

Linking the Extent of Curriculum Contextualization to the Learners' Level of Academic Achievement: Basis for a Teacher-Training Design

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ABSTRACT

The study ascertained the extent of curriculum contextualization in public schools using the descriptive-correlational method. Simple random sampling was used to identify the 48 teachers-participants and 437 pupil-participants. The results showed that curriculum implementation, instructional process, and instructional materials are found to be very extensive while the learners' academic achievement in contextualized lessons is very satisfactory. Furthermore, the instructional process and the instructional materials are significantly correlated with learners' academic achievement. Data revealed that the curriculum implementation and the instructional process are consistent with the learners' academic achievement but the instructional materials used are not significantly congruous with the latter. The dearth of contextualized IMs, teachers' lack of training, and the resistance towards contextualization impede the full implementation of contextualized curriculum.

Keywords

curriculum contextualization, instructional materials, Grade Point Average, learners' academic achievement, training design

Introduction

If the learners are to play an active part in all dimensions of life, they will need to navigate through uncertainty, across a wide variety of contexts that includes time (past, present, future), social space (family, community, region, nation and world) and in digital space. They will also need to engage with the natural world, to appreciate its fragility, complexity and value (OECD, 2018). Education has been evolving in order to accommodate the contexts in the teaching and learning process (Kärkkäinen, 2012). This means that the curriculum should accentuate deep rather than extensive coverage of significant areas of knowledge, authentic and contextualized issues of study, and problem-solving that emphasizes the development of skills as well as the acquisition of knowledge (Bhoje, 2014). In the international arena, curriculum contextualization has long been the focus of scholarly discussions.

Though a bit late in keeping up with the global trends, the Philippines has stretched out its number of years of basic education schooling to make it twelve years (Cocal and

Marcellano, 2017). Because of the implementation of the K-12 Curriculum, the country's educational system also experienced the birth pains of launching a new curriculum. The education sectors also feel what other foreign countries feel during the onset of K-12 implementation. On its 6th year of implementation, issues such as lack of learner's materials, the dearth of teachers' training, unavailability of classrooms and other learning facilities, and lack of support to the new curriculum.

The crucial issues of educational system were reinforced by the lack of relevance of the curriculum to the learners' lives. This issue wanes the bond between communities, learners, and schools, and it further damages the educational outcomes through dwindling student, community, and teacher engagement in the educative process (Tinong, 2018). Acknowledging this challenge, the Department of Education (DepEd) endeavours to enhance the curriculum in such a way that schools or local education authorities will be given the freedom to adapt the curriculum prescribed by the department to local conditions. It is for this reason why contextualization

becomes a common vocabulary in the Philippine elementary and secondary school settings.

As noted by Kalchik and Oertle,(2010), contextualization is an assorted collection of teaching and learning strategies intended to more flawlessly connect the learning off fundamental skills and academic content by focusing teaching and learning squarely on concrete applications in a specific context.

Islam, 2014). This claim makes the contextualized curriculum more crucial in education. However, there are still many individuals who do not fully support contextualized teaching and learning. This is because of the 'one-size fits all' assessment of the learners. According to Leite, Fernandes and Figueiredo (2018), teachers are encouraged to contextualize the curriculum in their everyday academic practices to support their pupils' academic achievement and total development. Regrettably, these teachers also experienced constrictions associated with the adherence to the mandatory national curriculum to be fulfilled which is vital for the national achievement exams. This type of teachers may resort to teaching using the traditional method which was depicted in Perin (2011) who explained that the skills in reading, writing, and mathematics are keys to academic learning, but conventionally, these skills are taught separately by traditional teachers from the discipline areas to which they must be applied.

recent decades, their actual realization continues to lag far behind. This gap points to the dearth of tools and other resources to aid the frontline implementers of education -teachers with the implementation. According to Ballesteros (2015), the unavailability of resources in which most of Philippine schools experienced was among the weak points in the implementation of the contextualized curriculum. These resources are supposed to support real-life learning and realization of the proficient and outcome-based mechanism of science literacy and quality education.

