

BRIDGING CLASSROOM LEARNING AND REAL LIFE: THE ROLE UTILIZATION OF CONTEXTUALIZED TEACHING AND LEARNING APPROACH IN GRADE 10 ARLING PANLIPUNAN

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Abstract :

Teaching and learning through a contextualized approach emerged at the turn of the 21st century as an instructional innovation designed to make classroom lessons more meaningful and relevant to learners. Known as Contextual Teaching and Learning (CTL), this approach connects subject matter content to real-life situations, enabling students to better understand and apply what they learn in school. Recognizing the need to improve academic performance in Araling Panlipunan, this study examined the effectiveness of CTL among Grade 10 learners in the Bani District, Schools Division Office I Pangasinan. A quasi-experimental research design was employed, utilizing both pre-assessment and post-assessment measures to determine changes in learners' performance after the application of CTL. The findings revealed that most teachers involved in the study had earned MA units, though many had limited teaching experience and minimal in-service training exposure. Results showed a significant difference between the learners' pre-assessment and post-assessment performance, indicating that the use of CTL positively influenced academic achievement. Furthermore, there was a significant relationship between learners' self-assessed performance after the application of CTL and their fourth-quarter academic performance. The study also found a significant difference in self-assessment results when grouped according to gender. Female learners tended to perform better in Araling Panlipunan and were observed to be more participative and engaged during contextualized learning activities. These findings suggest that integrating Contextual Teaching and Learning strategies in Araling Panlipunan can enhance student engagement and academic outcomes. The study underscores the importance of strengthening teachers' competence in applying contextualized instructional approaches to improve learner performance.

Keywords: Contextual Teaching and Learning, academic performance, quasi- experimental design

INTRODUCTION

Learning is a relatively settled change that occurs both on the cognitive level and individual behavior. At the behavioral level, the learning process is characterized by visible behavioral changes. In contrast, learning at mental level is generally cannot be seen directly. In the academic context, the learning process is generally measured by achievement test.

To achieve optimal learning outcomes, both learner and teacher have a significant role to follow and choose learning strategy. Hattie's meta-analysis study described many factors that influence student academic achievement. The factors contributing to the academic achievement are grouped by into six areas, including students, homes, schools, curriculum, teachers, and approaches to teaching. Teaching strategies, in that study, is included in factors that have a high contribution to student's achievement. That is, teachers need to consider choices of strategies and approaches in learning to optimize student academic performance.

In addition, from the personal side of students, Schunk mentioned that self-efficacy is one the essential factors that also influence students in learning. The studies conducted by, showed that there is a strong role of self-efficacy in academic achievement and student performance. Similarly, the study of Li (2020) showed an important role of self-efficacy in predicting student academic performance.

According to the American Psychology Association Dictionary of Psychology, self-efficacy is defined as the ability of individuals to act effectively in order to bring the desired result, especially as perceived by people. As Bandura pointed out self-efficacy is a belief in the extent to which people estimate their ability to organize and execute a necessary task or action to achieve the results. Self-efficacy depends in part on students' ability. Generally, students with high ability feel more efficacious about learning when they are compared to low-ability students; but self-efficacy is not another name for the ability. In other words, self-efficacy refers to a students' belief in their competence in a particular activity or area.

Furthermore, Bandura explained that self-efficacy is built on four main sources of information, namely enactive mastery experiences that provide indicators of individual's abilities; vicarious experiences that change belief of individual's efficacy through the spread of competence and comparison with the results achieved by the others; verbal persuasion and similar types of social influences affect the special capabilities of people; and physiological and affective states in which some individuals assess their ability, strength, and vulnerability to dysfunction. Therefore, some efforts to improve students' self-efficacy can be done by designing the learning process that accommodates the sources of self-efficacy.

Laloan's study showed that there was a significant difference between the learning outcomes student's achievement) of vocational high school students in the class with Contextualized Teaching and Learning learning model and those of the students in the class with conventional learning strategy. Sukri explained that the application of Contextualized Teaching and Learning could improve the student learning outcomes in solving subjects material of "addition and reduction of fractions" in elementary school.

Hidayah also explained in her research that application of Contextualized Teaching and Learning model could improve mathematics achievement of elementary students. Previous research has also shown the effectiveness of Contextualized Teaching and Learning learning in improving students' self-efficacy. Malanicagi's study presented that there was an increase in self-efficacy among junior high school students between before and after using Contextualized Teaching and Learning method application.

