

Effectiveness Of Contextualized Learning Resource Material in Kindergarten

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Abstract — Modern kindergarten curricula is given more emphasis on the mastery of standard-based academic expectations which also relate to the traditional developmental learning goals. The study applied the descriptive-survey design. This design was used for gathering data from the Kindergarten teachers of Urdaneta City Division as to the contextualization of learning resource material being utilized during classroom interaction. There were 285 pupil respondents and 62 kindergarten teachers served as respondents and pool of evaluators. As the results of this study, the level of performance of the kindergarten learners is very remarkable. Hence, writing garnered the highest mean from first quarter to second quarter. The level of contextualization using the learning resource materials to the learners which is composed of desired learning outcomes, content, illustrations, and effectiveness has a very impressive result.

The following conclusions were drawn from the findings and results of the activities conducted: from the level of performance, the respondents showed impressive results from beginning to developing stage in the four areas. Writing manifested big development among the learners. Moreover, in the level of contextualization in using the learning resource materials, illustrations provided very highly contextualized materials to the kindergarten learners. The materials manifested better results to the respondents from the use of learning resource materials. Finally, speaking and writing have significant differences from their first and second quarter. From the findings and conclusions of this study, the following are recommendations offered: teachers are encouraged to prepare activities related to Mathematics, speaking and reading. In addition, to enhance pupils' reading performance, teachers should employ contextualized reading materials as means of assessing the materials' usability and maintaining or even enhancing the pupils' abilities. Moreover, administrators must send teachers to different trainings about the development and enrichment of learning materials to augment the authenticity of the materials being used. Teachers may also give learning resource materials that the learners could relate to present time. To ensure a proper understanding and practical application of the concept, teachers ought to incorporate play or games that utilize contextualized reading puzzles for their students. This approach aids students in comprehending the concept accurately and applying the knowledge they have acquired. Now, future researchers are suggested to conduct research related to resource materials that would strengthen the mastery of the kindergarten learners. Finally, the teachers may use the proposed strategies and approaches of this present study.

Keywords — *Desired Learning Outcomes, Content Illustrations, Effectiveness*

I. Introduction

The mission of Early Childhood Education is to provide leadership and support to schools, organizations, educators, families and communities in implementing programs that assist all

children from birth through age 8 to become successful lifelong learners. It is an undeniable fact that this aspect of education is the bedrock upon which all levels of education are anchored. The level of access a child has of early childhood education will determine the ease with which the child can advance through other levels of education. Quality support system includes education and training for program personnel as well as ongoing technical assistance to program providers and individual care providers are imperative to ensure quality delivery. Personnel who are well prepared through education, training and support are essential to achieving high quality (Chukwbikem, 2013).

Modern kindergarten curricula emphasize mastery of standard-based academic expectations as well as traditional developmental learning objectives (Bautista et al., 2016). Academic expectations (for example, literacy and mathematics) are emphasized to provide students with a foundation for the academic learning required in the upper years of schooling (Russell, 2011). Kindergarten teachers must meet the demands of traditional developmental learning objectives related to children's transition out of the home and into a classroom setting with peers, which includes supporting children's social, emotional, and self-regulation development (Brown & Lee, 2012; Graue, 2010).

By the virtue of the Republic Act No. 10533 or the Enhanced Basic Education Act of 2013 and Republic Act No. 10157 or the Kindergarten Education Act, Kindergarten education was institutionalized and requires all five-year-old children to attend one school year to sufficiently prepare them for Grade One (Philippine Official Gazette, 2012; 2013).

To support the institutionalized kindergarten education, the Department of Education issued DepEd Order No. 47, s. 2016 otherwise known as the Omnibus Policy on Kindergarten Education by the then Secretary Armin A. Luistro, in which states a comprehensive Kindergarten policy covering the following components: a) curriculum; b) instruction; c) assessment; d) learning resources and materials; e) learning space and environment; and f) monitoring and evaluation for the standard delivery of kindergarten services.

As one of its components, learning resource materials or simply instructional materials, help pupils learn more effectively. As a result, instructional materials are critical to the success of the teaching-learning process.

