

Effects of Contextualized Teacher-Made Modules on Students' Academic Performance in Araling Panlipunan 9

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Abstract

This study examined the effects of contextualized teacher-made modules on the academic performance of Grade 9 students in Araling Panlipunan at Bantayan National High School during School Year 2025–2026. Anchored on Constructivist Learning Theory, Contextual Teaching and Learning, Experiential Learning Theory, Bruner's theory of instruction, and Situated Learning Theory, the study used a quasi-experimental non-equivalent control group pretest-posttest design. Two intact Grade 9 sections were selected through purposive sampling: Grade 9 Jupiter served as the control group taught through the prototype teaching strategy, while Grade 9 Venus served as the experimental group taught using contextualized teacher-made modules. Data were gathered using teacher-made pretest and posttest instruments aligned with the Most Essential Learning Competencies, contextualized modules, interview guides, and reflection logs. Quantitative data were analyzed using frequency, percentage, mean, standard deviation, independent samples t-test, and paired samples t-test, while qualitative responses were examined through thematic analysis. Findings showed that both groups improved from pretest to posttest; however, the experimental group demonstrated greater and more consistent gains. The groups were comparable at pretest, but posttest results significantly favored the experimental group. The experimental group also showed a stronger shift toward excellent mastery, with no students remaining in the lower mastery levels. Challenges included time constraints, limited resources, comprehension difficulties, learner diversity, independent learning readiness, assessment concerns, and the need for stronger teacher and institutional support. The study concludes that contextualized teacher-made modules are more effective than the prototype teaching strategy in improving students' academic performance, engagement, and understanding in Araling Panlipunan. It recommends the integration of contextualized modules, differentiated instruction, scaffolding, teacher training, and institutional support. The study supports SDG 4, SDG 11, SDG 16, and SDG 17 by promoting quality education, community-based learning, civic awareness, and collaborative educational improvement. Its sustainability impact lies in strengthening educational, cultural, institutional, and community sustainability through locally relevant and responsive instructional materials.

Keywords: Contextual Teaching and Learning, Contextualized Teacher-Made Modules, Institutional Support, Sustainable Education

1. Introduction

This study examines the effects of contextualized teacher-made modules (CTMM) on the academic performance of Grade 9 students in Araling Panlipunan. It is grounded on the view that instructional materials are not merely sources of information but tools that shape student engagement, comprehension, and performance. In Araling Panlipunan 9, where learners study history, geography, government, society, culture, and civic life, contextualized materials are particularly important because they connect academic concepts with students' lived experiences, local realities, and community contexts. The study compares students taught through prototype teaching strategy with students taught through contextualized teacher-made modules using a quasi-experimental pretest-posttest design. It also considers the challenges encountered by teachers and students in using contextualized modules.

Educational materials influence how students understand lessons, relate classroom concepts to real-life experiences, and perform academically. In the Philippine basic education system, Araling Panlipunan 9 plays an important role in developing students' understanding of society, culture, history, geography, and governance. However, prototype teaching strategies and generic modules may not sufficiently address the diverse backgrounds, learning needs, and local contexts of Filipino learners. Reports from the Department of Education showed that generic modules did not strongly motivate students, with only about 60-70% of learners achieving mastery in Araling Panlipunan. UNESCO likewise emphasized that the K to 12 Curriculum was intended to address learning gaps by making instruction more relevant to students' needs and backgrounds, although implementation remained uneven due to resource limitations and insufficient teacher training.

Contextualized teacher-made modules respond to these concerns by linking lessons to students' daily experiences, local environment, and community realities. Studies by Andal and Hermosa as well as Saro et.al showed that contextualized

approaches could improve student learning because they make lessons more meaningful and relatable. Cejas explained that contextualization is effective because students learn better when lessons are presented in real-world and hands-on contexts rather than as abstract information. Similarly, Salvane and Orongan found that students using materials connected to real-life experiences performed better than those using standard modules, while Fusilero reported that students exposed to contextualized modules achieved higher mastery and greater improvement than those taught using prototype modules. Policy support also strengthens the relevance of contextualized instruction. DepEd Order No. 35, s. 2016 highlighted the Learning Action Cell as a school-based mechanism for improving teaching and learning, including teachers' use of appropriate and contextualized strategies. Republic Act No. 10533 likewise requires schools to adapt the curriculum to learners' needs, supporting the localization and contextualization of instructional materials. These policies affirm the need to examine whether contextualized teacher-made modules can improve academic performance in Araling Panlipunan 9.

