

The Use of Contextualized Instructional Materials (CIMs) in Teaching Social Studies among Primary Grade Learners

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Abstract: *Contextualization is an incredible technique steering learners' interest in exploring the content in a meaningful and relevant setting. This paper primarily aims to develop Contextualized Instructional Materials (CIMs) based on what is the most used and effective instructional materials as perceived by the research participants in teaching Social Studies. There were 90 primary grade teachers from Southeast Butuan District Schools as research participants. Descriptive survey method and a self-made questionnaire with an open-ended interview guide were the instrument for data compilation. Qualitative data from open-ended questions were quantified using a rubric and analyzed using quasi-statistics. Analysis of the data collected from the primary grade teachers dispensed timely and relevant inputs in supporting RA 10533 (Enhance Basic Education Act of 2013) that the curriculum shall be contextualized and global. The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance based on their respective educational and social context. Based on the findings of the study, the following CIMs such as learning charts (96.6%) for Visual Instructional Materials (VIMs) documentary film of local tourist spots (92.33%) for Auditory Instructional Materials (AIMs) and puppet-making materials (95.33%) for Psychomotor Instructional Materials (PIMs) were the actual materials used in teaching Social Studies. These three (3) CIMs brought cognitive, affective, and psychomotor learning outcomes which makes their learning experiences beautiful, wonderful, and extraordinary.*

Keywords: Auditory Instructional Materials (AIMs), Contextualized Instructional Materials (CIMs) Psychomotor Instructional Materials (PIMs), Visual Instructional Materials (VIMs)

1. Introduction

Social Studies is a powerful tool to study the behavior of human beings how they live and relate themselves to an ecosystem of the social, political, cultural, physical, and psychological world. In the Philippine setting, this is one of the fundamental courses taught in basic education focusing human beings as key players in the society taking its responsibility to lead and manage the community as conscientious citizens of the country.

Considering challenges in the community demands systematic proficiency (McCoy, 2017) attested that addressing it, requires spirited, educated, and accountable residents. Thus, this predicament's solution matters a lot in Social Studies education. In addition, this is the reason why this course is primarily tasked in teaching the young learners and preparing them as future leaders of the country in becoming efficient citizens of their respective communities. While making the young generations as exemplary citizens of the country the Social Studies become the main fundamentals of the K - 12 curriculum. The basic Education program reinforced vital sources of academic instruction which is very rich in the context of local and ready-to-use instructional amenities.

When RA 10533 (Enhance Basic Education Act of 2013) emphasizes that the curriculum shall be contextualized and global. Most of the basic education teachers widens their understanding towards contextualization. The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance based on their respective educational and social contexts. LPT, (2020) suggested that

making learning more fascinating and appealing, sounds practical and realistic. Hence, teachers and pupils are encouraged to participate actively and effectively in lesson sessions giving room for the acquisition of new ideas, skills, knowledge, and learning experiences and the development of self-belief and self-actualization through the power of contextualization and localization.

Moreover, contextualization is an educational process of relating the curriculum to a particular setting, situation, or area of application to make the competencies relevant, meaningful, and useful to the learners. Teachers are to use dependable materials that can be found within their locality and must anchor their teaching in the context of learners' lives. Mouraz et al., (2013) profoundly discussed that the learner's engagement in schoolwork and assessment tasks increases significantly when they are taught contextually. The students can easily connect the concept to real-world views (Arante et al., 2020).

Basibas, (2020) postulated that Social Studies education needs a teacher not only locally minded but also innovative and able to maximize the usage of instructional materials contextually despite the unavailability of learning materials. Since the absence of instructional materials is one of the major problems of the country's basic education program (Dündar, 2015). As cited by Supianto et al., (2020) difficulty in assessing the social skills of the learners for materials are not practical and has limited demonstration in a genuine life situation are commonly encountered concerns and issues by the teachers in teaching Social Studies.

