Effect of Contextualized Learning Activity Sheets on the Mastery and Learning Experiences of Grade 10 Music Students

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ABSTRACT

This study evaluates the effectiveness of a Contextualized Learning Resource-Learning Activity Sheet (LAS) in enhancing the mastery level of Grade 10 learners in Music at Bagabag National High School during the 2025-2026 school year. Despite the mandates of Republic Act 10533 to localize and indigenize the curriculum, recent assessments identified the competency of relating 20th-century music to other art forms as one of the least mastered. The primary objective was to determine if contextualized materials significantly improve student performance and to explore the learners' experiences using this intervention. The study employed quasi-experimental design with embedded qualitative components comparing the performance of learners exposed to contextualized LAS and those using standard Self-Learning Modules, while also capturing students' learning experiences. Results showed a statistically significant improvement in the experimental group, whereas the control group exhibited no meaningful gain. Qualitative insights further revealed that contextualized materials enhanced engagement, relatability, and conceptual understanding. These findings highlight that contextualization is a critical pedagogical strategy for addressing learning gaps and deepening comprehension. Beyond improving test performance, it fosters meaningful connections between content and learners' lived experiences. The study implies that schools should move beyond generic modules by institutionalizing contextualized LAS and strengthening teacher capacity in culturally responsive instructional design to achieve sustained and authentic learning outcomes.

Keywords: Contextualization, Learning Activity Sheets, Music Education, Mastery Level

INTRODUCTION

Learning materials play a vital role in the teaching and learning process by guiding instruction and enhancing students' performance, engagement, and interest. Instructional tools such as worksheets, modules, and Learning Activity Sheets (LAS) support diverse learners with varying abilities and learning styles (Agorilla, 2015, as cited in Jalotjot & Fidelino, 2023). Worksheets, in particular, have long been used as effective tools for promoting active learning and assessing understanding (Martin et al., 2012; Lee, 2014), with studies showing that well-designed materials can significantly improve academic achievement (Sasmaz-Oren & Ormanci, 2012; Buniel, 2021).

In the Philippine context, the implementation of Republic Act 10533, or the Enhanced Basic Education Act of 2013, mandates the contextualization and localization of the curriculum to make learning more relevant and meaningful. Contextualization involves connecting lessons to real-life situations and learners' experiences, while localization adapts content to local culture, resources, and environments (DepEd Orders No. 32, s. 2015; No. 35, s. 2016). These approaches aim to make instruction flexible, engaging, and responsive to learners' needs.

Research indicates that contextualized learning resources enhance both engagement and academic performance across subject areas. In music education, contextualization may include integrating local musical traditions, interdisciplinary approaches, and digital resources to make lessons more relatable and accessible (Supriyadi et al., 2020; Copatti & Barcellos, 2021). Similarly, studies in the Philippine setting highlight that contextualized

and localized instructional materials improve understanding, particularly in addressing least mastered competencies (Dayta, 2022; Garin et al., 2017).

Despite these benefits, challenges such as limited resources, time constraints, and the need for teacher training persist in implementing contextualized instruction effectively (Caguisa & Roy, 2023; Guadalupe et al., 2023). Nevertheless, evidence consistently shows that contextualized materials, including LAS, are effective in bridging learning gaps, promoting independent learning, and increasing student engagement (Espiritu & Ogerio, 2020; Madrazo & Dio, 2020).

Overall, the literature underscores the importance of developing well-designed, contextualized instructional materials to support competency-based learning and improve students' mastery of least-learned skills, ensuring that no learner is left behind.

Norial (2022) found a significant improvement in learners' mastery level following the use of teacher-developed Learning Activity Sheets (LAS) in Music 10, particularly in developing the competency of relating 20th-century music to other art forms and media within the same period. This suggests that contextualized instructional materials can effectively enhance students' understanding of complex musical concepts.

However, in School Years 2022–2023 and 2023–2024, the use of contextualized LAS as supplemental material was not sustained. Test Item Analysis results in MAPEH 10 during these periods revealed that the same competency—relating 20th-century music to other art forms—remained among the least mastered. This indicates a persistent learning gap that may be linked to the absence of contextualized instructional support.

Despite existing studies on contextualization, limited evidence exists on its effectiveness in face-to-face, post-pandemic Music instruction, where learning conditions, student engagement, and instructional delivery have significantly shifted. This gap underscores the need to re-examine the impact of contextualized LAS in a traditional classroom setting.

In response, this study aims to determine the effectiveness of a Contextualized Learning Resource-LAS in improving the mastery level of Grade 10 learners at Bagabag National High School under face-to-face instruction. Specifically, it seeks to assess whether the intervention can address least mastered competencies and identify strategies to enhance students' mastery in Music.

