Improving Family and Consumer Science (FCS) Learning Through Community-Based Contextualized Learning Activity Sheets

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Abstract

In Philippine basic education, the Revised K–12 Curriculum, especially the MATATAG Curriculum, places a strong emphasis on meaningful and contextually relevant learning. When instructional materials in Technology and Livelihood Education (TLE), particularly Family and Consumer Science (FCS), are not applicable to their everyday lives, many seventh-grade students struggle to comprehend and apply ideas. The purpose of this study was to create and assess Community-Based Contextualized Learning Activity Sheets (CLAS) in order to enhance students' academic performance. Constructivist and experiential learning theories served as the foundation for the CLAS, which combined local home customs, community resources, and culturally appropriate examples to enhance the significance of learning. During the 2025–2026 school year, forty Grade 7 students from San Jose National High School participated in a quantitative one-group pretest–posttest design. A validated 45-item test and performance-based evaluations were used to gather the data, which were then analyzed using the paired sample t-test, mean, and standard deviation. The results showed that students' first performance was moderate to poor and their level of involvement was low. Significant gains were noted in the emotional, psychomotor, and cognitive domains once CLAS was put into practice. The results of the pretest and posttest differed significantly, according to statistical analysis. The study leads to the conclusion that contextualized instruction in FCS is supported and learning outcomes are successfully improved by CLAS.

Keywords: Community-Based Contextualized Learning Activity Sheets (CLAS); contextualized instruction; Family and Consumer Science (FCS); affective engagement; cognitive performance; psychomotor performance

1. Introduction

The Revised K–12 Curriculum (MATATAG Curriculum) was recently launched by the Department of Education (DepEd) as an important reform to raise the standard and usefulness of basic education in the Philippines. This updated curriculum focuses on critical competencies, decongests learning content, and strengthens foundational abilities to make learning more focused, learner-centered, and connected to real-life situations (DepEd, 2023). Teaching and learning are now focused on developing practical skills, forming values, and participating meaningfully in daily life thanks to these innovations

Technology and Livelihood Education (TLE) remains a crucial subject in the Revised K–12 Curriculum (MATATAG Curriculum), which intends to equip pupils with technical and practical skills. TLE includes several specializations, including Family and Consumer Science (FCS). FCS focuses on competencies in food preparation, nutrition, homemaking, safety and sanitation, consumer decision processes, and basic livelihood skills, all of which are directly applicable to daily living (DepEd, 2023).

For Grade 7 learners, FCS provides an important introduction to foundational life skills that combine knowledge and application. Under the Revised K–12 Curriculum (MATATAG Curriculum), Grade 7 is among the first grade levels to implement the new framework, starting in School Year 2024–2025. This points to the need for appropriate, meaningful, and responsive instructional materials that support learners in

comprehending and utilizing FCS competencies (DepEd, 2023).

With the shift in the curriculum toward contextualized, competency-based instruction, the value of effective instructional materials has become increasingly important. Learning materials should connect classroom concepts to real-world applications so learners can internalize knowledge and apply skills in meaningful contexts. Learning Activity Sheets (LAS) support this process by providing structured and self-paced activities that guide students through learning tasks. When these materials are framed to represent learners' cultural backgrounds, accessible local resources, and community realities, their success becomes more apparent (Capuyan, 2021).

Likewise, by placing lessons in relevant, familiar, and culturally grounded contexts, community-based contextualization further improves the relevance of Learning Activity Sheets (LAS). Students are more likely to grasp topics thoroughly and employ them effectively when activities involve local practices such as household routines, community food resources, or indigenous livelihood techniques. The Revised K–12 Curriculum (MATATAG Curriculum), which focuses on developing learners who are culturally grounded, life-ready, and capable of applying information in real-life contexts, is consistent with this approach.

The current study focused to enhancing FCS learning by creating and applying community-based, contextually relevant activity sheets, accepting the need for realistic, culturally sensitive, and community-anchored learning experiences. The project aimed to improve engagement, comprehension, and mastery of Grade 7 FCS competencies within the Revised K–12 Curriculum (MATATAG Curriculum) through incorporating learners' local environments, customs, and everyday realities into instructional materials.

1.1 Background of the Study

According to the Revised K–12 Curriculum, reinforced by the MATATAG Curriculum, instruction is supposed to go beyond memorization and emphasize relevant, experiential, and context-based activities that mirror the real-life circumstances of Filipino students (DepEd, 2023). Family and Consumer Science (FCS), an essential part of Technology and Livelihood Education (TLE), plays a vital role in equipping Grade 7 students with essential life skills in nutrition, food preparation, sanitation, home management, and responsible consumer practices. This curriculum direction emphasizes enabling students not only to understand FCS concepts but also to employ them effectively in their homes and communities, where these skills are most relevant and necessary.

Classroom observations, formative and summative assessments, and performance-based activities repeatedly demonstrate insufficient knowledge of core FCS concepts. Despite these curricular intents, Grade 7 FCS learners have been found to have persistent performance gaps, especially in public secondary schools. The use of abstract lessons and generalized textbook examples, which students find hard to relate to their common experiences, is partly to blame for this difficulty. In addition, learners frequently exhibit low participation and motivation, inconsistent performance among the cognitive, psychomotor, and affective domains, and a strong reliance on teacher guidance rather than independent problem-solving. As a result, many students struggle to apply lessons during practical activities like food preparation, proper sanitation, and the safe use of tools and equipment. Assessment results often show below-average performance in sequencing procedures, identifying appropriate tools and materials, applying safety practices, and interpreting real-life FCS-related scenarios. These problems are further increased by learners' varied household conditions and socioeconomic backgrounds, which limit access to materials commonly assumed in traditional instructional tasks. When taken as a whole, these factors indicate deficiencies in knowledge and abilities, as well as in the development of critical work values such as accountability, initiative, and resourcefulness.

