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Teachers' Contextualization of Social Studies Lessons

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Abstract

Aim: This phenomenological study investigated how Social Studies teachers in selected schools in Canaman, Camarines Sur conceptualize and implement contextualization in their lessons.

Methodology: It sought to determine how teachers understand contextualization, explore its application in Social Studies classrooms, identify perceived benefits, examine challenges and aspirations, and propose an intervention plan based on the findings. Eighteen teachers from the Department of Education were chosen through purposive sampling, and in-depth interviews were conducted to collect data, which were then analyzed thematically. Confidentiality measures were strictly observed to protect participants' identities.

Results: The analysis revealed that teachers perceive contextualization as a means of bridging curriculum content and students' lived experiences, emphasizing local connections, real-life relevance, and cultural or historical frameworks. Teachers reported multiple benefits, such as enhanced comprehension, increased engagement and retention, and the promotion of lifelong learning. However, they also faced obstacles, including limited teaching resources, time constraints, and inadequate training and support.

Conclusions: In response to these challenges, the study recommends professional development opportunities that focus on cultural competence and localized teaching strategies, along with stronger community partnerships to secure relevant materials. Allowing flexibility in curriculum design could further enable teachers to integrate meaningful local examples and culturally significant content. By addressing these systemic and practical barriers, the proposed intervention plan aims to maximize the effectiveness of contextualized lessons, ultimately promoting deeper and more transformative learning experiences in Social Studies education.

Keywords: Community partnerships, Contextualization, Cultural relevance, Social Studies, Teacher training, Philippines

INTRODUCTION

In the dynamic field of education, the pursuit of effective teaching strategies remains critical in equipping students with the knowledge and skills necessary to navigate an ever-changing world.

This research focused on the contextualization of Social Studies lessons within the framework of the Department of Education (DepEd), emphasizing the perspectives and experiences of teachers. By exploring how educators understand and implement contextualization, this study sought to uncover its benefits, challenges, and potential for fostering meaningful improvements in Social Studies education.

Contextualization, as outlined in DepEd's educational framework, refers to tailoring lessons to students' lived experiences, local realities, and cultural contexts. This practice is particularly significant in Social Studies, a subject that goes beyond conveying historical facts to shaping critical thinking, civic responsibility, and cultural awareness. Observations in classrooms highlighted that when contextualization is effectively applied, it transforms abstract concepts into relatable, real-world scenarios, enhancing both comprehension and engagement. However, implementing this approach consistently has posed challenges, often influenced by resource limitations, curriculum constraints, and varying levels of teacher preparedness.



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By connecting lessons to students' realities—such as local community events, cultural practices, and current societal challenges—it fosters deeper understanding, critical thinking, and engagement. In Social Studies, these connections enable students to see themselves as active participants in the historical and social narratives they study. However, effective contextualization requires not only a well-designed curriculum but also teachers equipped with the knowledge, resources, and support to integrate it meaningfully into their lessons.

Despite its inclusion in the DepEd framework, observations in classrooms and initial literature suggest that contextualization is inconsistently applied. Teachers face numerous challenges, including resource limitations, inadequate training, and pressures to adhere to standardized curricula. These challenges raise questions about how teachers perceive contextualization, the strategies they use to implement it, and its actual impact on students. Addressing these questions is crucial for bridging the gap between the theoretical ideals of contextualization and its practical application in the classroom.

This study specifically aimed to understand the perspectives of Social Studies teachers regarding contextualization, focusing on how they define, apply, and perceive it within their classrooms.

By focusing on these questions, the study provides a comprehensive understanding of the factors influencing contextualization in Social Studies, from the theoretical knowledge teachers possess to the practical strategies they employ and the barriers they face.

This research contributes to the current discussions on improving Social Studies education by providing actionable insights into the practice of contextualization. By amplifying the voices of teachers, it bridges the gap between policy and practice, offering practical recommendations for curriculum developers, educational policymakers, and teacher training institutions. The proposed intervention plan not only addresses the immediate challenges faced by educators but also serves as a foundation for fostering a more inclusive and responsive Social Studies curriculum. Ultimately, the study underscores the transformative potential of contextualized education in empowering students to connect their learning to the broader world, preparing them to become informed and active citizens.

Objectives

This study aimed to understand the perspectives of teachers in the contextualization of Social Studies lessons.

Specifically, it answered the following questions:

1. How do Social Studies teachers understand contextualization?
2. How does contextualization work in Social Studies lessons?
3. What are the perceived benefits of contextualization?
4. What are the challenges and aspirations of teachers in contextualizing Social Studies lessons?
5. What intervention plan may be proposed based from the results of the study?

METHODS

Research Design

This study employed a qualitative research design to explore the perspectives of DepEd Social Studies teachers on contextualization in their lessons. The qualitative approach allows for an in-depth understanding of the experiences, beliefs, and practices of teachers, offering rich insights into the complex phenomenon of contextualization (Creswell & Poth, 2016).

This phenomenological study explored the perspectives of Department of Education (DepEd) teachers on the contextualization of Social Studies lessons. Phenomenology focuses on understanding lived experiences and perceptions of individuals, aiming to uncover the essence of their experiences. In the study, the researcher applied Bracketing or Epoché which involves acknowledging and setting aside preconceived notions or biases about the topic.

In addition, the study adopted the purposive sampling method. Participants who have substantial experience teaching Social Studies in DepEd will be selected, ensuring diversity in demographics (gender, years of experience, geographical location). The study was conducted using a semi-structured interviews to allow teachers to express their experiences, challenges, and beliefs regarding contextualization in Social Studies teaching. In addition, interviews will be supplemented with observations in classrooms or workshops where contextualization practices are demonstrated.

Thematic analysis employing phenomenological reduction was used to analyze the experiences of DepEd teachers on the contextualization of social studies lessons. Phenomenological Reduction were used to analyze the data transcribe and immerse in the data to identify significant statements or excerpts related to the essence of



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teachers' experiences with contextualization. Coding and Categorization will also be applied in which open coding to segment data into meaningful units. Group codes into categories reflecting common themes or patterns. Lastly, analyze both the content and the structure of the data to understand the surface-level experiences (textural) and the underlying meanings (structural). Findings then will be presented through narratives, quotes, and thematic summaries to convey the essence of teachers' perspectives on contextualization.

Population and Sampling

Purposive sampling was employed to select Social Studies teachers from the Department of Education (DepEd) in selected schools within Canaman, Camarines Sur. The selection process ensured that the informants possessed substantial experience with contextualization in their teaching practices. The informants were chosen based on their willingness to share insights and experiences relevant to the study's objectives. The sample size was determined through data saturation, ensuring a comprehensive understanding of the phenomenon under investigation.

A total of 18 informants participated in the study, comprising 11 females and 7 males. Their teaching experience ranged from 2 to 34 years. Specifically, one informant had 2 years of experience, four had between 5 and 8 years, five had between 11 and 20 years, and three reported extensive experience ranging from 23 to 34 years. Additionally, three informants did not disclose their teaching experience.

All informants held a Bachelor of Secondary Education (BSE) degree, although their areas of specialization varied. Seven informants specialized in Social Studies, while another seven held general BSE degrees in Education. Among the remaining four, one informant had earned units in a Master of Arts in Education (MAEd) alongside a BSE in Social Studies, and another had a BSE in Education with a specialization in Early Childhood Education, including earned units in a Master's program with a focus on Curriculum and Instruction. This diverse group of educators reflects a wide range of teaching experiences and academic qualifications, offering valuable perspectives for the study.

