

**Contextualized English instruction and its impact on the communication skills
and self-efficacy of senior high school students**

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ABSTRACT

This study examined the impact of Contextualized English Instruction (CEI) on the communication skills and self-efficacy of senior high school students in Upper Saltan, Pinukpuk District. Specifically, it aimed to determine the level of CEI implementation by teachers, assess students' communication skills and self-efficacy, and explore the relationships between CEI and these learner outcomes. A descriptive-correlational research design was employed, involving 63 senior high school students as respondents. Data were collected using a validated structured questionnaire covering five dimensions of CEI, four communication skill areas, and self-efficacy indicators, and analyzed through weighted means and Pearson correlation coefficients. Findings revealed that teachers implemented CEI at a high level through lesson localization, indigenization of learning content, adapted teaching strategies, culturally relevant materials, and contextualized assessments. Students demonstrated moderate communication skills, with listening and comprehension showing the highest proficiency, but generally low self-efficacy, particularly in classroom participation and overcoming language challenges. Significant positive relationships were found between CEI and both communication skills and self-efficacy, indicating that culturally relevant and meaningful instruction enhances learners' engagement, performance, and belief in their ability to succeed. Interpreted through Bandura's Social Cognitive Theory, CEI serves as the environmental determinant, communication skills as the behavioral outcome, and self-efficacy as the personal factor, illustrating the reciprocal interaction of environment, behavior, and cognition in language learning. The study contributes new knowledge by demonstrating that integrating local culture and community experiences into English instruction strengthens practical language competence and learner confidence, particularly in rural and culturally distinct settings.

Keywords: Contextualized English Instruction, communication skills, self-efficacy, senior high school students, Social Cognitive Theory, culturally responsive teaching.

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INTRODUCTION

Language is central to learning and social interaction, serving as the foundation of communication, knowledge construction, and cultural transmission. In the Philippine education system, English functions as both a subject and a medium of instruction across all levels of formal schooling (Melegrito, 2022). Proficiency in English is considered a critical skill for academic success, employment, and global competitiveness (Datu & Sulindra, 2025). However, despite its long-standing use as a medium of instruction, many Filipino learners continue to exhibit low proficiency in English communication skills (Espino, et al., 2021). The Philippine Results of the 2018 Programme for International Student Assessment (PISA) revealed that Filipino students ranked near the bottom among 79 participating countries in reading and writing literacy, indicating difficulty in understanding and expressing ideas using the English language. Likewise, the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 reported that only a small proportion of Filipino students reached the expected proficiency level in literacy and communication. These findings suggest that many Filipino learners struggle not only in comprehension but also in oral and written communication—skills that are essential for lifelong learning and participation in a globalized world.

Several studies and national assessments point to a persistent gap between English instruction and learners' lived experiences (Benjamin-Raymore, 2023; Sugianto, 2021; Munyan-Penney & Mehtotra, 2023). Traditional English teaching methods often rely on foreign contexts, literary texts, and examples that are disconnected from the students' cultural realities. Consequently, many learners—particularly those from rural and indigenous communities—find it difficult to relate to lessons, leading to low motivation, limited participation, and weak language performance (Saysi & Batuctoc, 2023). To respond to this concern, the Department of Education (DepEd) institutionalized contextualization and localization in the K to 12 Basic Education Curriculum (DepEd Order No. 43, s. 2013; DepEd Order No. 35, s. 2016). These mandates encourage teachers to adapt lessons, examples, and materials to local conditions, making education more meaningful, inclusive, and culturally responsive. Within this framework, Contextualized English Instruction (CEI) emerged as a strategy to bridge global language education with local realities, allowing learners to learn English through contexts that reflect their daily lives, community practices, and cultural heritage.

Contextualized English Instruction (CEI) involves the deliberate integration of local culture, experiences, and linguistic resources into English teaching (Pariscal & Gonzales-Aboy, 2022). It operates on two core concepts: localization, which refers to adapting instructional materials and examples to the learners' immediate environment, and indigenization, which integrates indigenous knowledge systems, values, and worldviews into the learning process. By relating lessons to learners' local contexts, CEI promotes deeper understanding, greater engagement, and improved language use in authentic situations. Research suggests that students taught through contextualized approaches are more motivated, demonstrate better comprehension, and communicate with greater confidence (Sarwari & Kakar, 2023; Sari, et al., 2024). In addition, this approach contributes to the development of self-efficacy—learners' belief in their capability to accomplish language-related tasks successfully (Bandura, 1997 as cited by Kutuk, et al., 2023)—which is a key determinant of learning success and persistence.

