Research Article

Grade 7 Learners' Academic Achievement in Araling Panlipunan Using Contextualization of Teaching and Learning (CTL)

Ma.Bless Mignun N. Pepito[1] iD **, Kyle Aaron E. Moreno[1]** iD **, Angelie D. Napala[1]** iD **, Clent Argie Ampado[1]** iD **, Lionel Frederich L. Tatoy[1]** iD **, Jay C. Bansale[1]** ✉ iD

[1]Department of Teacher Education, College of Education, Visayas State University, Baybay, Leyte, Philippines

Abstract
This study aimed to assess the effectiveness of Contextualized Teaching and Learning (CTL) in enhancing the academic performance of thirty Grade 7 Mabolo students at Baybay National High School through CTL. Conducted during the first quarter of the Academic Year 2023-2024, the research utilized a pre- and post-intervention design incorporating CTL that lasted for 4 weeks. A mixed-method approach was employed to assess student performance, utilizing a contextualized lesson plan, checklist, 4-point Likert scale, a post-intervention assessment with 5 identification type, 5 multiple-choice, and 2 essay-type questions, including semi-structured interviews. The Cronbach Alpha of 0.714 was accepted after a pilot testing method. Data analysis involved the Wilcoxon signed-rank test and thematic analysis. Results revealed a significant improvement in student assessment scores, with the median score increasing from 4.000 (SD = 0.493) before the intervention to 4.667 (SD = 1.06) after the intervention. Interviews indicated that students perceived CTL as significantly enhancing their class participation and self-efficacy. Additionally, their familiarity with the topics improved through CTL, contributing to enhanced academic performance. The potential and effectiveness of CTL in Social Studies education have yielded promising outcomes. However, several areas require further development, including the consistency of implementation, teacher capacity, responsiveness to community contexts, and the availability of high-quality contextualized reference materials. School administrators can play a pivotal role by creating supportive spaces that enable Social Studies teachers to gather and utilize local data, thereby strengthening the integration of context into content. Furthermore, education policymakers can enhance CTL by establishing a more flexible and responsive contextualized matrix that accommodates diverse local realities and pedagogical approaches.

Keywords: Academic Performance, Araling Panlipunan, Contextualized Teaching and Learning

1. INTRODUCTION

The National Council for the Social Studies defines social studies as "the integrated study of the social sciences and humanities to promote civic competence The fundamental goal of the Social Studies curriculum is to instill civic competence in students, the constituents who make up the nation as a whole. According to the European Education Council (2016), civic competence is known as the ability to perform real-world tasks, such as active civic engagement, which requires a combination of knowledge, skills, attitudes, and values. These tasks include communication, problem-solving, critical and creative reflection, decision-making, responsibility, and respect for other values such as diversity awareness and the attitudes and values of solidarity, human rights, equality, and democracy. It is, in fact, through social studies that students are expected to progress and hone their understanding of the world, but their development also depends on the teachers who are responsible for employing multiple strategies, techniques, methods, and approaches to impart the lessons.

The traditional method of teaching Araling Panlipunan is incapable of relating the subject to real-world scenarios that students can readily comprehend (Montalbo & Villanueva, 2020). Flores (2021) emphasized that there are currently observed poor teaching strategies in delivering Social Studies content, and insufficient instructional materials inside the classroom will result in less engagement in the lesson. Moreover, in relation to contextualization, the language barrier is also indicated as a challenge between Araling Panlipunan to learners' achievement and participation. As stated by Palaming (2023), certain language in the lessons often results in misunderstanding in the learning process, as students cannot memorize unfamiliar words and have difficulty following the teacher's explanation. The level of mastery of the learning competencies demonstrated that there are numerous difficulties encountered in teaching Araling Panlipunan, such as a lack of interest and motivation, language, cultural, and emotional factors, and a lack of instructional materials, which directly influence learners' performance for Araling Panlipunan (Palaming, 2023). Also, there are practices that are challenging to the development of meaningful learning opportunities in Social Studies, such as valuing abstract learning, without contextualization, and the favor of passive learning, where students' roles are listeners of the information (Angela, 2014).

In recent years, there has been a growing emphasis on the importance of contextualization of teaching and learning (CTL) in secondary education. According to Reyes et al. (2019), CTL involves integrating real-world contexts and experiences into the curriculum to enhance students' understanding and application of knowledge. Additionally, CTL also involves teaching the lesson in a real-life context, which significantly increases students' learning (Center for Occupational Research, 2012). This approach has been shown to improve academic performance and engagement among learners, particularly in subjects like Social Studies at the Grade 7 level. In a study conducted by Ortega and de Guzman (2023) utilizing the Contextualized Teaching and Learning (CTL) approach, significant improvements were noted in the quarterly academic performance of Grade 7 learners. The intervention notably enhanced students' reading and comprehension skills in Araling Panlipunan, underscoring the pedagogical value of localized and culturally responsive instructional materials in fostering deeper engagement and understanding.

