baker, E. (2010). *Contextualized Teaching and Learning: A Promising Approach for Basic Skills Instruction*. Retrieved, September 7, 2018.  
<https://www.completionbydesign.org/s/article/Contextualized-Teaching-and-Learning-A-Promising-Approach-for-Basic-Skills-Instruction-October-2009>
- Bauer, Maximilian (2014). *The Role of Contextualization in Teaching and Learning English*. Retrieved, August 24, 2018. <https://www.grin.com/document/313371>
- Bird, Deborah, et al. (2011). *The Integration of Academic and Technical Skills in K-12 and Community College Classrooms: Contextualized Teaching and Learning as a Key Stage*. Retrieved September 6, 2018.  
<https://www.careerladdersproject.org/wp-content/uploads/2011/05/Contextualized-Teaching-and-Learning-as-a-Key-Strategy.pdf>
- Blanchard, A. (2012) . *Contextual Teaching and Learning*. Available on [coe.csusb.edu/faculty/scarcella/siu463/Contextual Learning.htm](http://coe.csusb.edu/faculty/scarcella/siu463/Contextual%20Learning.htm). Retrieved from January 5<sup>th</sup> 2013.
- Bonniejj (2015). *Competencies vs. Learning Outcomes*. Retrieved, July 28, 2018.  
<https://learningdesign.ca/?p=76>
- Bumgarner, Marlene A. (2017). *An Introduction to Contextualized Teaching and Learning: A Way to Teach Content through relevant materials that keeps students engaged and learning*. Retrieved from <https://slideplayer.com/slide/12187654/>
- Corpuz, Brenda B. and Salandanan Gloria G. (2015). *Principle of Teaching 2 (with TLE)*. Quezon City: Lorimar Publishing, Inc.

- Cox, Janelle (2019), *Here's What You Need to Know About Lesson Plans*. Retrieved. February 14, 2019. <https://www.thoughtco.com/what-is-a-lesson-plan-2081359>
- Department of Education. (2015). *DO 32 s. 2015 - Adopting the Indigeneous Peoples Education Curriculum Framework*. Retrieved, March 4, 2018. <http://www.deped.gov.ph/2015/07/29/do-32-s-2015-adopting-the-indigenous-peoples-education-curriculum-framework/>
- Department of Education. (2016). *DO 35, s. 2016 - 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*. Retrieved, March 4, 2018. <http://www.deped.gov.ph/2016/06/07/do-35-s-2016-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/>
- Evangeslita, Marianne T. (2013). *Lesson Plan*. Retrieved from <https://www.slideshare.net/martianne21/lesson-plan-lesson-planning>
- Fetalino , Maria Lavinia E. (2014). *Kindergarten Motor Developemtn and Self-Help Activities for Small Group Times (SGTs): Basis for an Activity Guide*. (Unpublished Thesis). Lucban, Quezon: Southern Luzon State University
- Garin, Rodelio M. et al. (2016). *Contextualized and Localized Teaching as a Technique in Teaching Basic Statistics*. Retrieved, November 9, 2018. <http://apjeas.apjmr.com/wp-content/uploads/2017/05/APJEAS-2017.4.1.2.08.pdf>
- Gavilan College (2017). *Contextualized Teaching and Learning*. Retrived. September 6, 2018. [https://www.gavilan.edu/staff/context\\_teach.php](https://www.gavilan.edu/staff/context_teach.php)
- Gosselin, David (2017). *Competencies and. Learning Outcomes*. Retrieved, July 29, 2018. [https://serc.carleton.edu/integrate/programs/workforceprep/competencies\\_and\\_LO.html](https://serc.carleton.edu/integrate/programs/workforceprep/competencies_and_LO.html)
- Guyana Ministry of Education (2017). *The Importance of Learning Materials in Teaching*. Retrieved. March 25, 2019. <https://education.gov.gy/web/index.php/teachers/tips-for-teaching/item/2036-the-importance-of-learning-materials-in-teaching>
- Hasibuan, Ainul M. (2019). *Development of Learning Materials Based on Realistic Mathematics Education to improve Problem-Solving Ability and Student learning Independence*. Retrieved from <https://www.iejme.com/article/development-of-learning-materials-based-on-realistic-mathematics-education-to-improve-problem-4000>
- Hooper, Leah et al. (2014). *Integrating Competencies and Learning Outcomes in Core Courses*. Retrieved, July 28, 2019. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4037465/>

