



Studies in Technology and Education

Volume 5, Issue 2, 2026 | <https://www.azalpub.com/index.php/ste>

OPEN ACCESS

RESEARCH ARTICLE

CONTEXTUALIZED ARLING PANLIPUNAN INSTRUCTION AND HISTORICAL LEARNING ENGAGEMENT AMONG GRADE 10 LEARNERS

Article Info

Received: 1-4-2026

Accepted: 3-9-2026

Published: 5-24-2026

Marieta T. Soriano, Dr. Alma Gonzales

Northeastern Collage, Santiago City, Philippines

Abstract

Contextualized instruction and learner engagement are essential components of meaningful Araling Panlipunan education in secondary schools. This study explored contextualized Araling Panlipunan instruction and historical learning engagement among Grade 10 learners at Saint Paul Vocational and Industrial High School. Anchored on Constructivist Learning Theory and Culturally Responsive Teaching Theory, the study employed a descriptive qualitative research design to examine learners' classroom experiences, instructional engagement, historical understanding, and participation in Araling Panlipunan instruction. Participants included selected Grade 10 learners and Araling Panlipunan teachers. Data were gathered through semi-structured interviews, focus group discussions, classroom observations, and document analysis. Braun and Clarke's (2006) thematic analysis approach was utilized in analyzing the gathered data. Findings revealed that contextualized instructional practices, historical storytelling, collaborative discussions, and localized learning activities significantly contribute to learners' historical understanding and engagement in Araling Panlipunan education. Learners demonstrated greater participation and appreciation of historical concepts when instructional discussions were connected to local culture, community experiences, and contemporary societal issues. The findings further revealed that interactive classroom environments and learner-centered instructional approaches strengthen learners' critical thinking, communication competence, and reflective understanding of Philippine history and society. However, challenges such as limited instructional resources, passive classroom participation, difficulty understanding abstract historical concepts, and limited exposure to historical materials affected instructional engagement and historical learning experiences. The study concludes that contextualized and culturally responsive instructional practices significantly contribute to meaningful historical learning engagement among Grade 10 learners. Strengthening localized instruction, collaborative learning environments, and interactive historical discussions is recommended to improve learner engagement in Araling Panlipunan education.

Keywords

Blended learning, Culture Media Preparation, Gram Staining procedure, Instructor-made micro-lecture videos, Multimedia learning, Supplementary materials

*Corresponding author: marieta.soriano@deped.gov.ph

INTRODUCTION

Araling Panlipunan education plays a vital role in developing learners' historical understanding, cultural awareness, civic consciousness, critical thinking, and social responsibility. Through the study of Philippine history, culture, governance, economics, and societal issues, learners develop deeper appreciation of national identity, democratic values, and historical realities that shape contemporary society.

In secondary education, contextualized instructional practices significantly influence learners' participation, engagement, and understanding of historical concepts and societal issues. Meaningful Araling Panlipunan instruction requires learner-centered and culturally responsive pedagogical approaches that encourage active participation, reflection, collaboration, and critical analysis of historical events and social realities.

Historical learning engagement refers to learners' behavioral, emotional, and cognitive participation in history-related instructional activities and classroom discussions. Behavioral engagement involves learners' active participation in discussions, group activities, and classroom tasks. Emotional engagement refers to learners' interest, appreciation, confidence, and emotional responses toward historical learning experiences. Cognitive engagement involves learners' critical thinking, interpretation, reflection, and deeper understanding of historical concepts and societal issues.

Within the Philippine educational context, the Department of Education emphasizes contextualized and learner-centered instruction under the K-12 curriculum to strengthen meaningful learning experiences and cultural understanding in Araling Panlipunan education. Teachers are encouraged to integrate localized examples, community experiences, historical reflection, collaborative learning, and culturally responsive instructional approaches to improve learner engagement and historical understanding.

At Saint Paul Vocational and Industrial High School, Araling Panlipunan teachers continuously implement contextualized and interactive instructional practices to strengthen learners' historical understanding and classroom engagement. Teachers integrate storytelling, collaborative discussions, multimedia presentations, local historical narratives, and experiential learning activities to improve learners' appreciation of history and social realities.

