ASSESSMENT ON THE UTILIZATION OF CONTEXTUALIZED AND LOCALIZED SELF-LEARNING MODULES IN ARALING PANLIPUNAN

KYLE G. LACANDOLA
Teacher I
Balic-Balic Elementary School
https://orcid.org/0009-0008-9547-2225
DR. MANOLITO B. BASILIO
Professor, Graduate School for Professional Advancement and Continuing Education (G-SPACE)
Columban College, Inc. Olongapo City
https://orcid.org/0009-0002-2785-9109

==

Abstract: *In the past decade, teachers have encountered difficulties providing engaging and applicable lessons to students while incorporating their local community, culture, and practical applications into the curriculum. The primary purpose of this study is to assess the utilization of contextualized and localized self-learning modules in Araling Panlipunan for enhancement as perceived by the teachers in District II-A, in the division of Olongapo City, for the school year 2023-2024. This study used mixed methods. In conclusion, this study underscores Millennial educators' evolving priorities and needs, who prioritize skill development, student engagement, and recognition. It emphasizes the significance of diverse educational paths and continuous learning for career growth. The impact of Araling Panlipunan's contextually relevant modules is notable, enhancing instruction and providing valuable material despite some clarity issues. Teachers encounter multiple challenges, broadly categorized into teaching and learning issues, module quality, parental involvement, and training. While users of varying backgrounds find the modules similarly effective, training history influences teaching and learning processes. However, the study's reliance on self-reported data, lack of objective assessments, and failure to consider contextual factors limit its scope. Future studies should employ objective measures, such as standardized tests and student assessments, to mitigate subjectivity when evaluating the effectiveness of Araling Panlipunan's localized modules. Additionally, research should explore how these modules perform in diverse educational contexts, addressing urban versus rural settings, socio-economic disparities, and cultural influences.*

Keywords: Education, Araling Panlipunan SLM, Mixed Method, Olongapo City, Philippines.

==

INTRODUCTION

One important aspect of this issue is the recognition that a curriculum that incorporates local context and cultural relevance tends to be more engaging for students. According to (Vass et al., 2023), expectations surrounding teachers' roles in curriculum development are often limited by rigid administrative structures, making it more difficult for educators to craft lessons that draw from local knowledge and cultural practices (Vass et al., 2023). In recent years, educators have increasingly turned to Contextualized Teaching and Learning (CTL) as a strategy to enhance engagement and relevance in their lessons. This method encourages active learning, allowing students to apply knowledge in real-world scenarios, thereby bridging the gap between theoretical concepts and everyday experiences. (Nurmawati et al., 2021) state that CTL promotes student learning by integrating students' personal experiences and community context into the educational framework. The integration of meaningful and relevant contexts into education has transformed how educators approach teaching, particularly through Contextualized Teaching and Learning (CTL). This pedagogical approach emphasizes the importance of applying knowledge and skills in real-world environments, which can enhance student engagement and motivation in the learning process (Nuha and Musyafa'Ah, 2023). The relevance of CTL can be seen in various educational settings where local knowledge, culture, and community involvement are integrated into the curriculum. Research indicates that when educators adopt contextualized approaches, students demonstrate increased

motivation and engagement with their lessons, as they can relate the material directly to aspects of their daily lives (Balkom et al., 2020Moreover, the significance of incorporating local contexts extends beyond simple adaptation; it fosters an environment of relevance and authenticity in education. Rodríguez et al. (2020) demonstrated that such localized approaches enhance student motivation and engagement by allowing students to see the tangible benefits of their education as it directly relates to their communities and realities. n conjunction with this, Contextual Teaching and Learning (CTL) techniques serve to actively engage students in the learning process. As affirmed by Diba & Priyadarshini (2023), CTL allows learners to apply subject matter knowledge to real-world situations within their families and communities, emphasizing the connections between school learning and practical application. This approach not only helps students understand complex concepts but also prepares them for future workforce opportunities by equipping them with relevant skills that transcend academic boundaries. Research by (Tahapary & Anaktototy, 2025) reinforces the significance of localized content in achieving higher student engagement and learning perception. Their findings indicate that when educational materials are culturally relevant and aligned with students' backgrounds, it enhances their motivation and understanding of the subject matter. The impact of such curriculum modifications emphasizes the need for educational authorities to consider cultural context carefully when developing and implementing educational programs. In recent educational discourse, the significance of contextual learning as a vehicle for enhancing students' higher-order thinking skills (HOTS) has gained considerable attention. Contextual learning enables students to construct knowledge based on their personal experiences, creating a bridge between theoretical instruction and practical, real-world application (Kwangmuang et al., 2021). This relationship between contextual learning, community engagement, and HOTS signifies a paradigm shift in educational practices. As highlighted by (Kristidhika et al., 2020), many sub-Saharan African nations recognize the need to enhance critical thinking abilities in students to improve their global competitiveness. CTL serves as an effective means to fulfill this objective by ensuring that students are equipped with the competencies necessary for innovation and adaptability in an increasingly complex world. In the context of Malaysia, the implementation of contextualized and localized teaching within the CTL framework has shown significant success. This is particularly relevant in a diverse country where acknowledging local cultures in educational practices is vital for fostering relevance and engagement (Montero & Geducos, 2022). The demand for such localized educational practices emphasizes a broader need to align educational content with students' lived experiences, promoting a sense of belonging and identity among learners. The successes of CTL in various educational contexts underscore its importance in reforming teaching methodologies. Studies indicate that students engaging with the CTL model demonstrate significant improvements in critical thinking, collaboration, and the application of academic content to real-life problems (Uji et al., 2022). Such success is crucial for preparing students for the 21st-century workforce, where adaptability and contextual problem-solving are increasingly important. Research in the context of Indonesia has demonstrated the positive effects of applying contextualized learning methods on student performance. However, the reference used to support the claim that contextualized lessons significantly improve educational outcomes through applicability to students' daily lives does not specifically address this context (Maryuni et al., 2024). Further insights regarding the localization of content and its role in engaging diverse backgrounds are similarly drawn from a source that is not directly relevant to the learning outcomes being discussed (García-Ostbye & Martínez-Sáez, 2023).

