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The Use of Contextualized Instructional Materials in Teaching Philippine Literature

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Abstract

Aim: The study determined if the use of Contextualized Instructional Materials (CIMs) has an effect on the motivation and academic achievement of the Grade 7 students of the City of San Fernando West Integrated School (CSFWIS), City of San Fernando, Pampanga, in learning Philippine Literature.
Methodology: The sample consisted of 61 students randomly selected from two sections of Grade 7 of CSFWIS. Twenty-nine students were used for the experimental group while the other 32 students were in the control group. The research instrument consisted of a pre-test and a post-test in Philippine Literature and a rating scale for motivation. This pre-test and post-test in Philippine Literature contained 50 items divided into 5 cognitive levels with their corresponding number of items: 15 items for remembering, 15 items for understanding, 10 items for applying, 5 items for analyzing, and 5 items for creating cognitive domain which was an essay type of test and rating scale for motivation composed of 10 items measuring the motivation of the students.
Results: Findings revealed that the use of contextualized instructional materials (CIMs) has an effect on students' motivation and academic achievement, especially at the application level.
Conclusion: Students taught with contextualized instructional materials performed better than those taught with conventional instructional materials. The experimental group performed better than the control group. It was further revealed that there is a significant difference between pre-test scores and post-test scores of the experimental group and control group.

Keywords: Philippine Literature, Contextualization, Instructional Materials

Introduction

The use of instructional materials in teaching-learning is much highlighted in teaching 21st Century Skills based on researchers' interviews. Some teachers have difficulty in providing the teaching aids they need in delivering their lessons. Some still use the traditional way of teaching. The preparation of instructional materials is costly and time-consuming. The study focuses on contextualization and the use of indigenized instructional materials as tools to aid learning topics in Philippine Literature. The major focus of the study is putting the lesson in a context where the teacher can stimulate and motivate the schema or prior knowledge of the student through designing the materials in situations where they relate most.

According to Tomlinson (2015) and Sanchez (2023a), the challenge is in the contextualization of instructional materials that will better aid students' learning. For example, teaching aids such as books are designed for general purposes. Learners are diverse and have their own unique way of learning. Instructional materials are modified for commercialization, mass production, and are focused on structural aspects not for their function and application.

The use of instructional materials in the Philippine context is sometimes not encouraging to the learners. First, the problem of the inappropriateness of the materials to the level of the students. Secondly, the material is not contextualized; this means that the teaching materials are not customized or designed to the usage, context, or scenario. Based on observation, students appear to be not motivated in learning because the instructional materials used by the teachers were not suitable for the lesson and did not match the students' needs and interests. In

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addition, it was observed that learning literature seemed not to be interesting for students because literature teachers teach in a traditional way. Thus, students are not enjoying their subject since their teachers are not using Contextualized Instructional Materials (CIMs), a reason why students are uninterested in learning. Many educational researchers found that the use of instructional materials in teaching other subjects can motivate students to learn. One of the benefits of the use of instructional materials is the effect on the cognitive achievement of the learners (Awolaju, 2016).

For teachers to effectively teach students, contextualized teaching materials are crucial (Dizon & Sanchez, 2020; Salendab, 2023). The best authors of these extracurricular learning tools are teachers. They are best able to provide a collection of suitable teaching resources for pupils to master. The creation of supplemental learning resources is a project that encourages teachers to be promoted, according to a linked study. Second research also shown that instructors become more enthusiastic and knowledgeable about improving digital classroom approaches. This idea resulted in very good work attitudes among teachers, which promoted professionalism and organizational satisfaction. The mastery of numerous abilities that are essential for education and learning is made possible by the use of technology in the form of contextualized instructional resources or supplemental learning materials (Jimenez, 2020).

Most teachers find it challenging to prepare their IMs for the following reasons: (1) alignment of objects and instruction in the actual use of IMs. (2) time in preparing IMs due to the amount of work done by teachers and (3) How effective IMs are in students' learning readiness.

