

Development and Evaluation of a Contextualized Reference Material in Social Studies

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ABSTRACT: This study developed and evaluated Sarong Bantayog as a K to 12 contextualized reference material in Social Studies. It specifically determined content knowledge of Grade VII high school students on geography, history and socio-cultural landscape of CamarinesNorte; jurors' assessment of the developed contextualized referenced material along level of integrity, level of contextualization; level of innovativeness, level of acceptability, and the effectiveness of the material. Results showed that the content knowledge of the freshmen high school students in geography, history, and socio-cultural landscapes of CamarinesNorte is with a mean of 34.07 and MPS: 63.10 percent or average. The developed contextualized reference material is Sarong Bantayog written in Filipino, is congruent to K to 12 Social Studies for both elementary and secondary level students. It is divided into 3 units: Geography, History, and Socio-cultural landscapes of CamarinesNorte.

The jurors' assessment resulted in the overall weighted mean of 3.91: high integrity; 3.92: highly contextualized; 3.89: highly innovative; 4.00: highly acceptable; and 3.88: highly effective.

In conclusion, the freshmen high school students have average content knowledge in Geography, History, and Socio-cultural landscapes of CamarinesNorte. There is a contextualized learning material called "Sarong Bantayog" that was developed for Social Studies. The jurors assessed the developed contextualized material in Social Studies as with high integrity, highly contextualized, highly innovative, highly acceptable, and highly effective.

KEYWORDS : *Contextualized ,Reference Material Development, Instructional Material Evaluation, Social Studies*

I. INTRODUCTION

Each teacher is expected to be knowledgeable to the cultural and educational heritage of the nation. Teachers are entrusted to transmit the cultural heritage of the country which originates from knowing and exploring its own local heritage. To strengthen the mandate, contextualization, localization and indigenization of teaching was created making more responsive and committed citizens of the country inspired by the local history, geography and culture. This is now the trend that must be addressed due to the growing impact of globalization.

Republic Act 10533 of the Philippines, or the Enhanced Basic Education Act of 2013 provides that the curriculum to be offered ...*shall be contextualized and global and at the same way shall be flexible enough to enable and allow localizing, indigenizing and enhancing the same based on their respective educational social context.* This governing law presents a great challenge and opportunity in making the education for all more socially responsive and culturally sensitive.

Relatively, on June 10, 2016, to intensify the teachers' capability, DepEd Order No. 39.s. 2016 or the Adoption of the Basic Education Research Agenda prescribed four themes wherein researches in education must be anchored. The themes include: teaching, learning, and curriculum. Under these themes, the agenda mandate that researches shall explore on the contextualization, localization of various subjects, and find out how these are relevant and responsive to the learner learning outcomes. These research agenda aim to show an in-depth social, behavioral, and developmental effects to teaching process and learning acquisition of students in basic education. With this mandate and considering the teachers' readiness to contextualization, it is right and timely to focus on equipping teachers with necessary instructional materials and ready-made strategies in actual teaching and learning process.

The objective of K to 12 curriculum in Social Studies is for the students to develop understanding on primary principles on issues of history, geography, politics, economics and other related disciplines in dealing

with society in order to know, to do, to be fulfilled and learn to live together with others. (Dep.Ed. 2013). The curriculum of Social Studies gives emphasis not on memorization but on understanding of concepts and terminologies and creation of personal meaning of every lesson, its application to real life situation, and its connection to life and society. Constructivism, cognitivism, and behaviourism are the three major approaches in teaching and learning Social Studies. Consequently, based on the nature of the subject wherein lecture discussions are the essential springboard of inquiry-learning, sufficient reference materials are needed to facilitate active learning.

Localizing lessons in Social Studies should not compromise the standards and concepts just for the sake of contextualization. However, majority of the topics can be contextualized to make them more practical, valuable, effective and life changing. Topics in Geography, Society and Culture, Demography, Literature, History, Political Science, Economics and others make the discussion and learning in Social Studies more appealing to the students. They are put into natural and actual learning environment and let them manipulate, relate and adapt to various learning opportunities visible in the community or locality. This helps students to have an in-depth connection to lessons due to a meaningful, integrated, real experience, social and cultural, customized and appropriate presentation of lessons. Ideally, based on R.A. 10533 the Enhanced Basic Education Act of 2013, the curriculum for basic education is already set, in addition, the strategies anchored to contextualization has been prepared but the drawback is the availability of contextualized reference material ready for use by the teachers especially those who are not given enough training on contextualizing their lessons. In support to this demand, DepEd. Order. No. 43, s. 2013 Rule II Sec. 10.3 provides that the production and development of locally produced teaching learning materials shall be encouraged. It is just right to produce contextualized locally-based instructional materials in all subject areas because it is one of the ways to improve competencies of the students at the same time build their passions to discover, explore and continue to love their country.