Instrument

The study used a semi-structured interview guide to gather the data necessary for exploring the contextualization of social studies lessons. The interview guide included a set of open-ended questions that the interviewer asks the participants during the interviews. The questions were aligned with the research questions and covered topics such as teachers' understanding of contextualization, strategies employed, perceived impacts, and challenges faced.

The use of these research instruments allowed for the collection of rich and detailed data on teachers' experiences in implementing contextualization. This interview guide was pre-tested and validated by experts. Also, the data was used to address the research questions and develop a deeper understanding of how contextualization can be used to improve teaching and learning.

Data Collection

Data for this study were collected through semi-structured interviews, a method chosen for its ability to capture in-depth insights into participants' experiences while maintaining flexibility to explore emergent themes. The interviews were guided by a set of open-ended questions aligned with the research objectives, focusing on teachers' understanding of contextualization, the strategies they employed, the perceived impacts on student learning, and the challenges encountered in the process. Participants were purposively selected based on their relevant experience, and each interview was audio-recorded (with participant consent) and transcribed verbatim for subsequent analysis. This approach facilitated a comprehensive exploration of the research questions while ensuring that participants had the opportunity to share their perspectives in a confidential and conducive environment.

Data Analysis

The data collected through interviews underwent thematic analysis. Thematic analysis involves the identification and analysis of patterns or themes within the data (Braun & Clarke, 2006). Initial codes were generated from the data, and these codes were organized into broader themes. The analysis process was iterative, involving constant comparison and refinement of themes to ensure a rigorous and reliable interpretation of the data.

Thematic analysis was utilized to determine the theme that emerged about the perspectives of DepEd teachers in contextualization of Social Studies lessons. A thematic analysis aims to identify themes, i.e., patterns in the data that are important or interesting, and use these themes to address the research or say something about an

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issue (Maguire & Delahunt, 2017). The researcher followed the six-phase framework made by Braun and Clarke (2006) when performing thematic analysis, which was: (i) Step 1: Become acquainted with the data, (ii) Step 2: Generate preliminary codes, and (iii) Step 3: Validate the codes. (iv) Step 4: Look for themes and go over the themes again, (v) Step 5: Define themes, followed by (vi) Step 6: Write-up.

Ethical Consideration

The study followed ethical guidelines to protect participants' rights and privacy. Participants were informed about the study's purpose, procedures, and risks, and were made aware that participation was voluntary. They could withdraw at any time without consequences, and informed consent was obtained from each participant. To ensure confidentiality, pseudonyms or codes were used for all participants, and sensitive data, including interview transcripts and recordings, were securely stored. The final report omitted any identifying details. Personal opinions shared were used solely to explore broader themes and were kept confidential. Participation was voluntary, with no impact on participants' professional relationships with DepEd, teacher-participants were assured that their responses would not influence their employment status or evaluations. If participants chose to withdraw, their data was discarded. Interviews were conducted respectfully, allowing participants to share their experiences freely. The researcher-maintained neutrality and ensured the data accuracy by presenting findings objectively and without bias.

RESULTS and DISCUSSION

In this section, the focus shifts towards a detailed analysis of the data collected through interviews with educators regarding contextualization in social studies teaching. The findings are systematically presented, organized around key themes and patterns identified during the thematic analysis process. By looking into the teachers' experiences, perceptions, challenges, and strategies related to contextualization, this chapter aims to provide valuable insights into the practical aspects of implementing contextualized social studies lessons in DepEd schools.

A total of 18 informants participated in the study, representing a diverse group in terms of gender, teaching experience, and educational background. Of these, 11 were female, while 7 were male. The informants' teaching experience spanned a wide range, from as little as 2 years to as many as 34 years, reflecting a mix of early-career and highly seasoned educators. Specifically, one informant had 2 years of teaching experience, four had between 5 and 8 years, five had accumulated between 11 and 20 years, and three had extensive experience ranging from 23 to 34 years. Notably, three informants chose not to disclose their years of teaching experience, leaving some gaps in the demographic data. Despite this, the variety in teaching tenures provides a broad perspective on the practices of educators with varying levels of expertise.

In terms of educational qualifications, all informants held a Bachelor of Secondary Education (BSE) degree, though their areas of specialization and additional qualifications varied. Seven informants specialized in Social Studies, demonstrating their direct relevance to the study's focus. Another seven informants held general BSE degrees in Education, which, while not specifically focused on Social Studies, still equipped them with foundational knowledge for teaching in their respective fields. Of particular note, one informant with a BSE in Social Studies had earned units in a Master of Arts in Education (MAEd), reflecting an advanced pursuit of professional growth. Another informant held a BSE in Education with a specialization in Early Childhood Education and had earned units in a Master's program with a focus on Curriculum and Instruction. These advanced studies suggest a commitment among some informants to professional development and continuous learning.

1. Social Science Teachers' Understanding of Contextualization Themes

Local Connection
Relevance to Real Life
Cultural and Historical Context

Contextualization is a pedagogical approach that bridges the gap between curriculum content and learners' real-world experiences. In the field of social science education, it plays a vital role in making lessons more meaningful, relatable, and culturally relevant for students. This discussion explores the insights of educators regarding their understanding and application of contextualization.



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The analysis focuses on three key subthemes: *Local Connection*, *Relevance to Real Life*, and *Cultural and Historical Context*. These subthemes encapsulate how teachers adapt their lessons to learners' immediate environments, incorporate real-life applications, and situate content within cultural and historical frameworks. By delving into these perspectives, we aim to highlight the multifaceted role of contextualization in enhancing learner engagement and understanding.

1.1 Local Connection

The first subtheme highlights the essential role of contextualization in education, particularly in making learning relevant and meaningful to students. This emphasizes relating lessons to the learners' immediate environment, including their personal experiences, community, and resources. Teachers highlight the need to adapt content to the realities of the local setting. The idea of "local connection" supports constructivist principles, which argue that learners build knowledge through experiences tied to their context. When students see how lessons connect to their own lives, their motivation and engagement often increase. This approach helps bridge the gap between abstract concepts and concrete realities, ensuring that learning feels meaningful and grounded.

Teachers B, I, and Q emphasize that lessons should be connected to the learners' immediate environment, cultural backgrounds, and lived experiences. This involves adapting teaching strategies to reflect the realities of the community, using relatable examples, and incorporating the language and experiences of students into the classroom. By doing so, educators create a bridge between academic content and students' real-world experiences, enhancing engagement and fostering deeper learning.

"Contextualization is about adaptation to the content of the lesson based on the experience and resources within the community." (Teacher B, 2024)

"Connecting the lesson to the community to provide examples and raise awareness of the local context." (Teacher I, 2024)

"Relating lessons to learners' background, language, and experiences." (Teacher Q, 2024)

Contextualization is a crucial teaching approach that aligns with best practices for fostering student engagement and comprehension. Educators who prioritize local connections might design community-based projects, invite local experts, or use indigenous resources to enrich the curriculum. This fosters not just academic understanding but also a sense of pride and identity in learners. A study by Bernardo, et. al., (2018) in the Philippines found that integrating local knowledge into lessons improved both student comprehension and community participation in education. Wyatt (2021) highlights that effective contextualization involves a process where teachers guide students through tasks that integrate cognitive thinking with their cultural and experiential contexts. This supports Teacher B's assertion that lessons should be adapted to community resources, as connecting learning to students' environments deepens understanding and relevance. Boz and Cetin-Dindar (2023) similarly underscore that science teachers often draw upon students' prior knowledge to make content relatable. These findings reinforce Teacher I's emphasis on using local examples to enhance lesson engagement. When students see their own lives reflected in academic content, they are more likely to remain motivated and active participants in the learning process.