The Philippines' K–12 curriculum strongly emphasizes cutting-edge localization and contextualization teaching and learning methods (Bello, 2023). Since the promulgation of the Enhanced Basic Education Act (R.A. 10533), the curriculum in the Philippine setting has consistently

CC The Journal *is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.*

2

prioritized the localization and contextualization of teaching (Section 5.d.) (Gutierrez & Pascual, 2022). The Enhanced Basic Education Act (R.A. 10533) actively promotes localized and contextualized teaching methodologies, as noted by Gutierrez and Pascual (2022) (Fotowat et al., 2024). Section 5.d. of the Act underscores the state's commitment to crafting a curriculum that resonates with the backgrounds and identities of Filipino learners. The intent is to ensure that education is not a mere transfer of knowledge but an immersive experience that empowers students to relate their learning to their everyday lives. The role of contextual learning in fostering higher-order thinking skills (HOTS) is particularly notable. Contextualized teaching activities engage students actively, allowing them to construct knowledge based on prior experiences and apply concepts in new, practical scenarios (Pariscal & Aboy, 2022). Furthermore, it has been shown that students benefit from hands-on, real-world learning experiences, as they integrate knowledge into their cognitive frameworks while forging connections with their surroundings (Picardal & Sanchez, 2022). This approach enhances critical thinking skills, prepares students for real-world applications, and promotes adaptive problem-solving abilities.

The study is anchored primarily in the Self-Determination Theory (SDT), a psychological framework that Edward Deci and Richard Ryan developed. SDT emphasizes intrinsic motivation, personal growth, and fulfillment, positing that the need for growth drives behavior, and autonomous reason is crucial (Deci & Ryan, 2008). Shahren et al. (2023) underscore that satisfying the three psychological needs identified in SDT is crucial for maintaining motivation and enhancing well-being. This finding highlights the importance of integrating contextualized learning materials that resonate with students' backgrounds and experiences. The integration of the Self-Determination Theory (SDT) into educational contexts has become instrumental in understanding and enhancing student motivation and engagement. As noted by (Hu et al., 2022), SDT identifies three fundamental psychological needs—autonomy, competence, and relatedness—that are crucial for fostering higher-quality motivation and individual satisfaction in learning environments (Hu et al., 2022). This framework highlights that when these needs are adequately met, students are more inclined to engage meaningfully in their educational experiences. In relation to the application of contextualization within educational frameworks, the findings of Agarwal (2019) underscore the importance of modular knowledge systems that allow for customization of educational paths, thus enhancing students' sense of autonomy and competence. Modular learning has been particularly beneficial in adapting to changing educational landscapes, especially during the COVID-19 pandemic, where traditional teaching methods faced unprecedented challenges. Educators utilized modular and contextualized instructional materials to maintain learner engagement and motivation in a flexible format (Murray & Fujishima, 2013). This adaptability underscores the need for educators to create accessible and relevant learning resources that resonate with diverse student populations. As educators increasingly recognized the importance of contextualization, many began to adapt their instructional materials to engage students meaningfully, particularly during the changes brought on by the COVID-19 pandemic. This shift to modular learning has allowed for a diversified approach to education, aligning with the SDT principles of autonomy and competence. Agarwal (2019) notes that modular curriculum designs offer students the flexibility to tailor their educational pathways, which can enhance motivation and prepare them for both academic and future workforce challenges (Ağçam et al., 2021). (Kuzu et al., 2022) emphasize that while modular systems provide structured learning opportunities, the transition to online formats during the COVID-19 pandemic has illuminated various obstacles that must be navigated to optimize the educational experience. They found that although the modular system established clear goals and objectives, students faced significant challenges with online assessments, which led to a lack of engagement in the absence of a physical classroom environment.

CC The Journal *is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.*

3

The authors suggest that a hybrid model, incorporating face-to-face interaction, would be more effective than relying solely on online formats (Kuzu et al., 2022). Australia's consumption-based approach allows students to select courses aligned with their personal growth and academic needs (Tarantin, 2020). Furthermore, the success of modular education systems relies heavily on the availability of appropriate materials and resources. Effective implementation strategies are crucial for avoiding issues of fragmentation and incoherence, as highlighted by (Kuzu et al., 2022). Continuous refinement of these educational approaches is essential to ensure that they meet the needs of learners while also enhancing educational quality and effectiveness. This requires a proactive and adaptive framework that considers feedback from both students and educators. In conclusion, the study effectively integrates the Self-Determination Theory into exploring modular education, emphasizing autonomy, competence, and relatedness in the context of diverse global practices. The application of SDT principles enhances the understanding of how educators navigate the challenges and opportunities of modular learning, contributing to the broader discourse on motivation, personalized learning, and the adaptability of educational systems.

