



## Teachers Awareness of Contextual Learning Materials in Secondary Schools



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### Abstract

Contextual learning materials are resources, such as texts, activities, or multimedia, designed to connect academic content to real-world contexts, local cultures, and students' backgrounds. These materials make learning meaningful and relevant by providing tangible examples and applications of abstract concepts. They include a wide range of resources, such as articles, case studies, videos, simulations, field trips, and guest speakers, all tailored to enhance students' understanding and engagement with the subject matter. The goal of contextual learning materials is to bridge the gap between theoretical knowledge and practical application, fostering deeper comprehension, critical thinking, and student motivation. By incorporating these materials into teaching, educators help students see the practical relevance of what they are learning, encouraging deeper understanding and retention of knowledge. Contextual learning materials also promote inclusivity by recognizing and valuing students' diverse backgrounds and perspectives, making learning experiences accessible to all learners. It encourages active participation and critical thinking, as students analyse how course content relates to their own lives and communities. By assessing teachers' awareness and use of these materials, the study seeks to identify areas for improvement and provide recommendations for enhancing teacher training and curriculum initiatives. Ultimately, the research endeavours to foster a deeper understanding of the role of contextual learning materials in facilitating effective teaching and learning experiences in secondary schools, thereby striving towards educational excellence and student success. The study identifies gaps in awareness and effective use of contextual learning materials and provides recommendations for policymakers and educational leaders to enhance teacher training, curriculum development, and resource allocation. The implications of this research are significant for educational reform and pedagogical strategies.

**Keywords:** *Contextual Learning Material, Secondary Schools, Teachers' Awareness, Community.*



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## 1. INTRODUCTION

Contextual learning material refers to educational resources designed to integrate knowledge within real-world contexts, making it more relevant and applicable to learners. This approach recognizes that learners often grasp concepts better when they can see how they relate to their own lives or to practical situations. It emphasizes hands-on experiences, problem-solving, and critical thinking. The concept of contextual learning has roots in various educational philosophies and practices throughout history. It gained prominence in the late 20th century with the work of educational theorists like John Dewey, Lev Vygotsky, and Jean Piaget. However, it's important to note that the idea of learning within contexts has likely been a part of informal and traditional education for centuries, as individuals naturally learn by interacting with their environment and solving real-life problems.

In the ever-evolving landscape of education, the effectiveness of teaching methods has become a focal point for educators and policymakers alike. One such method, contextual learning, has garnered attention for its potential to enhance student engagement and comprehension by integrating real-world contexts into the curriculum. Contextual learning emphasizes the application of knowledge in authentic situations, fostering deeper understanding and retention among students. While the benefits of contextual learning are widely acknowledged, its successful implementation hinges on teachers' awareness and utilization of appropriate learning materials tailored to specific contexts.

In secondary schools, where students are transitioning towards higher levels of cognitive development and complex subject matter, the role of teachers in facilitating contextual learning becomes paramount. However, empirical research suggests that many educators lack sufficient awareness of contextual learning materials and strategies, hindering their ability to effectively integrate them into their teaching practices. This gap in awareness poses a significant challenge to the realization of the full potential of contextual learning in secondary education.

Understanding the factors influencing teachers' awareness of contextual learning materials is essential for addressing this challenge. Several factors contribute to this phenomenon, including limited access to relevant resources,

insufficient training in contextual pedagogy, and systemic barriers within educational institutions. Additionally, individual teacher characteristics, such as prior experiences, beliefs about teaching and learning, and professional development opportunities, play a crucial role in shaping their awareness and utilization of contextual learning materials. This research paper aims to explore and critically evaluate the current state of teachers' awareness of contextual learning materials in secondary schools. By synthesizing existing literature and empirical studies, this paper seeks to identify key factors influencing teachers' awareness and utilization of contextual learning materials, as well as potential strategies for enhancing their awareness and efficacy in implementing contextual pedagogy. The significance of this research lies in its potential to inform educational stakeholders, including policymakers, school administrators, teacher educators, and practicing teachers, about the importance of addressing teachers' awareness of contextual learning materials. By highlighting the barriers and facilitators to effective implementation, this paper aims to contribute to the ongoing discourse on pedagogical best practices in secondary education. In conclusion, the successful integration of contextual learning in secondary schools depends largely on teachers' awareness and utilization of appropriate learning materials. By addressing the factors influencing teachers' awareness and providing recommendations for improvement, this research paper seeks to promote the effective implementation of contextual pedagogy, ultimately enhancing student learning outcomes and preparing them for success in a dynamic and interconnected world.

## 2. LITERATURE REVIEW

**Shravan Kumar(2017)**, Teachers are required to follow the curriculum and provide a better platform to Understand the curriculum with the help of materials. Teachers may adapt, supplement, and elaborate the materials to disseminate the content to the students and they need to monitor the progress of the students and finally evaluate the students. Teachers and students rely on materials to comprehend the Content, and the materials become the centre of education. Therefore, it is important for the teachers to know the correct methods, to choose

the best material for instruction and they should also know How to make supplementary materials for the class, and how to adapt material.

**Dr. Radhikha Kaur (2019)**, In the system of education, teaching-learning materials are regarded to be of Utmost significance. When promoting enrichment of the overall system of education, it is essential to Make improvements in teaching-learning materials. In all levels of education from pre-schools to universities, the educators need to pay adequate attention towards the implementation of teaching learning materials. It is through the availability of proper teaching-learning materials that educational institutions can render an effective contribution in achieving the desired educational Objectives and promoting effective growth and development of students.