Moreover, (Rivera & Sanchez, 2020) observed poor teaching strategies in delivering social studies content and insufficient

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instructional materials inside the classroom will result in less engagement in the lesson interaction and class discussion, which Kaminski & Sloutsky, (2020) also attested that those instructional materials and resources are inadequate in all the schools and lesson content are not contextualized. (Garin et al., 2017) emphasized in their study that the use of contextualized instructional materials was an efficient medium in achieving maximum learning potential as evidenced in students' in enhancing academic performance

These are powerful devices that will help the teacher logically present the lesson and will improve the quality of teaching and making learning more interesting and appealing. Consequently, with the help of this vivid learning environment aided by instructional materials such as visual aids, audio - visual aids, concrete or non - concrete materials will then strengthen robust understanding capabilities and resulted in an impressive learning outcome.

This research is to investigate Social Studies teachers on the most used instructional materials to showcase instructional excellence and develop contextualized instructional materials that will enrich teaching methodology. Accordingly, students exposed to various teaching strategies such as visual, auditory, and psychomotor aided by various forms of educational tools can gain greater multiple perspectives and can further enrich their knowledge of societal events, geographical locations, and historical incidents (Massey & Heafner, 2004). This study will further answer the following queries: (1) What are contextualized instructional materials use by the primary grade teachers in teaching Social Studies? (2) What are learning outcomes develop using contextualized instructional materials (3) Based on the findings of the study what contextualized instructional materials may be developed. The researcher explores the different instructional materials in delivering lessons in Social Studies as well as showcasing the different remarkable learning outcomes.

2. Theoretical Framework

This study is anchored on the following theories namely, Cognitive Learning Theory, Constructivist Theory, and Social Constructivism Theory by Jerome Bruner (1960 - 1967) helps the researcher presents the ideas, acumens, and generality that enthused the researcher to explore the use of contextualized and localized instructional materials of primary grade teachers in teaching social studies. This American psychologist brought significant contributions to cognitive psychology and cognitive learning theory. His learning principles such as the role of structure in learning, the spiral curriculum, and discovery learning can further encourage the learner to learn anything, anytime, any space, and at any age by boosting the learner's mental capacity through problem - solving in a real – world situation.

The role of structure in learning, learners can easily learn and master the learning process if there is thorough engagement in the learning procedure, this is consonance to the education vistas of Xunzi an ancient Chinese collector of philosophical writings it says "What I hear, I forget. What I see, I remember. What I do, I understand. " Xunzi (340 - 245 BC). This Confucian scholar makes a strong point that when

it comes to learning, "Hearing is not as good as seeing, seeing is not as good as experiencing. "Precisely, learning can only be achieved if there is participation or application of the fundamental principles.

According to Bruner (1960) in his constructivist theory, spiral progression has something to do with the cycling and recycling learning process. He emphasized that the curriculum must start with the fundamental concepts then proceeded to construct ideas until the learners will fully understand the content with the support of contextualized instructional materials as a significant educational tool. As suggested, the activities must be contextualized in varied format may it be in visual, auditory, and kinesthetic manner. This will surely motivate and allow the learners to explore and do more in class. Furthermore, he expounded well in constructivist learning theory somewhat related to discovery learning using inquiry - based, the learners can use their existing knowledge and their past experiences to discover facts and produce new knowledge.

3. Materials and Method

This study used the descriptive survey method and a self - made questionnaire with an open - ended interview guide were the instrument for data compilation. A researcher - made questionnaire was validated and pilot - tested before the actual data gathering, likewise, the focus group discussion (FGD) was also conducted to ensure internal validity. The instrument was composed of two - parts Part 1: a checklist of available contextualized instructional materials used inside the classroom. Part 2: Open - ended question on the learning outcomes develops as perceived by the teacher. AD approach in the ADDIE Model instructional design, on the analysis and design was utilized.

In connection, this study was conducted at Southeast District Schools of Division of Butuan City, Province of Agusan del Norte, Caraga Region, Philippines. The study employs a complete enumeration of the 90 basic education teachers' primary levels specifically grade 1 to grade 3 teachers as research participants. Quantitative data was analyzed using descriptive measures such as percentage and mode. Qualitative data from open - ended questions were quantified using a rubric and analyzed using quasi - statistics. Also, a combo graph was utilized to highlight different types of information.

4. Results and Discussions

Figure 1 displays the summary of contextualized instructional materials employed by primary grade teachers in social studies. The data revealed four (3) CIMs namely: Psychomotor Instructional Materials 53.33 % (PIMs) Auditory Instructional Materials (AIMs), 26.67%, and Visual Instructional Materials (VIMs) 20%.