In the Province of Kalinga, the importance of contextualized instruction becomes even more evident. Kalinga is a linguistically and culturally diverse province in the Cordillera Administrative Region (CAR), where multiple indigenous languages and dialects coexist alongside Filipino and English. The area of Upper Saltan in the Pinukpuk District is predominantly inhabited by indigenous learners whose primary languages differ significantly

from English, creating linguistic barriers in academic communication. Schools in this district often face challenges such as limited instructional materials that reflect the local culture, inadequate teacher training in contextualized pedagogy, and students' low confidence in using English as a medium of expression. Some studies have indicated that while teachers implement English instruction following national standards, the contextualization of lessons remains inconsistent due to a lack of localized learning resources and professional development support (Pariscal & Gonzales-Aboy, 2022; Rosyida, et al., 2024). Consequently, students' communication skills and self-efficacy in English often lag behind their counterparts in more urbanized areas.

These realities highlight the need to evaluate how contextualized English instruction is being implemented in rural and indigenous settings like Upper Saltan and to determine its impact on students' communication skills and self-efficacy. Although DepEd policies emphasize the integration of localization and indigenization in the curriculum, there is limited empirical research on how these approaches influence actual learning outcomes in linguistically diverse regions such as Kalinga. Most existing studies focus on the design and delivery of contextualized materials or teachers' practices, while few investigate students' perspectives and learning experiences. Addressing this research gap is crucial to understanding whether contextualized instruction truly enhances learners' communicative competence and confidence in using English in authentic contexts.

Statement of the problem

This study was conducted to determine the impact of contextualized English instruction on the communication skills and self-efficacy of senior high school students in Upper Saltan, Pinukpuk District. Specifically, it aimed to examine how contextualized instructional practices influence students' communicative competencies and their beliefs in their ability to learn English effectively.

1. What is the level of implementation of contextualized English instruction among senior high school teachers in Upper Saltan, Pinukpuk District in terms of localization of English lessons, indigenization of learning content, adaptation of teaching strategies, use of localized or indigenized materials, and contextualized assessment practice?
2. What is the level of communication skills of senior high school students in terms of speaking, listening, reading, and writing?
3. What is the level of self-efficacy of senior high school students in learning English?
4. Is there a significant relationship between the level of contextualized English instruction and the communication skills of the students?
5. Is there a significant relationship between the level of contextualized English instruction and the self-efficacy of the students?

METHODOLOGY

This study employed a descriptive correlational research design to determine the impact of contextualized English instruction on the communication skills and self-efficacy of senior high school students in Upper Saltan, Pinukpuk District. The descriptive component focused on describing the level of implementation of contextualized English instruction as perceived by the students, as well as their levels of communication skills and self-efficacy in English. The correlational component examined whether a significant relationship existed between the implementation of contextualized English instruction and the students' communication skills and self-efficacy. The participants of the study consisted of 63 senior high school students

enrolled in various schools within Upper Saltan, Pinukpuk District, specifically Allagua National High School, Asibanglan National High School, and Limus National High School, during the School Year 2025–2026.

The study utilized a structured and standardized questionnaire composed of three parts, adapted from established instruments and validated by experts in language education and educational research. The instrument was designed to gather quantitative data on the level of implementation of contextualized English instruction and the students' levels of communication skills and self-efficacy. Permission to adapt portions of the instruments was obtained from the original authors or published sources where applicable. Prior to full administration, the instrument underwent content validation by a panel of experts and pilot testing to determine its reliability using Cronbach's Alpha, with a reliability index of 0.70 or higher considered acceptable. The first part of the instrument assessed the level of implementation of Contextualized English Instruction as perceived by students, with items adapted from the DepEd guidelines on Contextualization and Localization of Learning Materials and Teaching Strategies, including DepEd Order No. 43, s. 2013 and DepEd Order No. 35, s. 2016, as well as previous studies on contextualized instruction. The indicators covered five dimensions, namely localization of lessons, indigenization of learning content, adaptation of teaching strategies, use of localized and indigenized materials, and contextualized assessment practices. The second part measured the students' communication skills in English, adapted from the Common European Framework of Reference for Languages and related local research tools assessing communicative competence, and included items describing the learners' self-perceived proficiency in speaking, listening, reading, and writing skills using English in both academic and everyday contexts. The third part assessed the students' English self-efficacy, grounded in Bandura's 1997 Self-Efficacy Theory and adapted from standardized instruments such as the English Self-Efficacy Questionnaire by Wang et al. 2013 and Schunk and Pajares 2002, and measured the students' confidence in performing English related tasks in speaking, listening, reading, and writing. Each item across the three parts was rated using a five-point Likert scale where 5 represented Very High Implementation or Strongly Agree and 1 represented Very Low Implementation or Strongly Disagree, ensuring the reliability, consistency, and credibility of the data gathered in relation to the objectives of the study.