Community-Based Contextualized Learning Activity Sheets (CLAS) are suggested as a focused instructional intervention to deal with these noted issues. With respect to the current teaching materials used in San Jose National High School and throughout the Division of Sto. Tomas City, which usually relies on generic examples, textbook-centred discussions, and standardized activities, CLAS are purposefully made to be locally relevant, resource-sensitive, and culturally rooted. To address low conceptual understanding, enhance skill application, boost learner engagement, and lessen reliance on teacher support, CLAS grounds instruction in familiar family and community contexts. This approach shifts learning from abstract explanations to tasks anchored in learners' actual environments, permitting students to engage in realistic, meaningful, and attainable activities.

To secure alignment with both curricular objectives and learner realities, the contextualization of the Learning Activity Sheets adhered to precise, thoughtful criteria. To ensure curriculum relevance, the learning

areas were based on the MATATAG Curriculum's Most Essential Learning Competencies (MELCs) and performance standards. To encourage inclusivity and fair participation, learning tasks were designed using locally accessible, reasonably priced materials and coordinated with students' actual household routines. Activities were structured to progressively develop cognitive understanding, psychomotor skills, and affective values, while instructions were simplified and sequenced from basic to complex to aid diverse learning abilities. Where necessary, visual supports and guided prompts were incorporated to boost comprehension and promote independent learning and mastery.

Research shows that contextualizing learning materials helps pupils learn more, understand better, and perform well in class. Dugan (2023) found that contextualized activity sheets improved assessment results and student engagement in science learning environments, and Rodriguez (2024) found that proficiency in writing improves when placed in familiar contexts. Similarly, Guindanao (2025) found that contextualized learning activity sheets improved English proficiency and motivation. These findings are significant for Family and Consumer Science (FCS) because they align with the Department of Education's objectives, as the discipline is based on daily family activities and community living.

As a result, to increase sincerity and relevance, local and community-based examples were deliberately incorporated into the curriculum developed for this study. The learning sessions focused on typical home meal preparation procedures, using locally available food products, community safety and sanitation practices, budgeting at home, and responsible consumer practices in community markets and sari-sari stores. The integration of these prior experiences enables students to immediately relate classroom courses to the real world, improving learning transfer, practical application, and the development of life skills outside of the classroom.

While there is increasing evidence of the effectiveness of contextualized instruction, research on community-based CLAS in FCS remains limited. Current instructional resources do not necessarily reflect learners' household and community realities, causing ongoing deficiencies in understanding, skill performance, learner engagement, and the reinforcement of essential life skills. These gaps highlight the importance of developing and empirically testing contextualized learning resources tailored to Grade 7 FCS learners.

To address these gaps, this study will create and analyze Community-Based Contextualized Learning Activity Sheets for Grade 7 FCS. The study's goal is to develop evidence-based insights that will improve teaching methods, update learning materials, and support the Department of Education's mission for meaningful, inclusive, and life-ready learning under the MATATAG curriculum. The study will examine how effectively these interventions improve student performance across the cognitive, psychomotor, and affective domains.

2. Methodology

This chapter of the study focuses on the research methods, including the procedures that were used to investigate the effectiveness of the Community-Based Contextualized Learning Activity Sheets (CLAS) in improving the Family and Consumer Science (FCS) performance of Grade 7 students. It also discusses the research design, respondents of the study, population, sampling technique, data-gathering procedure, research instruments, and statistical treatment of data.

2.1 Research Design

The study used the approach method known as quantitative one group pretest-posttest experimental which is to determine the effects of the students' performance in the said Family and Consumer Science using the Community-Based Contextualized Learning Activity Sheets (CLAS). It utilizes this to study the performance of students' assignments or activities This approach fit the study because the intervention was created to address performance gaps seen among Grade 7 students, such as low mastery of basic FCS concepts, trouble applying skills in practical tasks, uneven cognitive, psychomotor, and affective performance, low engagement, and too much reliance on teacher guidance. These issues made it necessary to compare students' performance before and after they experienced the contextualized intervention.

2.2 Respondents of the Study

The study was carried out among 40 Grade 7 learners from one section of San Jose National High School for the S.Y. 2025-2026. Intact classes were frequently used in experimental research in schools (Fraenkel and Wallen, 2019). Reorganizing students can disrupt the continuity of learning and the normal rhythm of the classroom. The use of a naturally occurring class also maintained ecological validity, such that the intervention reflected real teaching and learning conditions.

2.3 Population and Sampling Technique

The respondents of this study were all the Grade 7 learners enrolled in the TLE–FCS program of the school. However, a purposive sample was selected from only one section of 40 students. Patton (2015) states purposive sampling is useful when the participants are selected for their relevance to the research purpose and their ability to provide meaningful data. collected.

