



Validation of a Strategic Intervention Material through Localization for Entrepreneurship Teachers

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Abstract

The primary goal of this paper is to verify a Strategic Intervention Material for Entrepreneurship Teachers Using Localization at Angono National High School for the school year 2022-2023. Utilizing descriptive correlational research and modifying Abad's (2022) research instrument the ten (10) respondents found out that localized material as with high integrity, highly localized, and highly effective. Moreover, with regard to the assessment done by the two group of respondents, it indicated that both does not have significant relation with each other. From a catena of studies on localization, this fortifies that localization when planned and executed properly will provide positive results.

Keywords: Localization; Entrepreneurship; Intervention Material; Teachers

1. Introduction

Entrepreneurship is essential to the economy for a plethora of causes and grounds, including the promotion of social change and the creation of jobs. In education, entrepreneurship encourages students of all walks of life to think creatively and cultivate atypical skills and abilities. It creates opportunities, promotes social justice, inspires confidence, and stimulates the economy. Beginning in elementary school and spanning all levels of education, including adult education, entrepreneurship education is a process of lifelong learning.

Side by side with the learning of entrepreneurship is the main goal of the teaching and learning process that is to inculcate learning in the minds and hearts of all learners and to facilitate their comprehension of lifelong learning concepts in a straightforward manner. To effectively and efficiently impart the concept of entrepreneurship, teachers may utilize the environ and situation of the learners' lives as a beginning point, thereby fostering a sense of belonging within the classroom. And because the goal of education is for students to learn, it is essential to provide them with locally relevant materials that will expand their knowledge and comprehension. This is in accordance with RA 10533, also known as the Enhanced Basic Education Curriculum Act of 2013 which mandates that the curriculum must be contextualized and globalized. The curriculum must be adaptable enough to allow for localization, indigenization, and improvement in accordance with local educational and societal requirements.

As posited, localization is based on the assumption that students learn most effectively when classroom experiences are relevant to their lives (Landas & Alova, 2022). In localization, the actions and associations of students are the foundation of eternal learning. To implement localization in the classroom, it is necessary to apply the principles of learning by doing, applied learning, and manipulative learning. Students will experience profound learning if they are placed in a genuine learning environment that enables them to interact with, relate to, and become habituated to the various learning opportunities and resources available in the locality or community. Localizing and presenting a lesson within the local environment, culture, and resources assists teachers and students in comprehending concepts (Dassanayake, 2022). Consequently, instruction is becoming more relevant, individualized, and suitable.

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With localization, teachers are able to localize instructional materials for various subject areas. In the classroom setting, localized materials are generally effective (Zhang, 2022). Hence, with these premises, proposed in this paper is a plan of action to enhance the localization of classroom-based instructional materials in Entrepreneurship as an applied subject in senior high school.

2. Review of related literature

The use of strategic intervention materials is an effective method of imparting teachings to students. These supplemental learning tools are best created by teachers. They are best able to create a collection of teaching resources that are appropriate for the learners to grasp the learning skills. By utilizing localized educational materials or strategic learning resources, students can embrace a variety of skills that are crucial for learning and teaching.

According to Jimenez (2020) and Zhou (2019), teachers must be tenacious in their efforts to develop individualized learning materials that will assist each student in acquiring a variety of learning skills. To improve student output, all teachers should use learning resources to provide lessons and, more crucially, incorporate the least-learned abilities into all subject areas (Suguitan & Natividad, 2022). Teachers should routinely attend seminars and workshops on technological proficiency, which will improve instruction and interaction between educators and students. The development of a localized learning media should be incorporated into school curricula via SLAC or INSET in order to enhance students' academic performance in all subjects and facilitate the improvement of learning.

For Abad & Abad (2022) and Zarra-Nezhad (2013), when designing localized and culture-based reading materials, it is crucial to consider the research-based requirements. Validation of experts is therefore essential in all domains of content validation criteria. Therefore, the developed reading material is highly recommended for use in the classroom because it supports and contributes to the learning of indigenous students. It was determined that the content enhanced indigenous people education and promoted indigenous culture.