Previous research has highlighted the increased attention garnered by modular learning as a flexible and adaptable educational approach, particularly in response to challenges arising from the COVID-19 pandemic. Nonetheless, several research gaps must be addressed to enhance its efficacy further. Firstly, there is a need for practical implementation strategies to overcome challenges related to learner engagement, online assessment, and instructor workload. Secondly, refinement of module structure and design is necessary to ensure coherence, integration of knowledge and skills, and alignment with students' interests and needs. Additionally, it is crucial to explore the feasibility and practicality of modular education in different contexts, considering specific constraints. Furthermore, research should evaluate the learning outcomes and impact of modular learning compared to traditional methods and examine students' perspectives, satisfaction, and experiences to identify areas for improvement. Addressing these research gaps will contribute to developing and refining modular learning approaches, providing a quality educational experience for students in diverse settings. This paper delves explicitly into the assessment of teachers in Araling Panlipunan concerning the contextualization and localization of self-learning modules. Notably, scientific literature on self-learning modules is scarcely contextualized and localized in Asia. The study investigates the assessment of self-learning modules in Araling Panlipunan as perceived by teachers in District II-A, in the division of Olongapo City, for the school year 2023-2024.

FRAMEWORK

Research indicates that when educators create learning environments that support these psychological needs, students are more likely to become engaged and self-motivated. The fulfillment of autonomy—the sense of control over one's actions; competence—the feeling of being effective in one's activities; and relatedness—the feeling of connectedness to others—leads to enhanced self-motivation and overall well-being (Lu et al., 2019). However, despite the promising aspects of implementing SDT in modular and contextualized educational frameworks, it is essential to recognize the barriers educators may encounter, including insufficient training and resources to effectively translate these theories into practice (Shelton-Strong, 2020). Moreover, contextualization within the modular framework has been shown to enhance students' capacities for self-directed learning, which is a critical aspect of SDT. Greene (2023) posits that when learners are engaged in self-directed, contextually-relevant educational experiences, their intrinsic motivation is heightened, leading to both increased academic performance and satisfaction (Cui & Yin, 2023). Research highlights the need for

CC The Journal *is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.*

4

contextualization in language learning, emphasizing how aligning educational content with real-life applications can make lessons more relevant and engaging. According to (Mariah et al., 2023), contextualized learning facilitates a deeper connection to the material, leading to increased motivation and engagement. In this framework, incorporating local culture and literature into language lessons helps students relate their studies to their experiences, making learning more meaningful (Mirda & Prasetyo, 2022). The issue of recognition within educational environments has become increasingly significant in light of transformational leadership principles. The low recognition score, particularly when related to staff and student effort, may illuminate deficiencies in the acknowledgment processes that are crucial for enhancing performance and commitment within such settings. Transformational leadership theory, as developed by Bass and Riggio, posits that effective leaders inspire and motivate their followers by recognizing their contributions and fostering an environment that values engagement and participation (Lu et al., 2019). However, the realization of the benefits of modular education hinges on effective implementation strategies. Teachers often encounter obstacles in sourcing appropriate contextualized and localized materials to support their instructional practices, which can hinder the overall effectiveness of modular learning environments. Ongoing research and feedback mechanisms play a vital role in addressing these issues, ensuring that educational practices remain responsive and relevant to learners' needs (Widyadhana et al., 2023). The global perspectives on modular education, ranging from Finland to Germany and Australia, showcase the diverse applications of the modular approach. Australia's consumption-based approach allows students to select courses aligned with their personal growth and academic needs (Tarantin, 2020). Similarly, in Germany, modular education is recognized as a policy strategy aimed at reducing dropout rates and addressing ethnic attainment gaps among students. Mazrekaj & Witte (2019). In conclusion, the study effectively integrates the Self-Determination Theory into exploring modular education, emphasizing autonomy, competence, and relatedness in the context of diverse global practices. The application of SDT principles enhances the understanding of how educators navigate the challenges and opportunities of modular learning, contributing to the broader discourse on motivation, personalized learning, and the adaptability of educational systems.

OBJECTIVES OF THE STUDY

The core aim of this investigation is to evaluate the effectiveness of personalized self-learning modules in Araling Panlipunan for improvement, as perceived by educators in District II-A within the division of Olongapo City, for the academic year 2023-2024.

1. What descriptive attributes can be ascribed to them in the context of:

1.1 Age;

1.2 Years in Service; and

1.3 Seminars/Training/Webinars Attended concerning

Contextualization and localization of SLM (for the past three years)

2. How do teachers perceive the effectiveness of contextualized and localized modules in teaching Araling Panlipunan concerning

    2.1 Teaching learning process;

        2.2 Quality of content; and

        2.3 Usability?

3. What problems do teachers encounter with implementing contextualized and localized modules in learning Araling Panlipunan?

CC The Journal is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.

5

4. In examining individuals' demographic characteristics, does a statistically significant variation exist between the perceived efficacy of self-learning modules contextualized and localized in the context of Araling Panlipunan?