2.4 Data Gathering Procedures

The Data collection was conducted in a systematic and ethical manner. To get permission for the research, a formal request letter was first written to the principal of the school. Following approval, the Grade 7 FCS teacher was informed to ensure that the intervention aligned with the lesson plan and class schedule.

A researcher-made 45-item pretest was administered to determine the students'baseline performance in FCS prior to the implementation of the CLAS. Following the pretest, the CLAS intervention was implemented during the third quarter of the school year, spanning three (3) weeks, conducted through regular class sessions. In this phase, learners will engage in contextualized learning activities that are purposely designed based on clear criteria: alignment with the Most Essential Learning Competencies (MELCs) and MATATAG Curriculum standards, use of locally available and affordable materials, integration of familiar household routines, and sequential development of cognitive, psychomotor and affective skills. Activities include simulations and hands-on tasks anchored on community-based contexts such as household food preparation, sanitation practices, budgeting activities, and responsible consumer decision-making observed in local markets and homes.

The researcher facilitated the intervention to ensure consistent implementation throughout the session. Thus, after the completion of the activity in the CLAS, the 45 items were distributed and administered as a post-test to assess the performance of the students. Also, a structured procedure was ensured to be reliable, systematic, and ethical. All the scores were collected and organized for statistical analysis.

2.5 Research Instrument

In this study, two main research methods were utilized.

In order to assess students' cognitive, psychomotor, and emotional performance in Family and Consumer Science, the researcher created a 45-item pretest and a 45-item pos-ttest. Multiple-choice, situational, and performance-based questions that mirrored actual FCS situations made up the exam. Teacher-made assessments are appropriate for analyzing certain learning outcomes that are in line with instructional goals, claimed bt Kubiszyn and Borich (2016). To guarantee curriculum validity and content relevance, the test items were matched with the Department of Education's Revised K–12 Curriculum using the MATATAG framework. Likely, five Family and Consumer Science specialists assessed the instrument's accuracy, clarity, and alignment with learning abilities to demonstrate content validity.

The Community-Based Contextualized Learning Activity Sheets (CLAS), which functioned as the

primary intervention material, were the second tool. As noted by Ornstein and Hunkins (2018), contextualized instructional materials enhance meaningful learning by connecting academic concepts to learners' real-life environments. The CLAS differed from existing instructional materials by incorporating localized, culturally relevant, and community-based tasks that enhanced the practicality and meaningfulness of learning experiences.

The Community-Based Contextualized Learning Activity Sheets (CLAS) in this study were methodically created to close the performance gaps found by encouraging self-directed learning, bolstering the application of practical skills, and fostering fundamental values through learner-centered, authentic, and pertinent.

2.6 Statistical Treatment of Data

The data gathered in this study were analyzed using appropriate statistical tools. Descriptive statistics such as mean and standard deviation were used to determine the level of students'cognitive, psychomotor, and affective performance before and after the intervention.

To determine whether there was a significant difference between the pretest and posttest scores, one sample t-test was utilized. This statistical test was appropriate because it compared the scores (pretest and posttest scores) to determine whether a statistically significant difference existed.

All statistical analyses were conducted at a 0.05 level of significance.

3. Results and Discussion

This chapter presents the results, analysis, and interpretation of data gathered to determine the effectiveness of the Community-Based Contextualized Learning Activity Sheets (CLAS) in improving the Family and Consumer Science (FCS) performance of Grade 7 students. The data were obtained from the pretest and posttest scores of the respondents and were analyzed using descriptive and inferential statistical tools. The results are presented in tables and interpreted based on the objectives of the study.

Table 1

Level of Cognitive Performance of Grade 7 Students in FCS Before the Use of Community-Based Contextualized Learning Activity Sheets (Pretest)

Score Range	Frequency	Percent	Verbal Interpretation
13-15	-	-	Excellent
10-12	-	-	Very Good
7-9	23	57.50	Good
4-6	9	22.50	Fair
0-3	8	20.00	Poor
Total	**40**	**100%**	

Legend: *13–15 = Excellent; 10–12 = Very Good; 7–9 = Good; 4–6 = Fair; 0–3 = Poor*

Table 1 illustrates Grade 7 students' cognitive performance in Family and Consumer Science (FCS) before the incorporation of the Community-Based Contextualized Learning Activity Sheets (CLAS). The data indicate that 23 out of 40 students (57.50%) attained the "Good" classification, which signifies that the majority of students have an appreciation of the basic and intermediate levels of the concepts. On the other hand, 9 students (22.50%) are in the "Fair" category, and 8 students (20.00%) are in the "Poor" category. It is worth noting that there were no students in the "Very Good" and "Excellent" levels..

This shows that students have initial knowledge of the content, but their understanding is still very basic. Therefore, their overall answer to the pretest may be due to the type of test questions. Most test questions focus on recalling and solving problems. For example, many test questions focus on food safety practices, tool selection, and knowledge and understanding of kitchen workflows and sanitation. Solving these types of questions is not easy for most students and may be impossible when a student has no or limited experience solving basic household problems, such as food preparation or other household chores, as illustrated in the test question examples.

Furthermore, most test questions are based on problems occurring in the community. Examples given

are from barangay-based community feeding programs, school kitchens, and community food service programs.

Students lacking exposure to real-world situations struggle to visualize and apply appropriate answers. This could be the reason for a good number of learners being in the fair and poor performance levels. The lack of students in the higher performance categories suggests that higher-order thinking skills, for instance, analysis and application, have not yet been developed. Students can often identify fundamental concepts, but may be unable to apply them in real-world or situational contexts.