Many researchers found out also that instructional materials have an effect on the learning of the students, much more when CIMs (contextualized instructional materials) are used (Salendab & Akmad, 2023; Muñoz & Sanchez, 2023; Sanchez, et al., 2022). Contextualization of materials aimed at directly developing the skills and knowledge that adults need to deal with specific situations or perform specific tasks (Efftips, 2012). It means localizing the task or instruction and the utilization of indigenized materials to motivate the students to perform better in the teaching-learning process. These kinds of materials promote indigenization because materials to be used in designing CIMs are found within the community resources. This matter might solve the concern of the teacher in the issue of affordability of the materials needed in teaching.

For the researchers, the present study is important in the field of education because it is already embedded in the DepEd mission: "to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education." And as stipulated in the 1987 Philippine Constitution, particularly in Article XIV Section 14 which states that "the State shall foster the preservation, enrichment, and dynamic evolution of a Filipino national culture based on the principle of unity in diversity in a climate of free artistic and intellectual expression." Section 5 also states that "The State shall take into account regional and sectoral needs and conditions and shall encourage local planning in the development of educational policies and programs." The researchers wanted to at least contribute to these aims of the Department of Education in implementing this program.

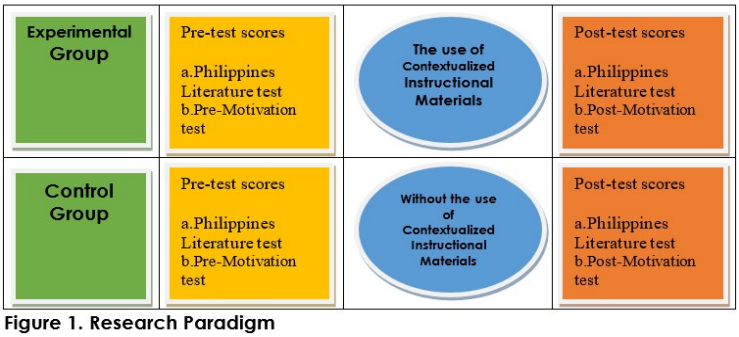

Figure 1. Research Paradigm

This framework shows that the study would determine if there were significant differences in Pre-test scores and Post-Test scores of the two groups of students in Philippine Literature. Post-test scores of the Experimental group and post-test scores of the Control group were compared to validate if the CIMs used in teaching the lesson "How the World was Created" in Philippine Literature have effects in students' Post test scores.

Research Questions

The study sought to determine the effects of using Contextualized Instructional Materials (CIMs) on the motivation and academic achievement to Grade 7 students in learning Philippine Literature.

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Specifically, the research aimed at providing answers to the following questions:

1. How does the use of CIMs affect the motivation of the Control group and Experimental group in learning Literature before and after the experiment?
2. How motivated are the Control group and Experimental group in learning Literature before and after the experiment?
3. What are the means of the experimental group and control group in motivation in learning literature before and after the experiment differ?
4. Do the Experimental group differ from the Control group in their motivation in learning Literature after the experiment?
5. How do the pre-test and post-test scores of Grade 7 students in Philippine Literature be described?
6. Do the Pre-test and Post-test of Control Group and Experimental Group differ in motivation?
7. Do Experimental group and Control group differ in their pre-test and post-test?

Hypotheses

1. There are significant differences between the Pre-test and Post-test scores of the Experimental and Control group in Philippine Literature.
2. The use of CIMs is effective in teaching Philippine Literature.
3. Experimental Group and Control Group do differ in their motivation in learning literature before and after the application of CIMs.
4. Experimental Group and Control Group do differ in their Pre-test and Post-test in learning Philippine Literature before and after the application of CIMs.

METHODS

Research Design

The Experimental design was used in this study due to the manipulation of variables by using CIMs as treatment for the experimental group, to determine if the use of CIMs in teaching Philippine literature has an effect on the students' motivation and academic achievement. The students were already grouped into homogeneous sections. The researchers used the pre-test, post-test, and rating scale as the instruments, to determine if there is an effect in learning Philippine Literature using CIMs. The researchers used simple random sampling lottery to identify the experimental group and control group. According to Ridner (2017), a pre-test-post-test design is usually a quasi-experiment where participants are studied before and after the experimental manipulation. In a pre-test-post-test design, there is only one group and all of them are in experimental condition. Experimental design is a way to carefully plan experiments in advance so that results are both objective and valid. Ideally, experimental design should describe how participants are allocated to experimental groups. A common method is completely randomized design, where participants are assigned to groups at random (Andale, 2015).

