

Original Research Article

Development of Bigbooks for Contextual Teaching and Learning (CTL) Social Studies (*Araling Panlipunan*) 7 in Zone 2, Division of Zambales

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Abstract: A descriptive study investigated the effect on students' academic performance of developed Big Book as an instructional material for contextual teaching and learning Social Studies (*Araling Panlipunan*) 7 at public schools in Zone 2, Division of Zambales. The study was conducted during the school year 2022-2023 among Social Studies teachers. Findings revealed that the developed Big Book for Contextualized Teaching and Learning in Social Studies 7-History of Asia is useful in terms of Practicality. The academic performance of the students in Social Studies 7-History of Asia during the 1st Quarter was Developing while Approaching Proficiency during the 2nd Quarter after the utilization of Big Book for contextualized teaching and learning. The ANOVA computation result shows a no significant difference on the appraised level of usefulness of Big Book for Contextualized Teaching and Learning in Social Studies 7-History of Asia. The t-Test computation result reveals a significant difference between the students' academic performances in the First and Second Quarters Social Studies 7-History of Asia. The Pearson r computation result manifested a very high positive relationship between the students' second quarter academic performance and the usefulness of Big Book in Social Studies 7 History of Asia. An enhanced Big Book for Contextualized Teaching and Learning in Social Studies 7- History of Asia was developed based on the result of review and appraisal of the material. It was recommended to present the enhanced Big Book in Social Studies 7 to the Department Heads, School Heads/Principals, and Education Specialist/Curriculum Planners of the Division of Zambales for more review or appraisal and utilization of the improvised instructional material in secondary schools in the Division of Zambales.

Keywords: Big Book, Contextual Teaching and Learning (CTL), Social Studies (*Araling Panlipunan*) 7, History of Asia, Improvisation, Instructional resource.

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INTRODUCTION

Teaching is a form of public service which requires teacher's expert knowledge and skills, acquired and maintained through rigorous study [United States Agency for International Development (USAID), 2021]. The act of teaching is full of activities that a teacher must engage in for successful implementation of the teaching-learning process. The introduction of modern curriculum to Social Studies education will help solve problems created by traditional methods of teaching which have been bedeviling curriculum programmes in our schools (National Council for the Social Studies, 2013). It is very important for any prospects for eminent improvements in the pedagogy of modern Social Studies. Ibe (2021) argued that the use of appropriate teaching-learning materials is a ticket to

success in the classroom and could extend the scope and power of instruction; and for Dizon, *et al.*, (2021), quality, coherence and collaboration from the entire school community be the concern of the school community.

Learning media plays a critical role in the learning process by delivering information from the teacher to students. It should be used by teachers to facilitate their students in learning, especially in learning to read. One of the most reliable instructional materials that the teacher can use is a Big Book (Khasanaha & Wibawab, 2022). The attainment of lesson objectives and the facilitation of teaching and learning process highly depend on the adequacy and appropriateness of instructional materials selected by the teacher (Nakaka Artini & Jannah, 2017).

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According to Mahayanti, Surya, Padmadewi, Ni & Wijayanti (2017), Big Book is a distinctive storybook that has been enlarged such that both the text and the illustrations can make it possible for the teacher and pupils to read aloud to one another. Big book learning media is expected to increase student's motivation and it can catch the attention of the learners. Big Book is exceptional due to its size, which enables it to accommodate students' in-class reading needs (Prawiyogi, *et al.*, 2020). Big Book creates a secure and relaxed environment in the classroom and attracts students' attention in the learning process and sustains students' enthusiasm; stimulates their imagination; aids understanding of the content/topic; and improves participation in class.

In line with the support of implementation of K to 12 Basic Education Program and the preparation for the upcoming face to face classes and support to the contextualized learning resources (DepED Order No. 12, s. 2020), the communication highly encourages the development of Big Book and the conduct of competition on Big Book development by teachers. Big Book is one of the learning resources that can be contextualized and utilized by the teachers to improve reading skills, understanding of concepts and utilization of two-track approach (meaning and accuracy) in developing lessons and shared reading activities in the classrooms.

The objective of this study is to determine the effect of the developed/improvised teaching-learning materials Big Book for contextualized teaching and leaning on students' academic performance in secondary *Araling Panlipunan* of public schools of Zone 2, DepEd Division of Zambales.