Teaching and learning by contextual approach is an instructional innovation that was developed at the turn of the 21st century. Contextual means something that is related to the local environment, such as home, community, or workplace; contextualizing means creating a connection between the lessons taught in the classroom and what is happening in the real world outside. In this approach, the students are given an "experience" on the lesson, not just pure thinking and imagination while seated in the classroom. Thus, students are expected to easily relate to the lesson, understand it better, and remember it more.

The problem with the traditional method of teaching Humanities and Social Sciences is that it is unable to connect the subject to real world situations which the students can easily comprehend. In actuality, Humanities and Social Sciences can be assimilated every day, but only a few realize it because it is being taught in classroom as a theoretical subject.

There has been a continuous desire to improve Humanities and Social Sciences toward students' liking, interest, and better performance. At the beginning of the decade, an approach called contextual teaching and learning has emerged that innovated the way lessons are taught – it related the "subject matter content to real world situations" (Berns and Erickson, 2001). Thus, in a way it revolutionized education by creating a substantial connection between the classroom and the world outside such as the environment, home, community, or workplace.

Contextualized Teaching and Learning rooted form various theories in education. Those theories are important in facilitating learning because it used to informed the teachers on the appropriate approach for the greater understanding of the pieces of information being transferred to learners. Wijayanti (2013) laid the historical foundation of the Contextualized Teaching and Learning (CTL) Approach. According to her, the Contextualized Teaching and Learning Approach was from the theory of behaviorism and the constructivist theory. In constructivism, pupils could construct their own knowledge by connecting their prior knowledge and experiences, applying those ideas in a new situation and integrating the knowledge gained with the pre-existing intellectual construct. She also lists down five steps in learning in a constructivist way namely activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge. Bumgarner (2017) presented that Contextualized Teaching and Learning Approach rooted in the constructivist approach to teaching and learning.

As stated by Kalchik and Oertle (2010), Contextualized Teaching and Learning (CTL) Approach is based on a constructivist educational theory because it engages pupils and teachers in active classroom activities, ensuring that learning is a student-centered and engaging. It relies on the notion that pupils create their own meaning of concepts when they learn through experience which furthers an innate motivation and desire to learn. Keith (2011) mentioned that Constructivist theory was further developed by Friere who named it as critical consciousness. where the pupils practice at home and in the community what they had learned in the classroom. Contextualized Teaching and Learning (CTL) Approach was linked in this theory because new learning is contingent on the features of the pupils, the learning context and the teaching process. This theory supports the idea of learning by doing which helps learners to build positive attitudes and readiness so that they can practice those activities in the future. Seifert and Sutton (2012) mentioned that Motivation Theory also focuses on learners' perceived value of the mode of instruction and development of self-efficacy which is the key component of Contextualized Teaching and Learning (CTL) Approach. Learners are encouraged to reflect on their own ideas and the experiences in which the instruction and materials are embedded. Thinking about the content within real-world experience is important in CTL Approach because pupils see the real-world relevance of what they are learning. So, they become interested and motivated.

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

Only recently, there were several studies done on contextual teaching and learning, while some are still in progress. Since it is a young concept, there are still many things to explore on the concept to better understand its characteristics and outcomes and how it is being practiced. Currently, there is no universally accepted definition, although a study conducted by The Ohio State University with the Bowling Green State University gave a preliminary definition. Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

Contextualized teaching and learning involve making learning meaningful to students by connecting to the real world. It draws upon students' diverse skills, interests, experiences, and cultures and integrates these into what and how students learn and how they are assessed. In other words, contextual teaching situates learning and learning activities in real-life and vocational contexts to which students can relate, incorporating not only content, the "what," of learning but the reasons why that learning is important. Some examples of contextual teaching and learning are interdisciplinary activities across content areas, classrooms, and grade levels; or among students, classrooms, and communities. Problem-based learning strategies, for instance, can situate student learning in the context of students' communities. Many skills learned as parts of contextual learning activities are transferable skills, those that can be used not only for successful completion of a current project, but also in other content areas to prepare a student for success in later vocational endeavors. Contextual learning, then, engages students in meaningful, interactive, and collaborative activities that support

them in becoming self-regulated learners. Additionally, these learning experiences foster interdependence among students and their learning groups. Complementary outcomes assessments for contextual student learning are authentic assessment strategies.