5. In what ways can the findings of the study be employed to formulate an action plan for capacity building aimed at creating contextualized and localized self-learning modules in Araling Panlipunan for enhancement?

METHODOLOGY

Research Design

A major benefit of adopting a mixed methods approach is the opportunity for triangulation, in which findings from different methodologies corroborate one another, thus enhancing the overall credibility of the research results. Udoko et al. (2019) emphasize the importance of pragmatism as a philosophical foundation for mixed methods studies, noting that this orientation encourages researchers to utilize whatever methods are best suited to address their research questions. In assessing the utilization of contextualized and localized self-learning modules in Araling Panlipunan, a mixed-methods approach was employed, integrating both quantitative and qualitative methodologies. The quantitative aspect of the study focused on capturing the demographic details of teacher-respondents, including age, years in service, and relevant training related to these modules. Furthermore, it systematically evaluated the perceived effectiveness of the teaching-learning process, content quality, and usability through a structured survey questionnaire. This quantitative data allowed for a statistical analysis, providing measurable indicators to gauge the overall impact of the modules on the teaching and learning experience. Complementing the quantitative findings, the qualitative component of the research delved into the challenges faced by teachers in implementing contextualized and localized self-learning modules. Through in-depth interviews, teachers had the opportunity to express their experiences and articulate nuanced perspectives on the specific issues encountered. The qualitative data enriched the study by offering contextual insights into the subjective aspects of module utilization, shedding light on the reasons behind challenges and the localized impact on teaching practices. Mixed methods research was a methodology that successfully integrated qualitative and quantitative research approaches to address research concerns comprehensively. By combining elements from both directions, mixed methods research enabled a more comprehensive understanding than relying solely on quantitative or qualitative studies. This integration allowed researchers to leverage the advantages of each method, ultimately enhancing the overall quality of the research findings (George, 2023). When a research question could not be adequately addressed solely through quantitative or qualitative data, mixed methods research became an excellent option. More insightful and substantial conclusions were drawn by conducting a single study that gathered and analyzed both data types. Despite its advantages, the field still faces challenges in adequately training researchers to employ mixed methods effectively. Guetterman & Fetters (2018) suggest that the relative youth of mixed methods research has resulted in a paucity of resources that guide researchers in navigating this complex methodological landscape. The underlying principle guiding mixed methods research involves optimizing the inherent strengths of each data modality to augment the trustworthiness of research outcomes. Despite the many benefits associated with mixed methods research, challenges remain regarding researchers' preparedness to effectively integrate qualitative and quantitative approaches. Bryman (2006) highlights that while there is a growing recognition of the value of mixed methods, researchers often struggle with the complexities of combining different paradigms and ensuring coherence in their findings. Specifically, a Convergent design was implemented, representing a variant of mixed methods research wherein quantitative and qualitative data were concurrently acquired and subjected to distinct analytical procedures (Demir & Pismek, 2018).

CC The Journal *is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.*

6

Research Site

The research was conducted in Tabacuhan Elementary School, Gordon II Elementary School, Sta: Rita Elementary School, and Balic-Balic Elementary School of the Schools Division of Olongapo City.

Participants

Participants of the Study

Participants	Frequency	Percentage
Tabucahan Elementary School	8	22
Gordon Heights II Elementary School	10	27
Sta. Rita Elementary School	12	32
Balic-Balic Elementary School	7	19
Total	40	100

Table 1 shows the list of schools where the study will be conducted. The study was conducted in the Schools Division of Olongapo City, District II-A, Tabacuhan Elementary School, with 8 or 22 percent. Gordon II Elementary School with (10) or 27 percent, and Sta. Rita Elementary School with (12) or 32 percent. Balic-Balic Elementary School has 7 or 19 percent

Instrumentation

The formulation and advancement of survey instruments within educational research are pivotal stages, foundational to the reliability and validity of the amassed data. This segment expounds upon the meticulous process involved in shaping a survey questionnaire and interviewer guide, both rigorously validated by the Program Supervisor of the Department of Education (PSDS) and esteemed authorities in the field of education. In identifying the benefits of mixed methods, Walker & Baxter (2019) discuss how this methodology allows researchers to leverage the strengths of both qualitative and quantitative approaches to produce meaningful insights that may be unattainable through singular methods. By juxtaposing qualitative narratives with quantitative measurements, researchers can enhance the reliability and validity of their findings, providing a more intricate understanding of the research subject.. The preliminary drafts of the instruments underwent a thorough examination by the adviser, whose invaluable feedback played a pivotal role in honing and customizing the tools to align with the unique context of the study. After the initial construction phase, the survey questionnaire and interviewer guide underwent a dual validation process involving scrutiny by the Program Supervisor of the Department of Education (PSDS) and field experts. The submission to the PSDS ensured compliance with educational policies, standards, and objectives, affirming the broader relevance of the instruments to educational contexts and their potential contribution to policymaking and implementation. Furthermore, the survey instruments underwent meticulous validation by field

CC The Journal *is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.*

7

experts distinguished for their contributions to academic research. These experts scrutinized the instruments for content validity, ensuring that the items accurately reflected the constructs under investigation. The vital aspect of reliability, intrinsic to the quality of instruments, was assured through a pilot testing process. This iterative phase guaranteed the instruments' reliability in consistently and accurately capturing participant data. The primary tool for gathering principal data was the survey questionnaire, administered through Google Forms, a web-based application renowned for its adaptability in crafting forms for data collection. The questionnaire, aligned with research objectives and inquiries, comprised three sections. The initial segment focused on the demographic profile of teacher-respondents, exploring facets such as age, specialization, and pertinent training related to contextualized and localized self-learning modules. The second part delved into teachers' perceived effectiveness of these modules, drawing inspiration from Natividad (2021) and Peregrine et al. (2021). Finally, the third part investigated the challenges encountered by teachers within the context of contextualized and localized self-learning modules.