On Contextualization

Various scholars have conducted studies on contextualizing instructional materials as improvisation of local and simple instructional materials by the teachers has become necessary for the uplift of academic standard. Abdu-Raheem (2011). Teachers must remain knowledgeable of changing demographic patterns of the nation and accompanying changes of students' characteristics. Teachers as trustees of the cultural heritage of the nation must be always knowledgeable about the sociocultural, historical and geographical landscape and changes of the nation (Stockard, 2001). Further, the educational shift from purely learner as the receiver of knowledge to learner as constructor of meaning is the prime starter of the contextualized teaching and learning. Consequently, the reaction to behaviorist approaches to learning is also seen as another major development in education (Davila, 2013).

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Improvisation of local and simple instructional materials by the teachers has become necessary for the uplift of academic standard (Abdu-Raheem , 2015). It is claimed that teachers must remain knowledgeable of changing demographic patterns of the nation and accompanying changes of students' characteristics. Teachers as trustees of the cultural heritage of the nation must be always knowledgeable about the sociocultural, historical and geographical landscape and changes of the nation (TomDieck, 2017). The educational shift from purely learner as the receiver of knowledge to learner as constructor of meaning is the prime starter of the contextualized teaching and learning, in this regard, the reaction to behaviorist approaches to learning is also seen as another major development in education. Contextualization of teaching learning in classroom instruction is traced from trifold ideologies of constructivism focused on making sense of experience, behaviourism believes in change of behavior is learning and cognitivism mental schema of understanding is knowledge(Triesman, 2009). Contextualization is a new delivery system in education that addresses and challenges the traditional development in education (Mouraz, et. al.,2013). In contextualization the content and organization of activities to be undertaken in classroom are prerequisites of actual teaching and learning. In this approach, students' engagement to school work increases significantly because they understand why they are taught. Consequently, they are learning the concepts and at the same time they know where the concepts can be used. Lee, et. al., (2012) narrates that cultural contextualized education motivates students to know more about their cultural heritage in order to appreciate and understand other cultural heritage. Spring (2010) describes that contextual teaching means to teach in connection with real life and within real life and within the culture of the learner.

Perin (2011) explains that contextualization is not only presenting relevant and meaningful context hence, it is divided into integrated and contextualized instruction. Integrated instruction primary purpose is to scaffold learners with specific content area such as science, social studies, business, career technical education or career development. In addition, Hull (1993) explains the concept of teaching and learning in contextualization which is joining knowledge and skills and learning abstract concepts by doing practical activities and connecting school work to real world situation. This is the same with Berns, et. al., (2001) who claimed that contextualization helps teacher relate subject matter content to real world situation. Taylor, et. al., (1997) elaborated that relating teaching materials to the real context of life experience is not only the focus of contextualization but also building relations between prior knowledge and practical application of knowledge to life. This was supported by Endacott, et. al., (2013) as he views historical contextualization as temporal sense of difference that includes deep understanding of the social, political and cultural norm of the time period under investigation as well as knowledge of the events leading up to the Historical situation and other relevant events that are happening concurrently. Joining the Historical Contextualization and Sociological Imagination in idea it is building of concepts of circumstances or facts that surround a particular historical phenomenon to render more intelligible information. (Wineburg, et. al., 1994). As a result, knowledge acquired based reflection due to introspection in Sociological Imagination and empathy in Historical contextualization is usually stored in long term memory that shapes the behavior, aspiration and action of person.

II. OBJECTIVES OF THE STUDY

The study aimed to develop and evaluate *Sarong Bantayog* as a K to 12 contextualized reference material in Social Studies. Specifically, this undertaking determined the content knowledge of the secondary grade 7 students on geography, history and socio-cultural landscape of CamarinesNorte ; developed contextual learning materials in Social studies, and found out the assessment of jurors on the developed contextualized learning material along with level of integrity, level of contextualization, level of innovativeness as to features, level of acceptability as to desired activities, strategies and assessment and level of effectiveness as per assessment of the jurors.

III. MATERIALS AND METHODS

The multi-level of research design is the nature of this research. It is Descriptive-Developmental and Evaluation approach of research. Quantitatively, the students evaluated as to content knowledge on geography, History and Socio-cultural landscape of CamarinesNorte, Philippines. The second phase is developmental, wherein contextualized reference material in teaching Social Studies is produced based on the interpreted needs described by the teachers and students as well as on the set learning competencies and goals of Social Studies.