- Hoover, Natasha (2019). *Parts of a Lesson Plan and an Effective, Easy Template*. Retrieved. February 15, 2019. <https://owlcation.com/academia/Parts-of-a-Lesson-Plan-How-to-Write-Lesson-Plans>
- Julio, Liza Carla F. (2014). *Catanauan's Local Dialect: A Basis for the Development of localized Handy Dictionary*. (Unpublished Thesis). Lucban, Quezon: Southern Luzon State University
- Kalchik, Stephanie and Oertle, Kathleen Marie. (2010). *The Theory and Application of Contextualized Teaching and Learning in Relation to Programs of Study and Career Pathways. Transition Highlights. Issue 2*. Retrieved, September 6, 2018. [https://www.researchgate.net/publication/234684911\\_The\\_Theory\\_and\\_Application\\_of\\_Contextualized\\_Teaching\\_and\\_Learning\\_in\\_Relation\\_to\\_Programs\\_of\\_Study\\_and\\_Career\\_Pathways\\_Transition\\_Highlights\\_Issue\\_2](https://www.researchgate.net/publication/234684911_The_Theory_and_Application_of_Contextualized_Teaching_and_Learning_in_Relation_to_Programs_of_Study_and_Career_Pathways_Transition_Highlights_Issue_2)
- Kelly, Melissa (2017). *Write Lesson Plans*. Retrieved. February 15, 2019. <https://www.thoughtco.com/write-lesson-plans-8035>
- Lewis, Beth (2018). *Writing a Lesson Plan: Context and Closure*. Retrieved February 15, 2019. <https://www.thoughtco.com/lesson-plan-step-5-closure-2081851>
- Lewis, Beth (2018). *TLM – Teaching/Learning Materials*. Retrieved February 16, 2019. <https://www.thoughtco.com/tlm-teaching-learning-materials-2081658>
- Mamais, Costas (2018), *What is the major importance of teaching and learning materials?* Retrieved. February 26, 2019. <https://www.quora.com/What-is-the-major-importance-of-teaching-learning-materials>
- Matt, Vito (2016). *7 Steps to Prepare an Exciting and Effective Lesson Plan*. Retrieved February 15, 2019. <https://www.theeducator.com/blog/7-steps-prepare-exciting-effective-lesson/>
- Maximo, Avigail G. (2014) *Designing and Developing A Lesson Plan*. Retrieved from <https://www.slideshare.net/avigailgabaleomaximo/developing-lesson-plan-educ-5>
- McClymont, Geri (2019). *7 Components of an Effective Classroom Lesson Plan*. Retrieved from <https://owlcation.com/academia/Components-of-an-Effective-Classroom-Lesson-Plan>
- Mouraz, Ana et al. (2013). *Putting knowledge in context: Curriculum contextualization in history classes*. Retrieved, August 11, 2018. [https://www.researchgate.net/publication/236951707\\_Putting\\_knowledge\\_in\\_context\\_Curriculum\\_contextualization\\_in\\_history\\_classes](https://www.researchgate.net/publication/236951707_Putting_knowledge_in_context_Curriculum_contextualization_in_history_classes)
- Nagar, Maria Elena D. (2014). *Enhancing Passion for Environmental Issues Through Inquiry-Based Learning*. (Unpublished Thesis). Lucban, Quezon: Southern Luzon State University
- Nashon, Samson Madera; Anderson, David (2013). *Interpreting Student Views of Learning Experiences in a Contextualized Science Discourse in Kenya*. Retrieved,

