

IMPROVING ACADEMIC ENGAGEMENT OF SORSOGON NATIONAL HIGH SCHOOL STUDENTS IN MAPEH THROUGH THE USE OF CONTEXTUALIZED LEARNING ACTIVITY SHEETS

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IMPROVING ACADEMIC ENGAGEMENT OF SORSOGON NATIONAL HIGH SCHOOL STUDENTS IN MAPEH THROUGH THE USE OF CONTEXTUALIZED LEARNING ACTIVITY SHEETS

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Abstract-*The study aimed to increase the academic engagement of grade 8 students with learning needs in MAPEH for the 4th quarter through the utilization of CLAS. A quantitative study was conducted in Sorsogon National High School in the school year 2021-2022. The results revealed that there is no significant difference between the academic engagement of the Grade 8 students in MAPEH before and after using contextualized learning activity sheets. However, based on the responses, learners improved their engagement in schooling even amidst the pandemic through the use of CLAS. Learners were able to receive and retrieved their learning activity on time. The result of the performance review revealed that the number of learners with needs had been lessened and complaints had reduced. The percentage of learners lagging behind is also decreased from 15 % with the use of SLMs to 1.17 % with the utilization of CLAS in the 4th quarter. Learning must go on and the institution must bridge the unexpected circumstances and continue improving its services for the benefit of the learners. Activity sheets should be enriched and cater to the students' multi-dimensional needs but not jeopardize the learning process. Teachers should also be given training and seminars related to crafting CLAS to further improve its content and layouts. Though the pandemic hindered the teacher-student face-to-face engagement, as educators, we need to break this and by any means serve our students in consonance with the safety protocol.*

Keywords- *Contextualized Learning Activity Sheets (CLAS), Self-Learning Modules (SLMs), Academic Engagement, Learning Resiliency, Continuous Learning*

I. Context and Rationale

The most common form of distance learning is modular learning. According to a poll performed by the Department of Education (DepEd), learning through printed and digital modules emerged as the most favored distance learning mode of parents with children who are enrolled this academic year, hence all public schools in the Philippines currently employ it (Bernardo, 2020). This primarily depends on the learner's capacity for learning and the parent's initiative to offer assistance and direction. The pandemic learning environment aims to put the most crucial learning skills within reach of all learners.

The 1987 constitution Article XIV Section 1 reiterates that the state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. Section 2 also adhered that the state establishes, maintains, and supports a complete, adequate and integrated system of education relevant to the needs of the people and society. The learners have the right to access competent instruction, relevant quality education, and depending on the needs of the community. This supports the endeavor of each learning institution to mediate the gaps and struggles in our educational system.

The provisions of DepEd Order 12, s. 2020 on the Basic Education Learning Continuity Plan (BE-LCP) recognize the value of flexibility in the teaching-learning process based on contextualization. In DepEd Memorandum OUCI-2020-307 released on October 30, 2020, Undersecretary for Curriculum and Instruction Diosdado San Antonio outlined ten highly-recommended measures to field units to ensure flexibility in teaching and learning. In addition, the Regional Office (RO), Schools Division Office (SDO), and school levels can assess the implementation of the contextualized Learning Continuity Plan (LCP) and gather evidence as the basis for plan adjustments. This memo suggests contextualization of the learning-teaching process which should be based on MELCs and be able to streamline learning activities.

The DepEd Sorsogon City Project REACH and SHINE promotes MUSIC, ARTS, CULTURE, AND SPORTS CENTERS OF EXCELLENCE and envision functionally literate learners in secondary. The division initiates the crafting of

Learning Activity Sheets (LAS) as an alternative for Self-Learning Modules. In connection with these video lessons and blended learning, platforms are strengthened to address all the difficulties in education during this time of the pandemic. In secondary, the teachers of Sorsogon National High School are tapped to craft LAS in MAPEH. This program will alleviate the burden and mental stress caused by answering the MAPEH modules. The main advocacy is to serve and mold learners with quality and be able to address the difficulties they are experiencing.

Dangle and Sumaoang (2020), in their research entitled The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools concluded that the great number of activities in each module is one of the main problems that emerged in the implementation of Modular Distance Learning. The researchers suggest that the Department of Education should consider the following:

- a. reduces the activities, and takes out the unnecessary topics so that mastery will be attained as much as possible.
- b. extends the duration of accomplishing the modules, they must lessen the activities.
- c. teachers should re-evaluate the modules, and they must make sure that all the lessons or activities are appropriate to the needs of the learners and topics must be simplified. This posts a lot of concerns on the appropriateness of

crafting Self Learning Modules as means of learning amidst this pandemic by the DepEd.

As defined by Statistic Canada, Academic Engagement is an indicator that combined academic identification (which refers to getting along with teachers, having an interest in the subject matter, and related behaviors and attitudes) and academic participation (which captures the student's work effort both inside and outside of school, including hours spent on homework, meeting deadlines, not skipping classes, and so on). Academic Engagement fosters and develops a more responsive education system. It also encourages students to be more accountable for learning which leads to individual growth.

The researcher observed multiple learners who are lagging in the submission of Learning Activity Sheets (LAS) and complains about the bulkiness of learning activities. Some concepts in MAPEH modules are also broad and take a lot of time to answer. The researcher will test the effectiveness of contextualized Self Learning Modules to CLAS in MAPEH 8 and improve the Academic Engagement of Grade 8 for the 4th quarter. A survey question will also answer if the difficulties in Modules and LAS are lessened and if the performance level is improved. This will also seek to reduce the number of learners who fail to keep pace with others. and learners in need.

II. Innovation, Intervention, and Strategy

To improve the academic engagement of the Grade 8 MAPEH class, the result of the 1st to 3rd quarter performance reviews is the basis for determining the need

for contextualized learning activity sheets. The researcher secured the necessary permits and documents for the study. The participants were given a survey question on the use of Learning Activity Sheets (LAS) and Contextualized Learning Activity Sheets (CLAS). This is also a basis of needed improvement for Contextualized Learning Activity Sheets (CLAS). Simbolon et al, (2018) study about student activity sheets which gained from design expert validation obtained an average score of 3.53, validation from the material experts earned an average score of 3.93, whereas the expert validation of educational practitioners obtained an average score of 4.00. It also states that activity sheets with a scientific approach deserve to be used as teaching material to support the learning endeavor of the school. The CLAS in MAPEH is limited to 2 pages back-to-back with the following content, objectives, lesson discussion, learning activities, and evaluation. The researcher translates the instructions or directions in each Practice Task and Evaluation into Filipino languages so that learners who find it difficult to comprehend will catch up with the rest of the learners ahead.