However, despite these instructional efforts, learners continue to encounter challenges related to passive participation, difficulty understanding abstract historical concepts, limited exposure to historical materials, and insufficient instructional resources. These challenges may affect learners' engagement and participation in Araling Panlipunan education.

Several studies emphasized that contextualized and culturally responsive instructional approaches positively influence learner engagement and historical understanding. Gay (2018) explained that culturally responsive instruction strengthens learner participation and meaningful learning by connecting lessons to learners' cultural experiences and realities. Similarly, Seixas and Morton (2019) argued that historical learning becomes more meaningful when learners actively analyze historical narratives and connect them to contemporary social issues.

Although historical engagement and contextualized instruction have been widely discussed in educational research, there remains limited qualitative research exploring contextualized Araling Panlipunan instruction and historical learning engagement within Philippine secondary school contexts. Thus, this study aimed to explore contextualized Araling Panlipunan instruction and historical learning engagement among Grade 10 learners at Saint Paul Vocational and Industrial High School.

THEORETICAL FRAMEWORK

This study was anchored on Constructivist Learning Theory by Vygotsky (1978) and Culturally Responsive Teaching Theory by Gay (2018).

Constructivist Learning Theory posits that learners actively construct understanding through interaction, reflection, collaboration, and meaningful learning experiences. Historical learning becomes more effective when instructional activities are participatory, reflective, and socially meaningful.

Culturally Responsive Teaching Theory explains that instruction becomes more meaningful and engaging when lessons are connected to learners' cultural backgrounds, community experiences, and social realities.

Learners become more engaged when instructional practices acknowledge and integrate their lived experiences and cultural contexts.

These theories provided the framework for understanding how contextualized instruction influences historical learning engagement and classroom participation in Araling Panlipunan education.

OBJECTIVES OF THE STUDY

This study aimed to explore contextualized Araling Panlipunan instruction and historical learning engagement among Grade 10 learners at Saint Paul Vocational and Industrial High School. Specifically, it sought to examine learners' classroom experiences and participation in Araling Panlipunan instruction and identify contextualized instructional practices that contribute to historical learning engagement. The study further aimed to explore how learners demonstrate behavioral, emotional, and cognitive engagement during historical learning activities. Additionally, it intended to identify the challenges encountered by learners and teachers in instructional engagement and historical learning experiences. Finally, the study aimed to derive insights from the participants' experiences that may serve as basis for strengthening contextualized instruction and learner engagement in Araling Panlipunan education.

METHODOLOGY

This study employed a descriptive qualitative research design to explore contextualized Araling Panlipunan instruction and historical learning engagement among Grade 10 learners at Saint Paul Vocational and Industrial High School. The qualitative approach enabled the researcher to gather rich and contextualized descriptions regarding learners' classroom experiences, instructional participation, historical understanding, and engagement in Araling Panlipunan instruction. Through qualitative inquiry, the study captured the lived experiences of learners and teachers and examined how contextualized instruction influences historical learning engagement.

The study was conducted at Saint Paul Vocational and Industrial High School, a secondary educational institution operating under the supervision of the Department of Education. The school serves learners from diverse socio-economic and cultural backgrounds in the municipality of San Pablo, Isabela.

The participants of the study included selected Grade 10 learners and Araling Panlipunan teachers. Purposive sampling was utilized to select participants who possessed direct experiences and active involvement in Araling Panlipunan instruction and historical learning activities. The selected learners represented varying participation levels, academic engagement, and classroom experiences.

The study utilized semi-structured interview guides, focus group discussion guides, classroom observation notes, and document analysis checklists as qualitative research instruments. Interview questions focused on classroom participation, instructional practices, historical learning experiences, learner engagement, collaborative activities, and challenges encountered during Araling Panlipunan instruction.

Prior to data gathering, permission was secured from school administrators and ethical considerations including informed consent, confidentiality, anonymity, and voluntary participation were strictly observed throughout the study. Data were gathered through interviews, focus group discussions, classroom observations, and document analysis. All interviews and discussions were audio-recorded with participants' consent and transcribed verbatim for analysis.

