



\*\*\*\*\*

## DEVELOPMENT AND EVALUATION OF CONTEXTUALIZED LEARNING MATERIALS FOR ENGLISH 3

**VENUS V. TUGUINAY**

Master of Arts in Teaching Major in Instructional Technology  
Nueva Vizcaya State University  
[venus.tuguinay@deped.gov.ph](mailto:venus.tuguinay@deped.gov.ph)

### ABSTRACT

This study utilized quantitative research design and descriptive method involving 14 Grade 3 teachers, master teachers, and school heads to determine the extent to which the developed contextualized material met the criteria in the evaluation of instructional materials. prescribed by DepEd, Data were gathered using the DepEd tool to assess the learning resource in terms of content, format, presentation, organization, accuracy and up-to datedness. Data gathered were treated statistically using mean to determine whether the contextualized reading resource passed or failed the criteria set by DepEd. The significant findings, the following conclusions are drawn, reading resources can be conceptualized through the use of pictures, videos, local printed materials, simulation, role playing, and other learning experience, the contextualized reading materials passed the criteria prescribed by DepEd, in terms of content, format, presentation and organization, and accuracy and up-to datedness. A significant difference surfaced in the evaluation of do the contextualized reading material along content between the teachers and the experts. In the light of the significant findings and conclusions of this study, the following recommendations are offered, Teachers encouraged to embark on the development of contextualized learning materials across subject

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
areas and grade levels. Although the developed contextualized materials have passed the criteria for the evaluation of contextualized learning materials, these need to enhanced in order to obtain the maximum points in each criterion. Teachers, master teachers, and school heads need to work closely together to discuss aspects in developing instructional materials considering assistance from experts in the field.

**Keywords:** *Contextualized learning materials in English 3, development evaluation, performance*



\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## INTRODUCTION

### Background of the Study

In the present globalized world, it is without doubt that the English language is more crucial than ever before. Research claims that English acts as the lingua franca or the common language for people from various countries and cultures across the globe. It serves as the dominant language in international business, travel and tourism, as well as cultural exchange. The English language is an effective tool for education and career advancement since it is the language of instruction in many parts of the world and used in specialized fields like science, technology, and medicine literature and is the dominant language in the internet and media.

English language learning involves five macro skills; namely listening a basic skill about hearing and perceiving the opinions of other people and absorbing facts derived from spoken words; speaking which is an essential form for self-expression, reading, referred to as the ability to recognize and understand printed words; writing which is also a fundamental tool for expressing one's ideas through cursive writing, printing, typing and viewing that refers to perceiving, examining, interpreting and constructing meaning from visual images, and is crucial in understanding print and non-print material. (Studocee, n.d).

Reading is one of, if not the most important skills that a child will ever master. Reading is the fundamental skill of mankind. Kodon (2017), reading is the process of deriving meaning through a goal and strategy based on the effective communication between the reader and the author where the reader configures the new information with his current knowledge in a convenient environment. It is an active process in which reading, analysis, and comprehend

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

takes place together. With reading the tiny world in which humans live is expanded to the vast universe and beyond. As earlier expressed by Dulnuan (2006), reading takes people into a world of act and intellect that is accessible only through the printed page and human art of writing. Reading opens a thousand doors to life; one may not be the teacher, the physician, the executive, the program analyst, the bar top notch, the scientist or anybody successful in his career or occupation, if not for the stuff called "Reading".

In academic research, the ability to critically engage with texts is paramount. One fundamental skill is making inferences drawing conclusions based on evidence and reasoning. According to the University of Louisville Libraries, inferences allow readers to draw conclusions based on evidence from the text or knowledge that you have," enabling a deeper understanding beyond the surface level.

Equally important is distinguishing fact from opinion. Critical reading involves recognizing the difference between objective information and subjective viewpoints. Tilburg University emphasizes that this skill is essential for reading texts more critically, as it helps in evaluating the reliability and bias of sources.

Furthermore, identifying cause and effect is crucial in research. Understanding the relationship between events or phenomena allows researchers to construct logical arguments and explanations. The University of New Mexico Core Writing OER Collection notes that cause-and-effect essays determine how phenomena are linked, often using phrases like as a result, because, and therefore to denote such relationships.

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

The 95 Percent Group (2024) added that the reading has lifelong benefits, besides knowing more information and understanding something more deeply, Reading helps a learner develop empathy and foster connection with his environment; improves critical thinking skills; build authentic vocabulary and enhances conversation skills, teaches social skills and allows for practice of universal experiences; strengthen cognitive processes ;helps to build background knowledge; can help lessen stress for all age groups; can improve sleep; can help to build and maintain memory ;strengthens writing skills, as well as language and communication skills; builds sturdier problem solving skills; and can provide a sense of support and belonging especially for those who might feel being discriminated.

It is lamentable to note, however that students at all levels of education have not acquired adequate reading skills. As early as 1990, statistics showed that 800 million people and even more, aged 15 in the whole world cannot read and write. This condition severely limits their ability to learn and communicate; suppresses their thinking ability that makes them rely on those who can, thus exposing them to the danger of being manipulated or exploited.