Saro et. al. (2023) and Policarpio (2018) posited that localization should be incorporated into the instruction of all subject areas, as they have a positive impact on student engagement, motivation, and attitude. Curriculum designers are responsible for creating textbooks that contain germane information, engaging learning activities, and materials sourced locally. In support of this, administrators could conduct seminars or workshops to train teachers in the localization of their teachings for the teaching-learning process in the classroom.

Meanwhile, Montero and Geducos (2022) and Binay-an (2022) argued that a number of operational definitions exist for localized instruction. To localize instruction is to teach within the context of actual life and the culture of the learners. Additionally, the educational method known as localize teaching places an emphasis on teaching the lesson immediately via real applications in a particular setting in order to capture students' attention. Localized instruction is therefore a method for presenting content in a meaningful and relevant context. Therefore, teachers should utilize pertinent issues, events, activities, and authentic resources to meet their students' needs.

On a similar vein, Nuraida & Wulansari (2019) and Rafael & Tamban (2022) articulated that localized teaching and learning is based on the same idea of situating academic activities for optimal teaching and learning outcomes. Consequently, localized learner performance is an attribute variable and not a dependent variable that may influence the results. To enhance the performance reliability and validity, this variable was accounted. According to the results of the data analysis of this literature, there is a causal connection between localized student performance and localization in English classroom assignments. In addition, the test demonstrates that there is no correlation between the English classroom assignment and the test performance of localized learners. It concluded that the English classroom activity has no impact on the students' test performance.

In a nutshell, teachers incorporate the customs, communities, and cultures of their learners into testing and instruction as a form of localization. Localization also connects curriculum-specific learning content to community-specific information and resources (Dela Cruz & Villanueva, 2020). In addition, it involves adapting curriculum content and the teaching and learning process to the local environment, resources, and conditions. Localization maximizes the use of readily available materials, activities, and issues in the local environment (Balbon et. al., 2020). Meanwhile, a localized curriculum is based on local requirements and student relevance, allowing for classroom flexibility and innovation. It provides knowledge of current events or the status of the subject under discussion. The familiarity with the topic also encourages students to learn more about it. When utilized or incorporated into the educational system, localized materials offer a variety of advantages. It entails employing native materials as the topic and subject matter of teaching.

Additionally, localization will necessitate the incorporation of local culture into the curriculum towards learning success.

3. Research statements

The paper aimed to address these queries:

- What is the level of evaluation of the entrepreneurship teachers and non-entrepreneurship teachers in terms of the following:
 - integrity;
 - localization; and
 - effectiveness?
- Is there a significant relationship between the evaluation of the entrepreneurship teachers and non-entrepreneurship teachers on the above-mentioned variables?

4. Methodology

This research employed a qualitative approach. Specifically, descriptive correlational research was applied. The study has two primary respondents. The first primary respondents of the study were five (5) teachers of entrepreneurship at Angono National High School for the School Year 2022-2023. The other five (5) respondents were non-entrepreneurship teachers. In particular, one (1) Master Teacher, one (1) Subject Group Head, one (1) Learning Resource Management and Development System (LRMDS) coordinator, and two (2) Accountancy, Business, and Management (ABM) teachers comprised the five non-entrepreneurship teachers. (ABM). Respondents to the research were selected using a technique of convenient sampling. Additionally, this study incorporated and modified Abad's (2022) research instrument. Moreover, the instrument underwent expert validation. Two expert groups validated the instrument. The first group consisted of five (5) research professors and five (5) lecturers of the graduate school.

5. Results and discussions

Statement of the Problem numbers 1 and 2 on the level of evaluation of the entrepreneurship and non-entrepreneurship teachers in terms of integrity, localization, and effectiveness.

It can be surmised from Table 1 that both the entrepreneurship teacher and non-entrepreneurship teachers concurred that there is High Integrity. This is evidenced by a 3.94 weighted mean.

This means that the goals of the instruction align with the competencies and objectives of entrepreneurship, which is to develop socially aware, critically minded, and socially responsible citizens. Likewise, entrepreneurship teachings shape students' attitudes toward local geography, history, and culture. In addition, the instruction improves both independent and collaborative learning. The subject shape students' patriotism, cultural heritage appreciation, and societal concerns. The lessons contribute to the development of humane, religious, and nationalistic citizens.