Procedure

The City of San Fernando West Integrated School (CSFWIS) was purposively chosen as the locale in implementing the study. Researchers asked permission from the school principal to conduct the study at CSFWIS. The principal accommodated and allowed the researchers in data gathering and permitted them to handle the two sections of Grade 7. These are the Grade 7-Caesar and the Grade 7-Herodotus. Using Simple Random Sampling – lottery, 7- Caesar was picked as the experimental group, therefore 7- Herodotus became the control group.

The study had two instruments. The first instrument is composed of 45 multiple choice items and a 5-point essay type while the other instrument is designed to determine the level of motivation of students in learning Philippine Literature. Both instruments were validated for their reliability and content and face validity by English and literature Instructors. These research instruments were tested on selected Grade 7 students in checking the instruments' validity and appropriateness to the level of the test takers. The validated instruments were administered within the one-week duration. On the first day of the administration, researchers gave the Pre-test for both experimental and control groups to gather initial data. On the second day, researchers started the lesson proper for both experimental and control groups. The researchers taught both groups with the same lesson "How the World was Created" a Panayan folklore as the springboard of the study. However, the experimental group was taught with the use of CIMs in learning Philippine Literature while the control group was taught in a traditional way of teaching.

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On the third and fourth days, the researcher conducted different activities related to the topic. On the fifth day of the implementation, researchers administered the Post-test in order to gather data for both experimental group and control group. Using Means and T-Probability the results of Pre-test and Post-test were compared to validate if the use of CIMs has effects to the motivation and academic achievement of the respondents in learning Philippine Literature.

Ethical Consideration

Aware of the ethical norms in the conduct of research, researchers ensured that no ethical issue would surface during the entire duration of the conduct of this study. This was carried out by the researchers through undertaking the initial visit with the school heads. It was then that the different ethical considerations were conformed to such as discussing the objectives of the study, administered the consent letter to the respondents to obtaining their full consent, agreeing on the actual date of the administration and the retrieval of the accomplished questionnaires. Paper recorded data were privately stored through the use of Google drive.

Treatment of Data

Microsoft Excel was utilized in computing and getting the means of the pre-test scores, post-test scores, and scores in rating scales before and after the experiment of the control group and experimental group. Researchers used t-test to get the t-probability scores of both experimental and control groups in their Pre-test, Post-test, and rating scales scores before and after the experiment.

A t-test is a statistical test used to compare two groups' means. It is often used in hypothesis testing to assess if a procedure or treatment impacts the population of interest or whether two groups vary.

RESULTS and DISCUSSION

Table1. Means of the Items That Measure Experimental Group Motivation in Philippine Literature Before and After the Experiment.

Items	Mean		Interpretation	
	Before the Experiment	After the Experiment	Before the Experiment	After the Experiment
1. I like studying Literature.	3.94	4.41	Moderately motivated	Moderately motivated
2. I like reading stories.	3.61	4.06	Moderately motivated	Moderately motivated
3. I like reading Philippine stories.	3.79	4.35	Moderately motivated	Moderately motivated
4. I enjoy the discussion of my teacher about Philippine Literature.	3.17	4.03	Motivated	Moderately motivated
5. The materials are interesting.	3.38	4.03	Motivated	Moderately motivated
6. The story is interesting	2.88	4.06	Motivated	Moderately motivated
7. I like how my teacher narrates the story.	3.29	3.94	Motivated	Moderately motivated
8. I see Literature as an enjoyable subject.	3.55	4.20	Motivated	Moderately motivated
9. I like to see the materials used by my teacher.	3.26	4.38	Motivated	Moderately motivated

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10. I like the activities given by my teacher.	3.97	4.70	Moderately motivated	Highly Motivated
Total	3.45	4.21	Motivated	Moderately motivated

Table 1 presents the means of the items that measure student's motivation in learning Philippine Literature administered before and after the experiment. The findings show that before the experiment students were "moderately motivated" in learning Philippine literature as shown in the following indicators. They like the activities given by their teacher (3.97); they like studying literature (3.94); they like reading Philippine stories (3.79); they like reading stories (3.61) and they see literature as an enjoyable subject (3.55).

