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IMPLEMENTATION OF CONTEXTUALIZED INTEGRATIVE PERFORMANCE TASK (CIPT) AMONG SENIOR HIGH SCHOOL TEACHERS AND STUDENTS

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ABSTRACT

This study investigated students' and teachers' perceived satisfaction with the use of Contextualized Integrative Performance Tasks (CIPT) in Social Studies instruction. The study involved 133 student-respondents, the majority female (56%), male (44%), and 22 teacher-respondents, most aged 26–30, neophytes with 0–3 years of teaching experience, and half having attended 2–3 CIPT-related seminars. Using a mixed-method research design, data were gathered through survey questionnaires measuring satisfaction across five domains: attendance, engagement, motivation, academic grades, and integrated performance, and interview guides for the experiences and challenges of both respondents on CIPT. Statistical analyses included mean, t-tests, Kruskal-Wallis H-test, and thematic analysis of qualitative responses. Students reported high satisfaction, with CIPT improving attendance, enhancing engagement, boosting motivation, and positively influencing academic grades. Integrated performance received the highest satisfaction rating, highlighting problem-solving and interdisciplinary application. Meanwhile, teachers expressed very high satisfaction, affirming CIPT's effectiveness in improving attendance, engagement, motivation, academic achievement, and holistic learning. Comparative analyses showed no significant differences across gender, grade level, age, teaching experience, or seminar attendance, except for minor variations favoring females and Grade 12 students. Thematic analysis revealed challenges, including resource scarcity, time constraints, unclear instructions, and group dynamics, but both teachers and students emphasized CIPT's positive impact on learning outcomes. With this, CIPT is validated as an effective instructional approach that fosters deeper understanding, skill development, and holistic growth in Social Studies, despite challenges.

Keywords: Contextualized Integrative Performance Tasks, social studies, student satisfaction, teacher satisfaction, collaborative learning, holistic education

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I. INTRODUCTION

Learning is often shaped by the assumption that intelligence is fixed and that students must rely on memorization, making it difficult for them to connect classroom concepts to real-life situations. However, learning is not solely determined by instructional design but by what learners actively do in the learning process (Goodyear et al., 2021). This suggests that actual learning outcomes may differ from intended objectives, highlighting the need for more meaningful and engaging assessment practices. Assessment plays a crucial role in determining what students can do and provides evidence of learning at specific points in time (Heick, 2022; NSW, 2021). When used effectively, it guides teachers in improving instruction and helps students become more aware of their academic performance. In this context, authentic assessment has gained attention for its ability to develop essential 21st-century skills such as communication, collaboration, critical thinking, and problem-solving (Sochanvar et al., 2021). Performance tasks, in particular, allow learners to demonstrate their knowledge and skills through real-world applications and meaningful outputs (McTighe et al., 2022). Globally, there is increasing emphasis on contextualized and performance-based assessments to enhance student engagement and critical thinking (Tan & Lee, 2023). In the Philippines, however, assessment practices often rely on rote memorization and subject-specific tasks, leading to student overload and fragmented learning experiences (Department of Education [DepEd], 2020). This concern is reflected in the country's performance in international assessments such as the Programme for International Student Assessment (PISA), which highlights the need for assessment reform (OECD, 2022). While the K to 12 curriculum promotes the Most Essential Learning Competencies (MELCs), there remains a lack of integrated and empirically validated assessment tools.

In response, the Department of Education introduced Integrative Performance Tasks (IPTs), which integrate competencies across subject areas through

collaborative, interdisciplinary activities. IPTs aim to reduce student workload while promoting meaningful and holistic learning experiences. At Salinungan Stand-Alone Senior High School, however, challenges such as delayed submissions and incomplete outputs were observed, largely due to students being overwhelmed by multiple subject requirements. To address this, DepEd Order No. 31, s. 2020 encouraged the implementation of integrative tasks to streamline assessment and enhance the relevance of learning.

