

Development and Validation of Contextualized Instructional Materials in Teaching Makabansa 1

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DOI: 10.29322/IJSRP.14.10.2024.p15451

Paper Received Date: 20th September 2024

Paper Acceptance Date: 22nd October 2024

Paper Publication Date: 30th October 2024

Abstract

The study aimed to develop contextualized instructional materials in teaching Makabansa 1. The lesson crafted was anchored on the first quarter learning competency from the MATATAG curriculum of the Department of Education. The study followed a descriptive-developmental design. There were eight (8) teacher participants in the study, which were selected purposively: eight identified the essential learning competency that needs contextualized instructional material, and five (5) validated the content. The findings revealed that the developed contextualized instructional material for teaching Makabansa 1 was highly valid in terms of objectives, technical quality, instructional quality, organization, alignment, and contextualized content, earning an overall outstanding rating across all indicators. The contextualized instructional material could be used or modified for classroom instruction and that school officials and the school parents-teachers' association (PTA) provide support in the production of this material, as it is a valuable tool for teachers in improving the quality of instruction and responding to the absence of instructional resources tailored with the MATATAG curriculum for Grade 1 students.

Keywords: content validation, contextualized instructional material, MATATAG Curriculum, teaching Makabansa 1

I. Introduction

In education, sharing knowledge and promoting learning goes beyond simply conveying information. The essence of successful teaching and learning lies in the capacity to establish links between academic principles and practical situations, firsthand encounters, and difficulties. Contextualization then becomes the bridge between abstract concepts and tangible examples. It is a fundamental principle central to modern pedagogy (Reyes, 2019).

By employing contextualization, educators can deliver the lesson in a manner that is more significant and applicable to the learner's past encounters and real-world scenarios. Therefore, by placing learners in an authentic learning environment, they can actively engage with and use the diverse learning opportunities and resources accessible within their local community. This approach ensures deep and meaningful learning (Regis & Gomez, 2023).

In the Philippines, one of the features of the Department of Education's K to 12 Program is the idea of curriculum contextualization. In accordance with DepEd Order No. 42, series of 2016, the Department of Education emphasized the importance of teachers utilizing contextualization strategies to enhance the relevance and significance of lessons for learners across learning areas (Guadalupe et al., 2023).

However, recent results from the Program for International Student Assessment (PISA) show that learners from the Philippines are still struggling to attain proficiency in math, reading, and science. The nation's performance did not significantly improve in 2018, as measured by the latest PISA 2022 test results (Acido & Caballes, 2024). Curricular reform has also occurred, as the current curriculum is congested and needs specific learning competencies or has them in the wrong order (Malipot, 2023).

According to a World Bank report released in June 2022, approximately 91 percent of Filipino children who were ten years old experienced learning poverty, which refers to their inability to read or comprehend basic text. Philippine education is also ranked unfavorably compared to its neighboring countries, as evidenced by rankings such as the Southeast Asia Primary Learning Metrics 2019 (SEA-PLM).

In line with this, DepEd launched the MATATAG Curriculum, which aims to improve student's learning outcomes by reducing subjects in the early grades and focusing on foundational skills like oracy and numeracy (Punongbayan, 2023). One of the

new subjects is "Makabansa," which combines concepts previously taught in Araling Panlipunan (AP) and Music, Arts, Physical Education, and Health (MAPEH) through a transdisciplinary approach to connect various competencies. Makabansa's primary goal is to develop students' self-awareness and cultural consciousness, health and creativity skills, and the ability to interact with others in the community (Mateo, 2023).

However, during the current pilot run of the MATATAG Curriculum, DepEd has identified familiarization with competencies and the production of suitable learning materials as two primary challenges. Abragan et al. (2022) emphasized that many teachers must receive the necessary seminars, training, and readings related to their specialization and the curriculum. This limits their ability to create and implement lessons outlined in the newly implemented curriculum. In a similar vein, the limited number of copies of the module that reached the students influenced their appreciation of the content and their interest in learning the subject waned or weakened.

