

MODIFICATION OF PERFORMANCE TASK BASED ON LOCALIZED ISSUES AND EVENT

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ABSTRACT

This study determined the effect of the modified performance task based on localized issues and event. It intended to find out (1) the level status of the modification of localized feature and performance task in terms of clear direction, authentic assessment, relevant issue, contemporary events, and interdisciplinary approach, (2) the level of student interest in terms of situation, participation, and collaboration, (3) the mean for performance of the student in terms of pre-test and post-test, (4) the significant on the localize feature of performance task on the student interest, and (5) the significant difference in the performance of the student in terms of pre-test and post-test.

The findings of the study revealed that the level status of the modification of localized feature of performance task was very evident in terms of clear direction, authentic assessment, relevant issue, contemporary events, and interdisciplinary approach. The modification of performance task based on localized feature of performance task was found to be very effective on the level of student interest in terms of situation, participation, and collaboration. The result of pre-test stage was verbally interpreted as satisfactory while the post-test stage was verbally interpreted as outstanding. The findings revealed that there is significant effect of localized feature of performance task and student's interest. Also, the findings showed that there is significant effect of localized feature of performance task and student's interest based on the mean of performance of the student in terms of pre-test and post-test. This meant that the modification of performance tasks based localized Issue and events appeared to have a significant effect on the students' academic performance in Araling Panlipunan 10.

The study recommends modifying the performance task based on the level of understanding, ability, and needs of the students for better academic performance in order to mold Filipino students who are socially-aware citizens and responsible members of their families and communities.

Keywords:

localized feature, performance task, clear direction, authentic assessment, relevant issue, contemporary events, and interdisciplinary approach.

INTRODUCTION

Education plays a crucial role in the lives of students. One approach to education that has gained traction in recent years is localization, which involves the teaching of local vernaculars as a means of expanding students' knowledge and understanding of their communities.

Localization is an excellent answer to traditional teaching approaches. Localization connects the subject's teaching and learning curriculum to local conditions or the environment. Republic Act No. 10533 also referred to as the Implementing Rules and Regulations (IRR) of the "Enhanced Basic Education Act of 2013" under rule Rule II Curriculum Section 10, 10.3 Production and Development of Materials states that the production and development of locally produced teaching and learning materials shall be encouraged. With this regard, students must be encouraged by the teachers to find better ways and strategies in addressing the needs, problems, and issues of the school as well as in the community.

Creus (2019) stated that the use of localized instructional materials results in the following: (1) high performance of learners, (2) significance of lesson to learners' daily living, (3) lesson content and activities are gathered from the school and community, therefore, easily understood, (4) Improve skills and creativity and (5) As an innovation, it allows to meet the learning needs and could also lead to career growth and development. Furthermore, the localization of the learning materials can allow learning to become more meaningful and relevant because it is based on the local area.

In teaching Araling Panlipunan, using localized materials is effective to increase students' engagement and interest in learning. As per the study conducted by Abella and Acantilado (2020), the use of locally sourced textbooks, stories, and examples in Araling Panlipunan lessons helped students develop a stronger connection to their cultural roots and helped them better appreciate the significance of their community's history, customs, and traditions.

This is because learning materials are an integral part of the learning process. It also gives meaningful learning to the students by providing concrete activities and visual representations of what students need to learn (Afolabi, 2019). Given the current state of the educational system, there are materials all around that may be employed in the classroom. Using localized resources, connections are formed between the curriculum and the student's life.

Therefore, this research is conducted to provide localized performance task materials based on local demands which will allow creativity and flexibility among the students. Moreover, learners are provided with relevant and updated issues and events in a meaningful manner by putting these in the performance learning materials in Araling Panlipunan.

