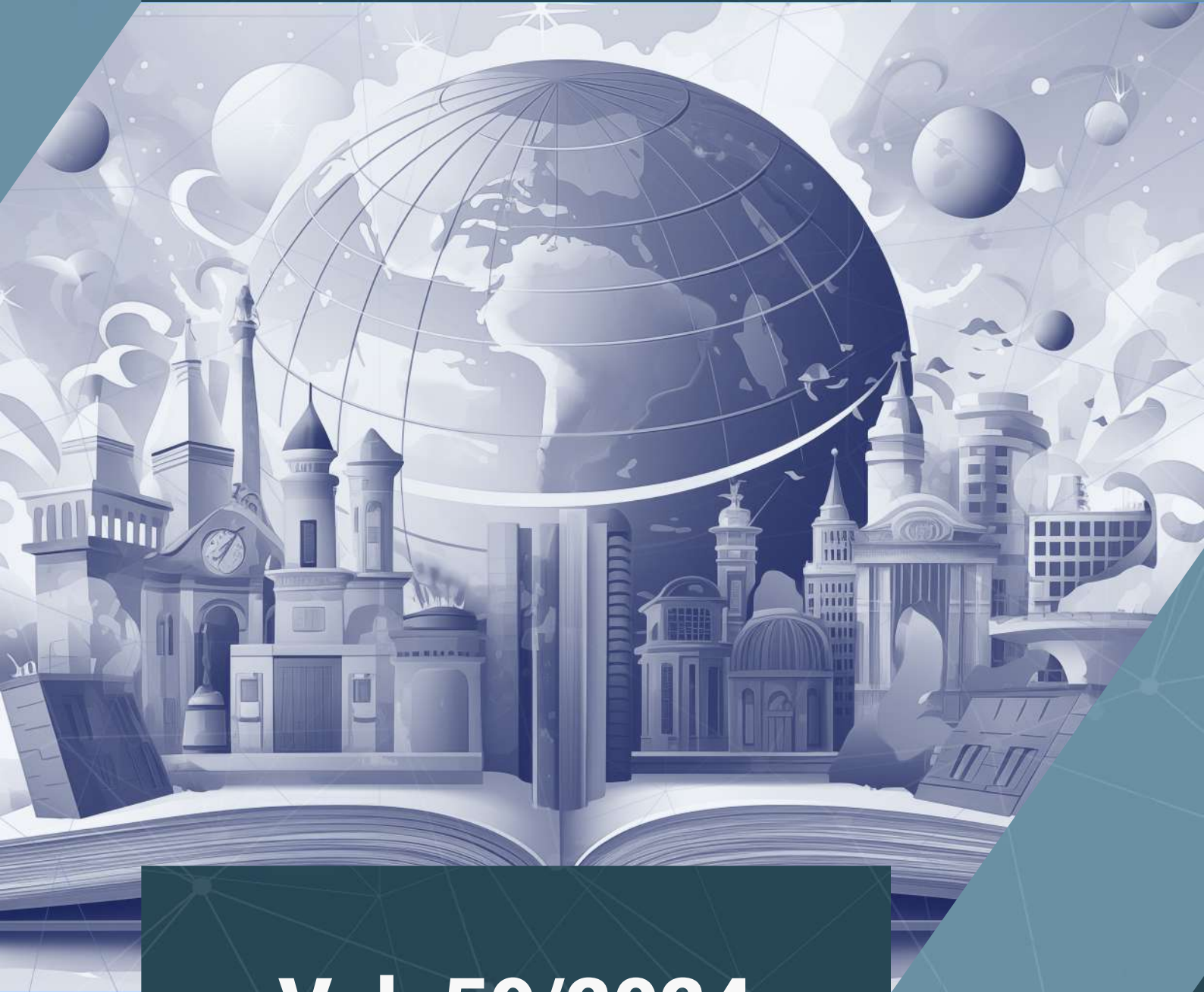




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Create and Craft: Understanding the lived experience of education program supervisors in leading the implementation of contextualized learning resources