The CLAS was used by the researcher as an intervention to reduce the problems and challenges encountered in past quarters with the use of Self Learning Modules. The CLAS is crafted into simplified instructional material to lessen the bulkiness and broad concept of modules especially in Music, Arts, Physical Education, and Health. The researcher improved the academic engagement in the 4th quarter of Grade 8 MAPEH class as part of the issues & concerns of the class. The crafted CLAS was the layout and edited properly with the help of group teachers to polish and ensure the validity of the contents. The

graphics were also improved and the CLAS is printed with colors. To further engage the learners the researcher provided the participants with related videos and monitored their progress religiously thru group chats and calls. The CLAS is distributed every week in each component of MAPEH to ease up the mental stress and workload. The Weekly Home Learning Plan (WHLP) with being included in the CLAS and serve as a guide for their self-learning modality. The attendance in the distribution and retrieval of CLAS and outputs was closely monitored by the researcher as part of the academic engagement.

III. Action Research Questions

This action research aimed to improve the academic engagement of Sorsogon National High School Grade 8 students in MAPEH through the use of Contextualized Learning Activity Sheets. Specifically, this action research seeks to answer the following questions:

1. What is the level of Academic Engagement of Grade 8 students in MUSIC ARTS PHYSICAL EDUCATION and HEALTH (MAPEH) before using Contextualized Learning Activity Sheets (CLAS)?
2. What is the level of Academic Engagement of Grade 8 students in MUSIC ARTS PHYSICAL EDUCATION and HEALTH (MAPEH) after using Contextualized Learning Activity Sheets (CLAS)?
3. Is there a significant difference between the level of Academic Engagement of Grade 8 students in MUSIC ARTS PHYSICAL EDUCATION and HEALTH before and after using Contextualized Learning Activity Sheets?

IV. Action Research Methods

This action research utilized a combination of descriptive and pre-experimental research design. The 41 identified Grade 8-students who are lagging behind the submission and accomplishing outputs and activities in the modules are the selected subject of this study. They are given a self-assessment questionnaire to measure their academic engagement in the use of LAS. Afterward, they are given CLAS which was developed from self-learning modules. Academic engagement after using the CLAS will again be measured through a similar self-assessment questionnaire.

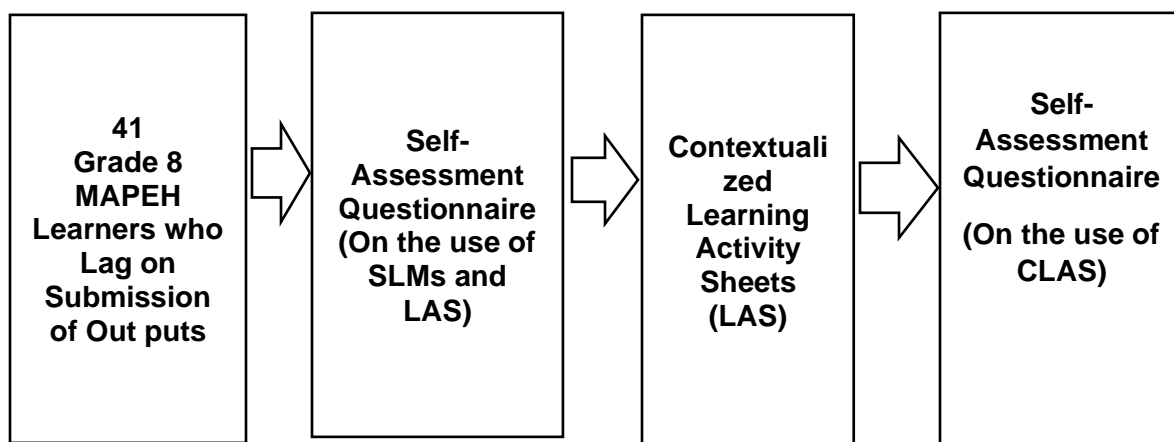


Figure 1: Action Research Design

Grade & Section	Learners with Needs			
	Male	Female	Total	%
8 ASSERTIVENESS	5	5	10	22
8 APPRECIATIVENESS	7	5	12	30
8 PRUDENCE	1	2	3	6
8 CONSCIOUSNESS	4	3	6	12

8 HUMILITY	6	3	9	19
TOTAL	23	18	40	15%

Table 1: The Respondents

a. Participants and/or other Sources of Data and Information

Purposive sampling was used in selecting the respondents for this research. The researcher is handling Modular Classes Grade 8 (Assertiveness, Appreciativeness, Prudence, Consciousness, and Humility) with the percentage of lagging of 22%, 30%, 6%, 12%, and 19% with an overall percentage of 15% learners with needs. The respondents were composed of 23 Females, and 18 males for a total of 40.

While the researcher is increasing academic engagement, a survey questionnaire was crafted and critiqued properly. The researcher also looked out for the improvement of the Performance Level and the decrease in the percentage of lagging behind learners.

b. Data Gathering Methods

The researcher studied the 1st to 3rd Quarter Performance Review in MAPEH and the problems and challenges encountered by the learners. Also, take into consideration of the interviews and feedback of other subjects in the class.

To start the data gathering, the teacher–researcher seeks permission from the Office of the School Principal and the parents of Grade 8 MAPEH classes sections Assertiveness, Appreciativeness, Prudence, Consciousness, and Humility to conduct the research. The researcher also informed the parent of the objectives of the research and provided necessary data for them to understand the importance of the research. The contextualization of the LAS is reiterated to them and provided

guidelines in distribution and its retrieval. Constant monitoring and communication are done to provide additional instructions and clarification. At the end of the quarter, survey questions are given to validate the effects of CLAS. This survey is collected and interpreted properly using the right statistical tools.

V. Discussion of Results and Reflection

The self-assessment questionnaire is given before the giving of CLAS to the respondents. These measures the academic engagement of identified students in MAPEH as they use the self-learning modules. The result helps the researcher in crafting CLAS using the module as a reference. The CLAS is given to the students instead of modules and activity sheets. Their performance is observed as well as their submission of outputs and answer sheets.