The gathered data were analyzed using Braun and Clarke's (2006) thematic analysis approach. Significant statements and recurring patterns were identified, coded, categorized, and organized into themes representing contextualized instructional practices and historical learning engagement experiences. Trustworthiness was established through triangulation, member checking, audit trails, and thick description to ensure credibility and dependability of the findings.

RESULTS AND DISCUSSION

Theme 1: Contextualized and Localized Instruction Strengthens Historical Understanding and Learner Engagement

The findings revealed that contextualized and localized instructional practices significantly contribute to

learners' engagement and understanding in Araling Panlipunan education among Grade 10 learners at Saint Paul Vocational and Industrial High School. Participants consistently emphasized that lessons become more meaningful and easier to understand when historical discussions are connected to local culture, community experiences, family narratives, and contemporary societal realities.

One learner participant stated:

"Mas naiintindihan namin ang history kapag kinokonekta sa mga nangyayari sa komunidad at totoong buhay."

Another learner shared:

"Kapag may examples tungkol sa local history at kultura, mas nagiging interesting ang lesson."

Similarly, another participant explained:

"Mas na-appreciate ko ang Araling Panlipunan kapag relatable ang discussion."

These responses indicate that contextualized instruction positively influences learners' cognitive and emotional engagement during historical learning activities. Learners become more reflective, participative, and interested when instructional discussions are relevant to their lived experiences and community realities.

Teachers also emphasized the importance of contextualization in strengthening learners' appreciation of history and social issues.

One teacher participant stated:

"Mas meaningful ang Araling Panlipunan kapag iniuugnay sa karanasan ng learners at sa kasalukuyang sitwasyon."

Another participant explained:

"Kapag localized ang examples, mas mabilis maintindihan ng learners ang historical concepts."

The findings suggest that contextualized and culturally relevant instructional practices strengthen learners' historical understanding and classroom participation. Learners become more engaged when historical instruction is socially meaningful and connected to their personal and community experiences.

The findings support Gay (2018), who emphasized that culturally responsive instruction strengthens learner engagement and meaningful participation by connecting lessons to learners' lived experiences and cultural contexts. Similarly, Seixas and Morton (2019) argued that historical understanding becomes deeper when learners actively connect historical narratives to contemporary realities and social experiences.

The findings further align with Vygotsky's (1978) Constructivist Learning Theory, which posits that learners develop understanding through meaningful interaction, reflection, and socially contextualized experiences.

Classroom observations further revealed that learners participated more actively during discussions involving local history, contemporary social issues, and community-related historical examples.

One learner participant shared:

"Mas active kami sa discussion kapag related sa buhay namin ang topic."

This finding highlights the importance of contextualized and localized instruction in strengthening learner engagement and historical understanding in Araling Panlipunan education.

Theme 2: Collaborative Discussions and Historical Storytelling Promote Reflective Learning Experiences

The study further revealed that collaborative discussions and historical storytelling significantly contribute to learners' reflective engagement and participation in Araling Panlipunan instruction. Participants emphasized that classroom discussions, debates, storytelling activities, and collaborative analysis of historical events help learners better understand historical concepts and societal issues.

One learner participant stated:

"Mas natututo kami kapag may sharing of ideas at group discussions."

Another learner shared:

"Kapag may storytelling tungkol sa history, mas madaling tandaan ang lesson."

Similarly, another participant explained:

"Mas naiintindihan ko ang topic kapag napag-uusapan namin ang iba't ibang perspectives."

These responses indicate that collaborative and reflective learning activities positively

influence learners' behavioral and cognitive engagement during historical learning experiences. Learners become more capable of analyzing historical events, expressing opinions, and connecting historical lessons to present-day realities when instructional activities encourage dialogue and collaborative reflection.

Teachers also emphasized that collaborative historical discussions improve learners' critical thinking and communication skills.

One teacher participant stated:

"Mas nagiging critical thinkers ang learners kapag may debates at discussions."