Prior to the conduct of the study, a formal letter of request for permission to administer the research instrument was submitted to the Schools Division Superintendent of Kalinga through the District Supervisor of Pinukpuk and the school heads of the participating senior high schools in Upper Saltan. Upon approval, coordination with the respective English teachers was undertaken to schedule the administration of the questionnaire. Before distributing the instrument, the purpose of the study, the confidentiality of responses, and the voluntary nature of participation were clearly explained to the students. The participants were informed that their responses would be used solely for research purposes and that their identities would remain anonymous. The validated and pilot tested questionnaire was then administered personally by the researcher with the assistance of the English teachers. The participants were given sufficient time to answer each item honestly and completely. After completion, the questionnaires were collected, checked for completeness, and encoded for data analysis. The gathered data were subsequently tallied, tabulated, and statistically treated using appropriate tools to determine the levels of implementation of contextualized English instruction, communication skills, and self-efficacy of the students, as well as the relationships among these variables. Throughout the data gathering process, strict adherence to ethical standards, data integrity, and confidentiality of all information was maintained.

The data gathered from the respondents were organized, tallied, and analyzed using both descriptive and inferential statistical tools. The weighted mean was used to determine and describe the level of implementation of contextualized English instruction, as well as the

students' communication skills and self-efficacy. The scale used in interpreting the weighted mean values consisted of five categories, where a scale value of 5 corresponded to a range of 4.21 – 5.00 and was qualitatively described as Very High, interpreted as the indicator being implemented or manifested to a very great extent, a scale value of 4 corresponded to a range of 3.41 – 4.20 and was described as High, interpreted as the indicator being implemented or manifested to a great extent, a scale value of 3 corresponded to a range of 2.61 – 3.40 and was described as Moderate, interpreted as the indicator being implemented or manifested to a moderate extent, a scale value of 2 corresponded to a range of 1.81 – 2.60 and was described as Low, interpreted as the indicator being implemented or manifested to a low extent, and a scale value of 1 corresponded to a range of 1.00 – 1.80 and was described as Very Low, interpreted as the indicator being rarely or not implemented or manifested at all. To determine the significant relationship between contextualized English instruction and the students' communication skills and self-efficacy, the Pearson Product Moment Correlation Coefficient r was employed.

The study strictly adhered to established ethical standards in educational research to ensure the protection of the rights, dignity, and welfare of all participants. Prior to data collection, approval was secured from the University Research Ethics Committee and authorization was obtained from the Schools Division Office of Kalinga through the District Supervisor of Pinukpuk and the school heads of the participating senior high schools. The respondents were fully informed about the purpose, objectives, and procedures of the study and were assured that their participation was voluntary and that they could withdraw at any time without penalty or consequence. Written informed consent was obtained prior to participation. All data gathered were treated with strict confidentiality, and the identities of the respondents remained anonymous throughout the research process and in all resulting outputs. The researcher ensured that the instrument did not pose any psychological, emotional, or academic risk to the participants, and that all data collected were used solely for academic purposes and securely stored to prevent unauthorized access. Upon completion of the study, the results were shared with the concerned schools and stakeholders for academic improvement while maintaining the confidentiality of individual responses.