The third phase is the evaluation of the developed contextualized reference materials by the experts, teachers and school officials to assess the level of integrity based on the desired learning competencies, level of contextualization, level of innovativeness, level of acceptability and level of effectiveness.

SETTING AND INFORMANTS

The primary respondents of the study are 240 freshmen students out of 600 freshmen enrollees for the School Year 2017 to 2018, in one public National High School, in the province of Camarines Norte, Philippines. The said institution is one of the biggest schools in the province in terms of student population, and is the locale of this study. The study participants were selected through purposive sampling. Accessibility and proximity to research respondents had been an ultimate consideration to decide on since the study entails series of teaching. There were fifteen experts who served as jurors and rated the instructional material.

IV. RESULTS AND DISCUSSIONS

I. Content Knowledge of Freshmen High School Students in Social Studies/Social Studies

Table 1 shows the result of the pretest conducted in order to determine the level of content knowledge of freshmen high school students in Social Studies in the selected locale of the study. The content knowledge was assessed along geography, history and socio-cultural landscapes of Camarines Norte.

Table 1. Content Knowledge of Freshmen High School Students in Social Studies (n=240)

Content	Mean	MPS* (%)	Interpretation
Geography	11.85	63.46	Average
History	13.21	63.76	Average
Socio-cultural Landscapes of Camarines Norte	9.01	61.86	Average
Total	34.07	63.10	Average

Legend: *DepEd Order no. 160 s. 2012

MPS	Description
96 – 100%	Mastered
86 – 95 %	Closely approximating Mastery
66 – 85%	Moving Towards Mastery
35 – 65%	Average
15 – 34%	Low
5 – 14%	Very Low
0 – 4%	Absolutely no mastery

The table reveals that out of the 130 pretest items, the total mean score is 34.07 or 63.10 percent MPS which is interpreted as average. All of the three contents revealed scores interpreted as average. The highest score was on History: Mean = 13.21; MPS = 63.76 percent and the lowest score was on Socio-cultural Landscapes of Camarines Norte: Mean = 9.01; MPS = 61.86 percent.

Findings show that the freshmen students had an average level of content knowledge on facts, concepts, theories, and principles that are taught and learned in geometry, history and socio-cultural landscapes of Camarines Norte. This is an evidence that teachers should benchmark best practices and develop intervention packages that will improve the performance of the students. They should also adjust instruction accordingly and increase mastery level in the abovementioned areas. This is necessary because educators are directly responsible for the, life-saving work. It is believed that a student who graduates from school with a mastery of essential skills and knowledge has a good chance of successfully competing in the global marketplace, with numerous opportunities to lead a rewarding adult life.

II. Development of the Contextualized Reference Material in Social Studies The developed contextualized reference material in Social Studies focuses in Camarines Norte Geography, History and Socio-cultural landscape. It also contains facts, concepts, theories and principles that are taught in History.

It is written in Filipino as mandated that Social Studies shall be written and taught in Filipino. It formally bears a name SARONG BANTAYOG: A K to 12 contextualized reference material in Social Studies. The term “Sarong” from its root word “saro” which means one. Oneness in heart, oneness in mind, oneness in heart and oneness in inspiration are the key ideas and learning’s that the story of the province of Camarines Norte history is telling to its people. The term “Bantayog” is the pride of Camarines Norte the first monument in honor of the heroism and inspiration of Dr. Jose P. Rizal. It was erected on December 30, 1898. Looking into the dream to sustain unity and solidarity which history of the province is implying and continue to be inspired by the pride attributed to Camorteneos as the first group of people who gave eternal recognition and admiration to the heroism of the national hero manifested in erecting the first monument of Dr. Jose P. Rizal thus, the author named the book SARONG BANTAYOG.



Figure 1. Sarong Bantayog Reference Material and Manual Cover

The Sarong Bantayog as a K to 12 contextualized reference material can be used in basic education both for elementary and secondary students. The content of the book is divided into three units. Namely: Geography, History and Socio-cultural landscape of Camarines Norte. This informative reference material about Camarines Norte offers information and lessons anchored to the learning competencies in Social Studies.

Aside from the contextualized reference material, this research also produced the Sarong Bantayog Teachers Manual. This contains localized and indigenized teaching strategies.