The data further show that primary grade learners are into visual learning. Visual Instructional materials help promote understanding of the concept and generalization. Supported by LPT, (2020) in her study when lessons are practical and realistic, and materials were selected and skillfully used will make learning more effective and interesting.

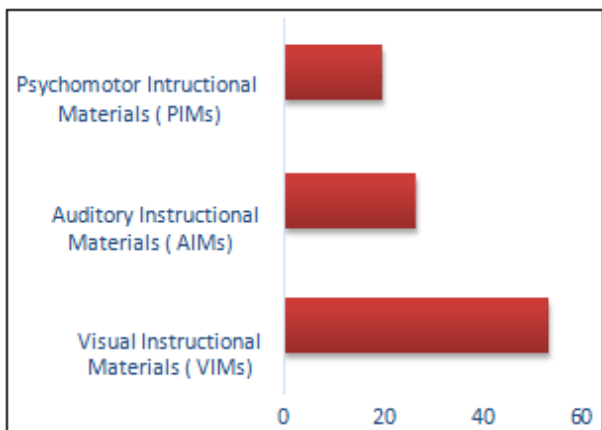


Figure 1: Percent (%) distribution of contextualized instructional materials (CIMs)

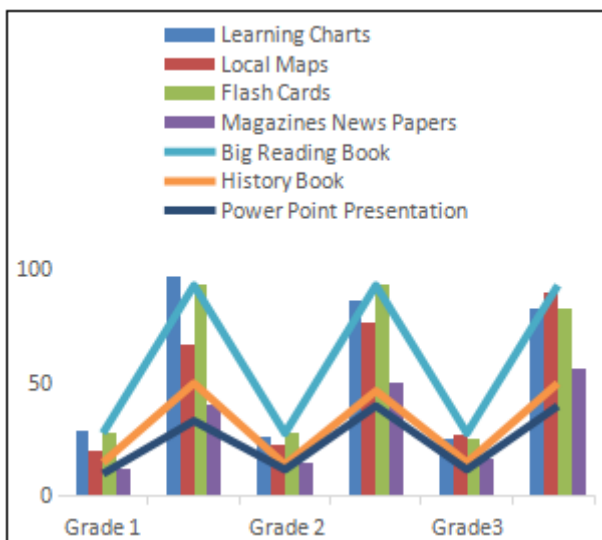


Figure 1 [A]: Percent (%) distribution of Visual Instructional Materials (VIMs)

These visual materials are learning charts, local maps, flashcards, magazines and newspapers, big reading books, history books, and PowerPoint presentations. On the other hand, Psychomotor Instructional Materials (PIMs) are also available inside their classroom, these are puzzle games, clay making materials, puppet making materials, art materials, and symbol for community materials. However, during Focus Group Discussion, among the teachers had mentioned that these materials were less seen in the classroom especially grade 3 learners for they are more interested to go outside the classroom and play with their classmates. Despite of this, they claimed that they still need this, and these materials offer an opportunity for children to play, learn, above all help express themselves creatively.

Fig 1 [A] presents the percent distribution of Visual Instructional Materials (VIMs) utilized. Data shows that most of the teachers used big reading books (93.3%), across grade 1 to grade 3 flashcards (93.3%) for grade 1, Learning Charts (96.6%) for grade 1 Local maps (90.0%) for grade 3, and the most least used PowerPoint G1 (33.3%) G2 and G3 (40.0%) athwart grade 1 to 3, history book G1 (50%) G2 (46.6%), G3 (50%) transversely from grade 1 to grade 3.

During FGD, it was mentioned that the use of a big reading book will help the primary grade levels learners to remember

the word, and later it will develop their literacy skills through constant repetition of words. Colville - Hall & O'Connor, (2006) supports the assertions, a big book or text that uses enlarged print and illustrations is a good tool that provides learning feedback and the basic sight words will improve the learner's capacity not just remembering but grasping the concept. Research participants exposed that those flashcards are very useful for grade 1 to 3 learners but more appealing to visual learners and still can be of use to kinesthetic learners depending on the learning strategy of the teachers. The teacher may introduce new vocabularies. Yet, the difficult words or new vocabularies can be put up around the classroom to help primary grade learners to remember the words, for sometimes they used it as their decorative educational device.