Despite the potential benefits of IPTs, their effectiveness depends on consistent and reliable evaluation. Currently, there is no unified evaluation tool to assess these tasks across subject areas, which may lead to inconsistent grading and reduced effectiveness. Thus, this study aims to examine the effectiveness of Contextualized Integrative Performance Tasks (CIPT) and develop a standardized evaluation framework. Ultimately, it seeks to improve the quality and relevance of assessment practices and contribute to achieving Sustainable Development Goal 4 on quality education.

Statement of the Problem

This study aimed to examine the satisfaction and challenges associated with implementing Contextualized Integrative Performance Tasks (CIPT) in Social Studies.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 students' gender and grade level; and
 - 1.2 teachers' age, years of teaching experience, and number of CIPT-related seminars attended?
2. What is the perceived level of satisfaction of students and teachers in using CIPT in terms of:
 - 2.1 attendance;
 - 2.2 engagement;
 - 2.3 motivation;
 - 2.4 academic grades; and
 - 2.5 integrated performance?



3. Is there a significant difference in the perceived level of satisfaction when respondents are grouped according to their profiles?
4. What challenges are encountered by students and teachers in the implementation of CIPT?

Social Sciences (HUMSS) students using Slovin's formula at a 95% confidence level and a 5% margin of error. Only students with prior experience completing CIPT-related tasks were included in the study.

METHODOLOGY

Research Design

This study employed a mixed-method research design, integrating both quantitative and qualitative approaches to comprehensively examine the implementation of the Contextualized Integrative Performance Task (CIPT) as a basis for developing a unified evaluation tool. The quantitative component utilized a descriptive-comparative design. It was descriptive in nature, aiming to determine the profiles of the student and teacher respondents and to assess their level of satisfaction with the use of CIPT in terms of attendance, engagement, motivation, academic grades, and integrated performance. Additionally, it described the challenges encountered by both learners and teachers in implementing and using CIPT. The study was also comparative, examining significant differences in the perceptions of students and teachers regarding their satisfaction with CIPT when grouped by their respective profiles. On the other hand, the qualitative component was employed to explore further and understand the challenges experienced by teachers and learners in implementing and utilizing CIPT through in-depth analysis. Overall, the mixed-method approach was deemed appropriate for achieving the study's objective of developing a unified evaluation tool to enhance the satisfaction of both learners and teachers in the teaching-learning process.

Respondents of the Study

The respondents in the study were teachers and students from Salinungan Stand-Alone Senior High School in San Mateo, Isabela. The teacher-respondents were selected using purposive sampling. A total of 22 teachers who had collaboratively developed and implemented CIPT in their classes were included in the study. Teachers who had not implemented CIPT were excluded. Due to the manageable number of participants, total enumeration was applied. The student-respondents were selected using simple random sampling. The sample size of 133 students was determined from a population of 202 Humanities and

Locale of the Study

The study was conducted in San Mateo, Isabela, a municipality under the Schools Division Office of Isabela in Region II, Philippines. The public secondary schools in the area are supervised by the San Mateo North and South Districts. Salinungan Stand-Alone Senior High School, where the respondents were drawn, offers the Humanities and Social Sciences (HUMSS) strand and implements the Contextualized Integrative Performance Task (CIPT) as part of its instructional practices. The school serves as an appropriate setting for examining the implementation and effectiveness of CIPT in the teaching-learning process.

Research Instrument

Data were collected using a structured survey questionnaire and a researcher-developed interview guide.

The survey questionnaire consisted of three parts:

- (1) respondent profile,
- (2) perceived level of satisfaction with the use of CIPT, and
- (3) perceived challenges in the implementation and utilization of CIPT.

The indicators used to measure satisfaction were adapted from Deysolong and Luzano (2023) and covered attendance, engagement, motivation, academic grades, and integrated performance. To further explore the challenges respondents encountered, a structured interview guide was developed and used to collect qualitative data.