The findings of this study is fortified by the contentions of Varghese & Agnihotri (2022) and Herder & Rau (2022) that respect is built upon a foundation of academic integrity. When confronted with unfamiliar or difficult situations, students employ and develop their competencies which is very important on developing and validating learning materials. Competencies facilitate the consolidation and expansion of students' knowledge, cognitive processes, and skills aligned in the curriculum.

As can be elucidated on Table 2 which reflects the level of localization, in an average both the two group of respondents attained a 3.94 weighted mean with a verbal interpretation of "Highly Localized".

This indicates that localized instructional materials facilitate conceptual comprehension by localizing and presenting teachings within the local environment, culture, and resources. Consequently, education is becoming more realistic, personalized, and pertinent. Localization clarifies learning-related meaning, which is their defining characteristic, while local context refers to the aspects of a situation, whether fictional or real, that inspire the emotions, thoughts, and beliefs of individuals and groups of learners.

Table 1 Integrity

Indicators	Entrepreneurship Teachers		Non-Entrepreneurship Teachers		Average	
	WM	VI	WM	VI	WM	VI
The objectives of the lessons are congruent to Entrepreneurship thrust to produce citizens who are socially conscious, critical thinkers and socially and economically responsible.	3.89	HI	3.90	HI	3.90	HI
The lessons shape students value on local geography, history and culture.	3.90	HI	3.89	HI	3.90	HI
The lessons strengthen collaborative learning as well as independent learning.	3.92	HI	4.00	HI	3.96	HI
The lessons shape students' patriotism, love to cultural heritage and issues of society.	3.98	HI	3.9	HI	3.94	HI
The lessons are responsive in shaping citizens who are Humane, Godly, and Nationalistic.	4.00	HI	4.00	HI	4.00	HI
<i>Average Mean</i>	3.94	HI	3.94	HI	3.94	HI

Legend: WM = ("Weighted Mean"), VI = ("Verbal Interpretation"), HI = ("High Integrity")

Table 2 Localization

INDICATORS	Entrepreneurship Teachers		Non-Entrepreneurship Teachers		Average	
	WM	VI	WM	VI	WM	VI
The lessons provide geographical, historical and cultural landscape of the province that the students should learn as member of the community.	3.90	HCL	4.00	HCL	3.95	HCL
The lesson provides students a chance to develop a mental schema to understand the purpose of learning geography, history and culture of Angono, Rizal.	3.91	HCL	4.00	HCL	3.96	HCL
The lessons are unfolded in a relevant, meaningful and useful ways that will sense the entire learning experience of the students.	3.89	HCL	3.90	HCL	3.90	HCL
Contextualized technologies are used in the language of the locality that makes the students relate to the content of the lesson	4.00	HCL	3.89	HCL	3.95	HCL
The lessons strengthen student knowledge and inspiration on local history, geography and culture.	4.00	HCL	3.90	HCL	3.95	HCL
<i>Average Mean</i>	3.94	HCL	3.94	HCL	3.94	HCL

Legend: WM = ("Weighted Mean"), VI = ("Verbal Interpretation"), HCL = ("Highly Localized")

The findings of this study is in agreement with the research claims of Agbunag (2022) and Dayta (2022) that localization optimizes the use of accessible resources. To localize, educators must use authentic materials and base instruction on the circumstances of their students. Localization is therefore the process of connecting curriculum-based learning

material to local data and utilizing publicly available resources. By relating and presenting lesson content, localizing curriculum and learning materials aids teachers and students in conceptual comprehension.

As reflected on Table 3 that in an average the level of effectiveness of the instructional material attained a 3.96 weighted mean with a verbal interpretation of Highly Effective.

This entails and infers that the instructional content emphasizes comprehensive concepts. The instructions and explanation are unambiguous and students are expected to participate actively in the activities. The purpose of the entire instruction is to accomplish the desired outcomes. The instructional material is created with the pedagogical principles of localization.

