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**CONTEXTUALIZED MODULE IN ARALING PANLIPUNAN 10
USING INQUIRY-BASED LEARNING**

**A
THESIS**

Submitted to
College of Graduate Studies and Teacher Education and Research
Philippine Normal University, Manila

In Partial Fulfillment of the Requirements
for the Degree MAED in Social Science Teaching

by

JOSELITO D. AQUINO

ABSTRACT

NAME : Joselito D. Aquino

TITLE : Contextualized Module in Araling Panlipunan 10 using
Inquiry-Based Learning

KEY CONCEPTS : Contextualization, Inquiry-Based Learning

DEGREE : Master of Arts in Education

SPECIALIZATION : Social Science Teaching

ADVISER : Enrico C. Garcia, PhD

Contextualization is a new approach to learning that has become a common theme in modern educational pedagogy as it is highlighted in the K to 12 Curriculum. It is a process built on the recognition that some students learn more effectively when they are taught in a hands-on, real-world context rather than in an abstract manner. While Inquiry-based Learning (IBL) is a teaching approach integrating six inquiry processes namely: connection, investigation, presentation, evaluation, reflection, and action. It is a student-based approach which is essentially question-driven, philosophical approach to teaching that involves active, student-centred learning. The teacher acts principally as a facilitator or mentor, guiding and encouraging students through the inquiry process. This study focused on the development and validation of a contextualized module in AP 10 using inquiry-based learning, not only to respond to the problems of inadequate instructional materials and outdated textbooks in the Philippines but also to develop the authentic materials that anchor students' learning in the context of their lives to prepare them for Education 4.0. This study primarily employed the ADDIE model in developing and validating the instructional materials. The descriptive developmental method was utilized to

evaluate the modules in terms of format and design, objectives, content, organization and presentation, language and style, extent of contextualization and inquiry-based learning, usefulness to teaching, and students' motivation and attitude. A total of 156 respondents from one homogenous and three heterogenous grade 10 class sections in four public secondary schools in District 5, Quezon City, school year 2019 -2020 participated in the study. Validated instruments used in the study were (1) need analysis survey questionnaire for identification of topics to contextualize and to provide strong justification on the need to contextualized AP 10; (2) survey questionnaire for experts, peers and students for evaluation and validation of the module; (3) contextualized module using Inquiry-based learning; and (4) reflection notes to elicit teachers' observations and experiences during the try-out.

The modules were evaluated as "Very Acceptable" with an over-all mean rating of 4.66. The experts' evaluation on the extent of contextualized and Inquiry-based Learning of the developed module was considered "Very Highly Acceptable" with an over-all mean rating of 4.52 and 4.61 respectively. Elicited learning and teaching experiences as indicated in the reflection notes showed that both the teachers and learners were engaged in the learning process and found relevance from what they learned. The findings of the study recommended the use of a contextualized module using Inquiry-based Learning as an additional AP instructional material that can serve as a reference in creating a new instructional material under the K to 12 curriculum.

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CHAPTER 1

The Problem and Literature Review

Background of the Study

Education in the 21st century has a challenging role in the world. Brown, Collins, and Duguid (1989) argued that learning might be limited if cognitive knowledge is isolated from an authentic context. It implies that solving real-world problems motivate students to learn (Lombardi, 2007). Therefore, it is vital for students to experience the concepts to be learned in real-world context and be able to create meaningful learning for them (Lave & Wenger, 1991). Furthermore, 21st century students possess learning autonomy and an innate skill to collaborate with individuals, groups, and even with technology (McCoog, 2008). According to Global Digital Citizen Foundation, no learner in the history of education is like today's modern learner. They described modern learner as complex, energetic, and tech-savvy individual. They want to be challenged and inspired in their learning.

While in social studies education, a prevailing understanding has been established that there is a need for deeper, more conceptually grounded learning where students are able to apply social studies concepts and knowledge because the goal is to expose students to solve authentic problems in real-world setting (NRC, 2012). However, having conventional classroom set up is more often favored than to embracing and enhancing a more simplified, illustrative and applicable knowledge positioned within the experiences and interests of students (Greeno, Collins, & Resnick, 1996). Social studies especially in secondary education frequently produce a learning outcome that is de-contextualized from an authentic environment. It means students are not capable of processing understanding skills that can be used effectively in problem-solving especially in real-world situations (Turkmen, 2009). Teaching strategies that are teacher-centered

usually relies heavily by the use of abstract concepts, talk and chalks technique, and lecturing (Reyes, et al., 2019).

These traditional styles in teaching are not effective in the modern times. In fact, students today look for new and challenging teaching pedagogies that catch their attention and interest. This is problematic because it aims toward developing students that lack sense of community and work. This gives students little room for the discussion in terms of their knowledge in the real world (Artis, 2008). Furthermore, this traditional teaching strategy does not support the social studies education goal to make learning experience engaging, challenging and motivating for the students. Social studies instruction should cultivates critical thinking by interpreting contextualized interconnections of social studies values such as the capacity to construct informed and reasoned choice for the public good as citizens; develop society that is democratic, interdependent, and culturally diverse; and apply that understanding beyond the scope of school. Additionally, social studies education should encourage students to know, understand, and appreciate their nations' cultural heritage (Bringas, 2014).

It has been well-established that factors related to teachers' integration of traditional teaching methods underlies the perception that students in a social studies classrooms are disengaged, disconnected and unmotivated. Yilmazer and Demir (2014) explained that this growing narrative should not be overlooked. They emphasized that social studies teachers working collaboratively should start making changes and embrace the important shifts to social studies instruction: (a) addressing the gaps between social studies curriculum and student success; (b) fostering social environment in the classroom focus on humanizing the concepts, ideas and information being studied; and (c) continuous professional development of teacher attitudes towards the integration

of contextualized methods of instruction. In Turkey, several research studies showed that teaching pedagogies relying heavily on banking method such as textbook-based instruction, lecturing and question-answer periods failed to provide significant change to learning (Lintner, 2006). Unfortunately, until now those are the most frequently used teaching pedagogies within and beyond social studies education.

On the other hand, several studies showed that uninteresting and unchallenging content has always been associated to social studies subject. Students in a social studies classroom often perceived that it is not an easily understood content area, and such can impede student learning (Massey & Heafner, 2004). In the last decade, studies showed that there is a growing concern on students' negative perceptions and connotations about social studies. It has been shown that the continuous incorporation of traditional teaching strategies is not significantly effective in the attainment of 21st century skills such as critical thinking and communication skills (Zhao & Hoge, 2005). For instance, this trend is echoed in the studies conducted by Beck, Buehl and Barber (2015), revealing that learning barriers experienced by the students in a social studies class are correlated to lack of critical thinking and contextual strategies. Therefore, students are disconnected to the concepts that are mostly unfamiliar, which resulted to failure in deepening the understanding of the students. As pointed out by Russell (2010), traditional expository learning such as lecture, home-work from textbooks, and seatwork still monopolizes secondary social studies instruction being used in the 21st century classroom. This result shows the continuous demonstration and inclination of teachers to cultivate learning that is detached, dull and inactive than embracing learning that centers on making the content interactive, actively engaging, and personally and emotionally relevant.

To address this problem, teachers need to make a paradigm shift of incorporating teaching pedagogies that transform students to get involved both inside and outside of the classroom. Nevertheless, contextualization seems a challenge in addressing this problem. For decades, developmental education and adult basic education literatures have called for more contextualization of lessons in the classroom (Perin, 2011). Contextualization as cited in Center for Student, Research and Planning Group is defined as connecting the curriculum into a multidimensional teaching instruction which enhances and deepens student learning by connecting the concepts, experiences, and beliefs into the real world environment (Berns & Erickson, 2009). Moghaddas (2013) further elaborated that by contextualizing information through integrating the contemporary social studies concepts and values within and across disciplines seemed to improve potentially the reflective process which develops better learning for the students. Most of all, emphasis must be on bridging the gap between concepts and practice -- abstract ideas are being taught using contextualized activities by situating the curriculum in the concrete experience of the students and providing meaningful learning that is significant and relevant to them (Bonganciso, 2016).

Several terms have been used to make reference to contextualization, including contextual teaching and learning (Baker et al., 2009); contextualized instruction and content-area literacy (McKenna & Robinson, 2009); embedded instruction (Simpson et al., 1997); writing-to-learn (Klein, 1999); integrative curriculum (Dowden, 2007); situated cognition (Stone, Alfeld, Pearson, Lewis, & Jensen, 2006); theme-based instruction (Dirkx & Prenger, 1997); anchored instruction (Bottge, Rueda, Serlin, Hung, & Jung, 2007); integrating curriculum to community-based instruction (Badway & Grubb, 1997); developmental education learning through

communities (Weiss, Visher, & Wathington, 2010); and functional context education (Sticht, 2000). Whatever term is adopted, the work aims to converge on several key themes like utilizing teaching methods with direct reference to real world environment and experiences (Berns & Erickson, 2001).

In other words, contextualization is defined and implemented using diverse instructional approach and techniques. It means to adopt the present environment, setting, and situation modification to achieve equity of learning suited for all kinds of learners to relate their understandings in the real context of their life (Reyes, et al., 2019). Contextualized teaching emphasized that in order to deliver the learning content of different subject areas effectively, teachers should adopt the context of the students' lives as starting point of the lesson wherein the students may feel the sense of belongingness inside the classroom. The bottom line is it significantly increases the learning of students if lesson is taught in the real life context (Center for Occupational Research and Development, 2012).

From the personal standpoint, this contextualized instruction approach is also related and interchangeable to the work of Inquiry-Based Learning. IBL is a set of teaching methods grounded on the philosophy that learning process should be based and driven by a student's inquiry questions than by teacher-dominated lessons (Levy, 2009). In other words, IBL believed that teacher's responsibility is about facilitating learning, activating students' prior knowledge, and contextualizing the content regardless of learning areas. For the past decades, Inquiry-Based Learning (IBL) has been an instructional pedagogy, strategy, or technique that can be incorporated to further enhance curriculum and integrate contextualization within the mandated curriculum at the same time. IBL is a multidimensional teaching strategy grounded on academic

content driven by student motivation and experience. Therefore, IBL can greatly enhance student success because it creates classroom environment where creativity and collaboration are developed and given enough focus (Barron, 1998).

Furthermore, since educational pedagogies like IBL are leaning towards the direction of learner-focused and outcome-based instruction, it consistently resulted in creating a more positive learning experience for the students. In other words, IBL cultivates higher classroom engagement as it promotes hands-on activities and classroom tasks that are true to life and relevant to the lives of the students (Duffy, Lowyck, & Jonassen, 1993). Since Inquiry-Based learning proved to contribute significantly on student learning as well as teachers' development, it has been widely recommended as one of the impactful and useful educational pedagogy today (Levy & Petrulis, 2012). In the past years, IBL has also been discoursed and studied from a contrasting point of view: development of a theoretical structure (Healey, 2007); comparison of varying practices of IBL application in the classroom (Spronken-Smith & Walker, 2010); its impact on curriculum contextualization and localization (Spronken-Smith, 2011); effects of IBL on students' attitudes and motivations (Burgh & Nichols, 2012); or level of impact of IBL on student achievement (Justice, Rice & Warry, 2009). In these studies, several terminologies have been employed (IBL, enquiry-based learning, guided inquiry, problem-based learning, and research-based teaching), with varying terms and definitions implying that multiple forms of applications could be considered (Aditomo, 2011).

Moreover, since IBL contribution to education has been accepted mostly by multiple literature, researchers across the globe developed and contributed several unique IBL models providing specific application for inquiry-process (Alberta Learning, 2014). In relation to this,

there is a need to examine and bridge the gaps in the literature as regards inquiry-based learning-
- for example, the employment of the use of IBL in the contextualization of Social Studies learning and why students regarded IBL satisfactory and significant to their learning. Thus, those specific gaps are the focus of the studies expressed in this paper.

Furthermore, the call for making a contextualized module in Araling Panlipunan 10 (*Mga Kontemporaryong Isyu*) using inquiry learning approach is situated on the notion that a social studies class is more than the memorization of historical facts and information, but rather is about understanding and applying what they have learned (Bell, Urhahne, Schanze, & Ploetzner, 2010). Social studies education must be free from connotation that it is uninteresting and monotonous due to the heavy reliance on specific teaching method which is lecture. When social studies instruction is too focused on memorization of facts and information, most often the learning content becomes detached to the lives of the students due to lack of relevance and authentic meaning. Another way of putting it, social studies classroom instruction should be innovative in developing learners' 21st century skills such as critical thinking, creativity, communication, and collaboration skills. Studies conducted on IBL proved to enhance those skills by making students embrace discovery learning through inquiry process such as exploration, investigation and reflection (Alberta Education, 2010). Learners must be active recipients of knowledge, transformed to become a knowledge builder, and capable of creative and innovative solutions to problems. Learning should be driven by the students.

In Philippine context, the K to 12 curriculum brought significant changes to the high school curricula. Subject like *Mga Kontemporaryong Isyu* was added to a curriculum that had been primarily limited to history, geography and economics. Social studies teachers followed this final

phases of the full implementation of Araling Panlipunan curriculum for Grades 7–10. Due to the new curriculum, social studies teachers now teach *Mga Kontemporaryong Isyu* in Grade 10, which requires to covers topics such as values of human rights, civic responsibility and respect for gender equality in high school set-up for the fist time.

Social studies education will continue to evolve as it is affected by events and trends in the country and abroad. These include globalization, advancements in technology, and shift in learning modalities due to pandemic. These forces will certainly impact and influence the direction of social studies in the future. Social studies teachers, however, are too often educated by means of lectures or expository learning (Struyven, Dochy, & Janssens, 2010). Thus, it is crucial for social studies teachers to know social studies traditions because it helps teachers in designing and examining social studies content, their teaching methods and the reason why they are teaching social studies (Kilinc, 2004).

Barr, Barth & Shermiss (1977) identified three major traditions to the teaching of social studies: social studies as citizenship transmission, social studies as social sciences and social studies as reflective inquiry. This change in the curriculum is very timely in integrating contextualization in the field of social studies using inquiry-based learning (IBL) as it provides greatest emphasis in the tradition of reflective inquiry and social sciences and as it is validated by various literatures as effective and useful teaching tool. The new educational environments also require paradigm shift in terms of how instruction and assessment should be delivered to the students (Friesen & Scott, 2012).

Furthermore, contextualization of learning is also supported by the Enhance Basic Education Act of 2013 or R.A. 10533, stating that “the curriculum shall be contextualized and global; and that the curriculum shall be flexible enough to enable and allow schools to contextualize and enhance the same based on their respective educational and social contexts”. As prescribed by the policy guidelines of the K to 12 Basic Education Program that relevant, appropriate and responsive curriculum will only become a reality if it puts a premium on the personal, bio-geographical and socio-cultural setting of the learners, taking into account the demands of the national and global community (DepEd, 2019). In other words, contextualization is one of the critical elements of K to 12 curricula in terms of how instruction should be enriched and enhanced beneficial for the students.

Moreover, contextualizing social studies content using inquiry-based learning is in response to the call of the Department of Education to adhere on the principle of inquiry-based learning in pursuit of the K to 12 basic education programs. It explained that IBL puts a premium on questioning, investigating, probing, predicting and establishing connection of evidences. It provides reflective learning that creates opportunities for learners to reflect on what and why they need to learn and how to go about it. IBL supports the K to 12 curriculum central features that makes the curriculum enriched, relevant, responsive and learner-centered (DepEd, 2019).

While in Araling Panlipunan curriculum, “*Mga Kontemporaryong Isyu*” is an issue-based and inquiry-focused integrative and multidisciplinary subject matter. Thus, students in Araling Panlipunan 10 are expected to apply contemporary issues and ideas situated in unique, authentic, relevant manner. Students must immerse themselves on active inquiry and develop their capacity to formulate understanding in the context of their lived experience (Alberta Education, 2007).

Thus, it disintegrates the notion that social studies content is not doing something to stop the connotation that the subject content is not being presented in an interesting way (Wunder, 2010).

Finally, Araling Panlipunan curriculum (AP) as anchored on the Education for All 2015 and K to 12 Philippine Basic Education Curriculum Framework aims to produce 21st century learners that are functionally literate and developed Filipino. As I quote from the Araling Panlipunan curriculum guide:

Sa pag-abot ng nasabing mithiin, tunguhin (goal) ng Araling Panlipunan ang makahubog ng mamamayang mapanuri, mapagmuni, mapanagutan, produktibo, makakalikasan, makabansa at makatao na may pambansa at pandaigdigang pananaw at pagpapahalaga sa mga usaping pangkasaysayan at panlipunan.

The attainment of this objective is grounded on the use of pedagogical approaches that are constructivist, collaborative, inquiry-based and contextualized (DepEd AP curriculum guide, 2016). It means that the holistic learning and development of the learner is the primary focus of the AP curriculum. It adheres on the principle of inquiry-based learning wherein teacher creates a conducive atmosphere where the learner enjoys learning, takes part in meaningful learning experiences and experiences success because he/she is respected, accepted and feels safe even if in his/her leaning exploration he/she commits mistakes. It allows flexibility in the curriculum by constructing classroom learning that anchored on the local needs of the learners. Thus, focus on contextualized instruction to equip learners with skills that includes critical, creative thinking and life skills. Therefore, this incorporation of IBL to enhanced skills is intricate with having a contextualized curriculum that is enriched, relevant, responsive and learner-centered.

In this connection, the researcher is inspired and motivated to create contextualized modules in Araling Panlipunan 10 (Mga Kontemporaryong Isyu) using inquiry-based learning in this time of Education 4.0 as an effective tool for young learners. Preparation of necessary learning materials to infuse desired knowledge among students is deemed appropriate.

Literature Review

Defining “Contextualization”

The purpose of defining contextualization lies on two essential considerations. First, the theoretical foundations and connotations of the term “contextualization” needs to be presented to clarify its meaning. Second, the benefits of contextualization in enabling and enhancing learning inquiry learning processes have to be highlighted.

There are multiple definitions and implementations of contextualization (Perin, 2011). Some of these definitions include describing contextualized instruction as the use of real-world materials and activities (Jacobson, Degener, & Purcell-Gates, 2003); using critical thinking, problem solving, and creativity on these materials/in these activities (Beder, H., & Medina, P., 2001); connecting the knowledge to its multiple applications in students’ lives (Berns & Erickson, 2001); and learning by doing (Mazezeo, Rab, & Alssid, 2003).

For the Center of Student Success, contextualization can be a category of instructional strategies constructed to relate the learning of basic skills and academic content by focusing teaching and learning directly on real-world applications in a specific context that is of interest and in relation to the student experiences (Mazzeo, C., Rab, S., & Alssid, J, 2003). In other words, when the concepts are instructed based on learners’ context, they are able to learn better

and faster, and retain information longer. The use of context is also materialized in the philosophy of Situated Learning Theory developed by Jean Lave and Etienne Wenger in the early 1990s. It provides the association between the classroom and the reality of the world of work (Lave, 1991). There is a notion that learning arises in a specific context as an individual immerses into practice, which is influenced by the physical, social, and cultural context (Brown et al., 1989). Therefore, it is pivotal to situate the relatable content where it actually facilitates the real world applications within and beyond the classroom environment of the students. There has been an agreement that since contextualization requires dynamic, hands on and inquiry-based approach to the subject matter, it is now much easier for teachers in meaningful and relevant manner to make the newly acquired skills, knowledge, abilities and beliefs relatable, relevant and meaningful for the students (Turkman, 2009).

In relation to the curriculum, contextualization somewhat lies under the prerogative of education authorities. For example, in the Philippines, contextualization is one of the pillars of the current K to 12 Curriculum. Therefore, teachers are mandated to adopt the existing curriculum in their respective learning areas and relate it to the local conditions. Another way of putting it, there is a call to acknowledge the need to contextualized information in order to create learning environment for the learners where flexibility and creativity are encouraged and embraced by the teachers (Lave, 1991). Furthermore, Tomlinson and Masahura (2004) enumerated the advantages of placing the curriculum in context. First, cross-cultural sensitivity is enhanced; second, there is flexibility as regards to teaching methodologies and it has room to design lessons that are more customized and personalized; third, learning resources are flexible

to address the diversity of the students; and fourth, students have the capacity to take ownership of their own learning.

Contextualization is a holistic learning process constructed to help students grasp the contextual meaning of teaching materials in connection to their day-to-day experiences whether it is personal, social and cultural, so that they have the knowledge and skills which are effective and formative to actively formulate their own understanding (Bandono, 2008). Dease (2012) supported that contextualization is a theory which is situated on the assumption that learning can develop only when students are capable to bridge the gap between the acquired learning content and its real-life context on their daily lives and experiences. Gabby (2011) defines Contextualized Teaching Learning (CTL) as a notion to learning that helps students recognize the connection between the learning content taught and its application to real-world situations. In other words, it encourage students to construct the connection between the knowledge acquired and developed by its application in their lives within the context of family, school and community.

Johnson (2010) says that CTL is based on the discovery that the students find meaning in their schoolwork when they join the content of academic subjects' lessons with the context of daily life. It is identified as a promising strategy that actively engages students and promotes improved learning and skills development (Baker, Hope & Karandjeff, 2009). Another definition publicized by Johnson (2002) is that CTL is an educational process that helps students sees meaning in the academic subject in the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. In order to accomplish this objective, it covers the following eight components: making meaningful connections, doing significant work, self-

regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments. In other words, when asked about context, most people say that it relates to their social life. In the classroom teaching, contextualization means that teacher should present to the students the real world inside the classroom.

On the other hand, Perin (2011) reexamined terms that are commonly used to represent contextualization, and this includes integrative curriculum, embedded instruction, work-based learning, among others. There are some minor differences among these terms; but in essence, they represent similar pedagogies. For example, while integrated instruction designs to develop various disciplinary content and skills in the learning process, contextualized instruction focuses on teaching academic skills for the purpose of meaningful application (Pearson, 2010). For the Department of Education, curriculum contextualization is the process of matching the curriculum content and instructional strategies relevant to learners (Department of Education, 2016). Regardless of the different terms, implementing learning content that is relevant and meaningful to students incorporated with skill development implies to be critical and significant for student learning. Table 1 shows the comparative definitions of contextualization found in the literature.

Table 1

Comparative Definitions of Contextualization in the Literature

Definition	Proponent
Use of real-world materials and activities	Beder & Medina, 2001; Jacobson, degener & Purcell-gates, 2003)
Contextualization came about as a procedure in teaching and learning which fuses the lesson or	Labiste, 2019

Table 1 (continued).

the learning content with the real-world environment	
Connecting the knowledge to its multiple applications in students lives	Berns & Erickson, 2001
Learning by doing	Mazezeo, Rab & Alssid, 2003
Personalizes instruction for each student	Bond, 2004
Process built on the recognition that students learn more effectively when they are taught in hands-on, real-world context rather than in an abstract manner	Baker, Hope & Karandjeff, 2009; Predmore, 2005
Concrete knowledge applications in a specific context that is of interest to the student	Mazzeo, 2005
Connecting real-life context to the culture of the learners	Spring, 2010
Relating the lesson meaningful to students' life which means using students' real-life situation	Reyes et al. 2019
Process of matching the curriculum content and instructional strategies relevant to learners	Department of Education, 2013

The contextualization of curriculum is an essential feature of the K to 12 Curriculum. As a pedagogical process, contextualization occurs in three phases: 1) inviting students into the lesson; 2) making the necessary connections; and 3) making sure that the learning standards and competencies are met (Wyatt, 2014). These phases can guide teachers who choose to use a contextualized learning experience in the implementation of the strategy. By practicing contextualization in the daily delivery of teaching instruction, teachers are competent to determine and acknowledge the opportunities to connect teaching and learning in the classroom

to the experiences, interests, and aspirations of the wider school community and other key stakeholders.

Furthermore, teachers should always consider student diversity and individual differences in lesson planning and implementation. Thus, the level of diversity among the students, their varied experiences and background, and the myriad cultural understanding should always be included in curriculum contextualization planning and implementation. In an Iranian study on the effect of contextualization to performance in reading tasks, Moghaddas (2013) cited different sources of the components of contextualization where students' diversity will be valued such as the interdisciplinary content presented in the class, the student's prior experiences, the collaboration in the development of instructional materials, the learning styles of the students, the teaching strategies utilized in the instruction and the authentic assessment to determine how far a learning content can be applied in real-world tasks. These components provide an opportunity for the teacher to employ contextualization as a means of achieving a more culture-sensitive, meaningful, and authentic learning.

Moreover, contextualization instruction in Philippine education is not new. Even before the implementation of K to 12 curriculum, there are already existing policies promoting contextualization as key component of quality instruction that encourages teachers to start their instructional planning with real-life contexts. The following are the initiatives before the K to 12:

1. 1998 – 2006 Third Elementary Education Project (TEEP) promotes the development of readers using local stories and the integration of culture and artistic expressions in learning areas;

2. 2002 – 2007 Basic Education Assistance for Mindanao funded by the Australian Government and could assist teachers in developing local learning materials that will educate children on the country's rich biodiversity and their cultural affinities with the people of the south;
3. 2005 Strengthening Implementation of Visayas Education (STRIVE) aims to produce systemic efforts on localization;
4. 2011 – 2014 Philippine Response to Indigenous Peoples' and Muslim education (PRIME), an initial attempt at generating the contextualization process.

Moreover, the degree of curriculum contextualization in the Philippines may be described and distinguish into the following: localization and indigenization. By linking new content to the local experiences that are familiar to students, learning will be more efficient for and relevant to them. The localization of curriculum is an essential feature of the K to 12 Curriculum. The teacher's guide and learners' materials may be modified to accommodate the unique contexts of a particular locality.

While deepening curriculum contextualization through indigenization is essential for communities that have cultural practices that are different from the majority of people in the same locality. Providing spaces for unique cultures in the K to 12 Basic Education Program is a key strategy for student inclusion and ensuring relevance of education processes for all learners. Teachers and school systems must make sure that the members of the community participate in indigenization processes, so that the curriculum will be accurate and faithful to the culture in consideration (DepEd, 2016). There are already efforts in support to indigenization. For example, the efforts associated with the indigenous Sikolohiyang Pilipino (Filipino psychology) movement

emphasizes (a) the development of a Filipino psychology that reflects the unique experiences and orientations of Filipinos; (b) Filipino identity and national consciousness; (c) explicit socio-political considerations; (d) the use of indigenous languages (Church & Katigbak, 2010).

To further enrich this study, the researcher engaged in a search for local studies related to this investigation. The study of Reyes et al. (2019) reveals that contextualization engaged students in teaching learning process by relating their situations on their lesson. By relating the students context to mathematical content taught in school makes the lesson meaningful and relevant to the students' lives. From the findings, math teachers have two ideas of contextualization – about the student's life and using local materials or information. They concluded that lessons delivered effectively and efficiently if the math teachers used available materials or information in the surrounding which created better understanding of math concepts. Context on students' lives made the class lively and engaging where the students construct their own meaning.

Bete (2018) made a study aimed to find out the impact of contextualizing teaching and learning to the academic performance of the students in social studies. It was found out that learners are doing well in the subject when contextualized teaching and learning is implemented. The study concluded that Curriculum Implementation is the best predictor of school's practices of contextualizing teaching and learning and recommended that contextualization and localization of lessons should be integrated not only in Social Studies lessons but throughout all the key learning areas.

The study of Labiste (2019), "Contextualization in English Language Education: Navigating the Place of Maritime Culture in Philippine English Language Teaching" recommended the

contextualization of English language education by integrating local culture in the design of language materials and in the preparation of language assessment. The study reveals that in a contextualized classroom, the students are able to see the connection of their lesson to the real-life application of the knowledge and skills they are learning in class. Contextualization invites the attention of the learners, because the context is within the frame of reference of the students, making concepts and information relevant for the students.

Dioneda (2019) experimental group revealed that localization and contextualization in teaching shows a positive effect as regards to the performance and motivation of students towards the lessons. The study recommended the integration of Localization and contextualization as strategies to teaching-learning process highlighted in the Philippines' K to 12 Curriculum across all subject learning areas.

An investigation of Lubrica et al. (2018) looks into the extent by which teachers contextualize teaching and learning practices amidst diversity in cognitive preference modality and personal, academic status, demographic profile, and socio-economic condition. They argued that managing diverse populations is one great challenge facing Philippine society. While teachers affirm that the classroom is diverse, existing teaching practices still continue to treat all learners alike while paying lip service to the principle of diversity. The study devised a model for improving instructional practices in teaching diversified group of learners.

Bongancisco (2016) proposed that contextualization on reading comprehension can be done through designing the reading lessons and activities that center on the learners' field of interests and environment. The study revealed that contextualizing reading comprehension instruction places the learners in a vivid and meaningful authentic situation and has positive effects on their

comprehension performance. The integration of contextualized teaching and learning in order to help the learners improve their performance in reading is recommended.

Therefore, contextualization has attracted considerable attention in recent years as a theme of education research and practice across all learning areas. A rational and dependable assumption in contextualization is its effectiveness of relating instructional content to learners' interests and experiences, and in keeping with motivation. It inspires teachers to become more purposeful in their lesson creation, relating content with learner's needs and experiences. The more teachers can contextualize and assist students in contextualizing new information, the more motivated, dynamic, and connected they are to the material and the class. In addition, contextualization puts the students into a role that makes them actively involved in addressing real world problems, in which their contribution becomes a part of the learning activity as they construct their own knowledge from experiences they bring to the learning situation.

Inquiry-Based Learning

In recent years, Inquiry-Based Learning (IBL) has become critical in elementary and secondary education in recent years as a struggle in classroom dynamics to improve student learning through contextualization (Bacon & Matthews, 2014). Under the banner of inquiry-based learning, students become responsible for their learning; and the job of the teachers then is to cultivate the natural curiosities of students and plant the seeds of life-long learning (Friesen, 2012). Therefore, the teacher's role should focus on being the facilitator and guide. Bacon and Matthews (2014) characterized IBL as the approach in which: (a) students curiosity is encouraged and enhanced; (b) classroom learning is driven by thought-provoking inquiry-

questions; (c) active learning engagement is achieved and it produces better learning for the students; (d) capacity to make sense of the world is developed to be able to relate information to the lived experiences they encountered; and (e) meaningful reflection leads to a thoughtful action.

In addition, IBL also refers to a set of teaching methods characterized as providing the students with a learning strategy based on the experiences of the learners in a real-world context of the concepts being taught to them (Lave & Wenger, 1991). However, there is a wide range of definitional understandings of what it means to engage students in inquiry-based learning and knowledge creation (Friesen, 2012). In historical context, the spirit of inquiry has a strong antecedent in Ancient Greece and the questioning method employed by Socrates. Ross (2003) wrote that on Socratic Method, the classroom experience is a shared dialogue between the teacher and the students in which both are responsible for pushing the dialogue forward through questioning.

In the early part of the 20th century, John Dewey encouraged teachers to use inquiry as their leading teaching strategy in their respective science classrooms. Dewey (1910) advocated for implementing specific process of inquiry, as it involves stimulating prior knowledge, identifying the problem, formulating a temporary hypothesis, investigating the hypothesis, revising with correct and appropriate tests, and acting on the solution. Dewey concluded that the teacher should not simply stand in front of the class and transfer information passively received and consumed by students.

In addition, inquiry-based learning is supported by the social constructivism pioneered by Lev Vygotsky. Based on his theory, social interaction is essential to learning process along with

critical thinking (Wells, 2005). Like Dewey, Vygotsky (1997) also believed that learning is socially constructed. He believed that IBL is an integral part for creating what he called a social constructivist classroom (Powell & Kalina, 2009). A social constructivist classroom means situating learning in a classroom as an active process because the teachers are capable to stimulate students' prior knowledge into consideration, build on their pre-conceived notions, and obtain cognitive conflict. Another way of putting it, a social constructivist classroom is mapping an instruction that goes beyond the passive learning to a more meaningful learning that constitutes profound and longer lasting understanding (Jones & Brader-Araje, 2004).

Furthermore, contemporary educational researchers are advocating for a more flexible inquiry-based learning grounded on the incorporation of multiple of conceptual models and techniques (Friesen & Scott, 2013). For example, some inquiry-based learning models leave a lot of freedom to students and teachers to define their own processes when inquiring. For instance, "question-predict-experiment-model-apply" model developed by White and Frederiksen (1998) contains repeated inquiry-focused activity sequence. Inquiry cycle in this model is encapsulated in students' reflective evaluation tasks to better student learning.

However, substantive difficulties in defining inquiry-based learning further emerge from the fact that inquiry learning can be viewed in close association to problem-based (Evenson, & Hmelo, 2000), project-based (Blumenfeld et al., 1991), or discovery learning (Gijlers, & De Jong, 2005). For instance, problem-based learning (PBL) is defined as IBL, described as an application of student-centered activities focused on inquiring relevant problem that allows structured and guided inquiry by students (Barrows, 1996).