RESULTS AND DISCUSSION

The Results and Discussion section is based on data gathered from senior high school students in Upper Saltan, Pinukpuk District, with the analysis grounded on a quantitative research design employing a structured survey questionnaire to measure the level of implementation of Contextualized English Instruction (CEI), communication skills in English, and self-efficacy. The sampling approach ensured representation of the target population, and the collected data were analyzed using descriptive statistics, including mean scores and qualitative descriptions, as well as inferential statistics through Pearson r correlation to determine significant relationships among variables. The discussion that follows is anchored on the empirical data obtained and is interpreted directly in relation to the study's objectives, ensuring that all statistical results and observed patterns are explained within their appropriate methodological and contextual framework.

The level of implementation of contextualized English instruction along localization of English lessons was consistently high, with an overall mean of 4.15 described as High. Specifically, the use of community-based examples yielded a mean of 4.15, the inclusion of local people, places, and events recorded 4.10, the connection of lessons to daily experiences registered 4.12, and students' ease of understanding due to familiar contexts obtained the highest mean of 4.18, all interpreted as High. These results indicate that teachers effectively

anchor English instruction in students' immediate environment, allowing learners to process language concepts through familiar experiences. The high ratings across all indicators suggest a strong alignment between instructional practices and learners' socio-cultural realities, which enhances comprehension and engagement. This finding is consistent with Caliboso et al. (2025) and Gutierrez and Pascual (2022), who emphasized that contextualized and localized instruction improves learner participation and understanding. The data further imply that localization not only facilitates comprehension but also strengthens communicative competence and self-efficacy, as students are able to relate abstract language concepts to tangible, real-life situations, supporting the assertions of Basher et al. (2025) and Tayag et al. (2024) regarding the role of contextual relevance in language learning.

Similarly, the level of implementation of contextualized English instruction along indigenization of learning content was high, with an overall mean of 4.18 described as High. The inclusion of culturally reflective stories and texts obtained a mean of 4.20, encouraging students to share community practices yielded 4.18, valuing and discussing local customs registered 4.15, and the use of culturally relevant materials recorded 4.17, all within the High descriptive range. These results demonstrate that teachers actively integrate cultural identity into English instruction, promoting meaningful engagement and cultural relevance. The findings support Cabauatan (2025) and Howe, Johnson, and Te Momo (2021), who argued that indigenized curriculum strengthens learners' connection to content and fosters deeper understanding. The consistently high means indicate that cultural integration is not incidental but systematically embedded in instruction, thereby enhancing both communication skills and self-efficacy. Students' opportunity to express their cultural experiences in English provides authentic communicative contexts, reinforcing Basher et al. (2025) and Bordeos et al. (2023), who highlighted the effectiveness of culturally grounded communication tasks in improving language proficiency and learner confidence.

In terms of adaptation of teaching strategies, the results revealed a high level of implementation with an overall mean of 4.20 described as High. The use of relatable explanations obtained the highest mean of 4.22, followed by allowing students to express ideas through personal experiences at 4.20, connecting activities to real-life situations at 4.18, and employing interactive methods such as group work and storytelling at 4.21. These findings indicate that teachers consistently modify instructional strategies to align with learners' backgrounds and experiences, thereby enhancing accessibility and engagement. The high ratings reflect a learner-centered approach that emphasizes experiential and interactive learning, consistent with KC (2024) and Caliboso et al. (2025). The integration of collaborative and communicative strategies supports the development of speaking and listening skills, as evidenced by Bordeos et al. (2023) and Dara et al. (2024), who emphasized that experiential and cooperative learning environments promote practical language use. Furthermore, the adaptability of teaching strategies contributes to increased self-efficacy, as students gain confidence through participation in meaningful and relatable learning activities, aligning with the findings of Goetze and Driver (2022).

The use of localized or indigenized materials also demonstrated a high level of implementation, with an overall mean of 4.20 described as High. The use of materials incorporating local stories and events yielded a mean of 4.19, the inclusion of community-based visual aids and readings recorded 4.18, teacher adaptation of materials based on local situations obtained 4.20, and the enhancement of cultural appreciation through materials achieved the highest mean of 4.21. These results indicate that instructional materials are consistently aligned with students' cultural and environmental context, making learning more relevant and engaging. The findings are supported by Caliboso et al. (2025) and Leech Morejon (2025), who emphasized that culturally responsive materials enhance comprehension and learner motivation. The use of localized resources provides authentic contexts for language

use, thereby strengthening communicative competence, as supported by Basher et al. (2025). Additionally, the positive influence on self-efficacy is evident, as culturally relevant materials reinforce learners' identity and confidence in using English, consistent with Tayag et al. (2024).