The parts of the Sarong Bantayog contextualized reference material procedures are localized and indigenized. The contents begin with the *LambatinNatin* (Fishing) inspired by the Mercedenoes because majority of them are engaged in fishery and culture. This is establishing on what to learn and how it is connected to real life situations. Next part is *MinahinNatin* (Mining) inspired by Paracale and Jose Panganiban-the two towns of gold. This is followed by *BakasinNatin* (Tracing) inspired by culture of Tacboan in Vinzons which they used to barter. The native foods such as: *barikolkol*, *balaw*, *kakanin* and *sinantol* where the celebration of festival was derived. The last part was the *IbantayogNatin* (Being proud on patriotism) inspired by the lessons of the Bantayog, Daet revolt and the story of Pinaglabanan shrine. This is the closing point the lessons that students should express their thoughts, insights and statements that could summarized the lesson

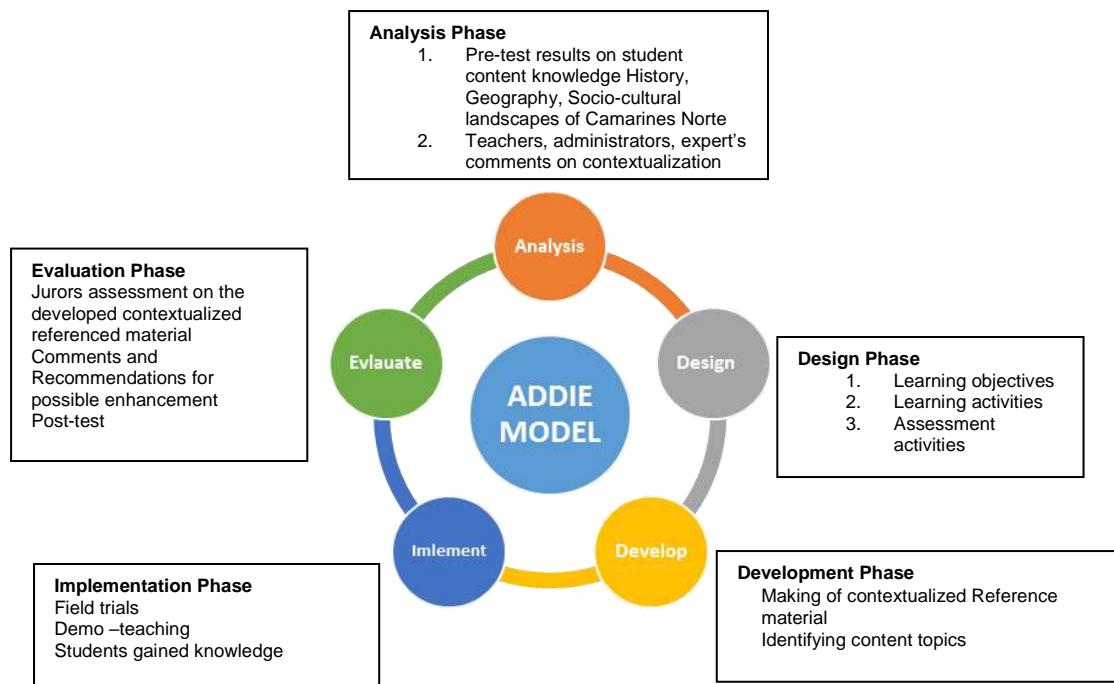


Figure 2. ADDIE Model

III. Jurors' Assessment in the Developed Contextualized Instructional Material in Social Studies

This study is anchored on the thrust of improving the current educational system of the Philippines which is not yet consistent not only with international standards but also on geographical, historical and socio-cultural landscapes of the province of Camarines Norte. The used of the developed teacher-made instructional material is deemed significant in the light of improving the level of mastery of the students along level of integrity on the desired learning competencies, level of contextualization, level of innovativeness as to features, level of acceptability as to desired activities, strategies and assessment, and level of effectiveness. The material could allow the students to evaluate their own progress and utilize their spare time to read the lesson as many times as his ability to master requires. But, before doing so, the selected expert jurors evaluated the said instructional materials. The foregoing discussion deals with the result of the evaluation.

Level of Integrity on the Desired Learning Competencies. Table 2 below shows the level of integrity on the desired learning competencies as evaluated by the expert jurors. Evaluation on the level of integrity on the desired learning competencies, generally got "high integrity" level with an overall composite mean of 3.91 as rated by the expert jurors. Along with this criterion, all the indicators got "high integrity" level as indicated by their respective means.