Levels of Inquiry-Based Learning

Several studies about IBL appear that there are three accepted levels of IBL instruction; structured, guided, and open inquiry. The level of inquiry directly relates to the amount of structure provided by the teacher. Therefore, it is both necessary and useful for the teacher to match the level of inquiry to the needs of the students. Sadeh and Zion (2009) found that teachers engage students in a broad spectrum of teaching methods and techniques that extend from structured inquiry to open inquiry. Blanchard et al. (2010) designates the three levels of inquiry such that the first level demonstrates an approach of structured inquiry where students are given already an inquiry question and an inquiry process, but they are expected to be self-reliant and responsive in terms of evaluating the findings and giving conclusion. In the second level or guided inquiry, students have the sole responsibility for determining the process of investigation and interpreting the findings for the inquiry question. Finally, in the third level or open inquiry, students have more freedom to develop the inquiry question, determine the inquiry process, and interpret the findings.

This is similar to the description by Engeln, Euler, and Maass (2013) who explained that in structured inquiry activities, students are given a problem to solve and the necessary materials and resources to build the method for solving the problem. In guided inquiry, students choose the method for solving the given problem; and in open inquiry, students are required to form the problem they are investigating. Sadeh and Zion (2009) also integrate the terms structured, guided, and 'open' to characterize the levels of student engagement. However, they add a level in between guided and open inquiry called coupled inquiry. In this level of inquiry, the teacher allows the student to choose an inquiry question from a series of agreed inquiry questions.

Coupled inquiry serves as an intervening stage before giving the students complete autonomy in their inquiry process.

In addition, Song and Kong (2014) describe 'structured' inquiry as the method where the teacher designs a hands-on problem for students to investigate, and then hand over the fundamental procedures, materials, and resources, but do not reveal presumed learning outcomes. They define guided inquiry as the process in which the teacher assigns the inquiry question/problem but allows students to design their customized procedures for completing the inquiry; whereas open inquiry students design their own problem, methods, and solutions. Song and Kong (2014) admit that although open inquiry is the authentic form of inquiry and may result to the highest level of cognitive development, a more teacher-centred 'guided and structured' inquiry approach may reinforce meaningful learning opportunities for students to develop different relevant knowledge and concepts across different learning areas. Methods and techniques to IBL differ from one learning environment to the next, and these lie on a sequence of deeper exploration of teaching instruction beginning with traditional teacher-centred inquiry on one end to student centered and open inquiry at the other end.

Models of Inquiry-Based Learning

Considerable different models of inquiry have been suggested to support knowledge of the key parts or phases of IBL. In order to constitute balance between 'open' inquiry and 'guided' inquiry, Song and Kong (2014) established a pedagogical model based on six phases: engage, explore, observe, explain, reflect, and share. The inquiry model, circular in nature rather than linear does not require all phases to be concluded during each inquiry cycle. A similar inquiry-

process design was utilized in the study of Marshall and Horton (2011) who emphasized first the need to establish clear distinction as compared to other inquiry process. In their inquiry design, learners must be actively involved during both the explore part and the investigation phase, and actively participate during the evaluation phase of the inquiry process.

Moreover, Bybee (2015) uses a model of inquiry known as the 5E Instructional Model reiterated in his work for the Biological Sciences Curriculum Study (BSCS). The model was introduced consisting of five specific phases namely: engage, explain, explore, elaborate, and evaluate. The 5E instructional model is not just student-centered, but most importantly grounded in the practices of constructivism, and is more appropriate to all kinds of lessons rather than limited to a specific and individual lesson. However, it is contradictory to the holistic design of inquiry process developed by Kaser and Halbert (2014) which is more focused on creating and stimulating quality learning experiences and providing meaningful learning for all students. This unique and formative inquiry design is suitable for both individual student inquiry performance tasks as well as to the continuous promotion of teacher professional development. The design has six components: scanning, developing a hunch, engaging in new meaningful learning, taking new meaningful action, assessing change, and then taking time to reflect what comes next.

In a visual framework for structured inquiry learning, Anastopoulou et al. (2012) developed a cross-curricular design in inquiry-based pedagogies consisting of six phases: questioning, investigation, evidence collection, analysis, sharing, and reflection. Alternatively, Harris and Rooks (2010) contributed a pyramid model focused on the inclusion of providing authentic task, ideas and instructional materials to the students and in the classroom community. Each integral

part of the model embodied an area of instruction requiring teacher consideration on establishing students' autonomy in order for effective learning to occur.

Table 2 shows the compilation of a variety of approaches to inquiry-based learning processes.

Table 2

Comparison of Inquiry Learning Models

Main inquiry Processes	Cuevas, Lee, Hart, and Deaktor (2005)	Bacon and Matthews (2014)	Friedler, Nachmias, and Linn (1990)
Orientation/Question Hypothesis generation Planning Investigation Analysis/interpretation Model Conclusion/Evaluation Communication Prediction	Questioning Planning Implementing Concluding Reporting	Connection Investigation Presentation Evaluation Reflection Action	Define a scientific problem State a hypothesis Design an experiment Observe and collect data Analyze and interpret data Apply the results Make predictions
Song and Kong (2014)	Giljers and De jong (2005)	Scwarz and White (2005)	Harms, Mayer, Hammann, Bayrhuber & Kattman (2004)
Engage Explore Observe Explain Reflect Share	Analysis/Orientation Hypothesis generation Planning Testing/Monitoring Data Interpretation Evaluation	Question Hypothesis Investigate Analyse Model Evaluate	Formulate question Planning experiment Conduct experiment Analysis/Interpretation Conclusions Communicating
Bybee (2015)	Harris & Rooks (2010)	Anastopoulou et al. (2012)	Kaser & Halbert (2014)
5E's Engage Explain Explore Elaborate Evaluate	Task Students Science Ideas Materials Classroom community	Questioning Investigation Evidence-collection Analysis Sharing Reflection	Scanning Developing a Hunch Engaging in new meaningful learning Taking new meaningful action Assessing change Taking time to reflect what comes next

There is no denying that the importance of IBL is widely recognized, but it is difficult if not impossible to give a commonly accepted definition of inquiry model in its vast literature (Cuevas, Lee, Hart & Deaktor, 2005). One relevant criticism about the understanding of the word “inquiry” focuses on the notion that different understandings of inquiry may arise from specific content to be learned. Therefore, the word “inquiry” most often is utilized flexibly to adopt people’s differing interpretation. For example, in the arts and humanities, it usually seeks specific kinds of entities, mostly different from physical objects that are measured quantitatively and possibly described by mathematical formalism (Hwang, Wu, Zhuang & Huang, 2011).

On the other hand, for the domain of science learning, the process of inquiry may be defined as a process of posing questions and investigating them with empirical data, either through direct manipulation of variables via experiments or by constructing comparisons using existing data sets (Quintana et al., 2004). Thus, notions of inquiry differ along several dimensions and designs (Bell, Urhahne, Schanze & Ploetzner, 2009). Descriptions of inquiry learning choose different degrees of concretion in regard to student activities (Bell et al., 2009). This leads to a wide range of education practices described as inquiry-based or at least in close relation to it. The most obvious are discovery learning (Giljers & De Jong, 2005); project-based learning (Blumenfeld et al., 1991); and problem-based learning (Chin & Chia, 2004; Evenson & Hmelo, 2000). Generally, these practices are focused on student-centered activities and on investigating a genuine problem that allows free inquiry by students (Barrows, 1985; Evenson & Hmelo, 2000).

This gap in the literature on the different models or phases of inquiry and their implementation led to a key question: how do educators practice inquiry-based learning? In a problem-based learning, it is centered on activities that revolve on a rich problem that affords

free inquiry by students (Barrows, 1985). PBL involves students working in small groups to explore meaningful problems, identifying what they need to know in order to solve the problem, and eventually coming up with strategies for solutions (Barron & Darling Hammond, 2008). Meanwhile, project-based learning organizes learning around the creation of a presentation or a product that is usually shown to an audience. It involves complete tasks based on challenging questions that make the students involve in designing, problem-solving, decision-making, or investigating activities. They give students the opportunity to work relatively autonomously over an extended period and culminate in realistic products or presentations. Though IBL can be seen in close relation to project-based learning (Blumenfeld et al., 1991) and problem-based learning (Evenson & Hmelo, 2000), the researcher chose to utilize or adapt the IBL cycle by Bacon and Matthews (2014) that consists of the activity sequence known as “connection, investigation, presentation, evaluation, reflection, and action”. This inquiry-based cycle is one that is reflected in many of the inquiry process designs of IBL. The scientific knowledge and the learning of science have been playing a great role in the field of science education and have been associated with the inquiry model approach or design available in all literatures. In educational research, however, inquiry is used more often, including the overwhelmingly set of principles, process skills, and a knowledge-based that is significantly connected across all areas in curriculum even in social studies education (Alberta Learning, 2004).

Challenges of Inquiry-Based Learning

Challenges in the implementation of IBL were identified also in various literatures. Wilhelm (2007) confirmed that the differing definitions of inquiry created confusion for educators. He

agreed with Dewey that inquiry-based learning required discipline and direction. A second challenge or obstacle identified by Wilhelm (2007) was on creating good guiding questions for inquiry. He emphasized that questions should be related directly to concepts, and it must not overemphasize information at the expense of conceptual tools to avoid misunderstanding. A further challenge identified by Parker (2007) tackles the concern on how to fit an inquiry-based learning approach with a prescribed and mandated curriculum. In this case, it refers to the K to 12 curricula implemented and mandated by the Department of Education. To be more specific, IBL should fit in on the learning competencies of AP 10 *Mga Kontemporaryong Isyu* under the K to 12 curricula. This topic of discussion is definitely a challenge on educators' mind today (Wells, 2008).

Although inquiry offers compelling opportunities for learning, there are many challenges to the successful implementation of inquiry-based learning. For example, researchers have documented that learners have difficulties conducting systematic scientific investigations (Krajcik et al., 1998). Data gathering, analysis, interpretation, and communication are all challenging tasks that are made more difficult by the need for content-area knowledge. The five challenges in the literature are summarized as follows:

Motivation

For students to engage in inquiry in a way that can contribute to meaningful learning they must be sufficiently motivated. The challenging and extended nature of inquiry requires a higher level of motivation on the part of learners than is demanded by most traditional educational activities. To foster learning, that motivation must be the result of interest in the investigation, its

results, and their implications. When students are not sufficiently motivated or are not motivated by legitimate interest, they either fail to participate in inquiry activities or they participate in them in a disengaged manner that does not support learning. Motivation is recognized by Soloway, Guzdia, and Hay (1994) as one of three primary challenges for Learner-Centered Design.

Accessibility of investigation techniques

For students to engage in inquiry, they must know how to perform the tasks that their investigation requires, they must understand the goals of these practices, and they must be able to interpret their results. Scientific investigation techniques such as data collection and analysis can be complicated and typically require a level of precision and care that are not required of students in their everyday experiences. If students are not able to master these techniques, then they cannot conduct investigations that yield meaningful results. The need for tools to be accessible to learners across the full diversity of abilities and prior experiences is another challenge of Learner-Centered Design raised by Soloway et al. (1994).

Background knowledge

The formulation of inquiry questions, the development of a learning plan, and the collection, analysis, and interpretation of data all require content-area knowledge. In designing inquiry-based learning, the challenge is providing opportunities for learners to both develop and apply that scientific understanding. If students lack this knowledge and the opportunity to develop it, then they will be unable to complete meaningful investigations.

Management of extended activities

To achieve the ultimate goal of open-ended and structured inquiry, learners must be able to organize and manage complex, extended activities. An inquiry investigation requires planning and coordination of activity and the management of resources and required school outputs. Students are not typically asked to manage extended complex learning processes as part of traditional educational activities. If they are unable to organize their work and manage an extended process, students cannot engage in open and structured inquiry or achieve the potential of inquiry-based learning.

The practical constraints of the learning context

The technologies and activities of inquiry-based learning must fit within the practical constraints of the learning environment, such as the restrictions imposed by available resources and fixed class schedules. Although this challenge may not have the same theoretical importance as the other four for advancing our understanding of the learning process, it has enormous practical implications for design. A failure to work within the available technology or fit within the existing schedule in a school will doom a design to failure. Therefore, meeting the constraints of the environment is a critical consideration in design that must be considered alongside learning needs in the design of curriculum and technology.

Benefits of Inquiry-Based Learning

On the other hand, researches in IBL seem to lean in the direction of accepting it as a teaching strategy that is conducive to learning for today's diverse students. There may be some

disadvantages or lapses on having a universal application of inquiry approach; but there is still a wide range of literatures that provides strong support towards the utilization of IBL in the classroom.

For example, in the case of McCombs et al. (2008), they found out that when students experience a more learner-focused approach used by their teachers, they are more positive about their own abilities – whether it is their overall aptitude for schoolwork, reading or math skills, or their ability to produce work. Another research conducted that had a very positive results pointing to IBL as a logical choice for classroom teacher in the 21st century is the study conducted by Chu et al. (2005) who tried to find out how the IBL approach affects the reading abilities of the students. The study participants were classroom teachers, information technology teachers, and librarians. The study concluded that the use of collaborative IBL model is correlated to positive improvement on students' reading abilities and increase on the attitude and interest level of the students towards reading.

Contextualization Using Inquiry-Based Learning

How can teachers incorporate contextualization into the classroom? Based on a review of the research about contextualization in the classroom, it is found useful and has been given differing amounts of freedom as to how much it can be incorporated into instruction. In the end, contextualization can be a set of instructional strategies that relate the curriculum to a particular setting or situation to make the learning competencies relevant, meaningful, and useful to all learners. Also, inquiry-based learning has been an instructional strategy that is closely embedded in the philosophy of contextualization because it also puts the students in a learning process that

they become a constructor of knowledge and active meaning maker rather than a passive recipient of information.

Table 3 shows the roles of the teachers and students displaying the contextualized teaching and learning using Inquiry-Based Learning, enabling both the teachers and students to see and utilize the use of contextualization in the classroom. The contention of the current study is that the Inquiry-Based Learning model adapted in this research is useful to teachers in their classrooms when wondering how to implement contextualized instruction.

Table 3

Role of the teacher and student in the contextualization using Inquiry-Based Learning

Role of the teacher in a contextualized AP 10 using IBL	Role of the student in a contextualized AP 10 using IBL
• Facilitator • Shared responsibility with the students • Guide to the inquiry process • Enhance the critical thinking and understanding of the students • Instruct how to look for relevant information • Encourage students to look for more deeper understanding • Advise students how to ask inquiry questions based on higher order thinking skills • Design activities that will the students actively engage • Be able to collaborate • Teach concepts and skills • Differentiate instruction • Provoke students learning	• Conduct the process using the inquiry questions • develop questions • Move through the phases of inquiry process • Make meaning of the world around them • Make meaning of of their newly acquired knowledge in relation to others and the world • Interact with other learners • Develop their capacity to take control of their own learning • Come to their own understandings • Be able to conduct investigation and be able to enhance their collaboration skills • Evaluate and share what they have learned and discovered • Reflect

Social Studies Instruction

During the banking method era of education, social studies is regarded by many students as dull and uninteresting (Chiodo & Byford, 2004). There has been that perception of having a passive learning environment which evokes images of students just sitting on their chair,

listening, and just acting as a receiver of information or facts from their teacher. As Cuban (1991) pointed out, these images dominated the 20th century, wherein methodologies like drilling and memorization of facts, teaching instruction heavily relying on textbooks, lectures and seatwork dominated social studies classrooms. The bottom line is these teaching methodologies are traditional. Russell (2012) pointed out in his study that there is a wide gap between theories and practice in social studies instruction. Bridging this gap requires significant amount of transforming the curriculum to produce learner-centered instructional practices especially amidst the paradigm shift on social studies goal to develop 21st century students that are empowered, productive and with capacity to take control of their own learning. Unfortunately, the study revealed that the curriculum landscape of social studies still has not changed significantly due to the continuous inclination of the teachers to embrace and capitalize passive learning than engaged and active learning when teaching social studies within and beyond the classroom. He concluded that most often, the disheartening and troubling reality is that teachers are more comfortable in using lectures, note taking and use of textbooks. It further confirmed that social studies teachers are failing to maximize the fullest potential of the subject matter to produce informed and active citizens.

Fortunately, through the social studies map developed by National Council for the Social Studies (2010), social studies teachers are provided with fundamental key areas where social studies scope is broaden, shifting the landscape of social studies instruction that would require innovative ways of improving students' learning, motivation, and participation. These essential key areas include the following competencies: teaching that incorporates 21st century skills such as critical thinking, creativity, communication, collaboration and socio-cultural; curriculum that

enhances flexibility, adaptability, accountability, and responsibility; multidimensional teaching methods wherein problem solving, innovation, self-directed learning, and leadership are not only acknowledged but nurtured; and literacy development focuses on information, media and communication technology. Therefore, social studies curriculum should equip educators with examples of how 21st century skills can be incorporated into the dynamic of modern classroom and which features the critical associations the social studies map. Moreover, it indicates how the inclusion of these skills into the social studies reinforces and reinvents classroom teaching by helping students in their preparation to become effective and productive members of society.

In relation to that, social studies teachers should start embracing challenging teaching strategies and non-traditional methodologies capable to produce stronger retention of information, deepen understanding of unfamiliar concepts, and significantly increase engagement, motivation, and participation (Swan, 2007). Examples include collaborative discussion, cooperative learning, role playing, interactive games, simulations, use of media technology, analysis of primary/secondary sources, and other activities that capitalize on students' abilities and interests. Those activities are not usually employed in traditional conventional teaching strategies and methodologies frequently used by social studies teachers, such as lecture, rote memorization, and reading from textbooks, which are frequently used in social studies classrooms (Cuban, 1991).

In the context of the implementation of the K to 12 Philippine Basic Education, the inclusion of *Mga Kontemporaryong Isyu* in Grade 10 is one of the curriculum changes in Araling Panlipunan. This revised curriculum draft in Araling Panlipunan 10 includes lessons like Disaster Preparedness, Gender, Citizenship, Human Rights, and Political socialization. The

inclusion of these learning contents in secondary education aims to build on Philippine Basic Education fundamental core values in which Filipino students are nurtured into becoming socially-aware, responsible young citizens and useful members of their families and communities. Thus, teaching contemporary issues in grade 10 supports the objective for many social studies teachers to transform students in becoming effective citizens who are reflective and critical thinkers (Byford, Lennon, & Russell, 2009).

As highlighted by the National Council for Social Studies (1979), the basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent. The goal of social studies as subject is raising students as citizens who adopt democratic values and equipping them with skills to adapt to their society, creating opportunities for students to practice their knowledge (Karatekin, Kus & Sonmez, 2010). Therefore, it is crucial for social studies teachers to know social studies traditions because it helps them to examine the use of their teaching methods and the reason why they are teaching social studies. Furthermore, Ata (2006) as cited by Kilinc (2014) pointed out that understanding this tradition is important because social studies curriculum development is mainly affected by these three social studies traditions.

Barr, Barth & Shermis (1977) identified three major traditions to the teaching of social studies: social studies as citizenship transmission, social studies as social sciences, and social studies as reflective inquiry. While goals of social studies have been characterized by Peter Martorella (1985) as transmission of the cultural heritage, methods of inquiry, reflective inquiry, informed social criticism, and personal development.

On the other hand, the National Council for Social Studies (NCSS) suggests that teachers handling the contemporary issues subject must be equipped in employing a variety of teaching methods and techniques. This suggestion emulates same discussion around incorporating higher order thinking tasks leading to higher success in maintaining students' attentiveness and engagement. It also highlighted the importance of wide range of non-traditional teaching strategies in terms of skills development such as analytical and critical thinking skill (Bell et al., 2009). Finally, a body of research on the variety of instructional strategies (Russell, 2007) might suggest the use of inquiry-based learning as an approach in studying contemporary issues. They explained that this teaching approach genuinely exposes the students to deepen their understanding in the abstract concepts of contemporary issues subject and cultivate their critical thought and their capacity to make meaning from information.

Furthermore, skills development in critical analysis are not just highlighted but incorporated in the daily delivery of teaching instruction; it gives students the avenue to evaluate their newly acquired ideas, concepts, information, and beliefs (Byford, Lennon & Russell, 2010). Non-traditional teaching strategies recognize and value critical thinking that can inspire students to engage and self-reflect (Krathwohl, 2002). Giving emphasis on metacognitive skill that makes learning process not only as exciting and inviting for students but also more meaningful and relevant to be able to relate the information from the context of their lived experience (Bacon & Matthews, 2014).

For the past decade, social studies instruction has been influenced by non-traditional methodologies that allow the social studies teachers to embrace how the content is taught is just as important as what is being taught (Russell, 2010). In other words, the use of only one teaching

style like lecture, day after day, that denies students the opportunity of learning is not case anymore in a 21st century social studies classrooms (Cuban, 1991). There is already a growing literature that suggests utilizing and maximizing a variety of teaching techniques to make the social studies instruction engaging to the students and its learning content meaningful on the daily lives of the students (Siler, 1998).

As another way of putting it, at its core, social studies is the school subject that assists students capable to make informed and reasoned decisions for the public good, and eventually transform society that is democratic, interdependent, and culturally-diverse (National Council for the Social Studies, 2010).

On Module Development and Validation

For several years, one leading feature in teacher education research that is consistently taking an area of vast significance is related to the usage of instructional modules (IMs). Instructional modules are those supplementary learning tools used by a teacher to simplify their instruction. They are mostly secondary materials used in the process of teaching. They include both visual and audio-visual aids and could be either concrete or non-concrete (Tuimur & Chemwei, 2015).

As it has always been highlighted by a number of literatures, instructional learning materials such as modules, toolkits, or courseware are integral component in teaching instruction because they expand, enrich and enhance the learning objective and competencies stated in the curriculum (Lockheed, 1991). They help especially the teachers to detach themselves on the use of conventional and traditional teaching as usual methods in the teaching-learning process such

as lecture or discussion. This leads to an implication that instructional modules are essential because they lead the teacher and students to break free in overemphasis of banking method of education like the use of lectures, individual recitation and rote memorization techniques that shape or influence a lesson to be teacher-centered. In addition, learning materials such as modules allow students to experience hands-on activities that foster their use of prior knowledge, experiences, skills, and beliefs to work in authentic and meaningful manner. This assumption is consistent with the discussion of Kadzera (2006) that instructional materials nurture lifelong learning by encouraging students not only to make connections but also to reflect and apply their learning. The practice of using instructional learning materials in the classroom has the implication to assist educators to introduce new concepts distinctly, resulting in much improved student understanding of the concepts being taught.

Furthermore, the National Council of Social Studies (NCSS) standards require social studies teachers to make use of instructional modules/materials to the learners for the effective teaching of the learning content. Knowledge, abilities, understanding, interests, needs and experiences of the learners should consistently be embedded in the main objective of developing, designing and validating instructional materials. In providing accessible and free quality education, one should highlight the critical aspect of using instructional materials in the classroom in effective and dynamic teaching instruction (Libranda, 2004). Several studies on educational pedagogy reiterated that development of learning materials is fundamental to accomplish the desired success in the field of education. It is noticeable in the various research that instructional modules have been successful instructional learning tool for providing quality education in the country (Dizon, 1998).

According to Race (1989), self-instruction materials such as modules, learning kits, and the like must possess the following best features: (1) They promote interaction-centered learning rather than content-centered; (2) Instructional materials are written in a manner that transformed students to be engaged, involved and active; and (3) They develop the self-esteem of students and provide them a confidence boost. This is achievable because the students are given the framework within which to think things out for themselves. Most significantly, the students are given the credit for the newly acquired knowledge. Most learning instructional materials are purpose-built and are designed to meet the learners' needs. Race further emphasized that the fundamental principle underlying the employment of self-instructional materials is to produce learning that is reactive, interesting, successful and humane.

To further enhance this study, the researcher employed the search for studies related to the module development. The study produced by Hermosisima (1999) identified that her developed instructional materials in Science (Chemistry) were for practice and a useful tool in teaching and learning as compared to the traditional conventional banking approach of teaching such as lecture. Groundwork of her studies was based on identified student's difficulty in chemistry, with a significant conclusion recommending that the use of instructional materials (IMs) helped to address the learning struggles and actually had elevated learners's academic performance into proficient level.

Another important element of designing instruction materials such as module development is the emphasis on establishing content and face validation. Developed IMs must achieve a level of validity and acceptability in areas such as organization of topics, objectives, language style, and appropriateness of presentation.

Studies conducted by Sadsad's (2000) and Almario (2002) both highlighted that there is high significant correlation of getting high content and face validity and enhancing student achievement. For example, they found that when the developed modules were able to use language that is easy to understand, students were able to attain high scores in test. They further recommended the development of instructional materials across all learning areas to reinforce and enhance instruction, high academic achievement and student motivation and participation. To sum up, instructional materials that are given high validation proved to be a practical and useful tool in teaching.

Further, several studies regarding the development of instructional modules in the social studies field point towards the direction that the use of IMs' in classroom instruction resulted to high improvement on students' attitude, participation, motivation and student achievement. For this reason, they recommend the continuous utilization of modules for classroom teaching and learning instruction. This study also supports the notion of discovering new instructional design for developing instructional materials in other social studies learning areas in the different grade levels. For example, the study by Gagarin (2003) proved that her developed modules in Social Studies were an effective tool in teaching Social Studies to the students of Samson High School. The modules indicated to be valid and acceptable as evaluated by the Social Studies teachers and grade eight high school students in her school. While the instructional materials developed and administered among Grade 9 students of Division of Muntlupa significantly influenced the students' performance in the subject area. The integration of module in class interaction established a mastery level in the academic performance of the students. It had significantly

improved the most difficult learning competencies after the administered achievement test (Vega, 2004).

In connection to contextualization, Natividad (2014) in her unpublished thesis “Development and Validation of Contextualized Modules for Grade 7 Science Teachers” had conducted needs analysis and as a result was able to analyze the contents of science teaching and learning and establish that there was a need for contextualization in science learning contents in the secondary level. Thus, as a response to this need, she developed and validated a contextualized module.

Meanwhile, Ytag (2017) elaborated the effectiveness of utilizing contextualized instructional module in teaching and learning. In his unpublished thesis, “Contextualized Teaching Approach Module in Mathematics 9: Its Acceptability”, he found the contextualized instructional materials helpful and useful to the students to comprehend the subject; and he recommended that contextualized instructional materials should be more utilized in teaching to enhance the performance level of the students.

Javier (2017) in her unpublished thesis, “Development and Evaluation of Differentiate Chemistry Instructional Module Based on the 4C’s of learning”, she found that the use of module based on 4C’s of learning was very acceptable and had significant effects to students’ achievement. Furthermore, she further found out that the learners were more engaged in the learning process and found relevance from what they learned due to the use of additional instructional modules in chemistry.

Lastly, the following also revealed the validity and acceptability of using modules in teaching social studies (Solis, 2014; Perez, 2017; Vilorio, 2004; Manzano, 1988 & Ebolla, 1978). This justifies the development of instructional materials or modules (Cuevas, et al., 2005).

SYNTHESIS

Three gaps in the literature drive this research. In educational research, inquiry-based learning is used more often but IBL includes an overwhelming set of principles, process skills significantly connected across all learning areas in curriculum (Barrow, 2006). Researches regarding inquiry learning could not be narrowed down just to science education because literatures suggest that it can be operationalized also in social studies education (Alberta Learning, 2004). There is a need to address that gap regarding the lack of studies on the effect of IBL in the contextualization of lessons in different learning areas.

Social studies are one of the subjects difficult to understand. Students have a hard time understanding the connection of events to present and real-life situations. It takes a lot of effort for the teachers to convince and motivate learners to appreciate social studies (Longcop, 2015). Students often consider social studies to be dull and boring and they fail to see its relevance in their daily lives. Teachers often rely solely on text, lecturing, worksheets or traditional methods of teaching; but research concludes that students have more interest in a topic when a variety of teaching strategies are implemented.

In this regard, there is a need to produce positive and supportive strategies and instructional materials for social studies. Teachers have to create opportunities for the students to enjoy and develop their interest and to improve social studies performance skills and

achievement at the same time. The answer lies in the development of contextualized modules using inquiry-based learning (IBL) in social studies to motivate students to enjoy while learning, and develop their interest not only to achieve academic excellence but also to be competitive and innovative as what the 21st century student should be.

Conceptual Framework

From a personal standpoint, the researcher as teacher currently teaching in junior high school in a public school system, he has been confronted constantly by the fundamental cornerstone of developing relevant and authentic learning for students. Researchers have many theories about learning and comprehensive literature abounds about this theme in a range of fields, including education and educational psychology (Antonacopoulou, 2014; Balsam & Tomie, 1985; Engeström, 2015; Streeck & LeBaron, 2011). Basic questions about learning have been raised frequently, such as: How do learners recognize their own learning? What types of learning are happening for learners if these are based on and derived from their experience? What teaching methods or techniques seem to work and not work for students? These questions, among many others, are significant to present study because they bring the nature of learning back to the real and actual being of the learners.

Therefore, the framework of this research to contextualize AP 10: *Mga Kontemporaryong Isyu* is grounded from the work developed by Bacons and Matthews (2014) as a result of their study. They produced a three-dimensional model for the practice of inquiry-based learning (IBL) for the learners. However, only one dimension in the new model of inquiry is adapted by the researcher. This dimension provides both the teachers and students a framework to explore the

process of inquiry learning using its six phases such as: connection, investigation, presentation, evaluation, reflection, and action. It is a constructivist model for embracing, integrating, and implementing inquiry-based learning into the classroom. In this model, the learner is actively involved, and the teacher's role is transformed into becoming a facilitator and a guide (Barrow, 2006).

The employment of Bacon and Matthew's model of IBL in Araling Panlipunan (AP) classes is not limited to established memorization of facts and information, but it goes beyond such strategies, as learning should be about understanding and applying acquired knowledge, concepts and methods (Bell et al., 2009). They argued that scientific knowledge develops as a product of inquiry. Therefore, learners' school of thought to discover inquiry-based solutions for authentic problems should be featured and promoted (Bell, Urhahne, Schanze, & Ploetzner, 2009).

Cognitive knowledge is treated stationary when there is absence of knowledge transfer in problem-solving learning environment that inquires and challenges the use of already acquired and prior knowledge. Another way of putting it, as Dewey (1938) pointed out, problems to be studied must not only within students' intellectual capability but also must be related significantly to students' learning environments and experiences. Students need to be active learners in their search for answers. Finally, teaching *Mga Kontemporaryong Isyu* in a social studies classroom set-up includes authentic problems of society that requires searching and looking for authentic solutions.

The initiative of utilizing IBL in a classroom is flexible and adaptable in a wide range of learning extent. Teachers can implement various levels of inquiry. The variety of IBL choices in

classrooms from the literature varies from ‘structured,’ through ‘guided,’ to ‘open’ methods. In structured IBL, the teachers control most of the learning process, prepare the inquiry question to the students, guide students where to discover inquiry information, and provide step-by-step directions of how to advance and deepen the learning process through the inquiry. In guided inquiry, teacher and students collectively create and produce the inquiry question, and the teacher acts merely as facilitator through the phases of inquiry. The inquiry model developed by Bacon and Matthews comply with the attributes of a structured inquiry.

Furthermore, the inquiry process adapted is divided into six manageable stages/phases of learning: First is the ***Connection phase*** (orienting and asking questions). This is almost always the first processes of IBL because asking questions is at the center of inquiry-based learning. Often it is referred to as the ‘Question’ phase where a teacher produces a challenging inquiry-question for the students to answer, forming the structure of the inquiry cycle (Lister, 2006). Learners should make observations at the problem using their prior knowledge. This inquiry process works toward catching their interest, and eventually arousing their curiosity. Both the teacher and the students dive into engaging and relevant discussion to identify a “need” or opportunity for inquiry. Ideally, learners should develop relevant questions themselves to drive continued and self-directed inquiry; but since this is a structured and guided inquiry, it is the responsibility of the teacher to develop relevant inquiry-questions in connection to the learning topic. Most of all, the role of the teacher is to facilitate and guide the students in the discovery of their answers and solutions in the inquiry question and encourage them to ask new questions along the way. Teachers perform more as guides, facilitators, and coaches who help elicit learners to come up with their “true” questions - the things they really care about. When learners

are active, involved, and challenged right from the start of the learning process, they are motivated to learn and they develop a sense of ownership about their learning (Plum, 2018).

The second phase is **Investigation**, which includes planning, exploration, and collection of information using diverse and variety of hands-on activity designed and structured by the teacher. It is the connection to the environment and experiences of the students, because it is the phase of inquiry that involves real, actual, hands-on characteristics of inquiry-based learning. It utilizes the use of tools to collect information and data, the implementation of experiments, and the organization of data collected by the students (Harms, et al., 2004). This inquiry procedure is also called the ‘Research’ phase; students are expected to start to research the inquiry question using a variety of hands-on activities including, but not limited to, books, magazine, videos, audio, internet searches, web pages, interview, survey, among others. In a structured inquiry, students are given the opportunity to arrange their learning at times separately from the teacher (Bell, 2009). Alberta Education (2004) supported that when school environments where investigation of inquiry question is a focus, the climate of these learning environments begins to take on a new shape; one that fuels positive communication that improves students’ academic outcomes and provides inclusive opportunities for students’ growth and learning to take place.

