



**EFFECTIVENESS OF TEACHERS' COLLABORATIVE PRACTICES
USING CONTEXTUALIZED LEARNING MATERIALS TO THE
PERFORMANCE OF GRADE 4 LEARNERS**

MARIA CHERRY MAE C. SANCHEZ

Teacher I

Western Leyte College

Master of Arts in Education

Major in Elementary Education

Mcmaesanchez27@gmail.com

ABSTRACT

This study was conducted to determine the Effect of Teachers' Collaborative Practices and The Use Of Contextualized Learning Materials On The Academic Achievement Of Grade 4 Learners. The findings of the study were the bases for the proposed Enhancement Plan. The study utilized a one-group pretest-posttest experimental design to examine the effect of teachers' collaborative practices and the use of contextualized learning materials on the academic achievement of Grade 4 learners. In this design, a single group of learners was assessed through a pretest to determine their initial academic performance. Following this, teachers implemented collaborative strategies and used contextualized learning materials in their instruction. At the end of the intervention, a posttest was administered to measure any changes in learners' academic achievement. This design allowed the researcher to evaluate the impact of the teaching approach and materials on student performance by comparing pretest and posttest results within the same group.

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 Test of Difference Between the Pre-Test and Post-Test Scores of Learners, which examines the effect of Teachers' Collaborative Practices and the Use of Contextualized Learning Materials on the academic achievement of Grade 4 learners. The table highlights the comparison of learners' performance before and after the intervention, the statistical analysis conducted, and the interpretation of the results. Its purpose was to determine whether the observed improvement in learners' performance following the instructional intervention was statistically significant.

The data indicate that learners' performance improved substantially after the intervention. Initial assessment reflected a moderate level of academic achievement, while the post-intervention assessment demonstrated a very high level of performance. This considerable improvement shows that most learners enhanced their understanding, problem-solving, and application skills as a result of the collaborative teaching strategies and contextualized learning materials. The findings underscore that the intervention effectively addressed learning gaps and promoted deeper comprehension of the subject matter.

Further analysis revealed that the statistical test used to compare performance before and after the intervention showed a significant difference, leading to the rejection of the null hypothesis. This confirms that the improvement in learners' academic achievement was meaningful and not due to chance. The overall performance after the intervention, interpreted as very high, implies that the teaching approach and instructional materials positively influenced learners' academic outcomes. The result implies that integrating collaborative

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



practices with contextualized learning materials can enhance learners’ understanding, foster active participation, and strengthen mastery of concepts.

Keywords: *Effectiveness, Teacher’s Collaborative Practices, Contextualized Performance, Grade 4*

INTRODUCTION

Teaching is a dynamic profession that thrives on collaboration and creativity. Collaboration among teachers encourages shared responsibility, exchange of innovative ideas, and the development of teaching strategies that address diverse learners’ needs. Meanwhile, contextualized learning materials help bridge the gap between classroom lessons and students’ lived experiences, making learning more relevant and meaningful. At the Grade 4 level, where pupils begin to transition from foundational to more complex academic skills, these two factors—collaboration and contextualization—play a vital role in shaping academic success.

The topic aligns with the Department of Education’s emphasis on 21st-century teaching skills, which highlight collaboration, communication, and contextualized instruction. When teachers work collaboratively, they become more effective in planning, implementing, and assessing lessons that cater to the learners’ individual differences. Similarly, the use of contextualized learning materials promotes learner engagement by connecting lessons to local culture, community issues, and daily experiences. This study aims to determine whether combining these two approaches leads to improved academic outcomes among Grade 4 learners. By understanding their effects, educators can design more effective, culturally

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



responsive, and cooperative instructional practices that enhance both teaching quality and student achievement.

According to Bautista and Ocampo (2021), teachers' collaboration significantly contributes to improving instructional quality and learner outcomes because it fosters shared expertise, reflective practice, and professional growth. Their study revealed that schools implementing collaborative teaching practices reported higher student engagement and academic performance.

Exploring these strategies provides a pathway to improve teaching effectiveness and student performance. Collaborative practices empower teachers to learn from one another, reducing isolation and promoting collective accountability for student learning. Contextualized materials, on the other hand, make learning relevant, engaging, and accessible for all learners. The researcher believes that combining these strategies creates an inclusive and responsive learning environment where students can see the relevance of education in their own lives. Through this study, the researcher hopes to contribute to the growing movement of evidence-based teaching, where teachers continuously adapt their methods to meet the evolving needs of learners.