Another participant explained:

"Kapag collaborative ang activities, mas maraming learners ang nakikilahok."

The findings suggest that collaborative instructional environments strengthen learners' analytical thinking, communication competence, and reflective understanding of historical concepts.

The findings support Freire (2020), who argued that reflective and dialogic learning environments strengthen learners' critical consciousness and active participation in social learning experiences. Similarly, Levstik and Barton (2018) emphasized that collaborative historical inquiry encourages learners to examine multiple perspectives and critically interpret historical narratives.

The findings further revealed that storytelling activities increase learners' emotional connection and interest in historical topics.

One learner participant shared:

"Mas na-eengage ako kapag parang kuwento ang pagtalakay sa history."

This finding highlights the importance of collaborative learning and historical storytelling in promoting reflective and meaningful engagement in Araling Panlipunan education.

Theme 3: Learner-Centered and Interactive Classroom Practices Enhance Motivation and Participation

The findings revealed that learner-centered and interactive classroom practices significantly contribute to learners' motivation, confidence, and classroom participation in Araling Panlipunan education. Participants consistently described effective instructional practices as participatory, interactive, and engaging.

One learner participant stated:

"Mas ginaganahan akong sumali kapag interactive ang activities."

Another learner explained:

"Kapag may reporting at presentations, mas nagiging confident kami."

Similarly, another participant shared:

"Mas enjoyable ang lesson kapag hindi puro lecture lang."

These responses indicate that learner-centered instructional approaches positively influence learners' behavioral and emotional engagement during classroom instruction. Learners become more motivated and confident when instructional activities encourage participation, creativity, and interaction.

Teachers also emphasized the importance of interactive learning environments in improving classroom engagement.

One teacher participant stated:

"Kapag learner-centered ang approach, mas active ang learners."

Another participant explained:

"Mas nagiging participative sila kapag may interactive at experiential activities."

The findings suggest that learner-centered classroom practices strengthen learners' motivation, confidence, and willingness to participate in historical learning activities.

The findings align with Fredricks et al. (2019), who argued that behavioral and emotional engagement increase when learners actively participate in classroom interaction and collaborative learning activities.

Similarly, Ainscow (2020) emphasized that inclusive and participatory classroom practices strengthen learner involvement and meaningful participation.

The findings further revealed that interactive instructional activities help reduce classroom boredom and passive participation.

One learner participant shared:

“Mas hindi nakakaantok ang klase kapag interactive ang teaching.”

This finding highlights the importance of learner-centered and interactive instructional approaches in strengthening historical learning engagement among secondary school learners.

Theme 4: Limited Resources, Passive Participation, and Conceptual Difficulties Affect Historical Learning Engagement

Despite positive instructional experiences, the findings revealed that learners and teachers encounter several challenges affecting historical learning engagement in Araling Panlipunan education. Participants identified limited instructional resources, passive classroom participation, conceptual difficulties, limited exposure to historical materials, and low confidence in classroom discussions as major barriers to meaningful engagement.

One learner participant stated:

“Minsan mahirap intindihin ang ibang historical concepts lalo na kapag abstract.”

Another learner explained:

“May mga classmates na nahihiyang sumali sa discussions.”

Similarly, another participant shared:

“Mas mahirap mag-engage kapag kulang ang visual materials at references.”

These responses indicate that cognitive and environmental barriers negatively influence learners' classroom participation and understanding during Araling Panlipunan instruction. Learners who experience confusion, low confidence, and limited instructional support become less willing to participate actively in discussions and historical analysis activities.

Teachers also emphasized that limited instructional resources affect the delivery of engaging historical lessons.

One teacher participant stated:

“Challenge minsan ang kakulangan sa instructional materials at multimedia resources.”

Another participant explained:

“Hindi lahat ng learners ay confident magsalita at magbigay ng opinion.”

The findings suggest that historical learning engagement is influenced not only by instructional practices but also by institutional support systems, resource availability, and learners' emotional confidence.

