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**THE DEVELOPED CONTEXTUALIZED INSTRUCTIONAL MATERIAL  
IN GRADE 9 ECONOMICS**

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**ABSTRACT**

The main thrust of this study was to develop and validate contextualized instructional material in Grade 9 Economics. This study followed the design and development research method. The respondents of the study, who were chosen through simple stratified random sampling technique, were 70 Grade 9 learners from Tanauan City Integrated High School, and 25 Araling Panlipunan secondary teachers from North and East District of the City Schools Division of Tanauan.

Using a four-point Likert Scale, simple mean, and t-test for independent samples, the findings revealed that the developed contextualized instructional material in Grade 9 Economics based on the assessment of the Araling Panlipunan teachers in terms of objectives, directions, topics, and practical exercises were all highly valid. Meanwhile, the level of acceptability of the developed contextualized instructional material in Grade 9 Economics was also highly accepted based on the assessment of the Araling Panlipunan teachers in terms of clarity, usefulness, presentation, and suitability. There was a significant difference in the academic performance level of the learners comparing the mean scores of the learners during the pretest and posttest.

It can be concluded that the developed contextualized instructional material in Grade 9 Economics evidently increased the acquisition of learning of Grade 9 learners based on the difference in their performance in the pretest and posttest. Thus, this is effective and acceptable for use as supplementary instructional material in teaching Araling Panlipunan-Economics.

**Keywords:** developed, contextualized, instructional material, Economics, Academic Performance

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## INTRODUCTION

The primary aim of teaching is to provide effective instruction to learners, thus teachers do need to devise and prepare appropriate instructional materials before presenting their topic to the class. Instructional materials are primary tools teachers use to achieve desired learning objectives, these also help learners concretize the learning experience, making learning more enjoyable, meaningful, interesting, and interactive. Furthermore, the use of instructional materials also promotes understanding the concept, making lessons more realistic and practical. However, there are still some subject areas that are viewed by learners as difficult to understand or not interesting.

The Official Gazette's column on R.A. 10533 or the Enhanced Basic Education Act of 2013 stated that an effective system of basic education must strive to produce functional basic education system, should adhere to develop a creative, productive, and accountable people who are prepared with necessary skills, abilities, and moral values for lifelong knowledge and employment. Moreover, the curriculum standard and principles will be contextualized worldwide as well as culture-delicate. Also, the educational program will be adequately adjustable to encourage schools and permit them in restricting, indigenizing, and improving their learning considering their individual informative and group environment. With this, the construction of contextualized instructional materials shall be empowered.

Teaching Social Studies is still a challenging role for teachers today knowing that most learners perceived this subject as boring—purely discussion and memorization of important dates and persons. For this reason, teaching Social Studies will be more interactive and productive when there are available, sufficient, and strategically designed instructional materials suited for diverse learners. Dahar (as cited in Laylo, 2018), described “developing instructional materials play a fundamental part in the teaching learning process and it has a strong relationship with academic performance of the students.” Likewise, educators should also consider the socio-cultural background of learners to be able to give solutions for the different needs of learners.

Instructional materials are vital in the teaching and educational experience. Consequently, localizing IMs may increase the academic performance of learners. It can be of help knowing that the result of the National Achievement Test (NAT) is continuously declining. The Grade 6 and Grade 10 NAT Results for 2017 and 2018 are 39.95 and 37.44, and 44.09 and 44.59 respectively.

Social Studies teachers encountered lots of problems such as learners' lack of interest or they prefer to study the four other subjects namely Filipino, English, Science, and Mathematics. Social Studies consists of four disciplines: Economics, History, Geography, and Civics. Additionally, the National Council for Social Studies indicated that the main purpose of social studies is to help young individuals by fostering the ability to make wise decisions for the public good as citizens of a socially different but democratic country. Every discipline is supposed to promote civic awareness and Economics is not excluded. Economics tackles the concept of economy,

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microeconomics, macroeconomics, and is supposed to equip learners with economic knowledge, skills, and attitudes adequate to make better decisions in the future.

Similarly, Adams (2019) cited that a good economic education held enormous potential for the creation of a more democratic society and a citizenry that was more informed and empowered to make decisions and initiate change.