Further, the means revealed that the students in the experimental group are "motivated" to learn Philippine literature considering the following indicators. The materials are interesting (3.38); they like how their teacher narrates the story (3.29); they like to see the materials used by their teacher (3.26); they enjoy the discussion of their teacher about Philippine Literature (3.17); and the story is interesting (2.88).

In addition, the findings show that after the experiment, the students are "highly motivated" in learning Philippine Literature. They like the activities given by their teacher (4.70). Moreover, the means also show that the students in the experimental group are "moderately motivated" to learn Philippine literature considering the following indicators. They like studying Literature (4.41); they like to see the materials used by their teacher (4.38); they like reading Philippine stories (4.35); they see literature as an enjoyable subject (4.20); the story is interesting (4.06); they like reading stories (4.06); the materials are interesting (4.03); they enjoy the discussion of their teacher about Philippine Literature (4.03); and, they like how their teacher narrates the story (3.94).

The experimental group's motivation was moderately motivated (4.21) after the experiment compared to (3.45) before the treatment. This means that the use of CIMs makes students in experimental group more motivated in learning Philippine Literature. Experimental Group differ in their motivation in learning literature before and after the application of CIMs.

Thus, this finding supports the study of Wichadee and Pattanapichet (2018), Flores (2021), Salendab and Dapitan (2021), Sanchez and Sarmiento (2020), and Sanchez (2023b) arguing on the importance of implementing innovations and interventions for better learning. In addition, the results of a survey indicated that students had positive attitudes towards the application of contextualized materials in teaching.

Table 2. The Means of the Items that Measure the Control Group's Motivation in Learning Philippine Literature Before and After the Experiment.

Items	Mean		Interpretation	
	Before the Experiment	After the Experiment	Before the Experiment	After the Experiment
1) I like studying Literature.	2.54	2.5	Motivated	Motivated
2) I like reading stories.	3.07	3.64	Motivated	Moderately motivated
3) I like reading Philippine stories.	3	3.11	Motivated	Motivated
4) I enjoy the discussion of my teacher about Philippine Literature.	3.29	2.82	Motivated	Motivated
5) The materials are interesting.	2.86	2.96	Motivated	Motivated
6) The story is interesting	2.96	2.14	Motivated	Motivated
7) I like how my teacher narrates the story.	3.11	3	Motivated	Motivated
8) I see Literature as an enjoyable subject.	3.36	3.54	Motivated	Moderately motivated

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9) I like to see the materials used by my teacher.	3.07	3.25	Motivated	Motivated
10) I like the activities given by my teacher	3.75	3.32	Moderately motivated	Motivated
Total:	3.10	3.12	Motivated	Motivated

Table 2 presents the means of the items that measure the control group's motivation in learning Philippine Literature administered before and after the experiment. The findings show that before the experiment students are "moderately motivated" in learning Philippine literature. They like the activities given by their teacher (3.75).

Further, the means revealed that the students in the control group are "motivated" to learn Philippine literature considering the following indicators. They see literature as an enjoyable subject (3.36); enjoy the discussion of their teacher about Philippine Literature (3.29); like how their teacher narrates the story (3.11); like to see the materials used by their teacher (3.07); they like reading stories (3.07); like reading Philippine stories (3.00); considering the Philippine story as interesting (2.96); the materials are interesting (2.82); and, they like studying Literature (2.54).

After the experiment the findings show that the students are "moderately motivated" in learning Philippine Literature. They like reading stories (3.64) and see Literature as an enjoyable subject (3.54).

Moreover, the means also show that the students in the control group are "motivated" to learn Literature considering the following indicators. They like the activities given by their teacher (3.32); like to see the materials used by their teacher (3.25); like reading Philippine stories (3.11); like how their teacher narrates the story (3.00); materials are interesting (2.96); enjoy the discussion of their teacher about Philippine Literature (2.82); story is interesting (2.14); and they like studying Literature (2.5). The control group's motivation was described as Motivated, before (3.10) and after (3.12) the experiment. They maintained their level of motivation because the researchers did not employ the CIMs in their class.