1. What is the status of the modification of localized feature and performance task in terms of:
 - 1.1 clear direction;
 - 1.2 authentic assessment;
 - 1.3 relevant issue;
 - 1.4 contemporary events; and
 - 1.5 interdisciplinary approach?
2. What is the level of student interest in terms of:
 - 2.1 situation;
 - 2.2 participation; and
 - 2.3 collaboration?
3. What is the mean performance of the student in terms of
 - 3.1 pre-test; and
 - 3.2 post-test?
4. Is there a significant different in the performance of the student in terms of pre-test and post-test?
5. Is there a significant effect of the localize feature performance task on the student interest?

REVIEW OF RELATED LITERATURE

From the study of Ernst, et al., (2017) performance-based tasks and assessments allow the measuring of student procedural knowledge and higher-order thinking abilities, thus monitoring the teaching and learning outcomes under the new expectations of the current state standards.

According to Wedger (2015), the objectives must be clear to students. They all must know what they are learning and why they are doing it. They also need to see the point of the objectives in the bigger picture; this is, how they relate to the last lesson's learning, the course they are following and the big overall goal. This means that one cannot simply write the objectives on the board and hope that the students copy them down. It implies that he/she has fully explained them in context; the students have engaged with them and can explain them to any observer.

The result of the study of Sorcar, Strauber, Loyalka, Kumar, and Goldman (2017) indicates that using localized material can improve the learning of the students.

The same result is observed with the study of Mahabadi (2013) in her research about the role of localized materials in the learning of FFL students. She concluded that localized material improves the outcome because the learners enjoyed doing activities that are related to their experiences. In the study of Garin, Reyes, and Rosals (2017) about using contextualized and localized teaching as a technique in teaching basic statistics, they pointed out students' performance increased significantly because they are taught in real-world, community-based instructions.

Localized teaching materials can also improve the reading skills of the students. It is evident to the findings of Egcas, Tabotabo, and Geroso (2017) in their study about the use of localized curriculum on the reading achievement of grade 8 students. They found out that a localized curriculum helps the learners to understand the texts and can easily make a connection between their schemas to the new knowledge presented by the teachers.

In the research of Hafis, Harahap, and Ansari (2018) about the development of recount text teaching material based on local history supported with the comic in Indonesian learning in high school, they concluded that students can easily learn and develops ideas when instructional materials are based or related to the historical values existed in the community.

Chick (2006) stated that when learners are aware and can relate social studies content to their lives, the teacher's main job is to facilitate knowledge of his learners. Teachers are no longer the mere source of knowledge to be poured into students' empty minds. In localizing the content of the subjects, Paulo Freire's problem-posing pedagogy can now be also realized. In the research of Havekes, Van Voxel, and Coppen (2012) about knowing and doing history: a conceptual framework and pedagogy for teaching historical contextualization, they stated that knowing history must combine with doing history to successfully facilitate contextualized teaching and learning. Knowing history talks about the what, who, when, and where of a particular event. Doing history is giving meaningful meaning out of the context of each individual.

METHODOLOGY

This study employed a descriptive research design to gather information about significant effect of modified performance task to the academic performance of selected Grade 10 learners in Araling Panlipunan. Sirisilla (2023) stated that the goal of descriptive research is to provide a comprehensive and accurate picture of the population or phenomenon being studied and to describe the relationships, patterns, and trends that exist within the data.

The researcher identified the problem of the study, followed by comprehensive readings of related literatures and studies from books, journals, articles, e-books, and websites. After the readings, the researcher crafted the modified performance task based on the localized issues and events to be used by the grade 10 learners in the second quarter of school year 2022-2023. The validation of the Performance task will be done by Araling Panlipunan Education Program Supervisor in Schools Division Office of City of San Pedro. The researcher ensured that the grammarian double-checked the language use in the instructions for respondents to complete the questionnaire easily. This is to avoid misinterpretation in the items and sentences.

The researcher also asked the statistician to verify the research instrument and to ensure that the data generated is appropriate and the information is based on the research questions. Moreover, the statistician examined the research instrument if it could explicitly address the study's research questions.