Sutuma (2016) further underscores that the lack of instructional materials directly affects the proficiency and preparedness of the students, hindering their capacity to apply theoretical knowledge in practical contexts. According to Kapur (2022), inadequate instructional techniques and resources can lead to various drawbacks for individuals and the educational system. This inadequacy can present itself in diverse ways, including difficulties in comprehending academic disciplines and instructional materials, barriers to fostering student learning, a dearth of motivation among educators, challenges in developing skills and abilities, and impediments to the overall improvement of the education system.

By addressing the current gap, this research aims to improve teaching practices and enhance the learning experience for students. This study seeks to create contextualized instructional material tailored explicitly for the Makabansa 1 subject in the MATATAG Curriculum.

II. Literature Review

A. Instructional Materials

Instructional materials are essential and significant tools for teaching and learning to promote teachers' efficiency and improve students' performance. It serves as a channel between the teacher and the students in delivering instructions. They may also serve as the motivation for the teaching-learning process. Therefore, they are essential for teaching, especially for inexperienced teachers (Umar et al., 2019). Materials like worktexts, workbooks, and modules are necessary to support students' learning with different backgrounds, abilities, and styles (Aguinaldo & Domingo, 2021).

Moreover, the developed instructional materials are tools that can assist teachers in conveying knowledge naturally, leading to effective teaching and learning processes. Graphics, posters, cartoons, sketches, drawings, and graphs found in developed instructional materials aid learners in enhancing their understanding and facilitating clear communication of facts and ideas. Furthermore, these visual aids enable learners to visualize concepts and their interrelationships, reinforcing comprehension (Portana, 2021).

Similarly, Sale (2016) emphasized that instructional materials are an indispensable tool that enhances qualitative teaching and learning, especially at the primary level. Instructional materials are used to facilitate comprehension of ideas in the learners as well as ensure long-term retention of ideas and topics taught to pupils. Effective use of instructional materials and their relevance to the topic would enable the learners to learn and retain what they have learned effectively, thereby advancing their performance in the topic being taught. These are also sight tools for teachers at all levels of the education process for effective instructional delivery, promoting learner's academic achievement, and enabling the achievement of the stated objectives of a lesson.

In addition, instructional materials are essential in learning every subject in the school curriculum. They allow the students to interact with words, symbols, and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, and using media and technology. Effective teaching may be unavoidable without functional instructional materials to enhance innovative production in modern fields such as science and technology. Instructional materials play a vital role in the teaching processes, which include enhancement of the memory level of the students, facilitating the teaching-learning process, improvement of student rate of accumulation, tools used by the teachers to correct wrong impressions and illustration things that learners cannot forget easily, assist in giving sense of reality to the body of knowledge under discussions, gives lessons a personal look and encourages teacher's creativity, permit the students and teachers to experience in concrete terms the learning activities that can promote the idea of self-evaluation (Nwagbata et.al, 2021).

Furthermore, Francis and Modestus (2020) acknowledged that teachers use instructional materials to aid explanations and make the learning of subject matter understandable to students during the teaching and learning process.

B. Importance of Contextualization

Contextualizing the curriculum can be a valuable tool for teachers to help students understand and learn the material better (Llego, 2022). Rathburn (2015) examined contextualization's influence on learners' ability to build connections between the learning environment and their community. They have been given opportunities to conceptualize their social lives, academic pursuits, and

societal issues without specific prompting. He suggested that contextualization and reflection allow learners to draw and apply their understanding to novel situations.

Contextualized Teaching and Learning (CTL) Approach can strengthen the links between the learning environment and the community. Materials for teaching in the classroom are essential aspects of any interaction to acquire learning. It has been proven by making learning in school relevant and meaningful. In the learners' everyday lives and needs, the interaction among the learners, society, and school will become a more active and enriching experience. Contextualization could be an abetment to enriching Filipino culture. Using instructional materials in contextualizing may resemble the creative juice of learners' colorful and imaginative cognitive faculties. The beauty and richness of these using contextualized instruction lie between the paramount context of moral wisdom and remarkably astonishing Filipino values that need to be imparted to young generations, who will carry the torch of freedom and incomparable Filipino idealism (Lorbis, 2019).