To date, one of the most common complaints of academicians, government and corporate leaders and responsible parents is still the deteriorating quality of students and even graduates ability to read and write proficiently, reason out correctly or distinguish between right and wrong, and to draw logical conclusion.

To concretize this point, the National Assessment of educational Progress (NAEP) (2023), released a report highlighting state average scores in reading. In general, between 21 and 50 percent of fourth grade pupils performed at or above the NEAP proficient level in

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
reading across the states, The national average reading scores at grades four and eight were lower compared to 2019 scores.

An international assessment of 15-year-old students' proficiency in reading, math, and science is carried out by the Organization for Economic Co-operation and Development (OECD) through the Programme for International Student Assessment (PISA). The Philippines participated in this assessment for the second time after its first appearance in 2018 with the release of the 2022 cycle in December 2023. The findings shed important information on the status of education in the Philippines, pointing out both areas of improvement and enduring difficulties.

Filipino students ranked 75th out of 81 countries with an average math score of 355 points. Compared to 353 points in 2018, this is a slight gain. While the average score in reading was 347 points, with 24% of students achieving Level 2 proficiency, just 16% of students attained at least Level 2 proficiency, which is much lower than the OECD average of 69%. Students received an average of 356 points in science, with 23% achieving Level 2 competency, which is better than the OECD average of 74%, even though it is an improvement from 340 points in 2018. This is still below the OECD average of 76% and is a minor drop from 357.

Approximately 36% of Filipino students were in the lowest socio-economic quintile. Despite these challenges, 12% of disadvantaged students scored in the top quarter of mathematics performance within the country, indicating instances of academic resilience. In response to these results, Senator Win Gatchalian emphasized the need for intensified learning

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*





recovery programs and the swift passage of the ARAL Program Act (Senate Bill No. 1604) to address pandemic-related learning loss. The Commission on Higher Education (CHED) also committed to collaborating with the Department of Education (DepEd) to analyze the findings and implement strategies to improve student performance in future assessments.

To address the biggest lingering challenge of basic education in the country, which in quality, specifically in the terms of students' learning outcomes, former DepED secretary Leonor M. Briones launched Sulong Edukalidad a rallying call for a national effort for quality basic education. This initiative for involves the following core components:

- 1) K to 12 curriculum review and update,
- 2) Improving the learning environment,
- 3) Teachers' upskilling and reskilling; and
- 4) Engagement of stakeholders for support and collaboration.

Briones stressed that "the Filipino learners in the center of Sulong Edukalidad. The first letters of the four pillars of Sulong Edukalidad form the word KITE, Sulong Edukalidad is our commitment to help our learners achieve their full potential for their kite of dreams to fly high through quality basic education for all. "(Official statement from DepEd, 2023).

In line with the actions of DepEd to current situations, this is supported by a study of Johnson (2019) which highlights the integration of authentic materials and real-world contexts into instructional design that can foster meaningful learning experiences and promote language acquisition. Similarly, the study by Martinez et al. (2020) emphasizes the role of culturally relevant pedagogy in validating students' identities and promoting linguistic diversity

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



in the classroom. In addition, informed by the literature on least mastered competencies in English, the development of contextualized learning resources will address specific language skills and concepts where learners have exhibited lower mastery. Utilizing assessments and performance data, educators will identify learning needs and design targeted intervention aimed at supporting student learning and growth. It must be emphasized, however that in realizing such goals, investigating the concerns that relate to the quantity and quality of teachers must be given impetus. This will have direct impact on s under-standing the future of civic engagement in global citizens, especially those coming from deprived, depressed, underprivileged, and underserved sectors, the National Research Agenda Teacher Education (NRATE) is aimed at implementing teacher education development initiatives, mindful of global and regional initiatives, but more importantly rooted in local realities-local needs yet are still connected to global aspirations – thus, the concept of glocal, Hence high quality of research in Philippine teacher education is in place. (NRATE, 2019-2023).

In remote, or the so-called "last-mile" schools like the Biyoy, Papalungan, Kakiduquen, Catarawan, and Pao Elementary Schools face numerous, challenges in implementing quality education development plans. One of their major concerns is the deteriorating proficiency in reading in English that is usually attributed to the scarcity of appropriate reading materials that meet their needs, interests, and are within the context of their local and cultural experience.

Against these conditions, the research proponent was encouraged to develop a contextualized material in reading for Grade 3, particularly in English, as this could improve

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*





\*\*\*\*\*  
learner engagement, understanding, and retention of content. (Jimenez, 2020). Additionally, the researcher intended to have learning material evaluated in terms of appropriateness, authenticity, comprehensibility, and usefulness, based on the research of Brown and Garcia, (2021). It is hoped that this study will narrow down the dearth of studies involving contextualized learning resource in Grade 3 reading in English, which is the grade level transitioning the reading level of students from the mother tongue to English as their second language.