In addition to improving engagement, contextualization also promotes inclusivity. Baker, et al. (2020) argue that contextualized teaching strategies are particularly effective in foundational skills education, as they address diverse learning needs by connecting academic material to students' lived realities. This aligns with Teacher Q's focus on incorporating students' backgrounds and languages into lessons to ensure relevance and equity. Furthermore, Perin (2019) finds that contextualized instruction integrates basic skills with subject content, resulting in improved academic outcomes. By embedding lessons in familiar contexts, teachers not only increase comprehension but also help students develop critical thinking and problem-solving skills that can be applied in real-world scenarios.

To maximize the benefits of contextualization, several recommendations can be made. Schools should prioritize professional development programs that train teachers in contextualized teaching strategies, emphasizing cultural competence and the ability to adapt lessons to students' backgrounds and environments. Collaboration with local communities is also crucial, as it allows teachers to gather insights and resources to enrich lesson content. Curriculum design should be flexible, enabling educators to incorporate local examples and culturally relevant materials. Research findings, such as those by Wyatt (2021) and Perin (2019), should be integrated into teaching practices to ensure evidence-based approaches. Finally, schools should implement systems to monitor and evaluate



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the impact of contextualization on student engagement and achievement, allowing for continuous improvement in teaching strategies.

1.2. Relevance to Real Life

The subtheme of relevance to real life underscores the importance of making lessons meaningful by connecting them to practical, real-world applications. It focuses on making lessons meaningful and applicable to real-life situations. Teachers aim to ensure that what students learn in the classroom is transferable to their everyday lives. Teacher I emphasizes the value of linking lessons to the community to provide relatable examples and raise awareness of the local context, while Teacher J focuses on ensuring the curriculum is relevant and relatable by grounding it in real-life situations. Both perspectives highlight the transformative potential of integrating academic content with everyday experiences to enhance student engagement and comprehension.

"It's the process of connecting lessons to the community to provide examples and raise awareness of the local context." (Teacher I, 2024)

"Connecting the curriculum to real-life situations to make it relevant and relatable to learners." (Teacher J, 2024)

The passage discusses how teachers' emphasis on real-life relevance in lessons helps bridge the gap between academic content and students' lived experiences. Teacher I focuses on connecting lessons to the community, which enhances students' understanding of their environment and supports critical thinking, aligning with view that contextualizing lessons improves comprehension. Teacher J also highlights the importance of connecting curriculum to real-life situations, making learning more tangible and applicable. This approach is rooted in student-centered education and constructivist principles, emphasizing personal experiences in learning.

Real-life relevance not only enhances comprehension but also prepares students for practical problem-solving and critical thinking. Both teachers' strategies align with Manicio et al. (2023), who stress the value of contextualization in engaging students by linking academic content to their real-world experiences. To optimize this, schools should encourage community-based examples, offer professional development for teachers on contextualization, and allow flexibility in the curriculum to connect lessons to local contexts.

1.3. Cultural and Historical Context

The subtheme of cultural and historical context emphasizes the importance of situating lessons within the cultural and historical backgrounds of learners to deepen understanding. It involves situating lessons within the cultural and historical background of learners, emphasizing heritage, traditions, and the historical events that shape present-day realities.

Teacher R highlights that contextualization in social studies involves situating events within their appropriate historical context, while Teacher N underscores the importance of relating historical and cultural heritage to the present. Together, these perspectives suggest that connecting past events and cultural narratives to present-day realities helps students develop a more comprehensive and meaningful understanding of their education.

"In social studies education, contextualization refers to the process of situating events inside their appropriate historical context." (Teacher R, 2024)

"Relating historical and cultural heritage to the present to provide deeper understanding." (Teacher N, 2024)

Teachers R and N highlight complementary aspects of integrating cultural and historical context into lessons. Teacher R's statement emphasizes the role of historical context in social studies, where situating events in their proper timeframe allows students to understand the interconnectedness of historical developments. This approach aligns with the insights of the Social Studies blog (2024), which argues that providing historical or cultural



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background enhances students' comprehension of complex topics by helping them connect new information to prior knowledge. By anchoring lessons in context, students gain the tools to analyze events critically, rather than memorizing isolated facts.

Teacher N's focus on relating historical and cultural heritage to the present highlights the importance of making historical lessons relevant to students' lives. Incorporating cultural and historical context into social science education fosters a deeper understanding of identity and societal dynamics. By situating events in their proper historical context, students develop a critical perspective on how the past influences the present and the future. This theme also encourages cultural preservation and intergenerational knowledge transfer.

To effectively integrate cultural and historical contexts into lessons, several recommendations can be made. Teachers should prioritize incorporating historical and cultural narratives into their teaching materials, ensuring that lessons are both relevant and inclusive. Professional development programs should train educators in techniques like project-based and problem-based learning, as discussed by StudySmarter (2024), to enhance contextualization. Schools should encourage the use of culturally responsive teaching practices, to ensure that students' diverse backgrounds are represented in the curriculum. Additionally, social studies educators should focus on building students' contextualization skills, as suggested by the Social Studies blog (2024), enabling them to connect historical lessons to modern issues. Finally, educators should create opportunities for students to explore the relationship between historical events and current societal challenges through interdisciplinary projects, fostering critical thinking and real-world application.

In the first theme, local connection, the focus is on leveraging the immediate environment and community resources to create relatable learning experiences. Teachers emphasize the importance of linking academic content to students' backgrounds, languages, and environments. For example, Teacher B stresses the need to adapt lessons based on community resources, while Teacher Q highlights the importance of aligning lessons with learners' language and experiences. Wyatt (2021) supports these insights, noting that contextualization fosters cognitive engagement by linking content to students' cultural experiences. Similarly, Aydin and Boz (2020) demonstrate that when science lessons draw upon students' prior knowledge and local contexts, comprehension and motivation increase. By situating lessons in the local context, educators ensure that learning resonates with students' everyday lives, enhancing both understanding and participation.

The second theme, relevance to real life, expands the concept of contextualization by emphasizing the importance of connecting lessons to real-world applications. Teachers I and J emphasize that lessons should not only engage students but also prepare them to apply knowledge in practical ways. Teacher I highlights the value of linking lessons to the community, while Teacher J stresses the importance of connecting academic content to real-life situations. These perspectives advocate for student-centered contextualized learning that fosters active participation and practical problem-solving. Perin (2019) also highlights the motivational benefits of making lessons relevant to students' lives, showing that real-life connections enhance both engagement and academic outcomes. By linking academic content to real-world scenarios, educators empower students to see the value of their education beyond the classroom.

The third theme, cultural and historical context, delves into the role of historical narratives and cultural heritage in fostering deeper understanding and critical thinking. Teachers R and N emphasize the importance of situating lessons within historical contexts and linking cultural heritage to the present. Teacher R notes that contextualization in social studies involves placing events in their historical frameworks, while Teacher N highlights the importance of relating heritage to modern realities. These perspectives, showing that contextualizing historical events within broader systems enhances comprehension and critical thinking. The Social Studies blog (2024) further highlights how providing cultural and historical backgrounds helps students connect new knowledge to prior experiences, fostering analytical skills. By integrating cultural and historical contexts into lessons, educators not only promote cultural appreciation but also help students develop a sense of identity and critical understanding.