Moreover, Garin et al. (2017), as cited by Flores (2021), found that the use of CTL through localized instructional materials served as an effective medium for maximizing students' learning potential, as evidenced by improved academic performance. Reyes et al. (2019) emphasized that teachers can adopt the lived experiences of learners as entry points for instruction, suggesting that evoking emotional resonance fosters deeper engagement. In support of this, Mouraz and Leite (2013) argued that curricular contextualization enables students to connect educational tasks with their prior knowledge and everyday experiences, thereby facilitating the meaningful integration of theory and practice.

Several studies have highlighted the positive impact of CTL on students' academic performance, persistence, and overall achievement. Krause et al. (2016) reported that the application of contextualized learning significantly supported 91% of students' engagement and understanding through hands-on classroom activities. Moreover, research affirms that CTL fosters higher-order thinking skills. Hertzberg (2017) emphasized that CTL enables learners to connect academic content to real-world contexts, thereby enhancing their ability to analyze complex issues and develop critical thinking. This is consistent with the findings of Lomibao et al. (2015), which concluded that contextualized problem-solving tasks effectively improved students' achievement, showing a 5.99% performance increase compared to those who were taught using non-contextualized approaches.

The contextualization of teaching and learning within the Grade 7 Social Studies curriculum holds significant potential for enhancing learners' academic performance. Montalbo et al. (2020) advocate for the implementation of CTL strategies in Araling Panlipunan classrooms, emphasizing their capacity to improve student outcomes. By forging meaningful connections between classroom instruction and real-world contexts—such as the environment, family, community, and workplace—CTL can effectively engage students and foster active participation. Moreover, contextualized learning equips students with practical skills for problem-solving and informed decision-making in their daily lives. Integrating CTL into teacher education curricula is also essential. Formal training in CTL principles can empower Araling Panlipunan educators to design contextually relevant lessons, deepen their understanding of the subject matter, and more accurately assess student engagement and learning outcomes. The overarching goal of CTL is not only to elevate student academic performance but also to strengthen teachers' capacity to embed real-life experiences into instructional practices. Furthermore, Abad (2022) underscores that contextualization scaffolds students' deeper connection to lesson content through meaningful, integrated, and culturally

responsive learning experiences. When lessons are customized and appropriately presented, they resonate more profoundly with learners' social and cultural realities, thereby enhancing comprehension and retention.

In a local study that utilized "*Sarong Bantayog*", a Filipino written contextualized referenced material for Social Studies, conducted with freshmen high school students at Camarines Sur, Philippines elicited that about 9.77 percent average difference of students' mean percentage scores (MPS) after the posttest evaluation. Results indicate that there is a significant difference in the utilization of contextualized reference material (Abad, 2022). At Baybay National High School, learners exhibited low assessment scores, with a Mean Percentage Score (MPS) ranging from 70 to 75 percent during the first semester of A.Y. 2023-2024. It was observed that students struggled to relate to Araling Panlipunan lessons due to insufficient contextualization in the learning modules. A closer examination revealed that the modules condensed the lessons into brief paragraphs, offering cursory explanations that lacked necessary context and examples. Additionally, students found it challenging to fully grasp the definitions of fundamental concepts related to democracy and nationalism, which require higher-order thinking skills. Furthermore, teachers find it difficult to simplify lessons and increase student engagement following the prescribed contents of the subject, which might also lead to oversimplifying instead of being able to provide meaningful discussions. Students express difficulty in relating social issues to life, emphasizing the need to recall concepts instead, in order to obtain high quiz and test scores. This research aims to fill the gap on Contextualization of Teaching and Learning as a pedagogical approach, directly applied in a semi-detailed lesson planning method where the 4A's structure was utilized. In this study, the researchers aimed to evaluate whether contextualized lesson plans can significantly contribute to improved student performance among Grade 7 Social Studies learners.

It is for these reasons that the researchers adapted the contextualization of teaching and learning (CTL) approach to improve the academic performance of Grade 7 students for A.Y 2023-2024. Specifically, this study aimed to answer the following questions:

1. What is the level of academic performance of Grade 7 Mabolo students before and after the implementation of CTL?

2. Is there a significant difference in students' assessment scores obtained before and after the implementation of CTL?

3. What is the students' perception of the CTL approach in enhancing their academic performance?

2. METHODS

This study employed the following procedures in its completion during the academic year 2023–2024.