As it is, Economics prepares learners to become critically aware locally and globally and fosters the capacity to go with the right and sound choices that everyone must have for the greater good of society. Even so, learners view Economics as vague or not connected to the previous Social Studies discipline. Furthermore, deeper understanding and analysis of situational problems are tackled in Economics, in which learners find it hard to give answers or solutions. Press Readers: "Making the Teaching of Araling Panlipunan Interesting" also cited that content is highly objective that it should be taught in a precise and thorough manner.

In reality, almost everything people do in life, every decision they make involves Economics. From the management of scarce resources to satisfaction of unlimited needs and wants. For diverse learners to fully recognize this, the use of contextualized instructional materials is really needed. Likewise, the context of safeguarding the culture and customs of the local area is the most effective way to promote civic competence and yield positive teaching. In light of this, the researcher pursued to develop instructional materials in Grade 9 Economics for students in Tanauan City Integrated High School of the City Schools Division of Tanauan. The result can be useful not only in the said cluster but to the whole division.

## METHODS

The study used Design and Development Research Method and treated the data quantitatively. This design was used to determine the validity and acceptability of the developed Contextualized Instructional Material in Grade 9 Economics. The data used in the assessment came from Tanauan City Integrated High School of Tanauan City Division. TCIHS is the largest school in the division. Furthermore, enrolled learners were from different barangays in the City of Tanauan and the neighboring City of Sto. Tomas. Thus, sections are mostly heterogeneous classes.

The developed Contextualized Instructional Material in Grade 9 Economics includes the following topic: "Kahulugan at Kahalagahan ng Ekonomiks"; "Iba't Ibang Sistemang Pang-Ekonomiya"; "Produksyon"; "Mga Salik na Nakakaapekto sa Pagkonsumo at Karapatan at Tungkulin ng mga Mamimili"

In validating the instructional materials for Grade 9 Economics, the researcher utilized a standardized questionnaire for experts' evaluation which was composed of two parts. Part 1 assessed the validity of the instructional materials for Grade 9 Araling Panlipunan-Economics

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based on objective, topics, direction, and exercise. Part 2 assessed the acceptability of the instructional materials for Araling Panlipunan 9 in terms of clarity, suitability, usability, and efficiency. The utilized standardized questionnaire was adapted instrument from a study made by Mariano (2019). The Cronbach Alpha coefficient results of the instrument was 0.940 for validity and 0.884 for acceptability. To interpret the assessment of the respondents, the four-point Likert scale was applied and interpreted. (Highly Valid/highly acceptable – 4; Valid/Acceptable- 3; Slightly Valid/ Slightly Acceptable- 2; Not Valid/ Not Acceptable- 1). Meanwhile, the student-respondents were given a pretest and a posttest to see their levels of proficiency before and after the used of the materials. It was encoded using the following scale: Outstanding (90-100); Very Satisfactory (85-89); Satisfactory (80-84); Fairly Satisfactory (75-79); Did not meet Expectations (below 75).

A letter was sent to the Office of the Schools Division Superintendent in the City Schools Division of Tanauan asking for the division’s permission for the researcher to collect required data from the respondents. When the endorsement letter from the office of the superintendent was received, the researcher sought permission from the school heads. Needed data from the respondents were gathered by distributing the softcopy of the development and validation sheet, Araling Panlipunan 9 First Quarter module, pretest and posttest to the school heads’ official email address or messenger account. Moreover, hard copies were also provided and distributed.

With the expertise of the statistician, data collected were tabulated, analyzed, and interpreted. Mean was used to determine the level of validity and level of acceptability of the developed contextualized instructional material in Grade 9 Economics. The t-test was used to determine if there is significant difference on the performance of Grade 9 learners in their pretest and posttest.