The foregoing issues are still prevalent in public elementary schools. The need to train teachers in implementing curriculum contextualization and monitoring the training outcomes emerge. This prompts the researchers to gauge the extent of

contextualization in public elementary schools. They also endeavored to measure the level of pupils' achievement in contextualized lessons since the effectiveness of curriculum contextualization implementation may also be measured through academic achievement of the pupils.

Knowledge Shift Study one context to another more succes

The study generally aimed to determine the extent of curriculum contextualization in public elementary schools. Specifically, it endeavored to:

1. determine the level of curriculum implementation, the instructional process and the instructional materials used by the teachers in the field;
2. ascertain the level of the intermediate pupils' achievement in contextualized lessons;
3. examine the relationship of the level of curriculum implementation, the instructional process and the instructional materials with the pupils' academic achievement; and
4. identify the challenges and issues in curriculum contextualization among the teachers as the front-line implementers.

Methods

Research Design

Several literatures on quality education point out the significance

The study used the descriptive research-correctional method design. It is descriptive because it illustrated the extent of curriculum contextualization of the K to 12 program and it is correlational since it involved the testing whether the extent of curriculum contextualization is significantly correlated with the level of the learners' academic achievement.

Instrument

The researchers crafted an instrument to facilitate the collection of the necessary data. It was submitted to the thesis adviser and three (3) experts on curriculum for content validation. It also underwent reliability testing with 0.839 Cronbach's Alpha which means that the designed instrument is internally consistent or in other

words, the questionnaire is highly reliable. The instrument consisted of two (2) parts. Part 1 includes the items on teachers' extent of appreciation on the curriculum contextualization. This part contains three (3) sections: curriculum implementation, teaching and learning process, and instructional materials. Each section contains eight (8) indicators. Part 2 contains the interview question on the challenges encountered by the teachers in the implementation of curriculum contextualization. Secondary data was used to gauge the level of intermediate pupils' achievement through their school report card. The instrument was tried out in a public elementary school.

Data Collection, Analysis, and Method of Validation

The data gathering primarily utilized the questionnaires described in the preceding section. In particular, this study employed the following strategies.

- Entry protocol to the research locale. A letter of permission was secured to conduct the study. The said letter was signed and granted by the DepEd, a copy of the approved letter was furnished to the school principals or school heads for the permission to conduct the study.
- Administration and Retrieval of the questionnaires. The researchers personally administered the questionnaire to the teachers-participants. A brief orientation was done with the teachers on the nature of the study. After filling out the instrument, they immediately retrieved and checked for possible missed information.
- Validation of the gathered information. After the initial analysis of the data gathered, the researchers made some validation on some items that generated ambiguous and/ or interesting results. In depth- interview was conducted with some of the teacher- participants to reinforce the responses provided in the questionnaires.

The study utilized the mean percentage in analyzing the level of curriculum implementation,

instructional process, and use of instructional materials and the same tool was used to determine the learners' level of academic achievement. To determine whether the aforementioned factors are consistent with the academic achievement of the pupils, the Pearson Product Moment of Correlation was employed.

Results and Discussion

Table 1. Mean distribution of the extent of curriculum contextualization of the intermediate levels in terms of curriculum implementation

	Curriculum Implementation	Mean	Description
1.	The curriculum makes the knowledge learned in school applicable in the community.	3.6	Very Satisfactory
2.	Contextualization is integrated in the Daily Lesson Log (DLL).	3.5	Very Satisfactory
3.	Local beliefs, norms, values, traditions, folklore are developed and used in the curriculum.	3.4	Very Satisfactory
4.	Current events are incorporated into the daily lessons.	3.5	Very Satisfactory
5.	Existing technology are documented and used to develop a lasting curriculum.	3.1	Very Satisfactory
6.	Contextualization guidelines are agreed to by the school.	3.5	Very Satisfactory
7.	Contextualization guidelines are agreed to by the school community.	3.4	Very Satisfactory
8.	Contextualization is constituted in the Learning Action Cell (LAC) as continuing professional development strategy for the improvement of teaching and learning.	3.6	Very Satisfactory
9.	The core values embedded in the curriculum are contextualized.	3.5	Very Satisfactory
10.	Contextualized curriculum can cater to all learners' differences such as religion, culture, and dialect.	3.5	Very Satisfactory
	Overall Weighted Mean	3.45	Very Satisfactory

