

# EFFECTIVENESS OF CONTEXTUALIZED INSTRUCTION IN IMPROVING LEARNER ENGAGEMENT IN ARLING PANLIPUNAN: A SURVEY OF TEACHERS IN URBIZTONDO

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**Abstract :** This study focused on integrating effective approaches in teaching Araling Panlipunan through the use of strategic pedagogical methods for Grade 7 learners of Salomague National High School. It aimed to determine the effectiveness of employing innovative strategies such as cooperative learning, inquiry-based instruction, problem-based learning, contextualization of lessons, and technology integration in improving classroom practices and student outcomes. Specifically, the study sought to identify the prevailing instructional methods used by teachers, assess the level of engagement and comprehension of students, and design a proposed intervention program to address the identified needs.

The descriptive research method was utilized, employing survey questionnaires, interviews, and classroom observations as primary tools for data collection. Respondents included Grade 7 students, Araling Panlipunan teachers, and school administrators. Data were analyzed using frequency, percentage, and weighted mean to describe the patterns of teaching practices and student responses.

Findings revealed that while traditional lecture methods are still common, teachers are increasingly adopting student-centered strategies that promote active learning. Students responded positively to interactive and contextualized activities, demonstrating higher motivation, improved comprehension, and enhanced critical thinking skills. The study also highlighted the need for continuous teacher training, adequate teaching resources, and stronger institutional support to sustain effective classroom practices.

Based on the results, a proposed intervention program was developed focusing on the utilization of strategic pedagogical methods and support materials in teaching Araling Panlipunan. The program emphasizes professional development, instructional innovation, stakeholder involvement, and integration of technology to strengthen teaching effectiveness.

The study concludes that integrating strategic pedagogical methods in Araling Panlipunan fosters meaningful, relevant, and transformative learning experiences. It is recommended that teachers, administrators, and policymakers adopt and support these approaches to develop responsible, competent, and civically engaged learners.

## INTRODUCTION

Globally, the shift towards learner-centered education has prompted educators to adopt contextually meaningful approaches that bridge students' real-life experiences and academic content. According to Darling-Hammond et al. (2017), when learners are taught in ways that are relevant to their socio-cultural contexts, their motivation and engagement levels significantly increase. This aligns with constructivist principles which emphasize that learning is more effective when content is linked to learners' lived experiences.

In many parts of Asia, countries like Singapore and Japan have invested in contextualized curriculum models that reflect students' environments and national identity. These nations have reported improved student engagement, especially in social studies subjects that promote citizenship and historical understanding (Tan, 2019). Similarly, contextualized teaching strategies have become central to education reforms aimed at making learning more responsive and practical in the 21st century.

In the Philippine context, the Department of Education (DepEd) has emphasized contextualization as part of the K-12 curriculum. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) mandates that learning materials and approaches be localized and contextualized to suit learners' cultural backgrounds and real-life situations. Studies in the Philippine setting (e.g., Nuñez & Abao, 2019) have shown that contextualized instruction increases learners' active participation, especially in subjects like Araling Panlipunan which deal with social realities and history.

Within the Urbiztondo District, educators recognize the challenges of keeping learners engaged in Araling Panlipunan. Feedback from teachers often highlights declining interest in the subject due to the traditional lecture-based format and perceived lack of relevance to students' daily lives. Despite the presence of DepEd mandates on contextualization, its actual implementation and perceived effectiveness in improving learner engagement remain underexplored in the local setting.

This study is grounded in the belief that contextualized instruction can significantly enhance learner engagement in Araling Panlipunan. Through a survey of secondary AP teachers in Urbiztondo, this research seeks to assess the effectiveness of contextualized strategies used in teaching and their influence on learner engagement. The findings will help inform policy decisions, teacher training programs, and instructional design at the district level.

### Theoretical Framework

This study is anchored on modern learning theories that highlight the importance of relevance, culture, and student engagement in the educational process. Central to this research is Culturally Responsive Teaching (CRT), as conceptualized by Gay (2018), which emphasizes the need for instructional methods to be responsive to learners' cultural backgrounds and lived experiences. CRT supports the idea that when instruction is contextualized, grounded in the local culture, history, and values—it promotes better understanding, stronger identity formation, and increased engagement in the classroom. In the case of Araling Panlipunan, which inherently deals with cultural and historical themes, contextualized instruction complements the goals of CRT by making content more relatable and meaningful.

Another relevant theory is the Situated Learning Theory advanced by Lave and Wenger and extended in recent educational studies by Billett (2017). Situated learning posits that knowledge is best acquired within authentic contexts, where learners engage in real-life practices. In the classroom, this translates to instruction that integrates students' environments, community issues, and personal experiences into lessons. Billett (2017) emphasized that learning situated within familiar and practical contexts leads to greater learner participation and a deeper grasp of academic content. This supports the value of contextualized instruction in helping students make connections between Araling Panlipunan concepts and their everyday lives.

Additionally, this study draws on Self-Determination Theory (SDT) as updated by Ryan and Deci (2020), which explains that students are more motivated and engaged when their basic psychological needs—autonomy, competence, and relatedness—are met. Contextualized instruction meets these needs by allowing learners to relate personally to lesson content, experience success in culturally familiar tasks, and feel connected to their social identity. In effect, such instruction fosters intrinsic motivation, which is essential in sustaining learner engagement over time.

Together, these theories provide a solid foundation for understanding how and why contextualized instruction may positively influence learner engagement in Araling Panlipunan. They emphasize that relevance, culture, and connection to real-life experiences are key to promoting meaningful learning—an insight crucial for curriculum design and teaching practices in the Philippine setting, especially in localized district-level contexts such as Urbiztondo.