According to Doloritos (2023), humans use tools developed from culture, such as speech, writing, and reading, to mediate social environments. Initially, children develop those tools to serve solely as social functions, and the internalization of these tools leads to higher thinking skills. Contextual teaching and learning motivate learners to take charge of their learning, relate knowledge and its application, and enjoy practical activities. It promotes content understanding, success, and engagement, particularly for lower-skilled students. Therefore, it is advisable for teachers in the critical stage I, from Kindergarten to grades III, to contextualize instructional materials for pupils, as it can help them to become flexible learners, increase their mastery of basic skills, and promote the likelihood of transfer of essential skills to content courses that are not occurring in a traditional, decontextualized learning environment.

Moreover, if students were put in an actual learning environment, letting them manipulate, relate, and adapt to various learning opportunities and resources available within the locality or community would ensure profound learning. It helps teachers and students comprehend concepts by relating and presenting a lesson in the context of the prevailing local environment, culture, and resources. Hence, lessons are becoming more real-life, customized, and appropriate (Pecson, 2014).

C. ADDIE Model

ADDIE model is one of the most common models used in the instructional design field as a guide to produce a practical design. This model is an approach that helps instructional designers, content developers, or even teachers to create an efficient, effective teaching design by applying the processes of the ADDIE model to any instructional product. The elements made by following the ADDIE model can be used in any environment, such as online or face-to-face. ADDIE is an acronym for (1) analyze, (2) design, (3) develop, (4) implement and (5) evaluate (Budoya et al., 2019).

The ADDIE model is the primary approach used in evaluating the characteristics of the developed learning module (Medina & Baraquia, 2023). This model is structured and programmed with sequences of systematic activities to solve learning problems related to learning resources that are by the needs and characteristics of students (Widyastuti, 2019).

Furthermore, the instructional design process involves five phases: analysis, design, development, implementation, and evaluation. The target audience is identified during the analysis phase, and the learning needs and objectives are determined. In the design phase, specific objectives are established, learning activities are specified, and instructional strategies are identified. The development phase involves creating and building all content and components based on the design phase, constructing the teaching and learning program structure, and making the program available on selected delivery media. During the implementation phase, instructional materials are implemented in the real-world environment, support is provided to users, and evaluation instruments are used to investigate the instructional material and programs' values. Finally, in the evaluation phase, the effectiveness of the instructional materials, tools, and activities is evaluated, the achievement of learning objectives is investigated, and changes and modifications for future delivery are identified (Budoya et al., 2019).

According to Misesani et al. (2021), the ADDIE model is widely used in developing teaching materials and is recommended by many researchers. It helps scholars approach course redesign to increase student engagement and has been successfully implemented in developing materials for speaking courses and improving students' communicative competence. The advantage of the ADDIE model lies in its simplicity and easy-to-learn structure, consisting of five interrelated components that make it a systematic and structured approach.

D. Process of Contextualizing Instructional Materials

One of the features of the K to 12 Program is the idea of curriculum contextualization. DepEd defines it as "the educational process of relating the curriculum to a particular setting, situation, or area of application to make the competencies relevant, meaningful, and useful to all learners" (RA 10533). Contextualization is not just a feature of the K to 12 Program but also an essential part of DepEd's mandate to be included in the preparation of every lesson. The DepEd Order No. 42, series of 2016, reiterated that "teachers are encouraged to make full use of these contextualization strategies to make the lessons more relevant and meaningful to learners" (DO 42 s. 2016).

In addition, contextualization ensures the curriculum's appropriateness to the learner's developmental stage, interest, skills, and level. It also considers the subject's relevance to the learner's social context, like issues and situations, prior knowledge, and other learning areas. This educational approach considers the application of skills, knowledge, and values to real-life situations as its integral part (Atondo, 2022). By contextualization, the students can easily connect the concept to real-world views (Flores, 2021). Hence, teachers are to use dependable materials within their locality and anchor their teaching in the context of learners' lives.

