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Socio-Cultural Context in Localizing a Learning Module in Life Science: Basis for Enhancing Basic Science Process Skills of Grade 8 Learners of Dagatan National High School, Dolores, Quezon

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Abstract

Purpose - This study aims to enhance the Basic Science Process Skills of Grade 8 learners by creating and integrating localised learning material in Life Science through a socio-cultural context.

Method - The study used a descriptive method of research to unravel the learners' perception of the contextualised learning material and a single group experimental design to determine the effectiveness of the learning material in enhancing the Basic Science Process Skills of the learners. Localised learning material in the socio-cultural context was utilised together with pre- and post-tests administered to measure the learners' Basic Science Process Skills. A survey questionnaire was also administered to gauge the respondents' perception of the socio-cultural contextualisation of the learning material.

Findings - From the pre- and post-assessment tests, the respondents' post-assessment tests show that they excelled in all the Basic Science Process Skills. Furthermore, the factors constituting the socio-cultural context are present in the learning material.

Significance - Utilising the socio-cultural contextualisation of instructional materials will significantly support the teachers in employing more meaningful instruction as they make the students more aware of the relationship between the concepts of the lessons and their connection to the local socio-cultural context.

Keywords: Basic Science Process Skills, Life science, Science education, Socio-cultural contextualisation.