Validation and Reliability of the Instrument

The research instruments underwent content validation to ensure their relevance, clarity, and appropriateness. The questionnaire was evaluated by four experts in the fields of education and research. Their suggestions and recommendations were incorporated before pilot testing. Pilot testing was conducted among Grade 11 and Grade 12 students and Social Science teachers from another secondary school within Legislative District 3 of the Schools Division Office of Isabela. The reliability of the



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instruments was assessed using Cronbach's alpha, yielding coefficients of 0.911 for the student questionnaire and 0.914 for the teacher questionnaire. These values indicate high internal consistency, confirming that the instruments were reliable for data collection.

Data Gathering Procedure

Before data collection, the researcher secured permission from the Graduate School and obtained approval from the Schools Division Superintendent of Isabela to conduct the study. Coordination was then made with the Public Schools District Supervisor and the school head regarding the schedule and administration of the data collection. The respondents were identified based on the inclusion criteria, and informed consent was obtained to ensure voluntary participation. The purpose of the study was clearly explained to all participants. The survey questionnaires were distributed personally to the respondents and retrieved upon completion. Interviews were conducted to gather qualitative data on the challenges encountered during the implementation and use of CIPT. All collected data were encoded in a Microsoft Excel spreadsheet and subsequently analyzed using the Statistical Package for the Social Sciences (SPSS). Throughout the process, ethical standards were strictly observed. The researcher ensured confidentiality, anonymity, and data privacy by limiting access to the data and securely storing and disposing of all research materials.

Statistical Treatment of the Study

The data collected were analyzed using SPSS. Frequency counts and percentage distributions were used to describe respondents' profiles by gender, grade level, age, years of teaching experience, and number of CIPT-related seminars attended. The mean was used to determine the level of satisfaction of both students and teachers with their CIPT experience across the following dimensions: attendance, engagement, motivation, academic grades, and integrated performance. To test for significant differences in satisfaction levels by gender and grade level, an independent-samples t-test was conducted. For comparisons across other profile variables, the Kruskal-Wallis H test was used. For the qualitative data, an inductive thematic analysis was conducted. This involved coding responses, identifying patterns, and organizing them into themes to capture the common challenges



RESULTS AND DISCUSSION

Perceived Level of Satisfaction with the Use of CIPT

Table 1. Students' Level of Satisfaction

| No. | Statement Indicators | Mean | Qualitative Description |
|-------------------------------|--|-------------|-------------------------|
| Attendance | | | |
| 1. | With the use of CIPT, my attendance in my Social Studies class has improved. | 3.29 | Strongly Agree |
| 2. | I am satisfied with the overall attendance rate since using CIPT. | 3.29 | Strongly Agree |
| 3. | CIPT has helped me reduce absenteeism in my Social Studies class. | 3.24 | Agree |
| 4. | Teachers using CIPT have reported fewer instances of student tardiness and absences. | 3.04 | Agree |
| 5. | The CIPT approach in Social Studies encourages consistent participation, positively impacting my attendance. | 3.38 | Strongly Agree |
| | Mean | 3.25 | Agree |
| Engagement | | | |
| 1. | I am more actively engaged in Social Studies class activities due to CIPT. | 3.32 | Strongly Agree |
| 2. | I am satisfied with the level of my participation in CIPT-based Social Studies lessons. | 3.32 | Strongly Agree |
| 3. | CIPT has increased my interaction and collaboration in the classroom. | 3.33 | Strongly Agree |
| 4. | The use of CIPT has made learning in Social Studies more interactive. | 3.33 | Strongly Agree |
| 5. | I demonstrate greater enthusiasm for learning with CIPT, especially in Social Studies. | 3.26 | Strongly Agree |
| | Mean | 3.31 | Strongly Agree |
| Motivation | | | |
| 1. | CIPT has increased my motivation to learn the topics in Social Studies. | 3.41 | Strongly Agree |
| 2. | I am satisfied with the level of motivation I have observed since implementing CIPT. | 3.27 | Strongly Agree |
| 3. | I show greater interest in Social Studies when CIPT is used. | 3.33 | Strongly Agree |
| 4. | CIPT fosters a sense of ownership and responsibility for learning among us in Social Studies. | 3.33 | Strongly Agree |
| 5. | The collaborative nature of CIPT has boosted my confidence and intrinsic motivation in learning. | 3.32 | Strongly Agree |
| | Mean | 3.33 | Strongly Agree |
| Academic Grades | | | |
| 1. | My academic grades have improved since the implementation of CIPT. | 3.36 | Strongly Agree |
| 2. | I am satisfied with my overall academic performance using CIPT. | 3.42 | Strongly Agree |
| 3. | CIPT has positively impacted my understanding and retention of my lesson. | 3.32 | Strongly Agree |
| 4. | I demonstrate a better grasp of concepts taught through CIPT. | 3.21 | Agree |
| 5. | The use of CIPT has led to higher scores on tests and assignments. | 3.29 | Strongly Agree |
| | Mean | 3.32 | Strongly Agree |
| Integrated Performance | | | |
| 1. | CIPT has improved my ability to integrate knowledge in different subjects. | 3.41 | Strongly Agree |