The literature shows that contextualized and teacher-made instructional materials can improve engagement, comprehension, mastery, and academic performance in Araling Panlipunan. Studies by Rendon and Gallego, Lorbis, Gonzales, Jalotjot and Fidelino, Cejas, Pascua, Savilla and Asparin, Fernandez, Marcos et.al, Pernitez, Lopez, Frutas, and Calautit indicate that localized, modular, contextualized, and teacher-designed materials help students connect lessons with their social, cultural, and community experiences, resulting in better posttest scores, improved mastery, higher participation, and stronger understanding. These findings suggest that well-designed contextualized materials can support the learning of Araling Panlipunan competencies, especially when lessons are aligned with learners' real-life contexts. However, the literature also emphasizes that the effects of contextualized modules depend on teacher readiness, availability of resources, institutional support, and the quality of module design. Studies by Sanico and Gorumba, Boyles and Cacharo, Pamogas, Bacomo, Daculap, and Ocampo, Dohinog, Aninon, Gornez, Pagador et.al, Canete, Sumaylo and Espacio, Perez, Echanis and Rabago, Adanza, Baculi, Flores, and Lastimosa, and Bayron Jr. identified common challenges such as teacher workload, limited training, insufficient materials, learner non-submission, weak parental support, poor study habits, low motivation, unclear module content, limited guidance, curriculum pacing issues, and difficulty aligning contextualized materials with learning standards. These gaps support the need to examine how contextualized teacher-made modules affect Grade 9 students' academic performance in Araling Panlipunan while also considering the challenges experienced during implementation.

Locally, this study focuses on Grade 9 students of Bantayan National High School during the academic year 2025-2026. It uses two intact sections: one taught through prototype teaching strategy and another taught through contextualized teacher-made modules. The study is limited to a specific instructional period in the fourth quarter and measures academic performance through teacher-constructed pretest and posttest assessments aligned with the Most Essential Learning Competencies. Nationally, the study responds to Philippine educational policies that promote contextualization, localization, and curriculum responsiveness. The K to 12 curriculum requires learning materials to be aligned with competencies while also being adaptable to students' contexts. DepEd policies on lesson preparation, contextualization, and professional development emphasize the importance of teacher-designed instructional resources that address learners' needs. The study also supports the broader goals of the Enhanced Basic Education Act of 2013 by examining how contextualized instructional materials can help make learning more relevant and effective. Globally, the study aligns with educational movements that emphasize learner-centered, contextual, and meaningful instruction. UNESCO emphasized the need to address learning gaps by making education more responsive to learners' backgrounds and needs.

This study is anchored on Constructivist Learning Theory, Contextual Teaching and Learning, Experiential Learning Theory, Bruner's theory of instruction, and Situated Learning Theory. Constructivist Learning Theory, associated with Jean Piaget and Lev Vygotsky, explains that learners actively construct knowledge by connecting new information with prior knowledge, experience, and social interaction. Piaget emphasized how learners make sense of new information through cognitive processes, while Vygotsky highlighted the role of social interaction, culture, and the Zone of Proximal Development in knowledge construction. Bou Saad supported this view by emphasizing active learning, inquiry, engagement, and reflection in building understanding. Contextual Teaching and Learning supports the use of real-life situations and authentic experiences in instruction. Johnson explained that students learn best when they see the connection between classroom lessons and their own lives, communities, and experiences. Mahmuti described Contextualized Teaching and Learning as an instructional approach that links academic content with real-world situations so learning becomes meaningful, transferable, and situated in authentic contexts. Rindayati, Hamdan, and Rosalina further emphasized CTL through REACT strategies, which involve relating, experiencing, applying, cooperating, and transferring learning to meaningful situations. These principles directly support the use of contextualized teacher-made modules in Araling Panlipunan 9 because the subject requires students to understand society, culture, governance, and civic life through familiar and meaningful contexts. Experiential Learning Theory also supports the study. Kolb explained learning as a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. Wibowo et.al demonstrated that experiential learning pedagogy improved student outcomes in a quasi-experimental pretest-posttest design, while Henriquez et.al emphasized that students learn more deeply when all parts of the experiential learning cycle are used. These ideas support the inclusion of hands-on activities, community-based