Range of Means: 1.00-1.75 (Poor); 1.76-2.50 (Fair);2.51-3.25 (Satisfactory); 3.26-4.00 (Very Satisfactory)

It can be gleaned on the table that indicator 5 which states that existing technology is documented and used to develop a lasting curriculum got the lowest mean of 3.1 described as satisfactory while indicators 1 and 8 which express that the curriculum makes the knowledge learned in school applicable in the community and that contextualization is constituted in the Learning Action Cell (LAC) as continuing professional development strategy for the improvement of teaching and learning earned the highest mean of 3.6 described as very satisfactory. The overall weighted mean is 3.45 which is described as very satisfactory or very extensive. This means that the knowledge gained by the

pupils in contextualized lesson indeed was applied in their homes or community and that teachers agreed that contextualization is incorporated in their LAC sessions. This results also suggest that the level of curriculum implementation of contextualization is very extensive.

The foregoing claim was supported by Perin (2011) who posited that the goal of contextualization is to create conditions for more effective learning. Whether manner of teaching the lesson is contextualized or integrated, the connection of foundational skills instruction to its use in real life and impact to life goals is congruous with constructivism, which centers the learners' interests and needs at the heart of education (Dewey, 1966; Dowden, 2007). In addition, according to Perin (2011), content-area teachers need to be convinced of the value of contextualized instruction and be provided with professional training in appropriate techniques to be used in classrooms.

Table 2. Mean distribution of the extent of curriculum contextualization of the intermediate levels in terms of teaching and learning process

Teaching and Learning Process	Mean	Description
1. Strategies employed in teaching and learning process show the integration of contextualization of instruction.	3.7	Very Satisfactory
2. Locally made materials and material available in the area are maximized/used.	3.3	Very Satisfactory
3. Contextualization is integrated into the art of questioning.	3.5	Very Satisfactory
4. Assessment tool and performance tasks are contextualized to make them more relevant to learners.	3.6	Very Satisfactory
5. Local celebrations and festivities are taught in class.	3.5	Very Satisfactory
6. Local history or origin is taught in class.	3.4	Very Satisfactory
7. Pupils are made to share experiences at home and in the community.	3.8	Very Satisfactory
8. Lessons are always integrated with values.	3.8	Very Satisfactory
9. Teaching and learning draw on the life experiences of pupils to make the learning experience engaging.	3.7	Very Satisfactory
10. Lessons always involve real world problems or tasks.	3.5	Very Satisfactory
Overall Weighted Mean	3.58	Very Satisfactory

Range of Means: 1.00-1.75 (Poor); 1.76-2.50 (Fair); 2.51-3.25 (Satisfactory); 3.26-4.00 (Very Satisfactory)

As displayed in Table 2, indicator 2 which states that locally made materials and material available in the area are maximized/used has the lowest mean of 3.3 which has the verbal description of very satisfactory while indicators 7 and 8 which

respectively state that pupils are made to share experiences at home and in community and that lessons are always integrated with values which both got the mean of 3.8 described as very satisfactory. The overall weighted average is 3.58 which is described as very satisfactory. The results show that the implementation of curriculum contextualization as to the instructional process is very extensive. It also suggests that the contextualized lessons help teachers inject values in the lessons and such lessons engage pupils in the educative process.

The above-stated that results are in consonance of the findings in the study of Baker, et. al (2009) as cited in Kalchik and Oertle (2010) who state that contextualized teaching and learning is a series of steps constructed on the realization that some learners effectively understand the lesson when they are taught in progressively which means that they have to engage in hands-on, real-world context tasks rather than in theoretical or nonrealistic activities .

