

Effectiveness Of Contextual Teaching and Learning (CTL) In Araling Panlipunan: Its Implication on Students' Civic Consciousness Development And Social Competence

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Abstract — This study describes the effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan, students' civic consciousness development, and social competence.

Descriptive and inferential methods were employed in the study. The respondents were the four hundred ninety nine (499) students of the six (6) national high schools within the 3rd district of Zamboanga del Norte which were selected based on Inter-Agency Task Force (IATF) health protocols and restrictions. From the findings of the study it was found out that the respondents were mostly 14-15 years old, majority were Visayan, nearly half of them belong to a family of 3-4 members and having a family income of ₱10,000.00 or less.

It was further found out that the Contextual Teaching and Learning (CTL) is very much effective and that there was no significant difference when students were grouped according to profile. It was also found out that civic consciousness among students was very much developed along political, social, economic and environmental consciousness. Results also claimed that there was a significant relationship between Contextual Teaching and Learning (CTL) and civic consciousness development, and that students were very much competent in terms of social competence. Based on the findings and conclusions, recommendations were offered to give a positive idea for future researcher to conduct a similar study and see if similar findings will be attained.

Keywords — *Contextual Teaching and Learning (CTL), Civic Consciousness, Social Competence*

I. Introduction

With the full implementation of the K to 12 system in 2016 and rapidly advancing movements from the ASEAN Economic Community in 2015, the five-year period between 2016-2021, often referred to as the K to 12 transition, presents significant challenges not just to the basic education sector, but causes a ripple effect on other sectors as well. It is also a once-in-a-generation window of opportunity for the reform of country's entire education landscape. <https://ched.gov.ph>.

Section 5 of R.A. 10533 otherwise known as the Enhanced Basic Education Act of 2013 stipulates the following curricular standards which the curriculum developers addressed in crafting the K-12 curriculum: 1) the curriculum shall be learner-centered, inclusive and developmentally

appropriate; 2) the curriculum shall be relevant, responsive and research-based; 3) the curriculum shall be culture-sensitive; 4) the curriculum shall be contextualized and global; 5) the curriculum shall use pedagogical approaches that are constructivist, inquiry based, reflective, collaborative and integrative; 6) the curriculum shall adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE); 7) the curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level; and 8) the curriculum shall be flexible enough to enable an allow schools to localize, indigenize, and enhance the same based on their respective educational and social contexts. (<https://www.officialgazette.gov.ph>.)

The concept of localization and contextualization falls on the idea that students learned best when experience in the classroom have meanings and relevance in their lives. Things students do and associated with them are the learning that lasts forever. (<https://ryanramoletepecosn.blogspot.com>)

One of the key features of the K-12 Araling Panlipunan curriculum is the delivery of lesson through localization and contextualization. This principle is not new to DepEd teachers for it is embedded in the mission which states: “to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education”. Further, the concept of localization and contextualization is being stipulated in the provisions of the 1987 Philippine Constitution which states that “the state shall foster the preservation, enrichment, and dynamic evolution of Filipino national culture based on the principle of unity and diversity in a climate of free artistic and intellectual expression.”

Provisions in RA 10533 also stipulate that K-12 teachers are allowed to use contextualization in their lesson by using Contextualization in Teaching and Learning (CTL). By contextualization, we mean the 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.

In teaching Araling Panlipunan, the teacher is also given option to integrate indigenization in the teaching approach used provided the competencies in the curriculum will not be hampered.

In localization, the teacher uses information and materials in the locality while in indigenization, the teacher enhances the competencies in the curriculum, the resources and the teaching-learning processes so that they suit to the context of the learners’ community. (<https://pdf.coffe.com>)

There has been a continuous desire to improve the teaching of Araling Panlipunan toward students’ liking, interest and better performance.

Through CTL teaching approach, students are expected to relate the lessons learned in the classroom to the real world situations. Thus, it will establish connection between the classrooms and the world outside such as the environment, home and community. This will develop civic consciousness among the students (Montalbo, et.al., 2020).

The important factors that determine civic consciousness among students are family, education, social system, associations, economic, environmental concerns and political systems.

Similar with the development of civic consciousness among students social competence also reflects what is learned from previous experiences and apply that learning when interacting with socially skilled individuals.

Orpinas (2010) mentioned that social competence is a skill essential in getting along with others and maintain good relationships with friends, family, and other members of the community.