This study attempted to assess the effectiveness of Contextualized Teaching and Learning practice as applied in Araling Panlipunan instruction in terms of effectiveness in the performance of Grade 10 learners of select secondary schools of first congressional district of Pangasinan I. From the data collected, implications to educational management and to the community were explored. Overall, this study served as guide for the adoption of Contextualized Teaching and Learning (CTL) among secondary schools in the district and as a basis for the development of self-learning materials.

Statement of the Problem

This study sought to assess the utilization of contextualized teaching and learning approach in Grade 10 Araling Panlipunan in the First Congressional District of Schools Division Office I Pangasinan as basis for intervention program in Araling Panlipunan to improve the performance of the Grade 10 learners using contextualized teaching during the school year 2025-2026.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of Araling Panlipunan teachers in terms of:
 - 1.1 Highest Educational Attainment
 - 1.2 Length of Service
 - 1.3 Relevant In-service Trainings Attended
2. What is the level of performance of the Grade 10 learners in Araling Panlipunan during the third quarter?
3. Is there a significant relationship between the profile of the Araling Panlipunan teachers and the level of performance of the Grade 10 learners in Araling Panlipunan?
4. What is the extent of implementation on the Strategies in the Application of Contextualized Teaching and Learning (CTL) Method as perceived by the Araling Panlipunan teachers and their department heads?
5. Is there a significant difference between the implementation on the Strategies in the Application of Contextualized Teaching and Learning (CTL) Method as perceived by the Araling Panlipunan teachers and their department heads?
6. Is there a significant relationship between the profile of the Araling Panlipunan teachers and their extent of implementation on the strategies in the application of Contextualized Teaching and Learning Method?
7. What is the extent of implementation of the Grade 10 Learners' Self-Assessment Performance Prior and Post-application of Contextualized Teaching and Learning (CTL) in Araling Panlipunan?
8. Based on the findings, what intervention program in Araling Panlipunan can be proposed to improve the performance of the Grade 10 learners using contextualized teaching?

METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection, and tools for data analysis.

Research Design

A quasi-experimental research design was utilized. The design included both pre-assessment and post-assessment data gathering on one sample to making it an independent sample design. The group infused was infused with Contextualized Teaching and Learning. Before the application of Contextualized Teaching and Learning, a self-assessment performance was conducted. The pre-assessment served as a base line data. After the application of Contextualized Teaching and Learning, the self-assessment performance checklist was again given to the group. The results of the academic performance in the third quarter in Araling Panlipunan were correlated to the result of self-assessment checklist of students.

The scheme of this design is the following:

whereas EG is the group with Contextualized Teaching and Learning (CTL) /experimental

X is the application of CTL;

O1 is the pre-assessment performance; and

O2 is the post-assessment performance.

Sources of Data

This study covered Grade 10 learners from the secondary schools of the First Congressional District of Schools Division Office I Pangasinan.

Instrumentation and Data Collection

One set of research instrument was used in gathering the data in this study. The researcher conducted library research and consulted past studies relevant to the present study to crystallize his own concept of the study. The questionnaire was formulated, evaluated and validated by the panel members before preparing the final draft. Approval and permit to conduct the study were obtained by the researcher from the authorities concerned prior to the conduct of the study. The questionnaire was personally administered by the researcher to the respondents involved in the survey.

Tools for Data Analysis

To derive valid and accurate results, appropriate statistical measures were employed.

To answer sub-problem number 1 regarding the profile of the Araling Panlipunan teachers, frequency and percentage were used.

To answer sub-problem number 2, chi-square was used.

To answer sub-problem 3, frequency and percentage was used.

To answer sub-problem number 4 on the Strategies in the Application of Contextualized Teaching and Learning (CTL) Method, average weighted mean was used.

	<u>Numerical Rating</u>	<u>Statistical Limits</u>	<u>Descriptive Equivalent</u>
	5	4.20 – 5.00	– Highly Implemented (HI)
	4	3.40 – 4.19	– Implemented (I)
	3	2.60 – 3.39	– Moderately Implemented (MI)
2	1.80 – 2.59	–	Slightly Implemented (SI)
1	1.00 – 1.79	–	Not Implemented (NI)

To answer sub problem number 5 on the Strategies in the Application of Contextualized Teaching and Learning (CTL) Method as perceived by the teachers and their department head, t-test was used.