Furthermore, the study of Lin, Chen and Nien (2014) and Magwilang (2016) found that the control group in implementing intervention maintained their level of motivation since there is no employment of CIMs in their class.

Table 3. Comparison of the Means of the Experimental Group's Motivation in Learning Literature Before and After the Experiment.

Items	Means		P-value
	Before the Experiment	After the Experiment	
1. I like studying Literature.	3.94	4.41	0.11
2. I like reading stories.	3.61	4.05	0.13
3. I like reading Philippine stories.	3.79	4.35	0.04*
4. I enjoy the discussion of my teacher about Philippine Literature.	3.17	4.03	0.004*
5. The materials are interesting.	3.38	4.03	0.01*
6. The story is interesting	2.88	4.05	0.000*
7. I like how my teacher narrates the story.	3.29	3.94	0.02*
8. I see Literature as an enjoyable subject.	3.55	4.20	0.01*
9. I like to see the materials used by my teacher.	3.26	4.38	0.003*

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10. I like the activities given by my teacher	3.97	4.70	0.009*
Total	3.49	4.21	0.000*

*significant, p < .05 level of significant

Table 3 presents the P-value of the means of the Experimental group in their motivation in learning Philippine Literature before and after the experiment. The findings revealed "significant difference" in student's motivation after the experiment. After the use of CIMs, the experimental group liked to see more materials used by the teacher (0.000); story is more interesting (0.000); enjoyed more the discussion of their teacher about Philippine Literature (0.004); activities given by the teacher were more liked by the students (0.009); literature became a more enjoyable topic in English (0.01); they found the materials more interesting (0.01); after administering CIMs, they liked the way the teacher narrates story (0.02); and like reading Philippine stories more (0.04).

Further, the P-value of the means before and after the experiment of the Experimental group showed "No significant difference." The experimental found that they like studying literature (0.11) and like reading stories (0.13). This means that students did not improve significantly.

The experimental group's motivation in learning Literature before the experiment was (3.49) and after the experiment was (4.21). Post-test scores improved significantly at 0.000. This means that there are significant differences between the pre-test and post-test scores of experimental group in learning Philippine Literature. It also means that the use of CIMs makes students more motivated in learning Philippine Literature. Experimental Group differ in their motivation in learning literature before and after the application of CIMs.

Al Bataineh, Banikalef and Albashtawi (2019), Oweis (2018), Salendab and Laguda (2023), and Sanchez, Sanchez and Sanchez (2023) also agree that using CIMs makes students more motivated to learn.

Table 4. Comparison of the Means of the Control Group's Motivation in Learning Literature Before and After the Experiment.

Items	Mean		P-value
	Before the Experiment	After the Experiment	
1. I like studying Literature.	2.54	2.5	0.90
2. I like reading stories.	3.07	3.64	0.08
3. I like reading Philippine stories.	3	3.11	0.79
4. I enjoy the discussion of my teacher about Philippine Literature.	3.29	2.82	0.27
5. The materials are interesting.	2.86	2.96	0.49
6. The story is interesting	2.96	2.74	0.49
7. I like how my teacher narrates the story.	3.11	3	0.74
8. I see Literature as an enjoyable subject.	3.36	3.54	0.59
9. I like to see the materials used by my teacher.	3.07	3.25	0.64
10. I like the activities given by my teacher	3.75	3.34	0.20
Total	3.10	3.12	0.82

*significant, p < .05 level of significant

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Table 4 presents the t-probability of the Control group in studying Philippine Literature before and after the experiment. The findings revealed the P-value of the means before and after the experiment have "No significant differences." They like studying Literature (0.90); they like reading Philippine stories (0.79); they like how their teacher narrates the story (0.74); they like to see the materials used by their teacher (0.64) they see literature as an enjoyable topic in English subject (0.59); they see the story interesting (0.49); the materials are interesting (0.49); they enjoy the discussion of their teacher about Philippine Literature (0.27); they like the activities given by their teacher (0.20) and they like reading stories (0.08).

The Control group's motivation in learning Literature before the experiment was (3.10) while (3.12) after the experiment. The post-test scores did not improve significantly (0.82). This means the findings accepted the null hypothesis and rejected the alternative hypothesis because based on the results there is no significant differences between pre-test and post-test scores of control group in learning Philippine Literature. Control group did not differ in their motivation in learning literature before and after the application of CIMs.