The third inquiry Phase is **Presentation**, which involves their analysis and interpretation of data. They create or communicate their process of meaning-making from information (Windschitl, 2004). Students are expected to discuss how their understanding of the topic has changed or developed since the beginning of the inquiry process (Alberta Education, 2004). Eventually, both the teacher and students converge on class discussion and interaction about what new questions, problems, issues and ideas have materialized. Usually, students’

interpretation of information leads into the support and justification of current knowledge about the topic.

Evaluation is where the transfer of learning occurs when students formulate their interpretation of results from their inquiry. Conclusions might be drawn from information and in comparison with the concepts, knowledge or other information related to the subject matter (Harms et al., 2004). Evaluation leads to **Reflection** (think about learning, IBL process). It gives a reflective process for students to evaluate their own inquiry. The last element is **Action** where the students provide their own recommendation. It indicates specific and authentic performance task (understood as future behavior and expectation) that may be witnessed beyond the classroom and school (Bacon & Matthews, 2014). These six elements are part of the specific design in several of the models described in literature about inquiry-based learning.

Further, Bacon and Matthews (2014) discussed that a number of pedagogical models of IBL are well-known from the literature (Short & Burke, 2001; Alberta Learning 2004; Worth, 1999; Wolk, 2008). However, their developed inquiry model shares a number of universal elements for the students: (a) develops an inquiry question or identify a problem or issue for inquiry; (b) search and examine viable solutions and establish a plan; (c) collect relevant and meaningful information; interpret and evaluate it; (d) summarize and present results; (e) elicit conclusions and report results; and (f) reflect on the inquiry process and develop a real and specific action.

The inquiry model further suggests pedagogical foundations for the supervision of student learning by teachers, which include: sustained engagement in developmentally relevant and meaningful activities, continuous opportunities to ask and answer inquiry questions, a systematic approach, community-based and a wide-range of authentic performance tasks.

Furthermore, the use of inquiry model developed by Bacon and Matthews (2014) is consistent to the discussion of Donovan et al. (1999) as cited by Krause (2016) about the three major principles to achieve learning through contextualization. For more effective learning, teachers should be able to: 1) identify students' prior knowledge to deliver teaching instruction; 2) engage students to stimulate conceptual change so they can formulate deep knowledge and meaningful learning; 3) strengthen meta-cognition to build habits of self-directed learners who construct their own learning goals and monitor their own progress.

The phases of inquiry process such as connection, investigation, and presentation focus on enabling activation of students' prior knowledge and creating more effective problem solving on the part of student learning. It further promotes contextualization by allowing students to relate things to their daily lives and helps them to retain information better. IBL also pushes for paradigm shift to teach lessons by establishing a classroom environment that learning content is delivered using interactive classroom engagement activities that motivate students with concepts of relevance and results to learning enhancement (Bacon & Matthews, 2014). Moreover, inquiry process such as evaluation and reflection helps to achieve the third principle of contextualization by allowing students to reflect on their learning, transforming an abstract concept to a familiar concrete context so they can recognize their own personal relationships to these concepts (Krause, 2016).

The inquiry process enables this key feature of contextualization, playing an important role in enhancing student attitude, motivation, and persistence. For example, social cognition theory and situated learning theory both support the vital role of contextualized teaching and learning in knowledge construction. Situated learning theorists explained that authentic learning occurs

when learning content is situated in a teacher-customized activity which is both contextual and culturally responsive. In the study conducted by Bacon and Matthews (2014), they described it as “community of practice” in which knowledge is contextually-constructed by the students by acquiring relevant and meaningful information from the surrounding or environment. Furthermore, when learning involves interactions with a teacher, parent or friends, transfer of knowledge and cognitive development are best achieved.

Another learning theory that supports the notion of IBL and contextualization is collaborative learning theory. It explains that students construct learning within social context rather than within the particular dimension of their own studying or by just listening to the teacher through lecture. The IBL model also has its beginning based on the variety of interconnected and interdependent philosophy about how students learn. These include studies on theory of motivation, problem-based learning, progressivism, cognitivism, constructivism, social and cognitive theory, collaborative learning, social learning theory, and community-based learning theory. These studies not only highlighted and supported the influence inquiry process in learning but also emphasized the usefulness of contextualization of learning content in attaining authentic and meaningful student learning.

Another is the theory of constructivism first developed by John Dewey. This theory is correlated in supporting the need to strengthen students’ capacity to construct their own knowledge using their prior knowledge and their experiences and the application of these newly constructed ideas and understanding to a new environment, integrating it by pre-conceived cognitive constructs (Berns & Erickson, 2001). It can be learned also from John Dewey’s notion of constructivism that authentic learning best occurs when students are encouraged to study the

topics they have about something that they already know. Teaching-learning process is produced if the students are involved actively in the teaching-learning process at school.

Another philosophy that supports IBL is the theory of cognitivism. It supported the argument that students learn well if they actively involve not solely on participation of variety of classroom activities but also in relation to the authentic and familiar opportunities to inquire and investigate it by themselves. In keeping with the philosophy of IBL and cognitivism, Brown (1996) also emphasized the significance of customizing the learning environment and letting the students relate their personal experiences to the curriculum because it helps students actively engage in the material and makes their learning more powerful and significant (Silverman & Casazza, 2000).

Another highlight of IBL is summarized by Baker, Hope and Karandjeff (2009) on motivation theory, asserting that for learners to be self-motivated, they need to be cultivated by a variety of personal experience, ready to learn, task-centered, problem-centered, life-centered and motivated by internal factors. These internal factors are element within the curriculum that relies on the application of acquired learning based on the needs of communities. In social studies instruction, students have the opportunity to acquire, practice, and apply subject matter knowledge and skills. It means that students develop their capacity to use their knowledge, skills, and attributes into becoming effective citizens, able to identify and act on relevant issues and concerns that affect their own communities.

Finally, contextualization of Araling Panlipunan content will be incorporated based on the adapted inquiry model developed by Bacon and Matthews (2014), divided into six phases: Connection: **ALAMIN NATIN** (Tandaan Natin and Tanungin Natin), Investigation:

PAUNLARIN NATIN, Presentation: *TALAKAYIN NATIN*, Evaluation: *SURIIN NATIN*, Reflection: *PAHALAGAHAN NATIN*, Action: *ISAGAWA NATIN*. Lessons will be contextualized using IBL by relating the lesson to a real-life situation of the learners, showing direct meaning to the context based on students' experiences and utilize local materials and information using available materials in the surroundings of the students and by using the context of community in the lesson. This framework is also aligned with the Department of Education learning standards in the curriculum that reflects progression of concept development through the cognitive process dimensions of remembering, understanding, applying, analysing, evaluating, and creating.

In relation to the development of contextualized instructional modules using Inquiry-based learning, the first box shows the review of AP 10 curriculum content standards, learning contents (Mga Kontemporaryong Isyu), learning competencies and social studies primary purpose. This review guides the selection of learning content for contextualization.

The Araling Panlipunan (AP) curriculum defined the primary purpose of social studies as being to produce learners who are critical (mapanuri), reflective (mapagmuni), accountable (mapanagutan), productive (produktibo), environment-friendly (makakalikasan), nationalistic (makabansa) and humane (makatao) with national and global perspectives and values on historical, civic, and social issues (DepEd, 2016). Therefore, AP curriculum developed and promoted seven (7) themes for a comprehensive and excellent social studies program in the Philippines. These are based on the themes developed by the National Council for Social Studies (NCSS). The seven themes are: **People, Places and Environment** (Tao, Kapaligiran, at Lipunan); **Time, Continuity, and Change** (Panahon, Pagpapatuloy at Pagbabago); **Culture and**

Identity (Kultura, Pananagutan at Pagkabansa); **Civic Ideals and Practices** (Karapatan, Pananagutan at Pagkamamamayan); **Power, Authourity, and Governance** (Kapangyarihan, Awtoridad, at Pamamahala); **Production, Distribution, and Consumption** (Produksyon, Distribusyon at Pagkonsumo); and **Global Connections** (Ugnayang panrehiyon at pangdaigdig).

These themes states expectations for deep understanding and active performance required students not only to demonstrate mastery in Araling Panlipunan but also to transformed students into a functionally literate and developed Filipino. Therefore, the AP curriculum in providing this goal provided about the characteristics of a powerful social studies traditions mandating that instruction in this subject should be anchored on constructivism, collaborative learning, contextualization, and inquiry-based learning.

Furthermore, contextualizing Araling Panlipunan content using this inquiry-based approach is anchored on the notion that importance should be given to this identified social studies traditions of “Social Studies as citizenship transmission”, “Social Studies as Social Sciences” and “Social Studies as a Reflective Inquiry” (Barr, Barth & Shermis, 1977). These social studies traditions are used as a foundational base and related via content standards in the social studies curricula, however, in this study, emphasis is given to the tradition of reflective inquiry. As explained by Barr, Barth & Shermis (1977), the importance should be given to “Social Studies as Reflective Inquiry”, because students should be aware of the scientific methods used by social scientist (geographer, historian, etc). Using events both inside and outside of the school, students should often have to be faced with real-life problems and reflect on social problems they face.

As explained by Doganay (2002) as cited by Kus (2014), in the tradition of reflective inquiry, content is based on the development of students’ decision making, unlike the content

traditionally found in textbooks. Students use knowledge when solving problems and making decisions, but the important skill is not just learning the knowledge. The important skill is making decisions based on scientific reasoning, problem-solving and context-based inquiry. Therefore, it can deduced that inquiry-based approach and reflective inquiry as a social studies tradition both supports students taking responsibility for their learning, assessing themselves and participating in the learning process (Kilinc, 2014). Therefore, on the curriculum standpoint, the value of developing contextualized module using inquiry-based learning in social studies education has long been recognized.

In relation to the selection of learning contents that needs contextualization, the following are the content standards and learning contents included in the AP 10 curriculum guide prescribed by the Department of Education (DepEd). For **First Quarter**: *Ang mga mag-aaral ay may pag-unawa sa sanhi at implikasyon ng mga lokal at pandaigdigang isyung pang-ekonomiya tungo sa pagkamit ng pambansang kaunlaran* with **the following major contents**: *Kahalagahan ng Pag-aaral ng mga Kontemporaryong Isyu; Mga Suliraning Pangkapaligiran: Konteksto ng Suliraning Pangkapaligiran; Ang Dalawang Approach sa Pagtugon sa mga Hamong Pangkapaligiran; at Mga Hakbang sa Pagbuo ng Community-Based Disaster Risk Reduction and Management Plan*. For **Second Quarter**: *Ang mga mag-aaral ay may pag-unawa sa sanhi at epekto ng mga isyung pang-ekonomiya upang mapaunlad ang kakayahan sa matalinong pagpapasya tungo sa Pambansang Kaunlaran*. **It includes the following major contents**: *Globalisasyon: Konsepto at Anyo; Mga Isyu sa Paggawa; at Migrasyon*. For **Third Quarter**: *Ang mga mag-aaral ay may pag-unawa sa mga isyu at hamon na may kaugnayan sa kasarian at lipunan upang maging aktibong tagapagtaguyod ng pagkakapantay-pantay at paggalang sa*

kapwa bilang kasapi ng pamayanan. It includes the following major contents: Mga Isyu at Hamong Pangkasarian: Kasarian sa Iba't ibang Lipunan; Konsepto ng Kasarian at Sex; at Tugon sa mga Isyu sa Kasarian at Lipunan. For Fourth Quarter: Ang mga mag-aaral ay may pag-unawa sa kahalagahan ng pagkamamamayan at pakikilahok sa mga gawaing pansibiko tungo sa pagkakaroon ng pamayanan at bansang maunlad, mapayapa at may pagkakaisa. It includes the following major contents: Mga Isyu at Hamon sa Pagkamamamayan; Pagkamamamayan: Konsepto at Katuturan; Mga Karapatang Pantao; at Politikang Pakikilahok.

For the purpose of developing contextualized module in this research, teachers must use authentic materials, and anchor teaching in the context of learners' lives using the inquiry-based learning model developed by Bacon and Matthews. According to Mouraz and Leite (2013), contextualization is a prerequisite in addressing the content and organization of activities undertaken in the classroom. Therefore, the learning process is focus on students' engagement and teaching them why they are learning the concepts and how those concepts can be used in real-world context. As pointed out by literature, contextualization is a process built on the recognition that some students learn more effectively when they are taught in a hands-on, real-world context rather than in an abstract manner (Baker, Hope, & Karandjeff, 2009; Bond, 2004; Predmore, 2005). Lastly, based on what refers to contextualization, the assumption is all learning content in AP 10 *Mga Kontemporaryong Isyu* can be contextualized since all of its learning content, the curriculum itself, can relate to a particular setting, situation or area of application to make the learning competencies relevant, meaningful and useful to the students. This is also supported and reiterated by the present K to 12 Curriculum by virtue of Republic Act 10533 or

the Enhanced Basic Education Act of 2013. Under its section 10.2 (d) and (h), it states that the curriculum in basic education should be contextualized and globalized. The curriculum shall be flexible enough to enable and allow schools to contextualize, and enhance the curriculum based on their respective educational and local contexts.

However, there are learning contents in AP 10 *Mga Kontemporaryong Isyu* that are more issue-focused and inquiry-based allowing students to construct meaning in the context of their lived experience. Therefore, for the selection and identification of topics in AP 10 that can be contextualized using an inquiry-based learning approach, the study conducted a needs-analysis survey among AP 10 teachers, in adherence to how Thornton (1991) described teachers as “curricular-instructional gatekeepers”. They make day-to-day decisions concerning both the subject matter and the experiences to which students have access and the nature of that subject matter and those experiences. The study conducted by the National Science Foundation acknowledged that teachers’ beliefs are primary in determining what learning content can be relevant to students’ experience in classrooms. Thus, how best to accomplish this important goal of learning content selection for contextualization has been for the most part a matter for Araling Panlipunan 10 teacher educators to determine. Without doubt, the most important person in the teaching learning implementation process is the teacher. With their knowledge, competencies, and experiences, teachers are central to any educational process development effort (Alsubaie, 2016). Therefore, in order for this research to be successful in selecting the learning content that needs contextualization, teacher must be involved in the development and selection process.

The needs-analysis survey was carried in four (4) out of seven (7) schools in District 5 of Schools Division Office, Quezon City. The schools purposively selected were Dona Rosario

High School (DRHS), Lagro High School (LHS), Novaliches High School (NHS), and Sta. Lucia High School (SLHS). The sample for the needs-analysis survey was drawn from all the four secondary schools, and three (3) teachers from each school were purposely selected. Purposive sampling was used to ensure that Grade 10 AP teachers were chosen from all AP teachers since they are the ones currently teaching *Mga Kontemporaryong Isyu*. Therefore, 12 teachers who taught AP 10: *Mga Kontemporaryong Isyu* in class in District 5 of the Schools Division Office – Quezon City participated for the need-analysis survey.

The instruments used for data collection in the needs-analysis survey were a questionnaire and open-ended questions. After retrieving the completed questionnaire, the researcher analyzed each individually and thoroughly to ensure that there were no mistakes in the marking of responses. According to Ridhuan, et al. (2017), the percentage of expert consensus must be more than 75%, and this served as the base of consensus. Thus, based on the findings in the needs-analysis, 83.33 % of expert Araling Panlipunan teacher consensus has been achieved, confirming the need to develop contextualized teaching module in AP 10 *Mga Kontemporaryong Isyu*. Also, all teacher participants or 100% believed that there is really a need for contextualization, while 83.33% believed that there is need for supplementary materials for the integration of contextualization in the classroom.

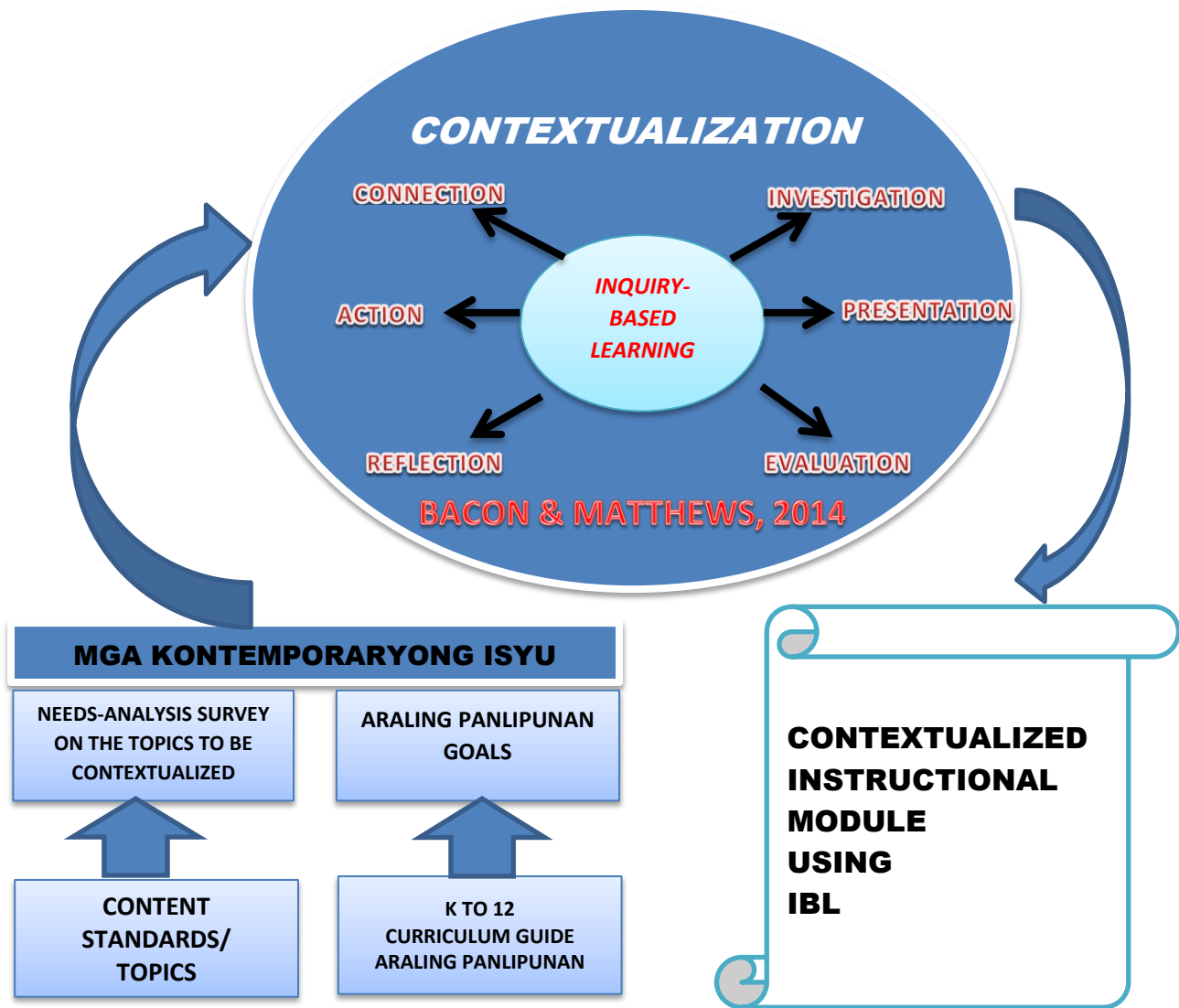


Figure 1: The conceptual framework of the study

Statement of Purpose

The primary intention of this study was the development and validation of contextualized instructional modules in Araling Panlipunan 10 (*Mga Kontemporaryong Isyu*) under the K to 12 Basic Education Curriculum using Inquiry-Based Learning.

Specifically, this study sought to:

1. Determine the lessons that need contextualization using Inquiry-Based Learning;
and
2. Develop and validate the modules prepared.

Significance of the Study

The Philippine educational system has been very responsive to the information revolution taking place globally, with its goal to transform the Philippines into a Knowledge Center in Asia (Villafuerte, 2001).

This study aspires to offer insights into latest developments in the domain of Inquiry-Based Learning, focusing on integration of contextualized instruction in secondary education. Admittedly, Inquiry-Based Learning (IBL) is faced with so many limitations not only because of lack of agreement on how inquiry should be done, but more so of the question of preparedness on the part of teachers and students alike, and accessibility of inquiry-based learning (IBL) model in teaching-learning instruction. However, the results of this study can strengthen conceptual grasp or interpretation on contextualization of learning content using specific Inquiry-Based Learning model. This can eliminate some misconceptions and encourage exploration on

the possibility of using IBL as a competitive instruction delivery strategy. The use of IBL in the classroom puts an end to the notion that a teacher or a textbook should always be in a position as the sole holder of knowledge. It provides opportunities to break down the walls of the school, and offers students with new possibilities for gathering information, becoming responsible and accountable for their own learning. Thus, it helps in constructing a school learning environment that cultivates and inspires shared learning by working collaboratively to create, share, refine, and exchange knowledge and ideas (Friesen, 2012).

The researcher developed an instructional material for AP teachers in Grade 10 in District 5 of the Schools Division Office – Quezon City especially for beginning teachers. It served as a tool, guide, reference and supplementary material for teachers, since there are no available materials yet. It could also be a self-learning resource for students.

The result of this study may help the administrators determine the needs of the teachers and students in terms of the lack of instructional materials for the teaching-learning process. This initiates innovations in the delivery of instruction not only of Araling Panlipunan subjects but also of other subjects as well. It could serve as a recommended material for the development of learning modules for teachers and students. It could be used as guide of other action plans for researchers. It could also help curriculum planners to plan policy formulation for curriculum development by integrating IBL to subjects and lessons. The researcher strongly supports Inquiry-Based Learning and believes this as a way to integrate contextualization in social studies instruction.

Definition of Terms

For a better understanding of this study, the following terms have been operationally and conceptually defined.

Inquiry-Based Learning (IBL). It is a teaching method based on the IBL model developed by Bacon and Matthews (2014) providing students with authentic learning strategy in which they construct meaning in the context of their lived experience through inquiry and engagement with their school and community. It consists of connection, investigation, presentation, reflection, and action as main processes of inquiry.

Contextualized Modules. It refers to the developed instructional materials structured using the inquiry-model by Bacon and Matthews (2014). Contextualization is integrated in each of the six (6) IBL essential elements consisting of activities (a) appropriate to the context of real-life situations or experiences of the students; (b) use available materials in the surroundings of the students; and (c) use of community engagement in the lesson.

AP 10: Mga Kontemporaryong Isyu. This refers to the subject taught to Grade 10 students based on mandated curriculum by the Department of Education.

CHAPTER 2

METHODOLOGY

Research Design

Descriptive developmental method of research was utilized in this study. Balena (2004) explained it as a design used in most research studies that involve module development. A descriptive method of research was utilized to assess the level of acceptability of developed contextualized module using Inquiry-Based Learning. Curriculum experts, and grade 10 AP teachers and students in the District 5 of Quezon City for the school year 2019-2020 participated in this study.

A descriptive method research (Shields & Rangarjan, 2013) is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (What are the characteristics of the population or situation being studied?). Participants answer questions administered through interviews or questionnaires (Jackson, 2009). After participants answer the questions, researchers describe the responses given. In addition, it describes the students' and teachers' experiences in the try-out of the study, significant in evaluating the effectiveness of the module.

In this study, the ADDIE model was operationalized following its five stages in developing instructional materials. ADDIE is an acronym referring to the major processes that comprise analysis, design, development, implementation, and evaluation (Molenda, 2003). For this research, the researcher combined the Analysis and Design phases as they are closely related. The research method and procedure helped the researcher to develop and try-out instructional

modules in contextualization of Araling Panlipunan 10 (Mga Kontemporaryong Isyu) using Inquiry-Based Learning because ADDIE is a generic instructional model that provides an organized process for developing instructional materials (Shelton & Saltsman, 2006).

Sampling and Participants

There were three (3) groups of participants in this study: the first group was composed of thirteen (13) grade 10 teachers currently teaching AP 10. They were selected from the four (4) public secondary schools in District 5, Quezon City where the study took place. The schools were Dona Rosario High School, Lagro High School, Novaliches High School, and Lagro High School. They are the intended users of the developed and validated contextualized modules.

Initially, the selected teachers were asked to complete the needs-analysis form for their (a) profile; (b) teacher consensus on the need of contextualized module on AP 10; (c) suitable learning content of AP 10 for contextualization; and (d) open-ended questionnaire. The results of the needs-analysis provided strong justification on the need to develop a contextualized module on AP 10 and to determine the lessons/learning contents for contextualization using Inquiry-Based Learning.

The second group of participants were the expert validators consisting of (3) curriculum and social science experts from a teacher education institution, four (4) Head Teachers and four (4) Master teachers of Araling Panlipunan, and three (3) education program supervisors from the Schools Division Office, Quezon City. They were selected purposively. The criteria set by the researcher were the following: (a) has been in the teaching profession for more than ten (10) years and has expertise on the subject matter and curriculum instruction; (b) has finished his/her

master's or doctoral degree; and (c) currently holding a position of head teachers or master teachers in the Schools Division Office, Quezon City.

The validation of the modules was done through try-out. Therefore, the third group of research participants was Grade 10 learners of Dona Rosario High School, Lagro High School, Novaliches High School, and Sta. Lucia High School. They participated in the study that lasted for three (3) days. All participants for the try-out were Grade 10 learners currently enrolled for the school year 2019 – 2020. For each school, one Grade 10 class was selected following a non-probabilistic sampling in selecting participants, specifically purposive and convenience sampling. A total of 156 student respondents were selected from one homogenous class and three heterogenous classes (in terms of intellectual ability).

Instruments

In gathering relevant data, the researcher employed the following: (a) Needs-analysis survey among Grade 10 teachers; (b) Questionnaire-checklist for the validation of contextualized instruction modules by experts and peers; (c) Student's evaluation checklist of the Contextualized Instructional Modules; and (d) Teacher reflection notes.

- a. **Needs-analysis survey questionnaire for Grade 10 teachers** for the selection and identification of topics in Araling Panlipunan 10 for contextualization. In order to have basis for determining the extent of needs for contextualizing AP 10 and the learning contents to be included in the contextualized module, the researcher used a self-made

questionnaire using a five-point likert scale. Revisions of the draft made were based on the comments and suggestions of the thesis adviser.

- b. **Questionnaire for the assessment of contextualized and inquiry-based modules by experts' validators.** In order to have basis for determining the acceptability of the developed contextualized instructional modules, a validation instrument was adapted from Santos (2013); while on the part of contextualization and Inquiry-Based Learning, indicators were adapted from Center for Occupational and Research Development and Alberta Education respectively. The validation instrument was composed of three parts: Part A focused on a 25-item criterion for evaluating modules based on five indicators arranged in terms of Format and Design, Objectives, Content, Organization and Presentation, Language and Style. Part B is a set of indicators on the extent of Contextualization. Part C is a set of indicators on the extent of Inquiry-Based Learning of the developed module. The expert validators were asked to rate the modules using a 5-point likert rating scale. The verbal interpretation used in assessing the given categories is shown in Table 4.

Table 4

Likert Scale for the Criteria of Contextualized Module Validation

Range	Interepretation	Qualitative Description
5	Very Highly Acceptable	The indicator is definitely evident
4	Highly Acceptable	The indicator is evident
3	Acceptable	There is moderate evidence that the indicator exists
2	Moderately Acceptable	There is a little evidence that the indicator exists
1	Least Acceptable	There is no evidence that the indicator exists

The mean of the weighted responses was interpreted along the scale and description presented in Table 5.

Table 5

Likert Scale for the Mean of Weighted Responses to Specific Indicator

Range	Verbal Interpretation
4.50 - 5.00	Very Highly Acceptable
3.50 – 4.49	Highly Acceptable
2.50 – 3.49	Acceptable
1.50 – 2.49	Moderately Acceptable
0.50 – 1.49	Least Acceptable

- c. **Questionnaire for the assessment by Grade 10 teachers on usability and usefulness of modules.** This is the validation instrument for Grade 10 teachers on the usefulness of the contextualized modules. It has three main parts. Part A is a questionnaire-checklist for the validation of modules in terms of usefulness to teaching; Part B is an over-all usefulness of each of the seven modules; and Part C is an open-ended question for teachers/peers validating the usefulness of the developed contextualized modules.
- d. **Questionnaire for the assessment of modules by the students.** The questionnaire-checklist for students focused on a 20-point criterion based on the format and content of the developed contextualized instructional modules. It also has a reflection part and an open-ended question.

To better align all the adapted questionnaires-checklist on the purpose of the study, modifications and revisions of some of the items or indicators were made by the researcher and were validated by the thesis adviser.

Procedure

Module development is a developmental study that involves several phases and steps (Yusop, Sumari, & Mohamed, 2015) and engages with certain models of module development that suits the module's objective. In this study, ADDIE Model (Molenda, 2003) was adapted to develop contextualized module using Inquiry-Based Learning. The module development process involves five main phases, namely: Phase 1 – Analysis; Phase 2 - Design; Phase 3 – Development; Phase 4 – Implementation; and Phase 5 – Evaluation.

A flow chart shown in Table 6 is plotted for easy reference showing the procedure in each phase.

Table 6

Development Phases of Contextualized Instructional Modules using IBL

Analysis	Design	Development Phases Development	Implementation	Evaluation
Conduct Needs-Analysis survey among AP 10 teachers; ↓ Set Goals: Review of Curriculum Guide, learning competencies And textbooks;	Use of IBL model developed by Bacon & Matthews (2014)	Construct module based on the chosen format	Prepare questionnaires for for validation ↓ Validation by experts ↓ Analyze feedback ↓ Correct and revised based on the results of the validation	Try-out the developed modules ↓ Validation by teachers & students ↓ Analyze feedback ↓ Correct and revised based on the results of the validation ↓ Finalize the Developed Contextualized Module

Analysis Phase

The preparation of draft module began with analysis of related literature on Inquiry-Based Learning for selecting and deciding on the draft module format; needs assessment on why there is a need to contextualize and what topics suitable for contextualization; and setting the goals. At this stage, the module is known still as a draft because its validity and reliability have not been proven yet (Sidek & Jamaludin, 2005).

Needs-analysis survey

The researcher carried out a survey to seek experienced AP 10 teacher consensus on the need for contextualized teaching module and what topic is suited for contextualization. The criteria used to select expert teachers were: (a) the teachers had at least three years' experience in teaching AP 10; and (b) the teachers were in-service teacher in public secondary schools in District 5, Schools Division Office – Quezon City.

To conduct needs-analysis, the researcher distributed questionnaires to expert teachers between May and June 2019. The result was analyzed using weighted mean to obtain the percentage of expert teachers' consensus. The involvement of 12 respondents in this needs-analysis is considered sufficient, as Jones and Twiss (1978) claimed that the number of experts as respondents is between 10-50 respondents. The researcher distributed three kinds of questionnaires. The first is the questionnaire asking teachers to answer the questions based on their needs. There are two possible answers in the first questionnaire, whether agree or disagree. The second questionnaire asked the teachers about what topic they think is suited for contextualization. In the second questionnaire, there are five possible answers: very high need, high need, moderate need, low need, and no need. The third questionnaire consists of open-ended

questions. The three kinds of questionnaire were developed by the researcher and were distributed to teachers in order to know whether or not there is a need for contextualization and what topics or learning content is suited for contextualization.

Setting the goal

The goal for this module is to develop a contextualized module using Inquiry-Based Learning (IBL) as a model to be used by the public secondary high school students and teachers. Furthermore, the contextualized module is also aligned with the curriculum guide and learning competencies set by the Department of Education (DepEd).

Design Phase

Deciding on the draft module format

Before the researcher developed a contextualized instructional module on AP 10 using Inquiry-Based Learning, the conceptual framework was first mapped out. Literature about IBL and contextualization became the bases in developing the framework. The Inquiry-based Learning model developed by Bacon and Matthews (2014) was utilized for the contextualized instructional module in AP 10. In this inquiry model, the emphasis is more on the student than the teacher. This is because students who interact with material and situation gain an understanding about it. Thus, students build the concept on their own and create solutions to the problems. Teachers are responsible to accept the students' initiative and to encourage them to put more effort into their own learning (Nur Diyana et al., 2016).

Table 7 shows the following parts of the developed contextualized modules.

Table 7*Module Parts and Description of Each*

Overview of the Lesson: It consists of what the students expect to learn and how lessons are presented. It indicates the primary intention of instructional module and its intended users. It also gives a brief explanation about the lesson.	
General Objectives: They contain information of what the students should achieve after learning through the contextualized instructional module. Learning Competencies (Specific objectives): These are mandated objectives prescribed in the curriculum. It is specifically formulated and clearly stated so that the students understand clearly what they are expected to accomplish in each lesson.	
Sequence of Learning Activities based on <i>inquiry process</i> This provides the primary information for students to differentiate what to expect in each phase of inquiry. It also contains the processes in the development of the concepts undertaken by hands-on activities that lead to the learning of abstract concepts and knowledge.	
<i>Connection (ALAMIN NATIN)</i>	Establish a focus through inquiry-questions. Stimulate prior knowledge.
<i>Investigation (PAUNLARIN NATIN)</i>	Locate and collect information and resources. Select relevant information.
<i>Presentation (TALAKAYIN NATIN)</i>	Communicate with the audience. Present new understandings.
<i>Evaluation (SURIIN NATIN)</i>	Evaluate learning and the inquiry process. Transfer learning to new situations/beyond school.
<i>Reflection (PAHALAGAHAN NATIN)</i>	Make connections. Establish meta-cognitive skills.
<i>Action (ISAGAWA NATIN)</i>	Create a product/output.