The development and evaluation of contextualized learning materials in English 3 align with global and national educational priorities aimed at enhancing the quality and inclusivity of education. This initiative directly supports SDG 4: Quality Education, which emphasizes the need to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". By creating learning materials that reflect the local context, the project aims to improve literacy and numeracy skills among Filipino learners, ensuring that education is relevant and accessible. Aligned with DepEd's commitment to inclusive and equitable quality education, this project contributes to the agency's goals of recovering learning losses and rebuilding education systems to be more inclusive, relevant, and resilient. The development of contextualized materials is a step towards making education more responsive to the diverse needs of learners across the Philippines.

### Research Environment

The research was undertaken in the school district setting of Kasibu West within the Schools Division of Nueva Vizcaya. Situated on the eastern part of the province, the

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



municipality of Kasibu is characterized by its diverse educational landscape, comprising a total of 24 elementary schools. This geographic context offers a rich and diverse environment for the study, providing ample opportunities to explore the localization of teacher-made learning materials in English across multiple educational institutions.

By situating the research within the Kasibu West district of Schools Division of Nueva Vizcaya, the study gains access to a vibrant educational community with a shared commitment to student learning and development. This collaborative environment facilitates the exploration of localized learning materials in English and their alignment with recommended learning competencies, contributing to a deeper understanding of effective instructional practices within Grade 3 level.

Specifically, the schools in Kasibu West District were respondent -schools are the last mile schools Kakiduguen, Pao, Papalungan, Catarawan and Biyoy Elementary Schools. These schools were considered because of administrative and supervisory simulations because of the distance from other schools that deprive them of much needed support in terms of instructional materials and facilities.

### Respondents of the Study

The participants of this study consist of all Grade 3 learners enrolled in Kakiduguen, Pao, Papalungan, Biyoy and Catarawan Elementary Schools, Kasibu West District for School Year 2024-2025 as well as teachers in the district. This encompasses a diverse group of learners, totaling 111 individuals, comprising 50 male learners and 61 female learners. These

\*\*\*\*\*

#### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
learners typically are within the age from 8 to 10 years old, representing a critical stage where foundational skills in English language acquisition are developed.

In addition to the Grade 3 learners, the study also involved the Grade 3 teachers, master teachers, the school heads and district head who serve as respondents. These educators play a central role in the implementation of the curriculum and the creation of learning materials anchored to the needs of their learners. By including Grade 3 teacher as respondents, the study sought to make significant assessment on the development of the contextualized learning resources, specifically learning activity sheets.

The Grade 3 teachers, master teachers, school heads, and supervisors were invited to provide responses to the research instrument designed to evaluate the developed contextualized reading materials. These instruments include surveys and questionnaires tailored to elicit information about the acceptability and effectiveness of localized learning resources, as well as their perceptions of the degree of contextualization and alignment with learning competencies. By actively involving them in the research process, the study aims to gather comprehensive data that reflect the realities of classroom practice and inform future instructional decisions.

## Data Gathering Instruments

The research instruments that were employed in this study comprise three distinct tools tailored to capture various aspects of the research.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Evaluation Tool for Contextualized Learning Resources. This is prescribed by the Department of Education. It serves as a comprehensive framework for assessing the quality and efficacy of teacher-made learning materials. This tool encompasses criteria related to content, format, presentation and organization, and accuracy and update ness of information, providing a systematic approach to evaluating contextualized material. The scale below was utilized to indicate the extent to which the reading material meets the criteria.

Scale	Range	Qualitative Description
4	3.50-4.00	Very Satisfactory (VS)
3	2.50-3.49	Satisfactory (S)
2	1.50-2.49	Poor (P)
1	1.00-1.49	Not Satisfactory (NS)

To interpret the numerical data, each criterion or factor to given the minimum to maximum points required to indicate the extent to which it is met, either passed or failed.

#### Criteria

Content-Resource must score at least 21 points out of 28 points

Format-At least 54 points out of the maximum of 72 points

Presentation and organization- At least 15 points out of maximum of 20 points.

Accuracy and up-to datedness of information-24 out of 24

Forms 23 and 24. These are utilized by the Department of Education. This was employed to identify the least learned competencies among Grade 3 learners. These

\*\*\*\*\*

#### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



standardized assessment tools provide valuable data on student performance and achievement, highlighting areas of strength and areas requiring further attention within the curriculum. By analyzing the results of Forms 23 and 24, researchers can identify specific competencies that may benefit from enhanced localization efforts, guiding future instructional planning and resource development initiatives. Through these forms, the least learned competencies can be gathered.

## Data Gathering Procedure

To ensure the reliability and accuracy of the data collection process, the following steps and activities were undertaken:

First, the researcher prepared all the necessary research instruments, ensuring that they can effectively capture the targeted information and align them with the study objectives. The researcher adopted the evaluation tool used in the Department of Education, specifically the Schools Division Office of Nueva Vizcaya in quality assuring learning resources.

Next, the researcher sought formal approval to conduct the study from the Schools Division of Nueva Vizcaya, as well as the consent from the relevant district and school authorities. This ensures compliance with institutional regulations and ethical standards.