Similar with the findings in Rosyida, Mustaji and Subroto (2018) and Picardal and Sanchez (2022), there was no significant differences between the pre-test and post-test scores of the control group in learning. The control group did not differ in their motivation in learning before and after the application of CIMs.

Table 5. Comparison of the Experimental group and Control group in their motivation in learning Philippine Literature before the Experiment.

Items	Pre-test Means			
	Experimental	Control	P-value	Interpretation
1. I like studying Literature.	3.92	2.64	0.000*	Significant Difference
2. I like reading stories.	3.58	3.06	0.12	No Significant Difference
3. I like reading Philippine stories.	4.04	2.94	0.015*	Significant Difference
4. I enjoy the discussion of my teacher about Philippine Literature.	3.29	3.14	0.65	No Significant Difference
5. The materials are interesting.	3.40	2.83	0.05*	Significant Difference
6. The story is interesting	2.87	3.17	0.31	No Significant Difference
7. I like how my teacher narrates the story.	3.34	3.36	0.95	No Significant Difference
8. I see Literature as an enjoyable subject.	3.58	3.31	0.35	No Significant Difference
9. I like to see the materials used by my teacher.	3.34	3.08	0.39	No Significant Difference

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10. I like the activities given by my teacher	4.03	3.72	0.35	No Significant Difference
Total	3.54	3.13	0.013*	Significant Difference

*significant, p < .05 level of significant

Table 5 presents the Pre-test P-value of the Experimental group and Control group in their motivation in learning Philippine Literature before the experiment. The findings show that the motivation in learning Philippine Literature of the experimental group has "significant difference." They like studying Literature (0.000); they like reading Philippine stories (0.015); the materials are interesting (0.05).

This study supports the findings of Sariyati (2013) and Teng (2022) they also proved that the motivation in learning Philippine Literature of the experimental group has a significant difference compared to the result under the control group.

On the other hand, the Pre-test t-probability of the students showed that they have "No significant difference." The story is interesting (0.95); they enjoy the discussion of the teacher about Philippine Literature (0.65); they like to see the materials used by the teacher (0.39) they see literature as an enjoyable topic in English subject (0.35); they like the activities given by the teacher (0.35); the story is interesting (0.31); and they like reading stories (0.12). Both experimental (3.54) and control groups (3.13) improved significantly (0.013) in their pre-test except in three (3) items where significant difference resulted.

Table 6. Comparison of the Experimental group and Control group in their motivation in learning Philippine Literature after the Experiment.

Items	Post-test Means			
	Control	Experimental	P-value	Interpretation
1. I like studying Literature.	2.72	4.4	0.000*	Significant Difference
2. I like reading stories.	3.59	4.06	0.05*	Significant Difference
3. I like reading Philippine stories.	3.32	4.37	0.000*	Significant Difference
4. I enjoy the discussion of my teacher about Philippine Literature.	2.89	4.06	0.003*	Significant Difference
5. The materials are interesting.	3.08	3.97	0.002*	Significant Difference
6. The story is interesting	3.21	4.06	0.004*	Significant Difference
7. I like how my teacher narrates the story.	2.89	4.20	0.000*	Significant Difference
8. I see Literature as an enjoyable subject.	3.41	4.22	0.006*	Significant Difference

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9. I like to see the materials used by my teacher.	3.37	4.4	0.000*	Significant Difference
10. I like the activities given by my teacher.	3.44	4.68	0.000*	Significant Difference
Total	3.16	4.24	0.000*	Significant Difference

*significant, p < .05 level of significant

Table 6 presents the t-probability of the experimental group and control group in their motivation in learning Philippine Literature after the experiment. The findings revealed the t-probability of experimental and control group after the experiment has significant differences.

The results show the experimental group liked how their teacher narrated the story (0.000); they liked the activities given by their teachers (0.000);they liked studying literature (0.000); they like reading stories (0.000); they liked to see more materials used by the teacher (0.000); the materials are more interesting (0.002); they enjoy the discussion of their teacher about Philippine Literature (0.003); the story is interesting (0.004); they see Literature more enjoyable (0.000) and they liked reading stories (0.05).