The connections between these themes highlight several overarching principles. First, relevance is key to fostering student engagement and motivation. Whether through local examples, real-life applications, or historical narratives, students are more likely to engage with content that feels meaningful and applicable to their lives. Second, contextualization promotes inclusivity by validating students' backgrounds, languages, and cultural identities. This inclusivity ensures that diverse learners see themselves reflected in the curriculum. Third, these practices foster critical thinking and problem-solving skills by encouraging students to analyze, synthesize, and apply knowledge to complex scenarios. Lastly, the themes emphasize the pivotal role of teachers in adapting content to meet students' needs and experiences, demonstrating the importance of professional competence and flexibility.



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To effectively integrate these principles into education, several recommendations can be made. Professional development programs should train teachers in contextualized teaching strategies, emphasizing cultural competence, real-world applications, and historical analysis. Schools should foster collaboration with local communities to develop resources that reflect students' environments and cultural backgrounds. Curriculum design should be flexible, allowing teachers to incorporate local, real-life, and cultural or historical contexts into lessons. Student-centered learning approaches, such as project-based and problem-based learning, should be prioritized to actively involve students in connecting academic content to their lives. Finally, monitoring systems should be implemented to evaluate the impact of contextualized teaching on student engagement, comprehension, and critical thinking. These strategies will ensure that contextualization becomes a transformative approach, fostering meaningful connections between students and their education while preparing them for active participation in society.

2. Social Science Teachers' Strategies for Contextualization Themes

Real World Examples

Active Participation

Multimedia and Visual Aids

Various strategies are used by teachers to contextualize their lessons, making learning more engaging and relevant for students. By examining these strategies—Real-World Examples, Active Participation, and Multimedia and Visual Aids—it becomes evident how they connect curriculum content to students' experiences and interests, enhancing understanding and retention.

2.1. Real World Examples

The use of real-world examples, as emphasized by the teachers, enhances the relatability and comprehension of Social Studies concepts among students. This strategy involves utilizing community resources and relatable instances to illustrate concepts in social science education. Teachers incorporate local festivals, historical landmarks, and community traditions to make lessons relevant and tangible for students.

Teacher R underscores the importance of linking historical changes to the local community, while Teacher L integrates familiar cultural elements such as festivals and traditions. Teacher D takes this further by involving students in identifying historical elements in their communities, fostering both engagement and critical thinking. These approaches create a dynamic and interactive learning environment, encouraging students to see the relevance of history and culture in their daily lives.

"Relating historical changes to the local community and using field trips and real-world examples." (Teacher R, 2024)

"Utilizing examples like local festivals, occupations, and traditions from the community." (Teacher L, 2024)

"I let my pupils find something old or part of the history in their community, like historical places." (Teacher D, 2024)

The strategies highlighted by the teachers align closely with pedagogical research on contextualized learning. Using real-world examples bridges the gap between classroom learning and students' lived experiences. This approach aligns with place-based education, which emphasizes the importance of local context in fostering student engagement and understanding. By connecting lessons to the students' immediate environment, teachers make abstract concepts more concrete, leading to better retention and comprehension. It also cultivates a sense of belonging and pride in students by validating their cultural and historical heritage.

Flores (2021) underscores that using Contextualized Instructional Materials (CIMs) fosters practicality and relevance, improving engagement and comprehension in Social Studies. By drawing on local examples, teachers not only make lessons relatable but also help students establish meaningful connections between historical events and their personal experiences. Teacher D's practice of encouraging students to explore historical landmarks supports this finding by actively involving students in their learning process and nurturing investigative skills. The use of local festivals, occupations, and traditions, as mentioned by Teacher L, resonates with Trowery's assertion that culturally responsive teaching enhances inclusivity and fosters active citizenship. By integrating students' cultural and community contexts, teachers not only make lessons engaging but also promote a sense of belonging and



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responsibility among students. This approach ensures that students see themselves as part of the historical and social narrative, encouraging critical reflection and informed decision-making.

The statements by the teachers reflect a deliberate effort to bridge the gap between classroom learning and real-life application. Teacher R's emphasis on localizing historical changes situates learning within a tangible framework, fostering deeper understanding. This aligns with research by Abad (2022), which highlights the importance of contextualization skills in enhancing critical thinking. By relating abstract historical concepts to familiar local events, students can better grasp the interconnectedness of past and present, preparing them to analyze contemporary issues more effectively.

Teacher D's approach of having students identify historical artifacts or places within their community is particularly impactful. This practice not only deepens historical understanding but also instills a sense of ownership and pride in their cultural heritage. As New Visions for Public Schools (n.d.) notes, contextualization enables students to situate events within broader cultural and social frameworks. By actively engaging with their community, students develop a nuanced understanding of history as a living, evolving entity, rather than a static record of the past.

Flores (2021) emphasizes the effectiveness of using CIMS in fostering engagement and comprehension. This directly supports Teacher R's approach of connecting historical changes to the local community. By grounding abstract concepts in practical, localized examples, students are more likely to retain and apply their knowledge. Similarly, it highlights the importance of cultural responsiveness in creating inclusive classrooms. Teacher L's use of local traditions and festivals exemplifies this principle, ensuring lessons resonate with students' lived experiences.

Professional development programs should also focus on training teachers in contextualization strategies. Workshops can introduce educators to effective practices, such as those outlined by New Visions for Public Schools, to help students situate historical events within broader social, cultural, and temporal frameworks. Equipping teachers with these tools can significantly enhance their ability to deliver lessons that are both inclusive and relevant to students' experiences.

Encouraging student-led projects is another vital strategy for fostering engagement and critical thinking. Assignments like those used by Teacher D, where students investigate historical landmarks or artifacts in their community, promote active learning and instill a sense of ownership in their education. These projects allow students to connect their personal experiences to historical concepts, deepening their understanding of the subject matter.

Finally, leveraging technology can complement the use of real-world examples. Tools such as virtual tours, interactive maps, and digital archives can expand the scope of contextual learning, enabling students to explore historical and cultural contexts beyond their immediate environment. This integration of technology ensures that learning remains accessible and engaging, even when physical access to resources is limited.

2.2. Active Participation

The emphasis on active participation through group activities, role-playing, and interactive tasks fosters an engaging learning environment that enhances critical thinking and collaboration among students. This strategy focuses on engaging students through group activities, role-playing, interactive discussions, and other collaborative tasks. The emphasis is on active, student-centered learning rather than passive instruction.

Teacher L incorporates role-playing and poster-making activities within a local context, allowing students to connect personally with the subject matter. Teacher I employs group activities and reporting methods to actively involve students, while Teacher Q highlights the value of group discussions and questioning techniques to stimulate critical thinking. These strategies collectively promote a participatory classroom culture where students are encouraged to explore, question, and engage with the content meaningfully.

"Using role-playing and poster-making activities with local context." (Teacher L, 2024)

"Encouraging group activities and reporting methods to engage students." (Teacher I, 2024)

"Incorporating group discussions and art of questioning for critical thinking." (Teacher Q, 2024)

The strategies highlighted by the teachers align with research emphasizing the value of active participation in learning. Active participation is essential for fostering critical thinking, teamwork, and problem-solving skills. Role-playing and group activities allow students to explore social science concepts dynamically, developing empathy and a deeper understanding of historical, social, and cultural issues. Interactive tasks also promote student engagement, making lessons more enjoyable and impactful.

Perin (2019) underscores the benefits of contextualized instruction in enhancing student motivation and achievement. By integrating role-playing and poster-making activities, as Teacher L suggests, lessons become more

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dynamic and relatable, helping students grasp complex concepts more effectively. Furthermore, these activities encourage creativity and collaboration, skills essential for holistic learning.