Development Phase

The development stage involved the following phases: deciding on the format of the module, the process of writing the module, and the initial revisions needed to improve the first draft of the module.

Four considerations were employed during the development of the contextualized modules: (a) its alignment with the learning competencies of the Araling Panlipunan 10; and (b) the budget of work for each module based on the Learning Assurance Mapping Program (LAMP); (c) Contextualized activities to be included in the IBL process; (d) students' diversity.

Learning Assurance Mapping Program and the Most Essential Learning Competencies

Based on LAMP, all of the learning competencies were allotted each with one day for teaching the lesson/s. The structuring in a definitive budget of work in grade level is based on the results of the need-analysis survey. However, due to the current global crisis that poses a profound impact on the basic education system, the Department of Education (DepEd) releases the Most Essential Learning Competencies (MELCs) to be used nationwide for school year 2020 – 2021. Therefore, in the development of modules, the researcher ensured that it is aligned to the most essential and indispensable learning competencies that our learners must acquire, as the researcher anticipate challenges in the learning delivery.

Table 8 shows the competency structuring in a definitive budget of work and the most essential learning competencies (MELC) in grade 10.

Table 8

Structuring Competencies in a Definitive Budget of Work and MELC in Grade 10

Learning Content	Learning Competencies and Code	Most Essential Learning Competencies
1.Ang Dalawang Approach sa Pagtugon sa mga Hamong Pangkapaligiran	Naipaliliwanag ang katangian ng top-down approach sa pagharap sa suliraning pangkapaligiran (AP10PHPIe-7)	
	Nasusuri ang pagkakaiba ng top-down at bottom up approach sa pagharap sa suliraning pangkapaligiran (AP10PHPIf-8)	Natutukoy ang mga paghahandang nararapat gawin sa harap ng panganib na dulot ng mga suliraning pangkapaligiran
	Nakabubuo ng konklusyon sa angkop na approach sa pagharap sa suliraning pangkapaligiran (AP10PHPIf-g-9)	
2.Mga Hakbang sa Pagbuo ng Community-Based Disaster Risk Reduction and Management Plan	Nauunawaan ang mga konsepto na may kaugnayan sa pagsasagawa ng CBDRRM Plan (AP10MHPIh-10)	
	Naipaliliwanag ang mga hakbang sa pagsasagawa ng CBDRRM Plan (AP10MHPIh-11)	Naisasagawa ang mga angkop na hakbang ng CBDRRM Plan
	Natutukoy ang mga paghahandang nararapat gawin sa harap ng panganib na dulot ng mga suliraning pangkapaligiran (AP10MHPIh-12)	

Table 8 (continued).

3.Mga Isyu sa Paggawa	Naipaliliwanag ang mga dahilan ng pagkakaroon ng ibat ibang suliranin sa paggawa (AP10MIPIId-5)	
	Natataya ang implikasyon ng iba't ibang suliranin sa paggawa sa pamumuhay at sa pag-unlad ng ekonomiya ng bansa (AP10MIPIIe-f-6)	Naipaliliwanag ang kalagayan, suliranin at pagtugon sa isyu ng paggawa sa bansa
	Nakabubuo ng mga mungkahi upang malutas ang ibat ibang suliranin sa paggawa. (AP10MIPIIg-7)	
4.Tugon sa mga Isyu sa Kasarian at Lipunan	Nasusuri ang tugon ng pandaigdigang samahan sa karahasan at diskriminasyon (AP10IKL-IIIh9)	
	Napahahalagahan ang tugon ng pandaigdigang samahan sa karahasan at diskriminasyon (AP10IKL-IIIi10)	Nasusuri ang diskriminasyon at diskriminasyon sa kababaihan, kalalakihan at LGBT (Lesbian , Gay , Bi – sexual , Transgender)
	Nakagagawa ng malikhaing hakbang na nagsusulong ng pagtanggap at paggalang sa kasarian na nagtataguyod ng pagkakapantay-pantay ng tao bilang kasapi ng pamayanan (AP10IKL-IIIj10)	
5.Pagkamamamayan: Konsepto at Katuturan	Naipaliliwanag ang mga katangian na dapat taglayin ng isang aktibong mamamayan na nakikilahok sa mga gawain at usaping pansibiko. (AP10PKKIVa-1)	
	Nasusuri ang mga pagbabago sa konsepto ng pagkamamamayan (AP10PKKIVb-2)	Naipaliliwanag ang kahalagahan ng aktibong pagmamamayan
	Napahahalagahan ang papel ng isang mamamayan para sa pagbabagong panlipunan (AP10PKKIVc-3)	
6.Mga Karapatang Pantao	Natatalakay ang pagkabuo ng mga karapatang pantao batay sa Universal Declaration of Human Rights at Saligang Batas ng 1987 ng Pilipinas. (AP10MKPIVd-4)	
	Nasusuri ang bahaging ginagampanan ng mga karapatang pantao upang matugunan ang iba't ibang isyu at hamong panlipunan (AP10MKPIVe-5)	Nasusuri ang kahalagahan ng pagsusulong at pangangalaga sa karapatang pantao sa pagtugon sa mga isyu at hamong panlipunan
	Napahahalagahan ang aktibong pakikilahok ng mamamayan batay sa kanilang taglay na mga karapatang pantao (AP10MKPIVf-6)	
7.Politikal na Pakikilahok	Natatalakay ang mga epekto ng pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhatan, politika, at lipunan (AP10PNPIVg-7)	
	Napahahalagahan ang papel ng mamamayan sa pamamahala ng isang komunidad (AP10PNPIVh-8)	Natatalakay ang mga epekto ng aktibong pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhatan, politika, at lipunan
	Nasusuri ang mga elemento ng isang mabuting pamahalaan (AP10PNPIVi-9)	

Process of Contextualization using Inquiry-Based learning

The teachers' role using the Inquiry-based framework is to design structured and guided contextualized activities drawn from local materials and information that are relevant to the learners' lives outside of the classroom by using available materials in the surrounding of the students and by using community in the lesson. For example, in AP 10 Mga Kontemporaryong Isyu class, students in connection, investigation and presentation phases of inquiry process might have the opportunity to identify real-world material available within their local environment by visiting barangay center for analysing their community-based disaster management plan, conduct interviews and survey for critical examination of human rights, labor, and gender issues to address inequality and injustices in their community; perform situation analysis within the context of their community to understand citizenship, civic duty and political participation; and establish dialogue and community engagement by doing immersion in communities. In this process, teachers are able to relate the lesson to students' experience and shows direct meaning to the context (Reyes, et al., 2019).

While in evaluation, reflection and action phases of inquiry, the teachers' role is to ensure that the focus of instruction is about student life experiences. It means guiding and facilitating the students in connecting new information to their local context and shows students how the skills and knowledge they are learning may be useful in other contexts (Bacon & Matthews, 2014). The utilization of the framework in the design of lessons for the classroom may enable teachers to create meaningful and relevant experiences to which students can better connect the new information to their lives. It may also help teachers to better understand the purposes of their lessons rather than simply teaching a lesson because the contextualization using Inquiry process

cultivates an environment of depth and meaning on the parts of the students and teachers (Ambrose et al., 2013).

Table 9 shows the process of contextualization using inquiry-based learning in “*Module 5: Mga Karapatang Pantao*”.

Table 9

Process of Contextualization using IBL in Module 5 Mga Karapatang Pantao

	Phases of Inquiry-Based Learning					
	Connection	Investigation	Presentation	Evaluation	Reflection	Action
Activity Title	What If...	Pagsasagawa ng sarbey	I-kwento Mo!	Connecting Human Rights, THEN and NOW!	Puno ng Karapatang-Pantao	Plano ko, Isasagawa ko!
Description	In this activity, students are asked to respond to real-life situations that may violate their human rights.	Students are asked to conduct survey within their community (family, school, church and barangay). Survey questions are: (1)What human rights do you most need to be protected? (2)Describe the current state of human rights within your community (3) Is the role of human right important especially in addressing social problems such as inequality and poverty?	In this part of activity, students will present the current condition of human rights of their community by making a short stories using the data they gathered in the survey	This activity aims to assess students knowledge and understanding about the lesson by connecting their learning to a larger context of their community	Reflective activity wherein students should write down in “tree” what they have learned about human rights and its importance in their daily lives.	This part of inquiry process focus on the completion of their performance task. In this particular activity, students in groups are tasked to develop a simple plan on how to promote human rights in their community.
Process of Contextualization	Lessons are contextualized in this inquiry process by relating the lesson to real-life situation of the learners.	The activity gives the students the opportunity to use available materials and informations in the surroundings/ environment of the students	The students are using the context of their community to deepen their learning	The process of contextualizing focus on showing direct meaning to the context	Creating a meaningful and relevant learning based on students’ experience . Students reflect on their learning to bridge idea from a familiar concrete context of an abstract concepts so they can recognize their own personal relationships to the concepts.	Produce output anchored on active application of acquired skills and knowledge in a CONTEXT that is based on students’ experiences

Diversity in the IBL classroom

Instruction planning with real-life contexts that encourages students to take charge of their own learning creates opportunities for the practical application in accommodating differences in the classroom (Weimer, 2002). Accommodation of diversity encompasses the dimensions of ethnicity, race, gender, socio-economic status, religious beliefs and other factors (Lubrica et al., 2018). Diversity is not only viewed from the teacher's role of meeting the needs of the student and from a teacher's viewpoint of just knowing and understanding the student as a total person. More importantly, it is looking at the learner as a unique individual who brings a dimension of flavor differences in the classroom (Williams, 2010)

The process contextualization using IBL is mostly by means of collaborative learning, can also be the catalyst to enrich student diversity wherein values, social mores, social norms and perspectives are valued. For example, when you divide students for teamwork activities, distribute the students equally based on cognitive ability, ethnicity, socio-economic and family background. Teamwork and collaborative learning activities respect cultural and personal diversities, widen perspectives and develop interpersonal skills. Successful teachers know and care for their students. It is the central role of teachers to establish learning environments that are responsive to learner diversity (DepEd, 2016).

In addition, in order to improve the first draft of the modules, initial revision was solicited on the format and content of the instructional contextualized modules for intended users. The researcher printed and presented the first draft to his adviser. Then, the researcher revised the modules based on the comments and suggestions of the adviser who was requested to read and evaluate the modules.

Implementation Phase

Expert validation of instructional modules

The revised instructional contextualized modules were validated by 14 experts. The expert validators consisted of three (3) university curriculum experts in the field of social science, three (3) curriculum supervisors in the Schools Division Office, Quezon City, four (4) Head Teachers, and four (4) master teachers. They examined and evaluated the contextualized modules using IBL based on three indicators: (1) module format -- format and design, objectives, content, organization and presentation, language and style; (2) extent of contextualization; and (3) extent of inquiry-based learning application. Finally, the contextualized modules were finalized based on the outputs that were yielded in the validation phase. Final revisions recommended by expert validators were incorporated in the printing of the final copy of modules.

Table 10 shows the qualifications of experts who validated the modules. All experts have been teaching for more than ten (10) years and they already possess expertise on the subject-area.

Table 10

Profile of Experts Validators

Experts	Educational Attainment	Teaching Experience
Expert 1	Ph. D	37 years
Expert 2	Ph. D	25 years
Expert 3	Ph. D	35 years
Expert 4	Master's Degree	12 years
Expert 5	Ph. D	21 years
Expert 6	Master's Degree	20 years
Expert 7	Master's Degree	23 years
Expert 8	Master's Degree	33 years
Expert 9	Master's Degree	28 years
Expert 10	Master's Degree	29 years
Expert 11	Master's Degree	21 years
Expert 12	Master's Degree	12 years
Expert 13	Master's Degree	18 years
Expert 14	Master's Degree	10 years

Peers validation of instructional modules

The revised instructional contextualized modules were also validated by thirteen (13) grade 10 teachers. These peer validators were from the four schools selected for the try-out: three (3) teachers from Dona Rosario High School, Sta. Lucia High School, and Novaliches high School, and four (4) from Lagro High School. They examined and evaluated the contextualized modules using IBL based on the following components: 1) usefulness of the module to teaching; 2) overall usefulness of each module; and 3) open-ended questions.

Table 11 presents the teacher participants' demographic profile. The participants of this study were the thirteen (13) teachers in the four (4) junior high school public schools in the District 5, Schools Division Office – Quezon City who are currently teaching AP 10: *Mga Kontemporaryong Isyu*. Specifically, four teachers were from Lagro High School, three from Sta. Lucia High School, Dona Rosario High School, and Novaliches High School. The table shows that the participants of this study were predominantly female and have been in the teaching profession for more than ten (10) years. Moreover, many of them are Teacher I in the profession holding Bachelor's degree, but currently pursuing graduate studies; four (4) are master's degree holder, and five (5) are able to obtain complete academic requirements (CAR) in their master's studies. It can be implied from demographic profile that these grade 10 teachers have been in the profession for several years already and have educational background and expertise required to evaluate and validate the contextualized module in AP 10.

Table 11*Demographic Profile of Grade 10 Teacher Respondents*

Teachers	Educational Attainment	Teaching Experience
Teacher 1	CAR	27 years
Teacher 2	CAR	19 years
Teacher 3	MA graduate	13 years
Teacher 4	Bachelor Degree	17 years
Teacher 5	MA graduate	13 years
Teacher 6	CAR	7 years
Teacher 7	Bachelor Degree	20 years
Teacher 8	Bachelor Degree	16 years
Teacher 9	Master's Degree	10 years
Teacher 10	CAR	5 years
Teacher 11	Bachelor Degree	18 years
Teacher 12	Master's Degree	5 years
Teacher 13	CAR	18 years

Students validation of instructional modules

The revised instructional contextualized modules were also validated by one-hundred fifty six (156) grade 10 students. These students were also from the four schools selected for the try-out. They examined and evaluated the contextualized modules using IBL based on the following components: 1) module format; 2) content; and 3) open-ended questions.

Table 12 presents the profile of student respondents in terms of age, sex, number of participants, and type of learner taught based on their average academic grade.

Table 12*Profile of Student Respondents*

School	School 1	School 2	School 3	School 4	Total
Number of Participants	37	35	42	42	156
Academic grade	80-84	85 and above	75-79	80-84	
Sex					
Male	15	18	20	19	72
Female	22	17	22	23	84
Age					
15-16 yrs old	34	34	40	38	146
17 yrs old and above	3	1	2	4	10
Total Population	905	1086	1302	892	4,185
Percentage	4.08%	3.22%	3.22%	4.70%	3.72%

It is depicted in the **Table 12** that more than half of the student respondents are 16 years old, followed by those who belong to the age 15 years old with 43 or 27.56 percent and 10 or 6.41 percent who is 17-years old and above. The presented also show that the most number of learner respondents is from School number 3 and School number 4 with 42 or 3.22 percent and 4.70 percent of grade 10 student populations, followed by 37 or 4.08 percent from School number 1, and last is School number 2 with 35 or 3.22 percent.

Lastly, as to the type of students taught based on average academic grade, data indicate that there are 35 or 22.43 percent belong to 85 and above bracket; 79 or 50.64 percent belong to 80 to 84 academic grade bracket; and 42 or 26.92 percent belong to 79 and below bracket. Hence this means that there are different teachers for different types of learners.

Evaluation Phase*Try-out phase of the developed and validated contextualized modules*

In the evaluation phase, pilot testing or try-out of the developed and validated contextualized modules were conducted with selected grade 10 learners from selected schools.

The researcher requested permission of Schools Division Office, Quezon City to conduct research study on the selected Public Secondary schools in District 5 last September 28, 2019. The office allowed and interposed no objections to the said request provided that the conduct of the research study subject to meet the following conditions:

- (a) Necessary arrangements shall be made with the school principal and personnel concerned;
- (b) The conduct of the study shall be made with the regular program of the school;
- (c) No disruption of classes. No interview should be done during class hours;
- (d) Participant of any student/school personnel is voluntary;
- (e) Taking photographs shall be allowed with permission from the school principal and the subject/person concerned;
- (f) Anonymity of the respondents shall be preserved;
- (g) The schools division office shall be furnished with a copy of the results/findings of the study.

In regard to the Grade 10 learners who took part in the try-out process, the researcher asked permission and necessary arrangements with school principal and personnel concerned regarding the conduct of an orientation process with the Grade 10 learners to ensure that:

- (a) The study was explained to them by reading a simple form about the study containing the purpose of the research, the procedures involved, alternatives to participation, all foreseeable risks and discomforts that may arise, the benefits of the research, and the length of time required from the participants.

(b) Statement indicating that participation was voluntary and that refusal to participate would not result in any consequences or any loss of benefits that the subject is otherwise entitled to receive, and statement regarding the subjects' right to confidentiality and right to withdraw from the study at any time without any consequences is well-explained and understood by learner participants.

After the conduct of an orientation, the researcher then gave them freedom to choose about whether they want to participate or not through an informed assent form (see Appendix B). Since most of the participants were still minors, their respective parents or guardians were involved in the process as they were provided separate parental permission or parent consent form (see Appendix B) obtaining the assent of children prior to their participation in research.

The researcher made considerations on information given to learner participants by using language that was clearly written and understandable to them, providing them adequate opportunity to consider all options, responding to the participant's questions, and providing information to the participants as needed.

Lastly, to ensure that all conditions stated by the Schools Division Office were followed and observed in the conduct of the try-out process in the classroom, supervising observers were invited consisting of the school principal, head, and master teachers in Araling Panlipunan.

Table 13 shows the timetable of the try-out process:

Table 13*Timetable of the Try-out Phase*

Module Title: <i>Mga Tugon sa mga Isyu sa Kasarian at Lipunan</i> Quarter: <i>Third</i>		
School	Date	Time
School 1	December 02 to December 09, 2019	9:30 am – 10:20 am
School 2	December 05 to December 10, 2019	7:40 am – 8:30 am
School 3	January 06 to January 10, 2020	10:00 am – 10:50 am
School 4	January 06 to January 10, 2020	4:00 pm – 4:50 pm

Data Analysis

The validity of the instructional modules was based on the assessment ratings of the experts, teachers as well as the student participants. It was analyzed using the mean, the weighted mean, and thematic analysis.

Mean - This statistical tool was used to determine the average score on module validation by experts, teachers, and students. The favorable result of the mean measures the validity and acceptability of the developed instructional modules.

Weighted Mean - This was used to determine the average response to the questionnaire and rating scale. There is a particular value assigned which corresponds to the content validity and reliability of each part of the module such as the objectives, content, design characteristics, clarity, usability, and relevance.

Thematic Analysis – It was applied to prove patterns and themes of students’ learning experiences in terms of lesson expectation, applications of what they have, learned and teachers’ observations in terms of the usefulness of the module to teaching.

Ethical Considerations

No physical risks were associated with this kind of study. However, ethical practices were still observed in the conduct of involving the participants in this study. The researcher ensured the safety and protection of all the participants by conducting an orientation regarding the nature of the study before the researcher conducted data gathering procedure. Participants were informed about the purpose of the study, the procedures that they needed to do, and the output to be developed.

On the other hand, all of the learner participants were advised of possible risks by providing the students assent form and allowing their parents to give consent. The participants were asked to read the consent form carefully, and were reminded that they could ask questions for any necessary clarification. If the participants said they understood the consent form and agreed to take part in the try-out of the modules, they were asked to sign the form. The researcher ensured that the participation in the study especially of the students during the try-out phase was voluntary and that they could withdraw at any time without giving any reasons through the use of an informed consent form. Permission letter or consent form was forwarded to their parents beforehand. Thus, the participants voluntarily agreed and signed the informed consent form.

To ensure that conflict of interest was avoided during the try out, the researcher inhibited from facilitating the lessons and validating the modules. Currently, the researcher is teaching AP

9 *Ekonomiks*. During the try-out phase, supervising observers were invited. They consisted of the school principal, the Araling Panlipunan subject coordinator, and an experienced AP teacher of the school.

The contextualized module using IBL is also aligned on the social content guidelines prescribed by the Department of Education (DepEd) in developing learning resources. Some of the guidelines on social content integrated in the developed module are as follows: (a) Mirror the diversity of learners' lived experiences, settings and contexts; (b) Portray learners as active seekers of knowledge who rely on multiple sources of information and are able to think critically about that knowledge; and (c) Depicts learners as having 21st century skills who actively develop, take advantage of, and put such skills to good use.

Finally, the conduct of the research study was guided by the conditions stated in the approval letter of the Schools Division Office, Quezon City and compliance to the provision of DepEd Order No. 9, s. 2005 on "Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith". Also, to address the concern on possible withholding of benefits that might rise in this research, the researcher would discuss the results of the study during the learning action cell (LAC) sessions of respective school participants in the study.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter analyzes and interprets the data collected at District 5, Division of City Schools, Quezon City during the Third Quarter of school year 2019 – 2020. The results of the research study were organized and presented according to the purposes and objectives of the study.

A. Results and Discussion on the Selection of Lessons that need Contextualization using Inquiry-Based Learning

Table 14

Percentage of Teachers' Consensus on the Need for Contextualized Module in AP 10

Statement	G10 teachers' Agreement	% of G10 teachers' agreement	Interpretation
There is a need for contextualization of AP 10 <i>Mga Kontemporaryong Isyu</i> .	12	100 %	Accepted
Teachers need to be provided with supplementary materials for integrating contextualization in the classroom.	10	83.33%	Accepted
More contextualized module in AP should be developed.	10	83.33%	Accepted

As presented in Table 14, 83.33 % of expert Araling Panlipunan teacher consensus has been achieved, expressing the need to develop contextualized teaching module in AP 10 *Mga Kontemporaryong Isyu*. Also, 100.00 % believed that there is a need for contextualization while 83.33 % believed that there is need for supplementary materials for the integration of contextualization in the classroom, According to Mohd Ridhuan, Saedah, Zaharah, Nurulrabihah,

and Ahmad Ariffin (2017), the percentage of respondent consensus must be more than 75% in accepting the results of needs-analysis survey.

Generally, they positively agreed on the necessity to develop contextualized instructional modules as they gave it a verbal rating of “Very Much Accepted”. This leads to an implication that the modules could be very good support learning materials to instruction as shown in the high evaluation results. The result implies that the contextualized modules could be effective and useful in facilitating learning abilities development of the students. This finding is consistent with the discussion of Reyes et al. (2019) that in order to deliver the lesson effectively, educators may embrace the context of the students’ lives as starting point of the lesson so that the students may feel the sense of belongingness inside the classroom. If the emotional aspect is addressed first, then engagement follows.

Table 15

Mean percentage on the suitable topic/learning content for contextualization of AP 10

Learning Content	Mean	Interpretation
1. Kahalagahan ng Pag-aaral ng mga Kontemporaryong Isyu	4.25	Highly Need
2. Konteksto ng Suliraning Panlipunan	4.25	Highly Need
3. Ang Dalawang Approach sa pagtugon sa mga hamong Pangkapaligiran	4.51	Very High Need
4. Mga Hakbang sa Pagbuo ng Community-Based Disaster Risk Reduction and Management Plan	4.66	Very High Need
5. Globalisasyon: Konsepto at Anyo	4.16	Highly Need
6. Mga Isyu sa Paggawa	4.51	Very High Need
7. Migrasyon	4.25	Highly Need
8. Kasarian sa iba’t ibang lipunan	4.25	Highly Need
9. Konsepto ng Kasarian at Sex	4.33	Highly Need
10. Tugon sa mga Isyu sa Kasarian at Lipunan	4.66	Very High Need
11. Pagkamamayan: Konsepto at Katuturan	4.58	Very High Need
12. Mga Karapatang Pantao	4.83	Very High Need
13. Gawaing Pansibiko at Politikal na pakikilahok	4.83	Very High Need

The data presented in **Table 15** reveal the mean percentage on suitable topic/learning content in AP 10 for contextualization. It is significant to note that teacher respondents selected seven out of thirteen topics perceived with a “very high need” for contextualization. They agreed that two topics in the First Quarter period should be contextualized, Topic 3 “*Ang Dalawang Approach sa Pagtugon sa mga Hamong Pangkapaligiran*” and Topic 4 “*Mga Hakbang sa Pagbuo ng Community-Based Disaster Risk Reduction and Management Plan*” with means of 4.51 and 4.66 respectively. “*Mga Isyu sa Paggawa*” was the only topic selected for second quarter period with a mean of 4.51. They perceived Topic 10 “*Tugon sa mga Isyu sa Kasarian at Lipunan*” for the third quarter period as “very high need” for contextualization with a mean of 4.66. Moreover, all three topics in the fourth quarter period were perceived as “very high need” for contextualization wherein Topic 12 “*Mga Karapatang Pantao*” and Topic 13 “*Gawaing Pansibiko at Politikal na Pakikilahok*” both ranked first with similar mean of 4.83.

The needs-analysis survey also established a strong justification for selection of learning content/topic for contextualization of AP 10 using inquiry-based learning. The teachers agreed that seven topics out of thirteen topics needed contextualization. These topics were: **For the First Quarter:** *Ang Dalawang Approach sa Pagtugon sa mga Hamong Pangkapaligiran*; *at Mga Hakbang sa Pagbuo ng Community-Based Disaster Risk Reduction and Management Plan*. **For the Second Quarter:** *Mga Isyu sa Paggawa*. For the **Third Quarter:** *Tugon sa mga Isyu sa Kasarian at Lipunan*. **For the Fourth Quarter:** *Pagkamamayan: Konsepto at Katuturan*; *Mga Karapatang Pantao*; *at Politikal na Pakikilahok*.

When they were asked why they chose those topics, they explained that these were the topics they usually contextualized by providing their students authentic tasks like creation of

advocacy magazine and Documentary project for the topic *Mga Isyu sa Kasarian at Lipunan*, creation of Hazard Map of their own barangay, and involvement in planning and evaluating their School Disaster Risk Reduction Management Council (SDRRMC) for the topic *Mga Suliraning Pangkapaligiran* and Community Integration project for the topic *Mga Isyu sa Pagkamamamayan*. The teachers further revealed that the kind of criteria they use to determine the extent of need for contextualization was through looking at the learning competencies (LCs) provided in the curriculum guide (CG). For example, in the Third Quarter, they chose the topic *Tugon sa mga Isyu sa Kasarian at Lipunan* because of the following learning competencies: ***Nasusuri*** ang karahasan sa kababaihan, kalalakihan at Lesbian Gay Bisexual Transgender Queer + (LGBTQ+) (AP10IKL-IIIe-f-7); and ***Nakagagawa*** ng malikhaing hakbang na nagsusulong ng pagtanggap at paggalang sa kasarian na nagtataguyod ng pagkakapantay-pantay ng tao bilang kasapi ng pamayanan (AP10IKL-IIIj-10). The findings also revealed three central themes why Grade 10 teachers believed there is an urgent need for contextualization. First, the use of contextualization promotes meta-cognition. It helps students reflect on their learning to bridge ideas from a familiar concrete context of an abstract concept so they can recognize their own personal relationship to these concepts. One teacher from Sta. Lucia High School believed that contextualization makes certain topics or concepts easier to explain and understand. It gives the students a chance to experience tangible things and to differentiate various kinds of knowledge in the subject matter. Meanwhile, one teacher in Dona Rosario High School sees the benefit of contextualization because learning becomes more meaningful for the students. They learn concepts, not just to understand but to examine and apply them to their lives. Second, it identifies students' prior knowledge (Krause, 2016). A Grade 10 teacher for five

years from Novaliches High School explained that through contextualization, students are able to comprehend the topics and issues based on what they already know and have experienced. On the other hand, one teacher in Dona Rosario High Schools said, *“It has been shown that instruction with contextualized content can activate learners' prior knowledge and promote more effective problem solving”*. Third, there is authentic learning. As Ratburn (2015) suggests, authentic learning is seen in an activity performed by the students, allowing them “to construct their own knowledge, gain deeper understanding of the problem and achieve learning beyond an academic setting” (p. 2). The third theme was supported by two teachers of Sta. Lucia High School as they explained that *“the main benefit of the contextualization of AP 10 on teaching and learning is the essence of topics in applying it in real-world context”*, and *“its main benefit is the real-world context application”*. While one teacher from Dona Rosario High School revealed that its main benefit in teaching and learning is that *“it enriches the curriculum according to the type of needs of students, relating our curriculum in a particular setting or situation that are useful to our students”*.

Araling Panlipunan (AP) Teachers' Views on the Benefit of Contextualization

AP teachers were asked about the benefit of contextualization in teaching and learning the content of “AP 10 *Mga Kontemporaryong Isyu*” and how contextualization may affect the learning process of the students based on the way they deliver the lesson. Figure 2 shows the concepts of AP teachers on the benefit of contextualization.

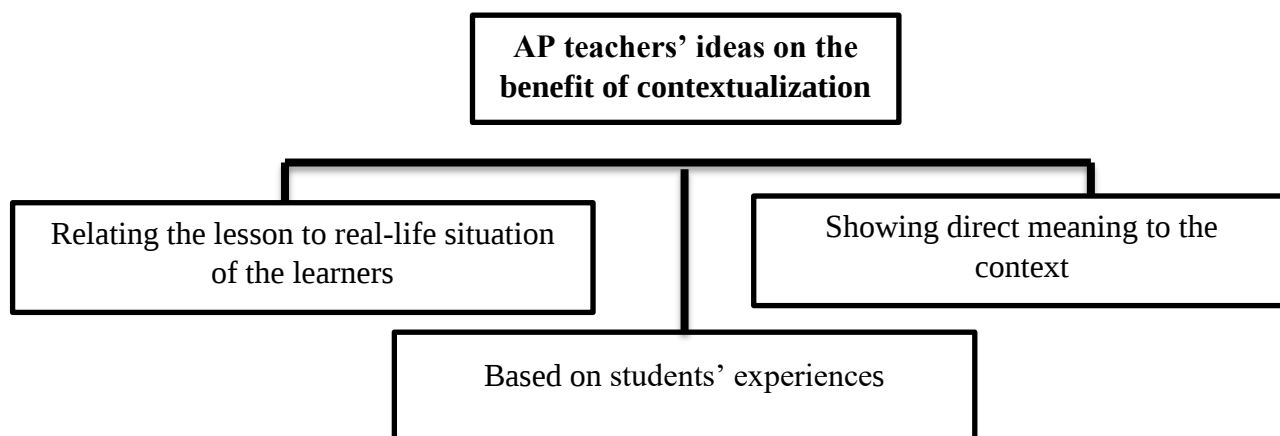


Figure 2: Araling Panlipunan Teachers’ Ideas on the Benefits of Contextualization

Figure 2 shows the concept of araling panlipunan (AP) teachers on contextualization. Most of them thought that contextualization is about relating the lesson meaningful to student’s life which means using students’ real-life situation, considering the students’ experiences in planning the lesson, and making sense of the world as important aspects to consider in teaching “*Mga Kontemporaryong Isyu*”. Lessons should be based within the context of the learner through different situations or using materials familiar to the learners so that they can construct meaning. Some of the comments and unedited answers of grade teachers are the following:

The main benefit of contextualization of AP 10 on teaching and learning is it enriches the curriculum according to the type and needs of our students. (Teacher 9)

It relates the curriculum in a particular setting or situation that is useful to our students. (Teacher 11)

The students will be able to apply the contextualization in their daily lives. (Teacher 1)

Real world context application. (Teacher 14)

The main benefit of the contextualization of AP 10 on teaching and learning is the topics will be able to apply in a real-world context. (Teacher 2)

This would help the students realize their part in learning. (Teacher 5)

The students will be able to comprehend the topics based on what they already know and have experienced. (Teacher 6)

Learning becomes more meaningful for the students. They learn concepts, not just to understand but to examine and apply them to their lives. (Teacher 7)

It gives the students a chance to experience tangible things and to differentiate various kinds of knowledge in the subject matter. (Teacher 3)

Moreover, the teachers' comments in the needs-analysis survey revealed that their views were similar to the ones found in the literature in terms of the benefits of implementing contextualization in Araling Panlipunan subjects. All of the grade 10 teachers' answers were consistent with the benefits of contextualization found in the literature reviewed in this paper. Some of these key phrases used in describing the main benefits of contextualization of AP 10 on teaching and learning expressed numerous times in the data collected which were also found in the literature were: platforms to interpret lesson with concrete evidence from their environment; simplifying teaching and makes learning of Social Studies contents more realistic, a way for students to come to their own understanding and take ownership of their learning implemented in various ways.

