

Implementation of contextualization and localization teaching approaches and the academic performance of grade six learners in Lumban Sub-Office Division of Laguna

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Abstract

This study aimed to determine the implementation of contextualization and localization teaching approaches and the academic performance of Grade six learners in Lumban Sub-office, Division of Laguna during the school year 2023-2024. The study used descriptive study to gather information about the participants. The respondents were all the public elementary teachers in Lumban Sub-office, Division of Laguna with a total of one hundred (100) teachers from the nine (9) different schools from Lumban Sub-office. The researcher administered a questionnaire to collect feedback from participants. Meanwhile, the study employed statistical tools such as weighted mean, standard deviation, frequency, percentage, and Pearson-R. The level of contextualization and localization teaching approaches were Very Highly Evident among the respondents. Moreover, forty-eight groups of students were classified as having a very satisfactory academic performance, twenty-three were classified as outstanding, nineteen were classified as satisfactory, and 10 fell under fairly satisfactory. On the other hand, the academic performance of Grade Six learners in relation to their general average is significantly impacted by the implementation of contextualization and localization teaching approaches in terms of culturally relevant pedagogy, language-based localization, community engagement, and experiential learning. Thus, the null hypothesis is rejected. The schools should encourage teachers to be more innovative and creative in their teaching approaches and not just stick to the available and common resources they have. They should introduce the use of assistive technologies and learning resources to both the teachers and the learners. The schools should also conduct professional development programs where teachers will learn more how to successfully make contextualized and localized resources and how these can be implemented in the teaching and learning process. Lastly, future researchers are recommended to conduct studies and give light to the contextualization and localization of teaching methods or approaches and its impact or effects to other factors/areas.

Keywords: Contextualization; localization; teaching approaches; academic performance; grade six learners

1. Introduction

The educational landscape in the global scenario is continuously evolving, with pedagogical approaches being developed and refined to enhance learning outcomes. Teachers must utilize approaches that tailor the curriculum to reflect the local environment and context of the learners, that will help make learning more relevant and engaging.

Some materials elucidate that students are more likely to grasp and remember information when they can make connections between new material and their prior knowledge and real-world experiences. Deeper learning is facilitated when abstract concepts are made more tangible through the use of localized and contextualized examples.

The K-12 curriculum in the Philippines emphasizes the innovative teaching and learning methodologies of localization and contextualization. Contextualization might help Filipino culture advance and encourage the next generation of educators to be more original and innovative. When teaching and

learning processes were localized and contextualized, learning performance increased considerably, Bello et. al., (2023).

The K–12 curriculum's implementation resulted in several reforms to the Philippine educational system, enhancing our students' overall and international competitiveness in education nationwide.

Localized and Contextualized Materials are instructional materials produced by the teachers and the students using the objects and local products/materials around them. In the immediate community, they should be prepared and used in classroom lessons to improve the academic performance of students, Cuerden (2019).

Contextualization and localization are said to be important approaches in teaching and learning that make the content more relevant and meaningful. Giving learners relevant and efficient education is the main objective of teaching. Therefore, it is the duty of a teacher to create and supply the instructional materials (IM) required for instruction. However, students will grasp the idea being taught much more readily if contextualized and indigenous IM is used, particularly if certain terms are unfamiliar to them.

This research aims to systematically examine the effects of contextualization and localization in teaching strategies on the academic performance of Grade Six learners in Lumban Sub-office, Division of Laguna.

1.1. Background of the Study

The practice of connecting curricular material to actual situations is known as contextualization, and it aids students in drawing connections between what they learn in the classroom and how it might be used in real-world situations. By infusing local culture, history, and experiences into the educational process, localization expands on this idea; and helps learners relate it more deeply to their own lives.

Republic Act 10533 stipulates that the curriculum must be global, learner-centered, inclusive, developmentally appropriate, relevant, responsive, and contextualized. It also needs to be sufficiently flexible to enable schools to adapt, localize, and indigenize it to suit their particular social and educational environments.

One of these involves using different pedagogical approaches, such as constructivism, inquiry-based learning, reflection, collaboration, and integrative approaches where concepts and skills are being taught, to ensure mastery of knowledge and skills across all subject areas. By providing a variety of pedagogies, they help the students in the cognitive, emotional, and psychomotor domains. Additionally, this approach incorporates several scientific disciplines, including physics, chemistry, biology, and the study of the earth, Manuel (2019).

The Department of Education (DepEd) has produced localized and contextualized teachers' guidebooks and student textbooks, but they would be more useful if the content or topic involved in them were relevant and explicitly meaningful to the learners' daily lives, allowing them to connect to or relate merely on the process of learning to their locality.

To meet the demand for high-quality basic education around the world, the Philippines will implement a new K–12 basic education program in 2016. Between 2016 and 2021, major challenges will need to be solved in order to improve the Philippine educational system, including the learning gap that occurs when students go from the basic education curriculum to the higher education curriculum, Commission on Higher Education (2020).

The study of the implementation of contextualization and localization in teaching and its impact on academic performance is crucial. Thus, the researcher wants to explore the relationship between contextualization and localization teaching approaches and the academic performance of Grade VI learners in Lumban Sub-Office Division of Laguna.

1.2. Theoretical Framework

Constructivism is a theory that promotes learning as an active and internal process in which new information is added to a foundation of prior knowledge. Constructivism is a learning theory posited by Jean Piaget and later expanded by Lev Vygotsky. Constructivists believe learning doesn't happen in a vacuum. Instead, the theory suggests that people internally and unconsciously relate new information with existing information. In this way, learners actively "construct" their knowledge: They organize information into a unique, individualized base of knowledge, Feder (2022). By using contextualization and localization, educators are essentially giving students learning experiences based on local relevance and real-world situations, which helps students create information in ways that make sense to them. This theory backs up the notion that teaching with contextual and local relevance can improve student understanding and retention, which may lead to an improvement in academic achievement.

Developed from Vygotsky's ideas, the Cultural-Historical Activity Theory focuses on the cultural and historical contexts of learning. From the very beginning, Cultural-Historical Activity Theory has itself been developed and applied in various cultural-historical phases and conditions. CHAT supports the integration of students' cultural and historical backgrounds into the learning process, thereby fostering an environment where academic tools and tasks are not only culturally relevant but also enhance cognitive development. This relevance can increase engagement and motivation, potentially leading to better academic performance.

Essentially, Chat was designed to be a tangible psychology that was fully integrated into daily practice. An interdisciplinary paradigm for researching both the social and individual facets of human behavior is cultural-historical activity theory. It looks at how, in a sociocultural setting, tools and signals moderate human activities.

These theories underscore the importance of context and cultural relevance in education. They provide a theoretical foundation for investigating how contextualization and localization teaching approaches could improve academic performance of the learners.

1.3. Conceptual Framework

The research paradigm, which illustrates the conceptual framework of the study, is presented in Figure 1. The paradigm shows the interrelationship of the variables that are considered in the study.

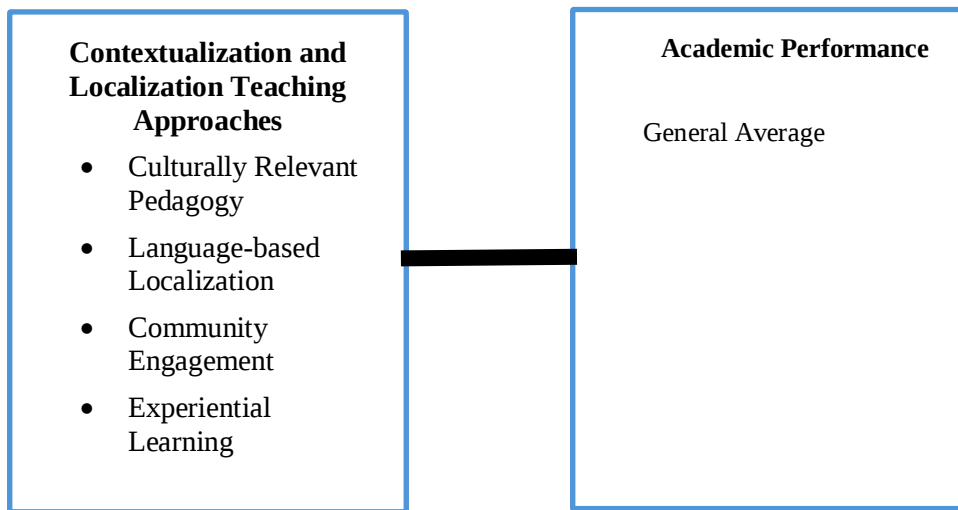


Figure 1. Paradigm of the Study

The contextualization and localization teaching approaches served as the independent variable in this study which included culturally relevant pedagogy, language-based localization, community engagement, and experiential learning. Academic performance as to general average represented the dependent variable. The relationship between independent and dependent variables was pursued in this study.

1.4. Statement of the Problem

The study aimed to determine the implementation of contextualization and localization teaching approaches and the academic performance of Grade six learners in Lumban Sub-office, Division of Laguna during the school year 2023-2024.

Specifically, this study sought answers to the following questions:

1. What is the level of the implementation of Contextualization and Localization Teaching Approaches as to:
 - 1.1. Culturally Relevant Pedagogy
 - 1.2. Language-based Localization
 - 1.3. Community Engagement
 - 1.4. Experiential Learning
2. What is the level of the Grade Six learners' academic performance as related to their general average?
3. Is there a significant relationship between the implementation of Contextualization and Localization Teaching Approaches and the Grade Six learners' academic performance as related to their general average?

1.5. Research Hypothesis

The researcher tested the hypothesis given below:

- HO₁. There is no significant relationship between the implementation of Contextualization and Localization Teaching Approaches and the Grade Six learners' academic performance as related to their general average.

1.6. Scope and Delimitation of the Study

This study focused on the implementation of contextualization and localization teaching approaches and the learners' performance as to their general average when measured based on the following: culturally relevant pedagogy, language-based localization, community engagement, and experiential learning.

The participants were the one hundred (100) elementary teachers in Lumban Sub-office, Division of Laguna. The aforementioned Sub-office public schools served as the site of this study. This study was conducted during the 2023–2024 academic year.