After the quarter, a self-assessment questionnaire is accomplished by the respondents to evaluate their experience in using the LAS. This is the basis for determining the level of their academic engagement after using the LAS. To answer the first and second questions, students' responses are tallied and analyzed by getting the mean of responses for each statement. The statements are grouped into two, the positive and negative responses.

This section of the action research showed the results that the study found about research questions. Upon the administration and after the conduct self-assessment questionnaire on modules and CLAS, the collected data and the result were evaluated and analyzed.

1. What is the level of Academic Engagement of Grade 8 students in MUSIC ARTS PHYSICAL EDUCATION and HEALTH (MAPEH) before using Contextualized Learning Activity Sheets (CLAS)?

Table 2

**Self-Assessment Questionnaire on the Use of LAS
(Negative Responses)**

Statements	Mean of Responses per Statement	Description
1. Matagal ang pagsagot sa MAPEH LAS	1.95	Strongly Disagree
2. Maraming aktibidad at pagsubok sa MAPEH LAS	3.08	Neutral
3. Nakakapagod sa isip ang MAPEH LAS.	1.90	Strongly Disagree
4. Hindi ko kayang tapusin ang aking MAPEH LAS nang mag-isa	1.54	Strongly Disagree
5. Hindi ako natututo ng maayos sa MAPEH 8 LAS	1.44	Strongly Disagree
6. Nakakabagot ang pagbabasa at pagsagot sa MAPEH 8 LAS	1.77	Strongly Disagree
7. May nilalaman sa MAPEH 8 LAS na mahirap intindihin.	2.31	Disagree
8. Hindi ako makapag-pokus sa pagsagot sa aking MAPEH LAS	1.74	Strongly Disagree
9. Hindi ko maintindihang mabuti ang mga direksyon sa MAPEH 8 LAS	4	Agree
Total Mean	2.19	Disagree

Table 2 shows the result of the self-assessment of Grade 8 on the level of engagement in the use of LAS in MAPEH. The overall mean for the use of LAS is 2.19 on disagree scale which means that they waved the negative views on the use of MAPEH LAS. Learners also believed that it is not time-consuming, and

mentally draining, and the content is complex. They also perceived that it is not boring and they can accomplish each task properly. However, they agreed that some instructions are blurry and cannot be understood. On the issue of numerous activities and tests, they take a neutral scale and strongly disagree on not learning properly on MAPEH LAS. Anzaldo, (2021) stated that more learners are learning even in this type of academic set-up wherein they are learning at home with the guidance and supervision of their parents in their SLM or their self-learning modules. These learners are open-minded learners and flexible with changes in their environment.

Table 3
Self-Assessment Questionnaire on the Use of LAS
(Positive Responses)

Statements	Mean of Responses per Statement	Description
1. Madali kong naiintindihan ang mga nilalaman ng MAPEH 8 LAS	3.77	Neutral
2. Ang mga paksa sa MAPEH 8 LAS ay pinasimple	4.20	Agree
3. Natatapos ko ang aking MAPEH LAS sa tamang oras	4.10	Agree
4. Ang MAPEH 8 LAS ay ibinibigay sa tamang iskedyul.	4.27	Agree
5. Mas gusto ko ang MAPEH 8 LAS bilang isang aktibidad sa pag-aaral	4	Agree
6. Nahihimok akong sagutan ang aking MAPEH 8 LAS	4.21	Agree
7. Ang mga aktibidad sa MAPEH 8 LAS ay masaya at nakapagtuturo	4.33	Agree
8. Mahusay ang pagkakagawa ng MAPEH 8 LAS	4.15	Agree

9. Ang mga panuto sa MAPEH 8 LAS ay madaling maunawaan at sundin.	4.00	Agree
10. Ang mga larawan at pigura sa MAPEH 8 LAS ay kinagigiliwan kong sagutan at tapusin ang mga gawain.	2.41	Disagree
11. Marami akong natutunan sa MAPEH LAS	2.39	Disagree
Total Mean	3.80	Neutral

As shown in table 3 the perception of the positive aspects of LAS, the total mean is 3.80 which is on the scale of neutrality. The agreed responses suggested that LAS are simple, received in time, motivating, and crafted well. However, neutral scale when it comes to clarity of the content to be understood in activity sheets. These strongly suggest and are in line with the advocacy of this action research. Learners are also not happy with the black and white pictures which do not add up to motivation to learn. They also disagree with the volume of things to be learned in the LAS. Adorador, (2020) supported this by stating modules and course packs don't replicate the actual teaching. Also, they are not yet comfortable with the new setup of learning in this pandemic. Learners still wished that they could learn face-to-face.

2. What is the level of Academic Engagement of Grade 8 students in MUSIC ARTS PHYSICAL EDUCATION and HEALTH (MAPEH) after using Contextualized Learning Activity Sheets (CLAS)?

Table 4

Self-Assessment Questionnaire on the Use of CLAS (Negative Responses)

Statements	Mean of Responses per Statement	Description
1. Matagal ang pagsagot sa CONTEXTUALIZED LAS sa MAPEH 8.	1.33	Strongly Disagree

2.Maraming aktibidad at pagsubok sa CONTEXTUALIZED LAS sa MAPEH 8.	1.95	Strongly Disagree
3.Nakakapagod sa isip ang CONTEXTUALIZED LAS sa MAPEH 8.	1.79	Strongly Disagree
4.Hindi ko kayang tapusin ang aking CONTEXTUALIZED LAS sa MAPEH 8 nang mag-isa.	1.23	Strongly Disagree
5.Hindi ako natututo ng maayos sa CONTEXTUALIZED LAS sa MAPEH 8	1.23	Strongly Disagree
6.Nakakabagot ang pagbabasa at pagsagot sa CONTEXTUALIZED LAS sa MAPEH 8.	1.44	Strongly Disagree
7.May nilalaman sa CONTEXTUALIZED LAS sa MAPEH 8 na mahirap intindihin.	1.36	Strongly Disagree
8.Hindi ako makapag-pokus sa pagsagot sa aking CONTEXTUALIZED LAS sa MAPEH 8.	1.08	Strongly Disagree
9.Hindi ko maintindihang mabuti ang mga direksyon sa CONTEXTUALIZED LAS sa MAPEH	1.28	Strongly Disagree
Total Mean	1.41	Strongly Disagree

Table 4 shows the self-assessment of learners on the utilization of LAS with a total mean of 1.41 on the scale of strongly disagree. The total mean was decreased to .78 as compared to the use of LAS. This shows that CLAS can address the negative experiences and perceptions in LAS. They don't believe that answering MAPEH CLAS is time-consuming and that it has a large number of activities. The learning activity is also not mentally draining and they believed that the content is suitable to their needs. They strongly disagreed on the aspect that CLAS is boring and not learning about it. In addition, they can accomplish the task on their own. This also proved that contextualization of learning activity sheets

improved the academic engagement of the learners by feeling comfortable in this new format of learning. Cordova, D. I., & Lepper, M. R. (1996) suggested that contextualization, personalization, and choice all produced dramatic increases, not only in students' motivation but also in their depth of engagement in learning, the amount they learned in a fixed period, and their perceived competence and levels of aspiration.