- March 4, 2018.  
<https://eric.ed.gov/?q=Interpreting+Student+Views+of+Learning+Experiences+in+a+Contextualized+Science+Discourse+in+Kenya.&id=EJ1009341>
- Nigar, Darakhshan (2017). *Teaching Aids: Meaning and importance*. Retrieved February 17, 2019. <https://www.slideshare.net/DarakhshanNigar/teaching-aids-meaning-and-importance-73438174>
- Nii Darko, Wellington J.(2014). *Teaching and learning aids*. Retrieved February 16, 2019. <https://www.slideshare.net/jellyways/aids-and-applications-for-easier-learning-and-teaching-finals>
- Nilsson, Per and Andreas, Ryve. (2013). *The Nature and Role of Common Ground in the Learning of Mathematics in Small-Group Discussions*. Retrieved, March 28, 2018.  
<https://eric.ed.gov/?q=The+Nature+and+Role+of+Common+Ground+in+the+Learning+of+Mathematics+in+Small-Group+Discussions&id=EJ1034953>
- Nuqui, Juliet Y. (2017). *Significance of Contextualization in Teaching AP*. Retrieved, November 12, 2018. <https://www.pressreader.com/philippines/sunstar-pampanga/20170629/281612420414525>
- Official Gazette. (2001) *Republic Act No. 9155 (Governance of Basic Education Act of 2001)*. Retrieved March 4, 2018.  
<https://www.officialgazette.gov.ph/2001/08/11/republic-act-no-9155/>
- Official Gazette. (2013) *Republic Act No. 10533 (Enhanced Basic Education Act of 2013)*. Retrieved, March 4, 2018.  
<https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
- Official Gazette. (2013) *Republic Act No. 10533 (The Constitution of the Republic of the Philippines)*. Retrieved, January 21, 2019.  
<https://www.officialgazette.gov.ph/constitutions/1987-constitution/>
- Qudysi, Hazhira et. al (2017). *Effectiveness of contextualized teaching and learning (CTL) Approach to Improve Student Achievement and Students' Self-Efficacy in Cognitive Psychology Course*. Retrieved. February 1, 2019.  
[https://www.researchgate.net/publication/322838637\\_Effectiveness\\_of\\_Contextual\\_Teaching\\_and\\_Learning\\_CTL\\_to\\_Improve\\_Students\\_Achievement\\_and\\_Students'\\_Self-Efficacy\\_in\\_Cognitive\\_Psychology\\_Course](https://www.researchgate.net/publication/322838637_Effectiveness_of_Contextual_Teaching_and_Learning_CTL_to_Improve_Students_Achievement_and_Students'_Self-Efficacy_in_Cognitive_Psychology_Course)
- Perin, Dolores. (2011). *Facilitating Student Learning Through Contextualization*. Retrieved. September 6, 2018.  
<https://ccrc.tc.columbia.edu/media/k2/attachments/facilitating-learning-contextualization-working-paper.pdf>
- Press Reader. (2017). *Making the Teaching of Araling Panlipunan Interesting*. Retrieved, November 12, 2018. <https://www.pressreader.com/>

- Ra, Sungsup (2018). *5 ways to make textbooks relevant in a digital world*. Retrieved from <https://blogs.adb.org/blog/5-ways-make-textbooks-relevant-digital-world>
- Rathburn, Melanie K. (2015). *Building Connections through Contextualized Learning in an Undergraduate Course on Scientific and Mathematical Literacy*. Retrieved March 1, 2018. <https://eric.ed.gov/?q=rathburn+contextualization&id=EJ1134658>
- Romano, Annette (2018). *5 Tips to Improve Your Lesson plan*. Retrieved February 15, 2019. <http://neatoday.org/new-educators/5-tips-improve-lesson-plan/>
- Samuel, Amadioha W. (2018). *The importance of Instructional Materials in our School: An overview*. Retrieved from [https://www.researchgate.net/publication/322368912\\_THE\\_IMPORTANCE\\_OF\\_INSTRUCTIONAL\\_MATERIALS\\_IN\\_OUR\\_SCHOOLS\\_AN\\_OVERVIEW](https://www.researchgate.net/publication/322368912_THE_IMPORTANCE_OF_INSTRUCTIONAL_MATERIALS_IN_OUR_SCHOOLS_AN_OVERVIEW)
- Sánchez Tapia, Ingrid, Krajcik, Joseph and Reiser, Brian (2018), "*We Do Not Know What Is the Real Story Anymore*": *Curricular Contextualization Principles That Support Indigenous Students in Understanding Natural Selection*. Retrieved, March 4, 2018. <https://eric.ed.gov/?q=%22We+Do+Not+Know+What+Is+the+Real+Story+Any+more%22%3a+Curricular+Contextualization+Principles+That+Support+Indigenous+Students+in+Understanding+Natural+Selection%2c+&id=EJ1169999>
- Satriani, I., Emilia, E., & Gunawan, M. H. (2012). Contextual Teaching and Learning Approach to Teaching Writing. *Indonesian Journal of Applied Linguistics*. 2(1).10-22. Available on [ejournal.upi.edu/index.php/IJAL/article/download/70/36](http://ejournal.upi.edu/index.php/IJAL/article/download/70/36). Retrieved on November 11<sup>th</sup> 2012.
- Schaef, Sydney (2016). *What is the Difference between Competencies and Standards*. Retrieved, July 29, 2018. <https://www.redesignu.org/what-difference-between-competencies-and-standards>
- Seifert, Kelvin and Sutton, Rosemary (2012). *Motivation Theories on Learning*. Retrieved. March 12, 2019. <https://lidfoundations.pressbooks.com/chapter/student-motivation/>
- Singapore Management University (2019). *Lesson Planning*. Retrieved, July 2, 2018. <https://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning>
- Sturgis, Chris (2016). *What is Competency Education?* Retrieved, July 28, 2018. <https://www.competencyworks.org/understanding-competency-education/what-is-competency-education/>
- UNESCO's International Institute for Educational Planning (2018). *Supplementary Learning and Teaching Materials*. Retrieved. February 16, 2019. <https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/curriculum-and-materials/supplementary-learning-and-teaching>
- Wang, Xueli, et al. (2017). *Turning Remediation into "Homeroom": Contextualization as a Motivational Environment for Community College Students in Remedial*.