The findings support OECD (2019), which highlighted that limited educational resources and low academic confidence significantly affect learner participation and engagement. Similarly, Seixas and Morton (2019) emphasized that learners require accessible historical materials and interactive learning environments to develop meaningful historical understanding.

Participants further revealed that some learners become hesitant to express opinions because of fear of criticism and making mistakes during discussions.

One learner participant stated:

“Nahihiya akong magsalita kapag baka mali ang sagot ko.”

This finding implies the importance of creating emotionally supportive and inclusive classroom environments that encourage participation, critical reflection, and respectful dialogue.

Despite these challenges, participants emphasized that supportive teachers and collaborative classroom environments help improve learners' confidence and participation in historical learning activities.

One learner participant shared:

“Mas confident akong sumali kapag supportive ang teacher at classmates.”

This finding highlights the resilience of learners and the importance of supportive instructional environments in sustaining meaningful engagement in Araling Panlipunan education.

CONCLUSION

The study revealed that contextualized, collaborative, and learner-centered instructional practices significantly contribute to historical learning engagement and meaningful learning experiences among Grade 10 learners at Saint Paul Vocational and Industrial High School. Contextualized and localized instructional approaches help learners connect historical concepts to real-life experiences, local culture, and contemporary societal realities, thereby strengthening historical understanding and classroom participation.

The findings further revealed that collaborative discussions, historical storytelling, and reflective learning activities promote critical thinking, communication competence, and deeper appreciation of historical concepts and social issues. Learners become more reflective and engaged when instructional environments encourage dialogue, collaboration, and multiple perspectives.

The study also found that learner-centered and interactive classroom practices significantly influence learners' motivation, emotional engagement, and classroom confidence. Interactive activities and participatory instructional approaches reduce passive learning and encourage active participation among learners.

However, the findings revealed that limited instructional resources, passive classroom participation, conceptual difficulties, limited exposure to historical materials, and low confidence in classroom discussions continue to affect historical learning engagement among learners.

Overall, the study concludes that meaningful instructional practices and supportive classroom environments significantly contribute to learner engagement and participation in Araling Panlipunan education. Strengthening contextualized instruction, collaborative learning environments, historical storytelling, and learner-centered pedagogical approaches is

essential in improving historical learning engagement among secondary school learners.

IMPLICATIONS OF THE STUDY

The findings of the study provide important implications for Araling Panlipunan education, instructional practices, learner engagement, curriculum implementation, educational leadership, and future research. The study emphasizes the importance of contextualized, collaborative, and learner-centered instructional approaches in strengthening historical learning engagement among learners.

Educational Implications

The findings imply that Araling Panlipunan instruction should become more contextualized, interactive, collaborative, and culturally responsive to strengthen learners' participation, historical understanding, and critical thinking skills. Teachers may integrate localized examples, historical storytelling, collaborative inquiry, debates, and experiential learning activities to improve learner engagement in historical instruction.

The study further implies that Araling Panlipunan education should focus not only on memorization of historical facts but also on reflective understanding, critical analysis, and meaningful connection of historical events to present-day realities.

Additionally, the findings suggest that emotionally supportive and participatory classroom environments contribute significantly to learners' willingness to participate in discussions and historical analysis activities.

Pedagogical Implications

The findings imply that teachers play a critical role in shaping learners' historical learning experiences and instructional engagement in Araling Panlipunan education. Teachers should demonstrate flexibility, encouragement, creativity, and learner-centered pedagogical approaches in facilitating historical instruction.

The study also highlights the importance of contextualized and collaborative instructional practices in

strengthening learners' critical thinking and participation. Teachers may utilize community-based examples, collaborative discussions, reflective inquiry, multimedia presentations, and storytelling approaches to improve historical engagement and conceptual understanding.

Furthermore, the findings imply that supportive instructional environments reduce classroom anxiety and encourage learners to participate actively in discussions and reflective learning activities.

Institutional and Policy Implications

The findings provide important implications for educational leaders and policymakers within the Department of Education regarding the strengthening of contextualized and culturally responsive instruction in Araling Panlipunan education. Educational institutions may strengthen historical learning by providing localized instructional materials, multimedia resources, and professional development programs focusing on contextualized and learner-centered teaching approaches.