The responses were tabulated as a basis for statistical treatment of the data which were done to determine the significant effect on the use of modification of performance task based on localized issues and events to the academic performance task of the learners. The data gathered were analyzed and interpreted using statistical tools in the study. Slovin's Formula, mean, standard deviation, mean difference, and paired t-test were used to determine the effectiveness of modified performance task based on localized issues and events to the academic performance of the learners.

To determine the level Status of the Modification of Localized Feature and Performance Task in terms of clear direction, authentic assessment, relevant issue, contemporary events, and interdisciplinary approach

To determine the level of student interest in terms of situation, participation, and collaboration.

To determine the mean performance of the student in terms of pre-test and post-test.

To determine the significant effect of localized feature of performance task on the student interest.

To determine the significant different in the performance of the student in terms of pre-test and post-test.

RESULT AND DISCUSSION

Table 1. Status of Modification of Localized Feature of Performance Task in terms of Clear Direction

STATEMENTS	MEAN	SD	REMARKS
<i>The direction provides clear steps for the learners.</i>	4.33	0.71	Strongly Agree
<i>The direction provides a time frame that helps the learners create a sense of urgency</i>	4.22	0.73	Strongly Agree
<i>The direction is appropriate to the comprehension level of the learners.</i>	4.03	0.75	Agree

<i>The direction is related to the expected outcomes and learning objectives.</i>	4.27	0.86	Strongly Agree
<i>The direction provides a wide range of connections to learners' interests and preferences.</i>	4.21	0.83	Strongly Agree
Weighted Mean	4.21		
SD	0.57		
Verbal Interpretation	Very High		

Table 1 illustrates the level of localized feature of performance task in terms of clear direction.

Students *strongly Agree* that Localized feature of performance task contain clear steps for the learners ($M=4.33$, $SD=0.71$). the direction is related to the expected outcomes and learning objectives ($M=4.27$, $SD=0.86$). On the other hand, students *agree* that direction is appropriate to the comprehension level of the learners ($M=4.03$, $SD=0.35$).

The weighted mean of 4.21 indicated that the status of modification of localized features of performance task in terms of direction is *Very high*. This means that clear direction of the task helps the student to be materialized and create a sense of responsibility.

Giving clear instruction to students can ensure that they fully comprehend what they need to do to achieve in your classroom. It will ease learners' nerves, assuage their insecurities, and help them confirm your expectations so that they can be happy and successful in school (Barile, 2020)

Table 2 illustrates the level of localized feature of performance task in terms of authentic assessment.

Students *strongly Agree* that Localized feature of performance task contain authentic assessment for the learners ($M=4.49$, $SD=0.65$) The assessment focuses on what learners have learned based on standards and learning goals" yielded the highest mean score and was remarked as *Strongly Agree*. This is followed by "The assessment is specific and attainable" ($M=4.35$, $SD=0.93$) and was also remarked as *Strongly Agree*. On the other hand, the statement "The assessment yields consistent information about the knowledge, skills, or characteristics" received the lowest mean score of responses with ($M=3.87$, $SD=0.96$) yet also remarked *Agree*

Table 2. Status of Modification of Localized Feature of Performance Task in terms of Authentic Assessment

STATEMENTS	MEAN	SD	REMARKS
<i>The assessment is clearly stated and can easily be understood by the students.</i>	4.08	0.88	Agree
<i>The assessment focuses on what learners have learned based on standards and learning goals.</i>	4.49	0.65	Strongly Agree
<i>The assessment is specific and attainable.</i>	4.35	0.93	Strongly Agree
<i>The assessment yields consistent information about the knowledge, skills, or characteristics.</i>	3.87	0.96	Agree
<i>The assessment is standardized in terms of content and format.</i>	4.30	0.87	Strongly Agree
Weighted Mean	4.22		
SD	0.62		

Verbal Interpretation	Very High
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The level of localized feature of performance task in terms of authentic assessment attained a weighted mean score of 4.22 and a standard deviation of 0.62 and was Very High among the respondents. the level of modification of localized performance task in terms of authentic assessment are very evident based on the result.