## RESULTS AND DISCUSSION

Discussion of the content validity and acceptability of the developed Contextualized Instructional Material in Grade 9 Economics is presented in the following tables and textual presentations:

**Table 1.1.1**

*Level of Validity of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Objectives*

Indicators in terms of Objectives	$\bar{X}$	VI
1. Relevant to the topics in Grade 9.	3.92	HV
2. Specific and clearly stated.	3.80	HV

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3. Measurable, attainable, and result-oriented.	3.84	HV
4. Well-planned, formulated, and organized.	3.76	HV
5. Time bound.	3.72	HV

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<b>GENERAL ASSESSMENT</b>	<b>3.81</b>	<b>HV</b>
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Legend: 3.25 – 4.00 Highly Valid (HV) 1.75 – 2.49 Slightly Valid (SV) 2.50 – 3.24 Valid (V) 1.00 – 1.74 Not Valid (NV)

Table 1.1.1 showed the level of validity of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Objectives. The general assessment was 3.81 which was verbally interpreted as Highly Valid. All indicators were verbally interpreted as Highly Valid. Furthermore, the indicator “Relevant to the topics in Grade 9” had the highest computed mean of 3.92 while the indicator “Time bound” had the lowest computed mean of 3.72 which was also Highly Valid.

It implies that the objectives are relevant to the topic and are aligned with the most essential learning competencies. Learning objectives are used to direct learners as they go through the class, and to evaluate their educational progress. In addition, exceptional objectives serve as a guide to learners upon examining the materials and getting ready for evaluations. Lastly, learning objectives are the most effective if they are specific, actionable, clearly stated, and measurable.

Contextualization was an instructional innovation that was developed at the turn of the 21st century. Montalbo and Villanueva (2020), defined contextualization as something related to the local environment, such as home, community, or workplace; contextualizing means creating a connection between the lessons taught in the classroom and what was happening in the real world outside. In this approach, the learners were given an “experience” of the lesson, not just pure thinking and imagination while seated in the classroom. In addition, Andriotis (2016) mentioned that contextualizing can significantly support teaching and learning results. Thus, learners were expected to easily relate to the lesson, understand it better, and remember it more.

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**Table 1.1.2**

*Level of Validity of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Directions*

<b>Indicators in terms of Directions</b>	<b><math>\bar{X}</math></b>	<b>VI</b>
1. Simple and clear.	3.84	HV
2. Easy to follow.	3.84	HV
3. Properly sequenced.	3.56	HV
4. Can be done independently.	3.40	HV
<b>GENERAL ASSESSMENT</b>	<b>3.66</b>	<b>HV</b>

Legend: 3.25 – 4.00 Highly Valid (HV)    1.75 – 2.49 Slightly Valid (SV)    2.50 – 3.24 Valid (V)  
1.00 – 1.74 Not Valid (NV)

As shown in Table 1.1.2, the general assessment of the level of validity of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Directions was 3.66 which was verbally interpreted as Highly Valid. All indicators were verbally interpreted as Highly Valid. Moreover, the indicators "Simple and clear" and "Easy to follow" had the highest computed mean of 3.84 while the indicator "Can be done independently" had the lowest computed mean of 3.40 which was also Highly Valid.

It can be concluded that the Developed Contextualized Instructional Materials in Grade 9 Economics in terms of Direction has high validity. Based on the results, the directions in contextualized instructional materials are simple and clear. Moreover, directions are easy to follow because the researcher considered the level of the learners. Instruction is a crucial element of any scholastic endeavor. The guide that indicates what students should do is the learning objective, and their progress is measured through assessment, but effective instruction influences the learning journey.

In a similar study of Utami, et al. (2016), quoted that educational advancement should likewise be intended to give the amplest conceivable opportunity for growth for learners in fostering the capacity to act, know, get gifted, and act. Henceforth, learners were roused to enhance growth opportunities that increment learning for improved results.

**Table 1.1.3**

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*Level of Validity of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Topics*

<b>Indicators in terms of Topics</b>	$\bar{x}$	<b>VI</b>
1. Sequenced according to Curriculum Guide.	3.92	HV
2. Logically presented.	3.64	HV
3. Address the learners' needs.	3.64	HV
4. With background and concepts.	3.76	HV
<b>GENERAL ASSESSMENT</b>	<b>3.74</b>	<b>HV</b>

Legend: 3.25 – 4.00 Highly Valid (HV)      1.75 – 2.49 Slightly Valid (SV)      2.50 – 3.24 Valid (V)  
1.00 – 1.74 Not Valid (NV)

Table 1.1.3 shows the level of validity of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Topics. The general assessment was 3.74 which was verbally interpreted as Highly Valid. All indicators were verbally interpreted as Highly Valid. Furthermore, the indicator "Sequenced according to Curriculum Guide" had the highest computed mean of 3.92 while the indicators "Logically presented" and "Address the learners' needs" both had the lowest computed mean of 3.64.