2.1. Research Design

This study utilized a mixed-method research design, integrating both quantitative and qualitative approaches to address the research questions. The quantitative method involved the collection of assessment scores from pre- and post-implementation phases, while the qualitative method, specifically a semi-structured interview, was employed to explore students' perceptions of CTL in Araling Panlipunan.

2.2. Participants

The study involved student participants from Grade 7-Mabolo at Baybay National High School during the school year 2023-2024, who received CTL instruction. A total of 30 students participated in the intervention, comprising 13 males and 17 females.

2.3. Research Instruments

Researchers employed a 5-item identification type of questions, a 5-item multiple choice questions, and 2 essay questions as a post-intervention assessment every after one unit lesson for both pre-intervention and post-intervention phases among Grade 7 Mabolo students. The learners were assessed using a 25-minute quiz-type method. Each question corresponds to one correct answer for every item as its scoring method, while the essay part was provided with a short rubric to guide students in the construction of their answers. This process was repeated for all three-unit lessons covered using the CTL approach, with a score of 20 as the maximum possible score for each assessment. Additionally, the researchers utilized a 4-point Likert scale survey with 10 survey questions during the post-implementation phase of the study from the thirty (30) seventh-grade students who received CTL instruction. The primary aim of this survey is to measure the effectiveness of CTL instruction in enhancing students' academic performance in Social Studies based on how they have perceived the received instruction.

The reliability test using Cronbach's Alpha obtained a result of $\alpha= 0.714$. Cronbach alpha values of 0.7 or higher indicate acceptable internal consistency (Taber, 2017). A sample size of 20 Grade 7 learners using simple random sampling was utilized to gather responses for pilot testing as a method for validity. Meanwhile, a qualitative method, particularly through a semi-structured interview, was used to gather and analyze students' perception on contextual teaching and learning in Social Studies. The interview protocols were checked by the research adviser and consultant for guidance and analyzed through thematic analysis.

2.4. Procedures

According to Clymer (2022), to make instruction meaningful, there should be a set of criteria to describe a good contextualized instruction. The following are the six (6) criteria of good contextualized instruction: (1) develop the basic language and preparation skills needed to learn from content. By integrating language and workforce skills within real-world applications, students can acquire these skills in a meaningful way. (2) Builds on student's past experiences and knowledge, (3) use authentic and relevant materials, examples, and assessments, (4) allow learners to see the relevance of the content and experience it, (5) provides opportunities to apply or practice specific skills in real contexts, and (6) includes problem solving, inquiry process, and varied learning strategies. This criterion supports the development of foundational skills, builds on prior knowledge, enhances relevance and engagement, promotes practical application and skill development, and cultivates critical thinking abilities. Thus, the researcher's intervention for Grade 7 students of Social Studies was based on these criteria to improve their academic performance. In addition, this study adapts the Framework of Contextualized Teaching and Learning by Ambrose et al. (2013) to further enrich the content of the main tool. The use of the Framework in the design of classroom lessons allows educators to create experiences that allow students to better connect the new information to their lives.

The CTL intervention was conducted for 3 weeks in the 1st quarter of Araling Panlipunan 7 at Baybay National High School for School Year 2023-2024 from the 2nd week of September to the 3rd week of October. Student researchers utilized the following: Curriculum Guide, Most Essential Learning Competencies (MELC), and Learning Materials available to conduct the identification of lessons as part of the pre-implementation phase. The following are the empirical steps followed by the researchers during the pre-implementation phase:

1. The researchers reviewed the lessons and the learning competencies from the curriculum guide, then pre-identified the lessons to be treated as decontextualized and contextualized lessons. Six (6) learning competencies equivalent to 6 lessons for the first quarter. The CTL implementation covered the following lessons: *Implikasyon ng mga Yamang Likas* (Implication of Philippine Natural Resources), *Kahalagahan ng pangangalaga sa timbang na kalagayang ekolohiko ng rehiyon* (Importance of Protecting the Balanced Ecology in the Local Region), *at Kahalagahan ng Yamang Tao sa Asya* (The Significant Value of Human Resources in Asia).

2. Researchers formulated the lesson plans aligned with these competencies. Contextualized lesson plans employed differentiated instruction and inquiry-based methods as they were the common practices during contextualization. The lesson plans were submitted to a Master Teacher using the contextualized instruction checklist.

3. Significant revisions were made after the evaluation phase. Modifications were applied to further improve the quality of instruction and the degree of contextualization during implementation.