Instructional materials are important for teachers because it help them deliver lessons effectively. Abdullahi & Effiong (2015) contend that instructional materials are tools locally made or imported that help to facilitate the teaching/learning process. Isola (2010) as cited by Abayan et al. (2021) referred the instructional materials as objects or devices that aid the teacher to make a lesson much clearer to the learners. Onditi (2018) stipulates some innate advantages of instructional materials to teaching and learning. In terms of instruction, teachers are provided with compelling platforms for conveying information because they raise the level of interest to learn.

Worktexts, workbooks, and modules are deemed necessary to support students' learning from various backgrounds, abilities, and styles (Agorilla, 2015).

The purpose of early childhood learning resources is to develop a set of high quality, innovative early childhood resource materials which nurture and support the development of early literacy and numeracy in children from birth to five years. These resources should be based on sound contemporary international research. These informative and practical materials should suit a range of early childhood settings and should provide examples of how parents, caregivers and practitioners can create stimulating environment for their children, thereby making use of the most critical period of rapid development in learning (Chukwbikem, 2013).

A major goal of clusters and resource center was to provide pupils and teachers with access to learning materials including teacher made materials, supplementary texts, teacher guides, curriculum guides, science equipment, maps and charts and other audio-visual aids for the classroom to improve early childhood learners 'achievement (UNESCO, 2014).

Tularam & Machisella (2018) stressed that the conventional way of teaching using conventional learning material has little contribution to the conceptual understanding of the students. This simply implies that if more meaningful learning activities are to be given to the students, more learning would be acquired. Consequently, Mouraz & Leite (2013) cited that through contextualization, students will engage more in school tasks for they were taught in the context of the real – world application (Center for Occupational Research and Development, 2012).

The Department of Education affirms its commitment in sustaining the delivery of quality, accessible, relevant, and liberating Philippine basic education services. It will continue to strive to produce holistic Filipino learners with 21st Century skills. Consequently, the Bureau of Curriculum Development ensures that learning standards are relevant and flexible to address the complex, disruptive, volatile, and ambiguous impact of COVID-19 in the Philippines particularly in the basic education sector (Ravina & Mendoza, 2021).

Further, the Department hereby releases the Most Essential Learning Competencies (MELCs) to be used nationwide by field implementers and private schools for SY 2020-2021 only. MELCS will enable the department to focus instructions on the most essential competencies that students must acquire. It can also enlighten the burden of converting classroom-oriented learning resources into learning resources adapted to distance learning. Furthermore, the MELCS intend to assist the schools in navigating the limited number of school days as they employ multiple delivery schemes by providing them with ample instructional space (Ravina and Mendoza, 2021).

DepEd's MELCs aims to address the country's education. In the eyes of the participants, the new MELCs are similar to the original curriculum guide, wherein it was compressed to focus on the competencies deemed important and could be taken up using the pandemic pedagogy. With

this, it has become a problem for the teachers on how to deliver the different essential competencies prescribed every week (Gonzales & Lansangan, 2020).

Thus, the development of Supplementary Learning Materials (SLMs) by teachers for learners is an initiative that will motivate teachers for promotion and give way to contextualized materials for different regions and diversity of learners. This paves the way of localized devices that suit well to the specific types of learners. Creation of SLMs gives opportunities to teachers to be motivated of becoming a writer, illustrator and layout artist to their own developed materials (Jimenez, 2020).

Due to the paradigm shift in education, contextualization began to gain its prominence. The educational change from pure learner as the receiver of knowledge to the learner as a constructor of meaning is the prime starter of the contextualized teaching and learning. From a view that change of behavior is a sole determiner of learning, the present education embraces the philosophy that using real-life experiences of students in the teaching-learning process provides the student meaningful learning experience. It is more practical, real, and values-based. The mental construct of students in learning becomes more accurate, making them multifaceted learners (Abad, 2020).

The Department of Education (2016) defines curriculum contextualization as the process of matching the curriculum content and instructional strategies relevant to learners. 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. Moreover, 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 (DepEd, 2016).

Contextualized Teaching and Learning is a way to teach content through relevant materials that keep students engaged in learning. It refers to instructional strategies designed to link the learning of basic skills and academic or occupational content by focusing on teaching and learning directly on concrete applications in a specific context that is of interest to the student (Bird et al. (2010) as cited by Abad (2020)). As such, materials should be developed holistically and must be relevant to the learners' existing needs. Teachers should be knowledgeable in designing the instructional materials to address the current status of the learner's proficiency in reading (Ranjit & UNICEF, 2015).