Action Research Questions

The study aimed to determine the effectiveness of the Contextualized Learning Resource-LAS in Music 10 to the mastery level of Grade 10 learners.

Specifically, the study intended to answer the following questions:

1. What is the mastery level of the participants in Music before and after the intervention?
2. Is there a significant difference on the mastery level of the participants in Music before and after the intervention?
3. What are the experiences experienced by the Grade 10 learners in using contextualized learning resource?
4. What recommendations can be formed based on the result of the study?

METHODOLOGY

Interventions, Strategies, and Innovation

The teachers made use of the SLMs provided by the Department of Education in facilitating learning on the said competency. Using a quasi-experimental design which enabled to evaluate the effectiveness of instructional materials on learners' mastery of a particular competency. A quasi-experimental approach was deemed

appropriate because the learners were drawn from intact classes, making random assignment impractical in a real classroom setting while still allowing for comparison between control and experimental groups. This design enabled the researcher to measure changes in learners' mastery of the targeted competency through pretest and posttest scores, thereby establishing the impact of the instructional intervention.

To complement the quantitative results, qualitative data were embedded to capture learners' experiences, perceptions, and levels of engagement when using the contextualized LAS.

As such, the respondents were divided into two groups: a control group and an experimental group. A 40-item summative assessment, validated by school evaluators recognized by the Division Office, was administered to both groups as a pre-test to determine the learners' initial mastery level of the competency. The control group used the Self-Learning Modules (SLMs) provided by the Department of Education for their instruction. While the experimental group was given a Contextualized Learning Resource in the form of Learning Activity Sheets (LAS), validated by the school, district, and division Quality Assurance Team.

After the intervention, the same summative assessment was administered as a post-test to both groups to measure any change in mastery levels. The difference in pre-test and post-test scores was analyzed to determine the effectiveness of the instructional materials (SLMs vs. LAS) on the learners' mastery of the competency.

This study was drawn on previous research by Che-Di Lee from National Taiwan Normal University, which explored the relationship between worksheet usage and student achievement in the study "Worksheet Usage, Reading Achievement, Classes' Lack of Readiness, and Science Achievement: A Cross-Country Comparison." Lee's findings suggest that teacher and school variables, as well as worksheet usage, are correlated with learners' academic achievement in science. This study extended that inquiry by exploring whether similar associations exist between the use of contextualized learning resources (e.g., LAS) and student achievement in the selected competency.

By comparing the mastery levels of learners using traditional SLMs versus those using LAS, this study aimed to explore how instructional materials impact learning outcomes and whether contextualization of resources provides a significant advantage.

On this intervention, teacher guided the learners through 20th-century music and its connection to various art forms. As such, details are presented below:

This structure encouraged not only an appreciation for music but also for the broader artistic movements of the 20th century, that fostered interdisciplinary connections among learners.

Action Research Framework of the Study

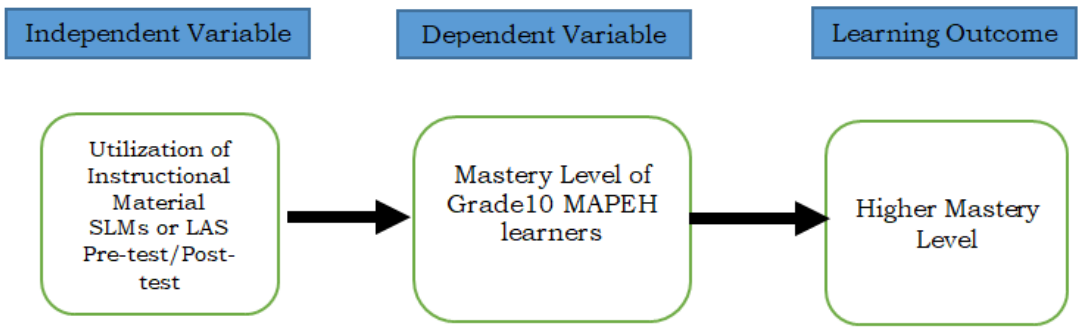

Figure 1. Research Framework

The conceptual framework is a systematic approach used in educational settings to investigate and improve teaching practices, learning outcomes, or institutional processes. In this particular study, the action research framework was employed to explore the effectiveness of instructional materials—namely, Self-Learning

Modules (SLMs) and Contextualized Learning Activity Sheets (LAS)—in enhancing students' mastery of specific competencies.