Teacher Q's focus on group discussions and questioning techniques aligns with constructivist pedagogical theories, as discussed by Koptseva (2020). Active participation not only fosters a deeper understanding of the material but also encourages students to take ownership of their learning. Group discussions provide a platform for students to articulate their ideas, challenge their peers, and refine their thinking, while effective questioning sharpens their critical analysis skills. These interactive strategies ensure that students are not passive recipients of knowledge but active participants in the learning process.

The incorporation of active participation techniques reflects a commitment to fostering a student-centered learning environment. Teacher I's use of group activities and reporting engages students in collaborative learning, promoting teamwork and communication skills. This approach mirrors the findings in Perin's (2019) review, which highlights the positive impact of contextualized, interactive activities on student motivation. By working in groups, students develop not only academic skills but also social and emotional competencies, preparing them for real-world interactions.

Teacher Q's emphasis on questioning techniques to promote critical thinking further demonstrates the power of active participation. As Lleo (2022) suggests, contextualized and interactive teaching strategies make learning more relevant and meaningful. By encouraging students to ask and answer thought-provoking questions, teachers enable them to connect academic concepts to real-life scenarios. This approach ensures that students develop higher-order thinking skills, such as analysis and evaluation, which are crucial for success beyond the classroom.

Perin (2019) highlights the significance of contextualized instruction in improving student engagement and achievement. Teacher L's role-playing and poster-making activities embody this principle by embedding lessons in a local context, making them relatable and accessible to students. Such practices align with research showing that linking academic content to real-world scenarios fosters motivation and enhances comprehension.

Similarly, Koptseva (2020) discusses how constructivist approaches, like those implemented by Teacher Q, enhance teaching effectiveness. By emphasizing group discussions and the art of questioning, teachers create a participatory environment where students actively construct their knowledge. These strategies not only promote collaboration but also help students develop critical thinking skills that are transferable to other contexts.

Lleo (2022) highlights the importance of teacher-student collaboration in contextualized learning. Teacher I's use of group activities and reporting methods reflects this principle, as students actively engage with the content while collaborating with their peers. Such practices ensure that learning is not only interactive but also personalized to the needs and interests of the students, making the curriculum more relevant and impactful.

For active participation in classrooms, teachers consistently integrate collaborative and interactive activities into their lesson plans. Role-playing, as suggested by Teacher L, provides students with opportunities to step into others' perspectives, fostering empathy and a deeper understanding of historical and social concepts. Similarly, poster-making and other creative projects allow students to express their learning in diverse and meaningful ways.

2.3. Multimedia and Visual Aids

Multimedia and visual aids are essential tools for enhancing student engagement and comprehension in Social Studies. This strategy involves incorporating videos, images, PowerPoint presentations, and other multimedia tools to make lessons visually engaging and easier to understand.

Teacher O uses PowerPoint presentations and videos to present lessons effectively to elementary students, making abstract concepts more accessible. Similarly, Teacher G leverages multimedia tools like YouTube to make lessons more engaging and relatable. These methods provide visual and auditory stimuli that cater to diverse learning styles, ensuring a more inclusive and dynamic learning environment.

"I use PowerPoint presentations and videos to present lessons, especially for elementary AP." (Teacher O, 2024)

"Using multimedia tools like videos and YouTube to make Social Studies interesting." (Teacher G, 2024)

The integration of multimedia tools in teaching aligns with research emphasizing the benefits of contextualized and student-centered learning. Multimedia tools cater to diverse learning styles, particularly visual and auditory learners, by presenting information in engaging, multi-sensory ways. Visual aids help clarify complex ideas and maintain student interest, while videos and presentations provide an immersive experience that traditional



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methods may lack. The use of digital resources aligns with 21st-century teaching practices, preparing students for a technology-driven world.

The reliance on multimedia and visual aids reflects a shift toward more interactive and modern teaching practices. Teacher O's focus on PowerPoint presentations and videos for elementary students addresses the need for age-appropriate and engaging materials. As Chen et al. (2020) suggests, providing meaningful contexts helps students connect abstract ideas to real-world scenarios. These tools also accommodate various learning styles—visual, auditory, and kinesthetic—making lessons accessible to a broader range of students.

Teacher G's use of multimedia, including YouTube, illustrates the potential of technology to enrich the Social Studies curriculum. Videos allow students to virtually experience historical events, cultural traditions, and societal changes. This approach aligns with the concept of contextualizing education to make learning more relatable. By integrating multimedia, teachers create an immersive learning experience that fosters curiosity, critical thinking, and a deeper appreciation of the subject.

Enhancing the use of multimedia and visual aids, teachers curate high-quality and relevant content that aligns with the curriculum. Videos, PowerPoint presentations, and online resources is selected to complement lesson objectives and cater to students' interests. This ensures that multimedia tools are not only engaging but also pedagogically sound.

The integration of *real-world examples, active participation, and multimedia and visual aids* creates a cohesive and dynamic framework for enhancing Social Studies education. Together, these subthemes underscore the importance of contextualizing lessons to make them relatable and engaging for students while fostering critical thinking and collaboration. By linking abstract concepts to local contexts, encouraging interactive learning, and utilizing diverse media, teachers can effectively address students' diverse needs and learning styles.

Real-world examples, as discussed by Teachers R, L, and D, ground Social Studies lessons in familiar contexts, helping students connect theoretical content with their immediate environments. Similarly, active participation methods, such as group activities, role-playing, and discussions highlighted by Teachers L, I, and Q, engage students in collaborative and critical thinking processes. These approaches are further enhanced by multimedia and visual aids, as emphasized by Teachers O and G, which provide visual and auditory stimuli to make lessons more engaging and accessible. Each subtheme supports the overarching goal of creating an inclusive, student-centered learning environment.

The synergy among these subthemes lies in their mutual reinforcement. Real-world examples provide the foundational relevance needed to motivate students, while active participation fosters a sense of ownership and agency in their learning. Multimedia tools, in turn, enhance both by visually and contextually connecting students to the material, making abstract concepts tangible and interactive. Together, these strategies transform Social Studies into a participatory and immersive experience that cultivates not only academic knowledge but also critical thinking, collaboration, and cultural awareness.

3. Social Science Teachers' Perceived Benefits of Contextualization Themes

Improved Understanding
Engagement and Retention
Lifelong Learning

The perceived benefits of contextualizing educational lessons, as outlined in the table, highlight its significant impact on students' learning experiences. Contextualization involves linking classroom lessons to students' real-life experiences, communities, and environments, making education more meaningful and relevant. Teachers emphasized three primary subthemes in relation to these benefits: improved understanding, engagement and retention, and lifelong learning.

3.1. Improved Understanding

This subtheme highlights the role of contextualized learning in simplifying complex topics and enhancing student comprehension. Teachers affirm that by relating lessons to students' local community and experiences, the learning process becomes more accessible and relatable. Teacher I (2024) emphasizes the effectiveness of using local examples to simplify understanding, while Teacher B (2024) underscores the importance of connecting lessons to students' experiences to make comprehension easier. Together, these perspectives illustrate how grounding educational content in familiar contexts fosters greater clarity and engagement in learning.



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"Simplifies understanding by relating lessons to the local community and examples." (Teacher I, 2024)

"Helps learners relate the lesson to their experiences, making it easier to understand." (Teacher B, 2024)

Teachers' statements echo findings in the literature, emphasizing the transformative role of contextualization in education. When lessons are connected to students' prior knowledge and experiences, they become more accessible and understandable. Contextualization enhances cognitive processing by grounding abstract concepts in tangible, relatable examples. This strategy supports constructivist principles, as students actively build their understanding through meaningful connections. Moreover, it fosters inclusivity by valuing the diverse backgrounds and realities of learners.