The purpose of this study was to investigate the effectiveness of the developed Big Book as an instructional material for contextual teaching and learning Social Studies (*Araling Panlipunan*) 7 at public schools in Zone 2, Division of Zambales, Philippines. Moreover, an enhanced Big Book was proposed in this study. Specifically, the study appraised the developed Big Book for contextual teaching and learning (CTL) *Social Studies* 7 in terms of Content, Structure, Design and Lay-out, and Practicality; determined the performance level in the First Quarter of the students before the utilization of the developed Big Book for contextual teaching and learning (CTL) *Social Studies* 7; determined that the performance level in the Second Quarter of the students after the utilization of the developed Big Book for contextual teaching and learning (CTL) *Social Studies* 7; Tested if there is a significant difference on appraised on the *Social Studies* teachers Big Book in terms of Content, Structure, Design and Lay-out and Practicality; tested if there is a significant difference between the First Quarter and Second Quarter academic performance of the students in *Social Studies* 7 after utilizing the Big Book; Tested

if there is significant relationship between students' Second Quarter academic performance and the appraised Big Book in *Social Studies* 7; and enhanced the improvised Big Book to help improve contextual teaching and learning (CTL) and performance of students in *Social Studies* 7.

METHODOLOGY

The researchers used a descriptive research design. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon and can use a wide variety of research methods to investigate one or more variables (Magsanop, de Guzman & Acuavera, 2021). The purpose of this descriptive research methods study is to investigate the effect of the improvised and developed Big Book as an instructional resource for contextual teaching and learning *Social Studies (Araling Panlipunan)* 7. The study was conducted at Public Secondary Schools of the three (3) Districts (Botolan District, Iba District and Palauig District) of Department of Education Zone 2, Division of Zambales, Philippines among one hundred and eight (108) *Social Studies* teachers. All *Social Studies* teachers in these Districts composed the population of study respondents.

The instrument which was used in this study was a survey questionnaire. A questionnaire is a set of questions used to gather statistically useful information from the respondents. It's often considered as an important tool used in the survey process (Nuqui, (2017). The survey questionnaire was constructed by the researchers after reviewing and considering the works of Jayendra, Nitiasih, & Mahayanti (2018); Karunia, Sri & Yuliyati (2019); Ramos, de Guzman, Rico (2021); and Manalili, de Guzman & Ravana (2022). The survey questionnaire of the study was composed of the indicators of reviewing the usefulness of the improvised instructional material Big Book for contextualized teaching and learning such as (a) Contents, (b) Structure, (c) Design & Lay-out, and (d) Practicality. The teacher respondents assessed the indicators using a four-point scale from 4 Very Evident (VE), 3 Evident (E), 2 Less Evident (LE), and 1 Least Evident (LTE).

The research instrument was subjected to validity and reliability tests. Since the instrument is a researcher's made, it was submitted to the expert in the field to check its validity. To test the reliability of the research instrument, a pilot test was conducted among teachers at Polytechnic College of Botolan, Botolan, Zambales. After the pilot testing, Cronbach's Alpha values for the indicators were determined and the result of the computation was reliable (e.g., excellent to good). The academic performances in the first and the second quarter school year 2022-2023 of the students in *Social Studies (Araling Panlipunan)*7 – History of Asia were requested from the teachers of Grade 7 who were

also teacher-respondents of the study. A total of 15 teachers are handling Social Studies 7.

A letter request seeking permission to allow the researchers to gather the needed data for the study was sent to the Schools Division Superintendent, DepEd Division of Zambales. After the request was approved, a letter was also sent to the School Heads of secondary schools in DepEd Division of Zambales, Philippines. The researchers personally managed the distribution and retrieval of the survey questionnaire. It was conducted in the 1st Quarter of the school year 2022-2023. The objectives of the study were explained to the respondents. Enough time was provided to the respondents to answer the said instrument. Their responses were treated confidential. For analysis of data gathered, the study used a descriptive statistical

technique such as frequency counts, simple percentage, rank and mean; and Analysis of Variance (ANOVA), Pearson r and t-Test for inferential statistics. The interpretation of the academic performance in Social Studies 10 – Contemporary Issues used the DepEd grading system.

RESULTS AND DISCUSSION

1. Appraisal of the Developed Big Book for Contextual Teaching and Learning (CTL) Social Studies *Araling Panlipunan 7*

1.1 Content

Table 1 shows the perceived usefulness of the Developed Big Book for Contextual Teaching and Learning (CTL) Social Studies (*Araling Panlipunan 7*) as to Content.