The independent variable in this study was the Contextualized Learning Activity Sheet (LAS). This was a modified learning resource tailored to the specific learning environment, learner's needs, or local context, validated by school, district, and division quality assurance teams that ensured their relevance and effectiveness for the learners' specific context.

On the other hand, the dependent variable was the mastery of competency, which referred to the extent to which students have acquired the knowledge and skills outlined in the instructional content. This was measured through two assessments which were pre-test and post-test. Pre-test was administered before the intervention (use of LAS) that determined the baseline level of student knowledge and competency. While, post-test was administered after the intervention that assessed improvements in learners' mastery of the competency after using the instructional materials.

Lastly, the analysis of pre- and post-test scores showed the extent of improvement in learners' mastery levels. The ultimate goal was to identify whether the LAS, as a contextualized resource, lead to significantly higher mastery.

Action Research Methods

Research Design

In order to realize the desired results, this study employed a quasi-experimental research design to determine the effectiveness of the contextualized Learning Activity Sheet (LAS) in improving the mastery level of Grade 10 learners in Music. A quasi-experimental approach is used when random assignment of participants is not feasible, particularly in educational settings where intact classes must be maintained. Instead of randomization, pre-existing groups are utilized, allowing for practical and ethical implementation within the school context.

In this study, two intact sections were assigned as the control and experimental groups. The control group was exposed to the standard Self-Learning Modules (SLMs) provided by the Department of Education, while the experimental group used the teacher-developed contextualized LAS. Both groups underwent a pretest to determine their baseline level of mastery and a posttest after the intervention to measure learning gains.

The quasi-experimental design enabled the researcher to compare the performance of the two groups and assess whether the observed differences in mastery levels could be attributed to the use of the contextualized LAS. Although it does not provide the same level of control as a true experimental design, it is appropriate for classroom-based research as it preserves the natural learning environment while still allowing for meaningful evaluation of instructional effectiveness.

Sampling Procedures/or Other Sources of Data and Information

This study employed a purposive sampling method, wherein participants were intentionally selected based on specific characteristics relevant to the objectives of the study. Purposive sampling was utilized to ensure that the respondents possessed comparable academic backgrounds and were directly involved in the learning context being investigated. The respondents of the study were the Grade 10 MAPEH learners from the two Science, Technology, and Engineering (STE) sections selected from the eight Grade 10 sections of Bagabag National High School during the School Year 2025–2026. The first group consisted of 30 learners, composed of 8 male and 22 female learners, while the second group consisted of 29 learners, composed of 9 male and 20 female learners, with an overall total of 58 respondents. Each STE section was composed of learners who underwent the same admission and screening process implemented by the school, indicating that the groups were academically comparable prior to the intervention. Furthermore, the two groups were exposed to the same curriculum, learning competencies, class schedule, and instructional environment, which helped establish equivalence among the learners before the conduct of the intervention.

Table 1. Participants' Profile

Variables	Population	Grade 10	
	Group A Controlled	Group B Experimental	Number of Participants
Male	8	9	16
Female	22	20	42
Total	30	29	58

Data Gathering Methods

The primary data gathering tool in this study was a 40-item summative assessment administered as both pre-test and post-test. To ensure content validity and alignment with the Most Essential Learning Competency (MELC) on relating 20th-century music to other art forms, a Table of Specifications (TOS) was developed as a blueprint, distributing items across content areas and cognitive levels (remembering, understanding, applying, and analyzing). Both the test and the Contextualized Learning Resource-LAS were validated by Division-recognized evaluators for alignment, clarity, and relevance, with revisions incorporated accordingly. These measures established strong content validity, making the pre- and post-test scores reliable bases for assessing learners' mastery level and determining the effectiveness of the intervention.

Interviews were conducted using researcher-made questionnaire (open-ended questions) that were distributed to the participants where answers were thematically clustered. An interview guide served as the principal data gathering instrument. This material was needed to ensure that questions were asked in the same manner.

Ethics in Research

The research strictly followed ethical principles in ensuring all the participants' rights, security, and dignity were maintained during the entire research activity. Informed consent was sought from both the students and their parents or guardians prior to the study. The study's aims, procedures, benefits, and risks were clearly spelled out in written and verbal forms that provided understanding and transparency.

Voluntary participation was encouraged, and learners were made to understand that they could withdraw from the research at any moment without facing any academic or personal repercussions. No coercion or undue influence were utilized in the selection or participation of the respondents. All data gathered from the participants were treated with utmost confidentiality.

Lastly, the research proposal was checked and was endorsed by the school authorities responsible and adhered to the ethical standards adopted by the Department of Education and other educational institutions concerned. All procedures were conducted according to the ethical standards of respect for persons, beneficence, and justice as stipulated in the National Ethical Guidelines for Educational Research.