1.7. Significance of the Study

This study is significant to the following sectors:

Teachers. The study's findings will provide valuable insights into how contextualization and localization can be effectively implemented in classroom settings. It will offer practical examples and strategies that can be adopted to make lessons more relevant and engaging for students.

Learners. The study's findings stand to benefit the learners directly from teaching approaches that are tailored to their local context and experiences. The relevance of instruction to their own lives can increase students' interest and motivation in their studies.

School Administrator. The results of the study will lead administrators to support and promote these approaches within their schools. This can lead to the implementation of more effective educational practices that are aligned with the needs and backgrounds of their student populations.

DepEd Officials. The results of the study can guide DepEd officials in crafting policies that encourage the use of contextual and local content in education.

Researchers. This study will add to the existing body of knowledge on the impact of contextualization and localization teaching approaches in education. It will provide a foundation for future research in this area, encouraging further investigations.

1.8. Definition of Terms

For a better and clearer understanding of this study, the following terms are conceptually and operationally defined:

Academic Performance. This refers to a student's ability to successfully complete tasks and achieve goals related to their education. Academic performance is often used as a measure of a student's success in school and can impact future opportunities.

Community Engagement. This refers to a collaborative process that involves building relationships and partnerships with community members to address issues, create positive change, and improve the overall well-being of the community.

Contextualization. This refers to the process of understanding and interpreting information within its specific context or setting. This involves considering the historical, cultural, social, and political factors that may influence the meaning and significance of the information being analyzed.

Culturally Relevant Pedagogy. It refers to an approach to teaching that recognizes the importance of incorporating students' cultural backgrounds, experiences, and perspectives into the learning process. It involves creating a classroom environment that is inclusive and respectful of all students' identities, beliefs, and values.

Experiential Learning. This refers to the process of learning through experience and is more narrowly defined as "learning through reflection on doing".

General Average. This pertains to the overall Learner's Performance of a group of students in a particular class or school. It is typically calculated by averaging the grades or scores of all students in each subject.

Language-Based Localization. This refers to the practice of adapting teaching materials, instruction, and communication to meet the linguistic needs of diverse learners. This approach recognizes that language plays a crucial role in learning and understanding content and aims to create an inclusive and supportive learning environment for all students.

Localization. This refers to the process of adapting educational materials, resources, and teaching strategies to meet the specific needs and cultural backgrounds of students in a particular region or community.

Teaching Approaches. They refer to the strategies and methods used by educators to facilitate learning and development in students. These approaches encompass a wide range of techniques.

1.9. Review of Related Literature and Studies

The researcher's review of related studies and literature was presented in this chapter. The presentation of review of related literature separated the foreign literature from the local literature. In the same way, the presentation of the review of related studies separated the foreign studies from local studies.

1.9.1. Foreign Literature

1.9.1.1. Learners' Academic Performance

Academic performance refers to the extent or measurement of a student's achievements across all their academic subjects. Academic productivity describes the progression and the growing improvements that surround one's academic journey. There are two sides to everything, and this applies to academic performance as well. Academic performance could entail a good level of natural intellect, mental ability, and academic excellence, but it could also entail good levels of hard work and perseverance. The stress of academic work could contribute to the decline of your mental health, the same way that your mental health could contribute to poor academic performance and productivity. Mental health conditions, such as, depression, stress, and anxiety, could lead you to experiencing troubles in the classroom. There are many aspects to a classroom environment. There are teachers, students, books, a sense of creativity, and atmosphere. A certain cohesion should arise from all the aspects of a classroom, existing in harmony. The classroom is one of the primary areas of a student's academic growth and development. A student's participation in the classroom and how they navigate it could reveal certain levels of academic performance and productivity. A classroom is the primary learning environment of a student. It may be hard for a student to navigate other academic environments if they're struggling within the classroom space. A classroom environment influences your academic performance and productivity through three things: attendance, study time, and concentration, Academic Gates (2021).

The extent of the degrees of learning that happens in a student is best projected in his performance according to Villamin (2019). According to her, a student's mental activity and capacity of learning in school has something to do with his/her academic performance. The higher the academic performance is the better.

Teachers are also an important part of the classroom environment. A teacher who creates an environment wherein children would feel free to learn or ask questions, or comfortable with seeking help may be more likely to achieve better academic performance. A classroom wherein a teacher regulates a feeling of fear may leave students feeling scared to ask questions or confront academic problems. Teachers may need to find some balance with regard to maintaining good discipline while creating an inclusive classroom environment that'd promote academic productivity. Despite the evidence of having numerous factors that influence academic performance and productivity, this doesn't mean it's unattainable. Schools, homes, and classrooms may need to look for ways to facilitate cohesive, inclusive, and productive learning spaces. It's important to acknowledge that as much as teachers or parents experience stress and various burdens, so do students. It's through the ground of understanding and open learning that the world may move towards better academic performance and boundless productivity, Academic Gates (2021).

1.9.1.2. Contextualization and Localization Teaching Approaches

Contextualization in lessons is a teaching technique that involves relating new information to real-life situations or prior knowledge. By providing a meaningful context, educators can help students understand and retain information more effectively. Contextualization in lessons is crucial for student learning and engagement. When new information is presented in a meaningful context, students are able to make connections to their prior knowledge and real-life situations. This helps them understand the relevance and applicability of the information, leading to deeper comprehension and retention. Without contextualization, lessons can feel disconnected and abstract, making it difficult for students to grasp and apply the concepts being taught. By incorporating contextualization techniques, educators can create a more engaging and effective learning environment for their students. Implementing contextualization in your teaching can greatly enhance student learning and engagement, Baltrušaitis (2023).

Contextualized instruction, as it suggests, refers to teaching students the content in a context, i.e., embedding the concepts in meaningful activities and in a scenario that makes sense to the students to enhance their understanding and to make the concepts more relatable. Scaffolding is one such process that allows the

students to work in a contextualized setting and solve problems while focusing on building the associated skill. Scaffolding focuses on the skills involved in the task rather than completing the task itself.

CTL Approach is an instructional approach designed to connect the basic skills and occupational content by focusing directly on concrete applications in a specific context. Under the CTL are localization and indigenization. Localization is the process of relating learning content according to the curriculum to local information and uses materials that are available in a particular community. On the other hand, indigenization is the way of enhancing learning competencies in relation to the biogeographical, historical and socio-cultural context of the community of the learner guided by the standards and principles adhered in the curriculum.

1.9.1.3. Culturally Relevant Pedagogy

Scholars developed teaching methods and practices—broadly known as asset-based pedagogies—that incorporate students’ cultural identities and lived experiences into the classroom as tools for effective instruction. The terms for these approaches to teaching vary, from culturally responsive teaching and culturally sustaining pedagogy to the more foundational culturally relevant pedagogy. Though each term has its own components defined by different researchers over time, all these approaches to teaching center the knowledge of traditionally marginalized communities in classroom instruction. As a result, all students, and in particular students of color, are empowered to become lifelong learners and critical thinkers. But as a growing number of states seek to pass legislation banning the teaching of the academic concept known as critical race theory in K-12 schools—as well as more broadly limiting classroom discussion on topics of race, gender, and sexuality—this work is caught in the fray. Some politicians have conflated culturally responsive teaching with separate academic concepts and initiatives, including diversity, equity, and inclusion programs, Najjarro (2022).

Culturally responsive teaching, also called culturally relevant teaching, is a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning. Traditional teaching strategies emphasize the teacher-student dynamic: The teacher is the expert and adheres strictly to the curriculum that supports standardized tests while the student receives the knowledge. Culturally responsive teaching is especially pertinent today because the traditional education path from school to college to a career and life in the suburbs isn’t a reality—or desire—for everyone, Burnham (2020).

In the last few decades, classroom structures have changed significantly due to inclusion in education. In today’s classrooms, you will find students belonging to diverse cultural groups, races, identities, and socioeconomic classes. And therefore, educators should not expect their sole cultural perspectives to engage all students in the classroom. In other words, teaching styles should be changed and to address this situation, Culturally Responsive Pedagogy is crucial. A Culturally Relevant Pedagogy can create an inclusive environment in class to promote student engagement and improve their academic performance. Students feel safe in a culturally responsive environment and thereby openly contribute to their learning, perspectives, and experiences in class, Marett (2020).

According to the High Impact Teaching Strategies – Excellence in teaching and learning (2020), CRT promote student engagement in regular and meaningful classroom interactions. It asserts that collaboration is the central concept at the heart of excellent schools as it fosters a sense of group responsibility for always improving teaching practice and, as a result, student learning.

Language-Based Localization

Education is often hailed as the great equalizer, the cornerstone of progress and societal transformation. However, in the quest for educational equity and inclusivity, one often overlooked aspect is the language of instruction. The use of regional languages, or localization, has emerged as a potent tool to bridge gaps, enhance learning, and foster inclusivity within our educational and social sectors. Education knows no boundaries, yet linguistic barriers often hinder many from accessing it. When content is made available in regional languages, it eliminates these barriers, making any learning more accessible to a broader

audience. Learning in one's mother tongue fosters a deeper understanding of concepts and ideas. This in turn leads to better retention of knowledge and the nurturing of critical thinking skills. Localization not only improves the educational process but also encourages students to engage more deeply with the curriculum, Imperium Edutech Pvt. Ltd. (2023).

Language Localization is important for proper communication between parties belonging to two or more different cultures. Since many people are not multilingual, Localization finds itself a great use. However, there are many variables that change in language localization. The process of Language localization has great importance, Craig (2020).

Incorporating regional languages into education makes the content more culturally relevant. It allows students to relate to their heritage, fostering a sense of pride and belonging. Expanding Reach for Greater Impact Localized content not only breaks down language barriers but also significantly increases the reach. By making content available in regional languages, its impact is amplified, enabling more individuals to benefit from quality education. Localization is not about isolation; it's about empowerment. A robust educational foundation in regional languages does not hinder international engagement; it facilitates it. It acts as a bridge, enabling students to participate in international exchanges and collaborations while maintaining their cultural roots. It ensures that students can be global citizens without losing touch with their local identity. By breaking down language barriers, enhancing understanding, and promoting inclusivity, it transforms the educational landscape, fostering a brighter future for all, Imperium Edutech Pvt. Ltd. (2023).