Table 5
Self-Assessment Questionnaire on the Use of LAS
(Positive Responses)

Statements	Mean of Responses per Statement	Description
1. Madali kong naiintindihan ang mga nilalaman ng CONTEXTUALIZED LAS sa MAPEH 8.	4.59	Agree
2. Ang mga paksa sa CONTEXTUALIZED LAS sa MAPEH 8 ay pinasimple.	4.77	Agree
3. Natatapos ko ang aking CONTEXTUALIZED LAS sa MAPEH 8 sa tamang oras.	4.64	Agree
4. Ang CONTEXTUALIZED LAS sa MAPEH 8 ay ibinibigay sa tamang iskedyul.	4.79	Agree
5. Mas gusto ko ang CONTEXTUALIZED LAS sa MAPEH 8 bilang isang aktibidad sa pag-aaral	4.79	Agree

6. Nahihimok akong sagutan ang aking CONTEXTUALIZED LAS sa MAPEH 8	4.72	Agree
7. Ang mga aktibidad sa CONTEXTUALIZED LAS sa MAPEH 8 ay masaya at nakapagtuturo.	4.79	Agree
8. Mahusay ang pagkakagawa ng CONTEXTUALIZED LAS sa MAPEH 8	4..69	Agree
9. Ang mga panuto sa CONTEXTUALIZED LAS sa MAPEH 8 LAS ay madaling maunawaan at sundin	4.85	Agree
10. Ang mga larawan at pigura sa CONTEXTUALIZED LAS sa MAPEH 8 ay kinagigiliwan kong sagutan at tapusin ang mga gawain.	4.72	Agree
11. Marami akong natutunan sa CONTEXTUALIZED LAS sa MAPEH 8	4.14	Agree
Total Mean	4.68	Agree

As shown in table 5 the total mean is 4.68 which land on the agreed scale. Learners agreed on the simplified and understandable content of LAS. The result shows an increase of **4.68** increased on the positive utilization of CLAS as compared to **3.80** in the use of LAS. They completed the task on time and were given it on the scheduled time. They also learned a lot and were motivated to answer this colored fun and educational learning activity. Learners had been accustomed to the use of CLAS and would prefer it as a learning. The intervention by the researcher shows significant changes in the learner's behavior towards learning amidst this pandemic. Baker et al, (2017), supported this claim stating that contextualized teaching and learning (CTL), or the concept of relating subject

matter content to meaningful situations that are relevant to students' lives, offers one promising approach to helping students learn more effectively.

Problem 3. Is there a significant difference between the level of Academic Engagement of Grade 8 students in MUSIC ARTS PHYSICAL EDUCATION and HEALTH before and after using Learning Activity Sheets?

Table 6. Chi-square test of the mean of responses of Grade 8 students before and after using CLAS

O	E	O-E	(O-E)²	(O-E)²
2.40	3.20	-0.8	0.064	0.02
4.00	3.20	0.8	0.064	0.02
2.00	3.105	-1.105	1.221025	0.39
4.21	3.105	1.105	1.221025	0.39
Computed value				0.82

$$df=(2-1)(2-1)$$

$$=1(1)$$

$$=1$$

Critical Value

3.841

The computed value 0.82 is less than the critical value 3.841 so accept H_0 . This means that there is no significant difference between the academic engagement of Grade 8 students in MAPEH before and after using CLAS. This implies that learners can thrive in both modalities and perceive the comparable importance of each learning format. The results revealed that there is However, the action research revealed that learners improved their engagement in schooling even amidst the pandemic through the use of CLAS. The intervention strongly changes the behavior of the learners in engaging in contextualized learning activities. The CLAS also decreases the number of learners with lacking outputs and shows improvement in engagement towards learning. The percentage of learners lagging behind is also decreased from 15 % with the use of SLMs to 1.17

% with the utilization of CLAS in the 4th quarter. Also, the number of learners with needs had been lessened and academic complaints had been reduced.

The above findings stressed that the level of academic engagement in MAPEH 8 is identical though there is an increase in the total mean it is not enough to gain a significant interpretation. Learning activity sheets (LAS) and Contextualized Learning Activity Sheets (CLAS) help for a ceaseless educational setup amidst this uncertain pandemic. Making each time productive and taking advantage of any means of learning. Continuous education abides by the safety protocol and resilient learners who strive for education with different modalities.

VI. Advocacy, Utilization, and Dissemination

Sorsogon National High School continues its advocacy to provide quality education in line with the mission and vision of DepEd Sorsogon City. This action research will herald the contextualization of LAS as stated in Memorandum OUCI-2020-307 released on October 30, 2020. It is more simplified, less bulky, and narrowed content. This also provides learners to accomplish all tasks on time without jeopardizing their mental health. Based on the result of the study learners recognized the importance of both modalities. In the next school year, CLAS can still be utilized with the following recommendations:

- a. the quality of the content should still be checked and enriched based on the needs and capability of the learners.
- b. new sets of learning tasks and skills should be developed catering to the multiple intelligences.
- c. additional pages should be added to provide concrete examples and supporting ideas.
- d. If possible, print all MAPEH CLAS in color, this will further increase their academic engagement.
- e. learners with needs should be given a CLAS that is translated to Tagalog instructions or Mother-Tongue based if possible.

- f. the timeline for the distribution and retrieval should be strictly followed.
- g. teachers should provide utmost concern and communication with the learners.
- h. parents also should be quarterly reminded of their obligations especially in monitoring, receiving, and submissions of outputs on time.
- i. learners be given an avenue for them to express their sentiments on the content, degree of difficulty, and other concerns related to the learning process.