Data Analysis Procedures

To determine the mastery level of the learners, the researcher conducted a Test Results Analysis by computing the Mean Percentage Scores of the pre/post-test and analyzed these according the descriptors prescribed by the Department of Education as follows:

Table 2. Mastery Level Descriptions

Mean Percent Score (MPS) per competency	Level	Qualitative Description for the Learning Competency
90-100%	Advanced	Mastered
80 – 89.99%	Meets Expectation	
70 – 79.99%	Partial Mastery	Average Mastery
60 – 69.99%	Low Mastery	Least Mastered
0 – 59.99%	No Mastery	

Using the scores of the participants in the pre/post test, paired t-test was used to determine if there is a significant difference in the mastery level of the participants while t-test was employed to determine if there is a significant effect of the Contextualized Learning-LAS on the mastery level of the participants.

To surface the experiences and recommendations that can be derived for the enhancement of the Contextualized Learning Sheets-LAS, interviews were conducted using researcher-made questionnaire that was distributed to the participants where answers were thematically clustered.

RESULTS AND DISCUSSION

The following results were drawn after analyzing the quantitative and qualitative data:

Table 3. Paired Samples Statistics of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test of G1	19.6452	31	3.13633	.56330
	Post-test of G1	19.9355	31	3.74998	.67352
Pair 2	Pre-test of G2	17.9655	29	2.66569	.49501
	Post-test of G2	23.1034	29	2.95617	.54895

The table shows the mean pre-test score of Group 1(G1) which have 19.65, while the post-test mean slightly increased to 19.93. This marginal difference indicates that learners' mastery level in Music before and after the intervention remained almost the same. Although there was a minimal increase in the post-test mean, it was not substantial enough to signify an evident improvement in mastery. The data suggest that the intervention used in G1 did not bring about a meaningful change in performance. Meanwhile, for Group 2 (G2), the pre-test mean was 17.97, while the post-test mean substantially increased to 23.10. This increase clearly reflects a notable improvement in learners' mastery level in Music after the intervention. The higher post-test mean indicates that the contextualized learning resource had a significant positive effect on learners' understanding and performance, showing that they were able to apply and retain the concepts more effectively after the intervention.

This inferred that the slight improvement in G1's mean scores can be interpreted through the lens of instructional design effectiveness. According to Brinkerhoff (1993) and Creswell (2013), the success of a teaching intervention largely depends on how well it is aligned with learner needs and context. The minimal gain observed in G1 might indicate that the learning material or strategy lacked sufficient contextualization, as emphasized by Licardo (2019), who found that non-contextualized teaching often fails to engage learners meaningfully.

Similarly, Pell (2017) noted that students' learning outcomes improve only when instructional strategies provide relevance and motivation. Therefore, the negligible change in G1's mean could be attributed to limited engagement and contextual adaptation of the learning resource.

The substantial gain in G2's mean score aligns with findings by Blatchford (2019) and Atmaja (2018), who emphasized that contextualized learning enhances both academic achievement and learner engagement. According to Davidson (2005), when instructional materials are aligned with students' prior knowledge, experiences, and local context, mastery levels improve significantly — a pattern clearly observed in G2. This also echoes Licardo's (2019) conclusion that contextualized and interactive learning strategies promote deeper comprehension and skill retention. Therefore, the strong improvement in G2's mean demonstrates the effectiveness of contextualized learning in fostering better academic performance in Music. Therefore, the negligible change in G1's mean could be attributed to limited engagement and contextual adaptation of the learning resource.

The results imply that while there was a minor increase in mean score, the intervention was not fully effective in enhancing mastery levels. Teachers must consider re-evaluating the design and delivery of instructional materials to ensure they are contextually relevant and learner-centered. The findings also stress the importance of integrating localized examples and real-life applications in Music instruction to improve retention and comprehension. Strengthening the contextual elements of the learning resource may result in greater improvements similar to what was observed in the second group. While for the G2, there was a remarkable increase in G2's mean implies that contextualized learning resources are powerful tools in improving student mastery, particularly in skill-based subjects like Music. This finding supports the implementation of context-based instruction as mandated in DepEd Orders No. 021, s. 2020, and No. 044, s. 2021, which emphasize localized and inclusive learning approaches. For teachers, this underscores the value of designing materials that integrate cultural and environmental relevance to make learning more meaningful. It also highlights the need for continuous professional development focused on contextualization techniques to ensure all learners benefit equally from such interventions.