Localization encourages the utilization of materials, activities, events, and issues that are locally present in the environment (Bringas, 2014). These allow the learner to learn easily by relating the lesson in the context of their local places, culture, and resources that are close to their mindset and experiences (Tinog, 2018). Contextualized learning materials (CLMs) would enable

students to process new concepts in a way that makes sense in their own frames of reference. According to the study of Morales (2014) and Acorda & Furigay (2015), students preferred the use of CLMs because of the presence of their mother tongue language, as well as the representation of their culture and values. Jimenez (2020) also suggests that teachers should have the courage and patience to continuously develop instructional materials that will help every learner to master different learning competencies.

In the study of Rivera & Sanchez (2020), it was revealed that the Conventional Lecture Method group had Below Average entry and exit performances, and the Contextualized Instructional Materials (CIM) group had Below Average entry and Average exit performances. Both groups had significant improvement from entry to exit performances. Results also showed that students exposed to CIM had significantly higher improvement than those exposed to Conventional Lecture Method.

Numerous researchers have conducted studies on the process of contextualizing instructional materials, which involves teachers improvising and adapting local and straightforward teaching resources. This practice has become essential in order to enhance the academic standards of education (Abdu-Raheem, 2011). It is crucial for teachers to stay updated on the changing demographic patterns of the nation and the corresponding changes in students' characteristics. As custodians of the nation's cultural heritage, teachers should possess a thorough understanding of the sociocultural, historical, and geographical landscape of the country, as well as its evolving nature (Stockard, 2001 as cited by Abad, 2022). Moreover, there has been a shift in education from a learner being solely a recipient of knowledge to a learner who actively constructs meaning. This shift has been a catalyst for the implementation of contextualized teaching and learning methods. Additionally, the rejection of behaviorist approaches to learning is considered a significant advancement in the field of education (Davila, 2013).

The need for teachers to improvise and utilize local and straightforward instructional materials has become essential in order to enhance academic standards (Abdu-Raheem, 2015). It is argued that teachers should stay well-informed about the changing demographic patterns of the nation and the corresponding changes in students' characteristics. As custodians of the nation's cultural heritage, teachers should possess a comprehensive understanding of the sociocultural, historical, and geographical aspects of the nation, including any changes that may occur (TomDieck, 2017). The educational shift from viewing learners solely as passive recipients of knowledge to active constructors of meaning is the primary driving force behind the adoption of contextualized teaching and learning. In this regard, the rejection of behaviorist approaches to learning is considered a significant advancement in education. The concept of contextualization in classroom instruction stems from the trifold ideologies of constructivism, which focuses on making sense of experiences, behaviorism, which emphasizes behavior change as learning, and cognitivism, which highlights the importance of mental schemas in understanding knowledge (Triesman, 2009).

Contextualization represents a new educational delivery system that challenges traditional educational approaches (Mouraz et al., 2013). In this approach, the content and organization of classroom activities are crucial for effective teaching and learning. Students' engagement in schoolwork significantly increases as they understand the purpose behind what they are being taught. As a result, they grasp the concepts being taught and comprehend their practical applications (Lee et al., 2012). Cultural contextualized education motivates students to explore and appreciate their own cultural heritage, while also fostering an understanding of other cultural heritages (Spring, 2010). Contextual teaching involves connecting education to real-life experiences and within the cultural context of the learner.

In addition, according to Taylor (2004) as cited by Garcia et al. (2021), to contextualize, teachers must use authentic materials and anchor teaching in the context of learners' lives. Considering this, it is a big challenge for the teacher to come up with this kind of teaching material if no enough contextualized resource materials will be provided to them (Garcia et al. 2021). Moreover, contextualization helps learners develop new skills, knowledge, abilities, and attitudes by presenting various topics in meaningful and relevant contexts. Teachers can present the lesson in a more meaningful and relevant context by contextualizing and localizing it based on the learner's previous experiences and real-life situations. Both of which adhere to making a lesson flexible, fit, creative, relevant and meaningful, and adaptive to the level of understanding and instructional needs of the students. When learners are placed in a natural and actual learning environment that allows them to manipulate, relate, and adapt to various learning opportunities and resources available in their neighborhood or community, profound learning is assured and realized. It aids teachers and students in understanding concepts by relating and presenting lessons in the context of the current local environment, culture, and society, as a result, lessons are becoming more realistic, customized, and relevant (Torres, 2015).