The researcher also would envision that other learning areas should conduct research that would benefit the learners, especially in this new normal of education. Teachers should be more vigilant in conducting research-based instructions and perceptions that would make a difference. This can also serve as a basis for improving our learning activities across learning areas.

The result and outcome of this study will again be discussed and disseminated through Performance Review in MAPEH or if possible, in Departmentalized Learning Action Cell (LAC) Sessions. The researcher will ask the MAPEH Head Teacher to discuss the outcome of this study for ideal purposes. Also, will do any means to publish the study on a DepEd platform of a research portal.

VII. References:

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VIII. Financial Report

Table 7. Financial Report

ACTIVITY/DESCRIPTION	QUAN TITY	UNIT	UNIT PRICE	TOTAL AMOUNT
Supplies and Materials Expenses				
PAPER, BOND, PG, 70gsm (-5%), size: 210mm x 297mm	6	ream	210.00	1,260.00
SHORT SIZE FOLDER	20	piece	13.00	260.00
EPSON INKS	3	set	300.00	3,600.00
BINDER CLIPS	1	box	50.00	50.00
BINDING EXPENSES				1,000.00
Communication Expenses				
Internet Subscription Expenses (Prepaid)				3,398.00
Mobile				300.00
Miscellaneous Expenses				
Transportation				4,000.00
OTHERS				1,132.00
TOTAL				Php 15,000

X. APPENDIXES

TANDAAN: Ito ay isang survey questionnaire para sa paggamit ng LAS na ginamit noong Una, Pangalawa at Pangatlong markahan. Pakibasa at unawaing mabuti ang bawat mga pahayag.

Survey Questionnaire

IMPROVING ACADEMIC ENGAGEMENT OF SORSOGON NATIONAL HIGH SCHOOL STUDENTS IN MAPEH THROUGH THE USE OF CONTEXTUALIZED LEARNING ACTIVITY SHEETS

PANGALAN: (opsyonal) _____ **BAITANG/SEKSYON:** _____

Direksyon: Pakilagyan ng tsek (✓) at i-rate nang tapat batay sa naranasan mo sa paggamit ng MAPEH LAS

gamit ang mga sumusunod na sukat.

5-Lubos na Sumasang-ayon 4-Sumasang-ayon 3-Neutral 2- Hindi Sumasang-ayon 1- Lubos na Hindi Sumasang-ayon

MGA PAHAYAG	5	4	3	2	1
1. Madali kong naiintindihan ang mga nilalaman ng MAPEH 8 LAS					
2. Matagal ang pagsagot sa MAPEH LAS					
3. Maraming aktibidad at pagsubok sa MAPEH LAS					
4. Nakakapagod sa isip ang MAPEH LAS.					
5. Ang mga paksa sa MAPEH 8 LAS ay pinasimple					
6. Matatapos ko ang aking MAPEH LAS sa tamang oras					
7. Hindi ko kayang tapusin ang aking MAPEH LAS nang mag-isa					
8. Ang MAPEH 8 LAS ay ibinibigay sa tamang iskedyul.					
9. Hindi ako natututo ng maayos sa MAPEH 8 LAS					
10. Mas gusto ko ang MAPEH 8 LAS bilang isang aktibidad sa pag-aaral					
11. Nahihimok akong sagutan ang aking MAPEH 8 LAS					
12. Nakakabagot ang pagbabasa at pagsagot sa MAPEH 8 LAS					
13. May nilalaman sa MAPEH 8 LAS na mahirap intindihin.					
14. Ang mga aktibidad sa MAPEH 8 LAS ay masaya at nakapagtuturo					
15. Hindi ako makapag-focus sa pagsagot sa aking MAPEH LAS					
16. Mahusay ang pagkakagawa ng MAPEH 8 LAS					
17. Ang mga panuto sa MAPEH 8 LAS ay madaling maunawaan at sundin.					
18. Hindi ko maintindihang mabuti ang mga direksyon sa MAPEH 8 LAS					
19. Ang mga larawan at pigura sa MAPEH 8 LAS ay kinagigiliwan kong sagutan at tapusin ang mga gawain.					
20. Marami akong natutunan sa MAPEH LAS					

TANDAAN: Ito ay isang survey questionnaire para sa paggamit ng **CONTEXTUALIZED LEARNING ACTIVITY SHEETS** ngayong pang-apat na markahan. Pakibasa at unawaing mabuti ang bawat mga pahayag.

Survey Questionnaire

IMPROVING ACADEMIC ENGAGEMENT OF SORSOGON NATIONAL HIGH SCHOOL STUDENTS IN MAPEH THROUGH THE USE OF CONTEXTUALIZED LEARNING ACTIVITY SHEETS

PANGALAN: (opsyonal) _____ BAITANG/SEKSYON: _____

Direksyon: Pakilagyan ng tsek (✓) at i-rate nang tapat batay sa naranasan mo sa paggamit ng

NAKAKONTEKSTONG MAPEH LAS. Gamitin ang mga sumusunod na sukat.

5-Lubos na Sumasang-ayon 4-Sumasang-ayon 3-Neutral 2- Hindi Sumasang-ayon 1- Lubos na Hindi Sumasang-ayon

MGA PAHAYAG	5	4	3	2	1
1. Madali kong naiintindihan ang mga nilalaman ng CONTEXTUALIZED LAS sa MAPEH 8.					
2. Matagal ang pagsagot sa CONTEXTUALIZED LAS sa MAPEH 8.					
3. Maraming aktibidad at pagsubok sa CONTEXTUALIZED LAS sa MAPEH 8.					
4. Nakakapagod sa isip ang CONTEXTUALIZED LAS sa MAPEH 8.					
5. Ang mga paksa sa CONTEXTUALIZED LAS sa MAPEH 8 ay pinasimple.					
6. Natatapos ko ang aking CONTEXTUALIZED LAS sa MAPEH 8 sa tamang oras.					
7. Hindi ko kayang tapusin ang aking CONTEXTUALIZED LAS sa MAPEH 8 nang mag-isa.					
8. Ang CONTEXTUALIZED LAS sa MAPEH 8 ay ibinibigay sa tamang iskedyul.					
9. Hindi ako natututo ng maayos sa CONTEXTUALIZED LAS sa MAPEH 8					
10. Mas gusto ko ang CONTEXTUALIZED LAS sa MAPEH 8 bilang isang aktibidad sa pag-aaral					
11. Nahihimok akong sagutan ang aking CONTEXTUALIZED LAS sa MAPEH 8					
12. Nakakabagot ang pagbabasa at pagsagot sa CONTEXTUALIZED LAS sa MAPEH 8.					
13. May nilalaman sa CONTEXTUALIZED LAS sa MAPEH 8 na mahirap intindihin.					
14. Ang mga aktibidad sa CONTEXTUALIZED LAS sa MAPEH 8 ay masaya at nakapagtuturo.					
15. Hindi ako makapag-focus sa pagsagot sa aking CONTEXTUALIZED LAS sa MAPEH 8.					
16. Mahusay ang pagkakagawa ng CONTEXTUALIZED LAS sa MAPEH 8					
17. Ang mga panuto sa CONTEXTUALIZED LAS sa MAPEH 8 LAS ay madaling maunawaan at sundin.					