Table 4. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test of G1 & Post-test of G1	31	.522	.003
Pair 2	Pre-test of G2 & Post-test of G2	29	.286	.133

As shown in the table, the correlation between the pre-test and post-test scores of Group 1 (G1) is r = 0.522 with a significance value of 0.003, while the correlation for Group 2 (G2) is r = 0.286 with a significance value of 0.133. Since the p-value for G1 is less than 0.05, it indicates a moderate positive and statistically significant relationship between the pre-test and post-test scores of Group 1. This means that learners in Group 1 demonstrated consistent direction after the contextualized learning resource was implemented. In contrast, the p-value for G2 (0.133) is greater than 0.05, suggesting that there is no significant correlation between the pre-test and post-test scores for this group. Therefore, only Group 1 exhibited a statistically meaningful relationship between their pre- and post-test mastery levels.

The significant correlation observed in Group 1 aligns with studies that emphasize the effectiveness of contextualized learning approaches in enhancing learners' understanding and retention of subject matter. According to Berns and Erickson (2001), contextualized instruction links academic content with real-life experiences, thereby improving comprehension and motivation. Similarly, a study by Prawiradilaga and Chaeruman (2018) found that integrating local culture and context into learning materials enhances engagement and promotes meaningful learning. In the case of Music education, contextualized learning may involve relating musical concepts to local songs, instruments, and traditions, which can deepen learner appreciation and mastery. The weaker correlation in Group 2 may be attributed to variations in learning styles, implementation fidelity, or

learner readiness, which, as noted by Vygotsky (1978), can influence the effectiveness of instructional interventions depending on the learners' zone of proximal development.

The results imply that contextualized learning resources can significantly improve mastery levels when properly implemented and aligned with learners' backgrounds and needs. For teachers, this suggests that designing learning modules that incorporate local musical practices, familiar examples, and real-life applications can foster deeper understanding and skill retention. The difference between the two groups also underscores the importance of teacher facilitation, learner engagement, and resource adaptation in the successful use of contextualized materials. For curriculum developers and school administrators, the findings highlight the value of context-driven instructional design and continuous teacher training to ensure consistency and effectiveness across learning groups. Ultimately, these results reinforce the principle that contextual relevance enhances cognitive connection**,** promoting better academic performance in Music and other disciplines.

Table 5. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test of G1 - Post-test of G1	-.29032	3.40777	.61205	-1.54030	.95966	-.474	30	.639
Pair 2	Pre-test of G2 - Post-test of G2	-5.13793	3.36711	.62526	-6.41871	-3.85715	-8.217	28	.000

Table 5 presents the paired samples test comparing the pre-test and post-test scores of two groups (G1 and G2) to determine whether there is a significant difference in their mastery levels in Music after the implementation of the contextualized learning resource. For Group 1, the mean difference between pre-test and post-test scores is –0.29032, with a t-value of –0.474 and a p-value of 0.639, which is higher than the 0.05 level of significance. This indicates that there is no significant difference between the pre-test and post-test results of Group 1, suggesting that the intervention produced minimal or statistically insignificant improvement in their mastery level.

In contrast, G2 obtained a mean difference of –5.13793, a t-value of –8.217, and a p-value of 0.000, which is highly significant at the 0.05 level. This result signifies a statistically significant improvement in the mastery level of G2 after the intervention. The negative mean difference indicates that post-test scores were higher than pre-test scores, demonstrating that learners performed considerably better following exposure to contextualized learning materials. Overall, the findings reveal that while both groups participated in the intervention, its effectiveness varied, showing a substantial positive impact for G2 but not for G1.

The significant improvement in G2 supports previous findings highlighting the positive effects of contextualized learning approaches on academic achievement. According to Berns and Erickson (2001), contextualized instruction enhances learners' ability to connect theoretical content with real-life experiences, resulting in deeper understanding and better retention. Similarly, Wiggins (2015) emphasized that learning becomes more meaningful when instruction is situated within authentic contexts relevant to students' cultural and personal experiences. In the case of Music, contextualized learning may involve integrating local musical forms, instruments, and community traditions, allowing learners to relate abstract musical concepts to their lived environment.

The lack of significant improvement in G1, however, may reflect differences in the implementation fidelity**,** student engagement, or prior knowledge. As Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD) suggests, instructional effectiveness depends on how well teaching strategies align with learners'

developmental readiness. Furthermore, Bruner (1966) posited that discovery and active participation are crucial to meaningful learning — implying that if students were less engaged or if contextualization was limited, the impact of the intervention might have been reduced. Therefore, while contextualization is a powerful instructional tool, its success also depends on consistent teacher facilitation and learner participation.