According to Wiley University Services (n.d.), when you use authentic assessment, you can determine whether students have learned the skills you want them to once they have completed your course or degree program. It gives students a sense of how they are doing in a class, reveals their own strengths and shortcomings, and finally determines whether they are meeting the course's learning objectives.

Table 3 illustrates the level of localized feature of performance task in terms of relevant issue.

Table 3. Status of Modification of Localized Feature of Performance Task in terms of Relevant Issue

STATEMENTS	MEAN	SD	REMARKS
<i>It creates social awareness and a better understanding of the existing problem and issues.</i>	4.43	0.75	Strongly Agree
<i>It helps learners see the value of what they're learning.</i>	4.19	0.72	Agree
<i>It develops advanced skills and knowledge relevant to the current events.</i>	4.41	0.84	Strongly Agree
<i>The activities are culturally relevant and gender sensitive.</i>	4.64	0.60	Strongly Agree
<i>It helps the learners to connect and relate to the issues and events in the activities.</i>	4.46	0.69	Strongly Agree
Weighted Mean	4.43		
SD	0.48		
Verbal Interpretation	Very High		

Students *strongly Agree* that Localized feature of performance task in terms of relevant Issues ($M=4.64$, $SD=0.60$) “The activities are culturally relevant and gender sensitive” yielded and was remarked as *Strongly Agree*. This is followed by “It helps the learners to connect and relate to the issues and events in the activities” ($M= 4.46$, $SD=0.69$) and was also remarked as *Strongly Agree*. On the other hand, the statement “It helps learners see the value of what they're learning” received the lowest mean score of responses with ($M=4.19$, $SD=0.69$) yet also remarked *Agree*

The level of localized feature of performance task in terms of relevant issue attained a weighted mean score of 4.43 and a standard deviation of 0.48 and was Very High among the respondents. This only implies that the level of modification of localized performance task in terms of relevant issues are very evident.

Table 4. Status of Modification of Localized Feature of Performance Task in terms of Contemporary Events

STATEMENTS	MEAN	SD	REMARKS
<i>It increases learners' attention to connecting to the existing contemporary issues.</i>	3.98	0.82	Agree
<i>It helps learners better understand the importance of current events and issues.</i>	4.10	0.85	Agree

<i>It empowers learners to make meaningful decisions in their lives.</i>	4.07	0.80	Agree
<i>The events are simple yet comprehensible.</i>	4.14	0.86	Agree
<i>Current events offer flexibility and opportunities for collaboration, independence, and connectivity to global resources.</i>	4.38	0.73	Strongly Agree
Weighted Mean	4.13		
SD	0.55		
Verbal Interpretation	High		

Table 4 illustrates the level of localized feature of performance task in terms of contemporary events.

Students *strongly Agree* that Localized feature of performance task in terms of contemporary events ($M=4.38$, $SD=0.73$) “Current events offer flexibility and opportunities for collaboration, independence, and connectivity to global resources” yielded and was remarked as *Strongly Agree*. This is followed by “The events are simple yet comprehensible” ($M= 4.14$, $SD=0.86$) and was also remarked as *Strongly Agree*. On the other hand, the statement “It increases learners' attention to connecting to the existing contemporary issues” received the lowest mean score of responses with ($M=3.98$, $SD=0.82$) yet also remarked *Agree*.

The weighted mean score of 4.13 and a standard deviation of 0.55 and was High among the respondents. The level of localized feature of performance task in terms of contemporary events attained a the result meant that the level of modification of localized performance task in terms of contemporary events are evident in some point of the study.