It implies that the Developed Contextualized Instructional Material in Grade 9 Economics has high validity in terms of Topic. The topics included in the contextualized instructional materials are aligned to the present curriculum and topics are the most essential learning competencies. Educational materials give the core information that learners will have insight, learn, and apply these insights during the class. Hence, such materials should be meticulously arranged, chose, coordinated, refined, and utilized in a course for most extreme impact. In the preparation and choice of informative materials both the broadness and profundity of content should be considered, so students' learning will be upgraded.

As stated in the study by Espiritu and Ogerio (2020), Economics was one of the subjects that learners took seriously during high school. Although Economics explored the daily activities of people and the right decision-making, when the lessons and activities were discussed in a foreign language, understanding the terms and meanings of words was quite difficult for junior high school learners. Thus, the emergence of the contextualized and localized curriculum was needed.

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**Table 1.1.4**

*Level of Validity of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Practical Exercises*

<b>Indicators in terms of Practical Exercises</b>	<b><math>\bar{X}</math></b>	<b>VI</b>
1. In consonance with the objectives.	3.92	HV
2. Appropriate to learners' abilities.	3.72	HV
3. Adequate to enhance learners' comprehension and reading skills.	3.40	HV
4. Sufficient to determine the mastery level of learners	3.32	HV
5. Stimulate higher-order thinking skills.	3.68	HV
<b>GENERAL ASSESSMENT</b>	<b>3.61</b>	<b>HV</b>

Legend: 3.25 – 4.00 Highly Valid (HV)    1.75 – 2.49 Slightly Valid (SV)    2.50 – 3.24 Valid (V)  
1.00 – 1.74 Not Valid (NV)

As shown in Table 1.1.4, the general assessment on level of validity of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Practical Exercises was 3.61 which was verbally interpreted as Highly Valid. All indicators were verbally interpreted as Highly Valid. Moreover, the indicator "In consonance with the objectives" had the highest computed mean of 3.92 while the indicator "Sufficient to determine the mastery level of learners" had the least computed mean of 3.32 and still highly valid.

It can be concluded that the Developed Contextualized Instructional Materials in Grade 9 Economics in terms of Practical Exercises has high validity. The indicator "in consonance with the objectives" has the highest mean which implies that the exercises crafted in the contextualized instructional materials are appropriate to the topic and learners' abilities. While "sufficient to determine the mastery level of learners" has the lowest mean since exercises in the instructional materials would not suffice mastery of the lesson alone. Educational materials urge learners to use higher-order thinking abilities and to become educated leaders, to practice opportunity of thought, and to make autonomous decisions through assessment of applicable information, proof, and contrasting perspectives.

In the study of Hasibuan (2019) he stated that the development and validation of learning materials should be practical and effective to improve the problem-solving skills and learning independence of the learners.

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**Table 1.2.1**

*Level of Acceptability of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Clarity*

<b>Indicators in terms of Clarity</b>	<b><math>\bar{X}</math></b>	<b>VI</b>
1. Information is clear and simple.	3.85	HA
2. Language used is clear and easy to understand.	3.84	HA
3. The concepts for each activity are re-arranged logically and ensure that there is no duplication.	3.56	HA
4. Information suits learners' interests.	3.44	HA
<b>GENERAL ASSESSMENT</b>	<b>3.67</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Accepted (HA) 1.75 – 2.49 Slightly Accepted (SA) 2.50 – 3.24 Accepted (A)  
1.00 – 1.74 Not Accepted (NA)

Table 1.2.1 shows the level of acceptability of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Clarity. The general assessment was 3.67 which was verbally interpreted as Highly Accepted. All indicators were verbally interpreted as Highly Accepted. Furthermore, the indicator "Information is clear and simple" had the highest computed mean while the indicator "Information suits learners' interest" computed mean was 3.44, still Highly Accepted.

It implies that the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Clarity was highly accepted based on the assessment of teachers teaching the same subject. The contextualized instructional material is clear, simple and can be easily understood by the learners. Moreover, the information in the contextualized instructional materials stimulates learners' interest. Instructional materials are essential tools in learning and it also permits the learners to express their ideas with symbols, words, and images in manners that foster their capacities in thinking, talking, listening, composing, utilizing media, reading, solving, and innovation.