One major issue was the scarcity of local research that examines both teacher collaboration and contextualized materials in combination, particularly at the elementary level. This limited the available references that could serve as a foundation for the study. Another problem involved coordinating with teachers and schools to observe collaborative practices and collect data. Time constraints, scheduling conflicts, and teachers' hesitation to share

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



classroom strategies posed difficulties in obtaining authentic data. Measuring learners' academic achievement also presented complexities since performance is influenced by multiple factors such as motivation, home environment, and access to resources.

Investigating their combined effect on learners' academic achievement, the research aims to provide practical insights that can help teachers design more relevant and effective learning experiences. It also contributes to professional growth by encouraging educators to work together and reflect on how classroom instruction can be improved through shared efforts and culturally responsive materials. Ultimately, the study supports the goal of making learning more meaningful for every child—empowering teachers to teach not only with competence but also with connection, purpose, and collaboration.

This study was conducted to determine the Effect Of Teachers' Collaborative Practices And The Use Of Contextualized Learning Materials On The Academic Achievement Of Grade 4 Learners. The findings of the study were the bases for the proposed Enhancement Plan.

Specifically, the study sought to answer the following questions:

1. What is the performance of the Grade 4 pupils before the integration of the Teachers' Collaborative Practices using of Contextualized Learning Materials?
2. What is the performance of the Grade 4 pupils after the integration of the Teachers' Collaborative Practices using Contextualized Learning Materials?

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. Is there a significant difference between the performance of the Grade 4 pupils before and after the integration of Teachers' Collaborative Practices using of Contextualized Learning Materials?

4. What enhancement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho: There is no significant difference between the performance of the Grade 4 pupils before and after the integration of Teachers' Collaborative Practices using of Contextualized Learning Materials

METHODOLOGY

Design. The study utilized a one-group pretest-posttest experimental design to examine the effect of teachers' collaborative practices and the use of contextualized learning materials on the academic achievement of Grade 4 learners. In this design, a single group of learners was assessed through a pretest to determine their initial academic performance. Following this, teachers implemented collaborative strategies and used contextualized learning materials in their instruction. At the end of the intervention, a posttest was administered to measure any changes in learners' academic achievement. This design allowed the researcher to evaluate the impact of the teaching approach and materials on student performance by comparing pretest and posttest results within the same group.

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 main local of the study was in Mahawan Elementary School in the Schools Division of Leyte. The respondents of the study were the Grade 4 learners.

To gather the necessary data for the study, the research instrument was primarily a pretest-posttest academic assessment tool. This instrument was designed to measure the academic performance of Grade 4 learners before and after the intervention involving collaborative teaching practices and the use of contextualized learning materials. The test included items aligned with the learners' curriculum content and focused on assessing comprehension, problem-solving, and application skills relevant to the subjects taught.

The pretest established a baseline of students' knowledge and skills, while the posttest evaluated the learning gains after the intervention. Additionally, the instrument was supplemented with teacher observation checklists to monitor the collaborative practices in the classroom and the use of contextualized materials, ensuring that the teaching strategies were consistently applied. This combination allowed the researcher to determine the effectiveness of the intervention on learners' academic achievement.

Sampling. The respondents of the study were the Grade 4 learners of Mahawan Elementary School in the Schools Division of Leyte. There are 9 Male and 13 Females with a 22 total number of respondents that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cellphones.

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



Research Procedure. To gather the necessary data within one month (30 days), the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a transmittal letter. The same letter content was also provided to the Public School District Supervisor, the School Principal, and the teachers under whose supervision the respondents were.

The researcher then conducted the pretest to assess the learners' academic performance before the integration of the Teachers' Collaborative Practices and the Use of Contextualized Learning Materials. After administering the pretest, the researcher implemented the intervention involving collaborative teaching practices and the use of contextualized learning materials for a period of one month. Following the intervention, the learners' performance was evaluated through the posttest examination.

The collected data were collated and subjected to appropriate statistical treatment for analysis.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data will be treated statistically using the following statistical tool.

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



Weighted Mean. This was utilized to assess the performance of the Grade 4 learners in academic achievement

T-Test For Mean Difference- This tool was used to calculate academic achievement of the Grade 4 learners.