The implementation of the intervention started after the material passed through the criteria. After every contextualized lesson, the students took a 5-item summative test. Class participation and assessment scores were collected before and after the contextualized instruction. Recorded assessment scores from the decontextualized instruction were the baseline to measure a significant difference between the assessment scores after the CTL intervention.

Following the implementation, researchers conducted a post-intervention evaluation through a semi-structured interview to gather insights into students' perceptions of its relevance to their academic performance, alongside an analysis of collected scores. Nine randomly selected students who received CTL instruction participated in the interview, which was recorded with their permission using audio material.

2.5. Data Analysis

Using various tools to gather the quantitative and qualitative data, the researchers conducted an assessment before and after the contextualized instructions. Through descriptive analysis, a significant difference in its Mean Percentage Score (MPS) and inferential statistics using the Wilcoxon signed-rank test was utilized.

A 5-point Likert scale was used to assess student perceptions before and after the intervention. The gathered data were analyzed by computing the weighted mean, which served as the deciding factor in testing the hypothesis. To ensure reliability, a normality test was conducted using the Shapiro-Wilk test, a hypothesis test applied to a sample to determine whether it follows a normal distribution. The quantitative data interpretation was supported by statistical analysis software, specifically Jeffrey's Amazing Statistics Program (JASP).

Colaizzi's Method of Thematic Analysis was employed to examine students' perceptions of the use of CTL. To enhance the credibility and richness of the data, the triangulation method was applied, incorporating multiple datasets and researchers in addressing the research questions. Additionally, peer review played a crucial role in ensuring consistency in the data obtained from interviews and observations conducted after the intervention.

3. RESULTS

Table 1 shows that the scores obtained by the students after CTL (Md = 4.667, SD = 0.493) were significantly higher than before CTL (Md = 4.000, SD = 1.06) with a mean difference of 0.756. This shows that the levels of academic performance of Grade 7- Mabolo students have varied without the intervention of contextualization. Moreover, the presentation of materials and examples through contextualization has resulted in improved assessment scores after the utilization of CTL in teaching Social Studies.

Table 1. Academic Achievement of Grade 7 Students Before and After the Use of CTL

Intervention	N	Median	SD	SE	Coefficient of Variation
Before CTL	30	4.000	1.060	0.090	0.110
After CTL	30	4.667	0.493	0.194	0.283

A normality test is a method conducted to identify the skewedness of the data. A Shapiro-Wilk test is used to determine the normality of the data for smaller sample sizes (n<50). For this test, it accepts the hypothesis of normality if the p-value is greater than 0.05, which signifies normally distributed data. The table below shows that the data for this study are not normally distributed (p<.001), which suggests the use of a non-parametric test.

Table 2. Test of Normality (Shapiro-Wilk)

	W	P
After CTL- Before CTL	0.851	< .001

Table 3. Effectiveness of CTL Instruction Based on Students' Assessment Scores

Measure 1	Measure 2	W	Z	P	Rank-Biserial Correlation	SE Rank-Biserial Correlation
After CTL	Before CTL	254	3.528	< .001	0.841	0.234

The second research question further examined the effectiveness of the CTL approach in improving Grade 7 students' academic performance in Social Studies. Researchers performed a Wilcoxon signed-ranked test, which indicated that the obtained scores were significantly different before and after the intervention, W= 254, p= <.001. Furthermore, the result of the test indicated a large effect size of *Rb*= 0.841, which means that there is enough evidence to support the hypothesis that assessment scores taken after the implementation of CTL are greater than the assessment scores obtained before CTL instruction was implemented.

Table 4. Students' Perception toward CTL Approach

Theme	Initial Codes	Excerpts
Improved Academic Experience	Topic Familiarization	"*Yes, makasabot ko dayon kung maka-relate ko sa topic*" ("Yes, I can understand right away if I can relate to the topic")
		"*Mas makaintindi ko sa lesson kay makarelate kos mga example ni Ma'am*" ("I understand the lesson better because I can relate to the examples given by ma'am.")
		"*Yes, I see improvements kay mas ma encourage man ko nga mo participate kay kahibaw man kos topic*" (I see improvements because I am encouraged to participate because I know about the topic)
	Increased self-efficacy	"*I see that my scores are not low during the quiz because it's already familiar*"
		"*Oo, ma'am kay mas sayon na mo answer sa mga quiz*" (During the quiz, I find them much easier to answer)
		"I understand the instructions in my tests or quizzes because I already know a lot of natural resources in my area…because in CTL, the instructions are easy to understand"

Table 4 presents the responses of the conducted post-intervention semi-structured interview to nine (9) randomly selected students who received CTL instruction. It discusses the perception of Grade 7 students on the effects of CTL instruction and how it enhances their academic performance in Grade 7 Social Studies.