Moreover, localization in education acknowledges the importance of including students' cultural backgrounds, customs, and models from their communities in the teaching and learning process. According to the study of Lear (2020), schools must provide Filipino learners with locally developed learning materials to maintain pupils' interest in the curriculum. Moreover, Lorbis (2019) cited that teachers must build on what resources the school has consider their students' backgrounds, and ensure the translated materials are open and sensitive to different cultures. The development and production of instructional materials to the intended learners' considerations should also be made, which includes but not limited to the enhancement of skills based on their needs and interests, and the materials should display cultural, linguistic, and contextual clues that the learners are familiar. In other words, cultural and linguistic values are, therefore, of prime consideration.

In a similar vein, Pariscal and Aboy (2022) emphasize that teachers can make lessons more relevant to their students' lives by incorporating local history, culture, and practices. Meeting the requirements and present demands of the culture, society, and expectations of the people being served should be the primary focus of any sound educational program and curriculum creation. It may be topic-specific or provide a broad outline of typical behavior. It must be a practical resource that guides educators in creating unique lesson plans and identifying appropriate resources. As guided by the contextualization and localization instructional materials, teachers could make the contents logical (simple to complex) and structured to guide learners in the learning skills/concepts. According to Fabrigas (2023), local beliefs, norms, values, traditions, folklore, current events, and existing technologies are documented and used to develop a lasting curriculum.

Meanwhile, Razalan (2022) argued that many operational definitions of actual life and the culture of the learners. Additionally, the educational method known as localized teaching emphasizes teaching the lesson immediately via real applications in a particular setting in order to capture students' attention. Localized instruction is, therefore, a method for presenting content in a meaningful and relevant context. Therefore, teachers should utilize pertinent issues, events, activities, and authentic resources to meet their students' needs.

Contextualization and localization of assessment tools and instructional materials reveal vital benefits and implications for learners and teachers. These benefits include keeping the learner and the teacher on track, encouraging reflection, refinement, and improvement, improving learner performance and achievement, optimizing instructional time, and integrating diverse teaching strategies (Lorbis, 2019). According to Kim et al. (2019), contextualized and localized assessment tools and instructional materials provide a clear and focused learning path, encourage reflection, refinement, and improvement, enhance learner performance and achievement, maximize instructional time, and integrate diverse teaching strategies. Moreover, Wilson (2022) concluded that contextualized and localized assessment tools and instructional materials help ensure all students are engaged and focused on assigned tasks.

Furthermore, these testing tools and teaching materials must be constantly evaluated and improved to maintain quality and usefulness. Educators should get comments from students, teachers, and other interested parties to determine how well the tools work and where they can be improved. Changes in the curriculum, technological improvements, and new needs in the teaching and learning scene should lead to regular updates and changes (Fabrigas, 2023).

Similarly, when designing localized and culture-based reading materials, Razalan (2022) consider the research-based requirements. Validation of experts is, therefore, essential in all domains of content validation criteria. Therefore, the developed reading material is highly recommended for use in the classroom because it supports and contributes to the learning of indigenous students. The content was determined to enhance indigenous people's education and promote indigenous culture.

E. Content of the Contextualized Instructional Material- Makabansa

Clymer (2022) emphasizes six (6) criteria in developing a good contextualized instruction: (1) develops the primary, language, or workforce preparation skills that are needed to learn or use the occupational content; (2) Builds on students' past experiences and knowledge; (3) Uses authentic and occupationally relevant materials, examples, and assessments; (4) Allows learners to see the relevance of content and experience it; (5) Provides opportunities to apply or practice specific skills in real contexts of the occupation; (6) Includes problem solving, inquiry process, and varied learning strategies (e.g., hands on, discussion, interaction, project-based learning).