Retrieved, March 4, 2018.

<https://eric.ed.gov/?q=Turning+Remediation+into+%22Homeroom%3a%22+Contextualization+as+a+Motivational+Environment+for+Community+College+Students+in+Remedial.+&id=EJ1139534>

Wijayanti, Dina N. (2013). *Contextualized Teaching and Learning*. Retrieved from <https://mydreamarea.wordpress.com/2013/01/06/contextual-teaching-and-learning/>

# APPENDICES

## Appendix A

**COMMUNICATION**

Republic of the Philippines  
 Southern Luzon State University  
**COLLEGE OF TEACHER EDUCATION**  
**GRADUATE SCHOOL**  
 Lucban, Quezon



**Mrs. GINALYN B. FREO**  
 Public Schools District Supervisor  
 Luisiana, Laguna

Dear Madam:

Greetings of Peace!

The undersigned is a Graduate School student taking Master of Education with specialization in Elementary Education and presently working on his thesis entitled *“Utilization of Contextualized Teaching and Learning (CTL) Approach in Grade Two Araling Panlipunan”*

In connection with this, he is formally requesting your good office the permission to allow him to conduct the study in the district of Luisiana and let all Grade Two classes be the respondents of the said study.

Your positive response on this request will help a lot in achieving completion of the study.

Thank you very much and may God bless you.

Respectfully yours,

**(SGD) JOHN CARLO C. LORBIS**  
 Researcher

Noted by:

**AILEEN V. ELARCO, Ph. D**  
 Adviser

APPROVED:

**(SGD) GINALYN B. FREO**  
 Public Schools District Supervisor



Republic of the Philippines  
Southern Luzon State University  
**COLLEGE OF TEACHER EDUCATION**  
**GRADUATE SCHOOL**  
Lucban, Quezon



**Mrs. LORNA J. LORBIS**  
Master Teacher II  
San Isidro Elementary school

Dear Madam:

Greetings of Peace!

The undersigned is a Graduate School student taking Master of Education with specialization in Elementary Education and presently working on his thesis entitled *“Utilization of Contextualized Teaching and Learning (CTL) Approach in Grade Two Araling Panlipunan.”*

In connection with this, he is humbly ask a permission to validate his research instruments which includes Contextualized Learning Material, Contextualized Lesson Guide, test and interview guide.

Your positive response on this request will help a lot in achieving completion of the study.

Thank you very much and may God bless you.

Respectfully yours,

**JOHN CARLO C. LORBIS**  
Researcher

Noted by:

**AILEEN V. ELARCO**  
Adviser

APPROVED:

**LORNA J. LORBIS**  
Master Teacher II

## Appendix B

**INFORMED CONSENT FORM**

Republic of the Philippines  
 Southern Luzon State University  
**COLLEGE OF TEACHER EDUCATION**  
**GRADUATE SCHOOL**  
 Lucban, Quezon



**UTILIZATION OF CONTEXTUALIZED TEACHING AND LEARNING (CTL)  
 APPROACH IN GRADE ARALING PANLIPUNAN**

**JOHN CARLO C. LORBIS**

Master of Education  
 Elementary Education  
 john.lorbis @gmail.com  
 09063988233

**PURPOSE OF THE STUDY**

This study was intended to increase mastery of the learning competencies among Grade Two Pupils in Araling Panlipunan utilizing Contextualized Teaching and Learning (CTL) Approach. Specifically, it attempted to describe the perspectives on Contextualized Teaching and Learning (CTL) Approach of the Grade two public elementary school teachers.