To answer sub-problem 6 on the significant relationship of the profile of teachers and their extent of agreement on the strategies in the application of contextualized teaching and learning method, chi-square was used.

To answer sub-problem number 7 on the Grade 10 Learners' Self-Assessment Performance Prior and Post-application of Contextualized Teaching and Learning (CTL) in Araling Panlipunan, average weighted mean was used.

	Numerical Rating	Statistical Limits	Descriptive Equivalent
5		4.20 – 5.00	Highly Implemented (HI)
4		3.40 – 4.19	Implemented (I)
3		2.60 – 3.39	Moderately Implemented (MI)
2	1.80 – 2.59		Slightly Implemented (SI)
1	1.00 – 1.79		Not Implemented (NI)

RESULTS AND DISCUSSION

This section presents the tables of the collected information gathered from the respondents which were analyzed and interpreted. Table 1 presented the strategies and derived outcomes in the application of contextualized teaching and learning (CTL) method in the locale of the study.

Profile of Araling Panlipunan Teachers

Table 1
Profile of Araling Panlipunan Teachers

Profile	Frequency	Percentage (%)
Highest Educational Attainment		
With Doctoral Units	9	10.98
MAEd/Med	31	38.80
With MA Units	42	51.22
Total	82	100
Length of Service as Teacher		
0-5	55	67.07
6-10	27	32.93
Total	82	100
Relevant Trainings Attended		
1-2	43	52.44
3 and more	39	47.56
Total	82	100

Highest Educational Attainment. As can be gleaned in Table 1, most of the Araling Panlipunan teachers have MA units with 42 or 51.22%. There are 31 or 38.80% who are MA graduates. The remaining 9 or 10.98% have doctoral units. This implies that all of the teachers are continuing their education by taking post-graduate courses for possible promotions and professional growth.

Length of Service as Teachers. Same table portrays that majority of the teachers (55 or 67.07%) have been in service for about 5 years or less while some (27 or 32.93%) have been working as teachers for more 6-10 years. This means that most of the Araling Panlipunan teachers are young in the service.

Relevant Trainings Attended. When it comes to training, it is depicted in Table 2 that bulk of the respondents has 1-2 trainings related to teaching Araling Panlipunan with 43 or 52.44% while the remaining 39 have attended 3 or more trainings related to teaching Araling Panlipunan. The result entails that teachers have essential trainings on curriculum and instruction and must therefore be encouraged to continue or partake in such to effectively utilize their skills.

Table 2
Third Quarter Academic Performance in Araling Panlipunan of Grade 10 Learners

Average Grade in Araling Panlipunan 7	Frequency	Percentage
90 – 100 (Outstanding)	57	14
85 – 89 (Very Satisfactory)	120	30
80 – 84 (Satisfactory)	115	29
75 – 79 (Fairly Satisfactory)	111	28
Total	403	100

Table 2 shows the academic performance of Grade 10 learners in Araling Panlipunan. Majority (120 or 30%) of them have the performance level of very satisfactory. Followed by satisfactory performance during the third quarter in Araling Panlipunan with 115 or 29% of the students. Then, the others obtained fairly satisfactory performance (11 or 28%) and lastly, Outstanding with 57 or 14%.

Table 3
Significant Relationship Between the Profile of the Teachers and Grade 10 Learners in Araling Panlipunan

Variables	X ²	p-value	Decision
Highest Educational Attainment	.873	0.000*	Significant
Length of Service	.928	0.000*	Significant
Relevant Trainings Attended	.976	0.000*	Significant

The table shows that the p-values of the highest educational attainment (p-value = 0.000 <.05); length of service (p-value = 0.000 <.05); in-service training (p-value = 0.000 <.05); and experience (p-value = 0.000 <.05) are within .05. Therefore, there is a significant relationship between the profile of the Araling Panlipunan teachers and the level of performance of the Grade 10 learners. The implications of the results show that the Araling Panlipunan teachers with highest educational attainment; longer length of service; more exposed to in-service training and more experiences are very competent in teaching learners.