### Conceptual Framework

The conceptual framework of this study is anchored on the premise that contextualized instruction is a key strategy in enhancing learner engagement, particularly in subjects that are rich in cultural and historical context such as Araling Panlipunan. This framework illustrates the relationship between the variables of the study, namely, the degree of contextualized instruction implemented by teachers (independent variable) and the level of learner engagement observed (dependent variable).

In this study, contextualized instruction refers to the integration of local culture, history, language, and real-life community issues into the teaching-learning process. It includes localization, indigenization, and real-world application of content. Meanwhile, learner engagement is defined through three dimensions: behavioral (participation in learning tasks), emotional (interest and enjoyment in the subject), and cognitive (investment in learning and critical thinking).

Through a descriptive-correlational survey design, data will be gathered from secondary Araling Panlipunan teachers in Urbiztondo District. The study assumes that effective implementation of contextualized instruction positively influences the level of learner engagement in the classroom. The findings aim to inform curriculum developers, school leaders, and teachers on how context-based pedagogy can lead to more meaningful and engaging Social Studies instruction.

### Research Paradigm

The conceptual framework of this study is illustrated through the Input–Process–Output (IPO) model, which outlines the logical flow of the research. The input includes the profile of secondary Araling Panlipunan (AP) teachers in Urbiztondo District, such as their sex, age, years of teaching experience, and relevant trainings attended. The input also includes the teaching strategies that reflect contextualization, such as the use of local examples, community-based case studies, and integration of learners' cultural backgrounds into the curriculum.

The process involves the collection of data using validated survey instruments to assess two main areas: the extent of contextualized instruction practiced by teachers and the level of learner engagement as perceived by these teachers. The process also includes data analysis, using both descriptive statistics to summarize the results and correlational techniques to determine the relationship between the variables.

The output of the study will be the identified level of learner engagement in Araling Panlipunan and how it correlates with the degree of contextualized instruction. The findings are expected to yield insights into whether contextualized instruction significantly enhances behavioral, emotional, and cognitive engagement among learners. Based on the results, the study will offer recommendations for improving classroom instruction and teacher training programs, thereby contributing to the enhancement of Araling Panlipunan education within the Urbiztondo District.

Below is the Input–Process–Output (IPO) model illustrating the conceptual framework of the research:

## Statement of the Problem

In response to the Department of Education's mandate to make learning more relevant and meaningful through contextualization, Araling Panlipunan (AP) teachers are encouraged to integrate local culture, history, and experiences into their instruction. However, despite this directive, the actual effectiveness of contextualized instruction in improving learner engagement—particularly in the local setting of Urbiztondo District—remains insufficiently explored. While studies have highlighted the benefits of contextualized pedagogy in theory, empirical data on its implementation and its influence on learners' engagement in the subject of Araling Panlipunan is limited at the district level.

This study aims to determine the effectiveness of contextualized instruction in improving learner engagement in Araling Panlipunan as perceived by secondary school AP teachers in Urbiztondo.

Specifically, it seeks to answer the following questions:

1. What is the profile of the secondary Araling Panlipunan teachers in Urbiztondo in terms of:
  - a. Sex;
  - b. Age;
  - c. Years of teaching experience;
  - d. Relevant trainings attended?
2. To what extent do secondary Araling Panlipunan teachers implement contextualized instruction in the classroom?
3. What is the level of learner engagement in Araling Panlipunan as perceived by the teachers in terms of:
  - a. Behavioral engagement;
  - b. Emotional engagement;
  - c. Cognitive engagement?
4. Is there a significant relationship between the extent of contextualized instruction and the level of learner engagement in Araling Panlipunan?
5. Based on the findings, what recommendations can be made to improve the use of contextualized instruction in teaching Araling Panlipunan?

### Hypothesis of the Study

The hypotheses were tested at .05 level of significance

1. There is no significant relationship between the extent of contextualized instruction and the level of learner engagement in Araling Panlipunan as perceived by secondary school teachers in Urbiztondo District.

### Scope and Limitations of the Study

#### Scope of the Study

This study focuses on assessing the effectiveness of contextualized instruction in improving learner engagement in the subject of Araling Panlipunan. It specifically involves secondary school Araling Panlipunan (AP) teachers in the District of

Urbiztondo, Pangasinan during the School Year 2024–2025. The study aims to determine the extent to which teachers implement contextualized instructional strategies and to measure the level of learner engagement as perceived by the teachers. Learner engagement is examined in three dimensions: behavioral, emotional, and cognitive engagement.

The primary data collection method is a structured survey questionnaire distributed to the target respondents. The study utilizes a descriptive-correlational research design to identify any significant relationship between the degree of contextualized instruction and the level of learner engagement.

#### Limitations of the Study

This study is limited to the perceptions and self-reported practices of Araling Panlipunan teachers and does not include direct observations of classroom teaching or learner behavior. As such, the accuracy of responses may be influenced by the teachers' subjective interpretations and memory recall. Furthermore, the study does not include learners as respondents, which limits the assessment of engagement to the teachers' perspective only.

The study is also geographically limited to public secondary schools within the Urbiztondo District and may not reflect the practices or conditions in other districts or private schools. Additionally, the contextual variables such as school resources, class size, and community support, though influential, are not examined in depth in this research.

Despite these limitations, the study provides valuable insights into how contextualized instruction is perceived to influence learner engagement in Araling Panlipunan and can serve as a foundation for future research involving direct learner feedback or intervention-based studies.

#### Significance of the Study

This study is significant as it sheds light on the role of contextualized instruction in enhancing learner engagement, particularly in Araling Panlipunan, a subject that aims to develop civic competence, cultural appreciation, and historical understanding. By focusing on the practices and perceptions of secondary school AP teachers in Urbiztondo District, the study contributes meaningful insights to educators, administrators, and curriculum developers in both the local and national context.