Table 1: Appraisal of the Developed Big Book as to Content

Content	Weighted Mean	Qualitative Rating	Rank
1. The Big Book's content is complete and valid as instructional media in Social Studies 7.	3.46	Very Evident	2
2. Content is easy to comprehend and provides for the development of the critical thinking and solving problem of the learners.	3.36	Very Evident	10
3. The Big Book has clear objectives aligned to the content and performance standards in Social Studies 7	3.44	Very Evident	3.5
4. The Big Book content is based and suited to the level of knowledge and abilities of the learners.	3.43	Very Evident	6
5. The content of the developed Big Book is comprehensive, informative and clearly achievable.	3.41	Very Evident	8
6. The Big Book content helps enhance students' creativity and engagement to real life activities and use local materials.	3.43	Very Evident	6
7. The content enhances the different values and traits that need to be developed in the learners.	3.37	Very Evident	9
8. It addresses literacy and reinforces content-area activities in <i>Araling Panlipunan 7</i>	3.43	Very Evident	6
9. The Big Book content allows mastery of Social Studies 7 lessons and communication skill	3.44	Very Evident	3.5
10. The learning activities that are developed are anchored to the learning competencies of Social Studies 7	3.50	Very Evident	1
Overall Weighted Mean	3.43	Very Evident	

The Social Studies teacher-evaluators found that indicator 10, the learning activities that are developed are anchored to the learning competencies of Social Studies 7 (WM=3.50, rank 1) was very evident indicator of Content as aspect of Usefulness of the Developed Big Book. Based on the appraisal of the Social Studies teacher-respondents, the Content element of a Big Book in Social Studies 7 primarily having learning activities and performance task aimed for skills acquisition and development are anchored to the learning competencies [DepEd's Most Learning Essential Competencies (MELCSs)] of Social Studies 7 was very evident. The contents and discussions of the Big Book allow the teachers to plan for learning activities such as group dynamics and performance tasks. The students can be able to participate and execute these tasks for the purpose of developing

outputs/products and improve their important processes (e.g., planning, designing, deciding, problem solving, doing cooperative works, debating, demonstration, reporting, panel presentations, brainstorming and many others). Aside from achieving higher level of learning as foremost purpose of MELCs' Content Standards; students' competency is further enhanced as the primary purpose of MELCs' performance standard.

Manalili, de Guzman & Ravana (2022) showed in their findings that improvised instructional/teaching materials allow for planning and executing learning activities. The Big Book according to Febrie & Nurfiqih (2021) allows the students the freedom to understand and interpret the learning tasks and activities like reading or story. For Guzman & Ecle (2019) and Calimlim, de Guzman & Villalobos (2021),

at the end of the activity, the students made a summary and presented other learners.

Indicator 2, content is easy to comprehend and provides for the development of the critical thinking and solving problem of the learners (WM=3.36, rank 10) interpreted as very evident was least in the rank. This indicator obtained the least weighted mean however this was also appraised very evident. The content of the Big Book is easy to comprehend, which means that the contents of the Big Book can be easily used, explained and understood. With the use of Big Book in teaching Araling Panlipunan lessons in History of Asia, the students are given the opportunity to further develop their critical thinking and solving problem skills. These particular skills are developed in Social Studies classroom and evidence of High Order Thinking skills (HOTS). Learning using the Big Book media invites students to be more focused on

understanding and learning the text and reading material (Indrasari, *et al.*, 2018). With the Big Book, teacher invites students to understand the context or meaning of reading comprehensively through reading comprehension (Ibe, 2021). The learning process emphasizes when Big Book is utilized focused on developing students' critical and creative thinking to understand of the Big Book contents (Ika & Destianti, 2020). The overall weighted mean for appraisal of the developed Big Book for Contextual Teaching and Learning (CTL) Social Studies (*Araling Panlipunan*) 7 as to Content was 3.43 with Qualitative Rating of Very Evident.

1.2. Structure

Table 2 shows the perceived usefulness of the Developed Big Book for Contextual Teaching and Learning (CTL) Social Studies (*Araling Panlipunan*) 7 as to Structure.