Madrazo and Dio (2020) illustrate how integrating local contexts into Calculus lessons bridges learning gaps and fosters independent learning. By using real-world examples that resonate with students' environments, they simplified abstract mathematical concepts and enhanced engagement, mirroring the experiences described by Teacher I and Teacher B. Similarly, Guadalupe, et al. (2023) found that contextualizing music education within the Philippine K to 12 curriculum made lessons more relevant and meaningful. Students not only developed a deeper understanding of their cultural heritage but also experienced increased engagement, supporting Teacher B's observation about the connection between personal experiences and comprehension.

The findings further align with technological advancements in contextualization. Yadav, et al. (2023) demonstrated that large language models like GPT-4 can tailor educational content to individual student interests, enhancing engagement and understanding. This technological approach parallels teachers' practice of relating lessons to students' contexts but on a scalable level. Both strategies aim to personalize learning, making abstract or challenging concepts easier to grasp. Huang et al. (2024) further highlight the impact of contextual factors on motivation, emphasizing that perceived usefulness and relevance of educational tools significantly affect learning outcomes. This suggests that the effectiveness of contextualized teaching, as highlighted by the teachers, could be amplified through targeted ICT integration.

Madrazo and Dio (2020) provide compelling evidence that contextualized learning materials can close academic gaps, particularly in challenging subjects like Calculus. Their findings demonstrate that integrating local examples into academic content enhances comprehension and fosters self-directed learning. Similarly, Guadalupe, et al. (2023) show that contextualized music lessons increase engagement by integrating cultural elements, which parallels the observed benefits in the subtheme. These studies suggest that contextualization has universal applicability across disciplines, making it a versatile strategy in improving student outcomes.

Yadav, et al. (2023) expand on the scalability of contextualized learning by demonstrating the potential of AI-driven personalization. Their research supports the idea that contextualization is not only effective in traditional teaching methods but can also be scaled using technology to meet individual learner needs. Lastly, Huang et al. (2024) emphasize the significance of contextual factors in motivating learners. Their study reinforces the importance of perceived relevance and usefulness, validating Teacher B's assertion that connecting lessons to students' experiences enhances understanding.

3.2. Engagement and Retention

This subtheme emphasizes the role of contextualized learning in boosting student interest and ensuring long-term retention of concepts. Contextualization increases student interest and long-term retention of concepts by making lessons more relatable and meaningful.

Teacher C underscores that making lessons more relatable and meaningful improves both engagement and retention. Similarly, Teacher H highlights that connecting lessons to students' lives and communities fosters greater involvement. These insights underscore the transformative potential of contextualized teaching in creating a more engaging and enduring learning experience.

"Improves retention and engagement by making lessons more relatable and meaningful." (Teacher C, 2024)

"Learners are more engaged when lessons are connected to their lives and communities." (Teacher H, 2024)

When students see the relevance of lessons to their own lives, their engagement increases. This emotional connection enhances motivation, and research suggests that engaged students are more likely to retain information over time. Furthermore, contextualized lessons promote active involvement, which is a key factor in deep learning.

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By anchoring lessons in real-life scenarios, students develop a stronger conceptual foundation and recall lessons better.

The statements from Teacher C and Teacher H are consistent with established findings in the literature. Baker, et al. (2020) emphasize that contextualized teaching and learning (CTL) approaches enhance student engagement by integrating academic content with real-world contexts relevant to students' lives. Their research highlights that these strategies make learning more accessible and meaningful, supporting Teacher C's assertion that relatability improves retention. Similarly, the underscores that contextualized learning not only boosts motivation but also makes lessons more relevant, directly aligning with Teacher H's observation about the importance of connecting lessons to students' lives and communities.

Baker, et al. (2020) highlight the effectiveness of CTL practices in making education more meaningful and accessible. Their study supports the idea that integrating academic content with real-world contexts enhances student engagement and comprehension. This aligns with Teacher C's observation that relatability improves retention. Similarly, this demonstrates how contextualized learning motivates students by connecting lessons to real-life experiences. This mirrors Teacher H's insights on the importance of linking education to students' lives and communities.

Andriotis (2020) provides additional theoretical support for contextualized learning, emphasizing its alignment with constructivist principles. By embedding instruction within familiar contexts, students can better assimilate and retain information. This theoretical framework reinforces the practical benefits observed by both teachers, further substantiating the connection between contextualization, engagement, and retention.

Expanding the use of contextualized learning materials is essential to enhance student engagement and retention. Educators should develop lesson plans that integrate real-world examples and practical applications relevant to students' lives. This could involve incorporating local issues, cultural elements, or career-focused scenarios into the curriculum to make learning more relatable and meaningful. Such efforts will ensure that students view academic content as directly applicable to their experiences, promoting both interest and retention.

3.3. Lifelong Learning

This subtheme emphasizes the role of contextualized learning in fostering critical thinking and enabling real-life application of lessons. Contextualization fosters critical thinking and the application of lessons to real-life situations, which encourages lifelong learning.

Teacher N highlights that connecting lessons to students' lives makes them engaging, cultivating a mindset for lifelong learning. Similarly, Teacher Q points out that encouraging students to draw connections between lessons and real-life scenarios nurtures critical thinking. Together, these perspectives underline how contextualized teaching equips students with skills and mindsets that extend beyond the classroom.

"Promotes lifelong learning by connecting lessons to students' lives and making them engaging." (Teacher N, 2024)

"Encourages learners to make connections between lessons and real-life, fostering critical thinking." (Teacher Q, 2024)

The statements from Teacher N and Teacher Q reflect how contextualized learning fosters skills essential for lifelong learning. JBCN International School (2022) emphasizes that contextual learning enhances understanding by linking new concepts to students' personal lives, facilitating active engagement and deeper comprehension. This perspective aligns with Teacher N's observation that making lessons relatable promotes engagement and encourages lifelong learning. Furthermore, connecting lessons to real-world contexts, as noted by Teacher Q, resonates with Carroll et al. (2024), who argue that contextual learning prepares students for life outside the classroom by fostering authentic learning experiences.

Educators Inc. (2020) also supports the idea that contextual learning drives interest and achievement by making lessons relevant. By demonstrating the practical applications of academic concepts, this approach sparks curiosity and helps students understand the "why" behind their studies, aligning with both teachers' perspectives. These findings collectively reinforce that contextualized learning not only improves immediate engagement but also builds the foundational skills for critical thinking and real-world problem-solving that define lifelong learners.

Teacher N's emphasis on engagement as a driver for lifelong learning underscores the importance of relevance in education. When students perceive lessons as meaningful and connected to their lives, they are more likely to internalize the value of learning, fostering curiosity and a commitment to continuous education. This



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perspective highlights the need for educational approaches that go beyond rote memorization and prioritize real-world connections to sustain students' motivation to learn.

Teacher Q's focus on fostering critical thinking through real-life applications reflects the broader purpose of education: preparing students for life beyond the classroom. By encouraging learners to connect lessons to their lived experiences, educators can cultivate analytical and problem-solving skills that are essential for navigating real-world challenges. These insights suggest that contextualized learning not only enhances academic performance but also lays the groundwork for adaptable, lifelong learners who are prepared to apply their knowledge in dynamic environments.

Educators Inc. (2020) adds that contextual learning improves interest and achievement by showing students why their studies matter. This relevance not only motivates students but also fosters critical thinking, aligning with both teachers' observations that contextualization enhances engagement and long-term skill development.