4. DISCUSSION

The integration of local events, experiences, and resources provides meaningful connections to Grade 7 Social Studies topics, reinforcing the relevance of contextualized instruction. However, the intervention period—spanning approximately four weeks—may require extension to more rigorously determine whether CTL instruction can yield assessment score improvements beyond the observed mean difference of 0.756. Dioneda (2018) found that students exposed to localized and contextualized teaching performed better than those who were not, highlighting its potential to enhance academic outcomes.

Through the CTL approach, teachers are supported in designing assessments that align with the contextual realities presented in class, thereby facilitating improved student performance while meeting lesson objectives. Increased assessment scores not only reflect academic gains but also serve as motivational drivers for student learning. As Thaine (2022) affirms, "Successful outcome provides a sense of accomplishment," underscoring the positive psychological impact of achievement on learner engagement.

The study revealed a statistically significant difference between pre- and post-intervention assessment scores following the implementation of the CTL approach in Grade 7 Araling Panlipunan. The observed mean difference of 0.756, coupled with a low p-value, suggests that the improvement in scores was unlikely due to chance, thereby affirming the effectiveness of CTL in this context. These findings align with a growing body of Philippine research indicating that contextualized instruction and activities yield measurable gains in student performance across various grade levels and subject areas. In Social Studies education, the use of contextualized materials—such as Big Books and localized learning modules—has demonstrated improvements in practicality, comprehension, and academic achievement, particularly when lessons are anchored in local events, resources, and students' lived experiences. For instance, Ortega and de Guzman (2023) developed Big Books aligned with the Most Essential Learning Competencies (MELCs) in Social Studies, which led to significant academic gains between the first and second quarters compared to traditional teaching methods. Their findings also showed a shift in students' performance levels, with many progressing from "Developing" to "Approaching Proficiency," highlighting the pedagogical value of contextualized instruction in enhancing learner outcomes.

Participants reported that contextualized instruction made lessons more accessible, increased familiarity with the topics, and boosted their confidence in answering questions and participating in discussions. In a study on localized and contextualized teaching in Grade 7 Biology, Dioneda Jr. (2023) observed a substantial increase in students' mean scores—from 14.27 in the pretest to 32.32 in the posttest—indicating that greater exposure to contextualized instruction leads to significant improvements in academic performance and learner confidence. Similarly, Ogates et al. (2023) found a statistically significant difference in achievement test scores in Mathematics after the use of contextualized activity sheets. Students' scores improved from 24.38% (low) to 38.18% (average), suggesting that CTL strategies helped learners better understand and solve mathematical problems. The study emphasized that students felt more confident in tackling tasks due to the clear and meaningful connections established between subject content and real-life contexts.

These studies strengthen external validity for our findings by showing CTL's effectiveness in comparable curricula and learner cohorts. At the policy and systems level, our findings resonate with the intentions of the K–12 reform and DepEd policies that institutionalize localization and contextualization and encourage school-based professional learning communities such as Learning Action Cells (DO 35, s. 2016). These policies explicitly support teacher adaptation of curriculum to the learners' social and cultural contexts; our results illustrate how such policy aims can translate into classroom gains when teachers implement localized, context-rich lessons. A likely mechanism for the gains observed in this study is increased relevance: when teachers connect Social Studies concepts to local events, experiences, and community resources, students are better able to make meaningful cognitive links and apply prior knowledge to new content. Reviews and empirical studies on contextualization found that relevance and real-world framing support information retention, higher engagement, and transfer of learning. In a similar study of Dioneda, Jr. (2019), expressed that through paired sample correlation, the scores from pretest and posttest have a weak positive correlation, which means that there is a huge disparity between the score values that align with our qualitative feedback on students' reports of easier comprehension, increased participation, and greater confidence in quiz scores. Perin (2011) shared a review of contextualized instruction and related syntheses that describe precisely this pathway from contextualization to engagement and to improved learning outcomes. While CTL appears promising, several factors need to be considered. First, the intervention was implemented for roughly four weeks; although scores improved significantly, a longer implementation period would better establish durability and allow examination of whether gains exceed the observed mean difference of 0.756 over time. Second, teacher capacity and time to develop high-quality contextualized materials remain practical constraints. According to the study of Bello et al. (2023), the Department of Education has produced contextualized materials, but they are found to be of less use by teachers due to their lower capacity in relating to locality-centered instruction. Philippine studies repeatedly note that crafting contextualized resources requires planning time, local data, and collaborative support structures such as LACs. These resourcing needs were also reflected in our implementation challenges and suggested directions for scale-up planning. In this light, this study explored the potential of contextualized resources through lesson planning directed towards improved Social Studies instruction for the Philippine Junior High School.