These results show a need for teaching tools that reduce the disconnect between theory and its practical application. Learning that consists of contextual, interactive activities that relate to the learner's daily activities is believed to improve comprehension, strengthen retention, and aid the development of advanced reasoning.

Based on the pretest results, the students should be assisted to perform well in school. Thus, the Community-Based Contextualized Learning Activity Sheets should be used to make the lesson fun and practical for students. Community-Based Contextualized Learning Activity Sheets are the learning process for developing skills that can be used in real-life situations.

Table 2

Level of Psychomotor Performance of Grade 7 Students in FCS Before the Use of Community-Based Contextualized Learning Activity Sheets (Pretest)

Score Range	Frequency	Percent	Verbal Interpretation
13-15	-	-	Excellent
10-12	-	-	Very Good
7-9	24	60.00	Good
4-6	16	40.00	Fair
0-3	-	. -	Poor
Total	**40**	**100%**	

Legend: *13–15 = Excellent; 10–12 = Very Good; 7–9 = Good; 4–6 = Fair; 0–3 = Poor*

The results also reveals that 24 out of the 40 students, i.e., 60.00%, fall into the 'Good' performance level and 16 students, i.e., 40.00%, fall into the 'Fair' performance level. No student has reached 'Very Good' and 'Excellent' levels of performance, and there are no students in the 'Poor' level.

The performance level suggests that the majority of students possess an elementary level of practical ability and that their skills have not been refined to a great extent. They know what the correct procedure is, but lack well-grounded concepts of performance. The absence of students at higher levels indicates that their skills have not become consistent, precise, and confident enough to reach those levels.

This could be due to the nature of the psychomotor test items; they relate to the correctness of actions within real tasks, for example: Correct handwashing procedures before preparing a meal, safe use of equipment, correct procedure when cooking, and a clean and safe working area. While these may seem like everyday tasks, they need to be remembered and practiced regularly. For students without the necessary background knowledge or practical experience in a kitchen environment, it may be more difficult to get them to recall the correct actions every time.

Perhaps students who were not fully involved in cooking and household tasks had to guess which tasks involved them directly, as most students rated themselves "Good" or "Fair." The fact that there are no students in the "Poor" classification indicates that students do have some knowledge about at least a basic process. It implies that the students know or are aware, but still need practice in accuracy and consistency.

The results above indicate that students need more structured, hands-on learning experiences, with guidance and support, to enhance their psychomotor skills. Practice that gives students opportunities to take more actions in real-life situations might increase their confidence, accuracy, and skill level. Based on the pretest results, an instructional methodology that emphasizes active, hands-on skills acquisition remains essential. This then justifies the use of Community-Based Contextualized Learning Activity Sheets (CLAS), as they provide students with real-life, hands-on experiences.

Table 3

Level of Affective Performance of Grade 7 Students in FCS Before the Use of Community-Based Contextualized Learning Activity Sheets (Pretest)

Score Range	Frequency	Percent	Verbal Interpretation
13-15	-	-	Excellent
10-12	14	35.00	Very Good
7-9	19	47.50	Good
4-6	7	17.50	Fair
0-3	-	-	Poor
Total	**40**	**100%**	

Legend: *13–15 = Excellent; 10–12 = Very Good; 7–9 = Good; 4–6 = Fair; 0–3 = Poor*

Table 3 gives the affective performance of Grade 7 students in Family and Consumer Science before the Community-Based Contextualized Learning Activity Sheets were implemented. 19 of the 40 respondents (47.50%) are performing well at the "Good" level, followed by 14 students (35.00%) at the "Very Good" level, and only 7 students (17.50%) at the "Fair" level. However, no students were found to be "Excellent" or "Poor".

The table shows that most students are generally well-disposed to learning, namely, willing to participate, cooperate, and follow instructions. Yet the students' active response has not yet been fully established. A number of students are willing to respond acceptably or exceptionally, and their attitude suggests that such behavior is not yet regularly done or fully accepted by students.

One factor that might be responsible for this distribution pattern is the nature of the affective test items. The affective test items are designed to reflect real-life situations in a classroom and group, namely: help a classmate, act with responsibility, accept suggestions, play group games, observe the rules during activities, and others. These items prompt the student to choose actions that portray the desired positive attitudes and values. Even though students might be aware of the correct response, maintaining those positive attitudes can be difficult at all times, especially during real-life practice.

Furthermore, some students might not yet be ready to express themselves, participate, or take initiative in group work. It might be the case that the other part of the class stays in the "Fair" category due to the above factors, and the learners are unwilling to take an active part and are dependent on others.

The lack of students at the 'Poor' level proves that a negative attitude or lack of interest is not an issue in the class. Conversely, the presence of a vacant 'Excellent' level can reflect that students have not yet internalized deeper levels of motivation, accountability, and proactivity. Although they take part when needed, few students seem motivated throughout the lesson; they do not tend to take on leadership roles or go out of their way.

These data suggest that while the students show a positive initial attitude and interest in class, they still need a boost in intrinsic motivation and involvement. The incorporation of learning that is more relevant, engaging, interactive, and connected to the outside world will motivate students to take an active, responsible, and even confident part in the classroom. In general, the pretest results indicate a need for a teaching approach that not only fosters knowledge and skills but also improves students' attitudes and interests. This validates the idea of using Community-Based Contextualized Learning Activity Sheets (CLAS) to foster active participation, collaboration, and meaningful learning experiences that further enhance affective performance.