To contextualize curriculum, teachers must use authentic materials, activities, interests, issues and needs from learners' lives to develop classroom instruction. Teachers can contextualize the curriculum by using real-world examples, assigning projects that

require students to apply what they have learned to real-world problems, tying current events and news stories with their teaching, using examples from students' lives, and connecting their teaching with other subjects (Llego 2022).

In the same vein, the use of localized songs and storytelling in teaching is highly beneficial for children, as it aligns with their inherent characteristics and interests. These child-centered methods not only stimulate engagement but also enhance learning by fostering a relaxing environment conducive to assimilation. Research indicates a positive correlation between the incorporation of songs and storytelling and improved academic performance and study skills in children. Moreover, storytelling serves as a powerful tool for developing various competencies, including language skills, critical thinking, and problem-solving, thus supporting holistic learning and skill development in children (Owulabi, 2023).

The development of contextualized instructional materials must be crafted with utmost relevance to learners' needs and interests, ensuring a direct connection to their daily lives, personal passions, and future career aspirations (Lorbis, 2019). Diverse learning strategies play a pivotal role in enriching instructional materials, catering to varied learning styles and preferences. Incorporating hands-on activities, discussions, and project-based learning fosters active engagement and critical thinking skills among students, promoting deeper understanding and retention of concepts. This alignment fosters intrinsic motivation and engagement, vital elements for effective learning. Moreover, the integration of authentic real-world examples, case studies, and scenarios further enhances the material's appeal and applicability, immersing learners in practical contexts that resonate with their experiences.

F. Enhanced Learning Through Contextualized Instructional Materials

Contextualization of a course's content and concepts can improve student engagement, motivation, learning, persistence, and learning outcomes. Knowledge has been shown that instruction with contextualized content can activate learners' prior knowledge and promote more effective problem-solving. In changing the concept, contextualization of content in interactive classroom engagement activities that motivate students with a concept's relevance can improve learning. On the other hand, promoting metacognition, contextualization of content 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 (Krause, 2016). Lorbis (2019) suggests that this approach is particularly useful for engaging hard-to-reach pupils, increasing their confidence and enthusiasm, and enhancing their interest in long-term educational goals.

The use of CLM incorporating real-life situations into instruction has many reasons. Foremost is that it serves as an application of theoretical material in real-life situations, making content more accessible to understand and that real-life examples demonstrate the relevance of content. Dumanjog, (2019) adheres that relevance is a major component of many motivational activities and particularly important if learners' experiences can be used as a basis for new learning.

Lastly, contextualized learning materials according to cultural background could promote sustainability and preservation of indigenous knowledge. Students' cultural perspectives influence how they construct knowledge, while cultural background influences cognitive style and motivation (Morales, 2014).

III. Methods

The study followed a descriptive-developmental design. Richey et al. (2005) defined developmental research as the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must adhere to internal consistency and effectiveness criteria. In this case, the researchers designed and developed contextualized instructional materials and had then validated by experts from the CSU-College of Education.

Furthermore, it is descriptive because it determined the learning competencies preferred by the teachers, which served as the foundation for developing and validating contextualized instructional material for Makabansa 1.

A. Participants

The participants of the study were eight (8) Grade 1 teachers from Ampayon Central Elementary School in the school year 2023-2024. The eight participants rated and identified the most important learning competency needed to develop contextualized instructional material in teaching Makabansa 1, while five of them validated the content. The eight participants of the study were selected based on the following criteria: individuals with a minimum of 10 years of teaching experience and who have actively developed instructional materials during their tenure as educators. The five participants with the highest teaching experience among the eight have been chosen as evaluators of the developed instructional material.

B. Data Collection

Before conducting the study, the researchers wrote to the principal of Ampayon Central Elementary School and requested permission. After receiving approval from the principal, the researchers distributed the survey checklist to Grade 1 teachers to collect the most important learning competency that required contextualization. The researchers then created contextualized instructional materials based on the learning competency perceived by the teachers to be needing an instructional material. Finally, the researchers conducted content validation with the same Grade 1 teachers to validate the developed contextualized instructional materials for teaching Makabansa 1.