The findings of this research concur with the research postulation of Panganiban (2020) and Jadav (2014) that instructional materials are crucial to education and learning. They can be used to reinforce and supplement the content of a lesson, teach students new concepts, and provide practice opportunities. The term instructional materials refers to all instructional aids. Instructional materials can be utilized in a variety of settings, such as schools, workplaces, and homes. It is crucial to consider the learner's requirements and specific learning objectives when selecting instructional materials.

Table 3 Effectiveness

Indicators	Entrepreneurship Teachers		Non-Entrepreneurship Teachers		Average	
	WM	VI	WM	VI	WM	VI
The contents of the lessons focus of comprehensive ideas.	4.00	HE	3.98	HE	3.99	HE
There is clarity of direction and explanation.	4.00	HE	3.97	HE	3.99	HE
The activities employ active participation of students.	3.9	HE	3.89	HE	3.90	HE
The entire lesson is aligned to the expected outcomes.	3.89	HE	4.00	HE	3.95	HE
5.The instructional material is easy to use	3.94	HE	4.00	HE	3.97	HE
Average Mean	3.95	HE	3.97	HE	3.96	HE

Legend: WM = ("Weighted Mean"), VI = ("Verbal Interpretation"), HE = ("Highly Effective")

Statement of the Problem number 3 on the significant relationship between the evaluation of the entrepreneurship teachers and for teachers who are not teaching entrepreneurship.

It can be deduced that the p-value of 0.023 are higher than 0.05 value. This indicates that the relationship between the evaluation of the entrepreneurship teachers and the non-entrepreneurship teachers is NOT SIGNIFICANTLY RELATED, thus, the findings failed to reject the null hypothesis.

This implies that the diversity of evaluators is crucial, as it disperses the responses in a diverse manner. Naturally, varying the number of respondents leads to potentially significant variations. The two groups of respondents provide a fair and accurate evaluation of the intervention material, given their close relationship. The evaluations performed by the two groups assist in determining what functions well and what could be enhanced in the strategic intervention materials.

The outcomes of this study is in consonance with the argument of Taraba (2018) and Linnell & Montrosse-Moorhead (2023) that two group of respondents as evaluators provides positive viewpoint. Although they objectively evaluate, still, they pose no significant or significant relationship with each other. The strength of two group of evaluators strengthens the contentions of the study with it comes to it's effectiveness and efficiency of the localized teaching material.

Table 4 Relationship between the evaluation of the entrepreneurship teachers and the non-entrepreneurship teachers

Significant Relationship of Level of Evaluation of Entrepreneurship and Non-Entrepreneurship Teachers	Pearson-r	Sig.	Ho	VI
Integrity	0.428	0.472	FR	NS
Localization	-0.606	0.278	FR	NS
Effectiveness	0.246	0.690	FR	NS
Average	0.023	0.480	FR	NS

Legend: FR = ("Failed to Reject"), NS = ("Not Significant")

6. Conclusion

The primary purpose of localization is to provide students with effective and appropriate instruction. The emphasis on the development of real-world skills and competencies is one of the primary advantages of localization. The instructional materials facilitate the acquisition of knowledge, promote the application of concepts, and provide assessment opportunities. Localized materials provide an abundance of fact-based and in-depth information on all topics. In addition, it provides context for the topics and explains how they relate to other germane information on the subject. The materials serve as a starting point for acquiring additional knowledge. Using localized materials in instructional material will enhance the creativity of the instructional material developer. Additionally, localized resources can help students understand the lesson's principles, particularly if they are unfamiliar with some of the concepts and ideas. Localization should be implemented to maximize students' knowledge by integrating their home and community concepts with classroom situations. Students are able to relate their experiences to the entrepreneurship ideas, topics, concepts, and principles being discussed, resulting in a sense of belonging and increased motivation for academics. Using the students' personal circumstances makes the lesson relevant and significant in their eyes. Localized instruction involves relating the culture of the students to an authentic setting. In addition, circumstances in the community can serve as the impetus for a lesson that will captivate and engage students in their subject work.

Compliance with ethical standards

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Disclosure of conflict of interest

The author declares no conflict of interest.

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