1.9.1.4. Community Engagement

It is no surprise that fostering community involvement in the educational process can have a profound impact on student success. When schools and educational institutions actively engage with their communities, this leads to long-lasting benefits for students, teachers, families, and the wider community. Education is a collective effort that requires the participation and support of the community. When communities actively engage in the education process, it enhances student outcomes, strengthens the bond between schools and society, and creates a culture of shared responsibility for future generations. More recently, community engagement has even been listed as a vital requirement for the lasting improvement of schools and school systems. Community involvement in education refers to the collaborative efforts between institutions and their surrounding community. It involves building partnerships, encouraging collaboration, and involving various stakeholders, such as parents, to promote the holistic development of students and address educational challenges collectively, Trappett (2023).

The commitment between the schools and community to work together is just starting for some schools, while others have reached a significant development in this regard. Each community's involvement in schools is different as the needs of each community are different. However, the basics are the same – student success. Schools are essential for community involvement. They are the main point where families and children interact and learn how to be the needed successful members of society. Having events where families can come together, share insights into their needs, put the basis of their community, and see how they can work together to create a better future for their children are great opportunities, Spark Generation (2022).

With public school enrollment on a major decline, many districts are turning to K-12 family and community partnerships to promote more inclusive engagement. When families and community members are involved in student learning, students improve their academic performance and gain a stronger support system, helping them feel more confident at school. K-12 family and community engagement has long been a focus for schools. However, parental involvement in education tends to decline as students get older. Some studies found as much as a 17% decrease in parental involvement between third through fifth grade and middle school. This trend paired with ongoing academic recovery challenges illustrates the need to involve and support more district community members in the K–12 learning environment, Hanover (2023).

1.9.1.5. Experiential Learning

By participating in experiential learning, students are engaged in authentic learning experiences that position them as active participants in their learning. They develop the ability to bridge the gap between theory and practice and integrate learning beyond the classroom. Experiential learning can increase student engagement, improve learning effectiveness, and enhance work and life skills, The University of Queensland (2021). Experiential learning is an instructional approach that emphasizes active engagement, hands-on experiences, and real-world application of knowledge. It encourages learners to actively participate in their own learning process, making connections between theoretical concepts and practical experiences. By immersing learners in authentic literacy experiences, experiential learning aims to enhance their understanding, motivation, and overall literacy proficiency.

When students participate in experiential education opportunities, they gain: A better understanding of course material, a broader view of the world and an appreciation of community, insight into their own skills, interests, passions, and values, opportunities to collaborate with diverse organizations and people, positive professional practices and skill sets, the gratification of assisting in meeting community needs, and self-confidence and leadership skills, Kent State University (2024).

Experiential learning, a pedagogical approach steeped in active engagement and reflection, offers learners a transformative journey. It is a philosophy of education that places the learner at the center of experience, fostering the development of knowledge, skills, and values through direct interaction with the world around them. This approach, often described as 'learning by doing,' encourages learners to immerse themselves in an experience and then reflect on it to gain new insights or skills. It is a dynamic process that transcends traditional lecture-based instruction, allowing learners to connect theory with practice meaningfully. Experiential learning can take many forms, from outdoor adventures and workplace simulations, to role-playing exercises and community service projects. These activities not only provide practical, hands-on experience, but also stimulate creativity, enhance decision-making capabilities, and foster critical thinking skills. The experiential learning approach is different from other common learning styles, as it is a process of learning that is examined in a traditional classroom setting by engaging with learners in group projects, classroom discussions, observing learners in lectures, or other activities. In the online environment, it is crucial to determine how to engage learners through the entire learning cycle and integrate prompts or activities that will help reveal the learning preferences of students in a course. It is recommended to use a wide range of learning experiences to fulfil the learning preferences of each student, Main (2023).

1.9.2. Local Literature

1.9.2.1. Learner's Academic Performance

Philippine educational standards have deteriorated to such an extent that Filipino children are ranked the least proficient in reading, math and science among 87 nationalities evaluated. This was validated by global academic rating organizations – the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and the Southeast Asia Primary Learning Metrics (SEA-PLM). DepEd's own National Achievement Test (NAT) shows that Filipino students fall below the minimum proficiency score of 75 percent. Grade 6 students clocked in an average score of only 37.43 percent across all subjects in critical thinking, information literacy and problem solving. That's about 50 percent of the minimum passing score. Meanwhile, Grade 10 students posted an average score of 45.33 percent. The results are both appalling and alarming. All factors considered, including letters sent to me by concerned teachers and DepEd employees, I have come to the conclusion that the problem lies on three fronts: DepEd's leadership and culture; DepEd's internal systems and its budgets. DepEd's culture is one more concerned about optics rather than results. Despite multiple red flags raised by global rating organizations, Secretary

Briones continues to be in denial about the true state of Philippine education. She insists that our standards are better than what the rating organizations describe. The culture of denial, concealment and dishonesty is prevalent among key DepEd executives. Unfortunately, the few at the top undermine the good work of the rest in the department, especially the overworked teachers. The leadership at DepEd must change to one that is transformative, progressive and transparent. With eight months to go in this administration, we just have to wait until the current leadership is replaced, Cruz (2021).

According to the latest Programme for International Student Assessment (Pisa), the average scores of Filipino students in reading, mathematics, and science have not improved significantly, as anticipated by the Department of Education (DepEd). The scores remain low compared to students from other countries. The 2022 Pisa study, which covered 690,000 students from 81 countries, revealed that the Philippines' performance in the three subjects was similar to that of 2018 when it first participated in the assessment. In the 2018 Pisa, the country scored the lowest in reading and second lowest in math and science among 79 participating nations. For the 2022 assessment, the Philippines ranked sixth to the last in reading and mathematics, while science ranked third to the last among 81 countries. The 7,193 Filipino students from 188 schools averaged 355 points in mathematics, still way below the OECD average of 472. Their average scores of 347 in reading and 356 in science were also lower than the global averages of 476 and 485, respectively. Compared to the country's 2018 average scores in mathematics (353), reading (340), and science (357), the latest results did not show any significant improvement, the report noted. Pisa is a global study conducted by the Organization for Economic Cooperation and Development (OECD) that assesses the academic performance of 15-year-old students in three subjects every three years. It is also the first study to provide insights into the impact of the pandemic and school closures on education systems worldwide. According to the study conducted from 2018 to 2022, the gap between the highest-scoring Filipino students and the weakest or lowest-scoring learners narrowed in mathematics, although it did not significantly change in reading and science. "In mathematics, low achievers became stronger, while performance did not change significantly amongst high achievers," it said. Compared to the average across OECD countries, only a small proportion of Filipino students were recognized as top performers in at least one subject, Bautista (2023).

With poor foundations, teachers must often re-teach the basics, including simple vocabulary. This has made it difficult for teachers to complete the curriculum guide in higher grade levels. Further taking away valuable instruction time with students is the mountain of clerical reports teachers must accomplish. Evidently, education is not high in the priority in this administration. Its share, as a percentage of gross national product, declined to 2.8 percent in 2019 following its peak at 3.6 percent in 2017. For context, education spending in Brunei is at 4.4 percent, Vietnam at 4 percent and Indonesia at 3.6 percent, Cruz (2021).

1.9.2.2. Contextualization and Localization Teaching Approaches

There were so many institutions that aim to have quality education and 21st-century skilled learners who are globally competitive and possess different learning competencies using strategies to enhance their skills. But there's still hindrances to achieve it. In fact, there were so many studies conducted that described the Filipino students in having difficulty in comprehension. So as a solution as mandated in Republic Act 10533 of the Philippines also known as "Enhanced Basic Education Act of 2013", "the curriculum shall be contextualized and global and shall be flexible enough to enable and allow schools to be localized, indigenous and enhance the same based on their respective educational context." cited in Rule II, Curriculum Section, 10.10.2, Abaiz (2019).

Establishing an integrated system of education relevant to the needs of the people and society is one of the aims of the society as stated in the 1987 Philippine Constitution. The learning environment should maintain the connection between the community to promote patriotism among the learners. The learners

should know all the information on the community he/she belongs including its history, culture, and traditions.

As a whole, Contextualized Teaching and Learning (CTL) Approach as viewed in its philosophical perspectives is a process on how to deliver effective instruction to the pupils. The teaching-learning process becomes easy in both parts of the pupils and teachers. The pupils learned factual information in a very easy way since their personal experiences are being integrated into the lesson. The teacher, on the other hand, delivers instructions easily because the information they taught to the pupils is available in the community especially in using different instructional materials since those are contextualized. CTL Approach is perceived as an effective tool to deliver instructions to the pupils, Lorbis (2019).

1.9.2.3. Culturally Relevant Pedagogy

Applying cultural values in education has a positive effect on several elements. It nurtures the sense of belonging, identity, and strengthens community participation; it also promotes appreciation and understanding of history and cultural heritage. Cultural heritage is not only about old things but also about new objects, practices, and places which hold cultural value for recent generations. The crucial role of the community's culture carriers in teaching and learning process is maintained. A sense of responsibility in valuing, developing and protecting the environment is inculcated in children. Students develop competencies and cultural skills which are required for interacting with people around the world. Culture instills the sense of national pride and develops an individual's identity as a nation. Preserving cultural memory will lead to a greater understanding of the nation's destiny in the global society and community of nations, The Knowledge Review (2024).

Batangas city in the Philippines is honored with incredible cultural heritage, predominantly Batangas music, literature, traditions, dance, food, arts, and values that reflect the distinctive characteristics of the Batanguenos' approach of life. To reinforce the learning of students and help them attain high academic performance a teaching guide was developed using culture-based pedagogy. Engagement in cultural activities will lead to meaningful learning experiences by the students and also gain knowledge of Physics.

The use of cultural aspects in education may serve as a new flavor that can uplift student's interests towards the subject matter. Furthermore, this can lead learners to a strong connection between classroom learning experiences and their way of life. They may also develop a spirit of patriotism, nationalism, and cultivate their strong sense of belongingness to the community. All this will lead to an optimistic change in the nation. Culture plays a noteworthy role in the learning-teaching process and serves as the origins of the teacher's innovation and creativity in teaching methodologies and approaches. Culture dictates the behavior of mankind, and it is complex formed from the history of ancient civilizations which is inherited to generations. In order to improve the educational process, there is a need to cope up with the challenges and stand out among others, The Knowledge Review (2024).