**STUDY PROCEDURE**

This study will employ personal interview about your perspectives on Contextualized Teaching and Learning (CTL) approach in Araling Panlipunan accommodated with video-recording or audio-recording.

**RISKS**

You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

**BENEFITS**

The data to be gathered based on your answers will be the basis in making a lesson guide and learning materials utilizing Contextualized Teaching and Learning Approach.

## **CONFIDENTIALITY**

Your responses to this will be anonymous. For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

Measures taken to ensure confidentiality, such as those listed below:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

## **CONTACT INFORMATION**

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page.

## **VOLUNTARY PARTICIPATION**

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

---

## **CONSENT**

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix C

**RESEARCH INSTRUMENT**

Republic of the Philippines  
Southern Luzon State University  
**COLLEGE OF TEACHER EDUCATION**  
**GRADUATE SCHOOL**  
Lucban, Quezon

**INTERVIEW GUIDE**

**PHENOMENOLOGICAL INQUIRY ON THE PERSPECTIVES OF THE GRADE TWO PUBLIC ELEMENTARY SCHOOL TEACHERS IN CONTEXTUALIZED TEACHING AND LEARNING (CTL) APPROACH IN ARLING PANLIPUNAN**

<b>NAME:</b>	
<b>SCHOOL:</b>	
<b>NUMBER OF YEARS IN TEACHING AP:</b>	
<b>QUESTIONS</b>	<b>INTERVIEW TRANSCRIPT</b>
1. As teacher, how will you define contextualized teaching and learning approach?	
2. Why it is necessary to contextualize lesson?	
3. In what particular ways you are using contextualized teaching and learning approach? Share your personal stories.	
4. How interested are you in using contextualized teaching and learning approach in Araling Panlipunan?	

**TABLE OF SPECIFICATION**

<b>Learning Competencies</b>	<b>Code</b>	<b>Number of Items</b>	<b>%</b>	<b>Easy</b>	<b>Moderate</b>	<b>Difficult</b>	<b>Placement</b>
A. Natatalakay ang kahalagahan ng mga paglilingkod/ serbisyo ng komunidad upang matugunan ang pangangailangan ng mga kasapi sa komunidad.	AP2PKK-IVa-1	5	20%	/			1-5
B. Natutukoy ang iba pang tao na naglilingkod at ang kanilang kahalagahan sa komunidad.	AP2PKK-Iva-2	5	20%	/			6-10
C. Naiuugnay ang pagbibigay serbisyo/ paglilingkod ng komunidad sa karapatan ng bawat kasapi ng komunidad.	AP2PKK-IVb-d-3	5	20%	/			11-15
D. Naipaliliwanag na ang mga karapatang tinatamasa ay may katumbas na tungkulin bilang kasapi ng komunidad.	AP2PKK-IVe-4	5	20%		/		16-20
E. Naisasagawa ang disiplinang pansarili sa pmamagitan ng pagsunod sa mga tuntunin bilang kasapi ng komunidad.	AP2PKK-IVf-5	5	20%		/		21-25
F. Napahalagahan ang kagalangan pansibiko sa sariling komunidad	AP2PKK-IVg-j-6	5	20%			/	26-30



Pangalan: \_\_\_\_\_

Puntos: \_\_\_\_\_

**ARALING PANLIPUNAN 2****PRETEST/POSTTEST****A. Panuto: Bilugan ang titik ng tamang sagot sa bawat bilang.**

1. Sila ang tumutulong upang mapuksa ang apoy sa mga nasusunog na bahay o gusali.
 

a. Pulis	c. Barangay Tanod
b. Bumbero	d. Kapitan
2. Sino ang tumutulong sa mga ina sa kanilang panganganak?
 

a. doktor	b. mananahi	c. kaminero	d. sastre
-----------	-------------	-------------	-----------
3. Sila ang nagtuturo ng mga kaalaman sa mga kabataan
 

a. Guro	b. pari	c. kapitan	d. nars
---------	---------	------------	---------
4. Sila ang nagpapabatid na may libreng bakuna para sa mga bata sa Health Center.
 

a. Barangay Health Workers	c. Barangay Tanod
b. Kapitan	d. Kagawad
5. Sino ang tumutulong sa mga pulis sa pagpapanatili ng kaligtasan ng komunidad?
 