Table 5. Status of Modification of Localized Feature of Performance Task in terms of Interdisciplinary Approach

STATEMENTS	MEAN	SD	REMARKS
<i>It generates an understanding of themes and ideas that cut across disciplines, the connections between different disciplines, and their relationship to the real world.</i>	4.37	0.78	Strongly Agree
<i>It understands and solves problems whose solutions are beyond the scope.</i>	4.45	0.80	Strongly Agree
<i>It allows the learners to connect ideas and concepts across different disciplines.</i>	4.63	0.56	Strongly Agree
<i>It encourages the learners to reflect critically on every new idea or issue they encounter, considering it from multiple perspectives.</i>	4.48	0.79	Strongly Agree
<i>It allows the learners to link theory to experience, rooting the content in real-life situations and making the learning more meaningful.</i>	4.42	0.85	Strongly Agree
Weighted Mean	4.47		

SD <i>Verbal Interpretation</i>	0.51 Very High
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Table 5 illustrates the level of localized feature of performance task in terms of interdisciplinary approach.

Students *strongly Agree* that Localized feature of performance task in terms of interdisciplinary approach ($M=4.63$, $SD=0.56$) “It allows the learners to connect ideas and concepts across different disciplines” and was remarked as *Strongly Agree*. This is followed by “It encourages the learners to reflect critically on every new idea or issue they encounter, considering it from multiple perspectives” ($M= 4.48$, $SD=0.79$) and was also remarked as *Strongly Agree*. On the other hand, the statement “It generates an understanding of themes and ideas that cut across disciplines, the connections between different disciplines, and their relationship to the real world” received the lowest mean score of responses with ($M=4.37$, $SD=0.78$) yet also remarked *Strongly Agree*

The mean score of 4.47 and a standard deviation of 0.51 and was Very High among the respondents. The level of localized feature of performance task in terms of interdisciplinary approach attained a weighted This showed that the level of modification of localized performance task in terms of interdisciplinary approach, learners generate their own understanding about the lesson thus, it showed very evident in the study conducted.

Table 6 illustrates the level of student’s interest in terms of situation.

Students *strongly Agree* that Localized feature of performance task in terms of situation ($M=4.50$, $SD=0.70$), “I now have a high value in attending to the needs of my community” and was remarked as *Strongly Agree*. This is followed by “I can apply my learning to the real world” ($M= 4.48$, $SD=0.60$) and was also remarked as *Strongly Agree*. On the other hand, the statement “I become more socially aware of the existing problems and issues in the community and society” received the lowest mean score of responses with ($M=4.00$, $SD=1.00$) yet also remarked *Agree*

The mean score of 4.50 and a standard deviation of 0.40 and was Very High among the respondents. The level of student’s interest in terms of situation attained a weighted This meant that the situation based on the students’ interest are evident.

Table 6. Level of Students Interest in terms of Situation

STATEMENTS	MEAN	SD	REMARKS
<i>I become more socially aware of the existing problems and issues in the community and society.</i>	4.00	1.00	Agree
<i>I now have a high value in attending to the needs of my community.</i>	4.50	0.70	Strongly Agree
<i>I fully understand the concept of compassionate, sympathetic, and supportive behavior toward the present condition of the community.</i>	4.47	0.71	Strongly Agree
<i>I find the performance task real-life based.</i>	4.47	0.60	Strongly Agree
<i>I can apply my learning to the real world.</i>	4.48	0.60	Strongly Agree
Weighted Mean	4.50		
SD	0.40		
<i>Verbal Interpretation</i>	Very High		

Table 7 illustrates the level of student’s interest in terms of participation.

Students *strongly Agree* that the level of the student's interest in terms of participation ($M=4.48$, $SD=0.56$) "*I engage in a group activity with a clear understanding of the objectives*" yielded the highest mean and most concentrated scores and was remarked as *Strongly Agree*.