The results carry important implications for Music education and curriculum design. The significant improvement in G2 indicates that contextualized learning resources can effectively enhance mastery levels when they are relevant, engaging, and consistently applied. Teachers are encouraged to design and deliver lessons that integrate cultural and community-based musical examples, making the learning process more relatable and motivating for students. The contrasting results between the two groups highlight the need for teacher training and capacity-building to ensure proper implementation of contextualized strategies across classes.

For policymakers and curriculum developers, the findings emphasize the importance of embedding contextualization as a standard pedagogical approach in Music education. Schools may also consider developing localized instructional materials that reflect the learners' environment and cultural heritage to improve engagement and achievement. Ultimately, these results reinforce the notion that contextualized teaching not only enriches musical understanding but also cultivates learners' appreciation of their local culture and identity, promoting both academic and cultural growth.

What are the Experiences of G10 Learners While Using Contextualized Learning Material?

Engagement and Curiosity

Many learners reported heightened interest and motivation when using contextualized learning resources. Learner A stated, "I felt curious and engaged while answering the Learning Activity Sheet" and Learner B stated, "The lessons were connected to our culture, so I was more motivated to learn," reflecting increased involvement during the learning process. This finding aligns with Deci and Ryan's (2000) Self-Determination Theory, emphasizing that relevance and autonomy foster intrinsic motivation. Contextualized lessons thus make learning more meaningful by connecting academic content to students' real-life experiences.

Conceptual Understanding

Learners also described improved comprehension and retention of musical concepts. Learner C shared her experience and stated, "I learned how rhythm and melody work together" and Learner D stated, "The LAS helped me understand music concepts step by step" indicate that contextualization supported scaffolding and concept mastery. This echoes Bruner's (1966) idea that guided discovery and structured learning help students internalize abstract knowledge through relatable contexts. In this study, the contextualized Learning Activity Sheets effectively bridged theory and practice, aiding students' mastery of rhythm, melody, and harmony.

Emotional Connection and Appreciation

Several responses highlighted emotional engagement and relaxation, Learner E and F expressed "I felt relaxed and calm" and "Listening to the sample songs made me think about my own experiences." Learners developed emotional sensitivity and appreciation for music, suggesting that contextualized activities promote affective learning alongside cognitive understanding. According to Krathwohl's (2002) affective domain taxonomy**,** emotional engagement deepens learning by fostering personal connection and value formation. Music lessons that incorporate local culture and emotions thus encourage empathy and emotional literacy.

Creativity and Imagination

Learners frequently described creative visualization and cross-arts connections. Learners G and H stated "I imagined how artists might use colors and lines to represent sound" and "The activities allowed me to connect music to visual art" illustrate that contextualized music learning nurtures imagination. This supports Gardner's (1983) Multiple Intelligences Theory, where musical and spatial intelligences can be developed through interdisciplinary and experiential activities. By engaging imagination, contextualized lessons make music not just a technical skill but a medium for artistic and cultural expression.

Reflective Learning and Personal Growth

Finally, students expressed self-awareness and reflection, Learners I and J expressed, "I realized that music is not just about notes but also about expressing feelings" and "I became more confident sharing my ideas about music." These statements reveal that contextualized resources foster critical reflection and self-expression. Consistent with Kolb's (1984) experiential learning theory, reflection transforms experience into knowledge, helping learners internalize values and insights beyond academic content. The LAS facilitated reflection by prompting learners to connect music with emotions, environment, and identity.

Overall, the learners' experiences in using contextualized learning resources in Music were positive, meaningful, and transformative. The thematic analysis suggests that such materials not only improved engagement and comprehension but also promoted emotional, creative, and reflective growth. These findings reinforce that contextualized learning enhances holistic education, integrating cognitive, affective, and psychomotor domains — a key principle in the K–12 curriculum's learner-centered approach.

What recommendations can be formed based on the result of the study?

Based on the results of the pre-test and post-test, the correlation and significance values, and the qualitative findings from learners' experiences, several key recommendations can be formulated to strengthen the teaching and learning of Music through contextualized learning resources.

Enhance the Integration of Contextualized Learning Resources (CLRs) in Music Instruction

The post-test mean scores for both groups showed a notable improvement, particularly for G2 (Mean = 23.10) compared to G1 (Mean = 19.93). This indicates that the use of contextualized learning resources (LAS) has a positive effect on learners' mastery of music concepts. It is therefore recommended that teachers continue to develop and implement contextualized and culture-based materials that align with students' local experiences, traditions, and interests.

By situating music lessons within familiar contexts — such as local songs, festivals, and indigenous rhythms — learners become more motivated and engaged. This approach also supports DepEd's K–12 curriculum goal of producing learners who are not only academically competent but also culturally grounded and appreciative of their Filipino identity.