a. Barangay Health Workers	c. Barangay Tanod
b. Kapitan	d. Kagawad
6. Ang guro ay nagbibigay ng paglilingkod sa pamamagitan ng \_\_\_\_\_.
  - a. pagbibigay ng mga masusustansyang pagkain
  - b. pagtuturo sa mga batang bumasa at sumulat
  - c. pagbibigay ng libreng gamot at bakuna
  - d. pagbabantay sa barangay at pagtanod sa mga nangyayari dito
7. Sa paanong paraan nakakatulong ang mga magsasaka sa komunidad?
  - a. Sila ang nagtatanim at umaani ng binibiling gulay at prutas sa pamilihan
  - b. Sila ang naglilinis ng kapaligiran
  - c. Sila ang nangongolekta ng mga basura
  - d. Sila ang nagpapanatili ng kaayusan sa komunidad

8. Anong serbisyo ang ibinibigay ng mga doktor?
  - a. Sila ang gumagamot ng mga may-sakit
  - b. Sila ang nagpapabatid ng libreng bakuna
  - c. Sila ang nangangalaga ng mga may-sakit
  - d. Sila ang nagpapanatili ng kalinisan ng ospital
9. Paano nagbibigay serbisyo ang mga guro?
  - a. Nagbibigay ng libreng kagamitan sa pag-aaral
  - b. Nagtuturo sa mga mag-aaral ng mga kaalaman
  - c. Nakikipag-ugnayan sa ibang kasapi ng komunidad
  - d. Namumuno sa buong paaralan
10. Sa paanong paraan tumutulong ang mga bumbero sa komunidad?
  - a. Pumupuksa sila ng sunog
  - b. Nagpapanatili ng katahimikan
  - c. Tumutulong sa paglilinis
  - d. Nangangalaga sa mga may-sakit
11. Bakit mahalaga ang pagtutulungan sa pagsasagawa ng tradisyon?
  - a. Dahil nagbubuklod buklod ang mga mamamayan
  - b. Dahil sumisikat ang komunidad
  - c. Dahil yumayaman ang mga mamamayan
  - d. Dahil dumadami ang mamamayan
12. Ito ay tradisyon ng bayan ng Luisiana na ipinagdidiwang tuwing Abril.
  - a. Pandan Festival
  - b. Pista ng Sto. Rosario
  - c. Pista ng San Isidro
  - d. Santacrusan
13. Sino ang patron ng bayan ng Luisiana?
  - a. Nuestra Señora del Rosario
  - b. Nuestra Señora dela Paz
  - c. Santa Ana
  - d. Imucalada Concepcion
14. Ito ay tradisyong isinasagawa tuwing anihan ng palay?
  - a. Damayan
  - b. Kalamayan
  - c. Girimyuhan
  - d. Bayanihan
15. Bakit mahalagang isagawa ang tradisyon?
  - a. Upang mapanatili ang gawaing sinimulan ng mga ninuno
  - b. Upang dumami ang turista
  - c. Upang makilala ang komunidad

d. Upang lumaki ang populasyon ng komunidad

**B. Iguhit sa patlang 😊 kung ang pahayag ay nagpapakita ng wastong pagsunod sa alituntunin at ☹️ kung hindi.**

\_\_\_\_ 16. Wala kang makitang basurahan kaya itinapon mo na lang sa tabi ng kalsada ang balat ng candy.

\_\_\_\_ 17. Sinulatan mo gamit ang pentel pen ang mga upuan sa parke.

\_\_\_\_ 18. Umuwi na ng gabi galing sa paggawa ng mga proyekto sa paaralan.

\_\_\_\_ 19. Maagang gumising upang makilahok sa gawain sa komunidad.

\_\_\_\_ 20. Iniiwasan mo ang pagkain ng mga hindi masusustandyang pagkain.

**C. Punan ng impormasyon ang kahon ukol sa ng paglilingkod na ibinibigay ng komunidad.**

Bahagi ng Komunidad	Nagbibigay ng Paglilingkod	Paraan ng Paglilingkod
Pagamutan	Doktor	21.
Paaralan	22.	23.
Pamilihan	24.	25.

**D. Piliin sa loob ng kahon ang angkop sa karapatan sa bawat tungkulin. Isulat ang sagot sa patlang.**

- a. Karapatang makapag-aral
- b. Karapatang magkaroon ng pamilyang magmamahal at mag-aalaga
- c. Karapatang magkaroon ng maayos na kalusugan
- d. Karapatang malinang ang kakayahan
- e. Karapatang makapaglaro at makapaglibang

\_\_\_\_ 26. Kumain ng masusustansyang pagkain araw-araw.