Expanding the integration of real-world applications in lessons is a key strategy to foster lifelong learning. Schools and educators should design curricula that incorporate practical scenarios and local contexts, allowing students to see the relevance of their education. For instance, math lessons could include financial literacy applications, or science classes could involve community-based environmental projects. Such approaches will make lessons more engaging and relevant, aligning with Teacher N's observations about the importance of relatability.

4. Social Science Teachers' Challenges in Contextualization

Themes

Resource Limitations

Time Constraints

Teacher Training and Supports

Contextualization in education involves tailoring lessons to make them more relevant to students by incorporating local culture, experiences, and resources. In the field of social science education, contextualization plays a crucial role in helping students connect academic concepts to their lived experiences, fostering deeper understanding and engagement. Despite its benefits, implementing contextualized teaching poses significant challenges for educators. These challenges, as described by teachers themselves, fall into three main categories: resource limitations, time constraints, and teacher training and support.

4.1. Resource Limitations

This subtheme highlights a significant challenge in implementing contextualized teaching. Teachers consistently report a lack of updated books, materials, and funding necessary for effective contextualization. Teachers may struggle with the absence of relevant local materials, forcing them to rely on outdated resources or spend extra time gathering materials.

Teacher A (2024) explicitly mentions "limited resources like books and materials for contextualization," while Teacher P (2024) highlights the unavailability of printed copies of localized materials due to budget constraints. Similarly, Teacher L (2024) states, "teachers spend extra time researching" to compensate for the lack of ready-made resources. These statements underline the additional burdens placed on educators and the systemic issues hindering contextualized teaching and learning.

"Limited resources like books and materials for contextualization." (Teacher A, 2024)

"Present localized materials but lack of printed copies due to budget constraints." (Teacher P, 2024)

"Lack of updated books and contextualized materials; teachers spend extra time researching." (Teacher L, 2024)

The lack of updated resources and materials directly impacts the ability of teachers to contextualize content effectively. Resource limitations significantly hinder the effectiveness of contextualized teaching. Having up-to-date and localized materials is critical for grounding lessons in real-world, relevant examples that are meaningful to students. Without sufficient resources, teachers might be forced to use generic or irrelevant content, which can diminish student engagement and learning outcomes. Furthermore, the lack of funding or access to technology may limit the use of multimedia tools, which are vital for making lessons more engaging and interactive.

Teacher A's comment points to the unavailability of tools essential for modern, student-centered learning, corroborated by Aydin and Boz (2020), who found that teachers struggle to incorporate contextualization due to

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resource and time constraints. This scarcity forces teachers to either rely on outdated resources or spend extra time creating new materials, as echoed by Teacher L (2024). Such limitations lead to uneven educational quality, with students in resource-rich environments benefiting more from contextualized learning than those in underfunded schools.

Moreover, budgetary constraints exacerbate these challenges. Teacher P's concern about the lack of printed copies highlights a recurring issue in education funding. Baker, et al. (2020) emphasize that aligning contextualized teaching materials with standardized curricula and assessments often requires significant financial investment, which many institutions cannot afford. Consequently, teachers must navigate a complex landscape where the desire to create engaging, relevant learning experiences is often at odds with systemic inadequacies, leaving them with increased workloads and diminished support.

Furthermore, the lack of resources can have broader implications for educational equity. Wyatt (2021) highlights the challenges teachers face in adapting curricula to diverse cultural contexts, which aligns with the concerns raised by Teacher A and Teacher P. Without adequate materials, the goal of creating culturally responsive and inclusive teaching environments becomes unattainable. The inability to provide updated and localized content deprives students of opportunities to engage with education in ways that validate their experiences and identities.

The resource limitations outlined by teachers mirror findings in broader research. Aydin and Boz (2020) emphasize that teachers' ability to contextualize science content is hampered by limited resources and time, forcing educators to rely on personal efforts to compensate for systemic shortfalls. Similarly, Perin (2019) highlights the need for collaborative frameworks and professional development to enhance contextualized teaching, suggesting that individual efforts, while commendable, are insufficient without systemic reforms.

To address the persistent issue of resource limitations in contextualized teaching, governments and educational institutions must allocate increased funding specifically for the development and distribution of updated and localized teaching materials. Adequate financial investment can ensure that teachers have access to contemporary and culturally relevant resources, reducing their reliance on outdated books and time-consuming research. This funding should also cover the printing and dissemination of localized materials to make them accessible to all educators, particularly those in underfunded schools.

4.2. Time Constraints

This subtheme sheds light on the significant challenge teachers face in preparing contextualized lessons. It reflects the difficulty teachers face in adapting lessons to include contextualized elements due to the time required for preparation. Developing localized, relevant content often takes more time than using pre-packaged, standardized materials.

Teacher D (2024) points out that "contextualization can be time-consuming, requiring better time management," while Teacher J (2024) emphasizes that "teachers need additional time to create and adapt lessons that are appropriate." These observations illustrate how the additional effort required for contextualization places a substantial demand on teachers' schedules, often leaving them overwhelmed in balancing this task with their other responsibilities.

"Contextualization can be time-consuming, requiring better time management." (Teacher D, 2024)

"Teachers need additional time to create and adapt lessons that are appropriate." (Teacher J, 2024)

Time constraints hinder teachers' ability to adapt and contextualize lessons effectively, creating a barrier to achieving meaningful and engaging instruction. Teacher D's observation about the need for better time management reflects a systemic issue, where educators are often not provided with sufficient preparation time to design contextualized lessons. The study by *Harmonizing Materials and Practices of Senior High School Teachers* (2022) aligns with this concern, noting that contextualization demands significant planning and preparation, which are difficult to accommodate within typical teaching schedules. Teachers are left to independently balance these tasks, often at the expense of their personal time or other professional responsibilities.

Time constraints are a significant barrier to the effective implementation of contextualized teaching. Teachers are already juggling multiple responsibilities, such as planning, grading, and managing classrooms, so adding the task of contextualizing lessons can be overwhelming. The time needed for researching local examples, finding resources, and adjusting content can detract from other instructional duties. This challenge also affects the sustainability of contextualization, as teachers may feel burnt out or overwhelmed by the extra workload, potentially leading to disengagement or burnout.



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Additionally, the pressure to create tailored materials intensifies time management challenges. Teacher J's statement highlights that crafting appropriate, localized lessons requires both time and effort, leaving teachers stretched thin. This is echoed in the article by TeacherPH (2020), which stresses that while contextualization improves student engagement and academic performance, it requires significant collaboration and planning. The lack of institutional support to alleviate these time demands means that teachers must shoulder the burden, potentially leading to burnout and diminished instructional quality.

Similarly, TeacherPH (2020) emphasizes the role of collaboration in effective contextualized teaching. The article underscores that student-teacher collaboration and well-structured planning time are essential for creating relevant and engaging lessons. Teacher D's suggestion for improved time management reflects this need, pointing to the importance of institutional support in optimizing lesson preparation processes.

eFront Learning (2020) also stresses that embedding instructions within familiar contexts requires not only teacher expertise but also systematic approaches to lesson planning. The article provides best practices for designing effective contextualized learning experiences, further supporting Teacher J's observation about the significant time investment required.

To address the issue of time constraints, schools and educational institutions should consider adjusting teachers' schedules to include dedicated time for lesson preparation and contextualization. Allocating specific planning periods for contextualized instruction would enable educators to design more effective lessons without compromising their other responsibilities. This approach would alleviate the pressure on teachers, allowing them to focus on crafting high-quality, relevant materials.