Prior to data collection, the researcher distributed waivers or letters of consent to the teachers involved in the study, outlining the purpose, procedures, and potential implications of their participation.

With all necessary approvals and consents in place, the researcher proceeded to administer the research instruments, adhering to established protocols and timelines. This

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



involved systematically gathering data from Grade 3 learners, teachers, master teachers, and schools' heads as well relevant administrative records.

Subsequently, the researcher embarked on the crucial task of data collection, analysis, and interpretation. This multifaceted process entailed organizing and synthesizing the collected data to discern meaningful patterns, insights, and trends relevant to the research objectives.

Upon completion of data analysis and interpretation, the researcher synthesized the findings into a comprehensive report, highlighting key observations, implications, and recommendations derived from the study's outcomes. In the conduct of the study, ethical considerations were observed in that the researcher followed the standard operating procedure of seeking the permission of concerned school authorities to conduct this study; getting the consent of the respondents to participate in this study; and ensured them that the results of this research are kept in strict confidentiality.

### Statistical Treatment of Data

Based on the statement of the problem, the statistical treatment of the study will involve both descriptive and inferential statistics to address the research questions effectively. Here's how the statistical treatment was outlined:

Mean and Standard Deviation. These was used to determine the least learned most essential learning competencies in English. It was also used to determine the respondents' level of evaluation of the developed contextualized learning material.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*





\*\*\*\*\*

Independent T-test, this was run to determine if significant difference exists in the evaluation of the developed contextualized reading resources between two sets of respondents and the master teachers and school heads combined.

All inferences were made using the 0.05 level of significance.

## RESULTS AND DISCUSSION

This chapter contains the data and their analysis and interpretation. To be logical in the presentation, the specific problems, and the statistical tool used to treat the data are stated, followed analysis and interpretation, with corresponding statements to support the findings.

### **Problem 1. What contextualized learning material could be developed to address the least mastered competencies in English for Grade 3?**

Initially, the proponent determined the least mastered learning competencies covered during the first quarter, namely, making inferences; distinguishing fact from opinion; identifying the effects based on a given cause.

Then, she searched for topics, materials, and activities which could be contextualized to address, the learners' deficiencies in Quarter 2.

The grid that follows outlines how Learning materials were conceptualized

Least	Mastered	Materials Used	Contextualized Text
Competencies			

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

1. Make Picture of Farmers It is rice planting time in Kasibu, many  
Inferences planting in the farmers go to the rice field to plant rice.  
and draw rice field They plant rice at early morning and  
conclusions late in the afternoon. They plant under  
based on the rain and even under the heat of the  
text sun.

What can you say about the farmers?

- 1.The farmers are hardworking.
- 2.The farmers are funny.
- 3.The farmers work is easy

2. Distinguish fact Video Machalet Water Falls is located in  
from opinion presentation Biyoy, Kasibu, Nueva Vizcaya, it is one  
about Machallet of the tourist spots in Nueva Vizcaya. It  
Falls is considered one of the tallest  
waterfalls here in Nueva Vizcaya. Many  
tourists visit the place. They think that  
it is the best place to relax and enjoy.

- 1.Which are the facts?
- 2.Which is an opinion?

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



3. Identify several Power point This is Jose. He is a Grade 3 pupil; he effects based on a Presentation has a small garden at their backyard. given cause He waters his plants every day, Plants need water to grow, fast, Look! His plants are growing fast. Soon, he will harvest some for food.

1. which is the cause?

2. which is the effect?

These are just examples of contextualized materials, other materials would include newspapers, graphic organizers, simulations or role playing. Contextualized reading materials must be within the ability level, interest, and needs of the students.

**Problem 2. What is the evaluation of the teachers and experts respondents on the developed contextualized learning material in terms of content, format, presentation and organization and accuracy and up-to datedness?**

To arrive at the answer to this question, the mean of each of the evaluation was computed, Results are displayed in Table 3.

Table 3.

Respondents Evaluation on the Developed Contextualized Learning Material

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Criteria	Mean and Qualitative Description				
	Teachers	Expert	Overall Mean	Mean	Level
		(MT/SH)			
Content	25.20	23.00	24.10	3.44	S
	passed	passed	passed		
Format	61.80	62.38	62.09	3.45	S
	passed	passed	passed		
Presentation and	17.00	16.50	16.75	3.35	S
Organization	passed	passed	passed		
Accuracy and up-to	24.00	24.00	24.00	4.00	VS
datedness	passed	passed	passed		

**Content.** It can be gleaned from table3 that in terms of the content of the developed contextualized learning material was evaluated by the teachers with a mean of 25.20, and the experts, composed of the master teachers and school heads gave 23.00, or an overall mean 24.10. Since the total points overall mean ranged between 21 to 28, the conceptualized material passed the criteria for the evaluation of instructional materials prescribed by DepED, in terms of content.