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Abstract. In the years of the contextualization of the learning materials, it has been studied that these are effective in the improvement of the quality of teaching and learning experiences. In the Philippine public school system, education program supervisors play a pivotal role in leading the implementation of contextualized learning resources by ensuring that instructional materials are tailored to meet the diverse needs and backgrounds of students. They work closely with educators to develop and adapt curricula that reflect the cultural, social, and linguistic contexts of the learners, thereby making education more relevant and engaging. The researchers utilized the phenomenological research design to understand and describe the lived experience of Education Program Supervisors in leading the implementation of contextualized learning resources. Data were gathered through semi-structured one-on-one interviews with randomly selected education program supervisors, and results were interpreted through thematic analysis. The salient findings of the study are: (1) education program supervisors underscore their crucial role in implementing contextualized learning materials to improve engagement and relevance, emphasizing the importance of quality assurance in ensuring accuracy, accessibility, and effectiveness through thorough evaluation and monitoring, while also acknowledging the significance of leadership in fostering learning resources to enhance students' application of knowledge to real-world scenarios and overall educational quality and (2) they are using transformational leadership, efficient workload management, and a collaborative approach to address challenges in implementing contextualized learning resources, aiming to improve educational outcomes for both teachers and students.

Keywords. Contextualized Learning Resources, Education Program Supervisor, and Leading

I. INTRODUCTION

The post-pandemic era has significantly impacted learners, causing learning loss, increased anxiety, and the shift to remote learning, which exacerbated educational inequalities. Contextualized learning resources can address these challenges by tailoring materials to reflect students' cultural, social, and linguistic contexts, making learning more relevant and engaging. These resources bridge learning gaps by connecting new information to students' prior knowledge, are accessible in various formats to accommodate diverse needs, and foster inclusivity and a supportive learning environment, thus alleviating anxiety and supporting mental health. Overall, they enhance educational recovery by making learning more meaningful

and effective in the post-pandemic world.

Research over the years has demonstrated that contextualizing learning materials significantly enhances the quality of teaching and learning experiences. In a study by Sambayon et al. (2023), it was shown that reading comprehension and skills can be improved through contextualized teaching and learning, particularly in English, where students performed better on reading comprehension tests. Similarly, a local study by Manlapaz et al. (2022) found that contextualized learning materials significantly improved student scores, leading to the recommendation that such materials be institutionalized in schools to address learning gaps.

In the Philippine public school system, contextualized learning resources are being supervised under the education program supervisors as lead in the implementation by ensuring that instructional materials are tailored to meet the diverse needs and backgrounds of students. They work closely with educators to develop and adapt curricula that reflect the backgrounds of the learners, thereby making education more relevant and engaging. This is to support the DepEd Order No. 18, series of 2020 - Policy Guidelines for the Provision of Learning Resources in the Implementation of Basic Education Learning Continuity Plan (BE-LCP)

Despite the existing research on contextualized learning resources, no studies have yet explored how these resources are implemented by supervisors. Therefore, it is essential to understand the role of Education Program Supervisors in leading the implementation of contextualized learning resources.

Therefore, the researchers are driven to offer a detailed exploration of the firsthand experiences of Education Program Supervisors as they lead the implementation of contextualized learning resources during the Academic Year 2023-2024. This study aims to serve as a valuable reference, providing education program supervisors with insights into diverse experiences related to implementing contextualized learning resources. Furthermore, it aims to equip them with effective strategies to enhance the management of their contextualized learning resource projects and programs.

II. LITERATURE REVIEW

Qualities of Education Supervisors

Education supervisors are pivotal figures in ensuring effective educational practices and fostering professional growth among educators. According to Harris and Adams (2018), effective education supervisors demonstrate strong leadership qualities such as vision, communication skills, and the ability to inspire and motivate others. They emphasize the importance of supervisors in creating a positive school culture and supporting continuous improvement in teaching and learning. Moreover, research by Walker and Johnson (2019) highlights that effective education supervisors possess strong instructional leadership skills, including the ability to provide constructive feedback, facilitate professional development, and promote evidence-based practices. Additionally, studies by Chen et al. (2020) underscore the importance of emotional intelligence and interpersonal skills in education supervisors, as these qualities contribute to building trust, fostering collaboration, and effectively addressing challenges within educational settings. Overall, these studies underscore the essential qualities of education supervisors in promoting educational excellence and supporting the growth and development of both educators and students.