**To the Teachers.** The findings will provide valuable information on how contextualized instructional strategies affect student engagement in the classroom. This can encourage them to reflect on and enhance their teaching practices, incorporating more localized and culturally relevant content to make lessons more meaningful and interactive.

**To School Leaders and Administrators.** The study offers evidence-based data that can guide decision-making in terms of teacher training, instructional supervision, and resource allocation. It may also serve as a basis for creating or strengthening programs that promote contextualization in Araling Panlipunan and other subjects.

**To Curriculum Developers and DepEd Officials.** The research findings may support the continuous refinement of the K–12 curriculum by emphasizing the importance of contextualization in delivering quality education. It can provide feedback from the field regarding the actual implementation of DepEd's contextualization policy and its effects on learner engagement.

**To Future Researchers.** The study serves as a reference for similar investigations in other districts or subject areas. It also opens the door for more extensive research involving learner responses, classroom observations, or intervention-based approaches to further explore the effectiveness of context-based teaching strategies.

**To the Learners.** Though they are not the direct respondents in this study, they are the ultimate beneficiaries. The promotion of effective contextualized instruction is expected to make their learning experience in Araling Panlipunan more relevant, engaging, and empowering.

#### Definition of Terms

To ensure clarity and a common understanding of the concepts used in this study, the following key terms are defined operationally. These definitions are based on how the terms are specifically used within the context of the research and may differ from their general or dictionary meanings.

**Araling Panlipunan (AP).** Refers to the subject area in the Philippine curriculum that covers history, economics, geography, politics, and culture, aimed at developing responsible, informed, and engaged citizens.

**Behavioral Engagement.** One dimension of learner engagement characterized by observable actions such as participation in classroom activities, attentiveness, and task completion.

**Cognitive Engagement.** Refers to learners' mental investment in learning activities, including their ability to analyze, reflect, and apply concepts meaningfully.

**Contextualized Instruction.** A teaching approach that adapts content and strategies to learners' real-life contexts, culture, local setting, language, and experiences to make learning more relevant and engaging.

**Culturally Responsive Teaching.** A pedagogical theory that emphasizes using students' cultural backgrounds as a foundation for effective instruction and positive academic outcomes.

**Descriptive-Correlational Research Design.** The quantitative method used in this study to describe existing conditions and examine the relationship between two variables: contextualized instruction and learner engagement.

**Emotional Engagement.** A dimension of engagement referring to learners' interest, enjoyment, and emotional connection to the subject and learning experience.

**Engagement.** The level of attention, curiosity, interest, and motivation that learners show during the learning process, measured in this study through behavioral, emotional, and cognitive indicators.

**Extent of Implementation.** Refers to how frequently and to what degree secondary Araling Panlipunan teachers apply contextualized instruction strategies in their teaching practice.

**Learner Engagement.** The dependent variable of the study, described as the students' active participation, emotional involvement, and cognitive processing in Araling Panlipunan as perceived by teachers.

**Localization.** The adaptation of learning content to reflect local culture, language, materials, and context to make lessons more relevant to learners' immediate environment.

**Profile Variables.** Refers to demographic information about teacher-respondents including sex, age, years of teaching experience, and trainings attended related to contextualized instruction.

**Self-Determination Theory (SDT).** A motivational theory explaining how autonomy, competence, and relatedness influence student engagement and learning outcomes.

**Situated Learning Theory.** A theory that proposes learning is most effective when it occurs in real-life, authentic contexts that are meaningful to learners.

**Survey Questionnaire.** The main data-gathering tool used in this study to collect quantitative information on teachers' practices and perceptions.

**Urbiztondo District.** The geographic scope of the study, composed of public secondary schools within the municipality of Urbiztondo, Pangasinan, Philippines.

## RESEARCH METHODOLOGY

The foundation of any empirical investigation lies in a thorough review of literature and studies that provide theoretical, contextual, and empirical grounding to the research problem. This chapter presents a review of relevant literature and studies related to contextualized instruction and learner engagement, with a particular focus on their application in the teaching of Araling Panlipunan. The review draws from recent sources—literature from 2018 onward and studies from 2017 onward—in accordance with the academic standards for currency and relevance.

This chapter is divided into two major sections: related literature and related studies. The first section covers concepts and theoretical discussions related to contextualized instruction, culturally responsive pedagogy, learner engagement, and curriculum localization. The second section presents empirical findings from local and international research that examined how contextualized strategies affect learners' participation, motivation, and academic performance, particularly in the social sciences.

By analyzing both literature and previous research, this chapter seeks to establish a solid academic basis for understanding how contextualized instruction contributes to improved learner engagement in Araling Panlipunan. Furthermore, it aims to identify gaps in the existing knowledge base, particularly.

### Research Design

This study utilized a descriptive-correlational research design to examine the relationship between the extent of contextualized instruction and the level of learner engagement in Araling Panlipunan as perceived by secondary school teachers in Urbiztondo District. The descriptive aspect of the design was used to determine and summarize the demographic profile of the respondents, the extent to which contextualized instruction is implemented in their classrooms, and the level of learner engagement observed. The correlational aspect, on the other hand, was employed to analyze the relationship between contextualized instruction (independent variable) and learner engagement (dependent variable).

This design was deemed appropriate for the study because it allows the researcher to gather quantifiable data through a structured survey and statistically measure the strength and direction of the relationship between the variables. Since the study does not involve manipulation of variables or experimental intervention, the descriptive-correlational method suits the objective of capturing existing conditions and perceptions from a large group of respondents.