This could mean that the content of the contextualized learning material is suitable for the students' level of development. The material contributes to the achievement of specific objectives of the subject area and Grade level for which it is intended; the material provides

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry problem solving, and others; and the material is free of ideological, cultural, religious, racial, and gender bases and prejudices. Additionally, the material enhances the development of desirable traits and values such as pride in being a Filipino, scientific attitude and reasoning, desire for excellence, love for country, helpfulness, teamwork, cooperation, unity, desire to learn new things; ability to know right from wrong, respect, critical and creative thinking, productive work, honesty and trustworthiness, and many others.

According to Snow and Brinton (2017) content-based learning materials are based on subject matter core, uses authentic language and texts and is guided by learner needs. This means that the curriculum is based on a subject matter and communicative competencies are acquired in the context of learning about certain topics in that subject area.

**Format.** Meanwhile, format of the developed contextualized learning material obtained a mean of 61.80 from the teachers and 62.38 from the experts or an overall mean of 62.09. This could mean that the developed learning material passed the criteria for evaluation, since the mean falls within the range of 54 to 72 points.

Format was evaluated in terms of prints, illustrations, design and layout. and paper binding. In terms of prints, the evaluators stated that the size is appropriate to the intended user, spaces between letters and words facilitate reading, font is easy to reads and printing is of good quality without broken letters, has even density, correct alignment, and properly placed screen registration.

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

The respondents evaluated, the illustrations simple and easy to recognize, clarify, and supplement the text; are property labelled or captioned; are realistic and with appropriate colors, attractive and appealing; are relevant to culture.

Usog (2023) posited that the format learning materials is critical for the effective learning, as it impacts accessibility, engagement and comprehension A well-structured format assist learners in navigating content, understanding concepts, and retaining information, that ultimately lead to better learning, outcomes ,Usog (2023) explained in detail that in order to achieve accessibility and navigation, there must be clear, structuring and sequencing, the design must be user- friendly and accessible even for learners with disabilities; and a variety of formats, such as powerpoint presentation, interactive tutorials, videos and worksheets and exercises must be used.

**Presentation and Organization.** Another criterion is presentation and organization, which received an overall mean of 16.75 -17.00 from the teachers and 16:00 from the experts. This means that the points in beyond take minimum points of at least 15 points out of 20 points to pass the criterion. It could be inferred that the presentation of the developed learning material is engaging, interesting, and understandable; there is logical and smooth flow of ideas; vocabulary level is adapted to target readers' experience and level of understanding, length of sentences is suited to the comprehension level of the target readers, and sentences and, paragraph structured are varied and interesting to the target reader.

In Slideshare (2019) it was cited that effective presentation and consideration the alignment of materials with learning objectives, employing various formats, and logically

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*





\*\*\*\*\*  
structuring content for better comprehension and retention considering accessibility and engagement.

For the organization, LinkedIn (2023) offered the following tips; Start with a hook like a surprising fact, a relevant story a provocative question a striking statistic or a personnel anecdote. This leads to summarizing the main idea, and goal for the presentation; use simple outline on what the presentation covers, consisting of the introduction, body and conclusion., Organize the body of the presentation, presenting arguments and evidence to support, and using chronological order, problem – solution, cause-effect, compare-contrast order; and summarize and restate to remind the audience of what have been said, practice and revise the presentation.

**Accuracy and up-to datedness.** The last criterion in accuracy and up-to datedness of information, which the teachers evaluated the learning material with a mean of 24.0 and the experts evaluated it also with a mean of 24.0 or an overall mean of 24.0 .This means the evaluation passed this criterion, scoring 24 out of 24 points, which is a perfect score, It can be construed that the evaluation observed that the developed contextualized material had no conceptual and factual errors, grammatical errors, or computational errors, obsolete information, typographical and other minor errors such as inappropriate or unclear illustrations, missing labels or wrong captions.

It is worthy to note that the developed contextualized obtained perfect score in accuracy, which means that it possesses the quality of being true or real combined with being correct and exact. Nono (2024) affirms that truth is the reality behind facts, and facts are the

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

available data. Accuracy, on the other hand, ensures that the information is correct, without any mistake; something that is exact or precise. Information is viewed as accurate and true when the information can be found, in other reliable sources; the sources used for documentation are known to be generally reliable; the author of the information is known to have expertise on the subject, the presentation is free from logical fallacies or errors, and the meaning of the original work is kept in the work which quotes the original.

In contrast, Nono (2024) mentioned some indications that information may not be accurate and not true, it might be that the sources used known to be unreliable or highly biased, are inadequate or not existing; the quotations are taken out of context and given a different meaning, one or more logical fallacies are present.

Up-to datedness, meaning the currently or presently is part of accuracy, an information that is outdated or antiquated, or obsolete leads to misinformation or disinformation.

This finding conforms with the study of Rahmawati (2020) which revealed that the accuracy of learning material in Bahasa Indonesia textbook for the first grade of senior high school curriculum in 2013 had adequately met the standard requirements of the Board of National Educational standards for the accuracy of the textbook, However, the textbook had not provided a competency containing principles used by students to achieve their learning goals and understand the learning materials provided in order that the materials delivered can be well structured. Likewise, the examples provided in the text book are less relevant to the characteristics of diverse backgrounds and social statues contain the issues of ethnicity, religion, race, intergroup relations; and do not suit the students' needs.