This is followed by "*I enjoy sharing my ideas on relevant issues and events*" with a mean and concentrated score ($M= 4.48$, $SD=0.75$) and was also remarked as *Strongly Agree*. On the other hand, the statement "*I became more confident in sharing my ideas, knowledge, and experiences*" received the mean score and scattered responses with ($M=4.48$, $SD=0.83$) yet also remarked *Agree*

Table 7. Level of Students Interest in terms of Participation

STATEMENTS	MEAN	SD	REMARKS
<i>I have become more active in doing my performance task.</i>	4.48	0.78	Strongly Agree
<i>I enjoy sharing my ideas on relevant issues and events.</i>	4.48	0.75	Strongly Agree
<i>I engage in a group activity with a clear understanding of the objectives.</i>	4.48	0.56	Strongly Agree
<i>I proactively participate in group work.</i>	4.48	0.79	Strongly Agree
<i>I became more confident in sharing my ideas, knowledge, and experiences.</i>	4.48	0.83	Strongly Agree
Weighted Mean	4.50		
SD	0.50		
Verbal Interpretation	Very High		

The level of student's interest in terms of participation attained a weighted mean score of 4.50 and a standard deviation of 0.50 and was Very High among the respondents. This meant that students participation is very evident in this study.

According to the article of Freeman, et.al. (2014), participation in class is crucial to a successful educational process. It enables them to interact with the course material, discuss their opinions and experiences, and gain knowledge from one another. The following justifies the significance of class participation: (1) Increase Engagement; (2) Enhances Learning; (3) Develops Communication Skills; (4) Encourages collaboration; and (5) Foster a Positive Learning Environment. Effective teaching and learning depend on everyone in the class participating. It provides a positive learning environment, improves learning, develops communication skills, and stimulates collaboration.

Table 8 illustrates the level of student's interest in terms of collaboration.

The student's interest in terms of collaboration. "*I encourage others to act on social issues and events that are important to them*" yielded the highest mean and most concentrated scores ($M=4.48$, $SD=0.65$) and was remarked as *Strongly Agree*.

Table 8. Level of Students Interest in terms of Collaboration

STATEMENTS	MEAN	SD	REMARKS
<i>I learn to work with my classmates effectively.</i>	4.48	0.84	Strongly Agree
<i>I encourage others to act on social issues and events that are important to them.</i>	4.48	0.65	Strongly Agree
<i>I confer with my peers when my group makes major decisions.</i>	4.48	0.78	Strongly Agree
<i>I fully understand my roles and responsibilities and committed to the process of working and helping one another.</i>	4.48	0.87	Strongly Agree

<i>I develop trust towards my classmates committed to accomplishing the same objectives.</i>	4.48	0.83	Strongly Agree
Weighted Mean	4.50		
SD	0.50		
Verbal Interpretation	Very High		

This is followed by “*I confer with my peers when my group makes major decisions*” with a mean and concentrated score ($M= 4.48$, $SD=0.78$) and was also remarked as Strongly Agree. On the other hand, the statement “*I fully understand my roles and responsibilities and committed to the process of working and helping one another*” received the mean score and scattered responses with ($M=4.48$, $SD=0.87$) yet also remarked Agree

The level of student’s interest in terms of collaboration attained a weighted mean score of 4.50 and a standard deviation of 0.50 and was Very High among the respondents. This meant that the level of students interest in terms of collaboration were very evident.

The interaction between the teachers and the pupils should continue throughout the school day. Provide activities that allow kids to cooperate and learn from one another while having fun. It has been demonstrated that collaborative learning helps students not only acquire higher order thinking abilities but also increases their self-assurance and self-esteem (Gates, 2018).

Table 9 illustrates the level of performance scores of students in pre-test and post-test.

Out of 110 respondents, pre-test score “33 to 48” received the highest frequency of one hundred two (102) or 93% of the total sample population. While for the post-test score “65 to 80” received the highest frequency of eighty-nine (89) or 89% of the total sample population. Pre-test score shows the mean ($M=44.80$, $SD=2.44$) as remarked as *Satisfactory* improved based on the post-test score with mean of ($M=66.85$, $SD=3.09$) with a remarked of *Outstanding*.