Table 2
Level of Integrity on the Desired Learning Competencies

Indicators	Weighted Mean	Verbal Interpretation
1. The objectives of the lessons are congruent to Social Studies thrust to produce citizens who are socially conscious, critical thinkers and socially responsible.	3.89	High Integrity
2. The lessons shape students value on local geography, history and culture.	3.83	High Integrity
3. The lessons strengthen collaborative learning as well as independent learning.	3.94	High Integrity
4. The lessons shape students' patriotism, love to cultural heritage and issues of society.	3.94	High Integrity
5. The lessons are responsive in shaping citizens who are Humane, Godly and Nationalistic .	3.94	High Integrity
Grand Mean	3.91	High Integrity

Legend: Scale Range	Interpretation
3.26 to 4.00	High Integrity
2.51 to 3.25	Average Integrity
1.76 to 2.50	Fair Integrity
1.00 to 1.75	Poor Integrity

All of the indicators were rated with high integrity. There were 3 indicators which got the highest weighted mean of 3.94 and these are the indicators on the lessons strengthening collaborative learning, as well as independent learning; the lessons shaping students' patriotism, love to cultural heritage and issues of society, and lessons are responsive in shaping citizens who are humane, godly, and nationalistic. The lowest weighted mean of 3.89 was on the objectives of the lessons being congruent to Social Studies thrust to produce citizens who are socially conscious, critical thinkers and socially responsible.

This shows that the expert jurors find the developed instructional material in Social Studies to be of extraordinary truthfulness and reliability. It should have a tendency to communicate the truth and correspond to fact or reality. Thus, learners spend less time finding what they need in the utilization of the instructional material. As such, a usable instructional material allows learner to move more quickly to a more enduring, authentic learning.

Level of Contextualization. According to the Baker, et.al (2009) which produced *Contextualized Teaching and Learning: A Faculty Primer* as part of the California Basic Skills Initiative and in partnership with the Statewide Academic Senate and the Bay Area Workforce Funding Collaborative, contextualized teaching

and learning (CTL), or the concept of relating subject matter content to meaningful situations that are relevant to students' lives, offers one promising approach to helping students learn more effectively. In terms of components, most practitioners cite curriculum and instructional material development as central to contextualized teaching and learning design and implementation. This requires the development of new instructional materials due to the artificial nature of application in traditional texts and their lack of relevance to students. Practitioners often acquire instructional resources from community partners or from students' own workplace experiences. Faculty frequently point out the significant time and resources required to develop, document, and produce these materials at the beginning of a new practice.

Table 3 shows the assessment of the jurors along level of contextualization.

Table 3
Level of Contextualization

Indicators	Weighted Mean	Verbal Interpretation
1. The lessons provide geographical, historical and cultural landscape of the province that the students should learn as member of the community.	3.89	Highly Contextualized
2. The lesson provides students a chance to develop a mental schema to understand the purpose of learning geography, history and culture of the province of Camarines Norte.	3.89	Highly Contextualized
3. The lessons are unfolded in a relevant, meaningful and useful ways that will sense the entire learning experience of the students.	3.94	Highly Contextualized
4. Contextualized technologies are used in the language of the locality that makes the students relate to the content of the lesson.	3.89	Highly Contextualized
5. The lessons strengthen student knowledge and inspiration on local history, geography and culture.	4.00	Highly Contextualized
Grand Mean	3.92	Highly Contextualized

Legend:

Scale Range	Interpretation
3.26 – 4.00	Highly Contextualized
2.51 – 3.25	Averagely Contextualized
1.76 – 2.50	Fairly Contextualized
1.00 – 1.75	Poorly Contextualized

Relative to the above discussion, the developed instructional material in Social Studies was evaluated by the selected expert jurors in terms of the level of contextualization. A result of such evaluation is shown in Table 3. Evaluation on the level of contextualization, generally got “highly contextualized” level with an overall composite mean of 3.92 as rated by the expert jurors.

Along with this criterion, it was found out that the lessons strengthened student knowledge on local history, geography and culture with a mean of 4.0 and interpreted as “highly contextualized”. It was also found out that the expert jurors find the instructional material acceptable since the lessons are unfolded in a relevant, meaningful and useful ways that will sense the entire learning experience of the students, (Mean = 3.94). As a whole, all the indicators got “highly contextualized” level as indicated by their respective means.

With the changes in the curriculum now, it is a necessity for every teacher to contextualize teaching and learning processes and the instructional materials used because these engage teachers and students in active classroom activities, ensuring that learning is student-centered and engaging. This finding is somehow similar to that of Arce, Torres (2018) wherein she found out that her developed programmed instruction was evaluated as excellent and highly contextualized.

Level of Innovativeness as to Features. The role of education all over the world is becoming more and more significant and requires an in depth study since the life of the people is advanced, expanded and complicated. Educators are once again asked to address problems which have arisen within their own society. Thus, the search for ways to improve quality of education is global especially in line with social sciences

including geography, history and culture. One area of focus is that managing and promoting learning inside the classroom, how teachers' utilized instructional materials are such an issue. Indeed, qualifications and resources are not the only factors that influence teachers' effectiveness, equally important are teachers' motivation, commitment, resourcefulness, innovativeness and creativeness in dealing with instructional materials. Lack of these things will produce poor attendance and unprofessional attitudes towards students. Hence, in this study the researcher selected 19 expert jurors to evaluate the developed instructional materials along level of innovativeness as to features. Results of such evaluation are revealed in Table 4 as displayed on the next page.