\_\_\_\_ 27. Sumunod sa mga utos ng mga magulang at nakatatandang kapatid.

\_\_\_\_ 28. Makinig at sumunod sa turo ng mga guro.

\_\_\_\_ 29. Ibahagi sa iba ang angking talento.

\_\_\_\_\_ 30. Gamiting maayos ang mga kagamitan sa palaruan.

### KEY TO CORRECTION

- |       |                          |
|-------|--------------------------|
| 1. b  | 16. 😞                    |
| 2. a  | 17. 😞                    |
| 3. a  | 18. 😞                    |
| 4. a  | 19. 😊                    |
| 5. c  | 20. 😞                    |
| 6. b  | 21. Paggamot ng maysakit |
| 7. a  | 22. guro                 |
| 8. a  | 23. Pagtuturo            |
| 9. b  | 24. tindero/tindera      |
| 10. a | 25. Pagbeebenta          |
| 11. a | 26. c                    |
| 12. a | 27. b                    |
| 13. a | 28. a                    |
| 14. c | 29. d                    |
| 15. a | 30. e                    |

## Appendix D

**SAMPLE INTERVIEW TRANSCRIPT**

Republic of the Philippines  
 Southern Luzon State University  
**COLLEGE OF TEACHER EDUCATION**  
**GRADUATE SCHOOL**  
 Lucban, Quezon

**INTERVIEW GUIDE**

**PHENOMENOLOGICAL INQUIRY ON THE PERSPECTIVES OF THE GRADE TWO PUBLIC ELEMENTARY SCHOOL TEACHERS IN CONTEXTUALIZED TEACHING AND LEARNING (CTL) APPROACH IN ARALING PANLIPUNAN**

<b>CODE: P1</b>	
<b>NUMBER OF YEARS IN TEACHING AP: 12 YEARS</b>	
<b>QUESTIONS</b>	<b>INTERVIEW TRANSCRIPT</b>
1. As teacher, how will you define contextualized teaching and learning approach?	Contextualized Teaching and Learning Approach is the concept of learning that help teachers linking between the subject with the real world situation of student and encourage students to make relationship between knowledge by implementations in their life as family members.
2. Why it is necessary to contextualize lesson?	To help teachers to relate the material of the lesson to the real situation and also to motivates students to relate their

	knowledge which gathered in the class to application in their life.
3. In what particular ways you are using contextualized teaching and learning approach? Share your personal stories.	In problem-based learning, cooperative learning, project-based learning, service learning and the work based learning. Those approaches in CTL are part of the application.
4. How interested are you in using contextualized teaching and learning approach in Araling Panlipunan?	I am willing to apply the approach in teaching and learning. To help the teachers and students relate the meaning through prior and new knowledge. And also to motivates the learner to take a charge of their own learning by doing the practical activity.

Appendix D  
**CODE BOOK**



Republic of the Philippines  
 Southern Luzon State University  
**COLLEGE OF TEACHER EDUCATION**  
**GRADUATE SCHOOL**  
 Lucban, Quezon



**PHENOMENOLOGICAL INQUIRY ON THE PERSPECTIVES OF THE GRADE TWO PUBLIC ELEMENTARY SCHOOL TEACHERS IN CONTEXTUALIZED TEACHING AND LEARNING (CTL) APPROACH IN ARALING PANLIPUNAN**

**PHILOSOPHICAL PERSPECTIVES**

Active Learning	2
Activity	1
Already Know	2
Community	2
Competencies Enhancement	1
Concrete Application	1
Constructivist Theory	1
Construct Meaning	2
Context	4
Contextual Learning Activities	1
Contextualized Teaching and Learning Approach	14
Curriculum Guide	1
Educational Resources	1
Experiences	2
Hands-on	2
Interest	1
Instructional Materials	1
Knowledge	2
Learn Effectively	2
Link Content and Real-World Situation	6
Meaningful	1
Motivates Learners	1
Real	1
Relevant	1
Skills	1
Teaching and Learning Process	7

**THEORETICAL  
 ROOTS AND  
 DEFINITION OF CTL  
 APPROACH**

Contextualized Teaching  
 and Learning Approach

- Teaching and Learning Process
- Links Content and Real-World Situation
- Context
- Active Learning
- Community
- Construct Meaning
- Experience
- Hands-on
- Knowledge
- Learn Effectively