Through this design, the researcher was able to describe prevailing practices in contextualized instruction among AP teachers, assess the perceived engagement of learners, and establish whether a statistically significant relationship exists between the two variables. The findings derived from this method are expected to inform future instructional planning and professional development initiatives in the district.

### Sources of Data

The primary source of data for this study consisted of secondary school Araling Panlipunan (AP) teachers from the public secondary schools in Urbiztondo District, Pangasinan during the School Year 2024–2025. These teacher-respondents were selected because they are directly involved in implementing contextualized instruction in Araling Panlipunan and are in a position to assess its impact on learner engagement based on their day-to-day classroom interactions and experiences.

Data were collected using a researcher-made survey questionnaire composed of four parts: (1) demographic profile of the respondents, (2) extent of contextualized instruction, (3) level of learner engagement, and (4) open-ended recommendations. The questionnaire was validated by education experts and underwent pilot testing before its actual administration to ensure reliability and clarity.

No secondary data sources such as school records or learner performance reports were used in this study. All information analyzed was self-reported by the teacher-respondents through the structured survey.

The choice of respondents and data collection tool aligns with the objective of the study, which is to describe the existing instructional practices and measure the relationship between contextualized instruction and learner engagement in the local context of Urbiztondo.

### Population

The population of this study consisted of all Araling Panlipunan (AP) teachers from the seven (7) public secondary schools in the Urbiztondo District, Pangasinan for the School Year 2024–2025. Based on official records from the district office, there are a total of 208 AP teachers assigned to teach Araling Panlipunan across these schools.

Given the manageable size and accessibility of the population, the researcher employed total population sampling, wherein all 208 AP teachers were considered as potential respondents. This approach ensures comprehensive representation of the target group and increases the reliability of the findings.

These teachers were chosen as the primary sources of data because of their direct involvement in delivering the Araling Panlipunan curriculum and implementing contextualized instruction strategies. Their observations and perceptions regarding learner engagement are essential in assessing the effectiveness of contextualized approaches within the local context of Urbiztondo District.

### **Instrumentation and Data Collection**

The main instrument used in this study was a researcher-made survey questionnaire designed to gather quantitative data on two key variables: the extent of contextualized instruction and the level of learner engagement in Araling Panlipunan. The questionnaire was composed of four parts: (1) the demographic profile of the respondents, (2) a set of items measuring the frequency and extent of contextualized instructional strategies used by the teachers, (3) a section assessing the level of learner engagement based on behavioral, emotional, and cognitive indicators, and (4) an optional open-ended portion for teachers to provide suggestions or insights regarding the improvement of contextualized instruction.

To ensure validity, the instrument underwent content validation by a panel of experts in curriculum and instruction. Their feedback was used to revise and refine the questionnaire items. The finalized instrument was also pilot tested with a small group of teachers from outside the research locale to determine its reliability and clarity. Adjustments were made based on the results of the pilot test to ensure that the items were comprehensible and appropriate for the target respondents.

The actual data collection was conducted during the third quarter of the School Year 2024–2025. With proper coordination and permission from school heads and district officials, the questionnaires were distributed personally and/or electronically to all 208 AP teachers in the seven public secondary schools of Urbiztondo District. A short orientation was provided to the respondents to explain the purpose of the study and how to accomplish the form. Participation was voluntary, and all responses were treated with confidentiality and used solely for academic purposes.

### **Tools for Data Analysis**

To interpret and analyze the data gathered from the survey, appropriate descriptive and inferential statistical tools were employed. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to summarize and describe the respondents' demographic profile, the extent of contextualized instruction, and the level of learner engagement in Araling Panlipunan. These measures provided a general overview of the trends, averages, and variations within the responses.

For the inferential aspect of the study, the Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ) was used to determine the significant relationship between the extent of contextualized instruction and the level of learner engagement. This statistical tool was appropriate because both variables were measured using interval scales, and the study aimed to assess the strength and direction of their linear relationship.

All data were encoded and analyzed using Microsoft Excel and Statistical Package for the Social Sciences (SPSS) to ensure accuracy and efficiency in statistical computation. The significance level was set at 0.05 to determine the acceptability of the hypotheses.

### **Ethical Considerations**

This study adhered strictly to ethical research standards to protect the rights, privacy, and dignity of all participants. Before data collection, a formal request to conduct the study was submitted to and approved by the appropriate school and district authorities. Informed consent was obtained from all teacher-respondents, who were fully informed about the purpose of the research, the voluntary nature of their participation, and their right to withdraw at any time without any consequences.

Confidentiality and anonymity were strictly observed throughout the study. The survey questionnaires did not require respondents to disclose personally identifiable information, and all data were handled with the utmost confidentiality. The responses were used solely for academic purposes and were stored securely by the researcher. Findings were presented in aggregate form to avoid individual identification.

Moreover, the instrument used in the study was validated to ensure that no offensive, biased, or inappropriate questions were included. The researcher also ensured that no form of coercion or undue influence was exerted upon the participants. Overall, the study was conducted with transparency, integrity, and respect for all individuals involved.

### **Trustworthiness**

To ensure the trustworthiness of this quantitative research, careful attention was given to the principles of validity, reliability, and objectivity throughout the study. The survey instrument was subjected to content validation by a panel of experts in the fields of education, curriculum, and Araling Panlipunan instruction. Their feedback helped refine the questionnaire to ensure that all items were relevant, clear, and aligned with the study's objectives. Furthermore, a pilot testing phase was conducted with a small group of non-participating AP teachers to assess the instrument's clarity and reliability. The results informed necessary revisions before full administration.