The study further implies the importance of strengthening institutional support systems that address learners' participation difficulties, conceptual challenges, and instructional resource limitations.

Moreover, the findings suggest the need for adequate historical learning resources and interactive instructional materials that improve learner engagement and participation in Araling Panlipunan instruction.

Social and Cultural Implications

The findings imply that meaningful historical learning experiences contribute significantly to learners' cultural awareness, civic consciousness, critical thinking, and appreciation of Philippine history and identity.

The study also highlights the importance of creating inclusive and reflective classroom environments that encourage critical dialogue, respect for diverse perspectives, and appreciation of local culture and historical narratives.

Implications for Future Research

The findings highlight the need for future studies exploring contextualized instruction and historical learning engagement across different educational contexts and learner populations. Future researchers may conduct comparative studies involving urban and rural schools to examine variations in historical engagement, instructional practices, and classroom participation.

Longitudinal and mixed-methods studies may also be conducted to explore the long-term influence of contextualized and collaborative instruction on learners' historical understanding and civic engagement.

Future studies may likewise investigate the role of digital history instruction, local heritage integration, experiential learning, and community-based pedagogy in strengthening historical learning engagement among secondary school learners.

Overall, the study emphasizes that strengthening historical learning engagement requires collaborative efforts among teachers, school leaders, educational institutions, policymakers, and learners. Contextualized instruction, collaborative learning environments, reflective historical inquiry, and learner-centered pedagogical practices are essential in promoting meaningful learning experiences in Araling Panlipunan education.

REFERENCES

- Abana, A (2021). A Scrutiny of K-12 Strands and the Learning Program Vis-à-vis its Academic Performance. *Psychology and Education Journal*, 58 (2): 7977-7984
- Ainscow, M. (2020). *Promoting inclusion and equity in education: Lessons from international experiences*. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587>
- Andres, A. (2019). Achievement Goals and Mathematics Achievement of the Senior High School Students. *International Journal of English and Education*, 8 (2).
- Andres, A. (2023). Establishing Quality Instrument for the Summative Assessment of Pre-Service

Elementary Teachers. *JETT*. 14 (3), 9-16).