Data Collection

The comprehensive data collection process included not only quantitative methods through survey questionnaires but also qualitative approaches such as interviews and messenger interactions. Upon obtaining approval from the school's division superintendent, the researcher informed principals, making the questionnaire public. Alongside the distribution of Google Forms survey questionnaires in the third week of October, qualitative data was concurrently gathered through interviews with selected participants. To ensure a multifaceted understanding, the researcher utilized messenger platforms for follow-up discussions, clarification, and additional insights from participants. This interactive approach allowed for in-depth exploration of participants' perspectives and experiences related to the research objectives.

The interview and messenger interactions were strategically scheduled and conducted following the administration of the survey questionnaires. The third week of October involved initial interviews, messenger interactions, and survey distribution, while the subsequent weeks encompassed follow-up interviews, questionnaire retrieval in the fourth week, and the first week of November for both tabulation and qualitative data analysis. The second week of November was dedicated to synthesizing findings from interviews and messenger interactions, contributing to the overall development of tables, conclusion, and recommendations. This integrated approach, combining survey questionnaires with interviews and messenger exchanges, ensured a comprehensive and nuanced exploration of the research subject, enriching the overall data collection and analysis process.

RESULTS AND DISCUSSION

Profile of the Respondents

The age distribution of the participants is a crucial demographic factor. Table 2 showcases that the largest group, constituting 50%, falls within the 36-45 age range, belonging to the millennial generation. This data sheds light on the age demographics of the study's participants and the varying distribution across different age brackets. The teaching profession has witnessed a significant shift in generational dynamics with the entry of the millennial generation, often regarded as the first digital natives. This influx has introduced a notable generational diversity, impacting talent management practices across the corporate, nonprofit, and public sectors. Additionally, the workplace is significantly influenced by these principles as organizations recognize the importance of fostering employee engagement and satisfaction. Cheung & Wu (2013) reveal that supportive work environments that meet employees' psychological needs contribute to successful aging in the

CC The Journal *is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.*

8

CC The Journal *is a multidisciplinary peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.*

workplace, thereby enhancing job satisfaction and intentions to remain within the organization. This underscores the cross-contextual relevance of SDT beyond self-access language learning into broader educational and professional environments. They actively seek opportunities to expand their skills and are unafraid to explore new avenues, even if it means leaving their current organization (Jacksonville Public Education, 2023). This propensity for change poses a unique challenge and opportunity for employers to retain and engage millennial educators. In their professional interactions, millennial teachers prefer managers who collaborate to establish clear objectives and priorities. Open and constant communication is a cornerstone of their expectations, as is the desire for regular feedback and accountability. As the workforce evolves, it becomes increasingly clear that Millennials exhibit distinct characteristics and preferences that influence their motivation and engagement. A study by Debebe (2017) explores the relationship between authentic leadership and talent development, demonstrating how leaders who genuinely value and support their employees' strengths can foster a culture of growth and innovation.

Educational Background

The educational credentials of the participants are crucial in assessing the proficiency of the study's contributors. With 72 % or 26 holding a Bachelor's degree, 17 % or 6 having MA units, and only a few Master's Degree holders 4 or 11%, the data underscores the diversity in educational backgrounds within the sample, reflecting a mix of foundational and advanced knowledge. Teachers' pursuit of graduate education serves several crucial purposes that positively impact their professional development and the educational environment. Despite the demonstrated benefits of modular education, challenges remain in its effective implementation, particularly regarding online formats. Kuzu et al. (2022) acknowledge difficulties such as decreased learner engagement and increased instructor workload that have arisen in modular systems during the transition to digital learning environments necessitated by the COVID-19 pandemic. The authors advocate for a hybrid model that combines both online and face-to-face instruction to enhance student participation while managing instructor demands, signaling a need for adaptable educational formats that can respond to varying student needs (Mirda & Prasetyo, 2022). This demonstrates the multi-faceted benefits of graduate education for educators. Consistent with these results, the research conducted by Vural et al. (2021) emphasizes that educators who possess master's degrees cite diverse motivations for embarking on further academic pursuits. Those mentioned above encompass personal growth and educational enhancement, the ambition to enter an academic discipline, the need for professional advancement, and the intention to attain comprehensive expertise in their specific domains.