examples, and reflective tasks in contextualized teacher-made modules. Bruner's theory of instruction emphasizes that any subject can be taught effectively when presented in a form appropriate to the learner's stage of understanding. Aduko noted that Bruner's enactive, iconic, and symbolic modes of representation support discovery learning and progressive elaboration of ideas. This theory supports the use of varied instructional forms in contextualized modules, such as text, local narratives, visual materials, graphs, and real-life examples. Situated Learning Theory, explains that learning is social and contextual, occurring through participation in authentic activities within a community of practice. This theory is especially relevant to Araling Panlipunan because the subject deals with society, culture, history, and civic life. Contextualized teacher-made modules allow students to connect concepts with actual community situations, helping them move beyond memorization toward meaningful understanding and application.

Conceptually, the study follows a quasi-experimental non-equivalent group design. Both the control and experimental groups take a pretest to establish baseline performance. The control group receives instruction through prototype teaching strategy, while the experimental group uses contextualized teacher-made modules. Both groups then take a posttest to determine learning gains and differences in academic performance. The design allows comparison within and between groups while considering assumptions of independence, normality, and homogeneity of variance. For operational clarity, contextualization refers to linking subject matter with students' real-life experiences, environment, and community. Contextualized teacher-made modules refer to instructional materials developed by the teacher-researcher to guide learners through lessons, activities, and assessments. Academic performance refers to students' achievement as measured through pretest and posttest scores. Effect refers to the measurable influence of the instructional strategy on students' academic outcomes. Araling Panlipunan 9 refers to the Grade 9 subject in the Philippine K to 12 curriculum that develops civic competence and national identity. MELCs refer to the competencies that guide the module content, assessment items, and performance evaluation.

Although many studies support the effects of contextualized instructional materials, several gaps remain. First, existing studies on contextualized instruction do not always focus specifically on Grade 9 Araling Panlipunan. Second, some Araling Panlipunan studies focused on general modular instruction, creative strategies, mnemonic interventions, remediation, or engagement-based activities rather than contextualized teacher-made modules specifically. Third, several studies used descriptive, correlational, one-group, or action research designs, limiting the ability to compare contextualized modules with prototype teaching strategies. Another important gap concerns implementation challenges. Existing studies identify issues such as teacher workload, limited resources, weak parental support, poor module quality, learner motivation, content-context mapping difficulty, and insufficient professional development. However, fewer studies combine quantitative pretest-posttest performance comparison with analysis of teacher and student challenges in using contextualized teacher-made modules in Araling Panlipunan 9. This study addresses these gaps by comparing the academic performance of students taught using contextualized teacher-made modules and those taught using prototype teaching strategy. It determines baseline performance, post-intervention performance, differences between groups, within-group improvement from pretest to posttest, and challenges encountered by teachers and students. By grounding instruction in students' immediate environment and community experiences, the study provides empirical evidence on the value of contextualized instruction in improving Araling Panlipunan learning.

This study aligns most directly with SDG 4 – Quality Education because it examines an instructional intervention designed to improve academic performance, engagement, and meaningful learning in Araling Panlipunan 9. By developing and using contextualized teacher-made modules, the study supports inclusive and responsive teaching practices that address learners' backgrounds, community experiences, and learning needs. The study also relates to SDG 11 – Sustainable Cities and Communities because contextualized Araling Panlipunan instruction connects lessons with local culture, community life, governance, history, and social realities. Through this connection, students are encouraged to understand their own communities more meaningfully and relate classroom learning to civic and social participation. SDG 16 – Peace, Justice, and Strong Institutions is also relevant because Araling Panlipunan develops civic competence, awareness of governance, social responsibility, and understanding of institutions. When lessons are contextualized, students can better connect concepts about society, government, and citizenship with real-life situations. The study further supports SDG 17 – Partnerships for the Goals because effective contextualized instruction requires cooperation among teachers, school heads, curriculum planners, parents, and the Department of Education. The study recognizes that teachers need institutional support, training, resources, and collaborative mechanisms such as the Learning Action Cell to develop and improve contextualized materials.