Contextualized Learning Resources

Learning resources are essential resources that educators utilize in the class. These materials are powerful tools for making the lessons easy both on the part of the learners as well as the teachers.

Contextualized learning resources have gained attention in educational research for their ability to enhance student engagement and learning outcomes by integrating real-world contexts into the curriculum. According to Brown (2015), contextualized learning resources align instructional materials with students' cultural, social, and linguistic backgrounds, making learning more relevant and meaningful. Research by Sambayon et al. (2023) underscores the effectiveness of contextualized approaches in improving reading comprehension and skills among students, particularly in diverse educational settings. Furthermore, Manlapaz et al. (2022) emphasize that these resources significantly contribute to academic achievement, as they bridge the gap between theoretical knowledge and practical application in the classroom. Moreover, studies like those conducted by Martinez (2019) highlight the role of contextualized learning resources in fostering critical thinking and problem-solving skills among learners. Overall, these findings underscore the importance of integrating contextualized learning resources into educational practices to enhance student learning experiences and outcomes.

Roles of Education Supervisors on Contextualized Learning Resources

Education supervisors play a critical role in the implementation and effectiveness of contextualized learning resources within educational settings. According to Alkhazaleh and Hattamleh (2019), supervisors are instrumental in guiding educators on how to integrate contextualized approaches into curriculum development and instructional practices. They emphasize the importance of supervisors in ensuring that instructional materials are tailored to meet the diverse needs and backgrounds of students, thereby enhancing learning outcomes. Moreover, research by Smith and Johnson (2020) highlights that education supervisors facilitate professional development opportunities for teachers to effectively utilize contextualized learning resources, thereby improving instructional quality and student engagement. Additionally, studies by Gomez et al. (2021) underscore the role of supervisors in monitoring the implementation of contextualized learning resources, providing ongoing support, and assessing their impact on student learning. Overall, these studies emphasize the pivotal role of education supervisors in promoting the effective use of contextualized learning resources to enhance educational practices and outcomes.

III. RESEARCH METHOD

The study is qualitative in nature. Specifically, it utilized a phenomenological research design. Phenomenological research intends to study challenging problems by exploring research participants' lived experiences (Neubauer et al., 2019). The study was carried out in two stages where gathering primary data was the first step. The researcher used semi-structured interviews with 15 education program supervisors who experienced leading the implementation of contextualized learning resources. Research participants were selected randomly. The consent letter was signed by research participants, and their permission to record the interview was sought as the basis for interview transcription.

The interview questions focused on the participants' lived experiences in leading the implementation of contextualized learning resources. Also, included are questions on the process of implementation, leadership style, problems and coping strategies. The second and last step is applying thematic analysis to interpret the study results based on the feedback from the research participants. The analysis was conducted manually in which the researchers created

transcripts of data gathered, familiarized themselves with the data, searched for emerging patterns on participants' responses, then defined and named the themes in writing the results of the study.

The participants of the study composed of 15 Education Program Supervisors in Region IV-A (CALABARZON), Philippines for the Academic Year 2023-2024.

IV. RESULTS AND DISCUSSION

This section also presents the results and analysis of the lived experiences of the participants in leading the implementation of contextualized learning resources and the emerged themes from these experiences. Through thematic analysis of the findings of this study, the researchers classified eight (8) theme clusters focusing on two theme groups (Textural and Structural) which answered the two central questions of the study, namely: Theme 1: Contextualization of Learning Resources; Theme 2: Quality Assurance of Learning Resources; Theme 3: Benefits to Learners; Theme 4: Process of Implementation; Theme 5: Executing Leadership; Theme 6: Addressing Teachers' Problems; Theme 7: Problems in Implementation and Theme 8: Passion in Leading.

Presented on the succeeding statement is the table on which summarized the categorization of clustered themes procured from the significant statements and their relative ideas.