Table 4

Level of Cognitive Performance of Grade 7 Students in FCS After the Use of Community-Based Contextualized Learning Activity Sheets (Posttest)

Score Range	Frequency	Percent	Verbal Interpretation
13-15	30	75.00	Excellent
10-12	7	17.50	Very Good
7-9	3	7.50	Good
4-6	-	-	Fair
0-3	-	-	Poor
Total	**40**	**100%**	

Legend: *13–15 = Excellent; 10–12 = Very Good; 7–9 = Good; 4–6 = Fair; 0–3 = Poor*

Table 4 also shows the cognitive outcomes of Grade 7 students in Family and Consumer Science (FCS) resulting from the Community-Based Contextualized Learning Activity Sheets (CLAS). Data showed a high level of student achievement, with 30 out of 40 respondents, or 75.00%, achieving "Excellent". 7 students, or 17.50%, fall under "Very Good", and 3 students, or 7.50%, got “Good". No respondents were placed in "Fair" and "Poor" classifications.

The distribution of performance showed a shift to a higher level of cognition among students compared to the pre-test, with no learners falling into a lower classification. This shows students' understanding and ability to transfer their learning to various situations.

One important factor in these positive changes in cognitive results was the congruence of the learning activities and the assessment tasks. Test items were patterned after real-life situations such as barangay feeding programs, school kitchens, and community food service activities. With concepts on food safety, kitchen layout and design, tools and kitchen procedures. These were the learning environments being used during the intervention: homes, school canteens, carinderias, and community activities. Therefore, students are quite acquainted with this situation during the test-taking activity and were able to provide the correct answer with ease.

Moreover, CLAS activities included steps that provided a specific, step-by-step process enabling students to diagnose the situation, decide on the correct practice, and implement the appropriate actions. The CLAS covered activities like "Food safe practices," "Identifying food services," "Proper kitchen tools and equipment," and "Kitchen works." The learners repeatedly applied these activities to learn the proper steps for each concept, and their subsequent retention may increase as a result.

Additionally, localized, relevant examples should be used. The teacher must relate the lesson to their own daily activities or community-based situations. For instance, when the teacher uses examples of situations students encounter in their own community, students are better able to understand the context and form images of it, and to apply prior knowledge to the lesson. Thus, it enables them to better understand the lesson, which may be why they score high on the posttest.

Another factor contributing to the change was student involvement during the intervention. Since the lessons were activity-based and contextualized, students may have participated more fully in the intervention than in a passive learning method. Thus, students were not only able to recall but also to apply knowledge correctly in a practical situation.

In summary, the use of Community-Based Contextualized Learning Activity Sheets (CLAS) has improved cognitive performance by providing relevant, context-based, practical, and hands-on activities that enabled students to reach the "Excellent" level. This suggests that using CLAS helped students reach a higher level of understanding and application.

Table 5

Level of Psychomotor Performance of Grade 7 Students in FCS After the Use of Community-Based Contextualized Learning Activity Sheets (Posttest)

Score Range	Frequency	Percent	Verbal Interpretation
13-15	13	32.50	Excellent
10-12	21	52.50	Very Good
7-9	6	15.00	Good
4-6	-	-	Fair
0-3	-	-	Poor
Total	**40**	**100%**	

Legend: *13–15 = Excellent; 10–12 = Very Good; 7–9 = Good; 4–6 = Fair; 0–3 = Poor*

Table 5 presents the psychomotor skills of Grade 7 students in Family and Consumer Science (FCS) as measured by posttest scores after the implementation of the Community-Based Contextualized Learning Activity Sheets (CLAS). It indicates an enhancement of the skills the students demonstrated. Twenty-one out of forty students (52.50%) belong to "Very Good," thirteen students(32.50%) to "Excellent" while 6 (15.00%) were rated "Good." No students were observed to be in "Fair" or "Poor." Thus, all students were observed to show at least a satisfactory level of skill performance.

The above result clearly indicates the move from a basic to a higher-order skill. The high concentration of students in the "Very Good" and "Excellent" classification ranges indicates that students were able to respond to the given tasks with accuracy, proper sequence, and confidence. In contrast to the pretest, which

showed students still developing skills, this posttest measures students' competency in successfully accomplishing the tasks.

One of the reasons for this remarkable result is the close relationship between the activities on the learning sheets and those performed during the psychomotor assessment. The latter demanded that the students be able to recognize a correct action in a real situation, perform handwashing before cooking, handle kitchen equipment correctly, follow the proper sequence in cooking, and react appropriately in case of kitchen mishaps. It is the same as what students were required to respond to during the activity sheets' tasks.

In the activity sheets, the students were able to identify the skills, but most of all, they were asked to perform the actions such as food safety practices, work preparation and set up, right use of the kitchen tools and the like, both in the home and in school

situations, enabling them to be acquainted with the correct way to do things through practicing. The presence of step-by-step, task-oriented activities under CLAS is another identified factor in learning. In tasks such as the checklist, observation activity, and hands-on activities, students became familiar with the sequence of procedures. With these activities, confusion is minimized, and students can complete tasks correctly during the post-test.