This meant that the use of modified performance task based on the localized issues and events showed significant effect based on the results of pre-test and post -test.

According to Wiley University Services (n.d.), when you use authentic assessment, you can determine whether students have learned the skills you want them to once they have completed your course or degree program.

Table 9. Level of Performance of the students

Score	Pre-test		Post Test		Verbal Interpretation
	F	%	f	%	
65-80	0	0	89	89	Outstanding
49-64	8	7	21	21	Very Satisfactory
33-48	102	93	0	0	Satisfactory
17-32	0	0	0	0	Fairly Satisfactory
00-16	0	0	0	0	Did not Meet Expectation
Total	110	100	110	100	
Mean	44.80	<i>Satisfactory</i>	66.85	<i>Outstanding</i>	
SD	2.44		3.09		

Table 10 presents the significant effect of localized feature of performance task and student’s interest.

The Localized Feature of Performance Task and situation was observed to have any significant effect to the student’s interest. Also, the Localized Feature of Performance Task and participation. This is based on the computed t values obtained from the tests which were greater than the critical t value. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is presence of a significance.

Contrary to the Localized Feature of Performance Task and the Collaboration of the students. This is based on the computed t values obtained from the tests which were less than the critical t value. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is an absence of a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant effect of localized feature of performance task and student’s interest as to situation and participation” is rejected. This implied that modification of performance task based on localized issues and event has a significant effect to students’ interest.

Localized teaching materials can also improve the reading skills of the students. It is evident to the findings of Egcas, Tabotabo, and Geroso (2017) in their study about the use of localized curriculum on the reading achievement of grade 8 students.

Table 11 presents the significant difference of student’s performance of the students in pre-test and post-test.

The *Pre-test* and *Post-test* was observed to have any significant difference to the performance of the students after the use of the supplementary materials.

Table 10. Significant difference in the performance of the students in terms of pre-test and post-test

Performance	Performance	t-stat	p-value	Analysis
<i>Pre-test</i>	Post-test	-60.572	0.000	Significant

This is based on the computed t values obtained from the tests which were greater than the critical t value. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is presence of a significance.

In the study of Rogayan (2017) about the relevance of social studies to 21st-century society, he recommended that teachers may use localized or indigenized information in teaching historical events.

Table 11. Significant effect of Localized feature of performance task and student’s interest

Localized Feature of Performance Task	Student’s Interest	t-stat	p-value	Analysis
Clear Direction	Situation	-4.487	0.000	Significant
Authentic Assessment				
Relevant Issue				
Contemporary Events				
Interdisciplinary Approach	Participation	-5.614	0.000	Significant
Clear Direction				
Authentic Assessment				
Relevant Issue				
Contemporary Events	Collaboration	1.518	0.132	Not Significant
Interdisciplinary Approach				

Authentic Assessment
Relevant Issue
Contemporary Events
Interdisciplinary Approach

They found out that a localized curriculum helps the learners to understand the texts and can easily make a connection between their schemas to the new knowledge presented by the teachers.

CONCLUSION

Based on the findings, the following conclusion was drawn: we can infer that at 0.05 level of significance, the null hypothesis “There is no significant difference in the performance of the students in terms of pre-test and post-test” is rejected. Thus, the alternative should be accepted which incites that there is a significant difference between them. This meant that students performance task is significantly influenced using the modified performance task based on localized issue and events.

RECOMMENDATIONS

1. This study may be considered an effective alternative tools/ assessment in assessing the students’ performance.
2. Teachers may modify the performance tasks based on the students’ needs and level of understanding.
3. For the School Administrators, they may provide allotted budget to produce this modified performance task based on localized issue and events.
4. School Administrators may also conduct seminars/ LAC sessions to assist teachers in crafting and developing a modified performance task on localized issue and events.
5. For the Future Researcher, this study may help them in creating more adaptive learning tasks or performance tasks that are suited to the ability and needs of the learners’ locality.

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