Based on the above-mentioned concepts and the actual observation of the researcher, it is fervently hoped that the outcome of this study would be able to encourage other teachers to adopt the contextual teaching and learning (CTL) approach so that learning of the students will be meaningful and lasting.

Literature Review

Contextualized Teaching and Learning (CTL) is rooted on the theory of Constructivism by Jerome Bruner who believed that the most effective way to develop a coding system is to discover it rather than being told by the teacher. A major theme in the theoretical framework of Bruner is that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge.

Wijayanti (2013) mentioned that CTL is fit to be based on the theory of Constructivism wherein pupils can construct knowledge by connecting previous knowledge and experiences, applying in new situation and integrating new knowledge gained with the prior existing constructs. She further listed down five (5) steps in learning the constructivist way, namely: activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge. It is supported by Burgamer (2017), when he commented that though CTL is rooted in the Constructivist view, it is also associated with Jean Piaget who believed that pupil' concepts and constructs is influenced by the interaction and interpretation of events in their environment. On the other hand, Bird, et al. (2012) stressed that CTL is designed to link the skills and knowledge of the learners through concrete applications in a specific context according to the interest of the learners so that learning will be more meaningful. He presented different ways to accomplish the CTL, namely: 1) infused academic courses 2) infused career technical courses 3) linked courses or learning communities, and 4) team teaching of integrated academic and occupational courses. While, Baker, et al. (2010) affirmed that CTL helped learners gain a deeper understanding of subject matter by relating the material to meaningful situations that learners encounter in real-life, offers one promising approach to help learners learn more effectively.

Understanding social consciousness help to identify assumptions, values and visions, making it an important element of sustainability of literacy, and useful tool for effective social transformation. Cultivating social consciousness is natural to human beings. By smiling to others

and choosing to have a good attitude, we raise the positive energy around ourselves, instantly making the world a better place. Somehow, we can all get involved in the community we live.

According to Zelesny and Schultz (2000), environmental consciousness is an element of civic consciousness which refers to specific psychological factors related to individuals' propensity to engage in pro-environmental knowledge which is significant for predicting environmental actions. Making materials sustainable and going eco-friendly will improve one's quality of life in terms of mortality, age, diseases, etc. one might have a better shot at living a quality and healthier life if he chooses to go eco-friendly. On the other hand, social competence consists of social, emotional, cognitive and behavioral skills needed for successful social adaptation. Social competence also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions. It is directly connected to social behavior, specifically social motives, and social abilities, skills, habits and knowledge which together contribute to the development of a person's behavior.

Social competence is an important dimension of successful adolescent growth and development, and is indispensable role of human relation and interactions which account for making it an educational objective for all students irrespective of the type of education and socio-economic background (Ten Dam and Volman, 2007).

According to Torres (2015), one of the main features of the K-12 curriculum is the delivery of the lessons through contextualization and localization. Our 1987 Philippine Constitution clearly stipulates this principle particularly Article XIV Section IV. Likewise, the same right is reflected in the DepEd's Mission.

According to Valle (2019), contextualization refers to 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. She further stated that indigenization refers to the process of enhancing curriculum competencies, education resources, and teaching-learning processes in relation to the bio-geographical, historical, and socio-cultural context of the learners' community. Indigenization may also involve the enhancement by the curriculum framework, curriculum design, and learning standards of subject areas, guided by the standards and principles adhered to by the national curriculum

On the other hand, localization being one of the degrees of contextualization is the process of relating learning content specified in the curriculum to local information and materials from the learners' community. (Torres, 2015)

Problems on students' diversity with diverse need still persist nowadays. To address this problem, the teacher needs to be conscious on their socio-cultural background so as to benefit everyone in the classroom. It is further stressed that teacher should be reminded that teaching should be localized and indigenized to be assured of students' academic performance. Localization

and contextualization can be done in any learning areas; localization maximizes materials; activities; events and issues that are readily available in the locality (Garin, R. et.al, (2017).

Establishing an integrated system of education relevant to the needs of the people and society is a mandate of the 1987 Philippine Constitution. The learning environment should maintain the connection with the community to promote patriotism among learners (Lorbis, 2019). This will lead to develop civic consciousness among the students. It is one of the goals of the teaching of Araling Panlipunan that whatever knowledge, skills and attitudes that these students will acquire, it will always redound to the improvement of community-local, national and global including natural environment. (Corpuz and Salandanan, 2015).