Analysis of the data of the evaluation of the expert jurors of the developed instructional materials – Sarong Bantayogare as follows: the Sarong Bantayog provides a framework of the entire learning material as to how it will be used and assessed had the highest rating of 3.94, or “highly innovative”, indicating that the jurors found the material provides a functional and adequate framework for learning. The indicators the Sarong Bantayog provides easy to use and ready-made materials for collaborative and independent learning; the Sarong Bantayog lessons uses tables, maps and figures for easy facilitation of instruction and learning; and the Sarong Bantayog lessons provide students new learning experience that motivates students' interest, excitement and lover for learning were all rated 3.89 or “highly innovative”. This means that the jurors found the lessons contained in the material were considered relevant to the course content, suitable to the target learners, the learning activities were believed to able to carry out the objectives of Social Studies in a motivating, interesting and exciting form of learning.

Table 4 : Level of Innovativeness as to Features

Indicators	Weighted Mean	Verbal Interpretation
1. The Sarong Bantayog provides a framework of the entire learning material as to how it will be used and assessed.	3.94	Highly Innovative
2. The Sarong Bantayog progresses from the value to knowledge and knowledge and skills acquisition which are the thrust of the outcomes-based education.	3.83	Highly Innovative
3. The Sarong Bantayog provides easy to use and ready-made materials for collaborative and independent learning.	3.89	Highly Innovative
4. The Sarong Bantayog lessons use tables, maps and figures for easy facilitation of instruction and learning.	3.89	Highly Innovative
5. The Sarong Bantayog lessons provide students new learning experience that motivates students' interest, excitement and love for learning.	3.89	Highly Innovative
Grand Mean	3.89	Highly Innovative

Legend:

Scale Range	Interpretation
3.26 – 4.00	High Innovative
2.51 – 3.25	Averagely Innovative
1.76 – 2.50	Fairly Innovative
1.00 – 1.75	Poorly Innovative

Meanwhile, the indicator that the Sarong Bantayog progresses from the value to knowledge and knowledge and skills acquisition which are the thrust of outcomes-based education was rated 3.83 or “highly innovative”, indicating that the lessons included in the material are suited to the target learners, the learning activities are believe to be able to carry out the objectives of Social Studies. They were likewise found adequate, varied and properly sequenced with provision for individual and group participation.

In comparison with the study of Seco-Macarandan (2019) where she concluded that the students found the module interesting and moderately difficult. They learned much from the module and can work with it with teacher as facilitator and instructor. They had ease in receiving the instruction, interested and motivated to learn the subject, and gained significant learning using the module. Qualitative assessments however suggest that the students have difficulty in understanding “sipi” (passages), which were written in English. Materials unavailability due to limited number of copies of the module reaching the students affected the students' appreciation of its content and their interest in learning the subject declined or hampered. The adoption of the modules for use in Grade 7 is recommended however there is a strong need to translate “sipi” (passages) to the English language. Thorough in-service training for teachers particularly on the implementation of the program is implied. Subsidization of the cost of instructional materials was also suggested.

Level of Acceptability as to Desired Activities, Strategies and Assessment. Table 5 reveals the result of the evaluation of jurors of the developed instructional materials as to desired activities, strategies and assessment. It was found out that the jurors find the instructional material generally “highly acceptable” as evidenced by the composite mean of 4.0. All the indicators as to acceptability were rated 4.0 or “highly acceptable”.

Table 5 : Level of Acceptability as to Desired Activities, Strategies, and Assessment

Indicators	Weighted Mean	Verbal Interpretation
1. The lessons are useful in conceptualizing lessons in Social Studies	4.00	Highly Acceptable
2. The contents are informative, appropriate and research-based.	4.00	Highly Acceptable
3. The Sarong Bantayog instructional material is readable and easy to use.	4.00	Highly Acceptable
4. The lessons observe the thrust of outcomes-based education that thrives from purpose to knowledge to skills acquisition of the students.	4.00	Highly Acceptable
5. The Sarong Bantayog instructional learning material is properly lay-out and is usually appealing.	4.00	Highly Acceptable
Grand Mean	4.00	Highly Acceptable

Legend:

Scale Range	Interpretation
3.26 – 4.00	Highly Acceptable
2.51 – 3.25	Averagely Acceptable
1.76 – 2.50	Fairly Acceptable
1.00 – 1.75	Poorly Acceptable

The results above indicate that the developed material is acceptable for teaching and learning Social Studies among freshmen students and it is responsive of the high requirement for the K to 12 curriculum.