Table 4

Extent of Implementation on the Strategies in the Utilization of Contextualized Teaching and Learning (CTL) Method

<i>Strategies</i>	TEACHER		DEPARTMENT HEAD	
	WM	D	WM	D
A problem is a simulated or real question, issue, challenge, or difficulty in need of a solution.	3.10	MI	4.53	HI
• Is relevant and worthwhile to students' lives – their families, school experiences, workplaces, and communities	3.21	MI	3.13	MI
• Promotes critical thinking	3.21	MI	4.00	I
• Encourages a systematic approach to addressing the problem Integrates disciplines	3.57	I	4.10	I
• Students learn in the real world where the knowledge would be applied – school (both the classroom and school "life"), workplaces, home, the local community, and sometimes, places beyond that community.	4.12	I	4.19	I
Simulation of a situation or place can provide a satisfactory context, if the real world context is unavailable or poses a hazard.	3.23	MI	3.41	I
• Recognizes that learning is influenced and enhanced by the student's individuality – ethnicity, personality, social group, attitudes and values, habits, health status, skills and talents already acquired, genetic predispositions, background and experiences, interests, and learning style preferences or intelligences. Inspires the goal of lifelong learning, which implies that learners are able to seek out, analyze, and use information with limited or no supervision.	3.14	MI	4.18	I
• Educators help students grow in their abilities to research, produce evidence of their learning, use their time well, learn from mistakes, and reflect on how they learned.	3.16	MI	3.50	I
• Based on learning communities, where students and teachers share knowledge, focus on goals, and allow all to teach and learn from each other.	3.05	MI	3.75	I
• Two or more groups connect in that knowledge-sharing, goal-focus, and teaching-learning with each other.	3.71	I	3.00	MI
• These connections enhance interpersonal skills as participants work in teams.	3.23	MI	3.63	I
The creative process is magnified when people solve problems together.	4.10	I	3.75	I
• Leads and expects students to use higher order thinking skills in addressing a problem, issue, or concept	4.00	I	3.94	I
• A meaningful product of the students' new knowledge and skills.	3.34	MI	3.63	I
• Relates to the central goal of instruction (includes meeting national and local standards) • Is blended with the teaching and learning process	3.39	MI	3.63	I
• Provides students with opportunities and direction for improvement in learning	4.04	I	3.67	HI
Provides educator with opportunities and direction for improvement in teaching	3.20	MI	3.18	MI
AWM	3.46	I	3.72	I

Legend:

Weighted Mean	Description;
4.20 – 5.00	Highly Implemented (HI)
3.40 – 4.19	Implemented (I)
2.60 – 3.39	Moderately Implemented (MI)
1.80 – 2.59	Slightly Implemented (SI)
1.00 – 1.79	Not Implemented (NI)

In can be seen in the table that the extent of implementation on the Strategies in the Application of Contextualized Teaching and Learning (CTL) Method as rated by the Araling Panlipunan teachers and their department heads obtained an average weighted mean of 3.46 and 3.72, respectively which means that the different strategies in teaching Araling Panlipunan are being implemented. It is further indicated in the table that the Araling Panlipunan department head gave higher rating compared to the Araling Panlipunan teachers.

The result of the study implies that there is a need for teacher to apply Contextualized Teaching and Learning (CTL) in teaching Araling Panlipunan subject to improve students' performance on such. This method may gain the attention and participation of students through creating a substantial connection between the classroom and the world outside such as the environment, home, community, or workplace. They may also serve as a tool used by students in daily lives to solve problems and make valid decisions.

Table 5
Grade 10 Learners’ Self-Assessment Performance Prior and Post-application of Contextualized Teaching and Learning (CTL) in Araling Panlipunan

Indicators	Self-Assessment Performance Prior to CTL		Self-Assessment Performance Postapplication of CT	
	WM	D	WM	D
Compared with previous lessons in Araling Panlipunan, I currently expect to do well.	3.13	MI	4.88	HI
I am certain I understand the ideas taught in this subject.	4.00	I	5.00	HI
I am sure I can do an excellent job on the problems and tasks assigned to this class.	4.00	I	5.00	HI
I can explain things clearly.	4.00	I	5.00	HI
I am enthusiastic during the subject’s discussion.	4.35	SA	4.69	HI
I think I will receive a good grade in this class.	4.07	I	4.18	I
My study skills are excellent compared than before.	3.41	I	3.50	I
I encourage my classmates to take part in this subject.	3.41	I	3.75	I
Compared with other students in this class I think I know a great deal about the subject.	4.06	I	5.00	HI
I know that I will be able to learn more from this class.	3.53	I	3.63	I
I expect high standards from my work now.	4.00	I	4.75	HI
The objectives/ what should I have learned is now clear.	4.46	HI	4.94	HI
I make myself prepared for the subject.	4.00	I	4.63	HI
I listen attentively to the lecture of my teacher.	3.59	I	4.63	HI
I usually follow the teacher’s instruction.	4.36	HI	4.67	HI
I exert more efforts today.	3.50	I	3.88	I
I am now updated with the present trends, relevant to the subject matter.	3.76	I	4.75	HI
I usually respond to the teacher’s questions.	3.76	I	4.00	I
I pay attention to the teacher’s explanation.	4.06	I	4.50	HI
I actively involved in doing what I have been learned.	3.94	I	5.00	HI
Average Weighted Mean	3.87	I	4.52	HI