Effective teaching of Araling Panlipunan is characterized as meaningful, integrative, value-based, challenging and active (Corpuz and Salandanan, 2015). It is meaningful because students see the relevance and connection of their lesson to their lives because it has real-world application. It is integrative because it has several interrelated disciplines and integrates the totality of human experience over time and space and connects with the past, linking to the present and looking ahead to the future. Nevertheless, teaching Araling Panlipunan through contextualization contributes to the development of a holistically developed citizen who is aware and knowledgeable and critically analyses current social issues and concerns in the local and global level.

Another study on the implementation of contextual teaching and learning (CTL) to determine its effect on the biology learning of high school students was conducted by Hasanah, et.al (2020). The students' affective learning achievements was analyzed by using the independent sample t-test, while their cognitive learning achievement was analyzed using ANAKOVA test. The results showed that the application of CTL learning has a significant effect on students' cognitive learning achievement.

The research conducted by Budiyo, F. (2018) entitled, "The Effect of Contextual Teaching and Learning (CTL) with Local Video Media Towards Students' Cognitive Study Result of Social Studies for Fourth Class as SDN Karangduak 2 Sumenep," aimed to know the cognitive study result between control and experiment class after it got treatment through CTL approach with local video toward A fourth class in social studies. The result showed that CTL approach through local video media gave significant results towards the cognitive study result for fourth class at SDN Karangduak 2 Sumenep.

To address the increasing impact of global warning, Chun-Chieh, and Hsiao-Ping (2019) conducted the study "Environmental Consciousness in Local Sustainable Development: A Case Study of the Anti-Idling Policy in Taiwan". The results illustrate and dismantle the differences between several groups understanding of public value as it relates to local sustainable development, and suggest the establishment of intersectoral collaboration and community participation regarding value perception. Although the case is specific to Taiwan, its characteristics are typical of local sustainable development globally, especially in Asia.

In order that teachers will be able to influence students on environmental consciousness a study on their perception regarding this concern was conducted by Gergiou, et.al (2021). He mentioned that teachers are considered as the main driving force in fostering students' environmental citizenship. This study examines teachers' perceptions of environmental citizenship through a systematic review and thematic analysis of relevant empirical studies.

The findings revealed that teachers perceptions: a) manifest a relatively decreased understanding of environmental citizenship, b) are narrowed down to the locale scale, individual dimension and private sphere, c) affect teaching practices, d) are multi-dimensional, defined inter-related components, e) vary according to teachers' educational/cultural background and personal identity, f) affect other environmental constructs defining teachers' professional identity, g) can be enhanced through teacher education, and h) can be improved during professional development.

Montalbo and Villanueva (2020) conducted a study on the effectiveness of contextual teaching and learning approach integrated with Araling Panlipunan and its implication to enhance teaching and learning process. The findings of the study reveals the following conclusions: (1) There is a significant difference between the pre-assessment performance and post-assessment performance of Grade 4 students in Araling Panlipunan, (2) There is a significant relationship between the self-assessed performance post-application of Contextual Teaching and Learning (CTL) and their first quarter academic performance in Araling Panlipunan 4, (3) There is a significant difference between the self-assessment performance post-application of Contextual Teaching and Learning (CTL) to Grade 4 learners as to their gender. Female learners tend to perform and excel more in Araling Panlipunan 4 compared with the males. They are more participative and engaged during the discussion utilizing contextual teaching and learning methodology, as observed by Araling Panlipunan teacher, and (4) The result of the study implies that there is a need for teacher to apply Contextual Teaching and Learning (CTL) in teaching Araling Panlipunan subject to improve students' performance.

A study on the utilization of Contextual Teaching and Learning (CTL) approach in Grade II Araling Panlipunan was conducted by Lorbis (2019), using twelve (12) public school teachers and twenty four (24) Grade II pupils utilizing the qualitative approach.

The result shows that the participants have philosophical (theoretical roots, definitions, and characteristic) and implication perspectives (implications and strategies). It was concluded that the CTL approach is useful to increase the mastery in learning competencies in Araling Panlipunan.