Table 2: Appraisal of the Developed Big Book as to Structure

Structure	Weighted Mean	Qualitative Rating	Rank
1. The presentation is comprehensive, engaging, and easy to understand.	3.42	Very Evident	3.5
2. The presentation of paragraphs and sentences are clear and well sequenced	3.36	Very Evident	5
3. The presentation shows more images that are anchored to the lessons in Social Studies 7 for deeper understanding.	3.32	Very Evident	7
4. The presentation allows the active learning and relates to the real-life situations.	3.2	Very Evident	10
5. The vocabulary is appropriate to the level of understanding of the learners Social Studies 7.	3.43	Very Evident	1.5
6. The presentation challenges the students to test their content knowledge, critical thinking and other skills	3.31	Very Evident	8
7. The flow of ideas, topics and discussion is smooth, organized and detailed.	3.33	Very Evident	6
8. The material allows enthusiasm towards the illustrations each time a page is turned by the teacher.	3.2	Very Evident	9
9. The presentation of lessons follows the Most Learning Essential Competencies (MELCs) in Social Studies 7	3.43	Very Evident	1.5
10. The presentation of topics/lessons allows real-life and active learning environment	3.42	Very Evident	3.5
Overall Weighted Mean	3.36	Very Evident	

The Social Studies teacher-evaluators found that 5, the vocabulary is appropriate to the level of understanding of the learners Social Studies 7; and indicator 9, the presentation of lessons follows the Most Learning Essential Competencies (MELCs) in *Social Studies 7* (WM=3.53, rank 1.5 respectively) were very evident indicators of Structure as aspect of Usefulness of the Developed Big Book. Based on the evaluation of the Social Studies teacher-respondents, the Structure element of a Big Book in Social Studies 7 specifically having appropriate vocabulary considering the level of understanding of the learners Social Studies 7; and the aligning and following its content and presentation from the Most Learning Essential Competencies (MELCs) were very evident. The concepts, facts, generalizations

and principles for the area Social Studies 7 History of Asia were evidently presented in the Big Book. The designing, preparation and construction of the contents of the Big Book were based on the competencies presented in the MELCS for Social Studies Grade 7, History of Asia. These MELCs were considered in the planning and in the formulation of the daily objectives which were also reflected in the Big Book in contextualized form.

Big Book preparation highly considers vocabulary. According to Febrie & Nurfiqih (2021) vocabulary as one aspect in a teaching and learning resource plays an important role in teaching and learning. Learners can unlock difficulty and be

successful in their ability in their academic and social with learn various of new words concepts. Bunglo & de Guzman (2022) and Calimlim, de Guzman & Villalobos (20w21) argued that teaching materials are a set of learning tools, systematically and interestingly designed in order to achieve the expected goals (e.g., learning objectives), namely achieving competence or sub competency with all the complexity, the function of teaching materials based on learning strategies.

Indicator 4, the presentation allows active learning and relates to the real –life situations (WM=3.27, rank 10) interpreted as very evident was least in the rank. Although least from the rank, this indicator was still appraised very evident. It was very evident that the presentations of the Big Book allow for active learning and the lessons and topics in *Social Studies 7* relates to the real–life situations and allows

the connection of the relevance of the lessons/topics to students' situations and conditions. Big Books share the graphic novels' characteristics are rich with drawings and texts can easily get learners' attention and curiosity that motivate them to engage in a learning task with greater zeal (Nalantha, *et al.*, 2018).

The overall weighted mean for appraisal of the developed Big Book for Contextual Teaching and Learning (CTL) Social Studies (*Araling Panlipunan*) 7 as to Structure was 3.36 with Qualitative Rating of Very Evident.

1.3. Design and Lay-out

Table 3 shows the perceived usefulness of the Developed Big Book for Contextual Teaching and Learning (CTL) Social Studies (*Araling Panlipunan*) 7 as to Design and Lay-out.

Table 3: Appraisal of the Developed Big Book as to Design and Lay-out

Design and Lay-out	Weighted Mean	Qualitative Rating	Rank
1. The font style and size of the letter are appropriate and readable	3.33	Very Evident	9.5
2. The illustrations (e.g. photos/ images, diagrams, charts) are adequate in relation to Social Studies 7 content.	3.41	Very Evident	6
3. The construction of the Big Book used available local materials, cheap but durable.	3.33	Very Evident	9.5
4. The layout design, illustrations, pictures, photos and combination of colors are appropriate	3.39	Very Evident	7
5. The design and lay-out of the Big Book cover and pages are well crafted and interesting.	3.44	Very Evident	3.5
6. The main idea and key concepts are well highlighted to focus attention while browsing and reading.	3.44	Very Evident	3.5
7. The title, subtitle, sub concepts and concepts are clearly defined presented and discussed.	3.34	Very Evident	8
8. The assessment part is valid and appealing to learner's interest.	3.43	Very Evident	5
9. The size of book (15"x19") is appropriate to the intended user; contributes to easy reading and easy handling.	3.45	Very Evident	2
10. The materials have large print and captivating illustrations which clarify and supplement the contents/topic.	3.47	Very Evident	1
Overall Weighted Mean	3.40	Very Evident	