Furthermore, the tasks under CLAS were conducted in the context of home and community, where activities such as cooking, hygiene and safety, using tools and materials, and the like are daily chores. It is through practice in home- and community-based situations that activities such as food preparation, sanitation, and handling are learned with ease through experience, and they can easily remember and apply these activities during assessment. Such experience boosted students' confidence, which has a significant bearing on their performance.

The missing students in the lowest performance category suggest that the CLAS aided students with lower performance, enabling them to accomplish the tasks even with lower scores initially. As shown in the post-test, they achieved satisfactory scores even without or with less practice from home. Guided application and exposure to the correct technique help students improve and attain at least a satisfactory score.

In summary, it is evident that the Community-Based Contextualized Learning Activity Sheets (CLAS) improve students' psychomotor skills, as the tasks are context-based, step-by-step, and hands-on, with psychomotor skills utilized. The result shows that it is through practical demonstration of home- and community-based applications of the various techniques and skills that these skills can be learned well and accurately.

Table 6

Level of Affective Engagement of Grade 7 Students in FCS After the Use of Community-Based Contextualized Learning Activity Sheets (Posttest)

Score Range	Frequency	Percent	Verbal Interpretation
13-15	18	45.00	Excellent
10-12	16	40.00	Very Good
7-9	6	15.00	Good
4-6	-	-	Fair
0-3	-	-	Poor
Total	**40**	**100%**	

Legend: *13–15 = Excellent; 10–12 = Very Good; 7–9 = Good; 4–6 = Fair; 0–3 = Poor*

Table 6 shows the affective participation of Grade 7 FCS students when using the Community-Based Contextualized Learning Activity Sheets (CLAS). It indicates a significant increase in students' participation and attitudes toward learning. Of the 40 Grade 7 students in the experimental group, 18 (45.00%) achieved excellent, 16 (40.00%) very good, and 6 (15.00%) good. None achieved fair or poor levels, indicating that all students were positive in their participation during the posttest.

It is evident here that the students have a higher level of motivation, cooperation, and responsibility than at the pretest. More students showed sustained interest and participation; they helped each other, responded to feedback properly, and are more responsible.

A possible reason why students performed well in this area was that the effective tasks in the posttest were derived directly from the CLAS. The test asked students to choose behaviors that describe a person with a positive attitude toward life; helping each other, being responsible for tasks, participating in teamwork and maintaining proper demeanor in various circumstances-all are behaviors which students should have been

learning from the CLAS.

During the learning activity sheets utilization, students were involved in hands-on, cooperative and collaborative tasks that included shared responsibility for the activities that involved them in authentic learning situations, such as cooking meals at home, in school activities and community-based learning tasks like community survey and participation in local community-based events; the repetitions enabled the students to acquire positive attitudes and behaviors toward tasks.

Students achieve great scores at the excellent and very good performance levels after the intervention, because the CLAS was made with features that helped them learn and achieve this increase. The use of real-life and context-based content helped them connect abstract learning to concrete realities, and a step-by-step learning module provided structure and guidance; hands-on, real-life tasks engaged students in active participation and reinforced the learning. Community-based materials, including household tasks, helped increase students' motivation and performance in learning across all three cognitive, psychomotor, and affective domains. Based on these factors, they could explain the significant increase in post-test scores across all students, including those with negative pre-test scores. They all developed positive learning attitudes, and their posttest performance improved, and students increased their level of participation.

Table 7

Significant Difference Between the Pretest and Posttest Performance of Grade 7 Students in in FCS After the Implementation of Community-Based Contextualized Learning Activity Sheets

Performance	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t-value	p-value
Cognitive	6.80	2.45	13.55	2.11	-18.90	<.001
Psychomotor	6.78	1.53	11.45	1.77	-24.50	<.001
Affective	8.03	2.08	11.88	1.90	-17.80	<.001

Legend: *p-value ≤ 0.05 Significant Difference, p-value > 0.05 No Significant Difference*

Table 7 indicates that there was a significant difference in the pre-test and post-test performance of Grade 7 students in Family and Consumer Science after using the Community-Based Contextualized Learning Activity Sheets (CLAS). Students demonstrated significant improvement in their performance across all learning domains, namely cognitive, psychomotor, and affective.

On the cognitive scale, the mean increased from 6.80 (SD = 2.45) at pre-test to 13.55 (SD = 2.11) at post-test. A t-value of -18.90 and a p-value < .001 were observed, indicating a statistically significant difference. Such a high percentage of improvement (nearly twice the pre-test average) indicated that the learners shifted from basic recall and understanding to a higher level of comprehension..

This suggests that the students gained significant conceptual understanding and higher-order thinking skills through the learning activity sheets. This was probably due to the contextualized learning activity sheets ability to provide learning contexts that link to students' real-life situations, making the concepts understandable. Due to the structured, guided, and participatory nature of the learning activity sheets, learners engaged in higher-order thinking skills, thereby enhancing their comprehension of the concepts. From this, we can infer that contextualized and student-centered learning materials play an important role in improving not only students' academic performance but also their ability to think critically and apply knowledge in real-life situations.

One main reason for the improvement is the alignment between the learning activity and the assessment items. During the intervention, students were exposed to the community-based activities, such as food preparation, hygiene, and tool use, which are the same as the post-test items. Since they were repeatedly practicing the same skills, the students were more comfortable analyzing and responding to such items.