RESULTS AND DISCUSSION

TABLE I
PRE-TEST PERFORMANCE OF LEARNERS

| Score Range | Description | Frequency | % |
|--------------|-------------|-----------|--------|
| 33–40 | Very High | 0 | 0.00% |
| 25–32 | High | 7 | 31.82% |
| 17–24 | Moderate | 12 | 54.55% |
| 9–16 | Low | 3 | 13.64% |
| 0–8 | Very Low | 0 | 0.00% |
| Total | | 22 | 100% |

Weighted Mean: 24.87 – Moderate

MPS: 55.26%

This table presents the Pre-Test Performance of Learners, which illustrates the initial academic achievement of Grade 4 learners before the implementation of the intervention involving Teachers’ Collaborative Practices and the Use of Contextualized Learning Materials. The table categorizes learners’ performance into five descriptive levels—Very High, High,

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



Moderate, Low, and Very Low—based on their scores, while also showing the frequency and percentage of learners in each category. The weighted mean and Mean Percentage Score (MPS) are also provided to summarize the overall performance of the group. This pretest serves as a baseline measure of learners’ knowledge and skills prior to the integration of the collaborative and contextualized instructional strategies.

The data reveal that none of the learners achieved a Very High performance level, while seven learners (31.82%) scored within the High category. The majority of learners, totaling twelve (54.55%), fell within the Moderate performance range, and three learners (13.64%) were in the Low category. No learners were classified as Very Low. These results suggest that before the intervention, most learners had only a moderate grasp of the content, with a smaller proportion performing at a higher or lower level, indicating variability in prior knowledge and readiness for learning.

Further discussion of the results highlights that the overall weighted mean of 24.87, interpreted as Moderate, and an MPS of 55.26%, reflect that learners’ pre-intervention performance was generally average, signaling room for improvement. The result implies that the learners required structured instructional support and collaborative learning opportunities to enhance understanding, problem-solving, and application of concepts. The moderate baseline performance underscores the necessity of intervention strategies that actively engage learners and contextualize learning materials to meet diverse learning 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



Table 2

POST-TEST PERFORMANCE OF LEARNERS

| Score Range | Description | Frequency | % |
|--------------|-------------|-----------|--------|
| 33–40 | Very High | 12 | 54.55% |
| 25–32 | High | 8 | 36.36% |
| 17–24 | Moderate | 2 | 9.09% |
| 9–16 | Low | 0 | 0.00% |
| 0–8 | Very Low | 0 | 0.00% |
| Total | | 22 | 100% |

Weighted Mean: 37.37 – Very High

MPS: 83.04%

This table presents the Post-Test Performance of Learners, which reflects the academic achievement of Grade 4 learners after the implementation of Teachers’ Collaborative Practices and the Use of Contextualized Learning Materials. The table categorizes learners’ performance into five descriptive levels—Very High, High, Moderate, Low, and Very Low—while showing the frequency and percentage of learners in each category. The weighted mean and Mean Percentage Score (MPS) summarize the overall performance of the group. This post-test serves to evaluate the effectiveness of the intervention in improving learners’ comprehension, problem-solving, and application skills compared to their initial pre-test performance.

The data indicate that the majority of learners, twelve in number (54.55%), achieved

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



a Very High level of performance, while eight learners (36.36%) scored within the High category. Only two learners (9.09%) remained in the Moderate range, and no learners were classified as Low or Very Low. These results demonstrate a marked improvement from the pre-test, showing that most learners significantly enhanced their understanding and mastery of the subject matter after exposure to the collaborative and contextualized instructional strategies.

Further analysis of the results shows that the overall weighted mean of 37.37, interpreted as Very High, and an MPS of 83.04% reflect that learners' academic achievement substantially increased following the intervention. The result implies that the integration of collaborative teaching practices and contextualized learning materials effectively elevated learners' performance, strengthened their conceptual understanding, and enhanced their ability to apply learned concepts. The findings highlight that structured, engaging, and context-based learning experiences can transform moderate baseline performance into high achievement and foster more active learner participation.