18. Hindi ko maintindihang mabuti ang mga direksyon sa CONTEXTUALIZED LAS sa MAPEH 8					
19. Ang mga larawan at pigura sa CONTEXTUALIZED LAS sa MAPEH 8 ay kinagigiliwan kong sagutan at tapusin ang mga gawain.					
20. Marami akong natutunan sa CONTEXTUALIZED LAS sa MAPEH 8					

The Respondents

Grade & Section	Learners with Needs			
	Male	Female	Total	%
8 ASSERTIVENESS	5	5	10	22
8 APPRECIATIVENESS	7	5	12	30
8 PRUDENCE	1	2	3	6
8 CONSCIOUSNESS	4	3	6	12
8 HUMILITY	6	3	9	19
TOTAL	23	18	40	15%

Table 1: The Respondents

Table 2

**Self-Assessment Questionnaire on the Use of LAS
(Negative Responses)**

Statements	Mean of Responses per Statement	Description
1. Matagal ang pagsagot sa MAPEH LAS	1.95	Strongly Disagree
2. Maraming aktibidad at pagsubok sa MAPEH LAS	3.08	Neutral
3. Nakakapagod sa isip ang MAPEH LAS.	1.90	Strongly Disagree
4. Hindi ko kayang tapusin ang aking MAPEH LAS nang mag-isa	1.54	Strongly Disagree
5. Hindi ako natututo ng maayos sa MAPEH 8 LAS	1.44	Strongly Disagree
6. Nakakabagot ang pagbabasa at pagsagot sa MAPEH 8 LAS	1.77	Strongly Disagree
7. May nilalaman sa MAPEH 8 LAS na mahirap intindihin.	2.31	Disagree
8. Hindi ako makapag-pokus sa pagsagot sa aking MAPEH LAS	1.74	Strongly Disagree
9. Hindi ko maintindihang mabuti ang mga direksyon sa MAPEH 8 LAS	4	Agree
Total Mean	2.19	Disagree

Table 3

Self-Assessment Questionnaire on the Use of LAS

(Positive Responses)

Statements	Mean of Responses per Statement	Description
1. Madali kong naiintindihan ang mga nilalaman ng MAPEH 8 LAS	3.77	Neutral
2. Ang mga paksa sa MAPEH 8 LAS ay pinasimple	4.20	Agree
3. Natatapos ko ang aking MAPEH LAS sa tamang oras	4.10	Agree
4. Ang MAPEH 8 LAS ay ibinibigay sa tamang iskedyul.	4.27	Agree
5. Mas gusto ko ang MAPEH 8 LAS bilang isang aktibidad sa pag-aaral	4	Agree
6. Nahihimok akong sagutan ang aking MAPEH 8 LAS	4.21	Agree
7. Ang mga aktibidad sa MAPEH 8 LAS ay masaya at nakapagtuturo	4.33	Agree
8. Mahusay ang pagkakagawa ng MAPEH 8 LAS	4.15	Agree
9. Ang mga panuto sa MAPEH 8 LAS ay madaling maunawaan at sundin.	4.00	Agree
10. Ang mga larawan at pigura sa MAPEH 8 LAS ay kinagigiliwan kong sagutan at tapusin ang mga gawain.	2.41	Disagree
11. Marami akong natutunan sa MAPEH LAS	2.39	Disagree
Total Mean	3.80	Neutral

Table 4

**Self-Assessment Questionnaire on the Use of CLAS
(Negative Responses)**

Statements	Mean of Responses per Statement	Description
1.Matagal ang pagsagot sa CONTEXTUALIZED LAS sa MAPEH 8.	1.33	Strongly Disagree
2.Maraming aktibidad at pagsubok sa CONTEXTUALIZED LAS sa MAPEH 8.	1.95	Strongly Disagree
3.Nakakapagod sa isip ang CONTEXTUALIZED LAS sa MAPEH 8.	1.79	Strongly Disagree
4.Hindi ko kayang tapusin ang aking CONTEXTUALIZED LAS sa MAPEH 8 nang mag-isa.	1.23	Strongly Disagree
5.Hindi ako natututo ng maayos sa CONTEXTUALIZED LAS sa MAPEH 8	1.23	Strongly Disagree
6.Nakakabagot ang pagbabasa at pagsagot sa CONTEXTUALIZED LAS sa MAPEH 8.	1.44	Strongly Disagree
7.May nilalaman sa CONTEXTUALIZED LAS sa MAPEH 8 na mahirap intindihin.	1.36	Strongly Disagree
8.Hindi ako makapag-pokus sa pagsagot sa aking CONTEXTUALIZED LAS sa MAPEH 8.	1.08	Strongly Disagree
9.Hindi ko maintindihang mabuti ang mga direksyon sa CONTEXTUALIZED LAS sa MAPEH	1.28	Strongly Disagree
Total Mean	1.41	Strongly Disagree

Table 5

Self-Assessment Questionnaire on the Use of LAS

(Positive Responses)