All indicators improved significantly (0.000) between the post-test scores of both experimental (4.24) and control group (3.16). This means that the experimental group performed better than the control group. The study has proven that the use of CIMs makes grade 7 students more motivated in learning Philippine Literature.

The null hypotheses were rejected because the CIMs was effective in teaching Philippine Literature. The experimental group differed from the control group in their motivation in learning Philippine Literature. The findings are consistent with the study of Angilan (2021), Irawan and Ruslan (2019), Salendab and Dapitan (2021b), Salendab (2021), and Sanchez (2020a).

Table 7. Means of the Pre-test and Post-test Experimental Groups.

Cognitive Level	Means		Interpretation (Below or Above the 60% Passing Score)	
	Before the Experiment	After the Experiment	Before the Experiment	After the Experiment
Remembering	6.53	7.03	Below the 60%	Below the 60%
Understanding	5.73	7.50	Below the 60%	Below the 60%
Applying	2.67	6.27	Below the 60%	Above the 60%
Analyzing	1.20	2.47	Below the 60%	Below the 60%
Creating	0.93	1.67	Below the 60%	Below the 60%

**Passing score is based on Department of Education Order No. 8, s. 2015 stated that the passing grade is lowered to 60 percent from the earlier 75 percent in all tests, quizzes, and examinations.*

Table 7 presents the means of pre-test and post-test scores of the experimental group. The means were compared, and the results showed that the scores at Applying level after the experiment were above 60%. The rest of the results were interpreted as below 60% passing score. This means that scores on the other four cognitive levels did not improve significantly.

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Table 8 Means of the Pre-test and Post-test of Control Group.

Cognitive Level	Means		Interpretation (Below or Above the 60% Passing Score)	
	Before the Experiment	After the Experiment	Before the Experiment	After the Experiment
Remembering	6.41	8.06	Below the 60%	Below the 60%
Understanding	5.50	8.12	Below the 60%	Below the 60%
Applying	2.35	7.65	Below the 60%	Above the 60%
Analyzing	1.70	2.21	Below the 60%	Below the 60%
Creating	1.23	1.71	Below the 60%	Below the 60%

**Passing score is based on Department of Education Order No. 8, s. 2015 stated that the passing grade is lowered to 60 percent from the earlier 75 percent in all tests, quizzes and examinations.*

Table 8 presents the means of pre-test and post-test scores of the control group. The results showed that the score in applying level is above 60% passing score after the experiment. The rest of the results were interpreted as below 60% passing score. This means scores on the other four cognitive levels did not improve in their descriptions. Thus, this result supports the study of Kaminski and Sloutsky (2020) and Gecolea and Amon (2022) results showed that the score in applying level is above 60% passing score after the experiment.

Table 9. Means of the Pre-test and Post-test of the Control Group under Different Cognitive Level Administered Before and After the Experiment.

Cognitive Level	Means		P-value
	Before the Experiment	After the Experiment	
Remembering	6.41	8.06	0.014*
Understanding	5.50	8.12	0.000*
Applying	2.35	7.65	0.000*
Analyzing	1.70	2.21	0.12
Creating	1.23	1.71	0.14

*significant, p < .05 level of significant

Table 9 presents the means of the pre-test and post-test of the Control group under different cognitive level administered before and after the experiment. Whereas the means were compared using T-test, the result in P-value shows that the results of pre-test and post-test on remembering (0.014), understanding (0.000), and applying (0.000) are significant. This means that the Control group gain higher scores in the post-test rather than pre-test. Further on their scores on remembering, understanding, and applying without intervention.

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The rest of the result shows no significant t-probability, this means that their scores on the test in the other two cognitive levels did not improve significantly. The students in the control group improved in their scores in Remembering, Understanding, and Applying items. It means that without the use of CIMs they improved in their scores in the three levels of cognitive domain. This could be due to the factor of the history of the students were in they observed the activities given to the experimental group through the windows.

This could be due to the factor of the history of the students were in they observed the activities given to the experimental group through the windows.

Table 10. Means of the Pre-test and Post-test scores of the Experimental Group under Different Cognitive Levels Administered Before and After the Experiment.