Level of Effectiveness of the Instructional Material. Table 6 shows the results of the evaluation of jurors of the developed instructional materials in Social Studies .

Table 6 : Level of Effectiveness of the Instructional Material

Indicators	Weighted Mean	Verbal Interpretation
1. The contents of the lessons focus of comprehensive ideas.	3.89	Highly Effective
2. There is clarity of direction and explanation.	3.89	Highly Effective
3. The activities employ active participation of students.	3.83	Highly Effective
4. The entire lesson is aligned to the expected outcomes.	3.94	Highly Effective
5. The instructional material is easy to use	3.83	Highly Effective
Grand Mean	3.88	Highly Effective

Legend:

Scale Range	Interpretation
3.26 – 4.00	Highly Effective
2.51 – 3.25	Averagely Effective
1.76 – 2.50	Fairly Effective
1.00 – 1.75	Ineffective

Data revealed that the developed instructional material, the Sarong Bantayog was generally “highly effective” as shown by the composite mean of 3.88. The entire lesson is aligned to the expected outcomes, with mean 3.94 or “highly effective”. On content of the material, it focuses on comprehensive ideas and there is clarity of direction and explanation, which both had mean of 3.89 or “highly effective”. Furthermore, the activities employ active participation of students and the instructional material is easy to use, both had mean of 3.83 or “highly effective”.

This result implies that the developed instructional material, the Sarong Bantayog can help schools, students and teachers become more efficient. It points to the fact the more able students could work through independent learning as rapidly as they could; while able students, although taking more time to complete a task, would learn just as much as the more able ones.

To sum up, Table 7 presents the summary of evaluation of the Sarong Bantayog: A K to 12 Contextualized Reference Instructional Material in Social Studies .

Table 7 : Summary of the Assessment of the Reference Instructional Material In Social Studies

Criteria	Grand Mean	Interpretation
1. Integrity on the desired competencies	3.91	High Integrity
2. Contextualization	3.92	Highly Contextualized
3. Innovativeness as to features	3.89	Highly Innovative
4. Acceptability as to desired activities, strategies and assessment	4.00	Highly Acceptable
5. Effectiveness of the instructional material	3.88	Highly Effective

IV. Effectiveness of the Implemented Contextualized Instructional Material in Social Studies as Per Assessment of the Jurors

Table 8 shows the mean difference of pretest and posttest scores.

Table 8 : Mean Difference of Pretest and Posttest Scores

Areas	Pretest		Posttest		Difference	
	Mean	MPS (%)	Mean	MPS (%)	Mean	MPS (%)
Geography	12.29	63.96	23.28	76.45	10.99	12.49
History	13.27	63.83	24.68	75.70	11.41	11.87
Culture	9.20	62.10	12.23	66.09	3.03	3.99
Average	34.76	63.37	60.18	73.14	25.42	9.77

Legend: MPS

Description

96 – 100%	Mastered
86 – 95%	Closely approximating Mastery
66 – 85%	Moving Towards Mastery
35 – 65%	Average
15 – 34%	Low
5 – 14%	Very Low
0 – 4%	Absolutely No Mastery

Data in Table 8 reveal the students’ pretest and posttest scores where the average pretest score in MPS is 63.37 percent and the average posttest score in MPS is 73.14 percent. Thus, there is the average difference in MPS of 9.77 percent. It can be seen that there is the shift from “Average” (MPS = 63.37) in the pretest to “Moving towards Mastery” (MPS = 73.14) in the posttest. The obtained mean difference ranging from 3.03 to 11.41 in the pretest and posttest scores showed the narrow distribution of the scores under each area, reflecting the similarity of the students in relation to their pretest and posttest scores in Social Studies along geography, history and culture.

The t-test result for the difference in the pretest and posttest scores of the freshmen students in Social Studies are shown in Table 9. This means that the scores obtained by the freshmen students were statistically computed if the pretest and posttest results differ significantly.

Table 9 : t-test Result for the Difference in the Pretest and Posttest of the Freshmen Students

Compared Groups	df	Mean		t-ratio	Critical t-value	Conclusion	Interpretation
		Pre test	Post test				
Geography	238	12.29	23.28	8.425	1.645	Reject Ho	There is a significant difference
History		13.27	24.68	5.748			
Culture		9.20	12.23	6.764			

In Geography, with the set degree of freedom at 238, the computed t-ratio is 8.425 which is higher than the critical t-value of 1.45 that the null hypothesis is rejected. This is interpreted that there is a significant difference between the pretest and posttest evaluation of the freshmen students. This means that the increase in the scores when the developed instructional material was applied implies the effectiveness of the said material.