Moreover,, the structure and the sequence designed in the CLAS made the students more comprehensible. Instead of being informed about the topic, the students learned through meaningful activities in which they analyzed and applied what they learned in various scenarios. This gradual mastery of the concepts contributed to improved scores.

Similar improvement was also evident in the psychomotor domain. Mean score significantly increased from 6.78 (SD=1.53) to 11.45 (SD=1.77). A t-value of-24.50and p-value < .001 confirms the statistical significance of the change in performance. This means the students were able to perform the task based on their knowledge and abilities.

The improvement in psychomotor performance can be attributed to a combination of hands-on,

experience and opportunities to practice cooking and other home tasks. In addition, integrating real-life contexts such as food preparation, hygiene, and the use of tools that are mostly familiar and locally available in students' immediate environment has increased students' motivation, confidence, and skill practice.

Unlike a traditionally teacher-centred classroom, where learners receive information, the CLAS facilitated independent, hands-on tasks, which is an important aspect in developing students' psychomotor competencies. Students actively apply their knowledge and skills through varied tasks, thereby increasing mastery.

For the affective domain, a mean score of 8.03 (SD=2.08) in the pretest and 11.88 (SD=1.90) in the posttest yielded a computed t-value of -17.80 and a p-value < .001, indicating that the difference in means is statistically significant. This suggests improvement in students' motivation, participation and overall learning attitudes.

A possible explanation for this increased learning attitude among students is that the CLAS incorporated meaningful, locally relevant activities in which students were involved, the materials used were easily accessible in their homes and communities, and learners worked cooperatively to achieve learning goals. But what makes these learning gains more remarkable is the characteristics of the CLAS. Unlike typical classroom worksheets, these learning activity sheets are localized, individualized, and experience-centered.

A clear demonstration of improvement in students' performance from pre-test to post-test indicates significant achievement, as the students were using the CLAS. It can be said that there is a test familiarity effect, which affects students' performance; however, it cannot be claimed as the main cause of these high increases, since the students have not sufficiently experienced what this assessment is about before this intervention. Three weeks have passed, and the learning activity sheets provided students with structured, guided, and contextualized learning, suggesting not only simple recall of information but also the attainment of higher-order concepts and skills.

The substantial increase in the mean scores from pretest to posttest indicates a strong improvement in students' performance following the implementation of CLAS. While a test familiarity effect may have contributed to some degree of improvement, this factor alone is unlikely to account for the magnitude of the observed gain. The pretest was administered before students had sufficient exposure to the content, whereas the posttest was conducted after three weeks of structured, guided, and contextualized learning experiences. The consistent improvement across all domains suggests that the gains were not limited to recall but also reflect enhanced understanding, skill application, and engagement.

All computed p-values were below the level of significance ($p<0.05$), indicating that the null hypothesis can be rejected. Thus, the difference between pre-test and post-test performance among the students in all learning domains was significant. The overall positive outcome of the intervention across the cognitive, psychomotor, and affective domains suggests the potential of CLAS to produce positive changes in students' performance when they are provided with meaningful, structured, and experience-based learning materials.

To better understand students' learning during the intervention, rubric scores in Community-Based Contextualized Learning Activity Sheets (CLAS) were analyzed and converted to percentages for easier comparison across learning domains. The maximum scores for each domain varied with the rubrics used in each activity.

Table 8

Level of Students' Performance in Topic 1 (Fundamentals of Food Preparation and Service) Based on CLAS Rubric Scores

Domain	Mean	Percentage	Verbal Interpretation
Cognitive	8.43	84.30%	Very Satisfactory
Psychomotor	8.43	84.30%	Very Satisfactory
Affective	9.73	97.30%	Excellent

Legend: *90%–100% = Excellent; 80%–89% = Very Satisfactory; 70%–79% = Satisfactory; 60%–69% = Fair; Below 60% = Needs Improvement*

Note: Maximum score for each domain is 10.

Table 8 presents the level of students' performance in Topic 1 (Fundamentals of Food Preparation and Service) based on the CLAS rubric scores. The results show that students obtained a mean score of 8.43 (84.30%) in both the cognitive and psychomotor domains, interpreted as very satisfactory. In contrast, the affective domain recorded a higher mean score of 9.73 (97.30%), which is interpreted as excellent..

Table 8 displays students' learning status for Topic 1: "Principles of Food Preparation and Service" as described by CLAS rubric scores. Students obtained a mean score of 8.43 (84.30%) in both cognitive and psychomotor domains (very satisfactory learning status), while in the affective domain, a mean score of 9.73 (97.30%), indicating excellent learning status.

As seen, students have performed well across both the cognitive and psychomotor domains, but excel more in the affective domain. This would mean that CLAS performed well with developing their enthusiasm, motivation and positive attitude towards the tasks.

Very satisfactory learning status in the cognitive domain can be understood as that students were able to understand and apply concepts in food preparation and service, and they are highly capable with all tasks required for the psychomotor domain, while these domains were able to gain average to moderate scores compared to affective domain so that there's still a bit to improve in mastery and application of the domain's concepts. This shows that the contextualized learning exercises effectively promoted relevant learning opportunities, allowing students to relate classroom ideas to real-world situations and social norms. It boosted students' confidence and active participation in the learning process. The excellent learning outcomes in the affective domain showed that students responded well to the activities provided. Community-based activities used in familiar and real-life situations have been regarded as a significant approach to higher student engagement. It can thus be confirmed that higher student engagement, which could, in turn, promote deeper learning and greater skill attainment, was an important factor in explaining why contextualized and learner-centred approaches work well.