Legend:

Weighted Mean	Description;
4.20 – 5.00	Highly Implemented (HI)
3.40 – 4.19	Implemented (I)
2.60 – 3.39	Moderately Implemented (MI)
1.80 – 2.59	Slightly Implemented (SI)
1.00 – 1.79	Not Implemented (NI)

Table 5 shows the self-assessment performance prior to Contextualized Teaching and Learning (CTL) and self-assessment performance post-application of CTL of Grade 10 learners in their Araling Panlipunan. During the pre-assessment, the item which states, “The objectives/ what should I have learned is now clear” got the highest weighted mean of 4.46 with verbal interpretation of strongly agree. Followed by the item which states that, “I usually follow the teacher’s instruction” with the weighted mean of 4.36 with verbal interpretation of strongly agree. Whereas item which states that, “Compared with previous lessons in Araling Panlipunan, I currently expect to do well” got the lowest weighted mean of 3.13 with verbal interpretation of neutral.

The average weighted mean for the pre-assessment performance of Grade 10 learners in Araling Panlipunan is 3.87 with verbal interpretation of agree.

While during the self-assessment performance post-application of CTL to Grade 10 learners in Araling Panlipunan, the item which states, “I am certain I understand the ideas taught in this subject”, “I am sure I can do an excellent job on the problems and tasks assigned to this class”, “I can explain things clearly”, “Compared with other students in this class I think I know a great deal about the subject”, and “I actively involved in doing what I have been learned” got the highest weighted means of 5.00 with verbal interpretation of strongly agree. Followed by the item which states that, “The objectives/ what should I have learned is now clear” with the weighted mean of 4.94 with verbal interpretation of strongly agree. However, item which states that, “My study skills are excellent compared than before” got the lowest weighted mean of 3.50 with verbal interpretation of agree.

The average weighted mean for the self-assessment performance post-application of Contextualized Teaching and Learning to Grade 10 learners in Araling Panlipunan is 4.52 with verbal interpretation of strongly agree.

Results implied that prior to the application of Contextualized Teaching and Learning (CTL) approach, learners were cleared about the lesson’s objectives in class. Objective is a specific result that a person or system aims to achieve within a time frame and with available resources. In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance.

Table 6
Significant Difference of Pre-Assessment Performance and Post-Assessment Performance of Grade 10 Learners in Araling Panlipunan

Data Analysis	Pre-Assessment Performance	Post-Assessment Performance
Mean 3.87 4.52	3.87	4.52
Variance	0.123478684	0.255830526
Observations	20	20
df	19	
t Stat	-6.638679	
P(T<=t) one-tail	1.18803E-06	
t Critical one-tail	1.729133	

*t is significant at 0.05

Table 6 presents the obtained t-test on the comparison of pre-assessment performance and post-assessment performance of Grade 10 learners in Araling Panlipunan. There is a mathematical difference among the pre-assessment performance and post assessment performance. Results indicate that the computed t stat value (-6.638679) is more than the t critical value of 1.729133 set at 0.05 level of significance.

There is enough evidence found to reject the hypothesis of the study. Therefore, there is a significant difference between the pre-assessment performance and post-assessment performance of the Grade 10 learners in Araling Panlipunan.