The Social Studies teacher-evaluators found that indicator 10, stating that the materials have large print and captivating illustrations which clarify and supplement the contents/topic (WM=3.47, rank 1) was very evident indicator of Design and Lay-out as aspect of Usefulness of the Developed Big Book. This particular indicator was appraised to have the highest weighted mean and rank which signifies that this statement was the very evident feature of the Big Book in terms of Design and Lay-out.

The Big Book's materials have large print and appealing illustrations (e.g., graphics, pictures, drawings) which reinforce clarity and supplements discussions of the lesson in the Big Book in Social Studies 7. The content contained in Big Books has a predictable storyline that makes it easier for children to learn the meaning of the images in the Big Book

(Khasana & Wibawa, 2019). Big Book is a book which contains big pictures, words or sentences and colorful (Megawati & Wulandari, 2017). Big book makes young learners learn vocabulary more effective and better than normal size book. The students in a class can see all part of the Big Book because the size of book is different from the ordinary books (Kusuma Dayu & Setyaningsih, 2022).

Indicator 1, the font style and size of the letter are appropriate and readable; and 3, the construction of the Big Book used available local materials, cheap but durable (WM=3.33, rank 9.5) interpreted as very evident respectively were least in the rank. Although least from the rank, the Social Studies teachers also noticed that the Big Book has appropriate font style and size; readable; and the materials used are from local sources, cheap but durable. The Big Book developed in

Social Studies 7 considered important elements of design and lay-out and considered appropriate local materials (objects and tools); vital characteristics of improvised learning material.

According to Madyawati (2016), Big Book media has text and images that have a larger size than other normal books in full color and in harmony with children's thinking. For Rofiaha, *et al.*, (2021), Big Book is large story book, with large attractive illustrations. Mahayanti, *et al.*, (2017) stressed that the outstanding size of big books catches not only learners' attention and interest, but it permits clear visibility of the book content. The large font and drawings allow

learners to concentrate on the book from afar (at least from 15 feet away).

The overall weighted mean for appraisal of the developed Big Book for Contextual Teaching and Learning (CTL) Social Studies (*Araling Panlipunan*) 7 as to Design and Lay-out was 3.40 with Qualitative Rating of Very Evident.

1.4. Practicality

Table 4 shows the perceived usefulness of the Developed Big Book for Contextual Teaching and Learning (CTL) Social Studies (*Araling Panlipunan*) 7 as to Practicality.

Table 4: Appraisal of the Developed Big Book as to Practicality

Practicality	Weighted Mean	Qualitative Rating	Rank
1. Helps the Social Studies teacher to facilitate learning in the easiest way.	3.45	Very Evident	4
2. Ensures the learner's motivation and engagement to the learning activities/performance activities.	3.40	Very Evident	9
3. Considers what the learner's need on content knowledge (e.g., concepts, facts and generalizations).	3.41	Very Evident	8
4. Allows fun in learning, and getting students' interests, engagement and their motivation.	3.45	Very Evident	4
5. Allows efficiency in instruction and assessment to enhance the learning Social Studies 7.	3.35	Very Evident	10
6. Reinforces the Araling Panlipunan teachers of their needs to be competent and innovative.	3.45	Very Evident	4
7. Considers learners' level of comprehension, skills, abilities and creativeness.	3.44	Very Evident	6
8. Stimulates and engages students to the learning activities in Social Studies 7 that relate to the real-life situations.	3.42	Very Evident	7
9. Supports and strengthens the learning process in Social Studies 7.	3.53	Very Evident	1
10. Fortifies learners' need to further develop and acquire long – term learning and understanding.	3.48	Very Evident	2
Overall Weighted Mean	3.44	Very Evident	

The teacher-evaluators found that indicator 9, supports and strengthens the learning process in Social Studies (*Araling Panlipunan*) 7 (WM=3.53, rank 1) was very evident indicator of Practicality as aspect of Usefulness of the Developed Big Book. Based on the evaluation of the Social Studies teacher-respondents, the Practicality elements of a Big Book was very evident primarily on the aspect of the materials that supports and strengthens the learning process in Social Studies 7.