Provide Continuous Professional Development for Teachers in Contextualized Instruction

The results reveal that students demonstrated higher mastery levels and more positive learning experiences when guided through well-designed contextualized activities. To sustain and enhance this outcome, it is recommended that teachers undergo regular training, workshops, and learning action cells (LACs) focusing on the design, implementation, and assessment of contextualized learning resources in Music and other Arts subjects.

Training should cover:

Contextualized curriculum design and localization strategies Assessment of learning outcomes in creative subjects Integration of emotional and reflective learning through art and music Use of digital tools for contextualized music education Such capacity-building efforts ensure that teachers are equipped to deliver learner-centered, meaningful, and authentic music instruction.

Strengthen Learner-Centered and Experiential Approaches

Based on the qualitative responses, learners expressed that contextualized LAS made them curious, engaged, creative, and emotionally connected to the lessons. These findings support the idea that music education should go beyond technical knowledge toward experiential learning that stimulates creativity, imagination, and reflection.

It is recommended that teachers:

Encourage learners to explore and create music inspired by their local environment and culture.

Incorporate experiential activities such as music appreciation tasks, guided reflections, and creative projects.

Allow learners to express understanding through multiple modalities (drawing, journaling, composing, or performing).

This approach promotes holistic development — addressing the cognitive, affective, and psychomotor domains emphasized in Bloom's Taxonomy and Kolb's Experiential Learning Theory.

Encourage Collaboration Between Teachers and Learning Resource Developers

Since contextualized learning resources significantly improved mastery and engagement, collaboration among educators, subject experts, and local culture bearers is essential. Schools should form committees or clusters to co-develop and review contextualized LAS in Music that accurately reflect local heritage and musical practices.

Involving teachers in resource creation fosters ownership, innovation, and continuous improvement of instructional materials. Collaboration with the DepEd Learning Resource Management and Development System (LRMDS) may also ensure alignment with quality standards.

Promote Research-Based and Evidence-Informed Teaching Innovations

Given the significant difference in mastery levels before and after the intervention (particularly for Group 2, $p = .000$), it is evident that evidence-based pedagogical innovations like contextualization can enhance academic outcomes. Therefore, teachers are encouraged to conduct classroom-based action research to further refine contextualized approaches and share best practices within their schools and divisions.

Such initiatives can be presented in Learning Action Cell sessions, research conferences, or DepEd innovation showcases, contributing to the wider body of knowledge on music pedagogy.

Develop Supportive Learning Environments That Foster Reflection and Emotional Expression

Findings showed that students felt relaxed, inspired, and emotionally engaged while completing the LAS. This highlights the importance of fostering a safe, creative, and reflective classroom environment where learners can express themselves freely. Teachers should integrate reflective prompts and discussions in every lesson to help learners connect emotions with musical understanding.

Encouraging emotional literacy through music education helps build empathy, cultural awareness, and social connection — vital attributes in 21st-century learners.

Institutionalize the Use of Contextualized LAS Across Other Learning Areas

Given the success observed in Music, it is recommended that the school administration and curriculum leaders expand the use of contextualized LAS to other disciplines, such as Arts, Filipino, and Social Studies. This cross-disciplinary application supports DepEd's localization and indigenization mandate, ensuring that learning remains relevant and meaningful across subjects.

Quantitative and Qualitative Findings on the Effectiveness of Contextualized Learning Activity Sheets in Music Instruction

The quantitative results of the study revealed that the experimental group exposed to the contextualized Learning Activity Sheet (LAS) obtained a significantly higher improvement in post-test scores compared to the control group, indicating the effectiveness of the intervention in enhancing learners' mastery of the targeted Music competency. In particular, statistical analysis showed a significant gain in the experimental group, while the control group demonstrated minimal to no significant improvement. These findings suggest that the use of contextualized instructional materials contributes positively to learners' academic performance.

The qualitative findings complement these results by explaining how and why such improvement occurred. Learners consistently reported higher levels of engagement, motivation, and understanding when lessons were contextualized. Statements such as feeling "curious and engaged while answering the Learning Activity Sheet" and noting that "the lessons were connected to our culture, so I was more motivated to learn" illustrate how relevance to local context enhanced interest and participation. Additionally, learners described emotional engagement, stating they "felt relaxed and calm" and that "listening to the sample songs made me think about my own experiences," indicating deeper cognitive and affective involvement in the learning process.