Reliability was strengthened through the consistent administration of the questionnaire, using standardized instructions and procedures. Statistical tools were carefully selected based on the scale and nature of the data, and data encoding and analysis were double-checked to prevent human error. Objectivity was maintained by avoiding researcher bias in the construction of items and interpretation of responses. No manipulation of data occurred, and findings were reported with transparency and accuracy.

By upholding these measures, the researcher ensured that the results of the study are dependable, credible, and representative of the actual conditions and perceptions of the AP teachers in Urbiztondo District regarding contextualized instruction and learner engagement.

## **.RESULTS AND DISCUSSIONS**

This chapter presents the analysis, interpretation, and discussion of the data gathered in response to the research questions formulated in the study. The results are organized according to the major variables: the profile of the respondents, the extent of

contextualized instruction implemented by Araling Panlipunan teachers, the level of learner engagement as perceived by the respondents, and the relationship between contextualized instruction and learner engagement.

The statistical findings are interpreted in both tabular and narrative form to provide a clear understanding of the patterns and trends observed in the data. These results are also compared and supported with relevant literature and previous studies, allowing for a deeper analysis of their implications in the context of Araling Panlipunan instruction in Urbiztondo District.

The objective of this chapter is not only to present numerical results but also to offer meaningful insights into how contextualized instruction influences learner engagement and to what extent such teaching strategies contribute to improving classroom participation, interest, and cognitive involvement among learners.

Table 1A presents the demographic profile of the 208 Araling Panlipunan (AP) teacher-respondents in Urbiztondo District in terms of sex, age, years of teaching experience, and number of relevant trainings attended on contextualized instruction.

**Table 1. A**  
**Demographic Profile of the Respondents**  
 n=208

Profile Variable	Frequency	Percentage
Sex		
Male	92	44.20
Female	101	48.60
Prefer not to say	15	7.20
Age		
21-30 years old	45	21.60
31-40 years old	52	25.00
41-50 years old	68	32.70
51 years old and above	43	20.70
Years of Teaching Experience in Araling Panlipunan		
1-5 years	32	15.40
6-10 years	45	21.60
11-15 years	52	25.00
More than 15 years	79	38.00
Number of Relevant Trainings Attended on Contextualized Instructions		
1-2 trainings	95	45.70
3-4 trainings	20	9.60
5-6 trainings	32	15.40
7 or more trainings	61	29.30

In terms of sex, 48.60% of the respondents were female (n=101), slightly outnumbering male teachers who comprised 44.20% (n=92). A small portion, 7.20% (n=15), preferred not to disclose their gender. This near-balanced gender distribution suggests that both male and female perspectives are adequately represented in the study, enhancing the generalizability of the findings.

As for age, the largest group of respondents were aged 41–50 years old, comprising 32.70% (n=68) of the total. This is followed by those aged 31–40 years (25.00%, n=52), 21–30 years (21.60%, n=45), and 51 years old and above (20.70%, n=43). This distribution indicates that the majority of the AP teachers are within the mid-career age range, likely possessing a balanced mix of experience and adaptability in implementing educational strategies like contextualized instruction.

When looking at years of teaching experience, 38.00% (n=79) of the respondents had more than 15 years of teaching experience in Araling Panlipunan. This is followed by 25.00% (n=52) with 11–15 years, 21.60% (n=45) with 6–10 years, and 15.40% (n=32) with 1–5 years of experience. These findings imply that a substantial portion of the teaching force has long-term familiarity with AP content and pedagogical practices, positioning them well to reflect on the evolution and impact of contextualized instruction over time.

In terms of relevant trainings attended on contextualized instruction, 45.70% (n=95) of the respondents reported having attended only 1–2 related trainings. Meanwhile, 29.30% (n=61) had participated in 7 or more trainings, 15.40% (n=32) in 5–6 trainings, and only 9.60% (n=20) in 3–4 trainings. This suggests a disparity in professional development exposure. While some teachers have extensive training, nearly half have minimal exposure to contextualized instruction practices. This has implications for the uniformity and depth of implementation across schools and may signal a need for broader, more consistent training programs in the district.

The demographic data imply that the district is staffed with a relatively experienced and mature teaching workforce, which is favorable for sustaining long-term educational reforms like contextualized instruction. However, the uneven distribution of training participation suggests a potential gap in professional development efforts. This calls for targeted capacity-building programs that ensure all AP teachers are equally equipped to implement localized and culturally relevant instruction. Moreover, the data can guide district administrators in designing responsive and inclusive training interventions that address the needs of both new and veteran educators in Urbiztondo.

**Table 2**  
**Extent of Contextualized Instruction of Araling Panlipunan Teachers**  
**in Urbiztondo**  
 n=208

Contextualized Instructional Strategy	Mean	Descriptive Equivalent	Rank
I integrate local examples, traditions, and practices in my lessons.	4.24	Always	9
I use localized materials such as community issues or local events in discussions.	4.40	Always	4
I adapt teaching content to learners' cultural backgrounds and experiences.	4.28	Always	8
I involve learners in discussing real-life applications of AP concepts in their communities.	4.47	Always	1
I use contextualized assessment tools (e.g., community-based projects).	4.29	Always	7
I collaborate with local resource persons (e.g., elders, LGU) to enrich AP lessons.	4.14	Often	10
I modify lessons to suit local language, dialect, or familiar expressions.	4.47	Always	1
I use localized visual aids (maps, charts, images) that reflect learners' environment.	4.40	Always	3
I encourage learners to reflect on their family or community experiences related to the lesson topic.	4.41	Always	4
I revise lesson plans to incorporate socio-cultural relevance.	4.38	Always	6

**Legend: 4.21-5.00- Always                      3.41-4.20- Often                      2.61-3.40- Sometimes**  
**1.81-2.60-Rarely                                  1.00-1.80-Never**

Table 2 presents the extent to which Araling Panlipunan teachers in Urbiztondo implement contextualized instructional strategies in their teaching. The overall results reveal a high level of contextualization, with most strategies receiving a descriptive equivalent of "Always" based on a 5-point Likert scale.