Kelly (2017) shared that the teachers should make sure to address the requirements of the curriculum and the opportunity to plan ways to address those needs. Instructional or learning materials as mentioned by Lewis (as cited in Lorbis, 2019), referred to a selection of teaching materials that teachers used in teaching inside the classroom. These can be games, videos, flashcards, project supplies, and many more. Instructional materials were extremely fundamental

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in conveying directions since they helped the teaching and learning process. Moreover, students turned out to be more charmed and energized by the perception or assumption that they have materials to use to acquire knowledge. Educational material must also be aligned to the degree of progress of understanding to match the degree of cognizance.

**Table 1.2.2**

*Level of Acceptability of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Usefulness*

Indicators in terms of Usefulness	$\bar{X}$	VI
1. The material prepares the learners to think logically and critically.	3.80	HA
2. The concepts in the material are simple and comprehensible.	3.80	HA
3. The material helps the students master the topics at their own pace.	3.80	HA
4. The material provides an opportunity for the development	3.84	HA
5. The learning contents provide adequate information on the topics presented	3.72	HA
6. The material motivates learners to become actively involved in the learning activities	3.72	HA
7. The material stimulates the learners to intellectual activities which help them master the least learned competencies	3.48	HA
8. The activities seek to relate new concepts from previous learning.	3.72	HA
<b>GENERAL ASSESSMENT</b>	<b>3.74</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Accepted (HA)    1.75 – 2.49 Slightly Accepted (SA)    2.50 – 3.24 Accepted (A)  
1.00 – 1.74 Not Accepted (NA)

As shown in Table 1.2.2, the general assessment of the level of acceptability of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Usefulness was 3.74 which was verbally interpreted as Highly Accepted. All indicators were verbally interpreted as Highly Accepted. Moreover, the indicator “The material provides an opportunity for development” had the highest computed mean of 3.84 while the indicator “The material

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stimulates the learners to intellectual activities which help them master the least learned competencies” had the lowest computed mean of 3.48.

It can be concluded that the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Usefulness is highly accepted. The indicators “The material provides an opportunity for development; The material prepares the learners to think rationally and reasonably; and the ideas in the material are simple and comprehensible” only conveys that the developed instructional material help learners enrich their higher order thinking skills. Educational material is an aid created or gained to help or work with educators in communicating, arranging information, abilities, organizing knowledge and attitudes of the learners within an instructional place. Thus, instructional material was irreplaceable material in the teaching and learning process.

Additionally, localization helped learners with fostering the knowledge, abilities, and traits of good citizens by recognizing and following up on concerns and matters that involve the people in their community. In the study by Macarubbo (2018), he said that the promotion of localized materials empowered the importance of neighborhood, social and socio-economic context. Therefore, the localization of material allowed learning to become meaningful and purposeful.

**Table 1.2.3**

*Level of Acceptability of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Presentation*

<b>Indicators in terms of Presentation</b>	<b><math>\bar{X}</math></b>	<b>VI</b>
1. Topics are presented in logical and sequential order.	3.68	HA
2. The direction is concise, readable, and easy to follow.	3.88	HA
3. The topics fit the learners’ needs	3.80	HA
4. The presentation of each lesson is attractive and interesting.	3.36	HA
<b>GENERAL ASSESSMENT</b>	<b>3.68</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Accepted (HA)    1.75 – 2.49 Slightly Accepted (SA)    2.50 – 3.24 Accepted (A)  
1.00 – 1.74 Not Accepted (NA)

As shown in Table 1.2.3 the level of acceptability of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Presentation was highly accepted. The general assessment was 3.68 which was verbally interpreted as Highly Accepted. All indicators were verbally interpreted as Highly Accepted. Furthermore, the indicator “The direction is concise,

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readable, and easy to follow” had the highest computed mean of 3.88 while the indicator “The presentation of each lesson is attractive and interesting” had the lowest computed mean of 3.36.

It implies that the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Presentation is highly accepted based on the assessment of teachers teaching the same subject. The use of educational tools stimulates learning, the learners are able to develop abilities to synthesize, analyze, and utilize the information in sequential order based on what should be established. Learners’ logical thinking and creative reasoning are enhanced because the active role of learners in the learning process is allowed by the teachers.