Contrary, in a study in Kenya by Begi (2014) in three districts; Bondo, Kisii and Kericho sought to establish whether mother tongue was used as a language of instruction in preschools and lower primary and the findings revealed that the majority of the teachers did not have culturally-relevant materials in the market, teachers lacked information on published materials and also there was lack of funds for developing and acquiring culturally- relevant materials.

Flores (2020) suggests that capacitating the teachers in developing research based - contextualized/ localized instructional materials are encouraged among district schools. Garcia et al. (2021) found out that kindergarten teachers see the importance of contextualized instructional materials relevant in teaching the Kindergarten pupils to respond to their needs and varied learning styles. Further to make pupils apply and appreciate what they learned in the actual setting. Hence, this study guides the teachers in terms of instructional materials that need to be developed and produced appropriate for the Kindergarten classes.

Further, Abad (2020) states that the contextualization of teaching and learning following the set curriculum's principles and standards is culture-responsive and locally grounded education.

The Philippine constitution encompasses contextualization as Article XIV section 1 (par.1) states: “The state shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society.”

However, in the study of Jimenez (2020), the guidelines in the development of learning materials, teachers found it difficult to follow because of their tough schedule in their classes. To date, there are only twenty-five (25) contextualized materials being made by teachers in different subject areas which are all through division-initiated training, and three (3) materials initiated through school Learning Action Cell (LAC) session and In-Service Training (INSET) seminar conducted at their school level which are all in the process of concrete validation and field-testing process.

Thus, there is still a need for an intensive study on the learning resource materials in kindergarten utilized by the learners and teachers as to their contextualization which are very relevant and responsive to the needs of the learners.

Hence, this study was conceptualized.

Theoretical Framework of the Study

The researcher, on the contextualization of learning resource material in Kindergarten, will be guided by some theories of learning and development.

Coined in 1936, Piaget developed the Cognitive Learning Theory to suggest that knowledge is something that is actively constructed by learners based on previously-learned knowledge. The cognitive learning process is based on individuals cognitively processing input to result in a behavior. It has been found that mental processes include a multitude of elements, including: organizing, interpreting, categorizing, attention, observing, and forming generalizations (Brown, 2019).

Vygotsky's (1934) sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. Vygotsky's theory is comprised of concepts such as culture-specific tools, private speech, and the Zone of Proximal Development (McLeod, 2022).

Bronfenbrenner's (1977) ecological systems theory views child development as a complex system of relationships affected by multiple levels of the surrounding environment, from immediate settings of family and school to broad cultural values, laws, and customs. Bronfenbrenner recognized there are multiple aspects of a developing child's life that interacts with and affects the child. His work looked beyond individual development, taking into account wider influencing factors and the context (or ecology) of development. He proposed the

‘Ecological Systems Theory’ based on these dynamic interactions that the environments have on the developing child (Evans, 2020).

The researcher has been motivated to study the contextualization of learning resource material in Kindergarten by the theories of, Berns and Erickson (2005), contextual learning theory assumes that learning make sense if the learners can deal with novel data within their own frame of reference. Through this learning approach, the learner’s mind will look for the meaning of the text within the context, that is the reader’s mind will associate what is written in the page to his/her previous knowledge and experiences so that the text will emerge valuable (Contextual Learning, n.d). This must be the reason why contextualizing the reading lesson is required in developing reading comprehension skills, because it provides a way to develop not only the content knowledge of the reader but also in improving career-related opportunities, since students will be reading an article based on their field of interest. (Berns & Erickson, 2005).

The abovementioned theory is supported by Contextual Learning Theory which states that learning occurs when one is in a specific situation and able link between the content of the text and the context. In other words, the lesson or reading text must be relevant and familiar to the students. Contextualized learning is required for learners to relate themselves to the lessons being discussed. Their instruction must be specific, and students must apply the content to the real world in a variety of ways.