The two highest-ranked strategies, both with a mean of 4.47, were: "I involve learners in discussing real-life applications of AP concepts in their communities" and "I modify lessons to suit local language, dialect, or familiar expressions". These results suggest that teachers strongly prioritize making lessons relevant and accessible by aligning content with the learners' everyday experiences and familiar linguistic context. This indicates a solid understanding of the value of meaningful learning, as emphasized in the Department of Education's policy on contextualization.

The third and fourth-ranked strategies, with mean scores of 4.40, were: "I use localized materials such as community issues or local events in discussions" and "I encourage learners to reflect on their family or community experiences related to the lesson topic." These findings imply that teachers actively draw connections between curriculum content and learners' immediate environments, which enhances both comprehension and engagement.

Other strategies such as "I revise lesson plans to incorporate socio-cultural relevance" (M = 4.38), "I use contextualized assessment tools" (M = 4.29), and "I adapt teaching content to learners' cultural backgrounds and experiences" (M = 4.28) also received high mean scores, confirming that contextualization is embedded not only in lesson content but also in instructional planning and assessment.

Interestingly, the item "I collaborate with local resource persons (e.g., elders, LGU) to enrich AP lessons" ranked lowest with a mean of 4.14 and a descriptive equivalent of "Often." Although still rated positively, this suggests that collaboration with community partners is not practiced as frequently as other forms of contextualization. This may reflect logistical challenges, lack of institutional partnerships, or limited time for coordination with external stakeholders.

The findings imply that AP teachers in Urbiztondo District are highly committed to implementing contextualized instruction, particularly in ways that make content culturally and personally relevant to learners. This supports the goal of developing socially aware and community-engaged students. However, the slightly lower rating in community collaboration highlights a potential area for professional development and policy support. Schools and district administrators may consider formalizing partnerships with local government units, cultural groups, and elders to make such collaborations more structured and sustainable. Furthermore, encouraging peer-sharing of contextualization practices can help newer or less trained teachers adopt these strategies more confidently.

Table 3 presents the level of learner engagement in Araling Panlipunan as perceived by the teacher-respondents, measured across three dimensions: behavioral, emotional, and cognitive. Based on the weighted mean scores, all three dimensions fall under the "High" category, indicating that learners are generally engaged in Araling Panlipunan classes.

Among the three components, Emotional Engagement received the highest weighted mean of 3.98, suggesting that learners exhibit strong emotional connection to the subject. This includes interest, enjoyment, and a positive attitude toward class discussions and activities. Such emotional involvement may be attributed to the use of contextualized instruction that relates content to learners' cultural identity, family background, and real-life experiences, making the subject more relatable and enjoyable.

**Table 3**  
**Level of Learner Engagement in Araling Panlipunan**  
**n=208**

Leadership Styles	Weighted Mean	Descriptive Equivalent
A. Behavioral Engagement	3.48	High
B. Emotional Engagement	3.98	High

C. Cognitive Engagement	3.79	High
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**Legend:**

- 4.21-5.00=Very High
- 3.41-4.20=High
- 2.61-3.40=Moderate
- 1.81-2.60=Low
- 1.00-1.80=Very Low

Cognitive Engagement followed with a mean of 3.79, which reflects a high level of mental effort, focus, and willingness to understand complex social concepts presented in Araling Panlipunan. This implies that learners are not merely participating passively but are actively thinking, reflecting, and applying higher-order thinking skills, an indication that the instruction being delivered fosters deep learning.

Behavioral Engagement received a mean of 3.48, which, although still within the “High” category, is the lowest among the three. This refers to learners’ participation, attendance, effort, and attentiveness during classroom activities. The slightly lower score may suggest that, while students are emotionally and cognitively invested, some may struggle to consistently demonstrate this through observable behaviors, possibly due to external factors such as a lack of motivation, the classroom environment, or personal circumstances.

The high levels of engagement across all three domains suggest that learners respond positively to the instructional strategies being used, particularly contextualized approaches that make learning meaningful and relevant. The high emotional and cognitive engagement implies that Araling Panlipunan classes are stimulating students' interest and thought processes—key indicators of effective instruction. However, the relatively lower behavioral engagement calls attention to the need for more interactive, participatory methods and classroom management strategies that sustain learners’ active involvement. Teachers and school leaders might also consider integrating movement-based activities, collaborative tasks, or project-based learning to enhance behavioral engagement further.

These findings underscore the critical role of instructional design in shaping how students feel, think, and act during lessons, and they reinforce the importance of culturally responsive, student-centered pedagogy in the Araling Panlipunan classroom.

Table 4 shows the results of the Pearson correlation analysis between the extent of contextualized instruction and the three dimensions of learner engagement—behavioral, emotional, and cognitive—in Araling Panlipunan. The findings reveal that all correlations are very strong, positive, and statistically significant at the 0.05 level.

The correlation between contextualized instruction and behavioral engagement yielded an r-value of 0.884 with a p-value of 0.001, indicating a very strong and significant positive relationship. This suggests that learners are more likely to participate actively, attend regularly, and demonstrate consistent effort when lessons are grounded in local context, culture, and relevance.