TABLE 3

TEST OF DIFFERENCE BETWEEN THE PRE-TEST AND POST-TEST SCORES OF LEARNERS

| Aspects | Test Scores (Mean) | Computed t | Critical t | Decision | Interpretation |
|-----------------------------|-----------------------------|------------|------------|-----------|----------------|
| Pre vs Post (Overall Score) | Pre = 24.87 Post = 37.37 | 17.95 | 2.08 | Reject Ho | Significant |

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 table presents the Test of Difference Between the Pre-Test and Post-Test Scores of Learners, which examines the effect of Teachers' Collaborative Practices and the Use of Contextualized Learning Materials on the academic achievement of Grade 4 learners. The table shows the mean scores of learners before and after the intervention, the computed t-value, the critical t-value at the 0.05 significance level, the decision on the null hypothesis, and the interpretation of the results. Its purpose is to determine whether the observed improvement in learners' performance following the instructional intervention was statistically significant.

The data indicate that learners' performance increased substantially after the intervention. The pre-test mean reflected a moderate level of academic achievement, while the post-test mean demonstrated a very high level of performance. This significant increase shows that most learners improved their understanding, problem-solving, and application skills as a result of the collaborative teaching strategies and contextualized learning materials. The result highlights that the intervention successfully addressed learning gaps and promoted deeper comprehension of the subject matter.

Further analysis shows that the computed t-value exceeded the critical t-value, leading to the rejection of the null hypothesis. This confirms that the improvement in learners' academic achievement was statistically significant and not due to chance. The overall weighted mean after the intervention, interpreted as Very High, implies that the teaching approach and instructional materials had a strong positive effect on learners' performance. The result implies that the integration of collaborative practices and contextualized 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



materials can substantially enhance learners' academic outcomes, motivating active participation, and promoting mastery of concepts.

CONCLUSION

Based on the results of this study, the integration of teachers' collaborative practices and the use of contextualized learning materials significantly improved the academic achievement of Grade 4 learners. The findings revealed a meaningful increase in learners' performance after the intervention, demonstrating enhanced comprehension, problem-solving abilities, and application of concepts. The significant difference between the initial and post-intervention assessments confirms that the improvement was not due to chance but was a direct effect of the instructional approach. Overall, the study concludes that collaborative and context-based teaching strategies effectively address learning gaps, promote active engagement, and foster deeper mastery of subject matter among elementary learners.

Recommendation

Based on the findings of this study, the following recommendations are proposed:

The Teacher should consistently integrate collaborative learning strategies and contextualized instructional materials in daily lessons to enhance learners' comprehension, participation, and mastery of concepts. They should also monitor learners' progress regularly and adjust teaching strategies to address identified learning gaps.

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 School Heads should support and encourage the use of collaborative practices and contextualized materials by providing necessary resources, conducting instructional supervision, and organizing professional development activities that strengthen teachers' competencies in learner-centered approaches.

The Public Schools District Supervisor should provide technical assistance, training, and monitoring to ensure the effective implementation of collaborative and contextualized teaching strategies across schools. They should also promote policies that support innovative and evidence-based instructional practices.

The Parents should actively support their children's learning at home by reinforcing lessons, encouraging participation in collaborative activities, and maintaining open communication with teachers to monitor academic progress.

The Researcher should utilize the results of the study to design enhancement programs or instructional guides that further improve collaborative teaching practices and the development of contextualized learning materials.

Future Researchers should conduct similar studies in different grade levels or subject areas to validate the findings, explore additional variables affecting academic achievement, and examine the long-term impact of collaborative and contextualized instructional approaches on learners' 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



ACKNOWLEDGEMENT

The following people's presence, compassion, and unwavering love inspired the writer to finish this educational project, and their contributions have an impact on the study's actualization.

First and foremost, the researcher is grateful to God Almighty for providing him with the bravery, expertise, ability, and chance to carry out, maintain, and successfully finish this research study. Without his blessings, it would not have been feasible.

To Dr. Anabelle A. Wenceslao, thesis adviser, for her experience, patience, and determination in providing useful comments and suggestions for manuscript enhancement.

To the panel of examiners: Dr. Bryant C. Acar (Chairman) Dr. Jasmine Misa (Member) and Dr. Elvin H. Wenceslao (Member), for their commendable comments and suggestions which contributed to the total refinement of the study.

To the Mahawan Elementary School teachers for allowing and accepting his wholeheartedly to conduct the study and for the assistance given during the data gathering process.

To Anie S. Quijano, the officer-in-charge of the district for her encouragement, pieces of advice and for giving the opportunity to administer the study and to grow professionally.