Length of Service

The distribution of participants' service length within their respective fields provides valuable insights into the experience levels of the group. Notably, a significant % of participants, comprising 16%, had accumulated 0-5 years in service. This information offers a snapshot of the diversity in participants' experiences across various periods. Furthermore, the reality of online learning due to the COVID-19 pandemic has highlighted the implications of modular education systems in practical scenarios. Kuzu et al. (2022) discuss the challenges related to learner engagement and instructor workload that emerged during this period. This illustrates the need for hybrid models that combine in-person instruction with online resources to sustain learner motivation while maintaining educational quality (Hooi & Chan, 2022). As teachers gain more experience, the benefits extend beyond just improved test scores; they also positively impact school attendance. This improvement is particularly pronounced when teachers operate within supportive and collaborative environments and share knowledge within the exact grade, subject, or district. Skilled and experienced teachers substantially benefit their students, peers, and the school community. Nevertheless, it is critical to acknowledge that

CC The Journal *is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.*

9

the correlation between years of teaching experience and teacher effectiveness is not simple; instead, it is a multifaceted, intricate, and frequently asymmetrical association (Irvine,2023).

Relevant Seminars/Training/Webinars

The data presented in the table highlights the distribution of attendance in relevant seminars, training, and webinars across various organizational levels. The data is categorized into School Level, Division Level, Regional, and National, each with a frequency and percentage of participants. At the School Level, 12 individuals, constituting 33% of the total, attended these events. The Division Level saw the highest participation, with 16 attendees, making up 44% of the total. Regional events were participated in by 3 individuals, making up 8% of the participants, while National-level events drew in 5 participants, contributing 14% to the overall total. This data illustrates that most participants were engaged at the Division Level, possibly indicating a solid interest or relevance in these events within the organization. Conversely, lower participation in regional and national events could imply a need to increase awareness and promote these higher-level opportunities or focus on more localized professional development.

Teaching Learning Process

The teaching-learning process holds a crucial place within the education system. Numerous factors come into play, and the effectiveness of this process relies on the presence and synergy of these factors. Even if students are eager to learn, teachers' effectiveness is undermined when they squander their time in unrelated conversations or distractions. However, The Modular Distance Learning Modality faces challenges regarding instructional quality, availability of necessary gadgets, access to sufficient mobile data, and the attitudes of both parents and learners toward this mode of education (Aguilar, 2021).

Quality of Content

The highest weighted mean scores were attained in specific domains when evaluating the Self Learning Module (SLM) content. These encompass "alignment with the MELC" (4.00), "proper sequencing" (4.00), "logical hierarchy in skill and knowledge development" (4.00), and "absence of ideological, cultural, religious, racial, and gender biases and prejudices" (4.00). These areas garnered a rating of "SA," denoting a high level of satisfaction. Conversely, the lowest weighted mean score was recorded in the "Content and text composition" (3.14). Despite being rated as "SA," this aspect indicates potential improvement. While deemed satisfactory, the composition of content and text may benefit from enhancements to augment clarity and comprehensibility. Overall, the aggregated data signifies a positive assessment of SLM content quality, yielding a weighted mean of 3.80. Most indicators received an "SA" rating, representing a commendable level of satisfaction. Nonetheless, there is room for refinement, particularly in the clarity of written content, as suggested by the lower weighted mean. This issue, however, is relatively minor in the broader context of SLM quality. In educational modules, careful consideration of teachers' perspectives is paramount.

Usability of the SLM

The assessment reveals high levels of satisfaction, denoted by the "SA" rating, in several aspects, emphasizing the successful design of the module to meet learners' needs and comprehension. However, two indicators, "contents can be supplemented by available reference books" (2.58) and "the student can learn contents without any instructional support" (2.61), despite receiving an "A" rating, have the lowest weighted mean scores, suggesting areas for improvement. Notably, the indicator "contents can be learned by the student without any instructional support" received a particularly low weighted mean, indicating potential challenges for some students in self-learning without assistance.

CC The Journal *is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.*

10

The overall usability, with a weighted mean of 3.52, shows a generally well-structured and engaging SLM. Nonetheless, attention to supplementary resources and self-learning support is recommended to enhance overall usability. Self-learning Modules (SLMs) have proven effective in education by fostering active, independent, and interactive learning. They facilitate knowledge retention, personalized self-paced learning, and improved academic achievement.

CONCLUSION

Educators of the Millennial generation place a premium on developing their skills, connecting with students, and being acknowledged for their contributions. It highlights educators' different educational paths and the value of continuing education for career advancement. Participants' varied levels of classroom experience demonstrate the nuanced connection between training and results. Araling Panlipunan's contextualized and locally relevant modules significantly improve instruction by leading students to exciting and valuable material. They are typically neutral and in line with the curriculum, allowing for the dissemination of accurate and objective teaching resources. Content clarity, however, might use some work. These modules are helpful, but students may struggle with individual study and locating relevant materials, highlighting the need for further usability enhancements.

Teachers face various difficulties when using localized Araling Panlipunan modules, which can be grouped into four categories: teaching and learning problems, module quality, parental involvement, and teacher training. Individuals of varying ages report similar satisfaction levels with the effectiveness of contextualized and locally relevant self-learning modules. While the quality of information and the user's experience are unaffected by one's educational background, the teaching and learning procedures are. Training history is consistently beneficial across all dimensions, but service duration significantly impacts material quality and utilization.

The study has substantial limitations owing to the reliance on self-reported data from instructors and the lack of objective assessments of classroom results. Standardized exam scores and other more objective criteria might be used to measure the modules' efficacy in future studies. The research also doesn't account for how differences in urban and rural locations, socioeconomic status, and cultural norms affect the quality and efficacy of the modules. Understanding the modules' flexibility would improve with awareness of these context changes. Future research should address or recognize these possible confounders for a more accurate evaluation since the study does not examine external factors like teacher motivation, classroom size, and administrative support that might impact the efficacy of the module.