- Andres, A.D. (2022). Metacognition and Performance in Mathematical Problem-Solving Among Bachelor of Elementary (BEED) Pre-service Teachers. *Central European Management Journal*, 30 (4). 86-95.
- Antonio, A. (2021). Syntactical Scrutiny: Inaccuracies in the Lesson Planning of Non- Language Pre Service Teachers. *International Journal of Arts, Sciences and Education*,
- Balog, P., & Gonzales, E. (2021). From Linguistic Landscapes to Teaching Resources: A Case of Some Rural Areas in the Province of Quezon. *International Journal of Arts, Sciences and Education*, 1(2), 23-44.
- Banares, A. J. (2022). Reinterpreting Sonnet 18 by William Shakespeare through Stylistic Analysis. *International Journal of Arts, Sciences and Education*, 3(July Special Issue), 189-204.
<https://ijase.org/index.php/ijase/article/view/163>.
- Bangayan- Manera, A. (2020). Writing Without Permission: A Case study on Skinner's Analogy through Vandalism. *International Journal of Psychosocial Rehabilitation*. 24 (08), 571-578
- Bangayan, O., Navasca, M., Navasca, R., Abaquita-Espiritu, J., & Calaranan, M. (2025). Innovating Pedagogical Approaches in Industrial Technology and Livelihood Education: A Comparative Study of BTVTED and BTED Programs in Enhancing Technical Competency and Workforce Readiness in Philippine State Universities. *International Journal on Culture, History, and Religion*, 7(SI2), 676-692.
<https://doi.org/10.63931/ijchr.v7iSI2.235>
- Batang, B., Villa, F., Natividad, A., Gonzales, A., Cabansag, J., & Bangayan, O. (2025). Culturally-Informed Leadership and Management Practices in Philippine State Universities and Colleges: Navigating Institutional Excellence through Localized Governance and Academic Culture. *International Journal on Culture, History, and Religion*, 7(SI2), 751-770. <https://doi.org/10.63931/ijchr.v7iSI2.243>
- Belarga, B., Guiquing-Clemente, B., Tulawie, A., Alih, C., Caban, R., & Manois, F. R. (2025). From Page to Praxis: The Role of Regional Literature in Shaping Culturally Grounded Teaching Methods in HEIs. *International Journal on Culture, History, and Religion*, 7(SI2), 356-371.
<https://doi.org/10.63931/ijchr.v7iSI2.206>
- Bonoan, K. C., Bunagan, K. A., Calangi, A. D., Chan, E. P., Corpuz, L. P., Deseo, J. M., Suarez, R. H., Sumulong, B. I., & Flores, A. R. (2021). A Comparative Study on the Knowledge, Attitude, and Practices (KAP) on the Preventive Measures Against Covid-19 of the Residents in Rural (Lobo, Batangas) and Urban (Taguig City, Metro Manila) Areas in the Philippines. *International Journal of Arts, Sciences and Education*, 1(3), 77-123. Retrieved from <https://ijase.org/index.php/ijase/article/view/35>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Buncag, R. (2022). Parent-Assisted Modular Reading Program: Its Effect on Reading Performance During the Covid-19 Pandemic of Grade 5 Pupils of Biwag Elementary School, Tallag Cabagan Isabela. *International Journal of Arts, Sciences and Education*, 3(July Special Issue), 39-50.
<https://ijase.org/index.php/ijase/article/view/154>
- Caliboso, J., Bagalay, B., Santiago, M. Bayan, R., Aguinaldo, I., & Belo, J. (2025). Literary Texts as Cultural Tools: A Study on Contextualized Learning Strategies in Philippine Higher Education. *International Journal on Culture, History, and Religion*, 7(SI2), 340-355. <https://doi.org/10.63931/ijchr.v7iSI2.205>
- Camiring-Picpican, H., Flores, K., Caban, R., Mohadali, S., Galdonez, D., & Alih, C. (2025). Pedagogical Innovations Based on Philippine Cultural Practices: A Framework for Culturally Responsive Teaching in Higher Education. *International Journal on Culture, History, and Religion*, 7(SI2), 433-451.
<https://doi.org/10.63931/ijchr.v7iSI2.168>
- Caranguian, C. B. (2022). Family-related Factors Influencing Success in the Licensure Examination for Teachers. *International Journal of Educational Sciences*. 38 (1-3), 62-69.
- Caranguian, C. B. (2023). Level of Parental Involvement as a Predictor of Academic Achievement and School Adjustment. *Universidad de Granada*.14(3), 138-143.
- Casil-Batang, P. (2021). Exploring Gender Stereotypes in 21st Century Philippine Narratives. *International Journal of Arts, Sciences and Education* 2(1): 61-70
- Casil-Batang, P. (2021). Focus of Experience in 21st Century Philippine Literature: A Content Analysis. *International Journal of Arts, Sciences and Education* 2(1): 1-14
- Clemente B. & Clemente, R. (2023). Reading Comprehension Competence of First Year Social Science Students. *International Journal of Arts, Sciences and Education*. 4 (30), 165-184.
- Clemente B. G (2019). Philippine Literature as a Vehicle to Strengthen Values Education. *The Asian EFL Journal*. 24(4), 443-468.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2019). School engagement: Potential of the concept and

- state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Freire, P. (2020). *Pedagogy of the oppressed* (30th anniversary ed.). Continuum.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Kolb, D. A. (2019). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education.
- Levstik, L. S., & Barton, K. C. (2018). *Doing history: Investigating with children in elementary and middle schools* (6th ed.). Routledge.
- OECD. (2019). *PISA 2018 results (Volume I): What students know and can do*. OECD Publishing. <https://doi.org/10.1787/5f07c754-en>
- Seixas, P., & Morton, T. (2019). *The big six historical thinking concepts*. Nelson Education.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.