Table 1. Textural Description

Theme Clusters	Lived Experiences in Leading the Implementation of Contextualized Learning Resources
1. Contextualization of Learning Resources	<ul style="list-style-type: none"> • aligning content with real-life situations • making learning more engaging and meaningful • empowering educators to design materials that address students' needs • prioritizing community contexts • customized to the specific dynamics of the class • connect with the content on a deeper level
2. Quality Assurance of Learning Resources	<ul style="list-style-type: none"> • rigorous evaluation and monitoring before being shared • critical aspect in educational standards • accuracy and validity of learning resources • meticulous review process • multifaceted endeavor guided by experts • undergo scrutiny from school level to division level
3. Benefits to Learners	<ul style="list-style-type: none"> • experience real-life situations • improving motivation and interest • aiding comprehension and retention • lifelong passion for learning • practical application in daily life • development of higher-order thinking skills
4. Process of Implementation	<ul style="list-style-type: none"> • Needs-based Assessment • Development Stage

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- Quality Assurance Stage
 - collaboration blends expertise and oversight
 - cultivate repository of learning materials
 - seeking feedback
-

As presented, four prevailing themes: (Theme 1: Contextualization of Learning Resources; Theme 2: Quality Assurance of Learning Resources; Theme 3: Benefits to Learners; and Theme 4: Process of Implementation) emphasized the views of the participants regarding their experiences education program supervisors in leading the implementation of contextualized learning resources. It was revealed in their experiences that contextualized learning resources are integral components of effective educational strategies, offering myriad benefits that enhance the learning experience. By aligning content with real-life contexts, these resources foster relevance, making learning more engaging and meaningful for students. Their experiences reveal that contextualized learning resources help bridge the gap between theoretical knowledge and practical application. For example, a comprehensive review by Rasheed, Weber and Fathi (2023) highlights how personalized and adaptive learning environments use contextual indicators to tailor educational experiences to individual learners' needs, enhancing engagement and satisfaction. By empowering educators to design materials that address the specific needs of their students, supervisors ensure that the resources are culturally, socially, and linguistically relevant. This relevance is further amplified by prioritizing community contexts, which makes learning more relatable and significant for students. Customizing these resources to fit the unique dynamics of each class allows educators to cater to diverse learning styles and backgrounds, ensuring that all students can connect with the content on a deeper level. This tailored approach not only enhances engagement and motivation but also fosters a deeper connection and appreciation for the subject matter, ultimately leading to a more effective and impactful educational experience.

Moreover, the participants identified the importance of quality assurance of learning resources as a critical aspect of educational development and effectiveness. It involves rigorous evaluation and monitoring to ensure that the materials provided to learners meet certain standards of accuracy, relevance, accessibility, and effectiveness.

The participants shared that they embark on implementing contextualized learning resources by first conducting a needs-based assessment tailored to identify specific educational gaps and challenges among their target student demographic. This phase involves analyzing student performance data, gathering teacher feedback, and scrutinizing curriculum content to pinpoint areas where contextualized resources can have the most significant impact. As the process progresses into the development stage, collaboration assumes a pivotal role, with educators, curriculum specialists, and technology experts working synergistically to design and craft these resources. Their collective expertise ensures that the materials not only align with curriculum standards but also seamlessly integrate real-world applications and cater to diverse learning styles. Throughout the implementation journey, supervisors maintain stringent quality assurance by overseeing testing phases, conducting peer reviews, and piloting studies to validate the efficacy and suitability of the learning materials. This ensures that the resources not only meet educational benchmarks but also resonate effectively with the intended student audience. Concurrently, supervisors curate a repository of learning materials comprising lesson plans, multimedia tools, interactive resources, and teacher guides. This repository serves as a centralized hub continually refined through ongoing collaboration and feedback loops with

educators and stakeholders. Soliciting feedback from teachers, students, and parents throughout the process is crucial as it provides valuable insights into the impact and usability of the contextualized resources. This iterative feedback loop informs necessary adjustments and enhancements, ensuring that the resources remain pertinent and effective in addressing evolving educational needs. Guidelines on contextualized learning resource development emphasize a structured approach involving needs assessments, collaborative development, and continuous quality assurance. For example, the Department of Education in the Philippines has outlined a process that includes evaluation, validation, and finalization stages to ensure resources are aligned with educational standards and effectively meet students' needs (DepEd, 2023). In summary, the implementation of contextualized learning resources by education program supervisors is a dynamic and collaborative endeavor integrating rigorous needs assessment, development, quality assurance, collaboration, repository management, and iterative feedback to drive continuous improvement and enhance educational outcomes for students.