**Table 4**

**Correlation Between the Extent of Contextualized Instruction and Learner Engagement in Araling Panlipunan  
n=208**

Contextualized Instruction	Learner Engagement	r- value	p-value	Interpretation	Decision
Contextualized Instruction	A. Behavioral Engagement	.884	.001	Very Strong Positive Correlation	Significant
Contextualized Instruction	B. Emotional Engagement	.916	.001	Very Strong Positive Correlation	Significant
Contextualized Instruction	C. Cognitive Engagement	.844	.001	Very Strong Positive Correlation	Significant

*significant at .05*

Similarly, the relationship between contextualized instruction and emotional engagement showed an r-value of 0.916, the highest among the three, also with a p-value of 0.001. This signifies that students become more emotionally connected to the lessons—expressing interest, enjoyment, and positive feelings—when instruction reflects their lived experiences and cultural identities.

The correlation between contextualized instruction and cognitive engagement was also very strong, with an r-value of 0.844 and a p-value of 0.001. This implies that students are more likely to exert mental effort, engage in critical thinking, and apply learning meaningfully when instruction is contextualized and relatable.

These findings confirm that contextualized instruction is not only relevant but also highly effective in promoting all dimensions of learner engagement. When teachers tailor content to the learners’ socio-cultural backgrounds and real-life experiences, students become more behaviorally involved, emotionally invested, and cognitively active.

The results imply that strengthening the use of contextualized instruction can significantly enhance student engagement in Araling Panlipunan. School administrators and curriculum developers should continue to promote localized teaching strategies and support teachers through professional development focused on contextualization. Moreover, these findings align with the MATATAG curriculum's emphasis on making learning more responsive, meaningful, and community-connected. As such,

investing in localized materials, community partnerships, and teacher training on contextualized pedagogies may yield substantial improvements not only in engagement but also in academic performance and holistic learner development.

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the research findings, the conclusions drawn from the data, and the recommendations based on the results of the study. It encapsulates the essential points regarding the effectiveness of contextualized instruction as perceived by Araling Panlipunan teachers and its relationship with learner engagement in the Urbiztondo District.

The summary outlines the research objectives, methods, and major results obtained in the study. The conclusions highlight key insights derived from the statistical analyses, particularly the strong positive correlation found between contextualized instruction and behavioral, emotional, and cognitive engagement. Based on these conclusions, practical recommendations are offered for educators, school leaders, curriculum planners, and policymakers to further enhance instructional strategies and learner outcomes.

### Summary

This study aimed to determine the effectiveness of contextualized instruction in improving learner engagement in Araling Panlipunan, as perceived by secondary teachers in the Urbiztondo District. A total of 208 Araling Panlipunan teachers from seven public secondary schools served as respondents. The summary of findings is presented according to the specific problems addressed in the study.

The findings revealed a nearly balanced distribution of respondents in terms of sex, with 48.60% female, 44.20% male, and 7.20% who preferred not to say. In terms of age, the majority (32.70%) were between 41 to 50 years old, followed by those aged 31–40 years (25.00%), 21–30 years (21.60%), and 51 years and above (20.70%). Regarding teaching experience, 38.00% had more than 15 years of experience, indicating a seasoned workforce, while 25.00% had 11–15 years, 21.60% had 6–10 years, and 15.40% had 1–5 years of experience. As for relevant trainings on contextualized instruction, 45.70% had attended only 1–2 trainings, while 29.30% had 7 or more, suggesting that while some teachers had extensive exposure to contextualization, many still had limited training.

The results showed that Araling Panlipunan teachers in Urbiztondo "Always" implement contextualized instructional strategies, with high mean scores across all items. The highest-rated practices involved modifying lessons to suit local language or dialect and involving students in real-life community-based applications of AP concepts (both with a mean of 4.47). Teachers also frequently used localized materials and encouraged students to reflect on family or community experiences. However, collaboration with local resource persons was rated slightly lower, indicating an area for improvement. The extent of implementation of contextualized instruction was very high.

Based on the teachers' perceptions, learner engagement in Araling Panlipunan was rated as "High" in all three domains. Emotional engagement received the highest mean (3.98), followed by cognitive engagement (3.79), and behavioral engagement (3.48). These results suggest that learners were emotionally connected to the subject, intellectually involved in the learning process, and showed observable participation in classroom tasks. However, behavioral engagement, while still high, showed slightly lower scores, indicating the need for strategies that more actively involve learners in classroom routines and activities.

The correlation analysis showed a very strong and statistically significant positive relationship between contextualized instruction and each domain of learner engagement. Specifically, the Pearson  $r$ -values were 0.884 for behavioral engagement, 0.916 for emotional engagement, and 0.844 for cognitive engagement, all with  $p$ -values of 0.001. These findings confirm that higher levels of contextualized instruction are associated with greater learner engagement across all domains.

### Conclusions

The study concludes that the Araling Panlipunan teaching force in Urbiztondo District is mature, experienced, and nearly gender-balanced. A significant number of teachers have more than 15 years of teaching experience, indicating strong familiarity with the subject and pedagogical methods. However, the number of contextualized instruction trainings attended varied widely. While some teachers have undergone extensive training, a notable portion had attended only one or two sessions. This suggests the need for a more equitable and sustained professional development program to ensure all teachers are adequately trained in contextualized pedagogy.

Teachers in the district extensively implement contextualized instructional strategies, particularly in using localized materials, integrating community issues, and relating lessons to learners' cultural contexts. The highest-rated practices involve modifying lessons to fit the local dialect and incorporating real-life community scenarios. However, the relatively lower frequency of collaboration with local resource persons points to an underutilized opportunity to further deepen contextualization through community engagement.