Challenges in the Contextualization of Araling Panlipunan 10

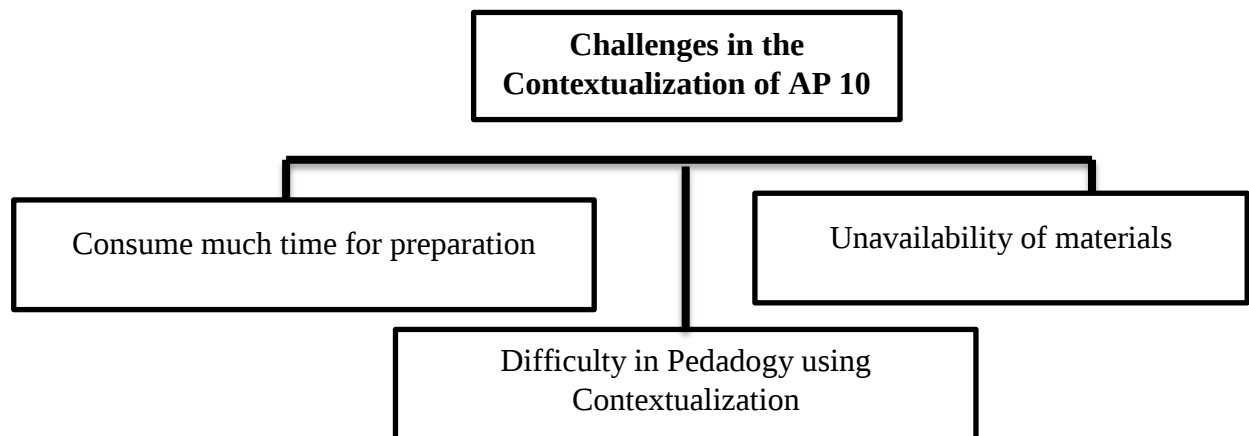


Figure 3: Challenges on Using Contextualization Based on Ideas of Grade 10 teachers

Figure 3 shows the perception of grade 10 AP teachers on the challenges in the contextualization of AP 10 *Mga Kontemporaryong Isyu*. By using contextualization, teacher participants see time management as a challenge for them. They think it is time consuming for them to prepare materials if they would contextualize the lesson. They added that in order to use the contextualization efficiently and effectively, careful planning of the contextualized materials would pose difficulty because not all materials are available and accessible immediately within the school. Teachers need to find suitable materials for their lessons. Moreover, teacher participants also believed that they might experience difficulty in the teaching process using contextualization because appropriate strategies to make those lessons suitable to different types of learners could also be a challenge. This is due to students' individual differences in background, attitude and interest. Similarly, there are some topics in Araling Panlipunan that cannot be contextualized like content-based learning contents such as “*Globalisasyon*” and “*Migrasyon*”. This is in line with Ballesteros' (2014) statement that one of the gaps of applying contextualization in the teaching and learning process is the unavailability of resources in which most of the schools in the Philippines lack resources to support authentic learning. Below are some of the comments and unedited answers of teacher participants:

Time consuming especially we have target topics to finish that will be part of our periodical examination. (Teacher 8)

Lack of contextualized materials in AP 10. (Teacher 1)

Learning materials for contextualization needs more research and development.
(Teacher 2)

The challenges are the learning material itself due to lack of it. It can affect the learning and teaching process of AP because we do not have the learning materials to utilize.
(Teacher 8)

What process will I follow in the contextualization of AP 10 and what are the learning materials and resources could I use. (Teacher 11)

The time consuming factor of contextualization is a burden for the teacher in terms of its needs to finish all the topics with time constraints. (Teacher 5)

Insufficient time allowance in teaching AP 10. (Teacher 4)

Lack of resources for contextualization and what process to follow for contextualization. (Teacher 6)

In general, the result of needs-analysis suggests the strong need to develop contextualized module using Inquiry-based Learning in AP 10 and provides strong justification on the identification and selection of learning content of the subject for contextualization using Inquiry-Based Learning.

B. Results and Discussion on the Validity of Contextualized Module in AP 10 using Inquiry-Based Learning as Validated by Experts

The researcher used three (3) different ways of validating the modules. First was validation by experts; the second was by peers; and the third was by the student respondents. After the first editing of the module, printed copies were sent to experts for content and face validation. Validity refers to the process of determining the suitability of the contextualized module in AP 10 using Inquiry-Based Learning. Fourteen (14) experts, clustered in four (4) groups-- university professors, deped supervisors, AP head teachers, and AP master teachers-- were tapped to validate the modules. The researcher personally approached the experts and met them in their respective institutions for validation of module format and content. Each of them was given a copy of the modules so that they could validate by giving comments, suggestions, and recommendations based on the criteria found in the rubrics given to them. The questionnaire-

checklist consisted of seven (7) criteria with the following number of items: Format and Design (5), Objectives (5), Content (5), Organization and Presentation (5), Language and Style (5), Indicators of Contextualization (8), Indicators of Inquiry-Based Learning (8).

Validity of the modules as evaluated by experts in terms of Format and Design, Objectives, Content, Organization and Presentation, Language and Style

As noted earlier, there were three groups who evaluated the general acceptability of the contextualized modules in AP 10 using Inquiry-Based Learning. Table 16 shows the results of expert validation on format and design.

Table 16

Descriptive Analysis of Experts' Assessment of Modules 1-7 according to Format and Design

Indicator	Mean	Interpretation
1. The printing is easy to read and understood.	4.77	Very Highly Acceptable
2. The quality and size of paper is acceptable.	4.72	Very Highly Acceptable
3. The basic concepts and principles are accurately explained.	4.33	Highly Acceptable
4. The development of the lesson allows for review comparison and interpretation with other modules.	4.29	Highly Acceptable
5. Icons and pictures motivate the interest of the learner.	3.85	Acceptable
Weighted Mean	4.39	Highly Acceptable

Table 16 presents the computed weighted mean on the validity of the modules as evaluated by the experts with regard to format and design. They rated items 1 and 2 very highly acceptable with 4.77 and 4.72 weighted mean respectively. All evaluators agreed that the printing of the modules are easy to read and understand, and the quality and size of paper is acceptable.

Likewise, the experts agreed that the format and design of the modules is highly acceptable in terms of lesson development that allows for review comparison. However, last in rank is item 5 “Icons and pictures motivate the interest of the learner” with 3.85 weighted mean. Revisions were made after the validation such as adding more pictures and icons to address the needs of visual learners and make the pictures and icons colored and eligible, clearly seen by the learners. All the findings are verbally interpreted lesson as highly acceptable with an average weighted mean of 4.39. The findings described that the experts highly accepted the format and design of the developed contextualized modules using IBL.

Table 17

Descriptive Analysis of Experts’ Assessment of Modules 1-7 according to Objectives

Indicator	Mean	Interpretation
1. The objectives take into account the needs of all learners.	4.58	Very Highly Acceptable
2. The objectives are measurable and attainable.	4.49	Highly Acceptable
3. The objectives are stated in behavioral terms.	4.49	Highly Acceptable
4. The objectives of each module support the attainment of the general objective.	4.49	Highly Acceptable
5. The objectives are relevant to the topic of each module	4.58	Very Highly Acceptable
Weighted Mean	4.52	Very Highly Acceptable

Table 17 shows that in terms of objectives, item 1 “The objectives take into account the needs of all learners” and item 5 “The objectives are relevant to the topic of each module” are very highly acceptable as both ranked first with 4.58 weighted mean, while items 2, 3, and 4 are all highly acceptable with 4.53 weighted mean. All experts highly accepted that the modules

have objectives which are clearly stated in behavioral terms, measurable, and attainable. All the findings are interpreted verbally as “Very Highly Acceptable” with an average weighted mean of **4.52**. This implies that the objectives are clearly stated, of greatest assistance to the students to have a full understanding of the concepts discussed, are accessible and achievable. As revealed by Cruz (2006), a rating of “highly accepted” shows that the objectives include the support of the attainment of each lesson’s general objective.

Table 18

Descriptive Analysis of the Experts’ Assessment of Modules 1-7 according to Content

Indicator	Mean	Interpretation
1. The content is adequate to the requirements of the objectives identified.	4.37	Highly Acceptable
2. The content of the modules are suited to the needs of the students.	3.75	Highly Acceptable
3. The content is within the scope of the learning competencies based on the G10 curriculum guide of the K to 12 program.	4.43	Highly Acceptable
4. The content contains sufficient number of exercises.	4.43	Highly Acceptable
5. The illustrations are clearly and correctly laid out.	4.24	Highly Acceptable
Weighted Mean	4.36	Highly Acceptable

Table 18 presents the computed weighted mean on the validity of the modules as evaluated by the experts with respect to the content. The table reveals that the average weighted mean for Content is 4.36 and is interpreted verbally as “Highly Acceptable”. Item 3, “The content is within the scope of the learning competencies based on the grade 10 curriculum guide of the K to 12 programs” and Item 4, “The content contains sufficient number of exercises” both

got the highest rank with a weighted mean of 4.43. Moreover, Item 1 “The content is adequate to the requirements of the objectives identified” and Item 2 “The content of the modules are suited to the needs of the students” also are highly accepted by the experts with a weighted mean of 4.37. On the other hand, item 5 “The illustrations in the content are very clearly and correctly laid out” rank last with a weighted mean of 4.24 still verbally interpreted as “Highly Acceptable”.

Several revisions were made on the content based on experts’ comments and suggestions. In module 1, addition text was added to provide definition on traditional approach in disaster preparedness, while addition text was added about civic duty like voting in *Sangguniang Kabataan* election in Module 7, “*Pakikilahok sa mga Gawaing Pansibiko at Pulitikal na Pakikilahok*”. Some of the module activities were also revised, for example, all guide questions or statements in the exercises should be more than three and instead of using checklist, rubrics scoring were formulated. In module 4, cause-effect-solution activity was added to solicit more information and may check the learning of the students.

The findings revealed that the experts perceived the contents of the modules enough and relevant to the needs of the end users -- the students. This implies that the topics presented are attractive and cater the interest of the learners; information is adequate and enhanced by the activities/ exercises incorporated in each module. As Marino (2005) pointed out, a well-developed instructional material greatly contributes to the performance of the students. The use of instructional material would also make learning easy and permanent.

Table 19

Descriptive Analysis of the Experts' Assessment of Modules 1-7 according to Organization and Presentation

Indicator	Mean	Interpretation
1. The topics are organized, arranged logically and presented clearly.	4.64	Very Highly Acceptable
2. The content, procedures, and illustrations in each module are clear, precise, and simple that Grade 10 AP teachers can follow easily.	4.33	Highly Acceptable
3. The sequence of the topics links the gap between the learner's knowledge and content.	4.41	Highly Acceptable
4. The content contains a variety of activities and exercises suitable to students' different learning styles.	4.26	Highly Acceptable
5. The activities provided in each module are presented to develop critical thinking and creativity among the students.	4.43	Highly Acceptable
Weighted Mean	4.41	Highly Acceptable

Table 19 presents the average weighted mean on the validity of the modules as evaluated by the experts with respect to **organization and presentation**. The table depicts that the average weighted mean for organization and presentation is 4.41 and is interpreted verbally as “Highly Acceptable”. Item 1 “The modules use appropriate style in order to promote mastery on the teacher’s part” is ranked first with a weighted mean of 4.64; while item 4 “The writing style of the modules is enjoyable to read” is ranked last with a rating of 4.26. All are interpreted verbally as “Highly Acceptable”.

However, several revisions were made to improve the illustrations in the modules. In module 4 and module 6, more illustrations were added on the *60 seconds respond, reflect and review* activity to improve instruction to make it more effective and helpful as an instructional

material for the learners. In module 3 and 6, table presented were re-encoded to make it more visible and readable.

It could be deduced from the results that the experts perceived the organization and presentation of the modules to be very effective as an instructional material. This implies that the topics presented are in order; evaluation instrument is incorporated based on the objectives set as well as provision for illustrations, example, figures and exercises that enhance the learning process. As pointed by Constantino (2010) more, exercises focused on the objectives should be added.

Table 20

Descriptive Analysis of the Experts' Assessment of Modules 1-7 according to Language and Style

Indicator	Mean	Interpretation
1. The modules use appropriate style in order to promote mastery on the teacher's part.	4.43	Very Highly Acceptable
2. The language used in the illustrations is simple and easy to understand.	4.31	Highly Acceptable
3. The language used for instruction is adequate enough to enable Grade 10 learners to explain in his/her own words the answer to the inquiry questions in every activity.	4.22	Highly Acceptable
4. The writing style of the modules is enjoyable to read.	4.24	Highly Acceptable
5. The icons and pictures of the module motivate interest in describing the topics and encourage the teachers in facilitating discussions.	3.93	Highly Acceptable
Weighted Mean	4.22	Highly Acceptable

Table 20 depicts the computed weighted mean on the validity of the modules as evaluated by the experts with respect to **the language and style**.

The table reveals that the average weighted mean for “Language and Style” is 4.22 and is interpreted verbally verbally as “Highly Acceptable”. Item 1 “The modules use appropriate style in order to promote mastery on the teacher’s part” ranked first with a rating of 4.43; while item 5 “The icons and pictures of the modules will motivate the interest in describing the topics and encourage the teachers in facilitating discussions” ranked last with a rating of 3.93. All are interpreted verbally as “Highly Acceptable” suggesting that the experts agreed and accepted that the language and style of the developed contextualized modules are enough to be understood by the learners; inclusion for learning new meaning is evident; and carefully chosen vocabulary facilitates learning. The findings imply that the modules contain learning contents that would improve the performance in the subject AP 10: Mga Kontemporaryong Isyu. However, several revisions were made on language and style based on the experts’ comments and suggestions such as correcting typographical mistakes of each module, rephrasing some of the directions to make them simple and understandable for the learners, and to be specific in describing what the learner should be able to do in every activity by always using action verbs. According to Abarro (2004), the language used should be easily understood by the learners. A well- written module should be clear, simple and orderly to make learning easy.

Table 21*Descriptive Analysis of the Overall Experts' Assessment of Modules 1-7*

Items	Mean	Interpretation
Format and Design	4.39	Highly Acceptable
Objectives	4.52	Very Highly Acceptable
Content	4.36	Highly Acceptable
Organization and Presentation	4.41	Highly Acceptable
Language and Style	4.22	Highly Acceptable
Over-all	4.38	Highly Acceptable

Table 21 reveals the composite table on the validity of the modules as evaluated by the experts in terms format and design, objectives, content, organization and presentation, language and style. All evaluators very highly accepted that the instructional modules have objectives which are clearly stated in behavioral form, specific, measurable, and attainable. Also, they highly accepted that the objectives support the attainment of the general objective, take into account the needs of all learners and relevant to the topics of each lesson of the modules. Likewise, the evaluators' responses showed that they highly accepted that the content of each lesson is adequate to the requirements of the objectives identified, and suited to the needs of the students. Furthermore, they highly accepted that the content is within the scope of the learning competencies based on the G10 curriculum guide of the K to 12 programs. Also, as shown in the table, the experts highly accepted that the content of the modules contains sufficient number of exercises and the illustrations are clearly and correctly laid out. With regard to the format and design of the module, the expert evaluators very highly accepted that the format and design is easy to read and understand and the quality and size of paper is acceptable. However, with the

mean of 3.85, the evaluators believed that the icons and pictures in the module need improvement to motivate fully the interest of the students. Likewise, the language used is clear, concise, motivating, and easy to understand. Regarding the presentation of the instructional modules, the evaluators strongly agreed that the topics are presented in a logical and sequential order. They further agreed that the lessons of the modules are presented in a unique and original form. Lastly, looking at the evaluators' responses on the usefulness of the modules, they strongly agreed that the developed instructional module motivate the students to study AP 10 *Mga Kontemporaryong Isyu*. Furthermore, they strongly agreed that these modules help the students master the topics at their own pace. Also, they strongly believed that these modules allow the students to use their time more efficiently and can cater to their needs.

In sum, the expert evaluators strongly agreed that the five aspects of the developed instructional modules (format and design, objectives, content, organization and presentation, Language and style) are highly acceptable based on the aforementioned scale with an overall mean of 4.38. This means that generally, the contextualized modules are very good support learning materials to instruction as shown in the high results of evaluation of the experts. The result implies that the module is very much effective and useful in facilitating the learning abilities of the students. This implication is supported by Cruz (2006) when he found out that the module in Environmental Science is very useful as evaluated by the experts. Moreover, it signifies that the 14 experts consistently gave commendable rating to the various aspects of the instructional module, which added evidence as to its general acceptability. This means that the contextualized modules in AP 10 adhered to the requirements of valid instructional materials;

therefore, it can be implied that since it is highly acceptable, it can be used in instruction purposes to enhance learners competencies of students.

Validity of the modules as evaluated by experts in terms of its extent of Contextualization

Experts also have evaluated the acceptability of the developed contextualized modules using Inquiry-Based Learning in terms of extent of contextualization. Table 22 reveals the composite table on the validity of modules as evaluated by the experts in terms of extent of contextualization.

Table 22

Descriptive Analysis of the Experts' Assessment of Modules 1-7 according to Extent of Contextualization

Indicators	Mean	Interpretation
1. Each module begins activities with what students already know from home, school, and community.	4.49	Highly Acceptable
2. It designs instructional activities that are meaningful and relevant to students in terms of local community norms and knowledge.	4.56	Very Highly Acceptable
3. It acquires knowledge of local norms by talking to the students, parents, family members, community members, and by reading pertinent documents.	4.56	Very Highly Acceptable
4. It provides activities that assist students to correct and apply their learning to home and community.	4.51	Very Highly Acceptable
5. It allows teachers to plan jointly with students using community/context-based learning activities.	4.51	Very Highly Acceptable

Table 22 (continued).

6. It provides opportunities for members of the community to participate in classroom instructional activities.	4.58	Very Highly Acceptable
7. It varies activities to include students' preferences, from individual to cooperative approach.	4.51	Very Highly Acceptable
8. It varies styles of students' participation to include their "contextual experience" such as using interview, by conducting a survey, case study and among others.	4.51	Very Highly Acceptable
Weighted Mean	4.52	Very Highly Acceptable

As shown in **Table 22**, the experts generally perceived a very high acceptability of the contextualized modules with average rating of 4.52. The expert validators very highly accepted that the instructional module “provides opportunities for members of the community to participate in classroom instructional activities” and “designs instructional activities that are meaningful and relevant to students in terms of local community norms and knowledge” with a mean of 4.58 and 4.56 respectively. This leads to an implication that the instructional modules are context-based instruction. This finding is also consistent with the discussion of Jordan, Miller, and Merler (1998) that context-based instruction signifies practices relating to real-life experiences, situations, and activities which give meaning to the social studies lesson. It designs the instructional activities linked to the experiences and environment of the students. Moreover, they also very highly accepted that the contextualized module “acquires knowledge of local norms by talking to the students, parents, family members, community members, and by reading pertinent documents” and “provides activities that assist students to correct and apply their learning to home and community” with a mean rating of 4.51. It can be implied from the result that the developed contextualized modules using IBL as perceived by the expert were able to

utilize local information available in their community; and therefore, helps the students to fully understand the social studies concepts like human rights, citizenship and disaster management. This is somehow in line with the discussion of Reyes et al. (2019) that lessons should be based within the context of the student through different situations or using activities familiar to the students where students construct meaning. They further very highly accepted that the contextualized module using IBL allows teachers to plan jointly with students using community/context-based learning activities, varies activities to include students' preferences, from individual to cooperative approach, and varies styles of students' participation to include their "contextual experience" such as using interview, by conducting a survey, case study, and among others. However, last in rank with a mean rating of 4.49 verbally interpreted as "highly acceptable" is item 1, "Each module begins activities with what students already know from home, school, and community".

It can be deduced from the general weighted mean of 4.52, with verbal interpretation of Very Highly Acceptable that the developed module is very highly contextualized. This means that the instructional modules in AP 10 adhered to the requirements of a valid contextualized-based instruction material; therefore, since it is highly contextualized, it can be used in instruction purposes to enhance the learners' competencies.

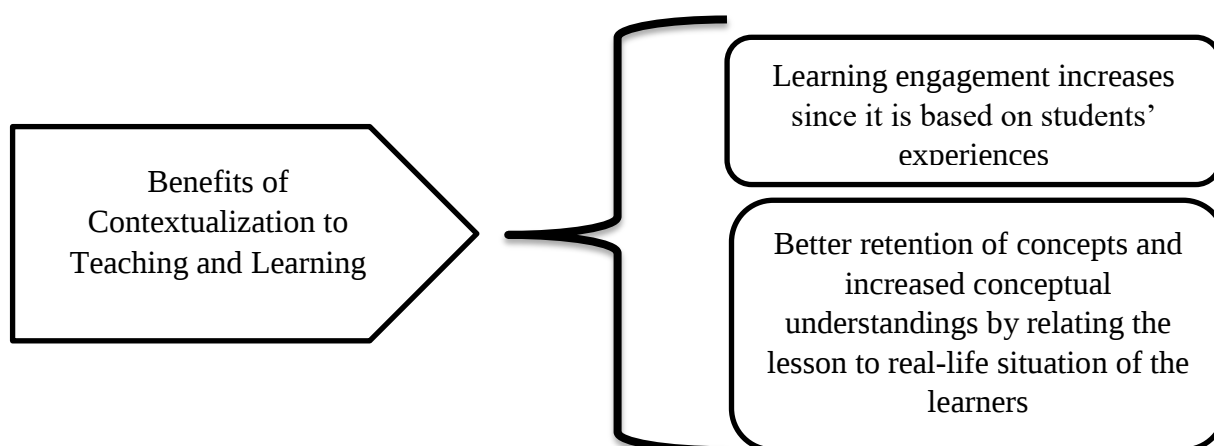


Figure 4: Benefits of Contextualization to Teaching and Learning

Figure 4 shows the expert validators' perception on the benefits of contextualization to teaching and learning. According to the experts, due to contextualization, students could be more engaged in school work and could find enjoyment in lesson. The concepts learned may retain longer in their minds because they can grasp easily the relevance of topic. Since the contextualized modules are able to relate lesson to real-life situation of the learners, students appreciated the social studies concepts despite of its broad nature because they can connect social studies concepts to their lives such as human rights, citizenship, and gender equality.

To support the statement of experts on increase in **learning engagement**, their reflections were considered after they validated the developed contextualized modules using IBL. Below are some of experts' reflections.

The modules are all contextualized and will create classroom conditions that support effective self-directed learning. (Expert 4)

The developed modules are highly contextualized. The modules will provide positive impact in the learning experience of the learners. It will also provide significant learning in the teaching-learning process because students are engaged and challenged at every stages of inquiry-based learning. (Expert 1)

All activities and exercises are suited and respond to the different needs of learners. In addition, the modules will also challenge the critical thinking skill of the grade 10 learners. (Expert 7)

All the developed modules are highly contextualized and it helps teachers to make the curriculum responds, conforms, reflects and is flexible to the needs of the learners. (Expert 2)

On the other hand, the reflection of the experts supports the notion that contextualization provides **better retention of concepts** for the students and increases conceptual understandings by relating the lesson to real-life situation of the learners.

Activities in the modules capitalized the students' curiosity and provide authentic problems within the context of curriculum and the community. (Expert 3)

The contextualized modules in AP 10 using inquiry-based learning help the teacher to deepen the lesson because it provides opportunities for the real-world experience on the topic. (Expert 13)

Additional activities and data gathering for grade 10. This will also help the grade 10 learners to be more analytical and relate the topic to their experiences. (Expert 12)

Some of the activities can be readily applied in their community. The various materials use could easily bring the curiosity of the students that will lead into the attainment of the learning objectives. (Expert 10)

Validity of the modules as evaluated by experts in terms of its extent of Inquiry-Based

Learning (IBL)

Experts have also evaluated the acceptability of the developed contextualized modules using Inquiry-Based Learning in terms of extent of IBL process. Table 23 reveals the composite table on the validity of modules as evaluated by the experts in terms of its extent of Inquiry-Based Learning.

Table 23

Descriptive Analysis of the Experts' Assessment of Modules 1-7 according to the Extent of Inquiry-Based Learning

Indicators	Mean	Interpretation
1. The inquiry questions capitalize on student curiosity and provide authentic (real-life) problems within the context of the curriculum and/or community.	4.58	Very Highly Acceptable
2. The inquiry process allows students to answer the inquiry questions in an independent and collaborative manner.	4.62	Very Highly Acceptable
3. The develop modules are in compliance with stages of Inquiry-based Learning.	4.62	Very Highly Acceptable
4. It helps the students to reflect on the investigations and the processes that they use.	4.58	Very Highly Acceptable
5. Encourage students to gather appropriate information, carry-out experiment, and seek explanations and solutions.	4.51	Very Highly Acceptable
6. Teacher and students are given opportunities to define and organize learning task that are related to the inquiry-questions.	4.51	Very Highly Acceptable
7. Data and information are actively used, interpreted, refined, digested and discussed using the instructional activities in each module.	4.41	Highly Acceptable
8. The presentation part of each module helps the students to compare, contrast and synthesize data.	4.41	Highly Acceptable
Weighted Mean	4.52	Very Highly Acceptable

As reflected in **Table 23**, the experts generally gave a very high acceptability of the instructional modules with an average rating of 4.52. It can be deduced that the developed contextualized module is very highly acceptable as regards the use of inquiry-based learning process. Among the sub-items, item 2, “The inquiry process allows students to answer the inquiry questions in an independent and collaborative manner” and Item 3, “The developed

modules are in compliance with stages of Inquiry-Based Learning” both ranked 1st with a mean rating of 4.62, both interpreted as very highly acceptable. The result agrees with the discussion of Spronken-Smith (2008) that Inquiry-Based Learning (IBL) should be grounded on encouraging curiosity and wonder in students. Hence, IBL must constitute ‘active’ learning (Healey & Roberts, 2004) by being a question-driven learning process. Moreover, Arthur (1989) further discussed in his study that by giving students the ability to form questions and let the questions answered through an inquiry-based approach positively affect the confidence of the students. However, an expert respondent commented in regard to item 3 that instead of six (6) phases of IBL, the four (4) phases of inquiry-based sequence: interaction, clarification, questions, and design should also be considered.

They further accepted very highly the indicators of Inquiry-Based Learning in Item 1, “The inquiry questions capitalize on students’ curiosity and provide authentic (real-life problems) within the context of the curriculum and/or community” and Item 4, “It helps the students to reflect on the investigation and the process that they use” with a mean rating of 4.58. This leads to an implication that the experts who validated the modules agreed that the inquiry-based cycle integrated in the instructional learning module involves an active and engaging process in which motivation and participation in the subject areas significantly increase (Justice et al. 2002). This means that the instructional materials adhered to the basic requirements of inquiry-based learning by providing students to answer the structured inquiry questions and further develop their capacity to explore, search for relevant information, gather and synthesize their findings, communicate their ideas and opportunity to reflect, and evaluate the success of their own learning. This is parallel to the recommendation of Edelson et al. (2011) that the

inquiry process should allow students to establish an authentic problem that has meaningful implications relevant to their experiences and interests. Thus, they are provided activities that also lead to a structured investigation for learners to learn investigation techniques, and help them to develop background knowledge, and establish a motivating context.

Last in rank are Item 7, “Data and information are actively used, interpreted, refined, digested, and discussed using the instructional activities in each module” and Item 8, “The presentation part of each module help the students to compare, contrast and synthesize data” with a mean rating of 4.41, verbally interpreted as “Highly Acceptable”.

C. Results and Discussion on the Validity of the modules as evaluated by peers (Grade 10 teachers) in terms of its usefulness to teaching and learning

Teachers also have evaluated the acceptability of the developed instructional modules in terms of extent of usefulness to teaching and learning. The responses of thirteen (13) teacher respondents were tallied per indicator/characteristic. A similar trend of findings emerged as to how the experts evaluated the contextualized instructional modules. As shown in Table 24, the teacher-respondents generally accepted that the instructional modules are “Useful” with an average rating of 4.23.

Table 24

Descriptive Analysis of the Grade 10 Teachers’ Assessment of Modules 1-7 according to the Extent of Usefulness to Teaching

Indicators	Mean	Interpretation
1. The modules enable the students to analyse and apply the learning contents in AP 10 in real-life contexts.	4.45	Useful
2. The modules are engaging, supportive of higher level thinking skills and have been beneficial to students learning.	4.24	Useful

Table 24 (continued).

3.	The modules can make the students learn and understand the subject matter by following the inquiry process at his /her pace.	3.99	Useful
4.	The modules have well-defined adaptability to support a diversity of learners.	3.93	Useful
5.	The modules motivate the students to study AP 10: Mga Kontemporaryong Isyu.	4.18	Useful
6.	The modules allow the students to use their time more efficiently.	4.08	Useful
7.	The modules develop critical thinking, communication skills, collaboration and creativity.	4.39	Useful
8.	The modules enable the students to analyze and apply the learning contents in AP 10 in real-life contexts.	4.39	Useful
9.	The modules make the learners actively engaged with the learning process by asking inquiry questions that provoke further discussion and stimulate deeper exploration, and by supporting and motivating them to engage with the task and valuing their ideas and contributions.	4.39	Useful
10.	The modules encourage learners to reflect on their learning experiences and develop an atmosphere of trust in which the learners are willing to share and exchange ideas collectively.	4.39	Useful
Weighted Mean		4.23	Useful

The results of data analysis presented in the **Table 24** revealed that Item 1 ranked first with a mean rating of 4.45 in terms of its usefulness to teaching and learning. The teacher-participants agreed that the instructional modules are “Useful” to them because they enable the students to analyze and apply the learning contents in AP 10 in real-life situations. Moreover, they also rated the extent of the usefulness of the modules very high. They further agreed that Item 7, Item 8, Item 9, and Item 10 in the table are “Useful” to teaching and learning with a mean rating of 4.39. It can be implied from the results that the instructional modules develop the

critical thinking, communication skills, collaboration and creativity of students using the inquiry process. Students actively engage with the learning process by asking inquiry-questions that stimulate discussion and deeper exploration and understanding of the learning content, encourage students to reflect on their learning experiences, and develop an atmosphere of trust in which the learners are willing to share and exchange ideas collectively. Moreover, the modules also serve as a supplementary material to the teachers as they cater the needs of the students. On the other hand, the obtained mean rating of 4.28 and 4.18 for Item 2 and Item 5 respectively also implied that the teacher respondents further agreed that the contextualized modules are engaging, beneficial to students, contributory to the development of higher level thinking skills, and motivate the students to study *AP 10 Mga Kontemporaryong Isyu*.

These findings is somehow in line with the discussion of Race (1989) as cited by Lim (2016) who stressed that instructional modules are structured to attract the interest of the student or get the learner involved, challenged, and motivated. The contextualized modules using IBL establish self-autonomous learning for the students and provide them a confidence boost. This is possible because the students are given the framework within which to think things out for themselves. Most significantly, the students are given the credit for the newly acquired knowledge by valuing their ideas and contributions. They reiterated that instructional modules are specific-built and are designed to meet the students' needs. Race also reiterated that the fundamental approach underlying the use of instructional materials is to make learning active, engaging, interesting, meaningful, humane, and beneficial to both the students and teachers.

Table 25

Descriptive Analysis of Grade 10 Teachers' Assessment of Modules 1-7 according to the Overall Usefulness of Each Module to Teaching

Module	Mean	Interpretation
1. <i>Ang Dalawang Approach sa Pagtugon sa mga Hamong Pangkapaligiran</i>	4.6	Very Useful
2. <i>Mga Hakbang sa Pagbuo ng Community-Based Disaster Risk Reduction and Management Plan</i>	4.51	Very Useful
3. <i>Mga Isyu sa Paggawa</i>	4.51	Very Useful
4. <i>Tugon sa mga Isyu sa Kasarian at Lipunan</i>	4.22	Useful
5. <i>Pagkamamamayan: Konsepto at Katuturan</i>	4.64	Very Useful
6. <i>Mga Karapatang-Pantao</i>	4.51	Very Useful
7. <i>Pakikilahok sa mga Gawaing Pansibiko at Pulitikal na Pakikilahok</i>	4.31	Useful
Weighted Mean	4.47	Useful

Table 25 reveals the computed weighted mean of the validity of each module as evaluated by the teachers in regard to its **usefulness to teaching**. The data show that the average weighted mean on the “Usefulness” of each module is 4.47 and is interpreted verbally as “Useful”. Module 5 “*Pagkamamamayan: Konsepto at Katuturan*” ranked first with a rating of 4.64; while item 1 “*Ang Dalawang Approach sa Pagtugon sa mga Hamong Pangkapaligiran*” ranked second with a rating of 4.60. Further, Module 2, “*Mga Hakbang sa Pagbuo ng Community-Based Disaster Risk Reduction and Management Plan*”, Module 3, “*Mga Isyu sa Paggawa*”, and Module 6, “*Mga Karapatang Pantao*” ranked third with a mean rating of 4.51. All are interpreted verbally as “Very Useful”. On the other hand, Module 3, “*Mga Isyu at Tugon sa Kasarian*” ranked last with a rating of 4.22 and verbally interpreted as “Useful”. This means that the information, activities, exercises in the contextualized modules using inquiry-based

learning help the teachers to bridge the gap in linking the abstract concepts of AP 10 and the real world contexts of the subject matter. Moreover, the modules are perceived very useful because students are able to contextualize information by immersing themselves in answering the structured inquiry questions. The results of the validation suggest that the teachers consider the contextualized modules as very useful supplementary learning material in transmitting cognitive knowledge and deepening the understanding of the students. As concluded by Constantino (2010), successful implementation of learning materials such as modules are very useful in achieving better learning for the students.