As cited by Rafida (2016), during the instructional process, the learners taught by way of contextual teaching and learning are more focused on the lesson. They involved themselves actively in the class and they understand the lesson thoroughly.

Table 3. Mean distribution of the extent of curriculum contextualization of the intermediate levels in terms of instructional materials

Instructional Materials	Mean	Description
1. Materials are aligned with curriculum standards, current, valid, reliable and relevant to the learners' needs.	3.7	Very Satisfactory
2. Materials are durable, easily stored, transported, and are available and universally accessible.	3.3	Very Satisfactory
3. Materials are easily updated and match the resources of the school.	3.5	Very Satisfactory
4. Materials are appropriate for the subject matter, and also appropriate for the learners' capacity or levels of learning.	3.6	Very Satisfactory
5. Materials help teach the core values embedded in the curriculum.	3.5	Very Satisfactory
6. Materials include instructional and assessment strategies.	3.4	Very Satisfactory
7. Materials used for teaching are affordable contextually generated from the community.	3.8	Very Satisfactory
8. Materials acknowledge individual difference among learners.	3.8	Very Satisfactory
9. Materials make learning more authentic and meaningful to the learners.	3.7	Very Satisfactory
10. Materials help explain complex concepts or ideas easily.	3.5	Very Satisfactory

Overall Weighted Mean	3.58	Very Satisfactory
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Range of Means: 1.00-1.75 (Poor); 1.76-2.50 (Fair); 2.51-3.25 (Satisfactory); 3.26-4.00 (Very Satisfactory)

Table 3 reveals that the indicator 2 which states that materials are durable, easily stored, transported, and are available and universally accessible got the lowest mean of 3.3 described as very satisfactory. Indicators 7 and 8, on the other hand, respectively state that materials used for teaching are affordable and contextually generated from the community and that materials acknowledge individual difference among learners generated the highest mean of 3.8 described as very satisfactory. The overall weighted mean is 3.58 which is described as very satisfactory. This means that the level of the implementation of curriculum contextualization in terms of instructional materials is very extensive. This implies that the instructional materials used by the teachers are authentic, meaningful to the learners and are contextually generated.

Baker, Hope, and Karandjeff (2009) explained that most contextualized teaching and learning practices demand new instructional material development due to theunnaturalnature of applications in orthodox and long-established texts and their lack of practical implications to learners. Education practitioners often sourced out their instructional tools and materials from community partners or learners’ own experiences. Teachers often identified the significant time and resources essential to design, record, and produce these materials at the start of a new practice.

Ballesteros(2015) recommended that educators in any field should try to apply or integrate localization and contextualization of learning materials in teaching any subjects because it shows a positive effect in the performance of the learners and it is an effective means of imparting lifelong learning outcomes.

Exhibited in Table 4 is the distribution of pupils’ achievement based on the Grade Point Average (GPA).

It can be seen in Table 6 that there are only 51 pupils who garnered the GPA of 75-79 with the percentage of 11.67 interpreted as needs improvement. This means that these pupils are still at the beginning stage. Thus, they still need to

improve their performance to get a better rating. On the other hand, there are 143 pupils got a GPA in the range of 85-89 with the percentage of 32.72 and whose ratings are described as very satisfactory. These pupils are considered as those who are approaching proficiency. Since teachers are claiming that the implementation of curriculum contextualization is very extensive, then, it should also reflect the academic achievement of the pupils taught using contextualized lessons. So, as the previous results show that the extent of curriculum contextualization is very extensive, then, it may have something to do with the very satisfactory rating of most of the intermediate graders.

Table 4. Distribution of pupils’ achievement based on the Grade Point Average (GPA)

GPA	Frequency	Percentage
90 and above	102	23.34
85-89	143	32.72
80-84	141	32.27
75-79	51	11.67
Total	437	100%

Legend: 75-79 (Poor); 80-84 (Fair); 85-89 (Satisfactory); 90 and above (Very Satisfactory)

Anent the results above, Bongangciso (2016,) in his study entitled Effects of Contextualization on the Reading Comprehension Performance of Filipino Learners which used a quasi-experimental design stated that contextualized teaching and learning is known to have a great impact to the students’ academic performance. It promotes positive learners’ engagement and improves learning skills among learners. This statement proves that the academic achievement of students can be influenced by a contextualized curriculum.