Moreover, experiential learning theory (ELT) was identified by David Kolb in 1984. Though his influence came from other theorists such as John Dewey, Kurt Lewin, and Jean Piaget, Kolb was able to identify four stages of ELT. The first two stages, concrete learning and reflective observation, focus on grasping an experience. The latter two, abstract conceptualization and active experimentation are about transforming an experience. To Kolb, effective learning is seen as the learner goes through the cycle of experiential learning theory. Students can enter the cycle in any way and at any point (Western Governors University, 2020).

Thus, this led to the development of instructional strategies to support growth in literacy as well as a reassessment of the classroom setup. Teachers were to encourage leadership in the classroom, collaborative learning, and thoughtful discussions (Kurt, 2020).

II. Methodology

The study applied the descriptive-survey design. It involves assessing opinions, preferences, and perceptions (Cohen et. al 2011). Specifically, this study utilized the most common descriptive research method namely – the survey, which includes questionnaires, personal interviews, phone surveys, and normative surveys (Koh & Owen, 2000). This survey design used for gathering data from the Kindergarten teachers of Urdaneta City Division as to the contextualization of learning resource material being utilized during classroom interaction.

III. Results and Discussion

This chapter includes the presentation, analysis, and interpretation of the data on the stated problems of the study. The 1 presents the difference between the performance of kindergarten learners during the first quarter and second quarter to the level of contextualization using learning resource materials. It can be gleaned that level of contextualization is tested to its difference to kindergartens' level of performance along speaking, reading, writing and mathematics.

Table 1. Difference Between the Performance of Kindergarten Learners during the First Quarter and Second Quarter to the Level of Contextualization

Level of Contextualization	First Quarter			Second Quarter		
	p value	Sig	Remarks	p value	Sig	Remarks
Speaking	0.043	0.034	Significant	0.057	0.034	Significant
Reading	0.234	0.128	NS	0.254	0.187	NS
Writing	0.023	0.007	Significant	0.028	0.032	Significant
Mathematics	0.235	0.623	NS	0.035	0.044	Significant
Level of Performance	0.047	0.041	Significant	0.043	0.034	Significant

Impressive results of 0.041 in first quarter and 0.34 in second quarter that means significant difference. The two quarters have separated learning and performance of the kindergarten learners which showed still significant to the learning resource materials. In the first quarter, speaking and writing had significance to the level of contextualization that gives factor to their performance. 0.034 and 0.007, respectively, showed lower than the set alpha of 0.05. Thus, the hypothesis is rejected. While reading and Mathematics showed not significant to the level of contextualization which garnered 0.128 and 0.623 which is higher than the set alpha of 0.05. Therefore, the hypothesis is accepted. While in the second quarter, speaking, writing, and mathematics had remarks of significant. 0.034, 0.032 and 0.044, respectively, showed lower than the set alpha of 0.05. Hence, the hypothesis is rejected. The reading area garnered 0.187 with no significance to the level of contextualization. The sig value is higher than the set alpha of 0.05. Thus, the hypothesis is accepted.

Shukla (2016) supports the result of the foregoing study that there is no significant association between the number of siblings to their academic achievement. Furthermore, Simskin and Allen (2000) stressed that grades provide helpful information about pupils' knowledge of the subject. It also provides early feedback to pupils and teachers on the need for assistance. A study by Yuen and Lavin (2004) stated that low sensation seeking and loneliness have been associated with collegiate internet dependence. On a deeper, more significant level, interdependence is a problem of human disconnection. It would be most helpful to cultivate family relationships. In their attempt to explicate the factors associated with collegiate internet dependence, interpersonal shyness was explored. The reason why some students develop this interpersonal shyness may come from disengagement with other people.

IV. Conclusion

The following conclusions were drawn from the findings and results of the activities conducted: from the level of performance, the respondents showed impressive results from beginning to developing stage in the four areas. Writing manifested big development among the learners. Moreover, in the level of contextualization in using the learning resource materials, illustrations provided very highly contextualized materials to the kindergarten learners. The materials manifested better results to the respondents from the use of learning resource materials. Finally, speaking and writing have significant differences from their first and second quarter.

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