Contextualization that is co-constructed with communities enhances authenticity and inclusiveness; when contextualization is superficial, it risks oversimplifying complex concepts or omitting important content. This concern has been raised in Philippine curriculum literature and international critiques of contextualization, which caution against reducing learning to surface familiarity at the expense of depth. Our qualitative data suggest that students found materials helpful rather than simplistic, but future implementations should guard against oversimplification by pairing contextual examples with tasks that probe deeper conceptual understanding.

The positive effects on student engagement and motivation observed in this study reflect broader evidence supporting the efficacy of CTL in re-engaging previously disengaged learners. CTL has been shown to enhance language development and comprehension when skills are taught within meaningful, real-world contexts. These motivational outcomes—such as increased participation, confidence, and willingness to respond—likely contributed to improved test performance and more dynamic classroom interactions. Furthermore, the findings align with the empirical foundations of the constructivist approach, which posits that students achieve deeper understanding when actively engaged in the learning process. As Tutal (2023) explained, context-based learning emphasizes the learner's active role in constructing knowledge and aligning new content with prior experiences. This process facilitates meaningful engagement and strengthens the integration of new knowledge with existing cognitive frameworks, which is a key factor in academic success. Confidence and familiarity are further reinforced when CTL is grounded in the principles of social constructivism. As cited by Ganar and Kilani (2025) from Ajjawi and Boud (2018), this learning theory promotes active learning by engaging the social, cognitive, and affective dimensions of instruction. When emotional resonance is embedded in Social Studies instruction, students exhibit reduced hesitation in class participation and develop more positive attitudes toward assessments.

Finally, the positive effects on engagement and motivation observed in this study echo broader evidence that CTL can re-engage previously apathetic learners and support language and comprehension development when skills are taught in meaningful contexts. These motivational effects—increased participation, confidence, and willingness to respond likely contributed to improved test performance and classroom dynamics in this study. Furthermore, the results are highly conformed to the empirical view of the constructivist approach, which notes that students better grasp lessons when learning is engaged actively. As stated by Tutal (2023), context-based learning emphasizes the active role of the learner in constructing knowledge and the alignment of content with the learner's existing knowledge and experiences. This approach fosters a deeper understanding and meaningful engagement with the subject matter. As a result, students are locking in the new knowledge with previous ones, which is a significant factor in success in academic performance. Confidence and student familiarity are further enhanced when it is grounded on a social constructivist approach. As cited by Ganar and Kilani (2025) from Ajjawi and Boud (2018), this learning theory promotes active learning that engages the three important dimensions of instruction, which are the social, cognitive, and affective. When emotions are linked to Social Studies instruction, students observe less hesitation over class participation and contribute to a positive attitude toward taking assessments.

5. CONCLUSION

The key findings suggest that CTL is an effective approach for enhancing students' overall academic performance. The results support the idea that students perform better when lessons incorporate substantial local connections, leading to increased assessment scores and more proactive engagement with the material. The literature review on CTL further reinforces its benefits, highlighting how it helps educators maximize the use of local contexts and materials, ultimately improving academic achievement and student involvement. Additionally, educators can effectively apply contextual elements and present local stories to transform conventional learning strategies and activities, offering diverse ways to engage students who may struggle with school and Social Studies. However, it is important to note that integrating the CTL approach into Araling Panlipunan lessons requires careful planning and sufficient time to ensure its positive effects on students' academic performance are fully realized. Future researchers are encouraged to explore and address the gaps related to contextualization standards.

The findings suggest that the following practical implications are significant to further support the potential and future instructional innovations using the CTL. These implications highlight what CTL could mean to teachers, school administrators, and policy-makers:

1. Social Studies teachers need to further extend participation in trainings and field groups that will help establish flexible contextualized materials. This means that for Social Studies, teachers should be equipped with skills that will transform localized data from its context into content. With the presence of teachers as direct curriculum planners, CTL is best when the instruction is customized to the learning situations.

2. School administrators can use their effective leadership to provide support among Social Studies teachers by leveraging policies that will cater to their needs in creating CTL-based instruction and lesson planning. This can be done through approved school-based policies on teacher support for synthesizing local data and teachers' consultation groups or strengthened learning action cells (LACs) on CTL for effective context-to-content development.