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Likewise, Jabanera and Barrios (2024) developed instructional materials, consisting of various engaging activities and visual aids and had them validated through descriptive analysis, they found out that the developed instructional material to enhance reading comprehension level of the students was very highly acceptable in terms of content instructional quality, prints, design and layout, which contributed to the enhancement of the learners' reading comprehension from low to moderate level.

Similarly, Saquing (2025) uncovered that the intervention material prepared for kindergartners met the minimum standards, set by DepED and was valid for utilization. In addition, Martinez et al. (2021) examined the criteria used by educators to evaluate the quality of learning resources English language education. Factors such as appropriateness, authenticity, comprehensibility, and alignment with instructional standards were identified key considerations in assessing the effectiveness of the learning resources.

**Problem 3. Are there significant differences between the evaluation of the teachers and the expert respondents on the developed contextualized material?**

To come up with the answer to this question, the independent t-text was run, the result of which is exhibited in table 4.

It appears in table 4 of that the significant difference exists between the evaluation of the teachers and that of the experts on the contextualized material along content. The teachers gave a mean of 25.20 while the experts gave 23.00 making a difference of 2.20.

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

This mean the difference when subjected to the test of significance yielded a test computed t-value of 2.29 with a p-value of 0.048, which is lower than 0.05 significance level, therefore, the two sets of respondents differed significantly, on the evaluation of the content of the developed learning resource.

Table 4.

Summary of t-test Computation of the Difference between in the Evaluation of the two groups of Respondents on the Contextualized Learning Material Based on DepED Criteria

Criteria	Groupings	Mean	Computed t-value	p-value	Remarks
Content	Teachers	25.20	2.29	0.05	Significant
	Experts	23.00			
Format	Teachers	61.80	0.22	0.83	Not Significant
	Experts	62.38			
Presentation and Organization	Teachers	17.00	0.81	0.435	Not Significant
	Experts	16.50			
Accuracy and up to datedness	Teachers	24.00	0.00		Not Significant
	Experts				

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



This finding implies, that, the teachers' respondents who are Grade 3 teachers, have higher evaluation of the contextualized reading material than the experts, apparently because they are the ones directly involved in the classroom instruction. It could be that these teachers have been handling Grade 3 that have to be mastered, the least mastered competencies, and the strategies to address this challenge. They might have undergone some trainings on contextualization, where they have been informed of the criteria for contextualizing reading materials. In other words, the teacher respondents possess the essential competencies to be able to discern what instructional materials are appropriate and effective to student learning.

Relative to these statements, Tita (2023) maintained that teachers must possess four essential competencies;

Professional competence is a teacher's ability to manage the teaching and learning process, encompassing classroom management, mastery of the subject matter, teaching strategies, and teaching media support the ability drive learning. These skills are technical and directly relate to a teacher's performance, Pedagogical competence involves understanding students, designing implementing teaching and learning, evaluating learning outcomes, and developing students to realize their potential, Social competence which relates to behavior communication skills, general behavior and interaction with students, fellow teachers, education staff, parents, and the community and Personality competence is the ability to

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
reflect strong, stable, mature, wise and dignified personality such that they serve as role models for students and exhibit noble moral qualities.

On this note, Hasanodin and Arazo (2024) assessed the teaching competencies and Individual Performance Commitment and Review form (IPCRF) ratings of educators in the public schools in Balo-1 District of Lanao Lanao del Norte, Philippines, Result of the evaluation of teachers competencies and performance offered favorable perspective on the overall educational landscape, The robust competencies demonstrated in knowledge, skills and attitudes underscore a commitment to effective teaching practices, fostering a student - centered learning environment. The emphasis on real life samples, effective communication and continuous professional development reflects a dynamic teaching approach that contributes to a positive and engaging educational atmosphere.

Meanwhile, the experts composed of master teachers and school heads gave a lower mean point, although the points given were sufficient to pass the criteria for evaluation. It can be inferred that the experts also possess instructional competencies to oversee effective classroom instruction, more importantly, student learning outcomes. However, the master teachers are designated to observe other teachers and to do other administrative tasks and voluminous work. Thus, they are not focused on instructional needs of teachers and students. Besides the master teachers, might not be Grade 3 teachers, so they do not have actual experience in teaching in that grade level.

Such is also the ease of school heads, their main function is to manage the school, so they have many things to attend to, besides classroom observation, Therefore, they have the

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*





tendency to supervise teachers relative to their instructional performance, but may not have ample time to look into instructional materials such as workbooks, activity sheets, and the like. Nevertheless, school heads, as instructional leaders should allot time to look into instructional materials development, which is regarded as a significant aspect of instruction.