Teaching Social Studies 7 is the result of planning (pedagogy, materials, assignments and assessments) aligned with standards of learning; purposefully adjust teaching practices to meet the needs of individual students (e.g., contextualization); employs teaching strategies, techniques, and resources (e.g., Big Book) that meet the needs of all students in the *Social Studies* classroom; and be responsive to the variety of ways students demonstrate thinking and learning with

the help of the Big Book as learning material developed. Practicality is related to the use of teaching material like Big Book if the material can be used to carry out the goals and objectives of teaching and learning (e.g., Daily Learning Objectives and MELCs); and logical and continuous learning without much of a problem. Teaching resource are those which are used to help teachers and students understand the concepts and ideas in Social Studies more easily and these are commonly made in the visual, audio, and audio-visual forms (Manalili, de Guzman & Ravana; Ramos, de Guzman & Rico, 2021). Practicality considerations the ease of use; the attractiveness of teaching materials to student learning interest.

Indicator 5, allows efficiency in instruction and assessment to enhance the learning Social Studies (*Araling Panlipunan*) 7. (WM=3.35, rank 10) interpreted as very evident however the least in the rank. The Social Studies teachers also noticed that the

Big Book allows efficient facilitation of instruction and utilization of assessment technique to enhance the learning and determine the Social Studies 7. All improvised learning resource in Social Studies are assumed to help the teachers to further present and elaborate the lessons and allows focus and further learning of the students. Moreover, the Big Book can also help the teacher in their construction of assessment items based on the learning objectives and MELCs. In line with the function and practicality of instructional materials, according to Education Technology for Continuity (2020) and Suharyad & Wulyani (2022), these should be utilized as: (1) guidelines for teachers in directing all activities in the learning process; (2) guidelines for students who will direct all activities in the learning process; and (3) tool evaluation achievement / mastery of learning.

The overall weighted mean for appraisal of the developed Big Book for Contextual Teaching and Learning (CTL) Social Studies (*Araling Panlipunan*) 7 as to Practicality was 3.44 with Qualitative Rating of Very Evident.

2. Performance Level of the Students in the First Quarter Before the Utilization and Second Quarter After the Utilization of the Developed Big Book for Contextual Teaching and Learning (CTL) Social Studies 7

Table 5 shows the first quarter performance of the Students before the utilization of the developed Big Book for Contextual Teaching and Learning (CTL) Social Studies (*Araling Panlipunan* 7).

Table 5: Performance Level of the Students before and after the Utilization of the Developed Big Book for Contextual Teaching and Learning (CTL) Social Studies (Araling Panlipunan) 7

Performance Level in of Students in Social Studies 7	First Quarter (Before the Utilization of the Big Book)		Second Quarter (After the Utilization of the Big Book)	
	Frequency	Percent	Frequency	Percent
Advanced (96 - 100)	0	0.00	0	0.00
Proficient (90 - 95)	1	6.67	2	13.33
Approaching Proficiency (85 - 89)	5	33.33	10	66.67
Developing (80 - 84)	8	53.33	2	13.33
Beginning (75 - 79)	1	6.67	1	6.67
Total	15	100.00	15	100.00
	Mean = 84.03 (Developing)		Mean=86.40 (Approaching Proficiency)	

As shown in Table 5, under the first quarter achievement of the Grade 7 students in Social Studies History of Asia, the computed mean grade was 84.03 interpreted as Developing. This result means that the level of performance of the students in *Social Studies 7* History of Asia during the First Quarter was Developing. The *Social Studies* teachers need to carefully select, study, and employ more efficient and effective instructional material and pedagogy; and consider other aspects and factors to be able to deliver and execute lessons in Junior High Social Studies with quality during the full face-to-face teaching and learning. The results of the studies conducted by Khoiriah & Tri Jalmo (2020); and Magsanop, de Guzman & Acuavera (2022) showed that their students' performances before the utilization of Big Book in teaching lessons in Social Science and other Disciplines was Developing.

performance of the students improved from Developing in the First Quarter to Approaching Proficiency during the Second Quarter. The result of the assessed performance of the students in the Second Quarter was commendable. This signifies that with the help of the contextualized Big Book, the students performed well and adequately accomplished their tasks and assignment in the Social Studies 7 History of Asia. The use of Big Book yields positive outcome in the academic performance and improved learning behavior of the students of Social Studies 7. In a study by Nalantha, *et al.*, (2018), Big Books have manifestly increased acquisition of knowledge and learners' reading comprehension. According to Naz & Akbar (2020) should focus on child-centeredness of instruction combined with variety of resources and activities towards skills development that motivates students to learn.

