CONTEXTUALIZED LEARNING STRATEGIES, LEARNER ENGAGEMENT, AND NUMERACY SKILLS OF GRADES 2 AND 3 PUPILS IN ZONE 4, DEPARTMENT OF EDUCATION, DIVISION OF CATANDUANES

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ABSTRACT

This study examined the extent of contextualized learning strategies used by teachers, the level of learner engagement, and the numeracy skills of primary grade pupils in Zone 4, DepEd Division of Catanduanes. The study aimed to assess how teachers implemented contextualized strategies, such as real-life examples, hands-on activities, problem-solving tasks, and the integration of local culture, and how these strategies influenced pupil engagement and numeracy skills. The relationships between contextualized strategies, learner engagement, and numeracy skills were also explored. Using a descriptive-correlational research design, 118 primary grade teachers were surveyed. The study tested three null hypotheses at a 0.05 significance level regarding these relationships. Findings revealed that teachers extensively employed contextualized learning strategies in numeracy instruction, with an overall weighted mean of 3.62 ("Strongly Agree/To a great extent"). Among the specific strategies, hands-on activities received the highest rating, followed by the integration of local culture and environment, problem-solving tasks, and the use of real-life examples. Pupils demonstrated a very high level of engagement in numeracy lessons, with an overall weighted mean of 3.52 ("Strongly Agree/Very High"), where motivation ranked highest, followed by collaboration, participation, and attention and focus. In terms of numeracy skills, pupils showed a proficient level, with an overall weighted mean of 3.21 ("Agree/Proficient"), performing strongest in number sense and mathematical reasoning, while computation skills and problem-solving ability were slightly lower. Correlation analyses revealed a significant positive relationship between the extent of contextualized learning strategies used by teachers and the level of learner engagement ($r = 0.843$), as well as between the extent of contextualized strategies and the level of numeracy skills ($r = 0.276$). A significant relationship was found also between learner engagement and numeracy skills ($r = 0.517$). The study concluded that teachers effectively utilize contextualized strategies that connect numeracy lessons to daily experiences, hands-on activities, problem-solving tasks, and local culture, and that pupil engagement plays a critical role in mediating learning outcomes. While the use of these strategies alone does not guarantee higher numeracy skills, pupils who are motivated, attentive, participative, and collaborative tend to perform better. Consequently, an action plan was formulated to enhance numeracy skills through the continued implementation of contextualized strategies and the promotion of active learner engagement, ensuring that instructional efforts lead to measurable improvements in pupils' understanding and application of numeracy concepts.

Keywords: Descriptive Correlational Study, Contextualized Learning Strategies, Learner Engagement, Numeracy Skills, Active Learner Involvement