The responses, scale, range, and interpretation assigned for each item on the selected learning competency and the result of content validation were shown below.

Learning Competency Rank Listing

Participants must provide continuous ratings on a scale ranging from 1, denoting 'very important,' to 3, indicating 'least important.' Participants would allocate each number once across all items to maintain the continuity of the rating scale.

Numerical rating	Descriptive Rating
5	Strongly Agree
4	Agree
3	Uncertain
2	Disagree
1	Strongly Disagree

The data that were gathered from the evaluation of the content was included. The mean rating per item and overall mean ratings were included in the computation.

Mean Rating	Interpretation
4.50-5.00	Outstanding
3.50-4.49	Very Satisfactory
2.50-3.49	Satisfactory
1.50-2.49	Fair
0.00-1.49	Needs Improvement

IV. Results

Problem 1: The Learning Competency that Needs Instructional Material in Teaching Makabansa 1

The learning competency that needed instructional material in teaching Makabansa 1 was anchored on the learning competencies for the first quarter as stipulated in the Curriculum Guide for the MATATAG Curriculum. These learning competencies were then selected by the eight grade 1 teachers from Ampayon Central Elementary School (ACES) through a researchers' ranking checklist. In addition, the learning competency was identified by pointing out which learning competency obtained the lowest overall rating since rating 1 was the highest.

Table 3
 The Identified Learning Competency

Learning Competencies	Rank	Total
1. Nailalarawan na ang bawat tao ay May iba't- ibang: a. Katangiang Pisikal b. Pangangailangan c. Interes at Kakayahan	12	1
2. Naipapaliwanag ang Karapatan ng bawat bata.	17	2
3. Napahahalagahan ang indibidwalidad ng bawat tao.	19	3

It can be gleaned that learning competency 1 which states “Nailalarawan na ang bawat tao ay may iba't ibang katangiang pisikal, pangangailangan, interes at kakayahan” garnered the highest rating among the three learning competencies identified by the grade 1 teachers which were followed by learning competency numbers 2 and 3 respectively. Moreover, this implies that learning competency 1 was selected in developing contextualized instructional material in teaching Makabansa 1.

Problem 2. Process of Developing Contextualized Instructional Material

The developed contextualized instructional material in teaching Makabansa 1 was based on the selected learning competency the grade 1 teachers identified in the first quarter of the Makabansa subject. Constructing the contextualized instructional material was guided by the Constructivist Learning Theory of Jerome Bruner, the Social Development Theory of Lev Vygotsky, and following the ADDIE model instructional design.

Moreover, the study adapted the Department of Education’s (DepEd) module format in making the contextualized instructional material since it was suited to the intended users and was composed of eleven (11) parts: Alamin, Subukin, Balikan, Tuklasin, Suriin, Pagyamanin, Isaisip, Isagawa, Tayahin, Karagdagang Gawain, and Susi ng Pagwawasto.

The first part was known as Alamin (What I Need to Know) which introduced the topic and provided essential concepts and knowledge that learners need to acquire. This was followed by Subukin (What I Know), which included an activity that aimed to check what the learners already know about the lesson to take, and Balikan (What's In), which gave a brief drill or review session aimed at helping learners connect the current lesson with previous lessons.

Furthermore, the fourth part was Tuklasin (What's New), which highlighted introducing the new lesson in various ways, such as a story, a song, a poem, a problem opener, an activity, or a situation. After that, Suriin (What is It) provided a brief discussion of the lesson, and Pagyamanin (What's More) comprised activities for independent practice to solidify students' understanding and skills of the topic.

In addition, the next part involved Isaisip (What I Have Learned) which contained the main ideas or takeaways from the module that learners need to reflect on. This was followed by Isagawa (What I Can Do), which included activities that will help learners apply the new knowledge or skills to real-life situations, and the Tayahin (Assessment), which provided a 5-item formative assessment that assessed learners' knowledge about the topic.