Under the second quarter achievement of the Grade 7 students in *Social Studies* History of Asia, the computed mean grade was 86.40 interpreted as Approaching Proficiency. After the utilization of the Big Book for contextualized teaching and learning, the

3. Analysis of Variance on the Difference in the Appraisal of the Social Studies (Araling Panlipunan) 7 Teachers' Big Book in terms of Content, Structure, Design and Lay-out and Practicality

Table 6: Difference in the Appraisal of the Social Studies (*Araling Panlipunan*) 7 Teacher’s Big Book in terms of Content, Structure, Design and Lay-out, and Practicality

Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Between Groups	0.42	3	0.14	0.72	Do not reject Ho Not Significant
Within Groups	133.69	428	0.31		
Total	134.10	431			

Table 6 shows the ANOVA computation results on the difference in the appraisal of the Social Studies (*Araling Panlipunan*) 7 teacher’s Big Book in terms of Content, Structure, Design and Lay-out, and Practicality.

The significance value for appraisal of the Social Studies (*Araling Panlipunan*) teacher’s Big Book in terms of Content, Structure, Design and Lay-out, and Practicality (0.72) was higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis, there is no significant difference on the appraisal of the *Araling Panlipunan* teacher’s Big Book in terms of Content, Structure, Design and Lay-out, and Practicality. The Social Studies teachers of Zone 2 (Districts of Iba, Botolan and Palauig, Zambales, Philippines) manifest similarity of insights, knowledge, understanding and skills as regard to the different aspects/dimensions (Content, Structure, Design and Lay-out, and Practicality) of reviewing or assessing instructional materials like Big Book. Teachers showed similarity of perception on accomplishing effective

lessons, and selecting and identifying tools which can be used to transfer the content of the materials to the learners (Aini, 2020). Additionally, by using media like Big Book, the learners will engage in the learning process, and it can help the teacher to get the students’ attention in the learning process (Naz & Akbar, 2020). The use of Big Books appeared to have merit for supporting an inclusive pedagogy (Rofiaha, *et al.*, 2021). The teachers in the study of Jayendra, *et al.*, (2018) have likeness of perception that Big Book can be an effective way of gaining the engagement of young learners and developing their language and comprehension skills.

4. t-Test of Difference between the First Quarter and Second Quarter Academic Performance of the Students in Social Studies (*Araling Panlipunan*) 7 After Utilizing the Big Book

Table 7 shows the t-Test computation results on the difference between the students’ performance in the First Quarter and Second Quarter.

Table 7: t-Test Difference between the First Quarter and Second Quarter Academic Performance in Social Studies (*Araling Panlipunan*) 7 after Utilizing the Big Book

Academic Performance of the Students	t	df	Sig. (2-tailed)	Interpretation
First Quarter - Second Quarter	-37.28	14	0.00	Ho is rejected Significant

The t-Test computation revealed that the significance value for the performances of the students in Social Studies (*Araling Panlipunan*) 7-History of Asia (0.00) was lower than the alpha level of significance (0.05). Therefore, the hypothesis is rejected. There is a significant difference between the students’ academic performances in the First and Second Quarters Social Studies 7-History of Asia. The students’ academic performances during the First Quarter are different from the performances/scores in their Second Quarter after the usage/utilization of contextualized Big Book in Social Studies 7-History of Asia by the teachers. The Second Quarter period result after the utilization of Big Book in Social Studies 7-History of Asia was ‘Approaching Proficiency’ from previous descriptive rating of ‘Developing’ in the First Quarter period. This particular result signifies that the students improved in learning Social Studies lessons in the second quarter after the teacher’s usage/utilization of the contextualized Big Book in Social Studies 7.

Consistent with the above discussed finding were the results of the studies conducted by Monding & Buniel (2022) and Bunglo & de Guzman (2022), Lazo

& de Guzman (2021) and Manalili, de Guzman & Acuavera (2022) who showed that the validated 3 resource is identified as appropriate and commendable by the validators. There is a significant difference between the students’ academic achievement using established worksheets compared to conventional approaches.

This investigation found that after a grading period (second grading, approximately two months) students who were taught/instructed using contextualized Big Book in Social Studies 7 History of Asia achieved significantly higher level of academic performance than the students who were instructed using conventional teaching during the previous grading period (first grading).