Fig 1 [B] shows the Percent distribution of Auditory Instructional Materials (AIMs). The data reveals that most of the primary grade teachers from grade 1 to 3 used cultural video clips G1 (66.66%) G2 (73.33%) G3 (76.7%) and so of documentary film G1 (76.66%) G2 (80%) and G3 (83.3%) while the least preferred used as auditory instructional materials are the local songs and local poetry G1 (33.33%) G2 (40.0%) G3 (33.3%). This implies that everyone has their unique way in acquiring learning.

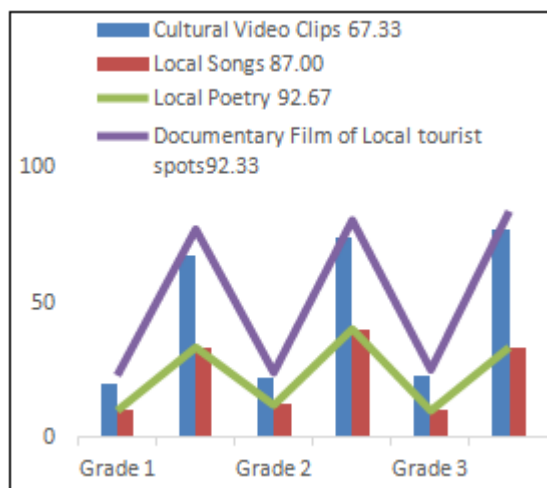


Figure 1 [B]: Percent (%) distribution of Auditory Instructional Materials (AIMs)

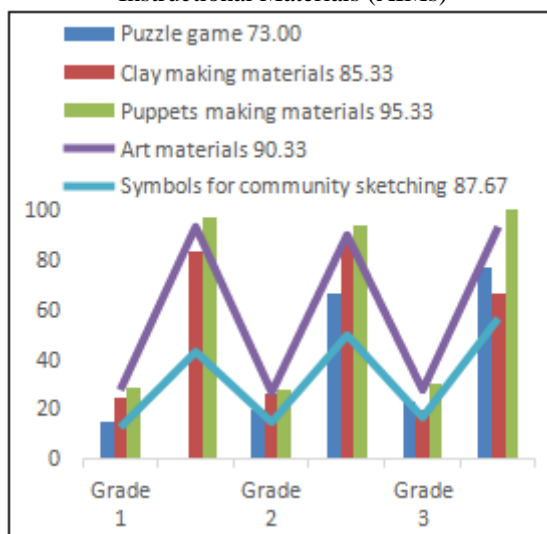


Figure 1 [C]: Percent (%) distribution of Psychomotor Instructional Materials (PIMs)

As mentioned by the research participants during FGD, there are learners inside the classroom that are auditory learners, and they effectively learnt by listening. They can confidently say about their learning experiences if they participate actively in the process of learning through dancing and singing. As stated by Lamont, (2020) Children who take part in music develop higher levels of social cohesion and understanding of themselves and others. However, local songs and local poetry are rarely used inside the classroom due to the unavailability of its materials. The teacher helps create an environment where primary learners can flourish in learning in such a way that works best for them.

Fig 1 [C] shows the percent distribution of Psychomotor Instructional Materials (PIMs). The data tells that the puppet making materials G1 (96.66%) G2 (93.33) and G3 (100%) and art making materials G1 (93.33%) G2 (90.00%) G3(93.33) are most present and commonly used by the teachers in handling primary grade learners, while PIMs materials such as puzzle game G1 (50%) G2 (66.66%) G3 (76.7%) and symbols for community sketching G1 (43.33%) G2 (50.00%) G3 (56.7%) are least used inside the classroom.

The group of primary grade teachers discussed that the acquisition of the knowledge and skills will always depend on the learning strategies aided with the instructional materials used. Primary grade level of learners loves to play puppets. The teacher discovers the powerful use of puppets in education aside from entertaining the primary grade kids, it's very effective in narrating moral stories and handling sensitive topics that needs to be handle tactfully inside the class. Also, with the help of puppet it can reinforce good behavior and they can communicate with their peers.