Table 5. Correlation Analysis on the consistency of the extent of curriculum contextualization in terms of curriculum implementation, instructional process and instructional materials with the level of the intermediate pupils’ achievement

Extent of Curriculum Contextualization	Pupils’ Achievement	
	GPA	Interpretation
• Curriculum Implementation		
Pearson Correlation (r)	0.432	Low positive correlation
Sig. (2-tailed)	0.046*	Significant

• Instructional Process			
Pearson Correlation (r)	0.442	Low positive correlation	
Sig. (2-tailed)	0.031*	Significant	
• Instructional Materials			
Pearson Correlation (r)	0.242	Very low positive correlation	
Sig. (2-tailed)	0.251	Not significant	

*tested @ .05 level of significance

The first section of the table shows the curriculum contextualization in terms of curriculum implementation as compared to the GPA. It has the computed value of 0.432 which means that the curriculum contextualization implementation has a low positive correlation with the pupils' achievement based on the GPA. Furthermore, the computed p-value which is 0.046 means that the null hypothesis is rejected meaning the curriculum contextualization implementation is slightly consistent with the pupils' achievement based on GPA. This simply means that the higher the level of curriculum contextualization implementation the better is the level of pupils' achievement.

The aforementioned claims are in congruence with the findings of Nuraida and Wulansari (2019) in their study entitled *The Effect of English Classroom Tasks in Contextualized and Localized on Students' Performance* in which they suggested that students learning depend significantly on the selection of the task in English classroom. If non-contextualized task is used for the teaching in localized student performance, they tend to achieve less learning as compound to those who are taught through contextualized task.

Also, Mouraz and Leite (2013) expressed that contextualization, is required in putting the content and activities together to be undertaken in the classroom. Learners' participation in their classroom work heightens significantly when they are taught about the purpose of learning the concepts and their use in a real-world setting. Moreover, contextual teaching approach helps students to integrate knowledge and also foster their level of understanding of the subject matter which can as well enhance better learning outcomes and learning approach enhanced students' academic performance significantly.

As seen in the second segment of the table, the extent of curriculum contextualization in terms of the instructional process and the pupils' achievement got the correlation of 0.442 which means low positive correlation. Also, the computed values resulted in 0.031 which means that the null hypothesis is rejected. The result reveals that the teaching and learning process in implementing the curriculum contextualization is consistent with the pupils' achievement. Thus, the higher the level of teaching and learning process of the contextualized lessons the better will be the achievement of the intermediate graders.

As prescribed in R.A. No.10533 known as the Enhanced Basic Education Act of 2013, the curriculum should be adaptable enough for schools to indigenize, localize and improve the same based on their respective educational, cultural and social contexts. With this mandate, the instructional process should be made more learner-centered; localized instruction, and utilization of indigenized learning materials should be encouraged (Egcas, Tabotabo, Geroso, 2017).

As cited in the study of Ballesteros (2015), the instructional process is feasible if there is active involvement of the learners in the class. The learners will learn the lesson easily if they participate enthusiastically in the classroom activities and if they have opportunities to require it by themselves.

In addition, contextualized instruction can strengthen the connection between the school learning environment, home and community. This can be possible by building on pupils' experiences from their daily experience outside the classroom and providing additional exciting experiences within the school program. Such a process will be intensified through the use of metaphors and analogies, which allow learners to relate their own learning experiences to the lesson (Ng'onomo, 2016).