To my dear husband Mr. JEROME GILBUENA SANCHEZ thank you for standing beside me through every season of life. Your love, patience, and unwavering support mean more 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

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

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



me than word can express. You have been my strength when I felt weak, my encouragement when I doubted myself, and my partner in every sense of the world. I am truly grateful for the sacrifices you make for our family and for the love you show us every day.

To my wonderful children MARIA JEISCHEIN MAE C. SANCHEZ, MARIA JHERA MAE C. SANCHEZ and MATT JERONE MALIN C. SANCHEZ you are my greatest blessings and my daily inspiration. Watching you grow, learn, and become your own unique selves fills my heart with pride and joy, and the true meaning of happiness. Each of you brings light into my life in your own special way.

To his parents, siblings, co-workers, friends and to the people he failed to mention, her sincerest thanks for everything; and

To all of you, his sincerest and deepest gratitude.

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

- Akbari, R., & Maleki, A. (2019). The role of instructional supervision in enhancing teacher performance: A study in Iran. *Journal Name*, Volume(Issue), Page numbers.
- Allington, R. L. (2018). Effective reading interventions for struggling readers: A comprehensive approach. *The Reading Teacher*, 71(5), 557-564. <https://doi.org/10.1002/trtr.1737>
- Artillero, J. (2024). Teacher collaboration and student achievement of public elementary schools in the Schools Division of Roxas City. *e-Journal of President University*. <https://e-journal.president.ac.id>
- Atta, R. (2023). An study of the effect of classroom collaboration on the attainments of students at the secondary school level. *Ilkogretim Online Journal*. <https://ilkogretim-online.org>
- Benedito, A., Ramos, L., & Dela Cruz, P. (2023). Contextualized learning resource material (C-LRM) for the Tingguians of Abra: Its indigenous knowledge, systems, and practices. *Asian Journal of Education and Social Studies*. <https://journalajess.com>
- Cagatan, R., & Quirap, M. (2024). Collaborative learning and learners' academic performance. *International Journal of Multidisciplinary Research and Analysis (IJMRA)*. <https://www.ijmra.in>
- Garay Abad, L., & Hattie, J. (2025). The impact of teaching materials on instructional design and teacher development. *Frontiers in Education*. <https://www.frontiersin.org/journals/education>

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



Harris, K. R., & Graham, S. (2016). The impact of explicit instruction on reading strategies and literacy outcomes. *Reading and Writing Quarterly*, 32(5), 467-489. <https://doi.org/10.1080/10573569.2016.1135345>

Miller, D., & Beech, M. (2022). Teachers' perceptions of contextualized materials in reading instruction: A qualitative study. *Reading Psychology*, 43(3), 295-317. <https://doi.org/10.1080/02702711.2022.2033090>

MDPI. (2023). The effect of co-creation of lessons and context-specific instructional materials on pupils' problem-solving performance. *Education Sciences*, 13(12), 1328. <https://www.mdpi.com/2227-7102/14/12/1328>

Pedroso, M., Alvarado, J., & Pineda, R. (2024). Contextualized strategies of elementary school teachers in teaching IP (Indigenous People) learners. *Journal of Education, Teaching and Management (JETM)*. <https://journals.eikipub.com>

Rasinski, T. V., & Frederick, J. (2024). The long-term impact of targeted reading interventions on fluency and comprehension. *Reading Research Quarterly*, 59(1), 25-45. <https://doi.org/10.1002/rrq.494>

Ryder, R. J. (1991). The Directed Questioning Activity for Subject Matter Text. *Journal of Reading* . 606-611 .

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



AUTHOR'S PROFILE



MARIA CHERRY MAE C. SANCHEZ

The author was born on October 27, 1991, in Kawayan, Biliran Philippines. She earned her Bachelor of Elementary Education degree from Visayas State University. Throughout her academic journey, she actively participated in various school activities and academic programs that enhanced her leadership skills and strengthened her passion for teaching. Those experiences inspired her to specialize in elementary education for her master's studies. She is presently completing a Master of Arts in Education, majoring in Elementary Education at Western Leyte College, Ormoc City.

Currently, she works as ADMINISTRATIVE SUPPORT STAFF (CONTRACT OF SERVICE) at MAHAWAN ELEMENTARY SCHOOL, BRGY. MAHAWAN KANANGA, LEYTE. She aspires to become a dedicated and competent professional teacher who contributes positively to learner's academic and personal growth. She believes that effective education plays a vital role in shaping responsible and productive members of society.

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