The written feedbacks were obtained from the open-ended questions part of checklist-questionnaire given to teacher respondents. Written comments and suggestions, which are optional, are added to get feedback. All the thirteen (13) Grade 10 teachers who evaluated the developed contextualized modules answered the open-ended questions and included additional comments and suggestions.

Grade 10 teachers were asked about the benefits of implementing this contextualized module using IBL in their regular classes. All the replies were affirmative and confirmed that the instructional modules are beneficial to their teaching and learning of the students. A selection of the comments follows:

It will help on the deepening the HOTS skills of the students and also promotes awareness of the learners in their local community. (Teacher 9)

It helps students develop their critical-thinking skills. (Teacher 8)

Students will have the opportunity to connect their learning outside the four corners of the classroom. (Teacher 7)

It will help students to be active on class discussion because of real-life experience on the topic. (Teacher 13)

It motivates student to think critically by providing activities that will improve students' higher level thinking skills. (Teacher 5)

Students will have an overview of the lesson from the get go because of the inquiry-questions. (Teacher 2)

This finding implies that the contextualized instructional modules using IBL make students active and reactive with the learning process and learn more from using hands-on and real-life activities than becoming a passive learner just by merely acquiring cognitive knowledge by spoon feeding by their teachers (Gibbs, 1992; Race, 1993). This is somehow in line with the discussion of Kahn and O'Rourke (2004) who stressed that Inquiry-Based Learning is superior among various educational pedagogies because it provokes discussion and stimulates deeper exploration of the lesson. By immersing themselves into an inquiry process, students' capacity to think critically, communicate better and collaborate with other are developed immensely. Most significantly, it provides a classroom set up that is able to give them unique and innovative ways to learn, thus encouraging them to extend their learning boundaries. In other words, IBL transforms their classroom a reflection of the world. IBL proponents believed that what makes the application of IBL in the classroom successful is it allows students to learn independently. Teachers literally act as guide and facilitator, making their ideas and contributions valued. With increase of student motivation and engagement, it is pointing towards development of an atmosphere of trust in which students are willing to share and exchange ideas or work cooperatively. A selection of the comments made is shown as support to this finding:

The modules are very beneficial in the teaching learning process. It makes learning simple and easy to understand for the students. (Teacher 12)

Students can answer the module easily using their own experiences. (Teacher 11)

Students will become active learners; they can share their knowledge and experiences. The modules are able to stimulate meaningful learning because discussions are rooted from the experiences of students. (Teacher 10)

It makes learning productive and time-bounded. Activities are focused on the learning competencies and the target goal for the learners. (Teacher 6)

When teachers were asked what they think would be the difficulties of implementing contextualized module using IBL in their regular classes, two difficulties or challenges were described: **much time for preparation and students' individual differences**. A selection of the comments made is shown to support this finding:

Not all students may be able to cope or understand due to individual differences and the availability of resources. (Teacher 12)

Students are different from each other. (Teacher 3)

There will be conflict of views because every student has their own point of view. (Teacher 4)

Time consuming. (Teacher 8)

There is a time restriction in accomplishing all the activities. (Teacher 7)

Time constraints will be a challenge because it takes time for the teacher to facilitate all the activities in the lesson. (Teacher 5)

Some activities are more appropriate with the higher sections. Some of the activities could have a problem in the implementation due to time constraints. (Teacher 9)

These statements are consistent with the findings of Reyes et al. (2019) in regard to the challenges that the teachers experience in their teaching using contextualization. In the study they conducted, it emerged that the teacher participants consumed much time for the preparation of materials when they contextualized the lesson. Moreover, they experience difficulty that some of contextualized activities are not suitable to different types of learners due to students'

individual differences in background, attitude, and interest. In addition, teachers also experienced difficulty in using the inquiry process. Below are some of teachers' reflections:

Learning relies on the students' process of acquiring their own knowledge. If the students are lacking on this part, the deepening of learning will still be provided mainly by the teacher. (Teacher 10)

Familiarizing with the inquiry-process. Reading comprehension and communication skills of the students can also be a barrier in the process. (Teacher 6)

This is related to the discussion of Edelson (2011) that inquiry process is different from a traditional expository learning process that relies heavily on lectures because the demand to require students engage in a higher level of motivation and participation is necessary. He further discussed the students' lack of background knowledge and the opportunity to develop it as a significant challenge in the successful implementation of Inquiry-Based Learning. These challenges can prevent students from successfully engaging in meaningful investigations and therefore undermine learning.

Moreover, teachers were asked to describe the role of teachers and students during the lesson using the developed contextualized module following IBL. All the replies were affirmative and confirmed the meanings of IBL articulated in literature:

Teachers are the facilitators. They just give instruction on how to execute each activity. Students are presenter of each topic. (Teacher 13)

Teacher is more of a facilitator. Learners are given opportunities to discover their potential and be able to apply their learning in real-life situation. (Teacher 12)

Teacher is a facilitator, guide, instruction setter. Students are data gatherer, active learner, and analyses information to convert it to learning. (Teacher 10)

Teachers are facilitator and moderator. Students are keen observers and active learners. (Teacher 9)

The teacher will only serve as the facilitator in the inquiry-process while the students become collaborative learners. (Teacher 7)

The teacher serves as facilitator of learning. The students take an active role in their learning task. They become engaged and collaborative learners. (Teacher 6)

The teacher is a facilitator and guide to students on how to execute and finish the lesson/activities. The students are the one responsible in participating and doing all the necessary tasks that they need to do. (Teacher 5)

The teacher will be facilitator and students will become thinker and doer. (Teacher 2)

These teachers' comments re-affirmed the view by Kember (1997) that IBL is a student-learner centered. Teacher as the goal and instruction setter merely acts as a facilitator of learning. As emphasized by Spronken-Smith (2008), IBL in the teaching learning process students become engaged with the lesson, by providing them opportunity and freedom to explore, figure what information needs to be found, gather data, synthesize findings, communicate these and then evaluate progress. This is directed to more relevant questions, further enhancement of meta-cognition skill and authentic assessment on the students (Justice et al., 2002). Since students are facilitated by teachers in following the structured inquiry process, students are provided with guidance, resources or feedback. The balance between allowing students the flexibility to explore, and the scope of supervision administered by the "teacher-guide" is a critical one that varies according to the experience and ability of both the teacher and the student in relation to the learning content (Crabtree, 2004). In IBL, critical thinking is constructed generally by what the student actually does; it is a constructivist approach to learning (Bruner, 1990).

Finally, teacher participants were asked for comparison of contextualized module using IBL from conventional instructional materials usually utilized in teaching instruction. Most of the teachers agreed that they had a greater appreciation of the module because it stimulates

curiosity on the students and allows the development of their critical-thinking skills. They commented that they had benefited from the developed contextualized module using IBL. A selection of the comments of teachers follows:

It is not teacher-centred because of the inquiry process in the module. (Teacher 13)

Spoon feeding is definitely avoided; students become more self-reliant and responsible. (Teacher 12)

It will keep students to think deeper in their learning process. (Teacher 7)

Learning is authentic. Focus is on real-life task that makes the learning strategies effective and efficient. (Teacher 6)

It provides activities will motivate student to think critically. It is a big help for the grade 10 teachers since we lack valuable resources in teaching AP 10: Mga Kontemporaryong Isyu. (Teacher 5)

This contextualized module using IBL is better than the conventional instructional material. (Teacher 4)

D. Results and Discussion on the Try-out and Validity of the Modules as Evaluated by Students in Terms of its Format and Content

The researcher asked permission from the Schools Division Office – Quezon City to conduct the try-out and validation of modules with selected grade 10 students of four (4) public secondary schools of District 5 in Quezon City. The communication letter seeking permission was sent to the Division Office on September 28, 2019. On October 03, the Schools Division Office, Quezon City interposed no objection on the try-out of the modules provided that it adheres to the provision of DepEd Order No. 9, s. 2005 on “Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith”. Therefore, formal arrangements

were made with the school principal and personnel concerned. The conduct of the try out made sure that it did not interfere with the regular program of the school. No disruption of classes was observed, restrictions on taking of photographs were respected, and no interview was done during class hours.

Comprehensive Description of the Try Out

The following is the comprehensive description of the try out. The try out was conducted during the Third Quarter and started from November 27, 2019 to January 10, 2020. The purpose of the try out was to explore further the practicality and validity of the contextualized module using Inquiry-Based Learning (IBL). Using the instructional modules (IMs) in the class provided additional feedback and assessment on practicality, validity, and different aspects of their effectiveness. In addition, using the IMs in class was needed to find out if teachers and students could be able to implement them as intended by the researcher. During the try out, the researcher used a variety of instruments to collect data. These included supervisory lesson observation form used by the department heads and teacher responses through teachers' reflection notes. The try out was done in one learning week for each teacher. Based on AP 10 curriculum guide and learning assurance mapping program (LAMP), Araling Panlipunan is allocated three lessons per week in one class.

On November 27 and 28, 2019, four (4) Grade 10 AP teachers were approached and asked to take part in the try out phase of the study. One teacher was selected from each of the four public secondary schools in the District 5 of Quezon City. They were selected using purposive sampling. The four teachers coded as teacher A, B, C, and D were qualified teachers and had

experience in teaching AP 10 for more than five years. Teacher A was from Lagro High School. The researcher utilized the homogenous section handled by Teacher A. Students in that class have a general weighted average of 85 and above. On the other hand, Teacher B and Teacher C were from Dona Rosario High School and Sta. Lucia High School respectively. Students in their selected class from try out belong to a heterogenous class and have a general weighted average from 80 to 84. While Teacher D was from Novaliches High School and students in her selected class have a general weighted average of 79 and below.

The researcher explained to them in detail the requirements of the study and the Inquiry-Based Learning (IBL) approach used. The teachers were willing to try out the new approach used to develop the contextualized module and give critical feedback. They were asked to distribute to the student participants the assent and consent form to participate in research. The purpose of the research was explained to the students in verbal and in written form. They were informed that the try out phase of the instructional module involved three days and one-hour a day. Students were assured by their teacher that they may withdraw from the study at any time and all information treated in strict confidentiality. Moreover, teachers carried out the try out phase with their classes during their scheduled AP 10: *Mga Kontemporaryong Isyu* lessons.

Try out phase of the module

Try-out phase was conducted in the third quarter period of school year 2019 -2020. One of the seven instructional modules developed by the researcher was utilized during the try out. The try out was done in one learning week for each teacher. The teachers were given the instructional module 3, “*Mga Tugon sa mga Isyu at Kasarian*” to read and be prepared before the

module was carried out in their respective classes. Dona Rosario High School was first to conduct the try out. It started on December 02, 2019 and lasted until December 09, 2019. It was followed by Sta. Lucia High School wherein the duration of the try out was from December 05, 2019 up until December 10, 2019. Lagro High School and Novaliches High School were not able to conduct their try out before the Christmas break. The two teachers in-charge for try out were also given additional task to do such as training students for Division competition and facilitating the evaluation of the learning resource development and management system (LRMDS) of their respective schools. Eventually, try out was conducted last January 06 to January 10, 2020. Prior to the start of the try out, the researcher and the teacher in-charge had a one-on-one discussion on how the activities in the module should be facilitated and what actions required for teachers and students in the inquiry process. Below are the detailed descriptions:

Actions for Inquiry process:

Day 1: Connection (Alamin Natin)

There are two activities in this inquiry process: Activity 1 Wonder Wall and Activity 2 Headline-Suri. In Wonder Wall, class is divided into four groups. Each group is assigned to define terms such as Gender and Sex and Women's Rights based on their prior knowledge on the topic. Group outputs are posted in Flip Chart. On the other hand, in Headline-Suri, news clippings about gender discrimination are shown to the students. Using guide questions, teachers and students are expected to have class discussion. Specifically, the teacher is expected to:

1. Discuss the overview, objectives and inquiry-questions of the lessons
2. Inform students how to carry out participation in Activity 1 Wonder Wall and Activity 2 Headline-Suri

3. Stimulate students to reflect on their prior knowledge about the topic During the activities
4. Help students to navigate the question to be answered by the activity
5. Facilitate group discussion
6. Discuss investigation process i.e. inform students about the conduct of interview

Day 2: Investigation (Paunlarin Natin), Presentation (Talakayin Natin), Evaluation (Suriin Natin)

Prior to the start of this inquiry-process, students are expected to have conducted already the interview as part of their contextualized activity. They are tasked to interview students, School Guidance Counsellor, and GAD Focal person to gather relevant and significant information about the topic discussed. After which, each group begins their output presentation. Then, students work on Activity 5 Information Retrieval Plan. Specifically, the teacher is asked to:

1. Facilitate the presentation of each group output and encourage students' approach (Teacher allows learners to choose their own approach in their presentation)
2. Encourage active involvement of learners in the activities by demonstrating and supporting thinking processes in learners
3. Encourage peer assessment by allowing students to ask questions seeking clarification on their work
4. Guide students to make conclusions based on data collected from the investigation through interview that they carried out

Day 3: Reflection (Pahalagahan Natin) and Action (Isagawa Natin)

60-second strategy (RESPOND, REFLECT, REVIEW) validates the experience and knowledge that all students gained in the inquiry process. In this activity, responding on inquiry-questions is a necessity. Students should be able to reflect on their own learning and review the learning content through collaborative feedback and affirmation. One critical aspect of this inquiry process is for students to apply activity what have they learned. Therefore, inquiry process in the contextualized module always ended with a student's output or performance task.

To achieve this, the teacher is expected to:

1. Encourage students to reflect on the activities they carried out
2. Give feedback by summarizing and highlighting major points on the inquiry-process conducted
3. Facilitate students in accomplishing their final output: performance task

Try out phase: Assessment of Instructional Module

The teachers documented their experience in the implementation of each inquiry process of the instructional module through teacher reflection notes. The reflection note was meant to provide feedback supporting the data from lesson observations as well as teacher interviews. It is important to note that the teacher interviews were conducted at the end of the try out. The teacher could have forgotten easily the details of the happenings of each activity or exercise carried out. To avoid this, reflection note was filled immediately after the try out, thus getting every important detail of the happenings during the learning process. It also provided the researcher with the teachers' uncontrolled views on the contextualized module implementation, addressing researcher's potential bias towards the effectiveness of the developed instructional module.

The reflection note was a guided format for the teacher to transcribe his/her experiences in using the instructional modules when carrying out the inquiry-based process. This enabled the teacher to journal experiences and observations during try out preparation and even implementation. They were able to log the challenges and the benefits from the module as well as incorporate additional comments on possible ways in which the contextualized module could be improved, and further develop the module into a more appropriate and useful instructional materials grounded on student needs.

Comprehensive observations of the teachers engaged in the try out

Teacher A, B, C, and D all agreed that they found the contextualized module using Inquiry-Based Learning (IBL) engaging, allowing students to construct learning more meaningfully than the traditional approach they commonly used in their classes. All the teachers were in concurrence that the contextualized and inquiry-based approaches dispense students to participate in the activity and enable them to reflect about what they were doing. They all observed that the contextualized inquiry-process developed students into active learners, managing their own activities which according to Teacher A, made one student describe his learning experience with fun and excitement, “we were able to discover some things on our own.” They also implied that the manner the students learned the concepts in the lesson was interesting and memorable. Teachers particularly appreciated two activities in the module: Activity 6 “60 Seconds Strategy (Respond, Reflect and Review) and Activity 7 “*Adbokasiya Mo, Isulong Mo*”. Two teachers wrote in their reflection notes:

The module motivates student to think critically. Activities are good and encourage students to analyse and apply all the learning contents in real-life situations. Students were teaching to become responsible in participating and doing the entire task that they need to do. (Teacher C, SLHS)

Students become active learners. The module enables them to share their own knowledge and experiences. The whole try out is a meaningful learning, discussions are rooted from the experiences of students. (Teacher B, DRHS)

These descriptions of the teachers involved in the try out are consistent with the discussion in the literature about the benefits of using Inquiry-Based Learning in instruction. Inquiry-Based Learning approach stimulates active learning and increases student motivation and engagement (Center for Occupational Research and Development, 2012). Furthermore, inquiry-based and even contextualized instruction activate paradigm shift of teaching pedagogies embedded with students' participation and development at the center and heart of the teaching learning process.

However, all four teachers found this consuming a lot of teacher's time, especially the investigation part (*PAUNLARIN NATIN*) of the module. This made students to conduct an interview with the school guidance counselor and School Gender and Development (SGAD) focal person. For example, in Dona Rosario High School, Teacher B reported that they need to delay the presentation part of the inquiry-process because the students failed to gather important data regarding the status of gender and development in their school. The students were not able to talk with the guidance counselor in their scheduled interview because the guidance counsellor needed to do an important task that day. Teachers commented that the students in the inquiry process must be able to organize and manage complex, extended activities especially students typically are not asked to manage such processes. The need to recognize possible restraints of the learning environment and limitations on enforced standard school regulations such as rigid class schedules and supervising activity outside school is also a challenge. Teachers B and C indicated that there was a challenge of time to carry out the activities as suggested, considering the large

amount of content that should be covered in the module. Without the cognitive skill of the students and the chance to develop it, then the result is the inadequacy on the part of the students to complete meaningful inquiry process.

During lesson introduction (*Connection/Alamin Natin*), the teachers were able to discuss overview of the topic and the content to be learnt through the inquiry questions; however, Teacher B and Teacher D found difficulty in facilitating Activity 1 Wonder Wall and Activity 2 Headline-Suri because they had to stimulate the prior knowledge of the learners. They wrote that the challenge of getting learners to understand why they should formulate their own knowledge especially for the first activity of the module impeded a continuous flow of discussion. They commented:

There are few students who did not do it seriously because they were not interested on group activity; it affects the outcome of the learning process. (Teacher D, NHS)

The success of activity 1 and 2 relies on the students' processing of their prior knowledge. If the students are lacking on this part, the teacher will allot more time for a lesson to be met, and the deepening of learning will still be provided by the teacher. (Teacher B, DRHS)

However teachers also mentioned in their reflection notes that the students eventually got used to the inquiry process and said that it made them learn more deeply. It is supported by Teacher A's comment that the students should be exposed to more of contextualized IBL approach and let the students get used to it. Another challenge reflected in the use of contextualized module is the present classroom set up and student population ratio per class. Teacher A identified the challenge of a large class considering the amount of supervision required using contextualization and Inquiry-Based Learning.

Lastly, all four teachers agreed that the information in the modules they used was sufficient to guide them through the lesson. They also indicated that the contextualized module using IBL actually supported learner involvement through guiding the teacher for lesson plan and organization of the lesson. All of them indicated that the objectives of the lessons were achieved. This was an indication of the effectiveness of the instructional module. In general, the teachers indicated that the materials were easy to use and understand in their classes.

Validity of the modules as evaluated by grade 10 students in terms of its format and content

After the try-out of the modules, students also have evaluated the **acceptability** of the developed instructional modules in terms of **format and content**. The responses of one hundred fifty-six (156) respondents were tallied per indicator/characteristic. A similar trend of findings based on teacher evaluation emerged as to how the student-participants evaluated the instructional modules.

Table 26

Descriptive Analysis of Grade 10 Students' Assessment of Module 3 according to the Format

Indicators	Mean	Interpretation
1. <i>Ang kaanyuan (lay-out) ng modyul ay nakaayos sa lohikal at maayos na pagkakasunod-sunod.</i>	4.53	Very Strongly Agree
2. <i>Ang mga panuto sa modyul ay maayos na nailahad at madaling maintindihan.</i>	4.63	Very Strongly Agree
3. <i>Ang mga ginamit na font size at font style sa modyul ay madaling mabasa at maintindihan.</i>	4.37	Strongly Agree
4. <i>Ang mga ginamit na salita sa modyul ay simple, malinaw at madaling maunawaan.</i>	4.37	Strongly Agree

Table 26 (continued).

5. <i>Ang mga ilustrasyon, larawan, at icons ay nakatulong sa pagpapatibay sa pagkamit ng mga layuning pagkatuto sa gawain at aralin sa modyul.</i>	4.39	Strongly Agree
6. <i>Ang pagpapaliwanag sa bawat bahagi o yugto ng Inquiry-Based Learning ay simple, malinaw at madaling maunawaan.</i>	4.37	Strongly Agree
7. <i>Ang presentasyon ng paksa at talakayan sa modyul ay malinaw at nakalahad ayon sa wasto at tamang pagkakasunod-sunod nito.</i>	4.50	Very Strongly Agree
8. <i>Ang mga gawain at pagsasanay sa modyul ay napapanahon at may kaugnayan sa araling tinatalakay.</i>	4.46	Strongly Agree
9. <i>Ang mga layunin sa pagkatuto ay malinaw, nasusukat at kayang matamo ng mga mag-aaral</i>	4.38	Strongly Agree
10. <i>Ang mga layunin sa pagkatuto ay nagbibigay gabay sa mga mag-aaral tungkol sa araling tatalakayin</i>	4.43	Strongly Agree
Weighted Mean	4.40	Strongly Agree

As shown in **Table 26**, the student-participants generally perceived an excellent acceptability of the instructional modules with average rating of 4.40 in terms of format.

In terms of format of the instructional module, the student-participants very strongly agreed that the instructions in the instructional module are clear and well emphasized, and the layout of the instructional modules is arranged in a logical and sequential order.

Moreover, they strongly agreed that the font size and font style are readable and clearly defined. The illustrations, photos, and icons are properly laid-out. They further agreed that the language used in the module is simple, clear and easy to understand. They also strongly agreed that they can easily understand the objectives and instructions are clearly defined. Furthermore, they strongly agreed that the activities and exercises in the module are relevant and well-connected to the lesson.

Several revisions were also made on module format based on the students' comments and suggestions after the try out. Visual illustrations on each part of the modules were improved to make it more colourful and interesting for the learners. Pictures were added for the students to have a better understanding on what the module wants to convey.

Here are some comments and unedited answers written by the students in terms of their comments and suggestions on the module format:

Gawing makulay ang modyul upang mas maging kawili-wili. (lhsM116)

Nais ko na magkaroon ng madaming visual nang mas maunawaan ang mga gustong ipahatid ng modyul. (lhsM215)

Sana ay may variety of font's upang madistinct ang mga Gawain. (lhsM1415)

Mas gawin sanang makulay ang modyul. (lhsM616)

Mas gawin pa itong makulay upang mas kapana-panabik na sagutan at aralin. (lhsF2315)

Ang kalinawan ng bawat litrato o mga ilustrasyon na naipakita sa modyul ay maari pang mapaayos at mapaganda. (slhsM2616)

Kung ninanais ay maaring pang maging kawili-wili ang disenyo ng modyul. Mas maging uniform" sa paggamit ng font size at style. (slhsM916)

Table 27

Descriptive Analysis of Grade 10 Students' Assessment of Module 3 according to Content

Indicators	Mean	Interpretation
1. <i>Ang mga gawain sa modyul ay tumutugon sa paglinang ng aking kritikal na pag-iisip.</i>	4.59	Very Strongly Agree
2. <i>Ang mga gawain at aralin sa modyul ay naging kapaki-pakinabang at makabuluhan sa aking pag-aaral at pagkatuto.</i>	4.47	Strongly Agree
3. <i>Ang mga pagtataya at ebalwasyon sa modyul ay naging mabisa upang malinang ang aking 21-siglong kasanayan (kritikal na pag-iisip, kolaborasyon, pagkamalikhain, kasanayan sa komunikayon).</i>	4.61	Very Strongly Agree

Table 27 (continued).

4. <i>Ang mga gawain at aralin sa modyul ay nagbibigay ng pagpapahalaga sa paggamit ng makabagong teknolohiya sa paglinang ng aming kaalaman.</i>	4.44	Strongly Agree
5. <i>Nagkakaiba at sapat ang mga gawain upang magkaroon ng pagkatuto sa aming mga mag-aaral.</i>	4.36	Strongly Agree
6. <i>Nasusukat ng mga yugto ng Inquiry-Based Learning ang paggamit sa natutunan sa iba't ibang layunin sa pagkatuto o domain of learning (pangkabatiran, pandamdamin at pagkakaugnay-ugnay ng kilos at kaisipan).</i>	4.15	Strongly Agree
7. <i>Nakahikayat ang mga gawain at aralin sa modyul upang magamit ang natutuhan sa paglutas o pagsagot ng isang suliranin sa aming paaralan at komunidad.</i>	4.51	Very Strongly Agree
8. <i>Nakatulong ang kontekwalisasyon ng aralin upang matamo ang layunig ng 21 siglong kasanayan at makapagbigay ng mas malalim na pag-unawa sa aralin.</i>	4.58	Very Strongly Agree
9. <i>Nalinang ng mga gawain sa modyul ang aking kakayahan na magkaroon ng sariling pagtataya sa aking pagkatuto sa aralin.</i>	4.65	Very Strongly Agree
10. <i>Nakapagbigay sa akin ng motibasyon at kasiyahan sa pag-aaral at pagkatuto ang naging mga gawain sa modyul.</i>	4.62	Very Strongly Agree
Weighted Mean	4.52	Very Strongly Agree

Table 27 shows the computed weighted mean on the validity of the modules as evaluated by the students' participants with regard to **content**. The student-participants generally evaluated the instructional module with an excellent acceptability garnering an average rating of 4.52.

The students' evaluation presented in the table indicates that in terms of content, item 9 “*Nalinang ng mga gawain sa modyul ang aking kakayahan na magkaroon ng sariling pagtataya sa aking pagkatuto sa aralin*” and item 10 “*Nakapagbigay sa akin ng motibasyon at kasiyahan sa pag-aaral ang pagkatuto ang naging mga gawain sa modyul*” ranked first and second with 4.65 and 4.62 weighted mean respectively. It implies that the students enjoyed and were motivated through the lesson until they finished the instructional module. This leads also to an implication that students very strongly agreed that the learning activities in the instructional

module help them to understand fully the topic and they found it easier to study Araling Panlipunan 10 using the contextualized instructional module following Inquiry-Based Learning (IBL). The developed and evaluated instructional module enhanced their critical thinking skill.

In terms of content of the instructional module, the student-participants further strongly agreed that the instructional module helps them to attain the 21st century skills such as critical thinking skill, communication skill, collaboration and creativity. They also strongly agreed that the instructional module positively increases their learning competencies in all three domains— knowledge, affective, and application. Furthermore, they strongly agreed that their learning incorporates some elements of collaboration, innovation and utilization of technology.

Several revisions were made on module content based on the students' comments and suggestions after the try-out. In module 5 and 6, group activities were added to enable students to participate more. Collaborative activities such as *NoyPi entry journal* and *I-Kwento Mo* were included to further develop learners' positive attitude and motivation as well as their active participation. Also, texts were added to further enhance the information in each module to help students understand the lesson ever better. Lastly, some activity directions were improved to provide more clarity for the students.

Here are some common comments and unedited answers written by the students in terms of their comment and suggestions on the module format:

Dagdagan pa ang mg impormasyon sa modyul tungkol sa paksa. (lhsF1216)

Ang aking komento ay dagdagan ang mga impormasyon na may kaugnayan sa aralin. (lhsF1516)

Dagdagan ang mga aktibidad na ginagawa ng may grupo upang mas lalong makilahok ang mga estudyante. (lhsF1816)

Ang kalinawan ng instruksyon sa mga gawain ay maari pang maayos at mapaganda. (drhsM2616)

Ilan sa mga instruksyon ay hindi ganun malinaw ang pagpapaliwanag. (nhsM1015)

Magdagdag pa ng mga impormasyon upang mas lalo pang maintidihan ang mga gawain at aralin. (slhsM1616)

The third part of the questionnaire is about student respondents' reflection about the try-out of module. Written comments and suggestions, which are optional, are obtained to get feedbacks. All the one-hundred fifty six (156) students who took part in the try-out process and evaluated the developed contextualized modules using IBL answered the open-ended questions and included additional comments and suggestions. The students' written responses supported the same results on their assessments of module based on content, which reveals that the contextualized module using inquiry-based learning were able to: (a) builds 21st century learning skills; (b) enhanced students' interest and motivation; (c) promotes student engagement and active participation; and (d) provides authentic contexts for meaningful and relevant learning.

First, in terms of improving student engagement and active participation, it is depicted in Table 27 that students' participants positively agreed that the instructional materials improved student engagement and active participation. The students generally gave a very highly acceptability on Indicator 7, "*Nagagamit ang natutunan sa paglutas o pagsagot sa mga suliranin sa aming paaralan at komunidad*" with an average rating of **4.51** and Indicator 9, "*Nalinang ang aking kakayahan na magkaroon ng sariling pagtataya sa aking mga pagkatuto sa aralin*" with a mean rating of **4.65**. It can be implied on the results that the students' participants believed that the instructional materials cultivate their ability to be independent and active learners and help them develop knowledge and skills necessary for lifelong learning.