Taken together, the integration of quantitative and qualitative findings demonstrates a convergent pattern of evidence supporting the effectiveness of the contextualized LAS. While the quantitative data confirm significant gains in mastery levels, the qualitative data provide meaningful explanations by showing that improved performance is driven by increased engagement, emotional connection, and contextual relevance. This integration suggests that contextualized instruction not only improves test scores but also enriches the overall learning experience, making music concepts more meaningful and personally relevant to learners.

CONCLUSIONS

On the basis of the findings of the study on the application of contextualized learning materials in improving the level of mastery of Grade 10 learners in Music, the following conclusions were drawn:

The level of mastery of the learners increased after applying contextualized learning materials. Pre-test and post-test scores showed that the mean scores of the learners improved after being exposed to contextualized Learning Activity Sheets (LAS). Particularly, Group 2 had a notable rise in mastery level ($t = –8.217$, $p = 0.000$), which shows that the intervention was very efficient in improving their comprehension of music concepts. Group 1 did not have a statistically significant value ($p = 0.639$), but a slight rise in their mean scores indicates a positive trend towards learning. This suggests that contextualized materials have the potential to enhance understanding and performance where it is adequately facilitated and implemented.

The pre-test to post-test score correlation was different for groups. Group 1's correlation coefficient ($r = 0.522$, $p = 0.003$) suggests a moderate positive correlation between their pre-test and post-test scores, suggesting that learners with greater initial comprehension used to tend to keep or enhance their performance. In contrast, Group 2 ($r = 0.286$, $p = 0.133$) reported a less intense relationship, indicating that learners at both levels of performance were benefited by the contextualized intervention. This is a pattern that shows how contextualized learning can bridge the gap between lower and higher achievers and create equal opportunities for success.

Learners' experiences were characterized by excitement, interest, and affective attachment to learning. From the qualitative evidence, it was clear that learners enjoyed the contextualized LAS and considered it fun and relevant. They stated that the activities enabled them to grasp conceptual musical features like rhythm, melody, and mood by way of tangible examples and directed exercises. Learners also reported affective reactions like calmness, inspiration, and creativity — suggesting contextualized teaching aids both cognitive and affective learning. The experiences are coherent with constructivist and experiential learning theories, which view learning as constructing meaning through connecting new information to individual experience.

Contextualized learning nurtures both scholarship and appreciation. The inclusion of native cultural motifs and everyday uses in Music education enriched learners ' grasp and also enhanced their appreciation for indigenous music culture and artistic expression. This aligns with the objectives of the K to 12 curriculum to enhance localized, learner-centered, and effective instruction.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are provided to further improve teaching and learning of Music using contextualized instruction:

Continue and intensify the implementation of contextualized learning resources. Teachers ought to continue creating and employing contextualized LAS that bridge music concepts to learners' local culture, surroundings,

and experience. These materials make learning more pertinent, interesting, and accessible. Offer ongoing professional growth for teachers. School leaders and curriculum experts should conduct periodic training workshops and Learning Action Cell (LAC) sessions in contextualization, localization, and innovative pedagogy. Developing the skills of teachers will help maintain the quality and consistency of pedagogical delivery.

Improve learner-centered and experiential approaches to learning. Encourage teachers to include activities for learners to experience, analyze, and create music. Adding reflections, artistic interpretations, and creative outcomes can facilitate intellectual as well as emotional learning. Invite collaboration in creating and revising contextualized learning materials. Collaboration between teachers, subject coordinators, and local cultural experts can enhance the quality and authenticity of contextualized materials. This also guarantees consistency with DepEd standards and learning competencies.

Foster school-based research and innovation. Teachers are encouraged to use action research in assessing and improving the implementation of contextualized learning by subject. Results can be disseminated within schools and divisions to inform evidence-based education improvement.

Broaden contextualization across disciplines. With the positive effect seen in Music, the same strategies may be implemented in other subjects such as Arts, Filipino, and Social Studies to encourage relevance and cultural attachment across the curriculum.

Establish conducive learning environments that promote emotional and creative expression. Teachers need to plan classroom activities that facilitate students to express emotions, reflect on meanings, and engage personally with musical experiences. This enables holistic learners with empathy, creativity, and cultural sensitivity.

Enhancing Future Research Through Longitudinal and In-Depth Qualitative Approaches. Future researchers may employ a longitudinal research design to determine whether the improvements in learners' mastery levels are sustained over time. Conducting follow-up assessments several weeks or months after the intervention may provide stronger evidence regarding its long-term effectiveness. Moreover, future studies are encouraged to incorporate more rigorous qualitative analyses, such as thematic coding of student interviews or focus group discussions, to gain deeper insights into learners' experiences, perceptions, challenges, and engagement during the implementation of the intervention.

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