Studies mentioned above, have bearings with the present study because they have common variables such as contextualized teaching and learning (CTL), civic consciousness, social competence, social-emotional competence and environmental consciousness.

II. Methodology

This section contains the research method and procedures used in the study. It includes the research design, research setting, respondents of the study, research instrument, data gathering procedure, and statistical treatment of data.

Research Method

The researcher used the descriptive and correlational method of research to determine the effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan, level of civic consciousness of students and their level of social competence.

The summarized data were used to describe the variables and analyzed the difference in the students' perceptions on these variables according to profile. The correlational method was applied to determine the relationships between the variables.

Research Environment

This research was conducted in six (6) public secondary schools within the 3rd Congressional District of Zamboanga del Norte, particularly in Tampilisan National High School, Compra National High School, Liloy National High School, Salug National High School, Ubay National High School, and Gutalac National High School.

Respondents of the Study

The respondents in this study were the four hundred ninety nine (499) students from six (6) randomly selected public secondary schools within the 3rd Congressional District of Zamboanga del Norte, selected based on Inter-Agency Task Force (IATF) on health protocols and restrictions due to the pandemic.

Table 1
Respondents of the Study

Name of School	f	%
Tampilisan National High School	74	14.83
Compra National High School	44	8.82
Liloy National High School	44	8.82
Salug National High School	144	28.86
Ubay National High School	89	17.84
Gutalac National High School	104	20.84
Total	499	100

Research Instrument and Validity

This study utilized a survey questionnaire to gather data needed in the study. The questionnaire consisted of four (4) parts. The first part included the profile of the respondents in terms of sex, age, ethnicity, family size, and family's monthly income. The second part was an instrument adapted from Montalbo (2020) which was used to determine the effectiveness of contextual teaching and learning (CTL). The third part was an instrument adapted from Huitt (2018) which was used to determine students' civic consciousness. Part four was about the students' social competence. The items found in the questionnaire used the Likert's 4-point scale with the corresponding description:

4 – Strongly Agree

3 – Agree

2 – Disagree

1 – Strongly Disagree

The reliability and validity of the instrument used were determined using the SPSS software. The instrument has high reliability and validity.

Data Gathering Procedure

The researcher sent a letter to the Program Head of the Graduate School of St. Vincent's College Incorporated Dipolog City requesting for an endorsement of the Schools Division Superintendent of the Division of Zamboanga del Norte to gather data relative to the study entitled "Effectiveness of Contextual Teaching and Learning (CTL) in Araling Panlipunan: Its Implication on Students' Civic Consciousness Development and Social Competence" After approval, the questionnaires were fielded filled-up, retrieved, segregated, tallied, analyzed and interpreted.

Statistical Treatment of Data

The following descriptive and inferential measures were used in this study:

Frequency and Percentage Distribution

The frequency and percentage distribution table were used to determine the profile of students in terms of sex, age, ethnicity, family size, and family's monthly income.

Weighted Mean

The weighted mean was used to determine the extent of effectiveness of contextual teaching and learning (CTL), level of students' civic consciousness development, and level of students' social competence.

The following statistical continuum was used to interpret the extent of effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan:

Scale Value	Level of Agreement	Statistical Continuum	Implication
4	Strongly Agree	3.26 – 4.00	Very Much Effective
3	Agree	2.51 – 3.25	Much Effective
2	Disagree	1.76 – 2.50	Less Effective
1	Strongly Disagree	1.00 – 1.75	Very Less Effective

The following statistical continuum was used to interpret the level of students' civic consciousness development:

Scale Value	Level of Agreement	Statistical Continuum	Implication
4	Strongly Agree	3.26 – 4.00	Very Much Developed
3	Agree	2.51 – 3.25	Much Developed
2	Disagree	1.76 – 2.50	Less Developed
1	Strongly Disagree	1.00 – 1.75	Very Less Developed

The following statistical continuum was used to interpret the level of students' social competence:

Scale Value	Level of Agreement	Statistical Continuum	Implication
4	Strongly Agree	3.26 – 4.00	Very Much Competent
3	Agree	2.51 – 3.25	Much Competent
2	Disagree	1.76 – 2.50	Less Competent
1	Strongly Disagree	1.00 – 1.75	Very Less Competent

Mann-Whitney U Test

The Mann-Whitney U test was used to test the difference in the extent of effectiveness of contextual teaching and learning (CTL) when grouped according to sex.