This is parallel to the discussion of Spronken-Smith et al. (2008) which implied that students can greatly benefit from inquiry-based learning as they are active in the learning process and provides students with improved understanding, preparation for lifelong learning and a greater sense of achievement. These findings are confirmed by students' affirmative responses. When they were asked to described their knowledge and understanding on the module content, some of the unedited comments were as follows:

Marami pa ring isyu sa lipunan ang patuloy hinahaharap ng bawat miyembro ng LGBTQ+ pati na rin ang sekswalidad ng lalaki at babae. Diskriminasyon at karahasan ang puno't dulo ng mga taong patuloy na tinatapakan ang aspeto ng kanyang pagkatao. (lhsM516)

Natutuhan ko na mahalagang naunawaan ang pagkakaiba ng sex at gender. Magiging bukas ang aking isipan sa mga pangyayari sa kasalukuyan lalo na sa usaping women's at gender rights dahil marami na ang nakararanas ng iba't ibang uri ng diskriminasyon at pang-aabuso. (lhsF2215)

Pantay-pantay dapat ang pagtingin sa atin ng mga tao lalaki man o babae at kung ano man ang iyong kasarian dapat respetuhin pa rin at hindi magkakaroon ng diskriminasyon. Natutuhan ko rin ang iba't ibang pananaw ng mga bansa sa mga ibang kasarian at namulat ako na maswerte pa rin ako dahil sa Pilipinas ako nakatira. (slhsF1415)

Maraming bagay tungkol sa mga tugon sa mga isyu ng kasarian at lipunan at mahalagang maunawaan ang iba't ibang diskriminasyon at mga karahasan ang nararanasan ng mga kababaihan, kalalakihan at LGBTQ+. Maraming solusyon ang maaring itugon sa mga isyung nararanasan na diskriminasyon at pagpapalawak ng kaisipan natin sa konseptong ito. (slhsM3315)

Mahalagang maunawaan ang pagkakaiba ng sex at gender. Maging bukas ang isipan sa mga pangyayari sa kasalukuyan lalo na sa usaping "women rights" at "gender rights" dahil marami na ang nararanasan na diskriminasyon at iba't ibang uri ng pang-aabuso ditto. (lhsM416)

Pahalalahan ko ang opinyon ng mga tao tungkol sa diskriminasyon at pang-aabuso dahil makatutulong ito sa aking pakikisalamuha sa mga tao sa ating lipunan. (lhsM1916)

Bibigyan ko ng pagpapahalaga ang aking kabutihang moral at pagyayabungin ang kapasidad ng aking kaisipan ukol sa mga isyung tumatalakay sa kasarian sa ating lipunan. (lhsF1416)

Pahahalagahan ko ang pagbibigay ng respeto sa lahat sa kabila ng pagkakaiba-iba lalo sa ating kasarian. (nhsF1716)

Pahahalagahan ko mga kasarian na meron sa ating lipunan. Sila ay gagalangin at rerespetuhin ano man ang kanilang kasarian at estado sa ating lipunan. (slhsM2515)

Mga karapatan na natatamasa ko dahil alam kong may kalakip itong pananagutan. Pahahalagahan ko ang mga kapwa ko maging iba man ang kasarian nila. (slhsF3815)

When they were asked to described how they will apply what they have learned on the module content as preparation for lifelong learning, some of the unedited comments were as follows:

Sa pamamagitan ng ADBOKASIYA MO, ISULONG MO. Dito inaasahan ang makatotohanang pagganap at maghahanda sa mga mag-aaral sa totooong buhay. Dito din higit na makikilala ang kahalagahan ng natutunan. (slhsM916)

Isasabuhay ko ang respeto, pagtanggap at pag-unawa sa lahat kabila na ang LGBTQ+. (drhsF516)

Ang mga konseptong natutunan ko na may kaugnay sa kasarian sapagkat sa tulong ng mga ito ay mas naunawaan ko ang pagkakapantay-pantay, respeto at paggalang sa lahat ng tao ano man ang kanilang kasarian. (nhsF2615)

Aking natutunan sa modyul tungkol sa pagkakapantay-pantay ng iba't ibang kasarian at kung paano lutasin ang mga isyu ng kasarian sa lipunan. (lhsM516)

Ang aking natutuhan na irerespeto at tatanggapin ang lahat ng tao. Kung paano tugunan ang iba't ibang mga isyu sa diskriminasyon. (lhsM1316)

Pagbibigay-galang at paniniwala/pagkilos para sa pagkakapantay-pantay tulad ng kompensasyon o maayos na pagtrato para sa mga biktima ng karahasan at diskriminasyon. (lhsF1616)

This finding further supports that the developed instructional materials improves student engagement and participation since contextualization using inquiry-based learning is in the form of authentic, real-life problems within the context of the curriculum and community (GLEF, 2001). It capitalizes on student curiosity and allows students to take ownership of their learning (Falk & Drayton, 2001). Here are some of the comments:

Nagustuhan ko ang information retrieval form dahil nawiwili ako sa mga gawain na nakapagbabahagi kami ng impormasyon. (lhsM415)

Nagustuhan ko ang pag-uulat dahil nabigyan kami ng pagkakataon na mailahad ang aming mga natutunan sa isinagawang pakikipanayam. (drhsF116)

Nagustuhan ko ang bawat bahagi ng aralin na nakapagsasalita kami gaya ng sa repleksyong bahagi dahil naipaliliwanag naming ang aming opinyon gaya ng dapat irespeto ang tao na taliwas ang kasarian sa iba pang kasarian. (drhsF1016)

Ang pag-uulat dahil narinig ko ang pahayag o opinyon ng aking mga kaklase tungkol sa paksa. (drhsF815)

Nawili ako sa pagsagot sa inquiry-questions at ang paglalahad ko ng opinyon sa pag-uulat at repleksyon dahil masaya akong inilalahad ko ang sarili kong pananaw tungkol sa paksa. (slhsM1915)

It is also depicted in Table 27 that students' participants positively agreed that the instructional materials provides them authentic contexts for meaningful and relevant learning. The students generally gave a very highly acceptability on Indicator 8, "*Nakatulong ang kontekwalisasyon ng aralin upang makapagbigay ng mas malalim na pag-unawa sa aralin*" with an average rating of **4.58**. This finding supports the assertion that the students' experiences were more valued in contextualized classrooms, which made the learning more meaningful and relevant to the learners (Perin, 2011). Contextualization provides a valuable context for learners to acquire, clarify, and apply understanding of social studies concepts (Reyes et al., 2019). Below are some unedited students' reflections to support the findings:

Ang pagkonekta sa paksa sa aming mga personal na karanasan sa isyu dahil mas madali kong naintindihan ang aralin at nakapagbahagi ng opinyon tungkol ditto. (lhsF1015)

Nagustuhan ko ang pagkalap ng impormasyon mula mismo sa konteksto n gaming komunidad na kinabibilangan. (lhsF1416)

Ang pagtalakay sa iba't ibang uri ng diskriminasyon ay madaling naintindihan dahil nakita naming ito sa realidad. (lhsF1916)

Yung pakikipanayam ay nakatulong upang mas malaman at maintidihan naming ang kalagayan ng mga tao at ang mga isyung kinakaharap dahil sa kasarian. (slhsM2718)

Nagustuhan ko ang information retrieval plan dahil dito aking mas napalalim ang aking pagkatuto sa karahasan at diskriminasyon sa kasarian. Dito ay nabigyan kami ng pagkakataon na maiugnay ang paksa sa karanasan mismo ng aming nakapanayam. (slhsM916)

Further, contextualization can lead to enhancing students' interests and motivation. This is in connection with the results of students assessment in Indicator 10, *"Nakapagbigay sa akin ng motibasyon at kasiyahan sa pag-aaral at aking pagkatuto ang mga naging gawain sa modyul"* with an average rating of **4.62**. It implies that the more we contextualize and assist students in contextualizing new information, the more motivated, dynamic, and connected the students to the lesson and the class (Ambrose et al., 2013). Students become more interested and motivated when they are able to see the real-world relevance of what they are learning (Predmore, 2005). Below are some students' reflections:

Ang aktibidad ng pakikipanayam at pagkuha ng opinyon at saloobin ng iba dahil mas higit kong naintindihan ang paksa/aralin. (lhsF1315)

Nawili ako sa pangkatang gawain dahil napakinggan ko rin ang iba't ibang point of view ng aking mga kamag-aral. (lhsF1916)

Nawili ako sa pagsasagawa ng pakikipanayam dahil mas lumawak ang aking natutunan tungkol sa paksa dahil sa naibahaging opinyon at pananaw ng aming mga nakapanayam. (lhsM3016)

Nawili akong gawin ang pakikipanayam na kahit mahirap ay naging magandang karanasan para sa akin na mamulat ang aking isipan sa iba't ibang karahasan at diskriminasyon dahil sa kasarian. (slhsM916)

Nagustuhan ako ang pakikipanayam dahil dito ay kumukuha kami ng impormasyon sa aming komunidad at dahil dito ay mas naintindihan at nasuri namin ng malinaw ang mga detalye ng aralin. (slhsF1916)

Nawili po ako sa lahat ng gawain sa modyul dahil kahit na medyo nahirapan kami ay naging masaya ito dahil hindi lamang nadagdagan an gaming kaalaman kundi nakapagbahagi rin kami ng aming kaalaman. (drhsF1316)

The statements above shows that contextualized activities provide learners with the motivation to acquire new knowledge and a perspective for incorporating new knowledge into their existing knowledge. This means that contextualized instruction is more effective than traditional classroom pedagogy because it allows students to connect their own ideas and reflect on their own experiences in which the instruction and materials are embedded. The developed contextualized module provides more enjoyable learning by giving students a greater sense of achievement. This is consistent in adult education literature assertion that relating instructional content to learners' interests and experiences is more effective in keeping with their motivation (Wlodkowski, 2008).

Lastly, as presented in Table 27 that students' participants positively agreed that the instructional materials were able to build 21st century skills. The students generally gave a very highly acceptability on Indicator 1, "*Ang mga gawain sa modyul ay tumutugon sa paglinang aking kritikal na pag-iisip*" with an average rating of **4.59** and Indicator 3, "*Ang modyul ay naging mabisa upang malinang ang 21-siglong kasanayan (kritikal na pag-iisip, kolaborasyon, pagkamalikhain, at kasanayan sa komunikasyon*" with an average rating of **4.61**. It implies that participation in inquiry can provide with the opportunity to help students acquire and develop the usefulness of their 21st century skills. It re-affirms that contextualization using inquiry-based learning is more effective than traditional teaching for achieving a variety of student learning outcomes such as improvement in critical thinking and communication skills (Gomez et al., 2014). Below are some of the unedited answers of student participants:

Nagustuhan ko na maraming mga gawain sa modyul na kaming mga estudyante ang nagsasagot dahil nai-improve nito ang aking kritikal na pag-iisip. (lhsF1216)

Ang pag-uulat ay nagustuhan ko dahil bukod sa paliwanag ng aming guro ay naipaliwanag din namin ang sagot sa pagsusuring tanong mula sa aming mga nakalap na impormasyon sa pakikipanayam. Mas lalong nalinang ang aming mga isip sa mga naibigay na sitwasyon ng aming mga nakapanayam. (drhsF315)

Ang aking bahaging nagustuhan ay ang pagrereport o pag-uulat dahil doon ko naipakita na kaya ko palang magsalita at magbahagi ng opinyon tungkol sa aralin sa harap ng aking mga kamag-aral. (drhsM2616)

Nagustuhan ko ang pagkakaroon ng pagsusuring tanong dahil dito ay nabibigyan ako ng pagkakataon na kritikal na makapag-isip sa kung ano nga ba ang kasagutan dito. Mas higit kong naunawaan ang paksa dahil sa mga pagsusuring tanong. (slhsF3016)

Nagustuhan ko ang pagrereport dahil ang grupo naming ay nagkaroon ng pagkakaisa sa gawain na iyon. (drhsF916)

In general, the result of the students' assessment and reflections suggests that the contextualized module using inquiry-based learning provokes active discussion and stimulates deeper, meaningful and relevant exploration of the lesson. It makes students active in the learning process and their capacity to think critically, to communicate better, and collaborate with others is developed. Furthermore, the finding shows that the developed instructional materials helps in increasing student motivation and engagement pointing towards the development of an atmosphere of trust in which students are willing to share and exchange ideas or work cooperatively.

Table 28

Composite Table on the Average Weighted Mean on the Validity of Modules as Evaluated by Students with Respect to Format and Content

Criteria	Average Weighted Mean	Interpretation
Format	4.40	Strongly Agree
Content	4.52	Very Strongly Agree
Grand Mean	4.46	Strongly Agree

Table 28 shows the composite table on the validity of the modules as evaluated by the student-participants in terms **Format and Content**. In general, they “Strongly Agree” on the validity of the instructional module with an average weighted mean of 4.46. This positively draws the notion that the modules are excellent supplementary instructional materials to support teaching. The outcome supports the effectiveness and usefulness of the module in facilitating their learning and enhancing their classroom engagement in the subject matter. This implication is supported by the studies conducted by Cruz (2006) that the module utilization in Environmental Science is perceived very useful by the students. Furthermore, a quality instructional material such module should contain engaging and challenging activities enough to stimulate student to curiosity, motivation and participation constantly (Balena, 2004). As emphasized by Loyens (2008), one of the benefits of using module in the class environment is its capacity to develop self-directed learning in which students has academic freedom to generate and pursue their own learning and undertake critical evaluation of the instructional materials they used. Based on the findings that emerged, the inquiry-based activities integrated in the module were, one way or another, were able to create a contextualize situation incorporated in a familiar classroom learning activity, as perceived by the student-participants.

E. Discussion on the Practical Implications of a Contextualized Module using Inquiry-Based Learning in the Teaching-Learning Process

From the results and discussion, the study has positive implications regarding the use of contextualized modules using Inquiry-Based Learning (IBL) in teaching and learning under the K to 12 curriculum. Following the analysis and findings of the study, it could be concluded that

if inquiry-based learning instruction is adequately applied in Araling Panlipunan, it enables teachers to create classroom experiences where learners can better connect the new information to their lives. It may also help teachers to understand better the purposes of their lessons, rather than simply teaching a lesson.

It implies that IBL create an environment that supports contextualized learning in which students' experiences are more valued and made learning more valuable to the learners. In particular, the contextualization of K to 12 curriculum is an essential feature by matching the learning content and instructional strategies relevant to learners. The Department of Education (DepEd) believed that by connecting the subject matter to the local environment and experiences that are familiar to students, learning becomes more effective, meaningful and relevant to them. Therefore, instructional materials utilized both by the teachers and students should always be flexible to accommodate the unique contexts of a particular local learning environment. Thus, the major contribution of the present study is the development and utilization of contextualized instructional modules using Inquiry-Based Learning. Based on the experts' validation, instructional learning modules that are contextualized creates classroom conditions that support effective self-directed learning, capitalized the students' curiosity, provide authentic problems within the context of curriculum and the community, and make the curriculum respond, conform, reflect, and become flexible to the needs of the learners.

Furthermore, the findings of this study brought about implications for the effectiveness and usefulness of contextualized instructional modules using IBL in classroom instruction based on the positive results of experts, teachers, and students' evaluations. It implies that the use of contextualized module in this study yield to provide better learning output than the conventional

traditional expository instruction such as lecture. The use of the module improved the participation of the students, facilitated their interest and most significantly developed a more favorable students' attitude and motivation towards Araling Panlipunan. This is supported by experts' comments that developed modules provide positive impact in the learning experience of the learners. It will provide significant and meaningful learning in the teaching process because students are engaged and challenged at every stage of inquiry-based learning.

Specifically, positive implications have been highlighted throughout the duration of study. Changing the traditional classroom landscape brings change in which teachers and students alike can benefit greatly. For the students, the utilization of instructional modules both characterized as contextualized and inquiry-based can be beneficial for them personally and academically. First, the research speaks about the need in placing the learning process in an active, challenging and meaningful way. Second, data collected proved the link between student achievement and the success of IBL implementation. It showed that learning becomes more enjoyable and engaging. Third, using the contextualized module using IBL, students not only developed the capacity to deepen their understanding but also provided them a greater sense of academic achievement essential for their lifelong learning. Lastly, it cultivates high academic outcomes grounded on higher-order thinking skills that help students perform better.

While for teachers, it provides them learning environments fundamentally structured on inquiry questions to stimulate meaningful classroom interaction and provoke deeper understanding on the subject matter, allowing the students to experience learning in real world context. The inquiry process gave them the sense of ownership for own learning leading to high student engagement with the task because students are not only taking control but are also

experiencing positive learning environment wherein their ideas and contributions are valued. There is an atmosphere of trust in which students are willing to share, exchange ideas or learn cooperatively. The contextualized module using IBL enhanced the learning process that encourage deeper reflection grounded on their learning experiences, develop their critical thinking, extending students' boundaries within and beyond classroom. Through inquiry they have the opportunity to experience inquiry-based activities with authentic and real problems.

With this, the researcher advocates the use of IBL instructional modules as additional supplementary materials that can provide quality instruction in Araling Panlipunan to encourage Grade 10 high school students to accept more responsibility for their learning about the concepts of Araling Panlipunan 10 *Mga Kontemporaryong Isyu*.

CHAPTER 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of the Study

The study aimed to develop and validate the contextualized module using inquiry-based learning. It employed the descriptive developmental method of research using the five phases of ADDIE model in developing instructional learning materials namely: analysis, design, development, implementation and evaluation.

In gathering the relevant data, the researcher utilized the following instruments: (a) needs-analysis survey; (b) questionnaire checklist for the validation of contextualized modules by experts and peers; (c) students' evaluation questionnaire; and (d) teacher reflection notes.

The locales of the study are Dona Rosario High School, Lagro High School, Novaliches High School and Sta. Lucia High School, all are public secondary high school in District 5, Quezon City, Philippines. The instruments were administered to fourteen (14) experts, thirteen (13) grade 10 teachers and one-hundred fifty six (156) Grade 10 high school students, in which parent consents were given to the participants of the study.

After tallying the result of the survey, the mean and weighted mean were computed to get the validity and acceptability of the developed contextualized module using IBL. Written feedbacks were also analysed to further support the findings.

Summary of Results

Based on the analysis and interpretation of data, the findings are summarized:

1. Determine the lessons that need contextualization using Inquiry-Based Learning

Based on the data gathered from the needs-analysis instrument, the over-all percentage was 83.33 % that there is need to develop supplementary materials such as module for the application and integration of contextualization in the classroom and 100 % teacher consensus on the need for contextualization in teaching and learning, which signifies that the teachers' respondents believed on the strong need to developed contextualized module using inquiry-based learning.

After tallying the result of the need-analysis survey, the frequencies and weighted mean were computed to identify and select learning topics to be included in the development of contextualized module. The results of responses reveal that seven (7) out of thirteen (13) topics perceived with a very high need for contextualization. The result provides strong justification on the identification and selection of learning content of the subject for contextualization using IBL.

The teachers' reflection reveals three central themes why respondents believed that there is an urgent need for contextualization: it promotes meta-cognition; it identifies students' prior knowledge; and cultivates authentic and meaningful learning.

2. Develop and Validate the modules prepared

a. Profile of the Respondents in Terms of Age, Sex, Educational Attainment, Years in the Teaching Profession, and Type of Learner Taught

The expert respondents are dominated by educators who have 10 – 25 years of teaching experience and have obtained masteral degree. Several of them are PhD holders. Most of the

teachers have been in the teaching profession for 5 – 20 years and are handling Araling Panlipunan 10 for more than five years. As for the learner respondents, majority are 15 to 17 years old with almost equal number of male and female. The learners were distributed equally based on intellectual ability respective of academic performance.

b. Level of Acceptability of the Developed Module as Evaluated by the Experts with Respect to Format and Design, Objectives, Content, Organization and Presentation, Language and Style, Extent of Contextualization, and Inquiry-based Learning

The expert respondents found the developed module in Araling Panlipunan 10 *Mga Kontemporaryong Isyu* very highly accepted the validity of modules in terms of format and design; objectives; content; organization and presentation; and language and style with an over-all weighted mean of 4.38, which signifies that the modules are very good support learning materials to instruction and can be effective and useful in facilitating the learning abilities of the students.

The developed module in Araling Panlipunan 10 *Mga Kontemporaryong Isyu* was also very highly accepted in terms of contextualization and inquiry-based learning. It was supported by the result of the over-all weighted mean of 4.52 respectively, which signifies that the modules developed adhered to the requirements of a valid contextulized and inquiry-based instruction and can be used in instruction purposes to enhance the learners' competencies.

The experts' reflection reveals that the contextualized module can be beneficial both to teachers and students because it can increase learning engagement and enhance better retention of concepts and understandings since it is based on students' experiences, maximixe available local materials and information in the surrounding of the students and use community in the

lesson. The respondents also believed that the inquiry-based modules involve active and engaging process in which motivation and participation in the subject areas can significantly increase.

c. Level of Acceptability of the Developed Module as Evaluated by the Teachers with Respect to Usefulness to Teaching and the Overall Usefulness of each Module

The teacher respondents found the module very useful to teaching, enabling the students to analyze and apply the learning contents in AP 10 in real-life situations with the highest rating, followed by the capacity to serve as a supplementary material catering the needs of students and teachers. The modules also develop the critical thinking, communication skill, collaboration and creativity of learners using the guided inquiry-questions.

d. Level of Performance of the Learners Before and After Exposure to the Developed Module in AP 10 Based on Evaluation Results

The student respondents found the modules very highly acceptable having the content as the highest, followed by format. Contextualization and Inquiry-Based Learning approach of AP 10 activities in the instructional module were confirmed to be useful in strengthening the achievement of Grade 10 students and produced a positive effect as regards the participation, motivation and attitude towards the subject matter.

The students' written feedbacks supported the same responses of the experts and teachers' feedback which reveal that the contextualized module were able to: builds students' 21st century learning skills; enhanced students' interest and motivation; promotes students' engagement and active participation; and provide authentic contexts for a meaningful and relevant learning experience.

Limitations

The study is limited to the development and validation of contextualized instructional modules using Inquiry-Based Learning (IBL) in Araling Panlipunan 10 (*Mga Kontemporaryong Isyu*) under the K to 12 Basic Education Curriculum. Since the developed contextualized modules were only used in teaching Araling Panlipunan, the results may not be generalized to other subject areas. In summary, this study has produced a contextualized module using IBL for the practice and teaching of Araling Panlipunan 10. It remains to be seen to what extent the IBL model used for contextualization offered can be usefully applied to different settings, curriculum types, subject areas and grade levels. At the very least it offers a starting point for a more engaged and critical debate on IBL and contextualization.

The framework for inquiry-based learning adapted by the study was the inquiry model developed by Bacon and Matthews (2014). Therefore, this study has highlighted the use of specific inquiry-based learning in the process of curriculum contextualization, but limited in providing descriptive or analytical studies of other types of IBL. Further research is therefore required to determine the extent and nature of other IBL models in contextualizing teaching and learning across all learning areas. Also more empirical evidence is required to determine the benefits and challenges of this approach for both students and teachers, and how best teachers can be supported when using IBL.

The respondents of the study were limited on Grade 10 teachers and students in Araling Panlipunan from four out of seven public secondary schools in the District 5 of the Schools Division Office – Quezon City. Purposive sampling was used in selecting participants. The students were selected using random assignment of classes handled by Grade 10 AP teacher

purposively selected for the try out. Although the research has reached its aims, there were some unavoidable limitations. Due to the time constraint, only one module were tried out and this research was conducted only on a small size of students population. Therefore, to generalize the results for larger groups, the study should have involved more participants at different grade levels.

Conclusion

Based on the findings of the study, the following are hereby concluded. Primarily, results from the study suggest that conducting needs-analysis is important in designing and developing the instructional module. However, socio-cultural background analysis could also be included to further accommodate students' diversity in the classroom. Overall, the data from the participants provide insight and evidence that contextualized module using inquiry-based learning are very good support instructional materials to both the teachers and students and is an applicable, effective and useful instructional tool to facilitate increases on students' learning engagement and better retention of concepts and understanding. The data indicate that the developed contextualized module using IBL is helpful and useful for the teachers in terms of their delivery of instruction of AP 10 *Mga Kontemporaryong Isyu*. Moreover, participation, motivation and interest of learners were positively enhanced using the developed contextualized module using Inquiry-Based Learning. Despite the challenges, this research study was conducted as an effort to convey the potential of utilizing inquiry-based learning as instructional strategies to achieve authentic learning and higher-order thinking skills to educate students to become effective 21st-century learners. In addition, integrating student centered approach of inquiry learning, which is

focused on tackling real-world, authentic problems, develops students' ability to better understand fundamental concepts and processes. Contextualization using Inquiry-Based Learning suggests that it would be a useful step toward improving the teaching and learning process as an enriching, transformative and innovative strategy in teaching Araling Panlipunan.

Recommendations

In the light of the findings, the following recommendations are hereby offered:

1. Teachers are encouraged to write contextualized instructional materials using IBL in teaching Araling Panlipunan which can be used by the learners. The instructional materials developed by the researcher can be utilized for instruction purposes. However, there is also a need to look into how the contextualized module using IBL can be useful and helpful on accommodation of students' diversity in the classroom.
2. Contextualization using inquiry-based learning approach can be recommended to be included in the in-service training and seminars to orient teachers on the use of the modules, emphasizing the integration of contextualization and IBL approach.
3. Araling Panlipunan teachers must actively employ inquiry-based approach in their delivery of lesson. The needed inquiry skill that is learner-centered, community-focused and outcome-based is fundamental for students' academic development and achievement to become proficient in their selected career path as prescribed by the K to 12 curriculums. Students should be able to grasp and accomplish their time to be creative, forward-looking, independent, and challenged in using available learning resources inside

the school and within their community and design or connect their real life experiences to the concepts, issues and concerns that need to be spoken.

4. Educators in any subject areas should try to apply or incorporate contextualization using inquiry-based learning in teaching any subject because it demonstrates a positive improvement in participation, motivation, and attitude of students as it is an effective means of transmitting lifelong learning outcomes.
5. Similar studies along this could consider other variables for future research to test the effectiveness and usefulness using a bigger sample or different grade levels of students to substantiate the outcome of this study.

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Appendix A

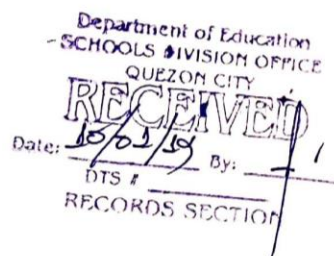
Communication Letter to Schools Division Office – Quezon City, Experts, Peers, and School Principal



Philippine Normal University
National Center for Teachers Education
College of Graduate Studies and Teacher Education Research
Taft, Manila



September 28, 2019



Dear Madam:

Greetings!

I am an Araling Panlipunan teacher of the Schools Division Office Quezon City at Dona Rosario High School. I am now on my final stage of my research entitled *"Contextualized Modules in Araling Panlipunan 10 using Inquiry-Based Learning"*.

In line with this, the undersigned would like to request the permission and endorsement to carry out the following procedures: (1) to involve curriculum planners, supervisors, master teachers, head teachers, and AP teachers in conducting module validations; (2) to engage learners and teachers in the try out phase of the module wherein they will assess the developed contextualized modules.

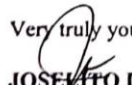
The schools that I will be visited to conduct the validation and try-out of the modules are the following: Dona Rosario High School, Lagro High School, Novaliches High School and Sta. Lucia High School. All are public secondary schools located in the District V. Data that will be gathered from the aforementioned procedures will be very significant to achieve the objectives of this study.

Rest assured that ethical considerations and confidentiality of the data gathered will be strictly observed and will be solely used for the abovementioned purpose.

I hope for your positive action on this matter.

Thank you!

Very truly yours,


JOSEPITO D. AQUINO
Researcher

Noted by: 

DR. ENRICO C. GARCIA
Thesis Adviser

SCHOOLS DIVISION OFFICE – QUEZON CITY APPROVAL LETTER



Republic of the Philippines
DEPARTMENT OF EDUCATION
National Capital Region
SCHOOLS DIVISION OFFICE, QUEZON CITY
www.depedqc.ph



October 3, 2019

MR. JOSELITO D. AQUINO
Graduate Student/Researcher
Philippine Normal University

Dear Mr. Aquino:

This is in reference to your communication dated September 28, 2019, re: conduct of study entitled **"Contextualized Modules in Araling Panlipunan 10 Using Inquiry-Based Learning"**, in selected schools in this Division, interposing no objection to the said request provided that:

1. necessary arrangements shall be made with the school principal and personnel concerned;
2. the conduct of the study shall not interfere with the regular program of the school;
3. no disruption of classes. No interview should be done during class hours;
4. participation of any student/school personnel is voluntary;
5. derogatory/ demeaning/ offensive terms in the research tools are not allowed;
6. result of the study should not be used for other purposes other than stated in the letter and allowed by this Office;
7. taking of photographs shall only be allowed with permission from the school principal and the subject/person concerned;
8. anonymity of the respondents shall be preserved; and
9. **this office shall be furnished with a copy of the results/findings of the study for future reference.**

Attention is invited to the provision of DepEd Order No. 9, s. 2005 entitled: "Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith".

sgod/par/ian
Tracking No. 137615

Nueva Ecija St., BagoBantay, Quezon City ☎ (02) 352-78-91 (02) 352-68-09 (02) 352-68-06 f. sdo.quezoncity@deped.gov.ph

"It is easier to build strong children than to repair broken men."

- Frederick Douglass



Republic of the Philippines
DEPARTMENT OF EDUCATION
National Capital Region
SCHOOLS DIVISION OFFICE, QUEZON CITY
www.depedqc.ph



October 3, 2019

TO : **PUBLIC SECONDARY SCHOOLS PRINCIPALS/OFFICER-IN-CHARGE**

- Doña Rosario High School
- Lagro High School
- Novaliches High School
- Sta. Lucia High School

Dear Sirs/Mesdames,

Attached is the letter of **Mr. Joselito D. Aquino**, Graduate Student/Researcher, Philippine Normal University, dated September 28, 2019, requesting permission to conduct on research "**Contextualized Modules in Araling Panlipunan 10 Using Inquiry-Based Learning**", contents of which are self-explanatory.

Mr. Aquino may be allowed to conduct his research study subject to the conditions stated in the letter of this Office, copy attached for reference.

sgod/pof/qc
Tracking No. 137615

Nueva Ecija St., Bagumbayan, Quezon City ☎ (02) 352-78-91 (02) 352-68-09 (02) 352-68-06 (A) xdo.quezoncity@deped.gov.ph

"It is easier to build strong children than to repair broken men."

- Frederick Douglass

Letter to the School Principal to conduct module try-out



Philippine Normal University
National Center for Teachers Education
College of Graduate Studies and Teacher Education Research
Taft, Manila



October 14, 2019

Dear Madam:

Greetings!

I am Joselito D. Aquino, a student of College of Graduate Studies and Teacher Education Research (CGSTER) in Master of Arts in Education major in Social Science teaching at the Philippine Normal University. I am presently enrolled in Educ. 600 (Thesis Writing 2). I am now on my final stage of my research entitled *"Contextualized Modules in Araling Panlipunan 10 using Inquiry-Based Learning"*.

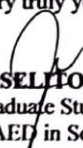
In line with this, the undersigned would like to request the permission and endorsement to carry out the following procedures: (1) to involve Master Teachers, Head Teachers, and Grade 10 AP teachers in conducting module validations; (2) to engage Grade 10 learners and Grade 10 AP teachers in the try out phase of the modules wherein they will assess the developed contextualized modules.

Data that will be gathered from the aforementioned procedures will be very significant to achieve the objectives of this study and rest assured that ethical considerations and confidentiality of the data gathered will be strictly observed and will be solely used for the abovementioned purpose.

I hope for your positive action on this matter.

Thank you!

Very truly yours,


JOSELITO D. AQUINO
Graduate Student
MAED in Social Science Teaching

APPENDIX B

Sample Assent and Parent Consent Form

II. ASSENT TO PARTICIPATE IN RESEARCH

Please read and complete this form carefully. If you are willing to participate in this study, ring the appropriate responses and sign and date the declaration at the end. If you do not understand anything and would like more information, please ask.

- I have had the research satisfactorily explained to me in verbal and / or written form by the researcher. YES / NO
- I understand that the research will involve: *(3 days, 1 hour a day in a try-out phase in the validation of contextualized module in AP 10 using Inquiry-Based Learning)* YES / NO
- I understand that I may withdraw from this study at any time without having to give an explanation. This will not affect my future care or treatment. YES / NO
- I understand that all information about me will be treated in strict confidentiality and that I will not be named in any written work arising from this study. YES / NO

- I understand that any audiotape material of me will be used solely for research purposes and will be destroyed on completion of your research. YES / NO
- I understand that you will be discussing the progress of your research with others during the learning action cell session of Araling Panlipunan teachers. YES / NO

I freely give my consent to participate in this research study and have been given a copy of this form for my own information.

CHILD ASSENT FOR RESEARCH (FOR PARENTS)

Name of Researcher :
JOSELITO D. AQUINO
Title of study
Contextualized Module in Araling Panlipunan 10 using Inquiry-Based Learning

1. The researcher is doing a research study about the "Development and Validation of Contextualized Module in AP 10 using Inquiry-Based Learning" that can lead to the possibility of using the Inquiry-Based Learning as a competitive strategy in the delivery of teaching learning instruction in the classroom.
 2. I am asking you to allow your child to take part in the try-out and validation process of the research study because I want to learn the level of satisfaction and motivation of the students using the developed contextualized module using Inquiry-Based Learning.
 3. If you agree to let your child to be in this study, he/she will be asked to participate in the try-out process of the module inside the classroom for three (3) days, one (1) hour a day. I will also assure that their participation in the try-out process will not affect their classes or their academic performance.
 4. I do not believe that your child will be hurt or upset by being in this study. If you let your child take part in the study and believe that he/she have been hurt or upset in any way, you may stop your child being in the study.
 5. Signing your name at the bottom means that you agree to let your child be in this study. If you are not able to sign your name, you do not have to. You will be given a copy of this form after you have signed it.
 6. Before you say yes or no to let your child be in this study, I will answer any questions you have. If you let your child join the study, you can ask questions at any time; just tell me that you have a question or you can call me at 0905-296-0331.
- If you put your name and signature below, it means that you agree to let your child take part in the try-out and validation process of this research study.

Appendix C

**Sample
Survey Questionnaire
Checklist**

Validation Instrument for Experts



Philippine Normal University
National Center for Teachers Education
College of Graduate Studies and Teacher Education Research
Taft, Manila



Validation Instrument for Contextualized Modules in AP 10 using Inquiry-Based Learning

PERSONAL PROFILE:

Name: _____
Age: _____
Sex: _____
Present position: _____
Institution: _____
Subject taught: _____
No. of Years in service: _____
Highest Educational Attainment: _____

Dear Evaluator:

I am conducting a research on the Development and Validation of Contextualized Module in AP 10 using Inquiry-Based Learning. This research aims to develop and validate contextualized module in Araling Panlipunan 10 (Mga Kontemporaryong Isyu) using Inquiry-Based Learning. For this research, to contextualize, teachers must use *authentic materials, and anchor teaching in the context of learners' lives*. According to Mouraz and Leite, CONTEXTUALIZATION is a prerequisite in addressing the content and organization of activities to be undertaken in the classroom. Students' engagement in their schoolwork increases significantly when they are taught, why they are learning the concepts and how those concepts can be used in real-world contexts.

In other words, contextualization in this research is a process built on the recognition that some students learn more effectively when they *are taught in a hands-on, real-world context rather than in an abstract manner* (Baker, Hope, & Karandjeff, 2009; Bond, 2004; Predmore, 2005).

On the other hand, the use of Inquiry-Based Learning in this research focus on the model developed by Bacon and Matthews (2014) integrating six (6) inquiry process namely: *connection, investigation, presentation, evaluation, reflection and action*. The aim of the IBL in this research is to remove a teacher or a textbook from a position as the sole holder of knowledge in the classroom. It provides opportunities to break down the walls of the school and provide students like you with new possibilities for gathering information and be responsible and accountable for your own learning. Thus, creating a school culture that cultivates and inspires shared learning by working collaboratively to create, share, refine, and exchange knowledge and ideas (Friesen S., 2012).

The results of the validation process will be used to bring forth conceptual understanding upon the teachers and students concerned on the contextualization of learning content of Araling Panlipunan 10 using a specific Inquiry-Based Learning model. This can lead to the possibility of using the Inquiry-Based Learning as a competitive strategy in the delivery of teaching learning instruction in the classroom.

Instructions:

This validation instrument is composed of three-parts: PART A has 25 items which are arranged in terms of Format and Design, Objectives, Content, Organization and Presentation, Language and Style while Part B and Part C are set of indicators on the extent of contextualization and Inquiry-Based Learning of the developed modules. Kindly rate the following using the rating scale below by placing a check (✓) in appropriate space. Your answer will be kept in school confidentiality.