International Institute for Educational Planning (2018) stated that instructional materials were solid vehicles for helping the learning of students. It depended on the guidelines set by the educational program that connected disciplines with huge thoughts and ideas was a result of study. A few contemplations were given in making learning materials like linkage with learning results, content, fittingness, access and capacity, and prioritization in the resource environment.

**Table 1.2.4**

*Level of Acceptability of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Suitability*

<b>Indicators in terms of Suitability</b>	<b><math>\bar{X}</math></b>	<b>VI</b>
1. Activities consider the varying attitudes and capabilities of the learner.	3.52	HA
2. Activities are appropriate to the subject matter.	3.92	HA
3. Activities are relevant, interesting, and self-motivating to the learners	3.80	HA
4. Enrichment activities cater to the different learning needs of learners	3.72	HA
5. Language of the program is within the vocabulary range of the learners.	3.76	HA
<b>GENERAL ASSESSMENT</b>	<b>3.74</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Accepted (HA)      1.75 – 2.49 Slightly Accepted (SA)  
2.50 – 3.24 Accepted (A)      1.00 – 1.74 Not Accepted (NA)

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As shown in Table 1.2.4, the general assessment of the level of acceptability of the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Suitability was 3.74 which was verbally interpreted as Highly Accepted. All indicators were verbally interpreted as Highly Accepted. Moreover, the indicator "Activities are appropriate to the subject matter" had the highest computed mean of 3.92 while the indicators "Activities consider the varying attitudes and capabilities of the learner" had the lowest computed mean of 3.52 and still highly accepted.

It can be concluded that the Developed Contextualized Instructional Material in Grade 9 Economics in terms of Suitability is highly accepted. The developed contextualized instructional materials have activities that are appropriate to the subject matter, and activities are relevant, interesting, and self-motivating to the learners. Moreover, the language is within the vocabulary range of learners. It only means that the activities in this instructional material are suited to the learners and provided teachable activities. The success of achieving what they mean to achieve in an instructional situation depended on the suitability of the instructional materials, adequacy, and effective utilization of the materials.

It was a greater method for finding new data to guarantee that the learning materials were applicable to which learners required. In addition, Mamais (2018) commented that instructional materials could increase the internal motivation of the learners for learning and sustain their interest. Instructional material made links that were valuable for the retention, inspiration, imagination, and innovation of learners.

**Table 2**  
*Test of Significance between the Academic Performance in Pretest and Posttest*

Test	Paired Differences				Remarks	Decision
	Mean	SD	T	P value		
Pre-test and Posttest	-10.2286	3.84923	-22.233	.000	Significant	Reject H <sub>0</sub>

Pretests and posttests were intended to assess learners' growth in knowledge of a particular topic. As emphasized by Kuehn (2021) in his blog, pre/posttest covered all of the topics learners would be studying during a quarter or a semester. During pretest, learners were expected to answer not all but few questions correctly. It was expected that learners would recall their prior knowledge to guess rational answers. When taking the similar test at the end of a quarter or the so-called posttest, students should be assumed to correctly answer more questions in the basis of improvement in understanding and knowledge. In posttest, there was an increase in

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learners' performance after utilizing the module, instructional materials and other learning materials.

Table 2 shows the test of significance between the performance of the group in Pretest and Posttest. The probability value was .000 which is less than the level of significance at .05. Thus, the null hypothesis was rejected. Therefore, there was a significant difference between the mean scores of the students in the pretest and posttest.

It can be concluded that the Developed Contextualized Instructional Material in Grade 9 Economics evidently increases the acquisition of learning of Grade 9 students based on the difference between performance in the pretest and posttest.

Ballesteros (as cited in Artiza, 2017), shared that when localization in teaching and localized instructional materials were used in teaching Earth Science, there was an increase in the performance of learners. Furthermore, he also said that localization was a way to deal with an improvement, enabled, and creative procedure in instructing Science.

## CONCLUSION

Based on the performance difference between the pretest and posttest, it can be inferred that the developed contextualized instructional material in Grade 9 Economics clearly promotes the acquisition of learning of Grade 9 students. Therefore, it can be concluded that the developed instructional material can be used as supplementary learning material in teaching Economics.

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