Table 9

Level of Students' Performance in Topic 2 (Tools and Equipment in Food Preparation and Service) Based on CLAS Rubric Scores

Domain	Mean	Percentage	Verbal Interpretation
Cognitive	9.35	93.50%	Excellent
Psychomotor	9.70	97.00%	Excellent
Affective	25.05	83.50%	Very Satisfactory

Legend: *90%–100% = Excellent; 80%–89% = Very Satisfactory; 70%–79% = Satisfactory; 60%–69% = Fair; Below 60% = Needs Improvement*

Note: Maximum scores—Cognitive = 10, Psychomotor = 10, Affective = 30.

Table 9 illustrates the student performance in Topic 2: Tools and Equipment in Food Preparation and Service using CLAS rubric scores. The results showed that the mean score for the cognitive domain was 9.35 (93.50%) and for the psychomotor domain was 9.70 (97.00%), both of which were good. The mean score for the emotional domain was 25.05 (83.50%), indicating very satisfactory performance.

The findings showed that students made great development in both their comprehension and practical abilities in Topic 2 and reached an exceptional level in both areas. This meant the CLAS helped students learn about tools and equipment and acquire the ability to use them. The structured, practical assignments certainly helped students to practice their learning in a more confident and accurate way.

Students did well in the psychomotor domain; they were able to properly handle, use and care for the instruments, which are important skills in Family and Consumer Science. This shows that the hands-on activities provided students with opportunities to practice and reinforce these skills.

The affective domain scores remain strong, but are slightly lower than the cognitive and psychomotor domains. This suggests that students were engaged and had a positive good learning behaviors, but were not as enthusiastic or emotionally involved as in the previous topic. This could be attributed to the fact that learning about tools and equipment is more technical and does not seem as personally relevant as activities related to everyday living.

Overall, the data indicate that CLAS is successful in developing both knowledge and practical abilities, particularly when the activities are organized and performance-based. To increase students' emotional

involvement, it could assist in introducing extra activities that allow them to relate the lesson to their own life. Skill development can be balanced with engagement to improve overall learning in FCS.

Table 10

Level Level of Students' Performance in Topic 3 (Care and Maintenance of Tools and Equipment) Based on CLAS Rubric Scores

Domain	Mean	Percentage	Verbal Interpretation
Cognitive	22.53	90.12%	Excellent
Psychomotor	12.98	86.53%	Very Satisfactory
Affective	9.65	96.50%	Excellent

Legend: *90%–100% = Excellent; 80%–89% = Very Satisfactory; 70%–79% = Satisfactory; 60%–69% = Fair; Below 60% = Needs Improvement*

Note: Maximum scores—Cognitive = 25, Psychomotor = 15, Affective = 10.

Table 10 provides student performance on Topic 3, Care and Maintenance of Tools and Equipment, by CLAS rubric scores. Students obtained an average score of 22.53 (90.12%) in the cognitive domain and 9.65 (96.50%) in the affective domain, both rated as excellent. The average score of the psychomotor domain was 12.98 (86.53%), which was very satisfactory.

The results show that students were able to understand the importance of caring for tools and equipment and had a positive attitude, as evidenced by their excellent scores in the cognitive and affective domains. Therefore, the CLAS helped students to learn knowledge and to develop responsible and safety-oriented values, which are important to real-life situations in Family and Consumer Science.

The strong cognitive performance demonstrates that the students understood important ideas about tool maintenance, such as keeping tools clean, using tools safely, and handling tools correctly. At the same time, affective engagements suggest that the students also showed that they could feel the importance of these practices in everyday life, which leads to an increase in their awareness of more responsible of their behavior.

The psychomotor domain was graded extremely acceptable but somewhat lower than the other sections. This means that the pupils had strong ideas and had decent attitudes, but needed more practice to develop their abilities. Students may need more time, practice and supervision to become proficient on tasks such as checking, cleaning and storing instruments.

Overall, the findings show that CLAS enables students to grasp the subject as well as to build values, particularly in themes related to real-world obligations. However,to further enhance psychomotor performance, additional hands-on opportunities and guided practice may be necessary. Strengthening this aspect can help ensure that students not only know and value proper practices but are also able to consistently perform them with confidence and accuracy resources.

4. Conclusion and Recommendations

The study shows that there is a significant difference between the pretest and post-test scores of the Grade 7 students in Family and Consumer Science after the implementation of Community-Based Contextualized Learning Activity Sheets (CLAS).. This means that the null hypothesis was rejected.

According to the study's findings, Family and Consumer Science (FCS) classrooms should employ Community-Based Contextualized Learning Activity Sheets (CLAS) since they significantly improved students' academic performance and engagement. Teachers can use localized and community-based learning activities to provide teachings greater relevance and significance for students.

By offering professional development opportunities, collaborative planning time, and access to instructional resources, school administrators are encouraged to support the development and implementation of CLAS. Teachers can employ contextualized materials in the classroom and continue to do so with the support of such resources.

To further confirm the efficacy of CLAS, future researchers may carry out comparable studies with bigger sample sizes, more schools, and longer implementation times. In order to obtain a greater understanding of students' learning experiences and engagement, they may also investigate its application in other subject areas and employ qualitative techniques like focus groups and interviews.

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