Statements	Mean of Responses per Statement	Description
1. Madali kong naiintindihan ang mga nilalaman ng CONTEXTUALIZED LAS sa MAPEH 8.	4.59	Agree
2. Ang mga paksa sa CONTEXTUALIZED LAS sa MAPEH 8 ay pinasimple.	4.77	Agree
3. Natatapos ko ang aking CONTEXTUALIZED LAS sa MAPEH 8 sa tamang oras.	4.64	Agree
4. Ang CONTEXTUALIZED LAS sa MAPEH 8 ay ibinibigay sa tamang iskedyul.	4.79	Agree
5. Mas gusto ko ang CONTEXTUALIZED LAS sa MAPEH 8 bilang isang aktibidad sa pag-aaral	4.79	Agree
6. Nahihimok akong sagutan ang aking CONTEXTUALIZED LAS sa MAPEH 8	4.72	Agree
7. Ang mga aktibidad sa CONTEXTUALIZED LAS sa MAPEH 8 ay masaya at nakapagtuturo.	4.79	Agree
8. Mahusay ang pagkakagawa ng CONTEXTUALIZED LAS sa MAPEH 8	4..69	Agree

9. Ang mga panuto sa CONTEXTUALIZED LAS sa MAPEH 8 LAS ay madaling maunawaan at sundin	4.85	Agree
10. Ang mga larawan at pigura sa CONTEXTUALIZED LAS sa MAPEH 8 ay kinagigiliwan kong sagutan at tapusin ang mga gawain.	4.72	Agree
11. Marami akong natutunan sa CONTEXTUALIZED LAS sa MAPEH 8	4.14	Agree
Total Mean	4.68	Agree

Table 6. Chi-square test of the mean of responses of Grade 8 students before and after using CLAS

O	E	O-E	(O-E)²	(O-E)²
2.40	3.20	-0.8	0.064	0.02
4.00	3.20	0.8	0.064	0.02
2.00	3.105	-1.105	1.221025	0.39
4.21	3.105	1.105	1.221025	0.39
Computed value				0.82

$$df=(2-1)(2-1)$$

Critical Value

$$=1(1)$$

3.841

$$=1$$

Table 7. Financial Report

ACTIVITY/DESCRIPTION	QUAN TITY	UNIT	UNIT PRICE	TOTAL AMOUNT
Supplies and Materials Expenses				
PAPER, BOND, PG, 70gsm (-5%), size: 210mm x 297mm	6	ream	210.00	1,260.00
SHORT SIZE FOLDER	20	piece	13.00	260.00
EPSON INKS	3	set	300.00	3,600.00
BINDER CLIPS	1	box	50.00	50.00
BINDING EXPENSES				1,000.00
Communication Expenses				
Internet Subscription Expenses (Prepaid)				3,398.00
Mobile				300.00
Miscellaneous Expenses				
Transportation				4,000.00
OTHERS				1,132.00
TOTAL				Php 15,000



CONTEXTUALIZED LEARNING ACTIVITY SHEET IN MUSIC 8
QUARTER 4

NAME: _____ GRADE & SECTION: _____
THEATER ART FORMS OF JAPAN, CHINA AND INDONESIA

II. OBJECTIVE:

* Identify the theater forms of Japan, China, and Indonesia.

II. LESSON DISCUSSION

JAPAN

KABUKI theater features highly-stylized dancing, singing and elaborate make-up worn by a predominantly all male cast. Musically, it highlights the **Nagauta** form (often associated with shamisen). In its earliest years, Kabuki used the **Kouta and Kumiuta** forms ("short song", and suite of songs" forms), and was accompanied only by a single shamisen and a Noh Hayashi group (bamboo flute and 3 percussionists).



CHINA

Peking opera or **Beijing opera** is a synthesis of stylized action, singing, dialogue, mime, acrobatic fighting and dancing to represent a story or depict different characters and their feeling of gladness, anger, sorrow, happiness, surprise, fear and sadness.



INDONESIA

Wayang Kulit is a traditional form of puppet-shadow play originally found in the cultures of Java, Bali, and Lombok in Indonesia. The **DALANG** manipulates carved leather figures between the lamp and the screen to bring the shadows to life. It's mainly about good vs evil.



III. LEARNING ACTIVITIES

Activity 1: Identify the theater forms based on the pictures.

Write your answers on the space provided.

(Tukuyin ang mga anyo ng teatro batay sa mga larawan at isulat ang iyong mga sagot sa patlang.)



EVALUATION: Identify what is being described by the sentences. Write your answer on the space provided.
(Tukuyin kung ano ang inilalarawan ng mga pangungusap. Isulat ang iyong sagot sa patlang.)

- _____ 1. A traditional form of puppet-shadow play
- _____ 2. A synthesis of stylized action, singing, dialogue, mime, acrobatic fighting and dancing
- _____ 3. It features highly-stylized dancing, singing and elaborate make-up worn by a predominantly all male cast
- _____ 4. Highlight of the Kabuki theater.
- _____ 5. He manipulates the puppet in a Wayang Kulit show.



DEPARTMENT OF EDUCATION
DIVISION OF CITY SCHOOLS
SORSOOGON CITY



CONTEXTUALIZED LEARNING ACTIVITY SHEET IN ARTS 8

QUARTER 4

NAME: _____ GRADE & SECTION: _____

THEATER ARTS OF INDONESIA AND THAILAND

I. OBJECTIVE:

Salamat siang! (Good day!)

As you take your journey through this lesson, you are expected to:

- Identify the theatrical forms celebrated in Thailand and Indonesia.

II. LESSON DISCUSSION:



SHADOW PUPPET "NANG" was one form of public entertainment in the South of Thailand. **Nang Talung** and **Nang Yai** are two types of Nang. The presenter of Nang Talung is called "**Nang Nai**".

Characters are:

- ✓ gods and goddesses, king and queens
- ✓ magical features and comedians

WAYANG KULIT - is a traditional form of puppet-shadow play in Indonesia. **Kulit** means "skin" the leather construction of the puppet and carefully shaped buffalo horn handles and control by rods. Stories are usually drawn from Hindu epics: **Ramayana** and **Mahabharata**. Performances are consist of shadows cast on a **cotton screen** and an **oil lamp** and accompanied by a **Gamelan orchestra** - use to accompanied stage action.