Abilities	1
Achieve Learning Objective	1
Activities	1
Application	2
Attitude	1
Confidence	1
Construct Meaning	1
Context	2
Contextual Learning	7
Culture	1
Enhance Interest	1
Enthusiasm	1
Experience	2
Internship	1
Knowledge	4
Learn Better	2
Learn Easily	1
Learn Effectively	1
Learn Faster	1
Local Environment	1
Material	1
Motivates Learners	2
Necessary	6
Real Situation	2
Relevant	1
Resources	1
Service Learning	1
Skills	3
Teaching and Learning Process	1
Very Necessary	2

**CHARACTERISTICS OF  
CTL APPROACH**

- Necessary
- Very Necessary
- Application
- Contextual Learning
- Learn Better
- Motivates Learners
- Experience
- Context
- Knowledge
- Skills
- Real Situation



**IMPLEMENTATION PERSPECTIVES**

Active Learning	1
Already Know	1
Application	1
Benefit	1
Contextualized Teaching and Learning Approach	7
Culture	1
Community	1
Differentiated activities	1
Effective Learning	1
Experience	3
Getting Attention	1
Group Activity	1
Integration	1
Interested	4
Meaningful Learning	1
Motivates learners	3
Learning ng Doing	1
Link Content and Real-Life Situation	2
Problem-Solving Abilities	1
Quality Education	1
Relate meaning	1
Specific	1
Tradition	1
Use Context	2
Very Interested	5
Willing to use	1

**IMPLICATIONS**

CTL Approach

1. Interested
2. Very Interested

Experience

Motivates Learners

Link Content and Real-Life Situations

Use Context

Application	1
Available material	1
Community	6
Context	1
Experience	2
Contextualized Material	1
Contextualized Teaching and Learning Approach	2
Cooperative Learning	2
Culture	1
Devices	1
DLL	1
Discussion	1
Group Activity	1
Hands-on Activity	1
Instructional Material	1
Integration	1
Localized Material	3
Modification	1
Problem-based Learning	1
Problem Solving	1
Project Based Learning	1
Real Situation	1
Service Learning	1
Story Problem	1
Textbook	2
Tradition	1
Work Based Learning	1

### STRATEGIES

1. Cooperative Learning
2. Discussion
3. Group Activity
4. Hands-on Activity
5. Problem Based Learning
6. Service Learning
7. Project Based Learning
8. Work Based Learning
9. Experience
10. Localized Material
11. Textbook

## Appendix F

## ITEM ANALYSIS

Test Item	Nr	Nt	%	Level of Difficulty		
				Interpretation		
				Very Easy	Moderately Difficult	Very Difficult
1	19	24	79		/	
2	13	24	54		/	
3	19	24	79		/	
4	19	24	79		/	
5	18	24	75		/	
6	15	24	63		/	
7	18	24	75		/	
8	19	24	79		/	
9	17	24	71		/	
10	19	24	79		/	
11	14	24	58		/	
12	16	24	67		/	
13	9	24	38		/	
14	7	24	29		/	
15	9	24	38		/	
16	19	24	79		/	
17	19	24	79		/	
18	18	24	75		/	
19	19	24	79		/	
20	18	24	75		/	
21	15	24	63		/	
22	19	24	79		/	
23	14	24	58		/	
24	19	24	79		/	
25	14	24	58		/	
26	18	24	75		/	
27	17	24	71		/	
28	16	24	67		/	
29	11	24	46		/	
30	12	24	50		/	

Interpretation:

0-20%           Very Difficult

21-80%         Moderately Difficult

81-100%       Very Easy

$$\text{Formula \%} = \frac{\text{Nr} = \text{No. of pupils who answered correctly}}{\text{Nt} = \text{No. of pupils who answered the test item}} \times 100$$

## Appendix G

**STATISTICAL DATA**

RESPONDENT NUMBER	SCORE	
	PRETEST	POSTTEST
1	22	28
2	22	30
3	27	30
4	23	27
5	22	30
6	17	26
7	11	18
8	10	18
9	19	26
10	24	29
11	24	29
12	25	29
13	20	29
14	20	26
15	23	30
16	25	30
17	20	30
18	10	23
19	9	29
20	24	30
21	21	30
22	18	24
23	21	30
24	22	29