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| 2. | I am satisfied with my ability to apply the concepts I have learned in real-world situations through CIPT. | 3.36 | Strongly Agree |
| 3. | I demonstrate enhanced problem-solving skills through the integrated projects in CIPT. | 3.32 | Strongly Agree |
| 4. | CIPT promotes my holistic understanding of the different subjects. | 3.39 | Strongly Agree |
| 5. | My integrated performance in CIPT projects reflects a deeper understanding of the curriculum | 3.42 | Strongly Agree |
| | Mean | 3.38 | Strongly Agree |
| | Grand Mean | 3.32 | Agree |

The findings reveal that students were highly satisfied with the use of CIPT, with a grand mean of 3.32. The findings also indicate some difficulties, particularly in enhancing understanding and engagement. Regarding attendance (M = 3.25), students reported improved participation in class activities. This suggests that CIPT encourages consistent engagement, likely due to its collaborative and task-oriented structure. Regarding engagement (M = 3.31), students perceived learning as more interactive and meaningful. This is supported by qualitative responses indicating that CIPT allows them to actively participate and collaborate with peers, making learning more dynamic. Regarding motivation (M = 3.33), students reported increased interest in completing academic tasks. However, qualitative findings reveal that motivation is sometimes affected by pressure, as some students described CIPT as “stressful” and “pressure-filled,” especially when deadlines overlap. Regarding academic performance (M = 3.32), students reported a better understanding of lessons. This is reinforced by their qualitative responses, which emphasized that CIPT helps them apply concepts in real-life situations, leading to deeper comprehension. The highest rating was observed in integrated performance (M = 3.38), indicating that students strongly value the opportunity to connect knowledge across different subjects. Qualitative findings support this, as students highlighted that CIPT enables them to “focus on one collaborative task” while integrating multiple subject areas. Overall, while students expressed some challenges, the findings indicate that the benefits of CIPT outweigh the

Table 2. Teachers’ Level of Satisfaction

| No. | Statement Indicators | Mean | Qualitative Description |
|-------------------|--|------|-------------------------|
| Attendance | | | |
| 1. | Since implementing CIPT, student attendance in my Social Studies class has improved. | 3.59 | Strongly Agree |