4.3. Teacher Training and Support

This subtheme reveals a critical gap in educators' ability to implement contextualized teaching effectively. It refers to the lack of formal training and centralized support for teachers in effectively implementing contextualized teaching strategies. Many teachers report needing more professional development and guidance to integrate local contexts into their lessons effectively.

Teacher F (2024) identifies that "not all educators are experienced in implementing contextualization; need for training," emphasizing the necessity for structured professional development. Teacher M (2024) further highlights the issue of "teachers rely heavily on their own efforts due to lack of centralized support," pointing to the absence of cohesive institutional frameworks. These statements collectively stress the pressing need for both training and centralized guidance to enable teachers to integrate contextualized learning efficiently.

"Not all educators are experienced in implementing contextualization; need for training." (Teacher F, 2024)
"Teachers rely heavily on their own efforts due to lack of centralized support." (Teacher M, 2024)

The lack of training hinders teachers' capacity to incorporate contextualized approaches into their lessons. Teacher F's observation reflects a broader issue of insufficient professional development opportunities, which is echoed in the findings by *LessonBud* (2023), emphasizing the importance of equipping teachers with strategies to integrate real-world contexts into lessons. Without targeted training, educators are left to navigate the complexities of contextualization on their own, often leading to inconsistent or ineffective application of these practices.

Moreover, the absence of centralized support exacerbates the burden on individual educators. Teacher M's reliance on personal effort highlights systemic shortcomings, where schools or educational institutions fail to provide structured resources or frameworks for contextualized teaching. This challenge aligns with *SplashLearn* (2024), which identifies the lack of support and guidance as a common obstacle for teachers. Without centralized resources or collaborative networks, educators face unnecessary obstacles in creating meaningful and engaging lessons.

The teachers' statements underscore the urgent need for systemic changes in teacher training and support. Teacher F's concern about the lack of experience in contextualization points to the critical role of professional development. Training programs tailored to contextualized teaching would not only improve educators' competence but also build their confidence in applying these strategies. This aligns with the insights from *LessonBud* (2023), which emphasizes the importance of real-world integration in enhancing student engagement.

Similarly, *ASCD* (2022) emphasizes the importance of helping teachers adapt to challenges while maintaining their educational visions. Teacher M's statement about reliance on personal effort reflects this need, suggesting that without centralized support, teachers may struggle to balance their aspirations with the practical demands of contextualized teaching.



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SplashLearn (2024) further underscores the significance of addressing systemic challenges in education, including the lack of structured guidance. Teacher M's experiences align with these findings, highlighting the need for institutions to provide clear frameworks and resources that empower educators to implement contextualized learning effectively.

To address the gaps in teacher training and support, educational institutions must prioritize the development and implementation of structured professional development programs. These programs should focus on equipping educators with practical strategies for contextualized teaching, including integrating real-world contexts into lessons. As noted by *LessonBud* (2023), these training sessions can significantly enhance teachers' ability to design engaging and relevant learning experiences, reducing the reliance on individual effort.

These three subthemes converge to reveal a systemic failure to provide the necessary infrastructure, training, and time for teachers to excel in contextualized teaching. Resource limitations and time constraints are intensified by the absence of institutional support and professional development, leaving educators with limited tools and excessive workloads. Addressing these issues requires a holistic approach that includes increased funding, comprehensive teacher training, centralized resource sharing, and policy reforms aimed at alleviating these interconnected challenges. Without systemic changes, the full potential of contextualized teaching to enhance student engagement and learning outcomes cannot be realized.

5. Suggested ways to operationalize Contextualization in Social Science Classrooms using IPO Model

In today's dynamic educational landscape, the role of social studies as a bridge connecting students with their cultural, historical, and societal roots is more crucial than ever. As educators seek to prepare students not just academically but also as informed and engaged citizens, the contextualization of social studies within the classroom becomes a vital strategy.

INPUT

Incorporating local and cultural resources into social studies classes enhances student engagement and understanding by making lessons more relatable and immersive. Using materials like local history books, community artifacts, and multimedia tools connects students with their heritage, making abstract concepts more tangible and accessible for diverse learning styles. Educational bodies like the Department of Education (DepEd) provide guidelines that ensure the curriculum is standardized yet adaptable to local contexts, promoting inclusivity and relevance. Engaging local leaders and community members enriches lessons with real-world perspectives and strengthens students' sense of belonging. The effectiveness of contextualized teaching depends on teachers' competence and creativity, with ongoing professional development essential to refining their skills and adapting to both educational advancements and local changes. This approach not only improves learning outcomes but also enhances the overall quality of education.

PROCESS

To effectively implement contextualized teaching in social studies, several key processes are essential: adapting the curriculum to local realities, using active learning techniques, providing professional development for teachers, and establishing continuous feedback systems. Curriculum adaptation involves modifying the standard social studies content to reflect students' local environments, making learning more relevant and engaging by incorporating local history, culture, and economics. This approach helps students connect better with the material and enhances their understanding of both local and global contexts. Active learning strategies like role-playing, project-based learning, and group work engage students more dynamically, allowing them to actively participate in learning and develop critical skills such as collaboration, problem-solving, and analytical thinking. Professional development for teachers, through workshops and webinars, is crucial for enhancing their ability to integrate local content into the curriculum and stay current with effective teaching strategies. This continuous learning benefits both educators and students by ensuring culturally relevant instruction. Finally, a system of continuous feedback and adjustment allows teachers to fine-tune their approaches based on student responses, making lessons more



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personalized and effective. This adaptable teaching method fosters student motivation and promotes better learning outcomes.

OUTPUT

Contextualizing social studies can significantly enhance student engagement and understanding by linking lessons to students' real-life experiences, making learning more relevant and relatable. When students see connections between their daily lives and the content, their curiosity is sparked, leading to deeper engagement. Discussing local history or social issues helps students understand broader national or global themes and encourages meaningful learning. This approach also fosters critical thinking by encouraging students to apply familiar knowledge to new situations, promoting problem-solving and analysis over rote memorization. It nurtures skills that prepare students for informed citizenship and diverse professional environments. Incorporating assessment and feedback allows teachers to continuously improve their methods based on student performance, ensuring a dynamic and responsive learning environment. This adaptive approach increases student involvement and helps optimize learning outcomes. Finally, contextualization strengthens students' connection to their community and cultural identity, fostering a sense of belonging and appreciation for their heritage. It deepens their understanding of history and societal structures and promotes social cohesion, creating an inclusive, respectful classroom environment. This is especially impactful for students from marginalized communities, giving them space for their histories to be valued.

Conclusions

Social Studies teachers demonstrate a broad understanding of contextualization, emphasizing the integration of local resources, real-life applications, and cultural and historical contexts into their lessons. This approach enhances student engagement by making the content more relevant and relatable, fostering a deeper understanding of the subject matter. Teachers also value the practical application of lessons, recognizing the importance of connecting abstract concepts to real-life situations and ensuring students can relate content to their immediate environment. Furthermore, teachers employ various strategies such as community-based examples, active participation, and multimedia tools to contextualize lessons effectively, thereby improving student comprehension, retention, and engagement.

Recommendations

It is recommended that teachers receive regular professional development to enhance their understanding and application of contextualization, including workshops focused on integrating local culture, history, and community resources into lessons. Schools should also invest in resources that reflect the local environment and encourage the use of technology to create dynamic, real-world learning experiences. Additionally, schools should prioritize student-centered learning approaches, emphasizing critical thinking and real-life application of Social Studies concepts to ensure long-term engagement and retention. Finally, educational institutions should allocate resources to provide updated materials and create time for collaborative planning and teacher support.

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