1.9.2.4. Language-Based Localization

In Philippine language teaching context, teachers are encouraged to use local contexts and situations to approximate real-world language use, as mandated by RA 10533. English Language Teaching (ELT) in the Philippines is demanded by a wide range of programs to address the needs of English Language Learners (ELL), but the very challenge many teachers are confronted under the K-12 program is the contextualization component of language teaching and learning. The Department of Education defines contextualization as teaching principle in language education that gives emphasis to meaning making through authentic and meaningful activities and tasks designed to facilitate the use of related language skills, grammatical structures, and appropriate vocabulary to suit the context or culture of the learner, Labiste (2019).

With this, learners are expected to hone their "sociolinguistic and sociocultural understanding", crucial in the holistic development of 21st century learners. To achieve this understanding, the Enhanced Basic Education Program Act of 2013 or the RA 10533 abetted the institution of the Mother Tongue as medium of instruction in the kindergarten and in the primary years for elementary pupils. This prompted teachers to provide instruction, utilize materials, and assess learning using the learners' first language (L1). This led to massive curriculum calibration followed by training for teachers to address the requirements of the Act. As a result of these innovations, the language curriculum in the Philippines demanded a more "culture-sensitive" and contextualized language education program across the country that utilizes local culture and indigenous contexts. By utilizing local culture, it means that DepEd promotes a language education curriculum focused on the appropriate language use mindful of the values, actions, beliefs, and affairs of the community where the students belong. Furthermore, localized contexts may be included in language education to make sense of the natural and physical environment where the target language is learned, Labiste (2019).

Since the development of communication skills is connected to how local culture is used in teaching, contextualized teaching can be adopted at varying degrees using different kinds of contexts. One of the concerns the teacher may be confronted with is how a particular local culture can be embedded in the teaching and learning of a language, what components can be found in the process of contextualization, and what principles should be considered while incorporating a particular local culture, in this case, maritime culture.

1.9.2.5. Community Engagement

Education is a communal effort, extending beyond the classroom and involving the active engagement of the wider community. When schools and communities collaborate, remarkable transformations take place. Community engagement weaves a supportive network around students, teachers, and schools. It brings together parents, local businesses, civic organizations, and community leaders to create a conducive environment for learning. Community involvement provides students with real-world learning experiences. Partnerships with local businesses, museums, and community groups offer hands-on learning opportunities that complement classroom education. The community often serves as a rich resource for schools. Whether through donations, volunteer programs, or mentorship opportunities, community engagement supplements educational resources and provides additional support, Raya (2023).

Environmental safety is a fundamental concern for the Philippines, a country known for its natural beauty and resources. Unfortunately, with increasing industrialization and urbanization, environmental degradation is becoming a major issue in the country, posing a considerable threat to the health and well-being of Filipino children. The situation demands a collective effort from all members of the community, including individuals, corporations, and government organizations. In this essay, we will discuss the importance of strengthening community engagement on environmental safety for Filipino children and how it can be achieved. One way to increase community engagement is to promote education and awareness-raising campaigns. It is essential to foster a sense of responsibility and ownership among community members regarding environmental protection. Educational programs can be delivered in schools, community centers, and through various media channels. These programs could center around waste management systems, pollution prevention, and the benefits of green technology. Informational tools such as posters, flyers, and pamphlets can be distributed to raise awareness and encourage positive behavior change, Class Ace (2023).

Another effective method of strengthening community engagement on environmental safety is to encourage public participation in decision-making processes. When the community is involved in decision-making processes, it promotes accountability and transparency from government organizations and the private sector. Engaging with the community in critical decisions regarding industrialization, land use, and resource development ensures that environmental safety is prioritized. Public forums and community meetings can be utilized to facilitate meaningful dialogue between various stakeholders, including government officials and

the private sector. Finally, community-based initiatives can be developed to promote sustainable practices and ensure environmental safety. Opportunities for local communities to participate in green technology projects could bring significant benefits to the environment while also providing job opportunities and income for members of the community. Individuals in the community who are passionate about environmental safety could lead the initiative by forming committees and pioneering eco-friendly practices, Class Ace (2023).

1.9.2.6. Experiential Learning

An experiential educator's role is to organize and facilitate direct experiences of phenomenon under the assumption that this will lead to genuine (meaningful and long-lasting) learning. This often also requires preparatory and reflective exercises. Learning from experience by yourself might be called "nature's way of learning". It is "education that occurs as a direct participation in the events of life". It includes learning that comes about through reflection on everyday experiences. Experiential learning by yourself is also known as "informal education" and includes learning that is organized by learners themselves, Campsite Philippines Co. (2021).

Today experiential learning has become an essential method in all innovative pedagogical practices as it holistically strives to shift the child from rote learning and memorization to learning by doing through experience and activity. This gains utmost importance in the context of the demands of now and the future in the wake of sweeping changes due to the technological revolution. The world has changed rapidly; robotics, artificial intelligence, data science, internet of things, zenomics, mobile computing, crowdsourcing, autonomous vehicles, virtual reality to name a few are impacting very fast on every aspects of life. In order to live up to these changes, education needs to focus more on experimental, expeditional and experiential learning rather than being just limited to the traditional methods of knowledge gathering and knowledge transmission. In order to meet the demands of the world that has changed education from the foundational years should provide knowledge, understanding and skills to develop qualities of creativity, critical thinking, communication, leadership, decision making, self-regulation and problem-solving skills among the children. Experiential learning focuses on practical application of knowledge and skills to real-world experiences to further increase learner's knowledge and develop competence in skills and behaviors. It is effectively used in schools, higher education, therapy, corporate training and other areas for educational learning, personal development and skills building, Guwahati (2021).

1.9.3. Foreign Studies

1.9.3.1. Learner's Academic Performance

According to Bandura's theory of reciprocal determinism, self-efficacy and academic achievement can have a mutual influence over one another. While empirical research generally supports this position, little focus has been given to within- and between-person factors that may moderate this relationship. The study of Honicke et. al., (2023) explored how initial performance and task difficulty impact learners' performance and self-efficacy trajectory over subsequent tasks. Significant positive pathways were found in the achievement-self-efficacy direction, but not for pathways in the self-efficacy-performance direction, failing to support the reciprocal hypothesis. Repeated measures ANOVA also revealed a moderating influence of initial task performance on the interaction between task difficulty and achievement over time. The findings highlight the importance of enhancing academic performance through scaffolded mastery, particularly for those with initial low performance outcomes, to build self-efficacy for learnt skills.

Education is a lasting process. Academic performance in primary education plays a crucial role in obtaining further educational opportunities. Thus, it is necessary to examine how family background affects children's academic achievement at an early stage. The paper of Li & Qiu proposes two pathways through

which family influences children's academic performance. Firstly, parents compete for high-quality educational opportunities for their children and better educational opportunities lead to better academic performance. Secondly, parenting behavior and educational support for their children could cultivate children's learning habits and affect academic performance. They also find urban students' academic performance is more heavily affected by their families' socioeconomic status compared with rural students. These findings bear important implications for how to reduce the class difference in students' academic performance and promote educational equity.

It is not surprising that researchers hesitate to define what constitutes student success. The term has been applied with increasing frequency as a catchall phrase encompassing numerous student outcomes. The term 'academic success' is only slightly narrower with the nuanced descriptor 'academic' intended to limit the term's application to the attainment of outcomes specific to educational experiences. The proliferation of studies concerned with identifying constructs that promote academic success is likely connected to the overall assessment movement and increasing pressures for institutions to evidence student learning and development. Assessing the psychological and psychosocial processes of learning and development have always been complex; however, such measurement is made increasingly difficult when the outcome of interest is unclearly defined, York et. al (2019).

1.9.3.2. Contextualization and Localization Teaching Approaches

Localization is a direct response to the traditional design of teaching which is inflexible and irrelevant to the learners' lives. It relates the curriculum of teaching and learning of a specific subject to local conditions or environment. The objective of the study of Creus (2019) is to establish whether developed localized instructional materials could improve the performance of learners compared to the standard way of teaching. Based on the results of the study, it was revealed that there was a big difference between the test scores of the learners during pre-test and post-test. The variance of the learners score during the pre-test shows equality; whereas post-test shows that learners in the Experimental group got high scores after Localized instructional Materials were used.

The use of localized instructional materials results in the following: 1. High performance of learners, 2. Significance of lesson to learners' daily living, 3. Lesson content and activities are gathered from the school and community, therefore, easily understood, 4. Improve skills and creativity and 5. As an innovation, it allows to meet the learning needs and could also lead to career growth and development, Creus (2019).

The findings of the study of Laeen (2019) showed that the current performance of students end up in lack of incentive, leaving school, shallow learning, the inefficiency of current performance of teachers, interruptions in communication, One-way interaction, and the challenges of localization is denial of the cultural diversity of politicians, non-native content (centralized knowledge), Lack of in-service courses, the time challenge, recruiting non-native teachers, the lack of comprehensive studies of sub-cultivated areas, immigration, executive challenge, School space and lack of a template from native syllables, and the consequences of localization for teachers is contentment of teaching, Creating and improving communication and promoting native culture, and the consequences of localizing for students is: protecting from native culture, Creating a motivation to learn and absorb and stay in the classroom and school. Finally, teachers' strategies about localization of Klein's nine elements in the curriculum of social studies were identified.

1.9.3.3. Culturally Relevant Pedagogy

Curriculum and indigenous knowledge are integrated to foster involvement, acceptance, and justice beyond tolerance. Therefore, learners must understand the relationship between culturally sustaining pedagogy and conceptual understandings and practices of reading, thinking, and writing involved in analyzing and generating knowledge in a discipline across subject areas, Quince, C. (2021).

Similarly, Liao et al. (2021) suggested that to generate culturally responsive teachers, instructors should engage in education knowledge from culturally diverse perspectives, improve their tactics for generating culturally inclusive learning experiences, and establish asset-based attitudes about cultural diversity.