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| 2. | I am satisfied with the overall attendance of my students in Social Studies since using CIPT. | 3.50 | Strongly Agree |
| 3. | CIPT has helped reduce absenteeism among students in my Social Studies. | 3.32 | Strongly Agree |
| 4. | I have reported fewer instances of student tardiness in my Social Studies class. | 3.50 | Strongly Agree |
| 5. | The CIPT approach encourages consistent participation, positively impacting attendance in my Social Studies. | 3.68 | Strongly Agree |
| | Mean | 3.52 | Strongly Agree |
| | Engagement | | |
| 1. | Students are more actively engaged in my Social Studies class activities due to CIPT. | 3.77 | Strongly Agree |
| 2. | I am satisfied with the level of student participation during CIPT-based lessons. | 3.73 | Strongly Agree |
| 3. | CIPT has increased student interaction and collaboration in the classroom. | 3.91 | Strongly Agree |
| 4. | The use of CIPT has made learning more interactive and less passive for students. | 3.73 | Strongly Agree |
| 5. | Students demonstrate greater enthusiasm for learning with CIPT in my Social Studies class. | 3.77 | Strongly Agree |
| | Mean | 3.78 | Strongly Agree |
| | Motivation | | |
| 1. | CIPT has increased students' motivation to learn my subject. | 3.68 | Strongly Agree |
| 2. | I am satisfied with the level of student motivation observed since the implementation of CIPT. | 3.55 | Strongly Agree |
| 3. | Students show greater interest in Social Studies when CIPT is used. | 3.64 | Strongly Agree |
| 4. | CIPT fosters a sense of ownership and responsibility for learning among students. | 3.41 | Strongly Agree |
| 5. | The collaborative nature of CIPT has boosted students' confidence and intrinsic motivation in learning Social Studies. | 3.64 | Strongly Agree |
| | Mean | 3.58 | |
| | Academic Grades | | |
| 1. | Students' academic grades have improved since the implementation of CIPT. | 3.45 | Strongly Agree |
| 2. | I am satisfied with the overall academic performance of my students using CIPT. | 3.59 | Strongly Agree |
| 3. | CIPT has positively impacted my students' understanding and retention of lesson in Social Studies. | 3.36 | Strongly Agree |
| 4. | Students demonstrate a better grasp of concepts taught through CIPT. | 3.45 | Strongly Agree |
| 5. | The use of CIPT has led to higher scores on tests and assignments in my Social Studies class. | 3.45 | Strongly Agree |
| | Mean | 3.46 | |
| | Integrated Performance | | |
| 1. | CIPT has improved my students' ability to integrate their Social Studies knowledge from different subjects. | 3.64 | Strongly Agree |
| 2. | I am satisfied with the students' ability to apply learned concepts in real-world situations through CIPT. | 3.64 | Strongly Agree |
| 3. | Students demonstrate enhanced problem-solving skills through the integrated projects in CIPT. | 3.55 | Strongly Agree |
| 4. | CIPT promotes my students holistic understanding of the subject matter or content in the Social Studies discipline. | 3.64 | Strongly Agree |
| 5. | The integrated performance of students in CIPT projects reflects a deeper understanding of the curriculum | 3.73 | Strongly Agree |
| | Mean | 3.64 | Strongly Agree |
| | Grand Mean | 3.60 | Strongly Agree |

Teachers exhibited a very high level of satisfaction of attendance ($M = 3.52$), teachers observed increase with the use of CIPT, with a grand mean of 3.60. In terms student participation. This aligns with qualitative findings



indicating that CIPT promotes accountability among students' understanding and output. This supports the learners. For engagement (M = 3.78), teachers reported that idea that CIPT promotes deeper learning through students became more active and participative. This is application and integration. For integrated performance (M supported by their experiences of collaborative teaching = 3.64), teachers strongly agreed that CIPT enhances and task integration, which make classroom activities more students' ability to connect concepts and apply knowledge interactive. Regarding motivation (M = 3.58), teachers across disciplines. This is consistent with qualitative findings emphasizing the effectiveness of interdisciplinary responsibility. However, qualitative findings reveal that tasks. Overall, teachers perceive CIPT as a highly effective maintaining motivation can be challenging due to time instructional strategy, despite the challenges encountered constraints and group-related issues. Regarding academic during implementation. performance (M = 3.46), teachers observed improvements