**E. C. Jimenez et al. (2020)** provide empirical evidence supporting the efficacy of contextualized e-learning resources in enhancing academic performance. Their study demonstrates a significant difference in pretest and posttest scores, indicating the positive impact of contextualized instructional methods, particularly in Mathematics education.

**Trixie E. Cubillas,(2020)**, The study primarily aimed to develop and validate a Contextualized Learning Material or CLM and to determine its effectiveness in mastering the least learned skill. The CLM was designed based on Piaget's Theory of Constructivism, Concept-First Theories, and Vygotsky's Scaffolding Theory of the ZPD or Zone of Proximal Development. The least learned skill of the grade 7 students in Mathematics is about "sets". This skill was used as the baseline in the development of the Contextualized Learning material or CLM.

### 3. OBJECTIVES

- To assess teachers' awareness of contextual learning materials.
- To explore teachers' perceptions of the effectiveness of contextual learning materials in enhancing student engagement and learning outcomes.
- To identify the factors influencing teachers' adoption of contextual learning materials in secondary schools.

### 4. RESEARCH QUESTIONS

- What is the level of awareness among secondary school teachers regarding contextual learning materials?
- How do teachers perceive the effectiveness of contextual learning materials in improving student engagement and learning outcomes?
- What factors influence teachers' decisions to incorporate contextual learning materials into their teaching practices?

### 5. METHODOLOGY

In this study, we aim to investigate the awareness of secondary school teachers regarding contextual learning materials. Contextual learning materials are resources that connect classroom content to real-world contexts, enhancing students' understanding and engagement. This study adopts a mixed-methods approach, combining qualitative and quantitative techniques to obtain a comprehensive understanding of teachers' awareness of contextual learning materials.

### 6. POPULATION

The target population for this study includes Jharkhand secondary school teachers of Dhanbad from various disciplines.

### 7. SAMPLE

Approximately 100 teachers will be recruited from different secondary schools of Dhanbad, Jharkhand

### 8. DATA COLLECTION

- Survey
- Interview

A structured questionnaire will be developed based on research objectives. Semi-structured interviews will be conducted with a subset of teachers to gain in-depth insights into their experiences and perspectives.

The findings from both quantitative and qualitative analyses will be integrated to provide a comprehensive understanding of teachers' awareness of contextual learning materials.

## 9. DISCUSSION

The findings of this study contribute to our understanding of teachers' awareness of contextual learning materials and shed light on potential strategies for enhancing their utilization in secondary school classrooms.

- This discussion explores the importance of teachers' awareness of contextual learning material in secondary schools.
- Importance of Contextual Learning Material: The research has highlighted the significance of contextual learning material in secondary education. It serves as a bridge between abstract concepts and real-world applications, enhancing students' understanding and retention of knowledge.
- Teacher's Role: Teachers play a pivotal role in implementing contextual learning material effectively. Their awareness of such material is crucial as it influences instructional strategies, curriculum design, and classroom practices.
- Challenges Faced by Teachers: The study identified several challenges faced by teachers in incorporating contextual learning material. These include limited access to relevant resources, time constraints, and lack of training in pedagogical approaches that support contextual learning.
- Professional Development: Addressing these challenges requires investment in teachers' professional development. Training programs should focus on equipping teachers with the necessary skills and knowledge to identify, adapt, and integrate contextual learning material into their teaching practices.
- Student Engagement and Motivation: Utilizing contextual learning material has been shown to increase student engagement and motivation. By connecting classroom content to real-life situations, students are more likely to see the relevance and applicability of what they are learning.
- Diverse Learning Needs: Teachers need to be mindful of the diverse learning needs and backgrounds of their students when selecting and designing contextual learning material. This includes considering cultural

relevance, language proficiency, and individual learning styles.

- Collaborative Learning Environments: Creating collaborative learning environments fosters peer interaction and social learning opportunities, which are essential components of contextual learning. Teachers should design activities that encourage students to collaborate, problem-solve, and apply their learning collaboratively.
- Future Directions: Moving forward, there is a need for continued research and innovation in the field of contextual learning. This includes exploring emerging technologies, interdisciplinary approaches, and best practices for integrating contextual learning material across different subject areas.

## 10. SUGGESTIONS

- Investigate the extent of secondary school teachers' awareness of contextual learning materials and their integration into curriculum delivery.
- Explore the perceived benefits and challenges faced by secondary school teachers in implementing contextual learning materials in diverse subject areas.
- Examine the training and professional development needs of secondary school teachers to effectively utilize contextual learning materials in their teaching practices.
- Assess the impact of teachers' familiarity with contextual learning materials on student engagement, motivation, and academic achievement in secondary education settings.
- Investigate strategies to enhance secondary school teachers' awareness and proficiency in developing and adapting contextual learning materials to meet the diverse learning needs of students.

## 11. CONCLUSION

In conclusion, teachers' awareness of contextual learning material is essential for promoting meaningful and relevant learning experiences in secondary schools. By addressing the challenges and leveraging the benefits of contextual learning, educators can better prepare

students for success in both academic and real-world context. The findings of this study will have implications for educational policymakers, school administrators, and teacher educators interested in promoting the use of contextual learning materials in secondary education. By understanding teachers' awareness, perceptions, and barriers to adoption, stakeholders can develop targeted interventions to support teachers in integrating contextual learning strategies into their teaching practices, ultimately enhancing student engagement and learning outcomes.

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