The study contributes to educational sustainability by promoting instructional materials that are responsive to learners' needs and aligned with curriculum competencies. Contextualized teacher-made modules may help improve academic performance, sustain student motivation, and support more meaningful learning in Araling Panlipunan. It also contributes to cultural sustainability by integrating local examples, community experiences, and familiar social realities into classroom instruction. This helps learners see their culture, environment, and community reflected in academic content, making education more relevant and inclusive. The study supports institutional and policy sustainability by providing evidence that

may guide teachers, school heads, curriculum developers, and the Department of Education in improving instructional materials and teacher training. It reinforces existing policies on contextualization, localization, and professional development while identifying practical challenges that must be addressed for effective implementation. Finally, the study contributes to community and civic sustainability. Since Araling Panlipunan deals with society, governance, history, culture, and citizenship, contextualized learning can help students understand social issues more deeply and apply classroom knowledge to their everyday lives. In this way, the study supports the development of learners who are academically competent, socially aware, and better prepared to participate in their communities.

2. Material and methods

2.1 Research Design

The study used a quasi-experimental non-equivalent control group pretest-posttest design. Two existing Grade 9 classes were used because random assignment was not feasible in the school setting. The control group was taught using the prototype teaching strategy, while the experimental group was taught using contextualized teacher-made modules. Both groups took a pretest before the intervention and a posttest after the intervention to determine changes in academic performance.

2.2 Locale of the Study

The study was conducted at Bantayan National High School, Purok 4, Barangay Bantayan, San Roque, Northern Samar. The school was selected because it had Grade 9 classes with comparable academic ability and an average level of performance in Araling Panlipunan based on previous assessment results.

2.3 Respondents of the Study

The respondents were Grade 9 students enrolled at Bantayan National High School during School Year 2025-2026. Grade 9 Venus served as the experimental group and used contextualized teacher-made modules, while Grade 9 Jupiter served as the control group and was taught using the prototype teaching strategy.

2.4 Sample and Sampling Procedure

The study used purposive sampling. Two intact Grade 9 sections were selected based on their comparable academic profile. One section was assigned as the experimental group, and the other was assigned as the control group.

2.5 Research Instrument

The study used a teacher-made pretest and posttest, contextualized teacher-made modules, and interview guides. The pretest and posttest were aligned with the Most Essential Learning Competencies in Grade 9 Araling Panlipunan. The contextualized modules contained localized examples, activities, objectives, and assessments connected to students' community and real-life experiences. The interview guides were used to gather students' and teachers' experiences and challenges in using the modules. The instruments were validated by experts, and revisions were made based on their comments.

2.6 Data Gathering Procedure

Permission was first secured from the school head and concerned department. Both groups were given the same pretest before the intervention. The experimental group used contextualized teacher-made modules, while the control group received instruction through the prototype teaching strategy. After the instructional period, both groups took the posttest. Interviews and reflection logs were also used to document the challenges encountered by teachers and students.

2.7 Data Analysis Techniques

The data were analyzed using frequency, percentage, mean, standard deviation, independent samples t-test, and paired samples t-test. The independent samples t-test determined differences between the control and experimental groups, while the paired samples t-test measured improvement within each group. The level of significance was set at 0.05. Qualitative responses from interviews and reflection logs were analyzed thematically to identify common challenges and experiences during the implementation of contextualized teacher-made modules.