Cognitive Level	Means		P-value
	Before the Experiment	After the Experiment	
Remembering	6.53	7.03	0.41
Understanding	5.73	7.50	0.009*
Applying	2.67	6.27	0.000*
Analyzing	1.20	2.47	0.17
Creating	0.93	1.67	0.02*

*significant, p < .05 level of significant

Table 10 presents the means of the pre-test and post-test scores of the experimental group under different cognitive levels administered before and after the experiment. Whereas the means were compared using T-test. The result in t- probability showed that the results of pre-test and post-test in applying (0.000), understanding (0.009), and creating (0.02) improved significantly. This means that the experimental group got higher scores in the post-test than in the pre-test.

The students in the experimental group improve in their scores in Understanding, Applying, and Creating. The students did not improve their scores in Remembering and Understanding level probably because during the lessons using the CIMs, some of them were distracted in their surroundings because of the noise inside and outside the room. Thus, students could not concentrate.

The null hypothesis was rejected the study proved that here are significant differences between the Pre - Test scores and post-Test scores of the Experimental group in Philippine Literature Test.

Table 11. Means of Experimental and Control Group in the Pre-test.

Cognitive Level	Means		P-value
	Experimental	Control	
Remembering	6.53	6.41	0.812
Understanding	5.73	5.50	0.68
Applying	2.67	2.35	0.40
Analyzing	1.20	1.70	0.46
Creating	0.93	1.23	0.31

*significant, p < .05 level of significant

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Table 11 presents the comparison of the means of the experimental and control groups in the pre-test. The result in P-value showed that in pre-test the experimental and control groups have no significant differences. This means that the two groups are equal at the beginning of the experiment.

Both pre-test scores of experimental and control groups in all levels did not improve significantly. This means that without CIMs students did not improve in their scores in the test items in all cognitive levels. Therefore, the null hypothesis merit acceptance because the study showed that there are no significant differences between the Pre - test scores of the Experimental and Control group in Philippine Literature.

Table 12. Means of Both Experimental and Control Group in the Post-Test.

Cognitive Level	Means		P-value
	Experimental	Control	
Remembering	7.03	8.06	0.17
Understanding	7.50	8.12	0.36
Applying	6.27	7.65	0.04*
Analyzing	2.47	2.21	0.44
Creating	1.67	1.71	0.90

* significant at the .05 level

Table 12 presents the means of both experimental and control groups in the post-test. The result in t-probability showed that only the result of the post-test in applying level is significant at 0.04 level of significance. This means that CIMs contributed to cognitive achievement in applying level.

The experimental and control groups differ in their scores in the test items in applying a level of the cognitive domain. Considering the results, the control group got higher means than the experimental group. Thus, the null hypothesis was accepted, a result which is consistent with the findings in Wodaj and Belay (2021), Flores (2021), Salendab and Cogo (2022) Salendab and Dapitan (2020), and Sanchez (2022).

Conclusion

The use of CIMs makes the students in the experimental group more motivated to learn Philippine literature than the control group, which remained motivated before and after the experiment.

Using CIMs makes Grade 7 students at CSFWIS more motivated to learn Philippine literature. The researchers further concluded that: a) They liked how their teacher narrated the story. b) They liked the activities given by their teacher. c) They liked studying literature. d) They like reading stories. e) They liked to see the materials used by the teacher. f) They found the materials more engaging. g) They enjoyed the discussion with their teacher about Philippine literature. h) They found the story more interesting. i) They enjoyed the lesson in Philippine literature. j) They liked reading stories.

The students in the control group improved their scores in remembering, understanding, and applying items without using CIMs.

Using contextualized instructional materials helped the teacher motivate even those uninterested students. They became more excited about the lesson when they saw the materials provided by their teacher.

The use of CIMs did not contribute to the cognitive achievement except on the application level of grade 7 students in learning Philippine literature.

Recommendations

The use of Contextualized Instructional Materials is highly recommended for teachers as it helps students learn better. Teachers and school leaders are encouraged to initiate the production and utilization of contextualized instructional materials which will not only improve teaching, but will surely reflect to students' achievements and more engagement in the learning process.

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