III. LEARNING ACTIVITIES

Identification: Identify what is being asked on the following statement. Choose your answer below and rite your answer in a space provided. (Tukuyin kung ano ang itinatangon sa sumusunod na pahayag. Piliin ang iyong sagot sa ibaba at isulat ang iyong sagot sa isang patlang)

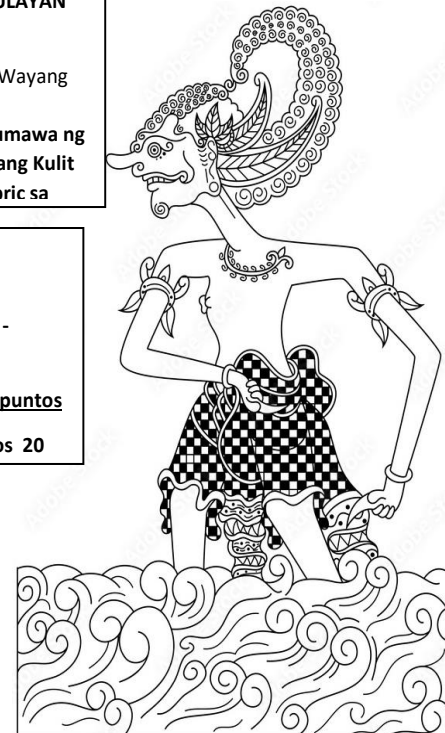
1. The presenter or teacher of Nang Talung.
2. The traditional form of puppet-shadow playing Indonesia.
3. The material used in making a puppet in Wayang kulit.

Skin Nang Nai Oil Lamp
Leather Wayang Kulit Nang

ART ACTIVITY: KULAYAN NATIN ITO!!

Create a colorful Wayang Kulit. Follow the rubrics below. (Gumawa ng makulay na Wayang Kulit at sundin ang rubric sa

Kasiningan -----
10 puntos
Pagkamalikhain -
5 puntos
Kalinisan-- 5 puntos
Kabuuang Puntos 20





CONTEXTUALIZED LEARNING ACTIVITY SHEET IN PHYSICAL EDUCATION 8
QUARTER 4

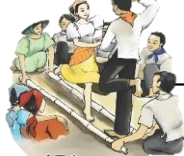
NAME: _____

GRADE/SECTION: _____

PHILIPPINE FOLK DANCES WITH ASIAN INFLUENCE

I.OBJECTIVE:

At the end of the lesson, you are expected to:
Describes the nature and background of the dance. (PE8RD-IVc-1)



II. LESSON DISCUSSION:

Binislakan (Social dance from Lingayen) is a Filipino folk dance performed with sticks known as bislak. The dance is used to commemorate the Chinese pirate, Limahong, who founded a kingdom in Lingayen, Pangasinan. **Binislakan**, meaning "with the use of sticks," imitates two chopsticks used by the Chinese for eating.



Pangalay (Social dance from Sulu) also known as Daling-Daling or Mengalai in Sabah, Malaysia. It is the traditional "fingernail" dance of the **Tausūg** people of the **Sulu Archipelago** and **Sabah**. This dance is the most distinctively Asian of all the Southern Philippine dances because dancers must have dexterity and flexibility of the shoulders, elbows, and wrists – movements that strongly resemble those of "**kontaw silat**," a martial art common in the Malay Archipelago. It is performed mainly during **weddings** or other festive events.

Sua-Ku-Sua (Courtship dance from Jolo, Sulu) or "my **Pomelo tree**" is a dance that likens the sua's gentle leaves, attractive fruits, its fragrance and slender body to that of a lady. Performed by couples, the Sua-Ku-Sua dancers make use of two white fans that are swayed, as if to signify the swaying of the leaves of the sua tree while singing along with the music in their rice powder-covered faces.



III. LEARNING ACTIVITIES:

Identification: Names the following folk dances below. Write your answer on the space provided. (Ibigay ang pangalan ng mga Folk dance na ipinapakita sa larawan. Isulat ang sagot sa patlang.)



1. _____



2. _____



3. _____

IV. EVALUATION

TRUE or FALSE: Write **TRUE** if the statement is correct and write **FALSE** if it is incorrect.
(Isulat ang **TAMA** kung ang pahayag ay tama at **MALI** kung ito ay hindi tama.)

- _____ 1. **Binislakan**, means "with the use of sticks"
- _____ 2. **Pangalay** is performed mainly during **weddings** or other festive events.
- _____ 3. **Sua-Ku Sua** is a courtship dance from **Jolo Sulu**



CONTEXTUALIZED LEARNING ACTIVITY SHEET IN HEALTH 8 QUARTER 4

Name: _____ Grade & Section: _____

THE DANGERS OF CIGARETTE SMOKING



I. OBJECTIVES:



At the end of the lesson, you are expected to:

1. Define cigarettes as a gateway drug. (H8S-Iva-27)
2. Identify the negative health impact of cigarette smoking. (H8S-IVb-c-29)

II. LESSON DISCUSSION:




CIGARETTE - a small roll of paper that is filled with cut tobacco.

TOBACCO SMOKE - a mixture of smoke and tar used for smoking.

1. **Main stream smoke** - smoke directly inhaled by the smokers.
2. **Side stream smoke** - smoke comes from lighted end part of the cigarettes.
3. **Third Hand smoke** - smoke left for a long time on sofa, beddings, pillow and other objects.

Negative Health Impact of Cigarette Smoking

3. increased risk of stroke and brain damage	1. high blood pressure
4. yellow teeth, tooth decay and bad breath	2. risk of heart disease
5. cancer of the nose, lip, tongue and mouth	



III. LEARNING ACTIVITIES

PRACTICE TASK 1: TRUE OR FALSE.

Write **TRUE** if the statement is correct and **FALSE** if the statement is incorrect. (Isulat ang **TAMA** kung ang pahayag ay tama at **MALI** kung ito ay hindi tama.)

- _____ 1. Nicotine is an ingredient of cigarettes that can lead to addiction.
- _____ 2. Cancer and heart disease are some of the diseases caused by cigarette smoking
- _____ 3. Secondhand smoke is more dangerous than Mainstream smoke.
- _____ 4. The longer cigarette smoke stays in the body, the more it causes damage to body parts.
- _____ 5. You can smoke for many years before you start to harm your lungs.

IV. EVALUATION

Choose the best practices by putting ✓ to avoid from using cigarette. (Piliin ang mga magagandang gawi o gawain sa pamamagitan ng paglagay ✓ sa patlang upang maiwasan ang paggamit ng sigarilyo.)

- _____ 1. Exercise regularly.
- _____ 2. Join with friends who are taking cigarettes.
- _____ 3. Allow minors to buy cigarette.
- _____ 4. Participate in sports activities.
- _____ 5. Keeping your hands busy like playing, gardening, etc.