3. Results and Discussion

3.1 Academic Performance of Students

3.1.1 Performance of the Control Group

The control group showed improvement from pretest to posttest after being taught using the prototype teaching strategy. In the pretest, 15 students or 36.59% were under Excellent Mastery, 11 or 26.83% were under Above Average Mastery, 10 or 24.39% were under Average Mastery, and 5 or 12.20% were under Low Mastery. In the posttest, 30 students or 73.17% reached Excellent Mastery, 6 or 14.63% were under Above Average Mastery, none remained under Average Mastery, and

5 or 12.20% remained under Low Mastery. No student was classified under Needs Improvement in both pretest and posttest. The increase in students under Excellent Mastery suggests that the prototype teaching strategy helped improve academic performance, especially among students who already had moderate to high mastery. This result supports Fernandez (2021) and Savilla and Asparin (2025), who found that structured teaching approaches and modular strategies can improve students' academic performance. However, the unchanged number of students under Low Mastery indicates that the prototype strategy may not have fully addressed the needs of lower-performing learners. This may be explained by Vygotsky concept of Proximal Development (ZPD), which emphasizes the need for guided support and scaffolding.

3.1.2 Performance of the Experimental Group

The experimental group showed stronger improvement after using contextualized teacher-made modules. In the pretest, 4 students or 10.00% were under Excellent Mastery, 17 or 42.50% were under Above Average Mastery, 14 or 35.00% were under Average Mastery, and 5 or 12.50% were under Low Mastery. In the posttest, 35 students or 87.50% reached Excellent Mastery, while 5 or 12.50% were under Above Average Mastery. No student remained under Average Mastery, Low Mastery, or Needs Improvement. The sharp increase in Excellent Mastery suggests that contextualized teacher-made modules enhanced students' understanding and engagement. This result is consistent with Contextual Teaching and Learning, as Johnson (2002) emphasized that learning becomes more meaningful when students see its relevance. It also aligns with Experiential Learning Theory (Kolb, 1984), since the modules provided meaningful and reflective learning experiences. The findings are also supported by Rendon and Gallego (2025), Pascua (2024) and Cejas (2022), who found that contextualized materials improve academic performance. Similar findings by Bello et.al (2023) and Guindanao and Amada (2025) show that contextualization enhances comprehension, engagement, and learning outcomes.

3.2 Differences Between the Control and Experimental Groups

3.2.1 Difference in Pretest Performance

The comparison of pretest scores showed no significant difference between the control and experimental groups. The computed t-value was 1.54 with a p-value of 0.128, which is greater than the 0.05 level of significance. This means that both groups had comparable academic performance before the intervention. This result supports the validity of the comparison because both groups started at a similar level of understanding. It also reflects Constructivist Learning Theory, which recognizes that learners bring prior knowledge into the classroom. Similar results were reported by Rendon and Gallego (2025), as well as Pascua (2024) and Cejas (2022), who also found no significant differences in pretest performance between groups before the intervention.

3.2.2 Difference in Posttest Performance

The comparison of posttest scores showed a significant difference between the control and experimental groups. The computed t-value was -2.29 with a p-value of 0.025, which is below the 0.05 level of significance. This indicates that the experimental group performed significantly better than the control group after the intervention. The result suggests that contextualized teacher-made modules were more effective than the prototype teaching strategy in improving academic performance. This supports the principles of Contextual Teaching and Learning, which emphasize that learning becomes more meaningful when students connect academic content with real-world situations. The finding is supported by Cejas (2022), Pascua (2024), and Pernitez (2021), who found that students exposed to contextualized instructional materials achieved higher posttest scores. It is also consistent with Bello et al. (2023); Ogates et al (2023); Solis and Pasia (2024), Guindanao and Amada (2025), who confirmed that contextualization improves engagement, comprehension, and academic achievement.

3.3 Improvement from Pretest to Posttest and Weekly Performance

Both groups showed significant improvement from pretest to posttest. The control group obtained a t-value of -15.04 with a p-value of 0.000, while the experimental group obtained a t-value of -20.67 with a p-value of 0.000. Although both groups improved, the experimental group showed greater gains. Weekly performance from Week 1 to Week 8 also showed that the experimental group consistently maintained higher mean scores and demonstrated a more stable upward trend than the control group. The difference between the two groups became more evident as the intervention progressed.