The purpose of the study of Carter (2019) was to identify elementary teachers' self-efficacy and outcome expectancy beliefs, as related specifically to CRP. Teachers' positive outcome expectancy for CRP was evident. Based on their high scores from the surveys and the various themes emerging from the interviews, teachers value CRP and believe this practice will lead to positive student outcomes. The findings from the study, however, revealed that while teachers believe CRP is beneficial to students, their self-efficacy may hold them back from this practice. Even Margaret, a veteran teacher of over 20 years and a life-long learner committed to meeting students' individual needs, questioned the combination of education and experience that prepares teachers to employ CRP with confidence. In an educational climate plagued with the demands of standards, testing, and policies, we must strive to support our students by ensuring their individual needs are met and by promoting their investment in their own education. CRP is a powerful influence on this endeavor.

1.9.3.5. Language-Based Localization

The study of Samifanni (2020) illustrate how to learn a language and whether English as a global language can be learned, taught, and valued in a local context. Results reveal that Localization helps to understand that culture plays a very important part in language learning in terms of human relations and clear communication. There is a culture behind a language and learners have to consider this before they study its structure. Additionally, meaning must be well communicated and agreed to avoid misunderstanding. Nevertheless, language learners must be able to have high motivation in taking the risk of learning the target language.

Many teachers mentioned that they would add task contents after using traditional teaching to check students' performance in class. In fact, Task-based Language Teaching method (TBLT) makes high demand on teachers' qualifications, so pure TBLT is difficult to implement. They think that traditional teaching still has advantages in teaching language. Teachers do not want to use the TBLT method to replace the existing teaching model but combine it with language use in class. This is why TBLT must be localized. It is interesting to find how teachers localized TBLT teaching procedures. They employed the TBLT procedure flexibly and sometimes added task reflection and evaluation in the teaching procedures. This is necessary because such timely feedback can provide help for students in improving their task performance, especially in writing tasks, Liu (2020).

1.9.3.6. Community Engagement

According to the study of Eden (2024) parent and community involvement in education has garnered significant attention as a pivotal factor in enhancing educational outcomes and fostering social improvement. Through collaborative efforts between parents, communities, and educational institutions, a holistic approach towards addressing the diverse needs of students and society at large is promoted. Effective parent involvement encompasses various dimensions, including parental engagement in their children's academic journey, participation in school activities, and advocacy for educational equity. When parents are actively involved in their children's education, students tend to exhibit higher academic performance, improved attendance, and enhanced social-emotional development. Moreover, parental involvement cultivates a supportive home environment conducive to learning, thereby reinforcing the educational efforts undertaken in schools. Community engagement in education extends beyond parental involvement to encompass broader societal participation in educational endeavors. Local communities play a crucial role in supplementing

educational resources, providing mentorship opportunities, and facilitating experiential learning initiatives. Collaborative partnerships between schools and communities enrich the educational experience by bridging the gap between classroom learning and real-world application, thereby nurturing well-rounded individuals equipped with the skills necessary for societal contribution. Furthermore, fostering strong partnerships between schools, parents, and communities serves as a catalyst for social improvement. By promoting inclusivity, diversity, and mutual respect, these partnerships contribute to the creation of cohesive and resilient communities. Through collective action, stakeholders can address systemic challenges, advocate for educational reforms, and promote equitable access to quality education for all individuals, irrespective of their socio-economic backgrounds. Parent and community involvement in education represents a cornerstone for social improvement, fostering collaborative efforts aimed at nurturing the next generation of global citizens equipped to navigate an ever-evolving world.

1.9.3.7. Experiential Learning

It was proven from the study of Rukhsana et. al., (2022) that experiential learning method was more effective than the traditional methods of teaching. It is therefore recommended that the experience learning method should be applied for all students to increase the academic achievement of the students. Teachers should be encouraged to apply the experiential learning approach. The curriculum should also be revised. The study will be beneficial for students, teachers, curriculum developers and policy makers.

According to the study of Kong (2021) due to the birth of positive psychology in the process of education, classroom engagement has flourished and got a remarkable role in the academic field. The other significant determining factor of success in education is motivation which is in line with classroom engagement. Moreover, based on the constructivist approach, experiential learning (EL) as a new method in education and a learner-centric pedagogy is at the center of attention, as a result of its contributions to improving the value of education which centers on developing abilities, and experiences. The current review makes an effort to consider the role of EL on students' classroom engagement and motivation by inspecting its backgrounds and values. In the context of EL, students often find activities challenging and time-consuming which necessitates working in a group, performing work outside of the classroom, learning and integrating subject content to make decisions, adapt procedures, compare, and contrast various resources of information to detect a difficulty at one hand and implement that information on the other hand to form a product that aims to solve the issue. Participation, interaction, and application are fundamental characteristics of EL. During the process, it is possible to be in touch with the environment and to be exposed to extremely flexible processes. In this way, education takes place in all dimensions which cover not only the cognitive but also the affective and behavioral dimensions to encompass the whole person.

Learners enthusiastically participate in mental, emotional, and social interactions during the learning procedure within, EL Voukelatou (2019). In addition, learners are encouraged to think logically, find solutions, and take appropriate action in relevant situations. This kind of instruction not only provides opportunities for discussion and clarification of concepts and knowledge, but also provides feedback, review, and transfer of knowledge and abilities to new contexts.

1.9.4. Local Studies

1.9.4.1. Learner's Academic Performance

Addressing poor performance or preventing decline in performance requires acknowledging the multiple influences at play in the classroom, school, peer system, family, and community. Factors that decrease their chances of future success represent risk factors, whereas factors that make positive outcomes more likely are promotive factors. Peer rejection, neighborhood danger, family poverty, lack of teacher

support, and friends with antisocial behavior are examples of risk factors contributory to negative school outcomes described, Bowen (2021). On the other hand, family warmth, positive social experiences at school, and caring neighbors are examples of promotive factors while students are given trainings in schools, and social workers are appropriate leaders to assess and address social environmental risk factors, while also drawing upon students their strengths.

Academic performance is a measurement of a student's learning effectiveness and mastery of a subject area. Relative to this, previous studies in education and psychology have measured academic performance through classroom and exams, standardized testing, homework assignment completion and quality, and grade point average, Gadiano (2019).

On the other hand, it was stated that the most current information in improving academic performance are three environmental influences which are linked to academic performance among young children as follows: (a) the degree to which a youngster is provided with an enriched warm and responsive learning environment, (2) stimulating and nurturing activities as reflected in high quality parenting, and (3) with a focus on literacy instruction, evaluative feedback, instructional conversation and encouraging child responsibilities.

This study of Cubero et.al. (2019) aimed to enhance the collaborative skills of students through conducting collaboration activities in learning. It used modified activities about the lesson and utilizes a Collaboration Rubric to rate the modified activities. The In-Service teachers evaluated the 1st and 2nd adapted activity and rated as fair. Thus, the modified activities were enhanced since the ratings of each activity did not meet the criterion of the collaboration rubric.

The evaluators provided comments and suggestions such as producing colored pictures on the activities, omitting some questions, and making the words simpler to enhance the activities. The findings of the study show the students' performance in the posttest is higher than the pretest which indicates that there is a significant difference between the two tests given. The students' conceptual understanding was also improved after conducting the activities. Some students' outputs were Outstanding, Satisfactory, Fairly Satisfactory and Did Not Meet the Expectation. These results indicate that the students learned and developed their collaborative skills. The students found the activity interesting, enjoyable and useful.

The study employed descriptive correlational research design to a total of seventy-five respondents who were purposively sampled. Two sets of standardized instruments were utilized by the researcher. Results of the study revealed that the students of applied sciences courses preferred visual, group and kinesthetic as major learning styles while they manifest a moderate level of study habits. They also have a good level of academic achievement. Test of differences revealed that academic performance, father's occupation and type of high school graduated from spelled significant differences in their perceptual learning styles. They also spelled differences in their study habits when grouped according to academic standing in high school, writing skills, mothers' education, and test anxiety. Finally, there were significant relationships between learning styles, study habits and academic performance of students in applied science courses. The implications of the study can guide instructors to plan and deliver suitable instructional interventions, Magulod (2019).

1.9.4.2. Contextualization and Localization Teaching Approaches

The study of Sape (2019) looked into the contextualization and localization of materials in classroom instruction of public elementary schools in San Miguel Island, Tabaco City for School Year 2017-2018. Specifically, the contextualized and localized materials used in the different learning areas, the level of effectiveness of the contextualization and localization of materials in classroom instruction along the different learning areas, the problems met by the teachers in contextualizing and localizing materials in teaching and the plan of action to be recommended to enhance the contextualization and localization of materials of teachers in classroom instruction. Teachers can contextualize and localize teaching materials in different learning areas. In general, the use of contextualized and localized materials is effective in classroom

instruction. The problems met by the teachers in the contextualization of teaching materials in classroom instruction are the lack of fund resources, lack of time, unavailability of materials, lack of support from the community, cultural diversity, geography, the unfamiliarity of the place, lack of support from the school head and lack of support from co-workers.

In light of the findings and conclusions of the study, Teachers should continue to contextualize and localize the teaching materials in classroom instruction in all of the learning areas. The school administration and the teachers should collaboratively work hard in sustaining and developing the Effectiveness of Contextualization and Localization of Materials in teaching instruction. In order to lessen, if not eradicate the problems met in contextualization and localization of materials in teaching instruction, the plan of action proposed by the researcher may be used to enhance the use of contextualization and localization in classroom instruction, Sape (2019).

Localization and contextualization are the new strategies to teaching-learning process and highlighted in the Philippines' K to 12 Curriculum. The study of Dioneda (2019) determined the effect of localization and contextualization in teaching in enhancing the academic performance of selected Grade 7 students of Paliparan National High School during the second quarter of the school year 2018 - 2019. Findings revealed that post-test performances of both sections were significantly different. Teachers in any subject area should try to integrate localization and contextualization in teaching because it has a positive effect as regards to the performance and motivation of students towards the lessons.

The study of Pascual and Gutierrez (2022) emphasized the importance of grounding contextualized and localized teaching in the cultural, economic, and social realities of specific communities, as demonstrated in Nagcarlan, Laguna. This aligns with the current study's findings that such approaches significantly enhance the academic performance of Grade Six learners in Lumban Sub-office by making lessons more relevant and engaging. Both studies affirm that effective implementation of contextualization and localization fosters deeper learner connection and improved educational outcomes.