In this connection, Brolund (2016) explained that instructional leadership is a model of school leadership, wherein a principal or school head works with teachers to provide support and guidance in establishing practices in teaching. As instructional leaders, they communicate with their staff and together set clear goals in relation to student achievement. Through instructional leadership skills demonstrated by principals and school heads, teachers are supported by means of coaching as well as being provided with of opportunities for professional development. Simply put, the goal of instructional leadership in for the principal/school-head to work closely with teachers in order to level up student achievement. The study of Battad (2024) was focused on the instructional leadership skills of school heads and their relation self-efficacy of elementary teachers in Castillejos District, Division of Zambales. It emerged that overall, the teachers' perceptions of their school heads instructional leadership skills in terms of being resource provider, instructional resources communicators; and mobile leaders. Likewise, the study found that instructional leadership skills of principals and school heads significant correlate with teachers' self-efficacy.

Meanwhile, the teachers' evaluation of the conceptualized learning materials along format; was pegged at 61.80, 61.80, while the experts evaluation was worked at 62.33 or a mean difference of 0.53, After testing for significance, it resulted to a t-value of 0.22, which

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
has a corresponding p-value of 8.28, This is much higher than the significance level of, 0.05 suggesting that the teachers evaluation of the format of the contextualized reading material differ significantly with the evaluation of the experts. This could mean that the two sets of respondents conform that the format of the contextualized material has passed the criteria.

Similarly, the teachers evaluated the presentation and organization of the conceptualized reading material with a mean of 17,00, while the experts gave this criterion 16.50 or a mean difference 0.50. When submitted to test for significance, it yielded computed t-value of 0.812, and p-value of 0.435, which is higher than 0.05 level of significance. This means that there is no significant difference between the teachers' evaluation and the experts' evaluation of the presentation and organization of the developed instructional material. Both sets of respondents agree that this criterion passed the requirement for conceptualized learning materials based on DepEd standards.

Table 3 also reflects that in terms of accuracy and up-to datedness, both the teachers and the experts assessed this criterion with the same points of 24. There is no difference since the score are exactly the same. It can be construed that the teacher respondents and the expert respondents are consensus with the accuracy and up- to datedness of the reading material.

The non-significant difference in the evaluation of the format, presentation and organization, and accuracy and up- to datedness implies that there are other indicators these criteria that were not considered, which is included could cause significant difference.

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## CONCLUSIONS

Premised on the aforecited significant findings, the following conclusions are drawn,

1. Reading resources can be contextualized through the use of pictures, videos, local printed materials, PowerPoint presentation, simulation, role playing.

2. The conceptualized reading materials passed the criteria prescribed by DepEd, in terms of content, format, presentation and organization, and accuracy and up-to datedness.

3. Significant difference surfaced in the evaluation of do the conceptualized reading material along content between the teachers and the experts.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



## REFERENCES

- Abad, D.J. (2020). Designing a contextualized and culture-based reading material for indigenous learners. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 17(1).
- Agravante, N., & Coronel, R. (2019). R.E.A.P as a tool in mastering least mastered competencies. *Asia Journal of Multidisciplinary Research Abstracts*, 3(214).
- Bartasa, L. (2024). Questing academic progress and intervention needs in English learning competencies of Grades 3 learners. DOI: 10.6084/m9.figshare.25866727
- Battad, J. (2024). Instructional leadership skills of school heads and its relation to the self-efficacy of elementary teachers in Castillejas District. *International Journal of Multidisciplinary Applied Business and Education Research*, 5(8).
- Bonganciso, R. (2016). Effects of contextualization of the reading comprehension performance of Filipino learners. *ResearchGate.net*.
- Brown, A., & Garcia, B. (2020). Formative assessment of learning resources in English language education. *Journal of Educational Research*, 48(2), 210–225.
- Brown, A., & Garcia, B. (2021). Formative assessment of learning resources in English language education. *Journal of Educational Research*, 48(2), 210–225.
- Brolund, L. (2016). Student success through instructional leadership. *BU Journal of Graduate Studies in Education*, 8(2).
- Bui, S. (2024). Evaluation of instructional materials in 2024; 9 key aspects. <https://flearning.studio>

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



Clark, J. (2019). Enhancing English language learning through authentic materials. *Journal of*

*English Language Teaching*, 25(2), 87–102.

Dulnuan, R. (2006). The Nation's Report Card (2023). NAEP reading state average scores.

<https://www.nationreportcard.gov>.

Garcia, A., & Hernandez, M. (2018). Longitudinal analysis of student performance data in

English language education. *Language Education Research*, 38(3), 321–335.

Garcia, A., & Hernandez, M. (2018). Longitudinal analysis of student performance data in

English language education: Insights for targeted intervention and support. *Language*

*Education Research*, 38(3), 321–335.

Haranodin, H., & Arazo, V. (2024). Competencies and performance of teachers in Balo District.

*Prych Educ*, 20(4):93. <https://scimatic.org>

Hepler, R. (n.d.). Instructional materials in teaching / types and examples. <https://study.com>

Jabanera, K., & Barrios, R. (2024). Pupils' reading comprehension: Basis for the development

of reading instructional material. *Industry and Academic Research Review*, 5(1).