Table 7

Significant Relationship between Self-Assessment Performance Post-Application to Contextualized Teaching and Learning and Third Quarter Academic Performance in Araling Panlipunan

	AWM
Self-Assessment Performance Post Application of Contextualized Teaching and Learning	4.52
Third Quarter Academic Performance in Araling Panlipunan 10	85.08
Pearson r = -.82 R Square = .6724	

The data shown in Table 7 was used to correlate self-assessment performance post-application of Contextualized Teaching and Learning (CTL) and the fourth quarter academic performance in Araling Panlipunan of the Grade 10 learners to coefficient correlation obtained using Pearson r is -.82 (high correlation). The r² (0.6724) or 67.24 known as coefficient determination reveals 67.24% of variations in self-assessment performance post-application of Contextualized Teaching and Learning to Grade 10 learners can be attributed to their fourth quarter academic performance in Araling Panlipunan. Thus, there is a significant relationship between the self-assessment performance post-application of Contextualized Teaching and Learning and the fourth quarter academic performance in Araling Panlipunan of Grade 10 learners.

Table 8

Significant Difference on Self-Assessment Performance Post-Application of CTL of Grade 10 Learners as to their Gender

Source of Variation	SS	df	MS	F	P-Value	F crit
Between Groups	195.5802	1	195.5802	679.0391	0.001469	18.51282
Within Groups	0.57605	2	0.288025			
Total	196.1563	3				

Table 8 illustrates the result of analysis of variance to determine the difference on self-assessment performance post-application of Contextualized Teaching and Learning to the respondents as to gender. There is a mathematical difference among the mean-perceptions of the respondents regarding their self-assessment performance post-application of Contextual Teaching and Learning in Araling Panlipunan. This difference when subjected to ANOVA, the computed value of 679.04 which is higher than the critical value of 18.51 set at 0.05 level of significance. There is enough evidence found to reject the hypothesis of the study. Therefore, there is a significant difference on self-assessment performance post-application of Contextualized Teaching and Learning of Grade 10 learners as to their gender. Female learners tend to perform and excel more in Araling Panlipunan compared with the males. They are more participative and engaged during the discussion utilizing contextual teaching and learning methodology, as observed by the teacher.

Summary

This study covered the Araling Panlipunan Teachers and Grade 10 learners of the First Congressional District of Schools Division Office I Pangasinan during the School Year 2025-2026. This study sought to assess the utilization of contextualized teaching and learning approach in Grade 10 Araling Panlipunan as basis for implication to enhance teaching-learning process. It was delimited to the profile of the Araling Panlipunan teachers in terms of Highest Educational Attainment, Length of Service, Relevant In-service Trainings Attended; the extent of agreement on the Strategies in the Application of Contextualized Teaching and Learning (CTL) Method as perceived by the Araling Panlipunan teachers; significant relationship between the profile of the Araling Panlipunan teachers and their extent of agreement on the strategies in the application of Contextualized Teaching and Learning Method; and the extent of agreement of the Grade 10 Learners' Self-Assessment Performance Prior and Post-application of Contextualized Teaching and Learning (CTL) in Contextualized Teaching and Learning.

Profile of Araling Panlipunan Teachers

Highest Educational Attainment. Most of the Araling Panlipunan teachers have MA units with 42 or 51.22%. There are 31 or 38.80% who are MA graduates. The remaining 9 or 10.98% have doctoral units.

Length of Service as Teachers. Majority of the teachers (55 or 67.07%) have been in service for about 5 years or less while some (27 or 32.93%) have been working as teachers for more 6-10 years.

Relevant Trainings Attended. Bulk of the respondents has 1-2 trainings related to teaching Araling Panlipunan with 43 or 52.44% while the remaining 39 have attended 3 or more trainings related to teaching Araling Panlipunan.

Grade 10 Learners' Self-Assessment Performance Prior and Post-application of Contextualized Teaching and Learning (CTL) in Araling Panlipunan

During the pre-assessment, the item which states, "The objectives/ what should I have learned is now clear" got the highest weighted mean of 4.46 with verbal interpretation of strongly agree. Followed by the item which states that, "I usually follow the teacher's instruction" with the weighted mean of 4.36 with verbal interpretation of strongly agree. Whereas item which states that, "Compared with previous lessons in Araling Panlipunan, I currently expect to do well" got the lowest weighted mean of 3.13 with verbal interpretation of neutral.