Furthermore, contextualized teaching and learning provides learners with some opportunities to be active in the instructional process. It permits them to experience more meaningful and authentic

learning. Learner engagements help them to improve their soft skill in collaborating and socializing with other people. They can also learn how to solve a problem thus, they become active and productive (Rafida, 2016)

As presented in the third segment of the table, the extent of curriculum contextualization in terms of the instructional materials and the pupils' achievement got the correlation of 0.242 which means very low positive correlation. Furthermore, the computed p-value is 0.251 which means that the null hypothesis is not rejected. The result suggests that curriculum contextualization implementation as to the instructional materials being used by the teachers is not consistent with the academic achievement of the pupils. This further implies that the contextualized instructional materials used by teachers are not congruous with the intermediate graders' academic achievement. Mouraz and Leite (2013) explained that if teachers had formal training on curriculum contextualization, they might utilize more of these practices and therefore have a greater appreciation of the practices thus creating a greater impact on student learning.

The above-mentioned claim matches up with the statement of Ballesteros (2015) who explained that teachers need to take the abstract concepts out by using true-to-life, simple and efficient instructional materials which can be sourced out from the community. Resources used in the instruction are not only found inside the classroom, but they are also available in the premises of the school and the community. As such, teachers should be familiar with their surroundings and community for them to be able to get all human and non-human examples of, tools for, and aids in learning.

The implementation of the contextualized curriculum is brought about by the enactment of R.A. No.10533 or the Enhanced Basic Education Curriculum which is the kindergarten to grade 12 or K-12 Curriculum and was imposed by the Department of Education since 2012. From then on, many problems have surfaced and such issues were gathered by the researcher via interview of teachers in the field.

The results were consolidated and summarized into three (3) issues and challenges. They were the dearth of contextualized instructional materials, teachers' lack of seminars and training and the teachers' resistance towards contextualization.

For the insufficiency of teaching materials, teachers complained that they do not have time to make activity sheets that are contextualized because of the overlapping tasks in school and that they always rely on the learner's material that is not localized nor indigenized. This was supported by the statement of Teacher 8 who said:

"Contextualization is a great idea which will improve the quality of education but the challenge we are facing is we don't have available instructional materials".

Another teacher commented about the same issue. Teacher 18 stated:

"We do not have enough knowledge on how to contextualize our lessons that is why it is a challenge for me to make contextualized instructional materials."

The foregoing statements reveal that some teachers welcomed the idea of contextualizing the curriculum however, the unavailability and the dearth of teaching materials and lack of knowledge hinder them from fully implementing it.

For the teachers' lack of seminars and training, teachers made several comments about the issue. Teacher 24 mentioned:

"We need enough training for us to construct good contextualized lessons and teaching materials."

Another teacher- participant shared this:

"Seminars and training on curriculum contextualization are important to me as a teacher in order for me to easily contextualized my lessons but only a few of us were sent to seminars and training. These people do not even mind to echo what they have learned to us."

The statements above suggest that while some teachers agreed with the concept of contextualization in promoting quality education, they are still somehow challenged in fully implementing it due to the lack of relevant

training. They still claim that they cannot fully carry out the idea of contextualization in their classroom. If they happened to experience sufficient training, they might use such know-how to create a greater impact on student learning.

Another challenge encountered in implementing the contextualized curriculum is the teachers' resistance towards it which was brought about by many factors.

The dialects, culture, belief, principles, and traditions are also considered as challenges for some teachers especially those who are assigned in the Manobo tribe. They need time to adapt to the orientation of the community so that they can contextualize their lessons. Such is evident in a statement made by a teacher-participant.

One teacher-participant commented:

".....we are encouraged to localize our lessons how ever the national achievement tests are about the national curriculum."

Another teacher-participant stated:

"I am working too many roles at the same time. Teachers are made accountable for more than they should. Excessive paper works for data collection, no time to deal with bodily functions and not enough time to plan"

"As an intermediate teacher assigned in a mountainous area where people are mostly Manobo, their dialects, culture, and beliefs are different from mine. It really takes time to understand well their culture much more in making my lessons congruent to their tradition"

Based on the statements above, teachers' resistance towards contextualization is an outgrowth of the lack of exposure to the local traditions, lack of teachers' empowerment and lack of time to do contextualization.