TRANSLATIONAL RESEARCH

Future research should aim to address the disadvantage of relying solely on self-reported data by incorporating more objective measures of classroom performance. If standardized test scores and student assessments are used to evaluate the effectiveness of these courses, bias and subjectivity are reduced. The study also emphasizes the need for a more sophisticated understanding of how these modules function in many contexts. Research on factors such as socioeconomic disparities, cultural backgrounds, urban versus rural settings, and variations in module quality and efficacy across regions will be crucial in customizing these modules to specific educational environments. By doing this, we can raise the possibility that students from diverse backgrounds will be able to benefit from the advancements brought about by locally tailored courses. External factors such as instructor motivation, class size, and administrative support are all mentioned as possible influences on the success of these
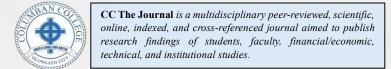
CC The Journal *is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.*

11

modules in the study. Future studies should examine the dynamic between these factors and the effective deployment of the modules to acquire a more nuanced understanding of these interactions. For better module performance, this information can assist educators and policymakers in discovering ways to optimize these external elements. This research shed light on the benefits and drawbacks of contextualized and localized modules in Araling Panlipunan. It is crucial to overcome the limits by including objective metrics, studying contextual differences, and examining the effect of external variables. We can improve the learning environment for instructors and students by implementing these measures, and we can guarantee that these modules will continue to be helpful in various classrooms.

LITERATURE CITED

Aguilar, A. (2021, June 25). Project LEAP (Leading and Engaging Activities for Parents) gateway for learners improved competencies in... ResearchGate; Consortia Academia Publishing. https://www.researchgate.net/publication/352745432

Balkom, T. D. v., Heuvel, O. A. v. d., Berendse, H. W., Werf, Y. D. v. d., & Vriend, C. (2020). The effects of cognitive training on brain network activity and connectivity in aging and neurodegenerative diseases: a systematic review. Neuropsychology Review, 30(2), 267-286. https://doi.org/10.1007/s11065-020-09440-w

Cheung, F. and Wu, A. M. S. (2013). Older workers' successful aging and intention to stay. Journal of Managerial Psychology, 28(6), 645-660. https://doi.org/10.1108/jpm-09-2011-0062

Debebe, G. (2017). Authentic leadership and talent development: fulfilling individual potential in sociocultural context. Advances in Developing Human Resources, 19(4), 420-438. https://doi.org/10.1177/1523422317728938

Deci, E. L. and Ryan, R. M. (2008). Self-determination theory: a macrotheory of human motivation, development, and health.. Canadian Psychology / Psychologie Canadienne, 49(3), 182-185. https://doi.org/10.1037/a0012801

Demir, S. B. and Pismek, N. (2018). A convergent parallel mixed-methods study of controversial issues in social studies classes: a clash of ideologies. Educational Sciences: Theory & Practice. https://doi.org/10.12738/estp.2018.1.0298

Diba, F. and Priyadarshini, A. (2023). Mother tongue education as a medium of instruction - a literature review. International Journal for Multidisciplinary Research, 5(6). https://doi.org/10.36948/ijfmr.2023.v05i06.9679

Fotowat, F. R., Hojjati, S. A., & Imanzadeh, A. (2024). Identification and validation of conceptual framework of a task-based curriculum design. Iranian Journal of Educational Sociology, 7(4), 166-175. https://doi.org/10.61838/kman.ijes.7.4.17

García-Ostbye, I. C. and Martínez-Sáez, A. (2023). Reading challenges in higher education: how suitable are online genres in english for medical purposes?. ESP Today, 11(1), 53-74. https://doi.org/10.18485/esptoday.2023.11.1.3

George, T. (2021). Mixed Methods Research | Definition, Guide & Examples. Scribbr. Retrieved from https://www.scribbr.com/methodology/mixed-methods-research/#:~:text=Revised%20on%20June%2022%2C%202023,integrates%20benefits%20of%20both%20methods.

CC The Journal is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.

12

Guetterman, T. C. and Fetters, M. D. (2018). Two methodological approaches to the integration of mixed methods and case study designs: a systematic review. American Behavioral Scientist, 62(7), 900-918. https://doi.org/10.1177/0002764218772641

Gutierrez, G. B. and Pascual, E. A. (2022). Laying-down the foundation of localized and contextualized teaching in nagcarlan district, laguna, philippines. International Journal of Research Publications, 110(1). https://doi.org/10.47119/ijrp10011011020223962

Hooi, L. W. and Chan, A. J. (2022). Innovative culture and rewards-recognition matter in linking transformational leadership to workplace digitalisation?. Leadership & Organization Development Journal, 43(7), 1063-1079. https://doi.org/10.1108/lodj-07-2021-0349

Hu, T., Meng-long, Z., Liu, H., Liu, J., Pan, S., Guo, J., … & Cui, L. (2022). The influence of "small private online course + flipped classroom" teaching on physical education students' learning motivation from the perspective of self-determination theory. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.938426

Kristidhika, D. C., Cendana, W., Felix-Otuorimuo, I., & Müller, C. (2020). Contextual teaching and learning to improve conceptual understanding of primary students. Teacher in Educational Research, 2(2), 71-78. https://doi.org/10.33292/ter.v2i2.84