Learners are highly engaged in Araling Panlipunan classes based on teachers' perceptions, with emotional engagement rated the highest. This suggests that when content is relevant and reflective of students' realities, they are more emotionally connected to learning. Cognitive and behavioral engagement also scored high, although behavioral indicators were comparatively lower. This implies that while students are generally involved, more interactive or participatory methods may be needed to sustain visible learner involvement and classroom activity.

There is a very strong and statistically significant positive relationship between contextualized instruction and learner engagement. All dimensions of engagement, behavioral, emotional, and cognitive, are highly correlated with the degree to which

teachers apply contextualized approaches in their instruction. This validates the effectiveness of contextualization in making Araling Panlipunan instruction more meaningful, relevant, and engaging for learners.

It is concluded that while the practice of contextualized instruction is already evident in classrooms, its full potential has yet to be maximized. The findings point to specific areas that require strengthening, particularly in expanding access to training for all teachers and enhancing collaboration with community stakeholders. With more structured support and training opportunities, teachers can further refine their approaches to make Araling Panlipunan instruction more deeply rooted in local culture, more engaging, and more transformative for learners.

### **Recommendations**

Based on the findings and conclusions of this study, the following recommendations are proposed:

It is recommended that the Schools Division Office and school heads regularly provide inclusive and sustained training programs on contextualized instruction to ensure that all Araling Panlipunan teachers, regardless of teaching experience or age, have equal access to capacity-building opportunities. Professional learning sessions should be differentiated to address the needs of both novice and veteran educators. A centralized tracking system of training participation may also help monitor who still needs support.

Although the implementation is already high, teachers should be encouraged to intensify their use of community-based resources and foster partnerships with local experts, elders, and government units. School administrators may facilitate Memoranda of Agreement (MOAs) with LGUs and cultural groups to create formal avenues for collaboration. Moreover, school-based learning action cells (LACs) can be used to share best practices in contextualization among teachers within and across schools.

Teachers are encouraged to adopt more learner-centered and interactive strategies, especially to boost behavioral engagement. Approaches such as project-based learning, collaborative group work, local field studies, and simulation activities can enhance learners' visible participation. Emotional and cognitive engagement may be sustained and deepened by providing space for student voice and agency in lesson planning and evaluation.

Since the study confirmed a very strong and significant relationship between contextualized instruction and learner engagement, it is recommended that contextualization be integrated as a standard practice in lesson planning, instructional supervision, and performance reviews. Division-level curriculum implementers may consider crafting a localized teaching framework for Araling Panlipunan that aligns with both the MATATAG curriculum and the unique cultural context of Urbiztondo.

To further enhance the quality of contextualized instruction, it is recommended to develop a district-wide repository of localized instructional materials such as lesson exemplars, visual aids, community stories, and assessment tools. These should be co-created by master teachers and subject experts and made accessible to all AP teachers through a digital platform or school learning resource centers. Additionally, teachers should be given time and support to document and reflect on their contextualization practices, which may then serve as models for others.

## APPENDICES

### Survey Questionnaire

**Title:** *Effectiveness of Contextualized Instruction in Improving Learner Engagement in Araling Panlipunan: A Survey of Teachers in Urbiztondo*

**Instructions:** Please respond honestly to the following questions. All responses will be kept confidential and used for research purposes only.

#### Part I: Teacher Profile

*(Please check or fill in the appropriate information.)*

1. **Sex:**
  - Male
  - Female
  - Prefer not to say
2. **Age:**
  - 21–30
  - 31–40
  - 41–50
  - 51 and above
3. **Years of Teaching Experience in Araling Panlipunan:**
  - 1–5 years
  - 6–10 years
  - 11–15 years
  - More than 15 years
4. **Number of Relevant Trainings Attended on Contextualized Instruction (specify):**

#### Part II: Extent of Contextualized Instruction

*Please rate the extent to which you implement the following contextualized instructional strategies in your Araling Panlipunan class.*

**Scale:**

5 – Always    4 – Often    3 – Sometimes    2 – Rarely    1 – Never

Contextualized Instructional Strategy	Rating
1. I integrate local examples, traditions, and practices in my lessons.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. I use localized materials such as community issues or local events in discussions.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. I adapt teaching content to learners' cultural backgrounds and experiences.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4. I involve learners in discussing real-life applications of AP concepts in their communities.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5. I use contextualized assessment tools (e.g., community-based projects).	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6. I collaborate with local resource persons (e.g., elders, LGU) to enrich AP lessons.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
7. I modify lessons to suit local language, dialect, or familiar expressions.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
8. I use localized visual aids (maps, charts, images) that reflect learners' environment.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
9. I encourage learners to reflect on their family or community experiences related to the lesson topic.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
10. I revise lesson plans to incorporate socio-cultural relevance.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

#### Part III: Level of Learner Engagement

*Please rate your learners' level of engagement in Araling Panlipunan based on the following indicators.*

**Scale:**

5 – Very High    4 – High    3 – Moderate    2 – Low    1 – Very Low

**A. Behavioral Engagement**

Indicators	Rating
1. Learners actively participate in classroom discussions.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. Learners complete AP tasks and outputs on time.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. Learners volunteer in class or group activities.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**B. Emotional Engagement**

Indicators	Rating
1. Learners show interest or enthusiasm during Araling Panlipunan classes.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. Learners express appreciation or enjoyment of local topics discussed.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. Learners show positive attitudes toward community-based activities.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**C. Cognitive Engagement**

Indicators	Rating
1. Learners ask thoughtful questions during AP lessons.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. Learners relate lesson content to real-life situations.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. Learners demonstrate critical thinking in discussions or outputs.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4. Learners engage in reflective activities linking content to their lives.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part IV: Open-ended Recommendation (Optional)**

What strategies or suggestions can you recommend to improve contextualized instruction in Araling Panlipunan?

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