The average weighted mean for the pre-assessment performance of Grade 10 learners in Araling Panlipunan is 3.87 with verbal interpretation of agree. While during the self-assessment performance post-application of Contextualized Teaching and Learning to Grade 10 learners in Araling Panlipunan, the item which states, "I am certain I understand the ideas taught in this subject", "I am sure I can do an excellent job on the problems and tasks assigned to this class", "I can explain things clearly", "Compared with other students in this class I think I know a great deal about the subject", and "I actively involved in doing what I have been learned" got the highest weighted means of 5.00 with verbal interpretation of strongly agree. Followed by the item which states that, "The objectives/ what should I have learned is now clear" with the weighted mean of 4.94 with verbal interpretation of strongly agree. However, item which states that, "My study skills are excellent compared than before" got the lowest weighted mean of 3.50 with verbal interpretation of agree. The average weighted mean for the self-assessment performance post-application of CTL to Grade 10 learners in Araling Panlipunan is 4.52 with verbal interpretation of strongly agree.

Third Quarter Academic Performance in Araling Panlipunan of Grade 10 Learners

Majority (120 or 30%) of the Grade 10 have the performance level of very satisfactory. Followed by satisfactory performance during the third quarter in Araling Panlipunan with 115 or 29% of the students. Then, the others obtained fairly satisfactory performance (11 or 28%) and lastly, Outstanding with 57 or 14%.

Significant Relationship Between the Profile of the Teachers and Grade 10 Learners in Araling Panlipunan

The p-values of the highest educational attainment (p-value = 0.000 < .05); length of service (p-value = 0.000 < .05); in-service training (p-value = 0.000 < .05); and experience (p-value = 0.000 < .05) are within .05. Therefore, there is a significant relationship between the profile of the Araling Panlipunan teachers and the level of performance of the Grade 10 learners.

Significant Difference of Pre-Assessment Performance and Post-Assessment Performance of Grade 10 Learners in Araling Panlipunan

There is a mathematical difference among the pre-assessment performance and post assessment performance. Results indicate that the computed t stat value (-6.638679) is more than the t critical value of 1.729133 set at 0.05 level of significance.

There is enough evidence found to reject the hypothesis of the study. Therefore, there is a significant difference between the pre-assessment performance and post-assessment performance of the Grade 10 learners in Araling Panlipunan.

Significant Relationship between Self-Assessment Performance Post-Application to Contextualized Teaching and Learning and Third Quarter Academic Performance in Araling Panlipunan

To correlate self-assessment performance post application of Contextualized Teaching and Learning (CTL) and the third quarter academic performance in Araling Panlipunan of the Grade 10 learners- respondents to coefficient correlation obtained using Pearson r is -.82 (high correlation). The r^2 (0.6724) or 67.24 known as coefficient determination reveals 67.24% of variations in self-assessment performance post-application of Contextualized Teaching and Learning to Grade 10 learners can be attributed to their fourth quarter academic performance in Araling Panlipunan. Thus, there is a significant relationship between the self-assessment performance post-application of CTL and the fourth quarter academic performance in Araling Panlipunan of Grade 10 learners.

Significant Difference on Self-Assessment Performance Post-Application of CTL of Grade 10 Learners as to their Gender

There is a mathematical difference among the mean perceptions of the respondents regarding their self-assessment performance post-application of Contextualized Teaching and Learning in Araling Panlipunan. This difference when subjected to ANOVA, the computed value of 679.04 which is higher than the critical value of 18.51 set at 0.05 level of significance. There is enough evidence found to reject the hypothesis of the study. Therefore, there is a significant difference on self-assessment performance post-application of CTL of Grade 10 learners as to their gender.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. Majority of the Araling Panlipunan teachers have MA units, with minimal number of teaching experience and with limited number of trainings attended.
2. Grade 10 learners have very satisfactory performance in Araling Panlipunan.
3. Different teaching strategies in teaching Araling Panlipunan were implemented by the teachers.
4. There is a significant difference between the pre-assessment performance and post assessment performance of Grade 10 learners in Araling Panlipunan.
5. There is a significant relationship between the self-assessed performance post application of Contextualized Teaching and Learning (CTL) and their third quarter academic performance.
6. There is a significant difference between the self-assessment performance post application of Contextualized Teaching and Learning (CTL) to Grade 10 learners as to their gender. Female learners tend to perform and excel more in Araling Panlipunan compared with the males. They are more participative and engaged during the discussion utilizing contextualized teaching and learning methodology.
7. The result of the study implies that there is a need for teacher to apply Contextualized Teaching and Learning (CTL) in teaching Araling Panlipunan to improve students' performance on such.

Recommendations

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

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

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