5. Relationship Between Students’ Second Quarter Academic Performance and the Appraised Big Book in Social Studies (*Araling Panlipunan*) 7

Table 9 shows the Pearson r Correlation computation result between Students’ second quarter academic performance and the Appraised Big Book in Social Studies (*Araling Panlipunan*) 7.

Table 9: Relationship between the Students’ Second Quarter Academic Performance and the Appraisal of the Big Book in Social Studies (Araling Panlipunan) 7

Pearson Correlation	0.999**
Sig. (2-tailed)	0.000
N	15
Interpretation	Very High Positive Correlation
	Ho is rejected
	Significant
** Correlation is significant at the 0.01 level (2-tailed).	

As indicated in Table 7 the computer-generated Pearson-r value (0.999) denotes very high positive correlation, therefore, reject the hypothesis, hence there is significant very high positive relationship between the students’ second quarter academic performance and the usefulness of Contextualized Big Book in Social Studies 7 History of Asia appraised by the Social Studies teacher-respondents. This result signifies that the developed contextualized Big Book in Social Studies 7-History of Asia is valid and reliable instructional resource/material contributes greatly to the enhance learning an improved performance in the Social Studies 7 class. The Big Book is important and significant element in the teaching process in Social Studies classroom that can facilitate further learning by the students of Social Studies lessons (concepts, facts, principles and generalizations).

Instructional material evaluation is a key component of quality enhancement of learning materials and can also serve several key purposes such feedback mechanism and improvement (teachers and students). Magsanop, de Guzman & Acuavera (2021) supported the opportunity of continuous improvement of the module’s content and teaching methods to

provide feedback to teachers on quality of teaching. Ramos, de Guzman & Rico (2021) reiterated that it can help teachers understand what approaches students find valuable and demonstrate to students that their opinions matter, and concerns are acted upon.

6. Enhanced Big Book developed Aimed to Improve Contextual Teaching and Learning (CTL) and Performance of Students in Social Studies (Araling Panlipunan) 7

The enhanced Big Book of the present study considered the results of the review and appraisal of the improvised instructional material and resource such as Content, Structure, Design and Lay-out, and Practicality. The researchers incorporated the most important results under dimensions Content, Structure, Design and Lay-out, and Practicality. This Big Book addressed and already achieved the validity and reliability of Instructional Assessment Material.

Enhanced Big Book in Social Studies (Araling Panlipunan) 7aimed to Improve Contextual Teaching and Learning (CTL) and Performance of the Students in Social Studies 7 by Virginia S. Ortega & Marie Fe D. de Guzman





CONCLUSIONS

Based on the findings, the researchers arrived at the following conclusions. The developed Big Book for contextualized teaching and learning in Social Studies (*Araling Panlipunan*) 7-History of Asia is useful in terms of Practicality. The academic performance of the students in Social Studies 7-History of Asia during the First Quarter was developing. The students' performance improved to Approaching Proficiency after the utilization of Big Book during the Second Quarter grading period. ANOVA computation revealed that there is no significant difference on the appraised level of usefulness of Big Book for contextualized teaching and learning in Social Studies 7-History of Asia. The t-Test result revealed that there is a significant difference between the students' academic performances in the First and Second Quarters Social Studies 7-History of Asia. The Pearson r result showed that there is a very high positive relationship between the students' second quarter academic performance and the usefulness of Big Book in Social Studies 7-History of Asia. An enhanced Big Book for contextualized teaching and learning in Social Studies 7-History of Asia was developed based on the result of review and appraisal of the material.

RECOMMENDATIONS

In the light of the foregoing conclusions of the study, the following recommendations were advanced: The Secondary School Heads/Principals may conduct more professional group orientations and Learning Actions Cells (LACs) sessions aimed at improving teachers' skills on developing Big Book in *Social Studies*. They may conduct more trainings/workshops that will enhance the teachers' skills in developing students' Big Book focused on the usage of available local materials, cheap but durable; and appropriate font style and size that further the creativeness on the material. Present the enhanced Big Book in Social

Studies 7-History of Asia to the Department Heads, School Heads/Principals, Supervisors, and Education Specialist/Curriculum Planners of the Division of Zambales for more review or appraisal of the materials' usefulness and utilization in secondary school of DepEd Division of Zambales (Public and Private Secondary Schools) to validate the findings of the present study.

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