Lastly, how contextualized learning resources are beneficial to learners is one of the described experiences by the participants that they find important in their leadership skills. Hence, they find contextualized learning resources effective in improving the quality of education in terms of letting the learners experience real-life situations in their community, improving their motivation and interest and applying learnings to their daily lives.

Table 2. Structural Description

Theme Clusters	Coping with the Demands and Challenges in Leading the Implementation of Contextualized Learning Resources
5. Executing Leadership	<ul style="list-style-type: none"> • transformational leadership • initiating projects and overseeing their progress • inspirational • fostering collaboration • integration of strategic planning with interpersonal interaction • setting a good example
6. Addressing Teachers' Problems	<ul style="list-style-type: none"> • overwhelming • check their availability • avoid overlapping of activities • proactive and solution-focused approach • considering teachers' existing workload • nurturing an atmosphere of transparency and teamwork
7. Problems in Implementation	<ul style="list-style-type: none"> • Conflict with colleagues • feasibility of projects and activities • seeking help for manpower • resistance to change • changes in the curriculum • meeting deadlines
8. Passion in Leading	<ul style="list-style-type: none"> • took problems as a learning experience and a valuable lesson • coping with challenges involves resilience and adaptability

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- promoting inclusivity
 - continue to be a transformative leader
 - increased emphasis on communication and flexibility
 - challenges may momentarily test passion and motivation
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There are four emerging themes that explain how the participants face the challenges and demands in leading the implementation of contextualized learning resources; Theme 5: Executing Leadership; Theme 6: Addressing Teachers' Problems; and Theme 7: Problems in the Implementation; and Theme 8: Passion in Leading. This implies that education program supervisors are positively facing the demand and challenges of leading the implementation of contextualized learning resources. They address concerns through execution of leadership styles such as transformational, collaborative, inspirational and innovative. Moreover, addressing teachers' problems requires prioritizing workload management through adequate planning time and streamlined administrative processes. Fostering a culture of openness, collaboration to overcome barriers, and avoiding overlapping of activities. Lastly, the education program supervisors face the challenges and demands in leading the implementation of contextualized learning resources by being resilient to the challenges, adaptable to change, proactive in finding creative solutions, and being passionate on leading. Thus, education program supervisors are determined to make a difference in their leadership in implementation of contextualized learning resources for the betterment of their teachers and the students.

CONCLUSIONS

The researchers came up with the following conclusions based on the textual and structural descriptions: (1) Education program supervisors underscore their crucial role in implementing contextualized learning materials to improve engagement and relevance, emphasizing the importance of quality assurance in ensuring accuracy, accessibility, and effectiveness through thorough evaluation and monitoring, while also acknowledging the significance of leadership in fostering learning resources to enhance students' application of knowledge to real-world scenarios and overall educational quality. (2) education program supervisors are using transformative leadership, efficient workload management, and a collaborative approach to address challenges in implementing contextualized learning resources, aiming to improve educational outcomes for both teachers and students.

RECOMMENDATIONS

Considering the findings and conclusions of this study, the researcher elicited the following recommendations for expected actions:

The education program supervisors should continue leading and managing the implementation of contextualized learning resources on their respective divisions through the latest and most appropriate leadership style in accordance with the needs and demands of the teachers and learners. Therefore, personal/professional growth should be a continuous part of their professional development plan and must be observed in performance monitoring. The education program supervisors are tasked with ensuring adherence to the Time-on-Task Policy of DepEd by scheduling teacher pull-outs on non-class days. This measure is implemented to prevent disruption to classes, promote uninterrupted teaching to students, and prevent scheduling conflicts between activities.

The regional education program supervisors and chiefs are recommended to oversee the processes of division education program supervisors and propose capacity building programs on the implementation of contextualized learning resources specifically in the development and quality assurance. This approach aims to streamline processes within the region and prevent substandard practices from occurring.

Teachers must be able to take into consideration the effort of division education program supervisors by being more cooperative and collaborative with their initiatives and supporting their plans.

School heads are encouraged to do simultaneous and diverse leadership style by persuading and implementing to their subordinates the importance of contextualized learning resources. They should have to be more open in embracing and valuing change in terms of contextualization of learning resources.

Future researchers are encouraged to duplicate the study utilizing other research methods such as quantitative or mixed methods. They may consider other related variables such as focusing on the specific learning areas, and other locale too.

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