Also, Karagdagang Gawain (Additional Activities) is provided to enrich learners' knowledge or skills on the learned lesson, and Susi sa Pagwawasto (Answer Key) contains answers to all activities in the module.

On the other hand, developing the content was carefully contextualized by the researchers by writing researchers' stories and poems, utilizing realistic and community resources and images, and ensuring cultural implications to fit learners' backgrounds and interests.

Afterward, content validation was followed, which assessed the module's impact in terms of objectives, technical quality, instructional quality, organization, alignment, and contextualized content. The content validators gave their comments and suggestions, which were the basis for the revision of the developed contextualized instructional material in teaching Makabansa 1.

Problem 3. Content Validity of the Contextualized Instructional Material

The developed contextualized instructional material in Teaching Makabansa 1 underwent content validation, which was focused on six key indicators, namely objectives, technical quality, instructional quality, organization, alignment, and contextualized content. The mean scores obtained for each indicator were used to assess the overall effectiveness of the contextualized instructional material.

Table 4
Content Validation of Contextualized Instructional Material

Indicator	Mean	Interpretation
I. Objectives	5.00	Outstanding
II. Technical Quality	4.96	Outstanding
III. Instructional Material	4.80	Outstanding
IV. Organization	4.85	Outstanding
V. Alignment	5.00	Outstanding
VI. Contextualized Content	5.00	Outstanding
Overall Weighted Mean	4.94	Outstanding

Ranges of Means: 1.00-1.79 (NI); 1.80-2.59 (Fair); 2.60-3.39 (Satisfactory); 3.40-4.19 (Very Satisfactory); 4.20-5.00 (Outstanding)

V. Conclusions

The learning competency about Nailalarawan na ang bawat tao ay may iba't - ibang: Katangiang Pisikal; Pangangailangan; at, Interes at Kakayahan was identified, and was made as a basis for the development of the contextualized instructional material in teaching Makabansa 1 by the teacher-participants.

Findings revealed that the contextualized instructional material was valid in terms of content and is, therefore, appropriate and useful for classroom use for the intended users.

Recommendations:

The following recommendations were drawn from the conclusion:

1. The contextualized instructional material for teaching Makabansa 1 is recommended for use by elementary Grade 1 teachers. Teachers may adopt or modify the module to tailor-fit their teaching according to their students' needs, learning styles, and cultural backgrounds.
2. The school officials and School Parents Teachers Association (SPTA) may provide support in the production of this contextualized instructional material so that it will be used by teachers and learners in classroom practice.
3. The developed contextualized instructional material may be recommended as a reference in the development of more instructional materials in teaching Makabansa 1 or in other learning areas.
4. Aspects that are rated not perfect must be enhanced in order to ensure 100% content validity.

5. A similar study may be conducted that involves more teachers as participants so that appropriate instructional material can be developed.

Conflict of Interest

The authors declare no conflict of interest.

Acknowledgement

The researchers extend their heartfelt gratitude to the following individuals whose significant contributions have been crucial in finishing this study.

Mr. Marlou C. Tagarao, their thesis adviser, for his insightful critiques, patient guidance, and boundless encouragement have been instrumental in shaping this thesis into its final form. His exceptional expertise and mentorship have not only enriched the academic journey but have also inspired intellectual growth and resilience.

Dr. Trixie E. Cubillas and Dr. Leo L. Codilla Jr., the panel members for thoroughly reviewing the study and making the most of it.

The school principal of Ampayon Central Elementary School, Ma'am Rizza Fanree B. Vallespin, for allowing them to collect the data needed to make this study relevant and reliable.

Mrs. Joy G. Torion, who also assisted them in editing the content of the contextualized instructional material to make it more effective.

The grade one teachers at Ampayon CES who never hesitated to respond to their survey and validated the content of their contextualized instructional material.

And to Almighty Father, the source of strength and wisdom that inspired the researchers to finish the study.

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