1.9.4.3. Culturally Relevant Pedagogy

Results of the study of Mercado (2021) revealed that in designing and implementing learning activities that are culturally responsive, teachers anchored the content and competencies on the ancestral domain and cultural practices of the students but teachers' understanding of cultural practices is limited to superficial knowledge. Also, indigenous language is emphasized and revitalized in the instructional process. However, lack of written materials serves as a hindrance for the teachers to preserve and effectively transfer the language.

The qualitative study of Cawaling-Mauntol (2022) uncovers the diversity in Social Studies through Culturally Responsive Pedagogy among indigenous students in the Philippines. To gather information about the JHS Social Studies teachers' teaching strategies, their perspectives on CRT, approaches that support CRT practices, and potential challenges in the CRT process, an asynchronous online interview using a validated self-created survey questionnaire was used. The findings show that the most current teaching strategies of the Social Studies teachers focus on the development of students' soft skills such as critical thinking, socialization, and self-confidence. Three themes emerged from the CRT perspectives of the JHS Social Studies teachers which are: Personalized Learning, Language Literacy, and Inclusive Classroom with Interaction and Collaboration. The findings suggest that most teachers perceived that CRT is a contextualized approach. However, Contextualization and localization are the least current CRT strategies used by Social Studies teachers. The most used CRT Strategy is collaboration and cooperative learning. However, these approaches are the least supported by the teachers' perspectives on CRT. Moreover, if a teacher is unaware of a student's background, some issues, such as discrimination and bullying, may arise. Finally, to enhance the JHS Social Studies teachers' CRT approaches, an enhanced faculty development program for culturally responsive teaching in Social Studies was proposed.

As for the teachers' perspectives that subscribed to the component of CRT, they believe that a culturally responsive teacher should be concerned and respectful of their students' cultures, be tolerant and fair, avoid attitudes and behaviors of cultural prejudice, and be aware of their students' cultural beliefs.

Meanwhile, in the Philippines, Pejaner, KJ et al., (2020) found out that although teachers used a variety of applications and techniques in the classroom, it was only limited to those activities that connected the subject's concepts to their daily lives. Due to the teachers' lack of knowledge of the students' culture, other indigenous knowledge systems and practices were not considered. Furthermore, the prevalence of inferiority and shame shows that students and teachers have not resolved inferiority and shame issues.

Karatas, K. (2020) said, instructors feel that to be culturally responsive, one must be aware of his or her students' cultural ideas. Karatas explains that a culturally responsive teacher should possess concern and respect for the student's culture, tolerance, fairness, avoiding attitudes and behaviors of cultural prejudice, being aware of their students' cultural beliefs, and accepting and understanding. In addition, teachers should promote a safe, educational environment by prioritizing attentiveness and respect to students' cultural beliefs and cultural influence on learning, Karatas, K. (2020).

1.9.4.4. Language-Based Localization

Through an in-depth analysis of teacher beliefs and practices among secondary school teachers, it was found from the study of Labiste (2019) that maritime culture is embedded in the second language education in coastal communities in the Philippines, with three main docks: the primacy of student needs, the importance of maritime culture immersion, and the repertoire of techniques to incorporate the local culture. Teachers find contextualization as key to the development of students' language skills while incorporating a culture ensures a meaningful language experience both for the teachers and the students. Integrating local culture in the design of language materials and in the preparation of language assessment is recommended. Navigating local culture in language classes and understanding the relationships and the complex factors that facilitate learning among students with varied experiences dictated by local culture are implied.

1.9.4.5. Community Engagement

The movement of inclusive education has gained momentum in recent years; a key element in the successful implementation of the policy is the views of the personnel who have the major responsibility for implementing it i.e., the teachers. It is argued that teachers' beliefs and attitudes are critical in ensuring the success of inclusive practices since teachers' acceptance of the policy of inclusion is likely to affect their commitment to implementing it. Teachers are perceived to be integral to the implementation of inclusive education. Research communicates the view that teachers are the key to the success of inclusionary programs), as they are viewed as linchpins in the process of including students with disabilities into regular classes. Other studies acknowledge that inclusive education can only be successful if teachers are part of the team driving this process. Historically, teachers have not been favorably disposed to the policy of increased inclusion of children with special needs within the regular classroom. Inclusive education may be defined as a place where everyone belongs, is accepted. Supports and is supported by his or her peers and other members of the schools community in the course of having his or her educational needs met, Joseph & Ganesan (2021).

This study has proven that shared meanings deepened each one's commitment to the research lesson and to the teaching profession. The bond that was developed among members of the learning community was received and felt by students of the four classes who saw their teachers working together as one in a class session. Therefore, this study recommends that the school or department leadership create a significant role for effective research lesson implementation as they have the authority to assign teacher loads and arrange course schedules. Time for meeting and implementing planned lessons is an important element in research lessons and this can only be achieved when department chairs or heads of schools synchronize the schedule of

loads given to a faculty research lesson team. For a rich research lesson result, courses must be assigned to multidisciplinary faculty members.

The engaged faculty community in this study have regularly taught this course for five consecutive years. Reflective discussions and analysis of the course syllabi and delivery revealed a need for unified goals, reorganization of content and assessment, as well as organization and good planning toward outcome-based knowledge and skills. It must be noted that in the Filipino culture a good working relationship with fellow workers plays an important role in the workplace.

1.9.4.6. Experiential Learning

It was proven from the study of Ajani (2023) that experiential learning theory is critical to teacher professional development, as it enables teachers to learn better when engaged in experientially designed professional development, which can impact their classroom teaching thereafter. The study, therefore, encourages teacher educators or government bodies responsible for content design for teachers' professional development to integrate or structure the contents of teachers' professional development with experiential learning initiatives, to improve teachers' classroom pedagogies and teaching competencies for quality education.

The study of Calubayan & Ofrin (2023) aimed to determine the level of involvement of students in experiential learning and also to determine their described self-efficacy in physical education. Findings revealed that students agreed that they were involved in experiential learning. Students enhanced and boosted their self-efficacy through the use of mastery experiences, social modeling, social persuasions, and psychological responses. It was concluded that there's a significant and strong positive correlation between experiential learning and students' self-efficacy. It implied that as the students engage more in experiential learning, the higher the chance the students' self-efficacy developed. Otherwise, the lesser engagement in experiential learning, the lower of chance developing self-efficacy. Based on the conclusion, it was recommended that the teachers are also recommended to motivate their students in involving experiential for them to mold and described their self-efficacy in engaging in physical activities.

The findings of the study of Sandoval (2022) revealed that the elements of experiential learning is evident in the core subjects, with active experimentation and reflective observation as the most evident. Concrete experience and abstract conceptualization on the other hand, are the least evident. The study likewise suggested that the academic performance rating of students in the core subjects is very satisfactory. The study also revealed that experiential learning is not correlated with the students' academic performance in the core subjects. As a result, the possibility of including experiential learning in the basic education curriculum can be considered, with the hope of providing effective teaching learning experience to both students and teachers.

1.9.5. Synthesis

If educators obtain assistance from leaders, peers, parents, and the community in overcoming obstacles, implementing localization and contextualization of teaching practices will be easier and more manageable. To optimize student engagement and accomplishment, educators should consider these techniques while planning their curriculum.

As stated, contextualization and localization teaching approaches help pupils make connections between what they are learning and the world around them. Students are more likely to take an active interest in and be motivated if it is presented as a tool relevant to their immediate experience. The dearth of contextualized and localized teaching strategies impedes the full implementation of the contextualized curriculum. If done in the right manner, this can lead to increased engagement, motivation, and ultimately improved learning outcomes.

2. Methodology

This chapter presents the method of research used in the study, the locale in which the study was conducted, identifying the subjects of the study, the instrument for data collection, how the data were treated statistically, and the research procedures followed in the conduct of the study.

2.1. Research Method

The study used descriptive study to gather information about the participants. This method allowed the researcher to provide a detailed summary of the characteristics of the sample population.

The researcher utilized descriptive research because according to Stewart (2023), conducting descriptive research offers researchers a way to present phenomena as they naturally occur. Rooted in an open-ended and non-experimental nature, this type of research focuses on portraying the details of specific phenomena or contexts, helping readers gain a clearer understanding of topics of interest.

At its core, descriptive research refers to a systematic approach used by researchers to collect, analyze, and present data about real-life phenomena to describe it in its natural context. It primarily aims to describe what exists, based on empirical observations. To attain the goal of this study, the researcher employed a descriptive research design since it was concerned with determination of the level of contextualization and location teaching approaches and learner's academic performance.

2.2. Research Locale

The study will take place at the Lumban Sub-Office, a division of Laguna in the Philippines. Chosen elementary schools within this area will be selected as research areas, with a total of 100 teachers chosen as participants for the study.

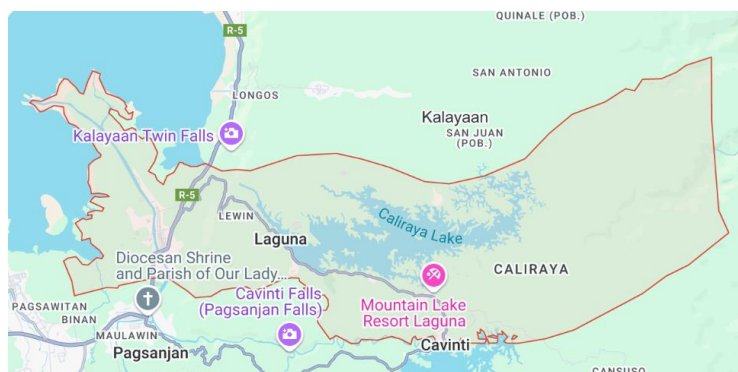


Figure No. 2. Map of Lumban Laguna

Lumban is one of Laguna's oldest towns, located 7 kilometres (4.3 mi) from Santa Cruz, 94 kilometres (58 mi) southeast of Manila, and 55 kilometres (34 mi) north of Lucena. It got its name from Aleurites moluccanus, a tree locally named "lumbang". The province's capital town, Santa Cruz, as well

as Cavinti and Pagsanjan, were once part of Lumban. The town is the location of the river, wherein the Laguna Copperplate Inscription was found. The copperplate is the oldest known document found in the Philippines, dating to 900AD.