The above-mentioned challenges are in accordance to the statement of Ballesteros (2015) who posited that the unavailability of resources in the public schools in the Philippines as one of the weak points in the implementation of the contextualized curriculum. Moreover, Predmore (2005) as cited in Kalchik and Oertle (2010) cited that contextualization is an issue to some schools because teachers work with high curricula that emphasize high stakes testing which leave very little time for active learning applications in the classroom. Regardless of these issues, Ng'onomo (2016) explained that teachers should do

something in order to address such problems. They should be flexible, resourceful and creative in applying contextualization in teaching the lessons. Such a principle should be made and adapted in the school curriculum to make schools responsive, conforming, reflective, and flexible to the needs of the learners. Teachers should initiate activities that can immerse them to the community their school belong to. In order to get the 'insight and knowledge' and 'social skills' needed for their engagement in 'concrete action' with their communities for the environment.

Limitations and Future Studies

This study is limited to the main objective of determining the extent of curriculum contextualization in the public elementary schools with the teachers in the intermediate grades as the main participants. Moreover, the extent of contextualization in this particular study is only in terms of curriculum implementation, instructional process, and instructional materials in School Year 2019-2020.

There are still factors to be explored in the aspects of the instructional materials used by teachers that may somehow relate with or affect the learners' academic achievement. Hence, it is strongly recommended for future researchers to examine carefully the indicators that are to be included under instructional materials.

Conclusions and Recommendations

This paper revealed that teachers indeed embrace the idea of curriculum contextualization; they observe and implement it extensively in their classes which can be shown in terms of curriculum implementation, the instructional process, and the instructional materials used. Moreover, the learners' academic achievement in contextualized lessons is approaching proficiency. This somehow reflects the extensiveness of the implementation of curriculum contextualization. Moreover, the curriculum implementation and the instructional or teaching and learning process are consistent with the learners' level of academic achievement. This manifests that the higher the

level of curriculum contextualization, the better will be their academic achievement.

It is also interesting to note that in terms of the instructional materials used in curriculum contextualization, they are not consistent with the learners' academic achievement. This implies that the contextualized instructional materials used by teachers are not significantly congruous with the intermediate graders' academic achievement which further manifests that the level of achievement of learners does not only rely on the teaching materials used in class.

The identified problems in implementing the curriculum contextualization are the dearth of contextualized instructional materials, teachers' lack of seminars and training, and the teachers' resistance towards contextualization and they somehow impede the full implementation of curriculum contextualization. The contextualized curriculum in terms of its implementation and the instructional process is very satisfactorily implemented in the field and they are significantly correlated with the learners' level of academic achievement. However, there are still possible factors to be explored in the aspects of the instructional materials used by teachers that may somehow affect the learners' academic achievement. Hence, the future researchers may explore the factors relating to instructional materials which may possibly affect the learners' academic achievement.

Along with the recommendation stated above, the researchers came up with some more suggestions:

First, the Department of Education may conduct follow-up activities and support monitoring and

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evaluation after the teachers' participation to training, seminar and workshop on the implementation of the contextualized curriculum to ensure the transfer of learning. Second, in the school level, school heads and principals may supervise and support teachers in making contextualized instructional materials to ensure that every pupil is afforded with contextualized activities alongside with the prescribed learners' material. They may also assist teachers who wish to improvise instructional materials by way of supplementing the cost, if not sponsoring it. The Grades 4-6 teachers shall need avenues to enhance teaching and instructional making practices whereby resources may be generated from the school community. Thus, the DepEd officials may provide some more professional development opportunities such as seminar workshop and orientation on contextualized instructional materials for them to refresh and enhance the potentials of intermediate teachers on instructional materials making for more effective instruction. Third, is that curriculum supervisors may hire resource speakers/persons from different tribal leaders in seminar workshop to share their knowledge, principles, culture, and traditions to the teacher-participants.

Future endeavors will focus on the realm of contextualization which will involve the depth and scope of its implementation thereby create innovative interventions to promote the K-12 curriculum primary thrust that is quality education for all.

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