Kuzu, E., TURAL, P., & ÇETİNKAY, Y. B. (2022). Transition to modular system during the pandemic: a study from a distant efl program. Participatory Educational Research, 9(5), 43-58. https://doi.org/10.17275/per.22.103.9.5

Lu, H., Wu, T., Shao, Y., Liu, Y., & Wang, X. (2019). Safety-specific leadership, goal orientation, and near-miss recognition: the cross-level moderating effects of safety climate. Frontiers in Psychology, 10. https://doi.org/10.3389/fpsyg.2019.01136

Mariah, W., Hardjo, S., & Effendy, S. (2023). Transformational leadership and work engagement in muslim workers: the moderating role of gender. INSPIRA: Indonesian Journal of Psychological Research, 4(1), 97-110. https://doi.org/10.32505/inspira.v4i1.5760

Maryuni, Y., Ribawati, E., Prasadana, M. A. F., Nurhasanah, A., Wibowo, T. U. S. H., Nashar, N., … & Sari, I. J. (2024). The effect of stem-based history podcast media on literacy in digital era through ict courses for history education students. International Journal of STEM Education for Sustainability, 4(1), 70-78. https://doi.org/10.53889/ijses.v4i1.310

Mazrekaj, D. and Witte, K. D. (2019). The effect of modular education on school dropout. British Educational Research Journal, 46(1), 92-121. https://doi.org/10.1002/berj.3569

Mirda, R. and Prasetyo, . (2022). Job characteristics, job involvement, and transformational leadership's effects on employee performance through work engagement. Indonesian Journal of Multidisciplinary Science, 2(3), 2129-2140. https://doi.org/10.55324/ijoms.v2i3.341

Montero, J. C. and Geducos, D. T. (2022). Improved conceptual understanding in learning biology through local-ized and contextualized learning activities. International Journal of Multidisciplinary: Applied Business and Education Research, 3(7), 1231-1238. https://doi.org/10.11594/ijmaber.03.07.01

Murray, G. and Fujishima, N. (2013). Social language learning spaces: affordances in a community of learners. Chinese Journal of Applied Linguistics, 36(1). https://doi.org/10.1515/cjal-2013-0009

CC The Journal is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.

13

Nuha, M. A. U. and Musyafa'ah, N. (2023). Application of the contextual teaching and learning (ctl) model in improving the quality of balaghah learning in man 3 jombang. Jurnal Ilmiah Iqra', 17(1), 1. https://doi.org/10.30984/jii.v17i1.2445

Nurmawati, N., Usiono, U., & Ariska, E. (2021). Effectiveness of contextual learning in islamic religious education lessons at sma. Ta Dib : Jurnal Pendidikan Islam, 10(2). https://doi.org/10.29313/tjpi.v10i2.9385

Picardal, M. T. and Sanchez, J. M. P. (2022). Effectiveness of contextualization in science instruction to enhance science literacy in the philippines: a meta-analysis. International Journal of Learning, Teaching and Educational Research, 21(1), 140-156. https://doi.org/10.26803/ijlter.21.1.9

Rodríguez, F. M. M., Espigares-López, I., Brown, T., & Pérez-Mármol, J. M. (2020). The relationship between psychological well-being and psychosocial factors in university students. International Journal of Environmental Research and Public Health, 17(13), 4778. https://doi.org/10.3390/ijerph17134778

Shahren, N. M., Ayob, M., & Omar, S. N. (2023). The influence of covid-19 on the psychological well-being among entrepreneurs using the self determination theory. International Journal of Academic Research in Business and Social Sciences, 13(5). https://doi.org/10.6007/ijarbss/v13-i5/16932

Tahapary, N. L. and Anaktototy, K. (2025). Exploring the impact of local content integration in procedure text on student engagement and learning perception. MATAI: International Journal of Language Education, 5(2), 170-182. https://doi.org/10.30598/matail.v5i2.18827

Tarantin, A. (2020). What is Modular Education? Quadrat; quadrat. Retrieved from https://www.quadratacademy.com/single-post/what-is-modular-education#:~:text=Modular%20education%20is%20%27consumption%20based,growth%20and%2For%20academic%20needs.

Udoko, A. N., Graff, J. C., Ransone, S., Coday, M., Gatwood, J., & Bailey, J. E. (2019). Characteristics of health-related text messages preferred by medically underserved african-american patients with diabetes. Cureus. https://doi.org/10.7759/cureus.5743

Vass, G., Coombs, D., Woods, A., & Lowe, K. (2023). Educators engaged in curriculum work: encounters with relationally responsive curriculum practices. The Curriculum Journal, 35(1), 91-107. https://doi.org/10.1002/curj.231

Vural, Ömer Faruk, & Basaran, M. (2021). The Reasons for Teachers' Preference for Master's Degree. International Journal of Curriculum and Instruction, 13(1), 589–613. https://eric.ed.gov/?id=EJ1285806

Widyadhana, A., Noermijati, N., & Susilowati, C. (2023). The influence of transformational leadership and work environment on employee performance mediated by work stress study on employees of bank bri kc malang kawi. International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS), 3(6), 2025-2031. https://doi.org/10.54443/ijebas.v3i6.1291

CC The Journal is a multidisciplinary, peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.

14