Lumban is the home of Lake Caliraya, a man-made lake often visited by nature lovers and sports people. It is known as the "Embroidery Capital of the Philippines". Fine Jusi and Piña cloth are embroidered by hand, and the finished product is worn by males as barong tagalog and by females as Saya (Filipinana). These are export-quality items. Lumban is also known for its many designs of shoes, sandals, slippers, and step-ins - all made from local materials. They are usually sold in shopping malls in Metro Manila, albeit at slightly higher prices than what can be found in Laguna.

2.3. Subjects of the Study

The respondents were all the public elementary teachers in Lumban Sub-office, Division of Laguna with a total of one hundred (100) teachers from nine (9) different schools from Lumban Sub-office. And since the researcher is from this municipality, she is very familiar with the teachers at the said schools, and it was easy for her to conduct her study.

2.4. Sampling Technique

Purposive sampling technique was used in this study. Respondents were all the one hundred (100) elementary teachers from Lumban Sub-office.

According to Silverman (2018), researchers select a purposive sample because of certain characteristics. Silverman believed that purposive sampling provides opportunities to researchers to seek out individuals where the process being studied was most likely to occur.

2.5. Research Instrument

The researcher administered a questionnaire to collect feedback from participants on how they believe contextualization and localization teaching methods impact the learners' academic performance, specifically in relation to their overall general weighted average. The questionnaire is divided into three sections: Part I focuses on the teachers' background information, while Part II presents statements related to the implementation of contextualization and localization teaching strategies. Part III, on the other hand, is the academic performance of the learners in terms of their general average. The researcher employed the Likert scale below to interpret the results of the teachers' self-assessment of their pedagogical approaches:

Scale	Range	Verbal Interpretation
4	4.21-5.00	Very Highly Evident
3	3.41-4.20	Highly Evident
2	1.81-2.60	Lowly Evident
1	1.00-1.80	Very Lowly Evident

2.6. Statistical Treatment of Data

The statistical treatment of the data was used to compute, analyze and interpret the data given by the respondents. Below are the statistical used in the study.

For *sub problem 1*, weighted mean and SD were used to determine the level of contextualization and localization teaching strategies of the teachers. The computation of weighted mean is like this:

$$WY = \frac{\sum fx}{N}$$

For *sub problem 2*, frequency count and percentage were employed to evaluate the academic performance of the learners.

The formula used in the study to get the percentage is:

$$\% = \frac{f}{N} \times 100$$

where,

% is the percentage of the responses compared to the total

f is the frequency of responses

N is the total number of cases

For *sub problem 3*, to determine the relationship between the level of contextualization and localization teaching strategies and learners' academic performance, Pearson r was used. The formula for computing Pearson's r is presented below.

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

r = correlation coefficient

x_i = values of the x-variable in a sample

$\bar{x}$ = mean of the values of the x-variable

y_i = values of the y-variable in a sample

$\bar{y}$ = mean of the values of the y-variable

The researcher successfully obtained approval for the title of her thesis, which was quickly followed by the search for a suitable standardized questionnaire. The instrument of the study was then modified and validated to fit the local setting. In order to gather data, the researcher sought permission from the district supervisor and principals of the participating schools.

Following the collection of the data, the researcher used the relevant statistical tools to organize, evaluate, and analyze the responses provided by the respondents. The means and correlation coefficients were computed to reach definite interpretations of the results.

3. Results and Discussion

This chapter presents the data gathered which were statistically treated, presented, analyzed in tables and interpreted in relation to the problems and hypotheses specified in the study.

3.1. Level of Contextualization and Localization Teaching Approaches

The level of contextualization and localization teaching approaches comprised of Culturally Relevant Pedagogy, Language-based Localization, Community Engagement, and Experiential Learning.

Table 1.1 shows the data of the level of contextualization and localization teaching approaches as to culturally relevant pedagogy. The teachers allow the students to reflect on their own cultural background and experiences and are supported by a mean score of 3.55 with a standard deviation of 0.44, indicating a very

highly evident result. On the other hand, the teachers formulate activities that improve students' sense of belonging, as evidenced by a mean score of 3.49 with a standard deviation of 0.50, suggesting an interpretation of very highly evident.

Table 1.1.

Level of Contextualization and Localization Teaching Approaches as to Culturally Relevant Pedagogy

Item	Mean	S.D.	V. I.
1. takes into account students' cultural differences when designing instructional materials.	3.36	0.63	VHE
2. recognizes and nurtures the cultural strengths and identities of students.	3.40	0.59	VHE
3. allows the students reflect on their own cultural background and experiences.	3.55	0.44	VHE
4. formulates activities that improve students' sense of belonging.	3.49	0.50	VHE
5. interview students to learn more about their cultural backgrounds and experiences.	3.38	0.61	VHE
Overall Mean	3.44	0.55	Very Highly Evident

Legend:

3.26 – 4.00 Very Highly Evident (VHE)

2.51 – 3.25 Highly Evident (HE)

1.76 – 2.50 Lowly Evident (LE)

1.00 – 1.75 Very Lowly Evident (VLE)

The teachers recognize and nurture the cultural strengths and identities of students, as indicated by a mean score of 3.40 with a standard deviation of 0.59, demonstrating a very highly evident result. Meanwhile, the teachers interview students to learn more about their cultural backgrounds and experiences and it is very highly evident, with a mean score of 3.38 and a standard deviation of 0.61. Additionally, the teachers take into account students' cultural differences when designing instructional materials, as indicated by a mean score of 3.36 and a standard deviation of 0.63, indicating a very highly evident level.

Table 1.1 presents the results of the level of contextualization and localization in teaching approaches related to culturally relevant pedagogy. The overall mean score of 3.44 indicates that these approaches are very highly evident in the educational practices being studied. This suggests that teachers are effectively incorporating cultural relevance into their teaching methods.

Culturally responsive teaching, also called culturally relevant teaching, is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Traditional teaching strategies emphasize the teacher-student dynamic: The teacher is the expert and adheres strictly to the curriculum that supports standardized tests while the student receives the knowledge. Culturally responsive teaching is especially pertinent today because the traditional education path from school to college to a career and life in the suburbs isn't a reality—or desire—for everyone, Burnham (2020).

Table 1.2 shows the data of the level of contextualization and localization teaching approaches as to language-based localization. The teachers provide explanation using languages spoken by the learners and are supported by a mean score of 3.61 with a standard deviation of 0.38, indicating a very highly evident result. On the other hand, the teachers introduce literature and texts from local authors to foster a connection with their linguistic heritage, as evidenced by a mean score of 3.53 with a standard deviation of 0.46, suggesting an interpretation of very highly evident.

The teachers ensure that all the educational materials in school are available in local languages, as indicated by a mean score of 3.48 with a standard deviation of 0.51, demonstrating a very highly evident result. Meanwhile, the teachers use teaching and learning resources with familiar language and is very highly evident, with a mean score of 3.44 and a standard deviation of 0.55. Additionally, the teachers adapt educational content to align with local languages, as indicated by a mean score of 3.37 and a standard deviation of 0.62, indicating a very highly evident level.

Table 1.2.

Level of Contextualization and Localization Teaching Approaches as to Language-Based Localization

Item	Mean	S.D.	V. I.
1. provides explanation using languages spoken by the learners.	3.61	0.38	VHE
2. uses teaching and learning resources with familiar language.	3.44	0.55	VHE
3. adapts educational content to align with local languages.	3.37	0.62	VHE
4. introduces literature and texts from local authors to foster a connection with their linguistic heritage.	3.53	0.46	VHE
5. ensures that all the educational materials in school are available in local languages.	3.48	0.51	VHE
Overall Mean	3.49	0.50	Very Highly Evident

Legend:

- 3.26 – 4.00 Very Highly Evident (VHE)
- 2.51 – 3.25 Highly Evident (HE)
- 1.76 – 2.50 Lowly Evident (LE)
- 1.00 – 1.75 Very Lowly Evident (VLE)

Table 1.2 presents the results of the level of contextualization and localization in teaching approaches related to language-based localization. The overall mean score of 3.49 indicates that teachers are making efforts to connect language instruction to real-world contexts and tailor it to the specific needs and preferences of their students.

Education is often hailed as the great equalizer, the cornerstone of progress and societal transformation. However, in the quest for educational equity and inclusivity, one often overlooked aspect is the language of instruction. The use of regional languages, or localization, has emerged as a potent tool to bridge gaps, enhance learning, and foster inclusivity within our educational and social sectors. Education

knows no boundaries, yet linguistic barriers often hinder many from accessing it, Imperium Edutech Pvt. Ltd.. (2023).

Table 1.3 shows the data of the level of contextualization and localization teaching approaches as to community engagement. The teachers establish ongoing and strong relationships with the community and its members and are supported by a mean score of 3.65 with a standard deviation of 0.34, indicating a very highly evident result. On the other hand, the teachers participate in community events like festivals, elections, parades, or cultural celebrations, as evidenced by a mean score of 3.53 with a standard deviation of 0.46, suggesting an interpretation of very highly evident.

Table 1.3.
Level of Contextualization and Localization Teaching Approaches as to Community Engagement

Item	Mean	S.D.	V. I.
1. encourages the community members to participate in different school activities.	3.33	0.66	VHE
2. takes the students beyond the classroom to explore community sites.	3.48	0.51	VHE
3. establishes ongoing and strong relationships with community and its members.	3.65	0.34	VHE
4. participates in community events like festivals, elections, parades, or cultural celebrations.	3.53	0.46	VHE
5. invites community members, experts, or professionals to share their experiences and insights with students.	3.42	0.57	VHE
Overall Mean	3.48	0.51	Very Highly Evident

Legend:

- 3.26 – 4.00 Very Highly Evident (VHE)
- 2.51 – 3.25 Highly Evident (HE)
- 1.76 – 2.50 Lowly Evident (LE)
- 1.00 – 1.75 Very Lowly Evident (VLE)

The teachers take the students beyond the classroom to explore community sites, as indicated by a mean score of 3.48 with a standard deviation of 0.51, demonstrating a very highly evident result. Meanwhile, the teachers invite community members, experts, or professionals to share their experiences and insights with students and is very highly evident, with a mean score of 3.42 and a standard deviation of 0.57. Additionally, the teachers encourage the community members to participate in different school activities, as indicated by a mean score of 3.33 and a standard deviation of 0.66, indicating a very highly evident level.