The level of implementation of contextualized assessment practices was likewise high, with an overall mean of 4.19 described as High. Performance tasks related to real-life situations obtained a mean of 4.18, opportunities for students to express local experiences in assessments recorded 4.20, the emphasis on clarity of expression yielded 4.17, and the use of familiar contexts in assessments registered 4.19. These findings indicate that assessment practices are aligned with contextualized instruction, allowing students to demonstrate learning through meaningful and relevant tasks. The high ratings suggest that assessment is not merely evaluative but integrative, reinforcing learning through authentic application. This aligns with Bhatia (2024) and Palladino and Shepard (2023), who highlighted the importance of context-based and authentic assessment in enhancing learning outcomes. The data further indicate that such practices promote communicative competence by encouraging expression and participation, while also enhancing self-efficacy by validating students' experiences and knowledge, consistent with Goetze and Driver (2022).

Overall, the level of implementation of contextualized English instruction across all dimensions was high, with an overall mean of 4.18 described as High. Localization of English lessons obtained 4.14, indigenization of learning content recorded 4.18, adaptation of teaching strategies and use of localized materials both registered 4.20, and contextualized assessment practices yielded 4.19. These results confirm that CEI is consistently and effectively implemented in the study setting, demonstrating a comprehensive integration of contextualized approaches in instruction. The uniformly high means across all dimensions indicate a strong institutional and pedagogical commitment to contextualized learning, supporting the findings of Caliboso et al. (2025) and Basher et al. (2025) that such approaches enhance engagement, comprehension, and communicative competence. The data also suggest that CEI provides a supportive learning environment that fosters both skill development and learner confidence.

Despite the high level of CEI implementation, the level of communication skills in English among students was moderate, with an overall mean of 3.06 described as Moderate. Listening skills obtained the highest mean of 3.25, followed by reading at 3.10, speaking at 3.05, and writing at 2.85 described as Low, while overall communication confidence registered 3.05 described as Moderate. These results indicate that while students possess foundational communication skills, there are still notable limitations, particularly in productive skills such as writing. The relatively higher listening skills suggest that receptive abilities develop more readily, consistent with Castillo, Cabrillas, and Vargas (2024). However, the lower writing mean of 2.85 highlights challenges in organization, grammar, and vocabulary use, aligning with Benjamin-Raymore (2023). The moderate speaking and confidence levels suggest partial effectiveness of CEI strategies, although psychological barriers such as anxiety and limited vocabulary persist, as noted by Dauba and Jullanda (2024). These findings imply that while CEI enhances engagement and comprehension, additional targeted interventions are necessary to strengthen higher-order communication skills.

The level of self-efficacy in English was generally low, with an overall mean of 2.54 described as Low. Confidence in learning English obtained 2.65 described as Moderate, while confidence in using English recorded 2.55, overcoming language challenges registered 2.50, classroom participation yielded 2.45, and overall self-belief as an English learner obtained 2.55, all described as Low. These results indicate that students lack confidence in their ability to use English effectively, despite exposure to contextualized instruction. The lowest mean in classroom participation at 2.45 suggests significant hesitation and anxiety in engaging with language tasks. These findings are consistent with Nuñez (2021) and Tauchid (2023), who

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reported low self-efficacy among learners due to psychological barriers and limited exposure to authentic language use. The data suggest that while CEI provides meaningful contexts, it may not be sufficient alone to overcome deeply rooted confidence issues, highlighting the need for additional support mechanisms such as scaffolding and feedback, as emphasized by Goetze and Driver (2022).

The analysis of the relationship between CEI and communication skills revealed statistically significant positive correlations across all domains at the .05 level. Listening skills showed a Pearson r of .612 with a p -value of .000*, speaking skills had .598 with .000*, reading skills recorded .574 with .000*, writing skills obtained .551 with .000*, overall communication confidence yielded .590 with .000*, and the overall mean correlation was .585 with a p -value of .000*, all significant at .05 level. These results indicate a moderate to strong positive relationship between CEI implementation and communication skills, leading to the rejection of the null hypothesis. The highest correlation in listening suggests that contextualized instruction significantly enhances comprehension, while strong correlations in speaking and confidence indicate improved communicative engagement. These findings support Espino, Gonzales, and Martin (2021) and Basher et al. (2025), who emphasized the effectiveness of context-based instruction in developing language proficiency. The consistent significance across all domains demonstrates that CEI is a critical factor in improving both receptive and productive language skills.