Likewise in History, using the same degree of freedom: 238, the t-ratio of 5.748 is higher than the critical value of 1.645. The null hypothesis, that there is no significant difference between the pretest and posttest scores of the freshmen students, is thus rejected. This means that there is a significant difference between the scores of the students and implies that the use of the developed instructional material is effective to be used in History.

Further, when tested in Culture, the pretest and posttest showed using 238 as the degree of freedom, the t-ratio of 6.74 is higher than the critical t-value of 1.645. Thus, the action is to reject the null hypothesis and accept the alternative hypothesis that there is significant difference in the pretest and posttest scores of the freshmen students. This means that statistically, the scores are significantly different and that the use of the developed instructional material in the subject content of culture is effective.

Therefore, results showed that the developed instructional material, dubbed as Sarong Bantayog is effective to be used in Geography, History, and Socio-cultural landscapes of Camarines Norte. This similar performance might be attributed to the fact that before the posttest the developed instructional material – Sarong Bantayog which could have enhanced the performance of the students. Hence, it is claimed the developed instructional material is effective in improving the mastery level of the students along content knowledge in Social Studies.

The effectiveness of the developed contextualized reference instructional material in Social Studies is supported by the comments and recommendations given by the expert jurors is shown on Table 10 below.

Table 10 : Comments and Recommendations of the Expert Jurors

Aspects	Comments	Recommendations
Level of Integrity on the Desired Competencies	A noble contribution to Camarines Norte teachers that enriches knowledge on local, geographical and cultural landscape of Camarines Norte	Schools must be given a copy for teachers and students use in Social Studies Subject
Level of Contextualization	Well-written in a way students will understand	Must be endorsed to DepEd for utilization to help Social Studies teachers in teaching-learning process
Level of Acceptability	Highly commendable Very timely and relevant First of a kind in Camarines Norte Pride of Camarines Norte	Add visual aspect
Level of Innovativeness	First of a kind in Camarines Norte Pride of Camarines Norte	

Level of Effectiveness	<p>Contains creative teaching strategies and engaging activities</p> <p>Lessons in Daet as a town of Camarines Norte are presented in a creative and innovative way</p> <p>The book contains stories that can be used in contextualizing lessons in Social Studies</p> <p>Contains comprehensive lessons about Daet which makes it interesting</p>	<p>Enhance visual presentation</p> <p>Can be used in Revitalized Homeroom Guidance Program (RHGP) to inculcate love for their own town</p>
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CONCLUSIONS

The following conclusions are derived from the findings of this study:

1. The freshmen high school students have average content knowledge in Geography, History, and Socio-cultural landscapes of CamarinesNorte.
2. There is a contextual learning material called “Sarong Bantayog” that was developed for Social Studies.
3. The jurors assessed the developed contextualized material in Social Studies as with high integrity, highly contextualized, highly innovative, highly acceptable, and highly effective.
4. The developed contextualized material in Social Studies is effective.

RECOMMENDATIONS

The following recommendations are hereby forwarded:

1. To enhance the student’s content knowledge in geography, history and socio-cultural landscape of CamarinesNorte and inspire the students on the situation of the province, it is hereby recommended that the research based instructional supplemental material in contextualizing lessons in Social Studies called Sarong Bantayog shall be used after securing ISSN to legally protect the book.
2. It could be proposed that Sarong Bantayog Test be an exit point before moving up to grade 12 as part of their citizenship education and allegiance to the locality they live.
3. The school head in her/his capacity should endorse the use of SARONG BANTAYOG: A K to 12 Contextualized reference material to Social Studies or even in other discipline/subject teachers. Each teacher in CamarinesNorte is encouraged to buy a copy of the Sarong Bantayog: A K to 12 Contextualized Reference in Teaching the subject they handled. This is to provide them of reference during contextualization of their lessons.
4. Based on the result of the of jurors’ assessment on the contextualized reference material in Social Studies and the Teacher’s Manual which aim to raise and strengthen content knowledge and awareness of students along Geography, History and Culture of CamarinesNorte, the author hereby recommends the use of the Sarong Bantayog: A K to 12 contextualized reference material in Social Studies and the Teacher’s Manual as these offer simultaneous lesson about CamarinesNorte.
5. To further make the SARONG BANTAYOG: A K to 12 Contextualized Reference Material in Social Studies more comprehensive source of information about socio-cultural aspect (as one of its three phases) second edition must be created by the researcher which contains contemporary achievers, famous products and untold stories of Camarines Norte worthy to be known by every Camnorteno.
6. Recommendation for future study can include development of other instructional materials in other content courses or subjects in the K to 12 curriculum and testing for its effectiveness.

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