Table 1.3 presents the results of the level of contextualization and localization in teaching approaches related to community engagement. The overall mean score of 3.48 indicates that the teaching approaches in community engagement are moderately contextualized and localized. This suggests that teachers are incorporating elements of the local context and community into their teaching practices.

It is no surprise that fostering community involvement in the educational process can have a

profound impact on student success. When schools and educational institutions actively engage with their communities, this leads to long-lasting benefits for students, teachers, families, and the wider community. Education is a collective effort that requires the participation and support of the community, Trappett (2023).

Table 1.4 shows the data of the level of contextualization and localization teaching approaches as to experiential learning. The teachers relate instruction and resources to the real world and are supported by a mean score of 3.64 with a standard deviation of 0.35, indicating a very highly evident result. On the other hand, the teachers promote interaction between peers and allow them to share information with each other, as evidenced by a mean score of 3.50 with a standard deviation of 0.49, suggesting an interpretation of very highly evident.

Table 1.4.
Level of Contextualization and Localization Teaching Approaches as to Experiential Learning

Item	Mean	S.D.	V. I.
1. makes lessons more engaging and interesting for students.	3.41	0.58	VHE
2. relates instruction and resources to the real world.	3.64	0.35	VHE
3. provides students with authentic experiences that they will draw on later in life.	3.39	0.60	VHE
4. gives students opportunities to think critically and solve problems on their own terms.	3.45	0.54	VHE
5. promotes interaction between peers and allow them to share information with each other.	3.50	0.49	VHE
Overall Mean	3.48	0.51	Very Highly Evident

Legend:

- 3.26 – 4.00 Very Highly Evident (VHE)
- 2.51 – 3.25 Highly Evident (HE)
- 1.76 – 2.50 Lowly Evident (LE)
- 1.00 – 1.75 Very Lowly Evident (VLE)

The teachers give students opportunities to think critically and solve problems on their own terms, as indicated by a mean score of 3.45 with a standard deviation of 0.54, demonstrating a very highly evident result. Meanwhile, the teachers make lessons more engaging and interesting for students and is very highly evident, with a mean score of 3.41 and a standard deviation of 0.58. Additionally, the teachers provide students with authentic experiences that they will draw on later in life, as indicated by a mean score of 3.39 and a standard deviation of 0.60, indicating a very highly evident level.

Table 1.4 presents the results of the level of contextualization and localization in teaching approaches related to experiential learning. The overall mean score of 3.48 indicates that the teaching approaches in the study were moderately contextualized and localized. This suggests that teachers are incorporating real-world examples and adapting their teaching methods to suit the specific needs of their students.

By participating in experiential learning, students are engaged in authentic learning experiences that

position them as active participants in their learning. They develop the ability to bridge the gap between theory and practice and integrate learning beyond the classroom. Experiential learning can increase student engagement, improve learning effectiveness, and enhance work and life skills, The University of Queensland (2021).

3.2. Level of Learners' Academic Performance

Table 2 presents the level of learners' academic performance as related to their general average for the school year 2023-2024.

Table 2.
Level of Learners' Academic Performance as related to General Average

School Year	Outstanding		Very Satisfactory		Satisfactory		Fairly Satisfactory	
	F	%	F	%	F	%	F	%
2023-2024	23	21.88%	48	52.34%	19	17.97%	10	7.81%

From the data collected from 100 teachers, 52.34% group of students were classified as having a "Very Satisfactory" academic performance with a total of 48. This indicates that more than half of the students' group performed very well in terms of their general average. Furthermore, 21.88% or 23 group of students were classified as "Outstanding".

Additionally, 17.97% of students were classified as "Satisfactory," with a total of 19. Furthermore, 10 group of students were classified as fairly satisfactory, making up 7.81% of the total number of students' group.

Philippine educational standards have deteriorated to such an extent that Filipino children are ranked the least proficient in reading, math and science among 87 nationalities evaluated. This was validated by global academic rating organizations – the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and the Southeast Asia Primary Learning Metrics (SEA-PLM). The leadership at DepEd must change to one that is transformative, progressive and transparent. With eight months to go in this administration, we just have to wait until the current leadership is replaced, Cruz (2021).

The academic performance of Grade Six learners in relation to their general average is significantly impacted by the implementation of contextualization and localization teaching approaches in terms of culturally relevant pedagogy, language-based localization, community engagement, and experiential learning. Every result was significant, with p-values less than the 0.05 level of significance.

Table 3.

Relationship between the Implementation of Contextualization and Localization Teaching Approaches and the Grade Six Learners' Academic Performance as related to General Average

Variables		Computed value	p-value	Decision	Interpretation
Culturally Relevant Pedagogy	Grade Six Learners' Academic Performance	0.419	0.031	Reject Ho	Significant
Language-based Localization		0.458	0.35	Reject Ho	Significant
Community Engagement		0.563	0.046	Reject Ho	Significant
Experiential Learning		0.427	0.32	Reject Ho	Significant

* 0.05 level of significance

The results indicate a strong correlation between the degree to which contextualization and localization teaching methods are used and the academic achievement of sixth-grade students in relation to their overall average. Thus, the null hypothesis is rejected. This indicates that the academic performance of learners in grade six is positively impacted by the use of contextualization and localization teaching approaches in the classroom.

There were so many institutions that aim to have quality education and 21st-century skilled learners who are globally competitive and possess different learning competencies using strategies to enhance their skills. But there's still hindrances to achieve it. So as a solution as mandated in Republic Act 10533 of the Philippines also known as "Enhanced Basic Education Act of 2013", "the curriculum shall be contextualized and global and shall be flexible enough to enable and allow schools to be localized, indigenous and enhance the same based on their respective educational context." cited in Rule II, Curriculum Section, 10.10.2, Abaiz (2019).

Addressing poor performance or preventing decline in performance requires acknowledging the multiple influences at play in the classroom, school, peer system, family, and community. Factors that decrease their chances of future success represent risk factors, whereas factors that make positive outcomes more likely are promotive factors. Peer rejection, neighborhood danger, family poverty, lack of teacher support, and friends with antisocial behavior are examples of risk factors contributory to negative school outcomes described, Bowen (2021).

4. Summary, Conclusion and Recommendations

This chapter presents the summary of findings, the conclusion based on findings of the study and the corresponding recommendations.

4.1. Summary

The main objective of the study was to determine the implementation of contextualization and localization teaching approaches and the academic performance of Grade six learners in Lumban Sub-office, Division of Laguna during the school year 2023-2024. This aimed to answer the following questions: (1) What is the level of the implementation of Contextualization and Localization Teaching Approaches as to Culturally Relevant Pedagogy, Language-based Localization, Community Engagement, and Experiential Learning? (2) What is the level of the Grade Six learners' academic performance as related to their general average? (3) Is there a significant relationship between the implementation of Contextualization and Localization Teaching Approaches and the Grade Six learners' academic performance as related to their general average?

The respondents were all the public elementary teachers in Lumban Sub-office, Division of Laguna with a total of one hundred (100) teachers from nine (9) different schools from Lumban Sub-office. The researcher administered a questionnaire to collect feedback from participants on how they believe contextualization and localization teaching methods impact the learners' academic performance.

Based on the analysis and interpretation of data, findings are shown as follows:

4.2. Summary of Findings

The following are the important findings of the study:

1. Level of Contextualization and Localization Teaching Approaches

The level of contextualization and localization teaching approaches as to culturally relevant pedagogy (3.44 - VHE), language-based localization (3.49 – VHE), community engagement (3.48 – VHE), and experiential learning (3.48 – VHE) was 3.47 and were Very Highly Evident among the respondents.

2. Level of Grade Six Learners' Academic Performance

From the data collected from 100 teachers, 52.34% group of students were classified as having a "Very Satisfactory" academic performance with a total of 48. Furthermore, 21.88% or 23 group of students were classified as "Outstanding". Additionally, 17.97% group of students were classified as "Satisfactory," with a total of 19. Furthermore, 10 group of students were classified as fairly satisfactory, making up 7.81% of the total number of students' group.

3. Relationship between the Implementation of Contextualization and Localization Teaching Approaches and the Grade Six Learners' Academic Performance as related to General Average

The academic performance of Grade Six learners in relation to their general average is significantly impacted by the implementation of contextualization and localization teaching approaches in terms of culturally relevant pedagogy, language-based localization, community engagement, and experiential learning.

Thus, the null hypothesis is rejected. This indicates that the academic performance of learners in grade six is positively impacted by the use of contextualization and localization teaching approaches in the classroom. Every result was significant, with p-values less than the 0.05 level of significance.

4.3. Conclusion

In the light of the above findings, the following conclusions were made:

1. Teachers utilized the contextualization and localization of teaching approaches in a very highly evident manner. They put emphasis and significance on the implementation of these in the curriculum and are committed in incorporating the ideas of these in their practices. Moreover, the teachers recognized the importance of these approaches in the teaching and learning process.
2. Most of the learners are excelling academically and are continuously improving in their studies. Moreover, there are still some learners who find other subjects challenging that greatly affect

their overall general average. This highlights the different capabilities and levels of the grade six learners.

3. The implementation of contextualization and localization of teaching approaches was found to significantly impact the academic performance of the learners, particularly the grade six learners. The learners who will experience the utilization of contextualized and localized approaches will enhance their learning performance. Moreover, teachers who will implement these in the teaching and learning process will be better equipped to provide the learners the education aligned with their needs.

4.3. Recommendations

Based on the above-mentioned findings and conclusions, the following recommendations are hereby presented:

1. Schools administration should encourage teachers to be more innovative and creative in their teaching approaches and not just stick to the available and common resources they have. Teachers should also devise and implement strategies that are specific to the needs of their students' learning and are contextualized as well as localized.
2. Schools should introduce the use of assistive technologies and learning resources to both the teachers and the learners. They could utilize text-to-speech materials and learner-friendly online learning platforms. This will ensure that the learners are provided with variety of support services and strategies they need.
3. School Official should conduct professional development programs where teachers will learn more how to successfully make contextualized and localized resources and how these can be implemented in the teaching and learning process. Moreover, the schools should also inform learners how they can contextualize and localize their learning activities and enhance their learning experience.
4. For future researchers to conduct studies and give light to the contextualization and localization of teaching methods or approaches and its impact or effects to other factors/areas.

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