3. Education policymakers can significantly contribute to the strengthening of this approach. Moreover, crafting policies that will scaffold a flexible contextualized matrix can serve as a ground for implementing effective CTL in the Social Studies instruction. Rigid contextualized matrix hinders the ability of the subject to open its gateway for students to effectively learn about citizenship and social responsibility—aspects that are important for learning Social Studies. This also encourages the review of policy-makers on the Department of Education's Division Contextualized Learning Matrix (DCLM) for further improvements.

REFERENCES

Abad, E. (2022). Development and evaluation of a contextualized reference material in social studies. *American Journal of Humanities and Social Sciences Research, 6*(3), 214-226. https://www.ajhssr.com/wp-content/uploads/2022/03/Y22603214226.pdf

Abela, E. (2019). Learning factors related to the performance of secondary students in social studies in Batangas City Division. *Ascendens Asia Journal of Multidisciplinary Research Abstracts.* https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/8687

Akbari, O. & Sahibzada, J. (2020). Students' self-confidence and its impacts on their learning process. *American International Journal of Social Science Research, 5*(1), 1-15. https://doi.org/10.46281/aijssr.v5i1.462

Ambrose, V., Davis, A., & Ziegler, M. (2013). A framework of contextualized teaching and learning: assisting developmental education instructors. *Adult Education Research Conference.* https://newprairiepress.org/aerc/2013/papers/1

Angela, T. (2014). Challenges to meaningful learning in social studies – the key competences as an opportunity to students' active participation. *Procedia - Social and Behavioral Sciences, 128,* 192–197. https://doi.org/10.1016/j.sbspro.2014.03.142

Baliling, V. (2020). Multiple intelligences strategies in Araling Panlipunan among public secondary schools in the city division of Tabul, Kaling. *International Journal of English Literature and Social Sciences, 5*(6), 2476-2480. https://dx.doi.org/10.22161/ijels.56.86

Bearman, J. (2020). The importance of providing common experience and personal relevance in engaging students in earth science concepts. https://ui.adsabs.harvard.edu/abs/2020AGUFMED038.05B/abstract

Bello, J. B., Concon, L. S., Manlicayan, & Sano, J. M. (2023). Contextualized and localized science teaching and learning materials and it's characteristics to improve students' learning performance. *Psychology and Education, 7,* 77-84.

https://doi.org/10.5281/zenodo.7607686

Clymer, C. (2022). *Down and dirty: contextualizing instruction for integrated education and training.* Institute for the Study of Adult Literacy & Goodling Institute for the Research in Family Literacy. https://ed.psu.edu/sites/default/files/inline-files/COABE%202022%20Clymer%20Final.pdf

Cosme, M. (2019). Impact of grade 9 students' behavior in the academic performance in Araling Panlipunan at Wenceslao Trinidad Memorial National High School. *Ascendens Asia Journal of Multidisciplinary Research Abstracts, 3*(2). https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/5959

Dioneda, I. (2019). Localization and contextualization in teaching biology for grade 7 students of Paliparan National High School for school year 2018–2019. *IOER International Multidisciplinary Research Journal, 1*(3). https://ssrn.com/abstract=3461307

Flores, G. (2021). The use of contextualized instructional materials (CIMS) in teaching social studies among primary grade learners. *International Journal of Science and Research, 10*(9). https://www.ijsr.net/archive/v10i9/SR21923150208.pdf

Ganar, S. & Kilani, C. (2025). Contextualized learning and social constructivism: implementing a project-based approach in information systems development education. *Journal of Science Learning, 8*(1). 10.17509/jsl.v8i1.72667

Hertzberg, F. (2017). Contextualized teaching and learning: strategies for promoting higher-order thinking skills. *Journal of Curriculum and Instruction, 35*(1), 45-59.

Kawana, N. (2022). *The importance of contextualization for training and support.* https://www.newired.com/the-importance-of-contextualization-for-training-and-support

Krause, S., Waters, C., Stuart, W. J., Judson, E., Ankeny, C. J., & Smith, B. B. (2016). Effect of contextualization of content and concepts on students' course relevance and value in introductory materials classes. *2016 ASEE Annual Conference and Exposition.* American Society for Engineering Education.