Art materials are commonly used as PIMs inside the class, one of the research participants had shared her experiences in handling grade 1 to 3 pupils. The kids love to draw in expressing their vision in life, they draw their dreams and desires in life so with their family portrait. Spartina et al., (2020) reinforced that psychomotor is another aspect in developing the learners. It is a must for every child reached pre - school education wherein they develop good control over their motor skills, sensory and perceptual - motor directions that enable them learning the skills, which are more useful in the future.

Table 1 Specific learning outcomes develop using the contextualized instructional materials (CIMs) as perceived by the research participants

<i>Knowledge: condition of being aware of something.</i>	KNOWLEDGE	Percentage
	Named or recognized places	89
	Described their artworks and output	87
	Connected their lesson to their experiences	88
	Expressed their thoughts and emotions	90
	Developed literacy and numeracy in class	*96
	Total	90
<i>Attitudes: feelings or emotions about someone or something.</i>	ATTITUDE	
	They become responsible	86
	The have their own initiatives	89
	They become more appreciative	90
	They become more creative	* 94
	They become inquisitive	90
	Total	89.8
<i>Skills: physical ability to perform tasks.</i>	SKILLS	
	Able to communicate to their peers	*95
	Able to plan for the next task	93
	able to show artistry in their manipulative works	92
	Able to manage small group in learning local poetry	90
	Able to lead the group	93
	Total	92.6

Table 1 presents the specific learning outcomes developed in using contextualized instructional materials in teaching the subject Social Studies from grade level 1 to 3. Data exhibits different learning outcomes which summarized 3 major learning outputs. The three (3) major outputs are knowledge (90%), attitudes (89.8%), and skills (92.6%). Developed

literacy and numeracy in class (96) yields a higher percentage, while described their artworks and output (87%) got the lowest percentage under knowledge. According to Barham et al., (2019), the attainment of literacy and numeracy skills in early days schooling supports and prepares the learners with a vital skill for learning and life.

Becoming more creative (96%), inquisitive (90%), and appreciative (90%) are three (3) majors commendable learning outcomes under attitude being responsible (86%) got lower recognition. This implies that children are indeed creative they felt appreciated the moment they expressed themselves and they can decide on their own. On the other hand, curiosity about something proves that they are learning through every experience they underwent and social interaction they encountered from their day - to - day activities. Noticed that becoming responsible (86%) is the attitude that needs to be reinforced.

During FGD of teachers as the research participants, it was found out that primary grade learners are not independent, they are dependent on their guardian in school. Unless, according to Mergler & Shield (2016), when the kids practice personal responsibility taking accountability to individual actions and decisions together with the outcomes, they create an amazing impact on someone's life.

Subsequently, skill (92%) is one of the major learning outputs in employing contextualized instructional materials. Data reveals that the primary grade learners able to communicate to their peers (95%) able to plan for the next task (93%) and able to lead the group (93%) are noticeable skills among learners. However, the skill on managing the group in learning local poetry (90%) is the skill that needs to be developed. In FGD amongst the group of primary grade levels of teachers explains that they seldom get materials for local poetry, they just maximized the use of local materials that are handed down from the local experts in their locality that their songs, music, and dances aside from poems. This signifies those learners at this age are skillful and can do something great for eliciting wonderful experiences out of their learning.

5. Conclusion and Recommendations

In teaching Social Studies among primary CIMs used for primary grade learners were categorized into three (3) such as, Visual Instructional Materials (VIMs), Auditory Instructional Materials (AIMs), and Psychomotor Instructional Materials (PIMs). These varied educational tools comprise different learning devices that help the learners gain wonderful learning experiences in a contextualized manner. The learners from grades 1 to 3 developed specific learning outcomes and even skills and have the understanding to take ownership of their progress.

There is a need for teachers in basic education to become innovative by exposing learners to varied technology - based instructional materials that supplement their teaching and learning process. Pedagogical knowledge may be developed and honed in teaching early - stage learners. Capacitating the teachers in developing research based - contextualized/ localized instructional materials are encouraged among districts schools. Future researchers may explore studying the effectiveness of using contextualized instructional materials through their academic performance.

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