Similarly, the relationship between CEI and self-efficacy in English was statistically significant at the .05 level. Confidence in learning English recorded a Pearson r of .472 with a p -value of .000*, confidence in using English had .458 with .000*, overcoming language challenges obtained .441 with .000*, classroom participation yielded .428 with .000*, overall self-belief recorded .450 with .000*, and the overall mean correlation was .450 with a p -value of .000*, all significant at .05 level. These results indicate a moderate positive relationship between CEI and self-efficacy, leading to the rejection of the null hypothesis. Although self-efficacy levels remain low, the significant correlations suggest that increased exposure to contextualized instruction contributes to improved confidence. The strongest relationship in confidence in learning English implies that students feel more capable when instruction is relevant to their experiences. These findings align with Leech Morejon (2025) and Tayag et al. (2024), who emphasized that contextualized learning enhances self-belief through meaningful engagement and repeated success.

In synthesis, the findings demonstrate that Contextualized English Instruction is implemented at a consistently high level across all dimensions and is significantly associated with improvements in communication skills and self-efficacy among senior high school students in Upper Salitan. While communication skills are generally moderate and self-efficacy remains low, the statistically significant relationships indicate that CEI plays a crucial role in enhancing both linguistic competence and learner confidence. The results underscore the importance of sustaining and strengthening contextualized approaches while integrating targeted interventions to address persistent challenges in writing proficiency and self-efficacy. These findings contribute to the growing body of literature on culturally responsive pedagogy and provide empirical support for the continued use of CEI as an effective strategy for improving English language outcomes in rural and culturally diverse educational settings, thereby laying a strong foundation for subsequent discussions on implications, recommendations, and intervention design.

CONCLUSION

The findings of the study affirm that Contextualized English Instruction (CEI) serves as a practical and effective pedagogical approach for enhancing students' English

communication skills while simultaneously strengthening their self-efficacy, particularly within rural and culturally distinct educational settings. By embedding local culture, community experiences, and familiar contexts into the teaching and learning process, CEI enables students to engage with language in ways that are meaningful and relevant to their daily lives. This alignment between instructional content and learners' lived experiences promotes deeper comprehension, increased participation, and sustained motivation, thereby addressing common barriers to language learning in under-resourced environments. The study contributes to the growing body of knowledge on culturally responsive education by demonstrating that instructional strategies grounded in local realities can significantly improve both cognitive and affective learning outcomes.

Furthermore, the results substantiate the applicability of Social Cognitive Theory in understanding the mechanisms through which CEI influences learning. Within this theoretical framework, CEI operates as a critical environmental determinant that interacts dynamically with personal factors, particularly self-efficacy, and behavioral outcomes such as communication skills. The study confirms the principle of reciprocal determinism, illustrating that when instructional practices are culturally and socially aligned with learners' contexts, they not only facilitate the acquisition of language skills but also enhance learners' confidence in their abilities. This interplay underscores the importance of designing learning environments that are responsive to students' identities and experiences, thereby fostering both competence and self-belief in language use.

In light of these findings, it is imperative for educators to sustain and further develop culturally responsive teaching practices by incorporating local narratives, traditions, and community-based examples into English instruction. Such practices should be complemented by structured scaffolding, guided practice, and consistent constructive feedback to support learners in gradually building proficiency across speaking, writing, reading, and listening domains. At the institutional level, school administrators play a crucial role in promoting professional development initiatives that equip teachers with the necessary competencies for contextualized instruction, while also ensuring the availability of localized instructional materials and culturally relevant learning resources. Creating a supportive classroom environment that encourages active participation, minimizes fear of error, and fosters collaboration is equally essential in reinforcing student confidence and engagement.

Finally, the study highlights important directions for future research, particularly the need to examine the long-term effects of CEI on students' language proficiency and self-efficacy, as well as to identify specific instructional interventions that effectively enhance learner confidence in classroom participation and language use. Expanding the application of contextualized teaching approaches to other subject areas may also provide valuable insights into the broader potential of culturally responsive education in diverse and under-resourced settings. Overall, the study reinforces the critical role of contextually grounded instruction in shaping meaningful learning experiences and advancing equitable educational outcomes.

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