Kruskal-Wallis H Test

The Kruskal-Wallis H test was used to test the difference in the extent of effectiveness of contextual teaching and learning (CTL) when grouped according to age, ethnicity, family size, and family's monthly income.

Spearman Rank-Order Correlation

This was used to determine whether there is a significant relationship between the extent of effectiveness of contextual teaching and learning (CTL) and level of students' civic consciousness. This was also used to determine whether there is a significant relationship between the extent of effectiveness of contextual teaching and learning (CTL) and level of students' social competence.

The guide for interpreting the correlation coefficient ρ as suggested by Cohen, West, and Aiken (2014) were as follows:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
± 0.00		No correlation

Posting the statistical formulas was no longer necessary since the collected data for this study were encoded and analyzed using the following soft wares: Statistical Package for Social Sciences (SPSS v. 19.0), jamovi 1.6.8, and Microsoft Excel. All statistical test for this study were performed at 0.05 level of significance.

III. Results and Discussion

This study revealed the following findings:

1. On the profile of the students

1.1 That out of four hundred ninety nine (499) students understudy, two hundred twenty two (222) or 44.5% were males and two hundred seventy seven (277) or 55.5% females.

1.2 That out of four hundred ninety nine (499) students understudy, three hundred twelve (312) or 62.5% were 14-15 years old, one hundred thirty nine (139) or 27.9% were 16-17 years old, forty eight (48) or 9.6% were 18 years old and above.

- 1.3 That out of four hundred ninety nine (499) students understudy, four hundred (400) or 80.2% were Visayan, thirty eight (38) or 7.6% were Ilocano, twenty seven (27) or 5.4% were Hilonggo, thirty four (34) or 6.8% were others.
 - 1.4 That out of four hundred ninety nine (499) students understudy, two hundred thirty two (232) or 46.5% were 3-4 family members, one hundred seventy three (173) or 34.7% were 5-6 family members, ninety four (94) or 18.8% were 7 members or more.
 - 1.5 That out of four hundred ninety nine (499) students understudy, three hundred two (302) or 60.5% 10,000 or less family's monthly income, sixty three (63) or 12.6% were 10,001-15,000 family's monthly income, forty four (44) or 8.8% were 15,001-20,000 family's monthly income, eighty nine (89) or 17.8% were 20,001-25,000 family's monthly income, one (1) or 0.2% was 25,001 or over family's monthly income.
2. On the effectiveness of Contextual Teaching and learning (CTL) in Araling Panlipunan
 - 2.1 That the grand weighted mean 3.24 with standard deviation .823 indicated the extent of effectiveness of contextual teaching and learning (CTL) along localization in Araling Panlipunan was "Much Effective".
 - 2.2 That the grand weighted mean 3.24 with standard deviation .838 indicated the extent of effectiveness of contextual teaching and learning (CTL) along indigenization in Araling Panlipunan was "Much Effective".
3. On the difference in the extent of effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan when students are grouped according to profile
 - 3.1 That computed U-values 30071.500 for "Localization" and 30411.500 for "Indigenization" produced P-values that are greater than .05 level of significance. It indicates that there was no significant difference in the extent of effectiveness of contextual teaching and learning when students are grouped according to sex. Therefore, the null hypothesis which stated that there is no significant difference in the extent of effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan when students are grouped according to profile on sex was accepted.
 - 3.2 That the computed H-values 4.907 for "Localization: and 3.580 for "Indigenization" produced P-values that are greater than .05 level of significance. This means that there was no significant difference in the extent of effectiveness of contextual teaching and learning when students are grouped according to age. Therefore, the null hypothesis which stated that there is no significant difference in the extent of effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan when students are grouped according to profile on age was accepted.