Rating	Verbal Interpretation
5	Very Highly Acceptable
4	Highly Acceptable
3	Acceptable
2	Moderately Acceptable
1	Least Acceptable

PART A

I. For the Validation of Modules in terms of Format and Design

Items	5	4	3	2	1
1. The printing is easy to read and understood.	✓				
2. The quality of size of paper is acceptable.	✓				
3. The basic concepts and principles are accurately explained.			✓		
4. The development of the lesson allows for review comparison and interpretation with other modules.		✓			
5. Icons and pictures motivate the interest to the learner.				✓	

Make the pictures from legible, visible, clear with regards possible it should be selected

II. For the Validation of Modules in terms of Objectives

Items	5	4	3	2	1
1. The objectives take into account the needs of all learners.	✓				
2. The objectives are measurable and attainable.		✓			
3. The objectives are stated in behavioural terms.		✓			
4. The objectives of each module support the attainment of the general objective.		✓			
5. The objectives are relevant to the topic of each module.		✓			

*presentation etc.
7 skill, knowledge, understanding, line, higher than the is it possible the explanation is translated in English to give more meaningful explanation*

III. For the Validation of Modules in terms of Content

Items	5	4	3	2	1
1. The content is adequate to the requirements of the objectives identified.	✓				
2. The content of the modules are suited to the needs of the students.	✓				
3. The content is within the scope of the learning competencies based on the G10 curriculum guide of the K to 12 program.	✓				
4. The content contains sufficient number of exercises.	✓				
5. The illustrations are clearly and correctly laid out.			✓		

IV. For the Validation of Modules in terms of Organization and Presentation

Items	5	4	3	2	1
1. The topics are organized, arranged logically and clearly presented.		✓			
2. The content, procedures, and illustrations in each module are clear, precise, and simple in which Grade 10 AP teachers can follow easily.		✓			
3. The sequence of the topics link the gap between the learners's knowledge.		✓			
4. The content contains a variety of activities and exercises suitable to student different learning styles.		✓			
5. The activities provided in each module are presented to developed critical thinking and creativity among the students.		✓			

V. For the Validation of Modules in terms of Language and Style

Items	5	4	3	2	1
1. The modules use appropriate style in order to promote mastery on the teacher's part.	✓				
2. The language use in the illustrations is simple and easy to understand.		✓			
3. The language use in the instructions is adequate enough to enable Grade 10 teachers to explain in his/her own words the answer to the inquiry questions in every activity.		✓			
4. The writing style of the modules is enjoyable to read.		✓			
5. The icons and pictures of the modules will motivate interest in describing the topics and encourage the teachers in facilitating discussions.		✓			

PART B: INDICATORS OF CONTEXTUALIZATION

Items	5	4	3	2	1
1. Each module begins activities with what the students already know from home, school, and community.		✓			
2. It designs instructional activities that are meaningful and relevant to students in terms of local community norms and knowledge.		✓			
3. It acquires knowledge of local norms by talking to the students, parents, family members, community members and by reading		✓			

pertinent documents.					
4. It provides activities that will assist students to correct and apply their learning to home and community.		✓			
5. It allows teachers to plans jointly with students using community-based learning activities.		✓			
6. It provides opportunities for members of the community to participate in classroom instructional activities.		✓			
7. It varies activities to include students' preferences, from individual to cooperative approach.	✓				
8. It varies styles of students' participation to include their "contextual experience" such as using interview, by conducting a survey, case study and among others.		✓			

PART C: INDICATORS OF INQUIRY-BASED LEARNING

Items	5	4	3	2	1
1. The inquiry questions capitalize on student curiosity and provide authentic (real-life) problems within the context of the curriculum and/or community.	✓				
2. The inquiry process allows students to answer the inquiry-questions in an independent and collaborative manner.	✓				
3. The develop modules are in compliance with stages of Inquiry-Based Learning.	✓				
4. It helps the students to reflect on the investigations and the processes that they use.					
5. Encourage students to gather appropriate information, carry-out experiment, and seek explanations and solutions.		✓			
6. Teacher and students are given opportunities to define and organize learning task that are related to the inquiry-questions.		✓			
7. Data and information are actively used, interpreted, refined, digested and discussed using the instructional activities in each module.		✓			
8. It presentation part of each module help the students to compare, contrast and synthesize data.		✓			

Comments/Suggestions: (1) Make the picture/item legible or able to be seen by the respondents, or if possible use colored pictures
 (2) Skill, presentation etc. such as annotation, investigation or the explanation made the in FILIPINO or to give more meaningful understanding on the part of the reader

VALIDATORS PRINTED NAME & SIGNATURE

DATE

Appendix D

Summary of Teachers' Evaluation Result (Module Validation)

Part A: Usefulness to Teaching														
	SLHS			DRHS			NHS			LHS				
QUESTION	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	MEAN
1	4	5	4	5	4	5	5	4	4	4	5	5	4	4.45
2	5	5	4	5	4	4	4	4	4	4	4	4	4	4.24
3	4	5	4	5	3	4	4	4	3	4	4	4	4	3.99
4	4	5	4	5	3	4	4	4	3	4	4	3	4	3.93
5	4	5	4	5	4	5	4	4	4	4	4	3	4	4.18
6	4	5	3	5	3	4	4	5	4	4	4	4	4	4.08
7	5	5	4	5	4	5	4	4	4	4	4	4	4	4.39
8	5	5	4	5	4	4	4	5	4	4	4	5	4	4.39
9	4	5	4	5	4	4	4	4	4	5	5	5	4	4.35
10	4	5	4	5	4	4	5	4	5	4	4	5	4	4.39
Part B: Over-All Usefulness of Each Module to Teaching														
	SLHS			DRHS			NHS			LHS				
QUESTION	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	MEAN
1	5	5	4	5	3	5	5	5	4	5	5	5	4	4.55
2	5	5	4	5	4	4	5	4	4	5	5	5	4	4.44
3	4	5	4	5	4	5	5	4	4	5	5	5	4	4.44
4	4	5	4	3	4	4	5	5	4	4	5	4	4	4.21
5	5	5	4	5	5	5	5	5	4	4	5	4	4	4.77
6	5	5	4	5	4	5	5	5	4	4	5	4	4	4.66
7	5	5	4	5	3	5	4	4	4	4	5	4	4	4.33

Appendix E

Summary of Experts' Evaluation Result (Module Validation)

Part A: Format Validation															
I.	Content														
ITEM	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	MEAN
1	5	5	5	5	4	4	5	5	5	5	5	4	5	5	4.77
2	5	5	5	5	4	5	5	5	4	5	5	4	5	4	4.72
3	5	5	3	5	4	3	5	4	4	5	5	3	5	5	4.33
4	5	5	4	4	4	4	5	4	4	4	4	3	5	5	4.29
5	5	4	2	3	4	2	5	4	4	5	4	3	5	5	3.85
II.	Content														
ITEM	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	MEAN
1	5	5	5	4	5	4	5	4	4	5	5	3	5	5	4.58
2	5	5	4	4	5	4	5	5	4	5	5	3	5	4	4.49
3	5	5	4	4	5	4	5	4	4	5	5	3	5	5	4.49
4	5	5	4	4	5	4	5	5	4	5	5	2	5	5	4.49
5	5	5	4	4	5	4	5	5	4	5	5	3	5	5	4.56
III.	Content														
ITEM	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	MEAN
1	5	5	5	4	5	3	5	4	4	5	4	3	4	5	4.37
2	5	5	5	4	5	3	5	5	4	5	5	2	4	4	4.37
3	5	5	5	4	5	3	5	5	4	5	5	2	4	5	4.43
4	5	5	5	4	5	3	5	5	4	5	5	2	4	5	4.43
5	5	5	3	3	5	3	5	5	4	5	5	2	5	5	4.24
IV.	Content														
ITEM	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	MEAN
1	5	5	4	5	5	4	5	5	4	5	5	3	5	5	4.64
2	5	5	4	3	5	3	5	5	4	5	5	2	5	5	4.33
3	5	5	4	4	5	3	5	4	4	5	5	3	5	5	4.41
4	5	5	4	3	5	3	4	5	4	5	5	2	5	5	4.26
5	5	5	4	4	5	4	5	4	4	5	4	3	5	5	4.43
V.	Content														
ITEM	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	MEAN
1	5	5	5	4	4	4	4	4	4	5	5	3	5	5	4.43
2	5	3	4	5	4	3	5	5	4	5	5	3	5	5	4.31
3	5	3	4	4	3	4	5	5	4	5	5	3	5	5	4.22
4	5	4	4	4	3	4	4	5	4	5	5	3	5	5	4.24
5	5	3	4	3	3	3	4	4	4	5	5	3	5	5	3.93

Part B: Contextualization															
ITEM	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	MEAN
1	5	5	4	5	5	3	5	4	4	5	5	3	5	5	4.49
2	5	5	4	4	5	4	5	5	4	5	5	3	5	5	4.56
3	5	5	4	4	5	4	5	5	4	5	4	3	5	5	4.51
4	5	5	4	5	5	4	5	4	4	5	5	3	5	4	4.51
5	5	5	4	5	5	4	5	4	4	5	4	3	5	5	4.51
6	5	5	4	5	5	4	5	5	4	5	4	3	5	5	4.58
7	5	5	5	4	5	4	4	4	4	5	5	3	5	5	4.52
8	5	5	4	4	5	4	5	4	4	5	5	3	5	5	4.51

Part C: Inquiry-Based Learning															
ITEM	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	MEAN
1	5	5	5	5	4	4	5	4	4	5	5	3	5	5	4.58
2	5	5	5	4	4	4	5	5	5	5	5	3	5	5	4.62
3	5	5	5	5	4	4	5	5	4	5	5	3	5	5	4.64
4	5	5	5	5	4	4	5	4	4	5	5	3	5	5	4.58
5	5	5	4	5	4	4	5	4	4	5	5	3	5	5	4.49
6	5	5	4	5	4	4	5	5	4	5	4	3	5	5	4.49
7	5	5	4	4	4	4	5	4	4	5	5	3	5	5	4.41
8	5	5	4	4	4	4	5	5	4	5	4	3	5	5	4.41

Appendix F

Certification from the Editor

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

24 April 2020

CERTIFICATION

This certifies that I have edited the dissertation titled
“**CONTEXTUALIZED MODULE IN ARALING
PANLIPUNAN 10 USING INQUIRY-BASED LEARNING**”
by JOSELITO D. AQUINO, a candidate for the degree [MAED in
Social Science Teaching](#).

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Appendix G



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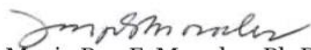
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Marie Paz E. Morales, Ph.D.
Director

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Revision No.: 01

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Appendix H

Sample Contextualized Module in AP 10: *Mga Kontemporaryong Isyu* using Inquiry-based learning

JOSELITO D. AQUINO

MODULE 6:

MGA KARAPATANG-PANTAO

Sa araling ito ay iyong matututunan ang maraming bagay tungkol sa iba't ibang Karapatang Pantao.

Mahalaga na maunawaan ang kahalagahan nito nang sa gayon ay maiwasan ang pang-aabuso sa mga tao sapagkat ikaw mismo bilang kasapi ng lipunan ay batid kung ano ang iyong mga karapatan. Mahalaga rin na maunawaan na kaakibat ng ano mang karapatan ay ang responsibilidad at pananagutan.

Sa modyul na ito, magiging sentro ng mga talakayan at gawain ang paraan ng pagtatanong at pagtuklas upang mapagtibay ang iyong kaalaman hinggil sa tinataglay mong mga karapatang pantao.

Ngunit bago ka magpatuloy ay basahin muna ang inaasahang magagawa para sa araling ito.

PAMANTAYANG PANGNILALAMAN (Content Standard):

Ang mga mag-aaral ay may pag-unawa sa kahalagahan ng pagkamamayan at pakikilahok sa mga gawaing pansibiko tungo sa pagkakaroon ng pamayanan at bansang maunlad, mapayapa at may pagkakaisa.

PAMANTAYAN SA PAGGANAP (Performance Standard):

Ang mga mag-aaral ay nakagagawa ng pananaliksik tungkol sa kalagayan ng pakikilahok sa mga gawaing pansibiko at politikal ng mga mamamayan sa kanilang sariling pamayanan.

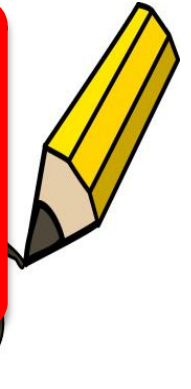
PAMANTAYAN SA PAGKATUTO (Learning Competencies):

1. Natatalakay ang pagkabuo ng mga karapatang-pantao batay sa Universal Declaration of Human Rights at Saligang Batas ng 1987 ng Pilipinas;
2. Nasusuri ang bahaging ginagampanan ng mga karapatang-pantao upang matugunan ang iba't ibang isyu at hamong panlipunan;
3. Napahahalagahan ang aktibong pakikilahok ng mamamayan batay sa kanilang taglay na mga karapatang pantao.



ALAMIN NATIN!

Ito ang unang bahagi ng *Inquiry-Based learning* kung saan magiging pokus ng gawain ang pagsusuring tanong (inquiry-questions) at ang inisyal na pagtuklas sa pagpapatibay ng iyong kaalaman.



TANUNGIN NATIN!



1. Ano-ano ang mga karapatang-pantao ang binibigyang-pansin at pagpapahalaga ng pamilya, simbahan, pamahalaan at paaralan sa aming komunidad?
2. Naniniwala ba ang mga sektor ng aming komunidad na mahalaga ang bahaging ginagampanan ng karapatang-pantao sa pagtugon sa mga isyu at hamong panlipunan?



Sa pagtatapos ng modyul, muling balikan ang mga pagsusuring tanong (inquiry-questions) ng aralin.



PAG-USAPAN NATIN

GAWAIN BLG 1: **ANG MAHALAGA SA AKIN**



Pinagkunan: <https://images.app.goo.gl/H46gEgiedX8tr6maA>

Panuto: Tignan ang mga larawan at tukuyin kung anong karapatan ng isang indibidwal ang ipinapakita o isinasalarawan dito. Ipaliwanag rin ang napiling kasagutan.



Anong karapatan ng indibidwal ang ipinapakita sa larawan?

Paliwanag:

Pinagkunan: https://humanrights.gov.au/introhumanrights/resources/lesson_2.pdf



Anong karapatan ng indibidwal ang ipinapakita sa larawan?

Paliwanag:



Anong karapatan ng indibidwal ang ipinapakita sa larawan?

Paliwanag:



Anong karapatan ng indibidwal ang ipinapakita sa larawan?

Paliwanag:



Anong karapatan ng indibidwal ang ipinapakita sa larawan?

Paliwanag:

Alam mo ba?



Ang mga kasagutan ay maaring may kinalaman sa edukasyon, pamilya, kapayapaan, pagkain, bahay, maayos na kapaligiran at iba pa. Ang mga bagay na ito na mahalaga sa atin ay dapat pahalagahan, protektahan at pangalagaan. Gaya ng mga nabanggit, ang karapatang pantao ay may pangangailangan din na mabigyan ng pagpapahalaga, proteksyon at pangangalaga.

Sa Modyul na ito ay ating aalamin paano ba bibigyan ng pagpapahalaga at pangangalaga ang ating mga karapatang-pantao.

ISABUHAY NATIN...

Suriin at unawain ang nilalaman ng UNITED Nations Universal Declaration of Human Rights at Article 2 Bill of Rights ng 1987 Philippine Constitution.

UN Universal Declaration of Human Rights

1. We are all born free with equal rights	2. We have a right to be free from discrimination	3. We have a right to live in freedom and safety	4. We have a right to be free from slavery	5. We have a right to be free from torture or degrading treatment	6. We have a right to be treated fairly by the law
7. We have a right to equal protection under the law	8. We have a right to seek justice when our rights are	9. We have a right to be free from unfair imprisonment or exile	10. We have a right to fair public hearings	11. We have a right to be considered innocent until proven guilty	12. We have a right to privacy & freedom from attacks against our reputation
13. We have a right to free	14. We have a right to protection in other countries from persecution	15. We have a right to belong to a country	16. We have a right to get married	17. We have a right to own things	18. We have a right to our own thoughts and religion
19. We have a right to think and say what we want	20. We have a right to gather peacefully	21. We have a right to take part in government and elections	22. We have a right to a social safety net	23. We have a right to work and join trade unions	24. We have a right to rest and play
25. We have a right to health, food, clothing, and housing	26. We have a right to education	27. We have a right to enjoy the arts and sciences	28. We have a right to enjoy a free and fair	29. We have a responsibility to our COMMUNITY	30. No one can take away our human rights

Pinagmulan: <https://www.un.org/en/universal-declaration-human-rights/>

1987 Constitution Bill of Rights

Section 1: Right to Life, Liberty and Property and equal protection of the laws

Section 2: Warrant of Arrest, Search and Seizures, Probable Cause and Warrantless Arrest

Section 3: The Privacy of Communication

Section 4: Freedom of Speech; Right to a Free Press; Freedom of Assembly; The Right of Petition

Section 5: The Free exercise and enjoyment of religious profession and worship without discrimination

Section 6: The liberty of abode and the right to travel

Section 7: The right of the people to information on matters of public concern shall be recognized

Section 8: The right to form union

Section 9: Right to just compensation

Section 10: Non-Impairment Clause

Section 11: Free Access to Court

Section 12: Right of person under custodial investigation

Section 13: The right to bail and gainst excessive bail

Section 14: Rights of the accused

Section 15: Writ of Habeas Corpus

Section 16: The right to a speedy disposition of the cases

Section 17: The right against self-incrimination

Section 18: The right to political beliefs and aspirations

Section 19: The prohibition against cruel, degrading or inhuman punishment

Section 20: Non-imprisonment for debts

Section 21: Rights against double jeopardy

GAWAIN BLG 2: **WHAT** **IF?**



Pinagkunan: <https://image.apps.google>

Panuto: Ipaliwanag ang magiging pagtugon sa mga sitwasyon na pwedeng kaharapin at maaring lumabag sa iyong karapatang-pantao. Ang pagtugon ay ibatay sa mga karapatang pantao na nakalista sa UNHDR at sa Bill of Rights ng Saligang Batas 1987.

**Kung ikaw ay
dinadakip ng mga
awtoridad ng
batas**

**Kung ikaw ay
nililitis**

**Kung ikaw ay
maysakit**

**Kung ang iyong
bahay ay
hinahalughog**

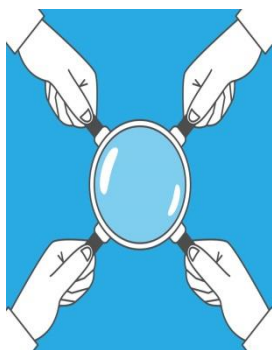
**Kung ikaw ay
pinagbibintangan
na nagkasala sa
batas**

**Kung ikaw ay
nakakulong**

**Kung ikaw ay
napasailalim sa
isang
pagsisiyasat o
imbestigasyon**

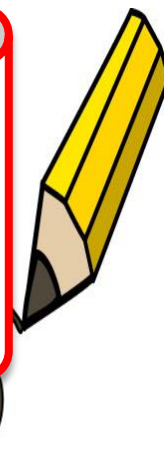
**Kung ikaw ay
pipili ng susunod
na opisyal ng
pamahalaan**

**Kung ikaw ay
babae, miyembro
ng LGBTQ+, bata,
matanda o may
kapansanan**



PAUNLARIN NATIN

Sa bahaging ito higit na nabibigyang diin ang lalong mapalalim ang pag-unawa sa paksang tinatalakay sa pamamagitan ng pagkalap ng mga impormasyon mula mismo sa konteksto ng inyong komunidad na kinabibilangan.



GAWAIN BLG 3: PAGSASAGAWA NG SURVEY

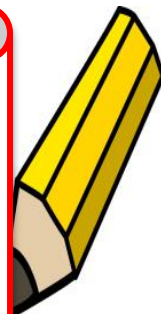
DESKRIPSYON: Magsagawa ng sarbey sa inyong komunidad. Kumuha ng dalawang *respondents* bawat kapaligiran/komunidad. Isagawa ang sarbey sa tahanan/pamilya, paaralan, simbahan, at pamahalaan.

<u>Kapaligiran/Komunidad</u>	<u>Tanong 1</u> Ano sa mga karapatang-pantao ang higit na dapat tinatamasa ng mga tao?Ipaliwanag.	<u>Tanong 2</u> Para sa iyo, ano ang kasalukuyang kalagayan ng karapatang pantao ngayon sa ating bansa? Sa tingin mo, ito ba ay nakaaapekto sa iyong pang-araw –araw na buhay?	<u>Tanong 3</u> Naniniwala ka ba na mahalaga ang papel na ginagampanan ng karapatang-pantao lalo na sa pagtugon sa mga pangangailangang panlipunan? Ipaliwanag.
Pamilya/Tahanan			
Paaralan			
Simbahan			
Pamahalaan (Barangay na nakasasakop)			



TALAKAYIN NATIN

Sa bahaging ito, isinasagawa ng pag-uulat o presentasyon ng mga nakalap na impormasyon sa isinagawang pagsusuri. Higit pang maipapakita ang inyong ganap na pagkaunawa sa pamamagitan ng paglinang sa mapanuri o kritikal na pag-iisip.



GAWAIN BLG 4:

I-KWENTO MO!

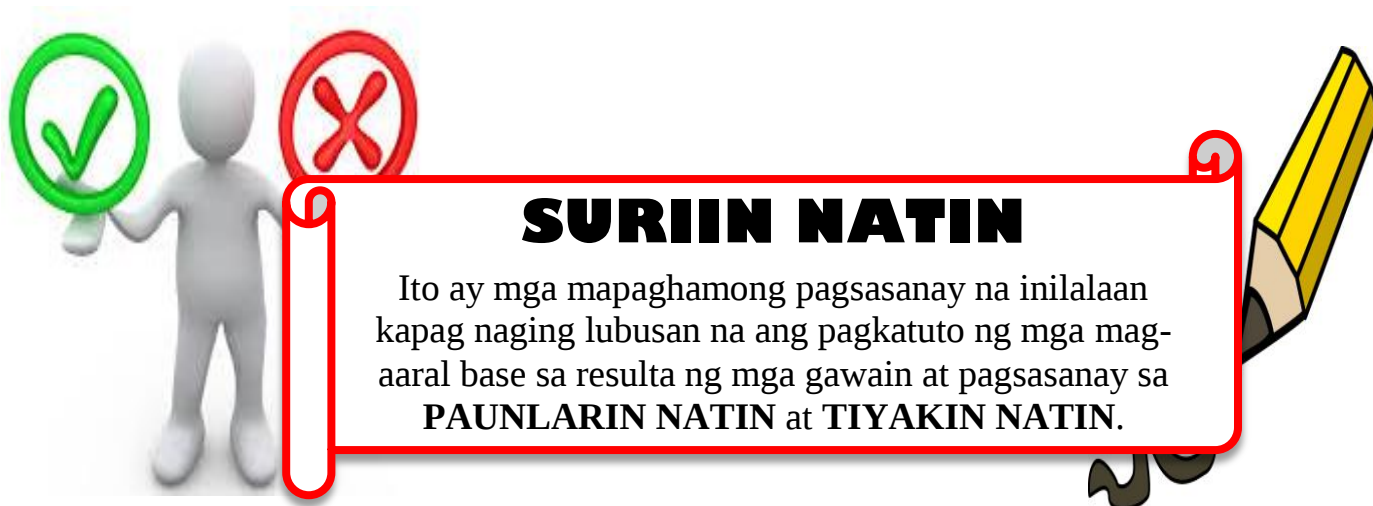


Pinagkunan: <https://images.app.goo.gl/oSf58W8Z3Fq3gaDC9>

Panuto: Iulat ang kasalukuyang kondisyon ng karapatang-pantao sa iyong komunidad sa pagbuo ng isang malikhaing kwento. Gamitin sa pag-uulat ang mga nakalap na datos sa naisagawang sarbey.

Ang karapatang-pantao sa aking komunidad

Pinagkunan: <https://images.app.goo.gl/jesSmuHYgaDjfhSJ6>

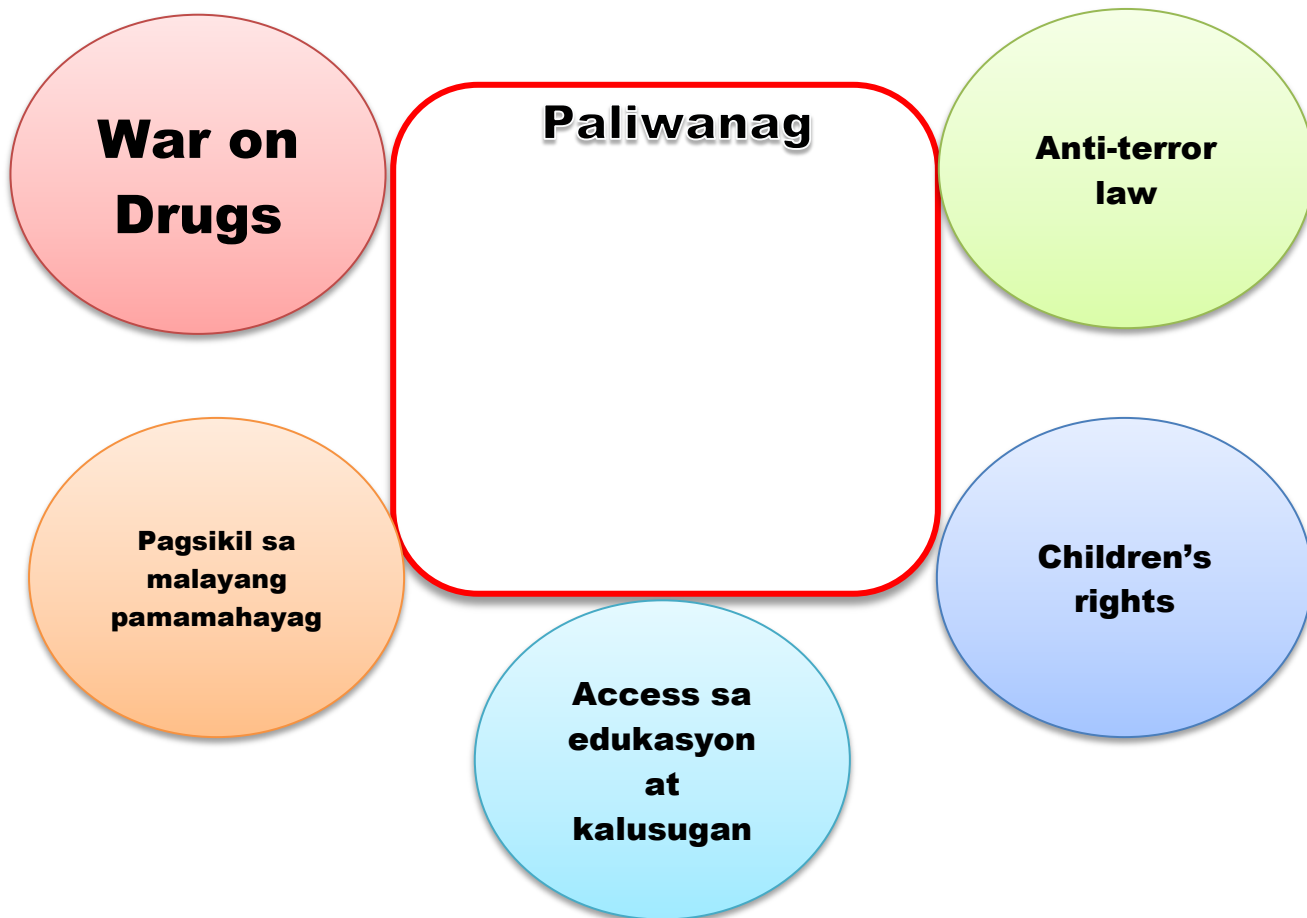


SURIIN NATIN

Ito ay mga mapaghamong pagsasanay na inilalaan kapag naging lubusan na ang pagkatuto ng mga mag-aaral base sa resulta ng mga gawain at pagsasanay sa **PAUNLARIN NATIN** at **TIYAKIN NATIN**.

GAWAIN BLG 5: Connecting HUMAN RIGHTS, THEN and NOW.

Panuto: Pumili ng isa sa mga karapatang-pantao at magbigay ng halimbawa, sitwasyon o pangyayari sa iyong komunidad na nagpapatunay na nagaganap o naipatutupad ang paglabag nito sa kasalukuyan.





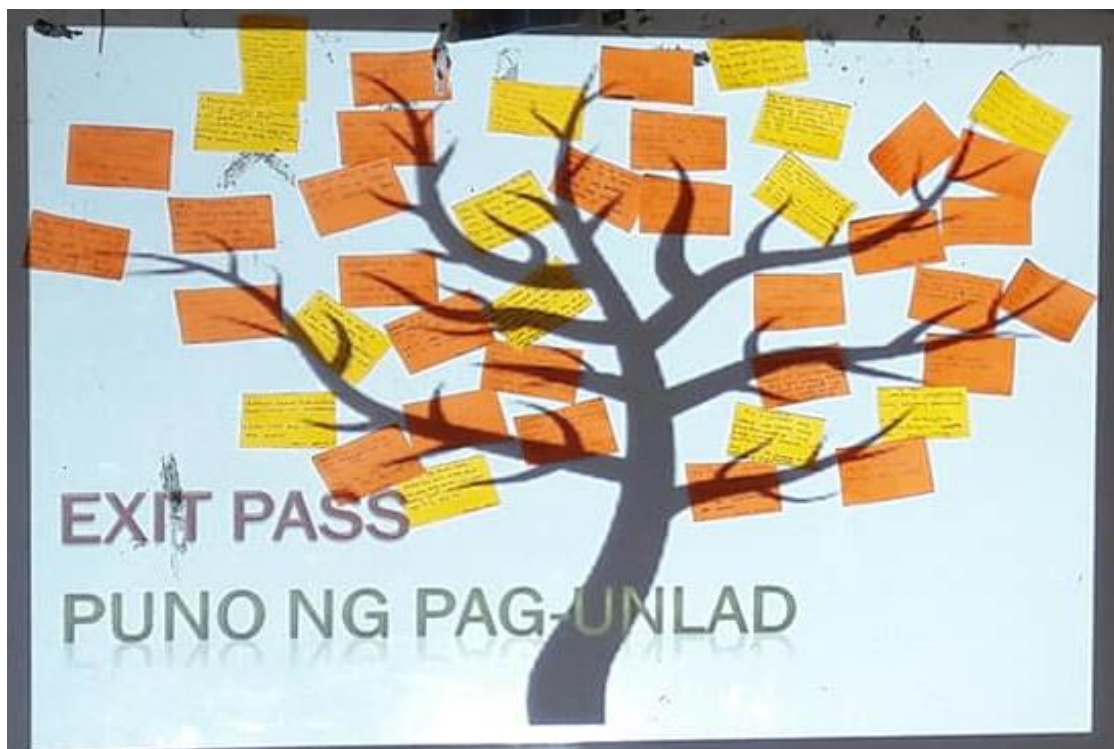
PAHALAGAHAN NATIN

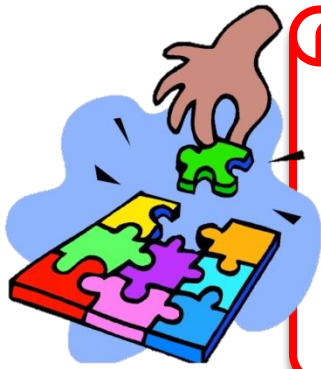
Ito ang pinakapuso sa proseso ng *Inquiry-Based Learning*. Dito inaasahang malilinang ang mabubuting pagpapahalaga o pagpapahalagang pangkatauhan na binibigyang-diin sa bawat aralin.



GAWAIN BLG 5: PUNO NG KARAPATANG-PANTAO

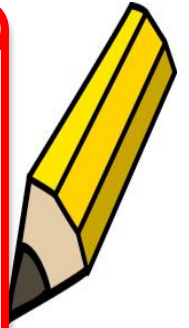
Panuto: Isulat ang iyong natutunan tungkol sa karapatang-pantao at kahalagahan nito sa kanilang pang-araw-araw na pamumuhay sa isang POST IT NOTE. Pagkatapos, idikit ito sa isang puno na may sanga ngunit walang dahon. Ang kasagutan ang magsisilbing dahon na bubuo sa “PUNO NG KARAPATANG-PANTAO”.





ISAGAWA NATIN!

Ito ang inaasahang pagganap, makatotohanan at maghahanda sa mga mag-aaral sa totoong buhay. Sa bahaging ito ay higit na makikilala ang kahalagahan ng natutuhan sapagkat makikita kung paano ito maisasalin sa isang makatotohanang gawain.



GAWAIN BLG 6: PLANO KO, ISASAGAWA KO!

Panuto: Bumuo ng simpleng plano kung paano isusulong ang karapatang-pantao sa inyong komunidad. Gagawin ito sa pagpapangkat na paraan.

Mga Hakbang na isasagawa	Paano ito isasagawa	Kailan ito isasagawa