Kusurkar, R. A., Orsini, C., Somra, S., Artino, A. R., Jr, Daelmans, H. E. M., Schoonmade, L. J., & van der Vleuten, C. (2023). The effect of assessments on student motivation for learning and its outcomes in health professions education: a review and realist synthesis. *Academic Medicine: Journal of the Association of American Medical Colleges, 98*(9), 1083–1092. https://doi.org/10.1097/ACM.0000000000005263

Lomibao, L., Go Silk, C., & Luna, C. (2017). Contextualized problem solving: it's effect on students' achievement, conceptual understanding and mathematics anxiety. *International Journal of Science and Research, 6*(7), 2188–2198. https://doi.org/10.21275/art20175656

Lone, R. (2021). Self-confidence among students and its impact on their academic performance: a systematic review. *International Journal of Creative Research Thoughts, 9*(5). https://ijcrt.org/papers/IJCRT2105916.pdf

Lorbis, J. (2019). Utilization of contextualized teaching and learning (CTL) approach in grade two Araling Panlipunan. http://files.eric.ed.gov/fulltext/ED603874.pdf

Lotulung, C.F., Ibrahim, N., & Tumurang, H. (2018). Effectiveness of learning method contextual teaching learning (CTL) for increasing learning outcomes of entrepreneurship education. *The Turkish Online Journal of Educational Technology, 17*(3), 37-46. https://files.eric.ed.gov/fulltext/EJ1184198.pdf

Mcleod, S. (2023). *P-Value and statistical significance: what it is & why it matters.* https://www.simplypsychology.org/p-value.html

Montalbo, M. C., & Villanueva, J. C. (2020). The effectiveness of contextual teaching and learning approach integrated with araling panlipunan; implication to enhance teaching- learning process. *Instabright e-Gazette, 1* (4).

Mouraz, A., & Leite, C. (2013). Putting knowledge in context: curriculum contextualization in history classes. *Transformative Dialogues: Teaching & Learning Journal, 6*(3), 1-11. https://doi.org/10.59236/td2013vol6iss31333

Navalta, C. (2021). Deepening of learners' knowledge and learning experiences through contextualization and localization theory. https://dx.doi.org/10.2139/ssrn.3939375

Ogates, R. C., Canoy, J. C., Moleño, R. E., Aleluya, E. R., & Coronado, W. A. (2023). Contextualized teaching on student's performance in mathematics during post-pandemic (COVID-19). *International Journal of Science and Management Studies, 6*(1), 262-268. https://doi.org/10.51386/25815946/ijsms-v6i1p121

Ortega, V., & de Guzman, M. (2023). Development of bigbooks for contextual teaching and learning (CTL) social studies (araling panlipunan) 7 in Zone 2, Division of Zambales. (2023). *EAS Journal of Humanities and Cultural Studies, 5*(3). https://doi.org/10.36349/easjhcs.2023.v05i03.001

Osika, A., MacMahon, S., Lodge, J., & Carroll, A. (2022). *Contextual learning: linking learning to the real world.* https://timeshighereducation.com/campus/contextual-learning-linking-learning-real-world

Palaming, J. a. O. (2023). Barriers in delivery of teaching araling panlipunan to learner's behavior and performance. *International Journal of Research Publications, 124*(1). https://doi.org/10.47119/ijrp1001241520234849

Perin, D. (2011, April). *Facilitating student learning through contextualization.* https://ccrc.tc.columbia.edu/media/k2/attachments/facilitating-learning-contextualization-brief

Reyes, J. L., Insorio, A. O., Ingreso, M. L. V., Hilario, F. F., & Gutierrez, C. R. (2019). Conception and application of contextualization in mathematics education. *International Journal of Educational Studies in Mathematics, 6*(1), 1–18. https://dergipark.org.tr/en/download/article-file/664590

Suganob, J., & Oliva, E. (2021). Exploring the students' experience in learning literature: challenges of contextualization. *EPRA International Journal of Multidisciplinary Research, 7*(12). https://doi.org/10.36713/epra2013

Taber, K. (2017). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education, 48,* 1273–1296. https://doi.org/10.1007/s11165-016-9602-2

Tetzlaff, T. (2009, May). *Constructivist learning verses explicit teaching: a personal discovery of balance.* https://www.cct.umb.edu/tetzlaff

Thaine, C. (2022). *Using assessment as a tool to motivate your learners.* https://www.cambridge.org/elt/blog/2022/03/17/using-assessment-as-a-tool-to-motivate-your-learners/

Tutal, Ö. (2023). Does context-based learning increase academic achievement and learning retention?: A review based on meta-analysis. *Journal of Practical Studies in Education, 4*(5), 1-16. https://doi.org/10.46809/jpse.v4i5.71

Utech, J. (2008). *Contextualized curriculum for workplace education an introductory guide.* https://www.umass.edu/roundtable/projects/Integrated%20curr_guide%20p1

Wirihana, L., Welch, A., Williamson, M., Christensen, M., Bakon, S., & Craft, J. (2018). Using Colaizzi's method of data analysis to explore the experiences of nurse academics teaching on satellite campuses. *Nurse Researcher, 25*(4), 30–34. https://doi.org/10.7748/nr.2018.e1516