The improvement in both groups indicates that learning occurred under both instructional strategies. However, the greater and more consistent improvement of the experimental group highlights the added value of contextualized instruction. This supports Constructivist Learning Theory, which explains that learners understand concepts better when instruction is linked to prior knowledge and real-life experiences. The weekly trend also aligns with Experiential Learning Theory (Kolb), Contextual Teaching and Learning, and Situated Learning Theory, as students exposed to contextualized modules learned through meaningful, authentic, and community-based contexts. Consistent with the studies of Savilla and Asparin (2025), Rendon and Gallego (2025), Pascua (2024), and Bello et al. (2023), the results indicate that contextualized instructional materials produce stronger and more sustained academic improvement than conventional approaches.

3.4 Challenges Encountered in Using Contextualized Teacher-Made Modules

Students and teachers encountered challenges in using contextualized teacher-made modules. Students reported difficulties related to time constraints, household and academic responsibilities, limited teacher guidance, learning environment, and understanding some instructions and activities. Teachers also experienced challenges in developing localized materials, managing learner diversity, ensuring independent learning readiness, assessing authentic outputs, and dealing with limited resources and institutional support. Despite these challenges, students generally expressed positive perceptions of the modules because these helped increase participation and motivation. These challenges show that the effectiveness of contextualized modules depends not only on the quality of the materials but also on support systems, resources, and teacher guidance. Pamogas (2022), Bacomo, Daculap and Ocampo (2022) found that modular instruction contextualized learning is often challenged by limited resources, weak parental support, heavy teacher workload and issues in student engagement and motivation. Similar results reported by Dohinog et.al (2025), Echanis and Rabago (2025) show that contextualized instructional materials and modular learning may improve engagement and understanding, but their effectiveness can be limited by inadequate teacher preparation, lack of resources, low motivation, and poor study skills. These findings also relate to Cognitive Load Theory, Contextual Teaching and Learning, Vygotsky's Zone of Proximal Development (ZPD), and Constructivist Learning Theory, which emphasize the need for clear instruction, scaffolding, meaningful support, and teacher facilitation in the learning process.

4. Conclusion & Recommendations

The study concludes that both the prototype teaching strategy and contextualized teacher-made modules improved the academic performance of Grade 9 students in Araling Panlipunan; however, the contextualized teacher-made modules produced greater and more consistent gains. The control group improved from pretest to posttest, but some students remained at the low mastery level, indicating that the prototype strategy may not fully address diverse learner needs. In contrast, the experimental group showed a stronger shift toward excellent mastery, with no students remaining in the lower mastery levels. Since both groups were comparable at the start and the posttest results favored the experimental group, the findings indicate that contextualized teacher-made modules were more effective in improving students' academic performance, engagement, and understanding.

Teachers may integrate contextualized teacher-made modules in Araling Panlipunan instruction to improve students' understanding, engagement, and academic performance, while also using differentiated instruction and scaffolding to support learners who remain at lower mastery levels. School administrators may provide adequate time, resources, training, and institutional support for teachers in developing and implementing contextualized instructional materials. Curriculum planners may include contextualization as a key component in instructional design to ensure that learning materials are relevant to students' local contexts and experiences. Students may also be guided in developing time management and self-regulated learning skills to cope with modular and contextualized learning.

The study was limited to two intact Grade 9 sections at Bantayan National High School during the fourth quarter of School Year 2025-2026; therefore, the findings may not fully represent other grade levels, schools, or learning contexts. Since the study used a quasi-experimental design, complete random assignment was not possible. The study also focused mainly on academic performance as measured through pretest and posttest scores and did not assess other learning outcomes such as critical thinking skills, learning attitudes, or long-term retention. Other factors such as student motivation, parental support, learning environment, teacher ability, and availability of educational materials may also have influenced the results.

Compliance with ethical standards

This study complied with institutional ethical standards in the conduct of educational research. Permission was secured from the concerned school authorities before data gathering, and participation of the Grade 9 students was voluntary, with informed consent and proper guidance observed. The confidentiality of students' information, test results, and interview responses was maintained, and the data were used solely for academic and research purposes. The author declares no conflict of interest and assumes full responsibility for the accuracy, originality, and integrity of the study. Proper acknowledgement was given to all individuals and institutions that contributed to the completion of the research, and copyright ownership remains subject to the author's rights and applicable publication policies.

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