- 3.3 That the computed H-values .707 for “Localization:” and 1.921 for “Indigenization” produced P-values that are greater than .05 level of significance. This means that there was no significant difference in the extent of effectiveness of contextual teaching and learning when students are grouped according to ethnicity. Therefore, the null hypothesis which stated that there is no significant difference in the extent of effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan when students are grouped according to profile on ethnicity was accepted.
- 3.4 That the computed H-values 2.150 for “Localization:” and 1.004 for “Indigenization” produced P-values that are greater than .05 level of significance. This means that there was no significant difference in the extent of effectiveness of contextual teaching and learning when students are grouped according to family size. Therefore, the null hypothesis which stated that there is no significant difference in the extent of effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan when students are grouped according to profile on family size was accepted.
- 3.5 That the computed H-values 3.592 for “Localization:” and 3.402 for “Indigenization” produced P-values that are greater than .05 level of significance. This means that there was no significant difference in the extent of effectiveness of contextual teaching and learning when students are grouped according to family’s monthly income. Therefore, the null hypothesis which stated that there is no significant difference in the extent of effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan when students are grouped according to profile on family’s monthly income was accepted.
4. On the Student’s Civic Consciousness Development
- 4.1 That the grand weighted mean 3.36 with standard deviation .802 indicates that the level of students’ civic consciousness development along political consciousness was “Very Much Developed”.
- 4.2 That the grand weighted mean 3.39 with standard deviation .806 indicate, in general, that the level of students’ civic consciousness development along social consciousness was “Very Much Developed”.
- 4.3 That the grand weighted mean 3.40 with standard deviation .771 indicated, in general, that the level of students’ civic consciousness development along economic consciousness was also “Very Much Developed”.
- 4.4 That the grand weighted mean 3.46 with standard deviation .780 indicated, in general, that the level of students’ civic consciousness development along environmental consciousness was “Very Much Developed”.

5. That the computed rho values .654 for “Contextual Teaching and Learning and Political Consciousness”, .612 for “Contextual Teaching and Learning and Social Consciousness”, .631 for “Contextual Teaching and Learning and Economic Consciousness”, and .595 for “Contextual Teaching and Learning and Environmental Consciousness” produced P-values that are less than .05 level of significance. This means that there was a significant relationship between the extent of effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan and the level of students’ civic consciousness development. Therefore, the null hypothesis which stated that there is no significant relationship between the extent of effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan and the level of students’ civic consciousness was rejected.
6. Students’ Civic Consciousness
 - 6.1 That the grand weighted mean 3.40 with standard deviation .794 indicated, in general, that the level of students’ social competence along social skills was “Very Much Competent”.
 - 6.2 That the grand weighted mean 3.35 with standard deviation .779 indicated, in general, that the level of students’ social competence along cognitive skills was “Very Much Competent”.
 - 6.3 That the grand weighted mean 3.39 with standard deviation .904 indicated, in general, that the level of students’ social competence along emotional processes was “Very Much Competent”.
 - 6.4 That the grand weighted mean 3.44 with standard deviation .765 indicated, in general, that the level of students’ social competence along behavioral skills was “Very Much Competent”.
7. That the computed rho values .571 for “Contextual Teaching and Learning and Social Skills”, .600 for “Contextual Teaching and Learning and Cognitive Skills”, .535 for “Contextual Teaching and Learning and Emotional Processes”, and .540 for “Contextual Teaching and Learning and Behavioral Skills” produced P-values that are less than .05 level of significance. This means that there was a significant relationship between the extent of effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan and the level of students’ social competence. Therefore, the null hypothesis which stated that there is no significant relationship between the extent of effectiveness of contextual teaching and learning (CTL) in Araling Panlipunan and the level of students’ social competence was rejected.

IV. Conclusion

As revealed in the findings of this study, the following conclusions were reached:

The contextual teaching and learning (CTL) in Araling Panlipunan was very much effective, the civic consciousness of the students was very much developed, and the students' social competence was very much competent. As revealed in the findings, the contextual teaching and learning (CTL) highly contributed to the development of civic awareness of the students. In addition, the contextual teaching and learning (CTL) in Araling Panlipunan highly influenced the students' social competence. Through CTL in Araling Panlipunan, students' awareness were more developed which eventually improved their ability to evaluate social situations and help determine what is expected or required of them on those situations.

Specifically, this study concluded the following:

1. the students belong to a diverse community with varied family monthly income;
2. localizing and indigenizing in teaching Araling Panlipunan was very much effective;
3. the students' perceptions on the effectiveness of contextual teaching and learning in Araling Panlipunan were at similar level across profile;
4. the students' civic consciousness were very much developed;
5. the contextual teaching and learning (CTL) in Araling Panlipunan highly affects the students' civic consciousness development;
6. the students were very much socially competent; and
7. the contextual teaching and learning (CTL) in Araling Panlipunan highly influenced the students' social competence.

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