<https://doi.org/10.539/8/iarr.924130>

Jeta, B. (2023). Four competencies every teacher should have. *Universitas Stekom Terbaik*.

<https://stekom.ac.id>

Johnson, E. (2019). Integrating authentic materials into instructional design: A pathway to

meaningful language learning. *Journal of Language Education*, 25(2), 87–102.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
Johnson, E., & Smith, L. (2019). Data-driven approaches to identifying least learned competencies in English language education. *Educational Assessment*, 42(4), 451–467.

Johnson, E., & Smith, L. (2021). Longitudinal evaluation of learning resources in English language education. *Educational Evaluation and Policy Analysis*, 44(2), 187.

Juimur, H., & Chemiver, B. (2015). Availability and use of instructional materials in teaching of conflict and conflict resolution in primary schools in Nandi North District, Kenya.

Labaguis, D. (2023). Contextualization and localization of learning resources. SlideShare.net.

Lee, S. (2020). Personalized interventions for addressing learning gaps in English language proficiency. *Journal of Language Education*, 35(1), 110–125.

Llego, M. (2022). Most essential learning competencies (MELCs) for school year 2022–2023. <https://www.teacherph.com>

Linkedin (2023). How do you organize your presentation so your audience can follow and remember it? <https://www.linkedin.com>

Lu, B. J. (2024). Literacy important for PH development. *Fresh Viewpoints: A New Perspective*, News Agency.

Manlapaz, R., & Devina, M. (2022). Contextualized based learning materials: An evaluation to enhance the reading comprehension of the Grade 7 students during the COVID-19 pandemic. *ResearchGate.net*

Martinez, R. (2018). Culturally relevant pedagogy in English language education. *Cultural Diversity in Education*, 29(2), 187–203.

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*





\*\*\*\*\*  
Martinez, R. (2020). Culturally relevant pedagogy in English language education: Promoting

linguistic diversity and inclusivity. *Cultural Diversity in Education*, 29(2), 187–203.

Martinez, S. (2021). Enhancing English language learning through contextualized resources:

A collaborative approach. *Educational Psychology Review*, 28(2), 187–203.

Martinez, S. (2021). Evaluation criteria for learning resources in English language education.

*Educational Technology Research and Development*, 37(3), 321–335.

National Research Agenda for Steller Education (2019–2023). Version October 2018.

Nguyen, H., & Tran, T. (2019). Teacher professional development in implementing

interventions for English language learners. *Teacher Education Quarterly*, 45(3), 275–

290.

Nono, Y. (2024). Truthfulness and accuracy PowerPoint presentation.

<https://www.slideshare.net>

Nordquist, R. (2019). A guide to deep reading. <https://www.thoughtco.com>

Ormrod, J. E. (2020). *Educational Psychology: Developing Learners* (9th ed.). Pearson.

Panao, N. (2018). Effectiveness of contextualized reading materials to the performance of

Grade 7 students in Filipino. JAMS Publisher.

Pimentel, C. (2025). Contextualized reading intervention material (CRIM) for Grade 7 learners.

*Cognizance Journal of Multidisciplinary Studies*, 5(2). <https://cognizancejournal.com>

Redondo, J., & Catapang, R. (2024). Contextualized interactive video as a reading tool for

daycare pupils of selected barangays in Manila City amidst COVID-19. *Journal of*

*Electronic Systems*, 2024: 1720–1728.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



Richards, J. C. (2018). Curriculum Development in Language Teaching (3rd ed.). Cambridge

University Press.

Saquing, C. (2025). Development and evaluation of Marungko-based reading intervention material for kindergarten learners. *Journal of Interdisciplinary Perspectives*, 3(1).

Sambayon, I., & Bayron, Q. (2028). Effectiveness of contextualized learning materials in improving the reading skills and comprehension of the students. DOI: 10.5281/zenodo.7702258

Sambayon, J., Lucenara, D., Lucenara, C., & Bayron, Q. (2023). Effectiveness of contextualized learning materials in improving the reading skills and comprehension level of the students. *Psychology Education*, 7, 435–444.

Searin, J., & Bentula, L. (2022). Least mastered competencies in reading and writing of Grade 11 learners: Basis for classroom enhancement activities. *International Journal of Research Publication and Reviews*.

Secretary Briones speech during the launching of Sulong Edukalidad. (2023). Official statement, DepEd. <https://www.deped.gov.ph>

Slideshare (2013). Accuracy vs fluency. <https://www.slideshare.net>

Slideshare (2019). Presentation on preparation of instructional materials. <https://www.slideshare.net>

Snow, M., & Brinton, M. (Eds.) (2017). *The Content-Based Classroom: New Perspectives on Integrating Language and Content* (2nd ed.). University of Michigan Press.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Studocu (n.d.). Macro skills teaching: What are the macro skills in English?

<https://www.studocu.com>

Zalun (2023), dealt with the significance of MELCs as a guide for curriculum and instruction.



\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*