Table 3. Differences in Students' Satisfaction Based on Gender

| DIMENSIONS | Group Means | | | | t-value | p-value |
|-------------------|--|-----------|-----------|--------------------|---------|---------|
| | Male | QD | Female | QD | | |
| No | | | | | | |
| Attendance | | | | | | |
| 1. | With the use of CIPT, my attendance in my class in Social Studies has improved. | 3.38 (SA) | 3.24 (A) | 1.54 ^{ns} | 0.12 | |
| 2. | I am satisfied with the overall attendance rate since using CIPT. | 3.29 (SA) | 3.29 (SA) | 0.00 ^{ns} | 1.00 | |
| 3. | CIPT has helped me reduce absenteeism in my Social Studies class. | 3.19 (A) | 3.26 (SA) | 0.67 ^{ns} | 0.50 | |
| 4. | Teachers using CIPT have reported fewer instances of student tardiness and absences. | 3.00 (A) | 3.05 (A) | 0.47 ^{ns} | 0.63 | |
| 5. | The CIPT approach in Social Studies encourages consistent participation, positively impacting my attendance. | 3.24 (A) | 3.45 (SA) | 2.00* | 0.04 | |
| Engagement | | | | | | |
| 1. | I am more actively engaged in Social Studies class activities due to CIPT. | 3.24 (A) | 3.35 (SA) | 1.07 ^{ns} | 0.28 | |
| 2. | I am satisfied with the level of my participation during CIPT-based lessons in Social Studies. | 3.36 (SA) | 3.31 (SA) | 0.43 ^{ns} | 0.66 | |
| 3. | CIPT has increased my interaction and collaboration in the classroom. | 3.26 (SA) | 3.36 (SA) | 0.86 ^{ns} | 0.38 | |
| 4. | The use of CIPT has made learning in Social Studies more interactive. | 3.31 (SA) | 3.34 (SA) | 0.30 ^{ns} | 0.76 | |
| 5. | I demonstrate a higher level of enthusiasm for learning with CIPT especially in Social Studies. | 3.26 (SA) | 3.25 (A) | 0.08 ^{ns} | 0.93 | |
| Motivation | | | | | | |
| 1. | CIPT has increased my motivation to learn the topics in Social Studies. | 3.38 (SA) | 3.42 (SA) | 0.33 ^{ns} | 0.73 | |
| 2. | I am satisfied with the level of my motivation observed since implementing CIPT. | 3.26 (SA) | 3.27 (SA) | 0.12 ^{ns} | 0.90 | |
| 3. | I show greater interest in the subject matter in Social Studies when CIPT is used. | 3.26 (SA) | 3.36 (SA) | 0.81 ^{ns} | 0.41 | |



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| 4. | CIPT fosters a sense of ownership and responsibility for learning among us the topics in in Social Studies. | 3.21 | (A) | 3.38 | (SA) | 1.49 ^{ns} | 0.13 |
| 5. | The collaborative nature of CIPT has boosted my confidence and intrinsic motivation in learning. | 3.26 | (SA) | 3.35 | (SA) | 0.82 ^{ns} | 0.41 |
| Academic Grades | | | | | | | |
| 1. | My academic grades have improved since the implementation of CIPT. | 3.33 | (SA) | 3.37 | (SA) | 0.37 ^{ns} | 0.70 |
| 2. | I am satisfied with my overall academic performance using CIPT. | 3.29 | (SA) | 3.48 | (SA) | 1.84 ^{ns} | 0.06 |
| 3. | CIPT has positively impacted my understanding and retention of my lesson. | 3.31 | (SA) | 3.33 | (SA) | 0.18 ^{ns} | 0.85 |
| 4. | I demonstrate a better grasp of concepts taught through CIPT. | 3.17 | (A) | 3.23 | (A) | 0.65 ^{ns} | 0.51 |
| 5. | The use of CIPT has led to higher scores on tests and assignments. | 3.19 | (A) | 3.34 | (SA) | 1.37 ^{ns} | 0.17 |
| Integrated Performance | | | | | | | |
| 1. | CIPT has improved my ability to integrate knowledge in different subjects. | 3.37 | (SA) | 3.40 | (SA) | 0.93 ^{ns} | 0.35 |
| 2. | I am satisfied with my ability to apply learned concepts in real-world situations through CIPT. | 3.34 | (SA) | 3.40 | (SA) | 0.56 ^{ns} | 0.57 |
| 3. | I demonstrate enhanced problem-solving skills through the integrated projects in CIPT. | 3.40 | (SA) | 3.27 | (SA) | 0.74 ^{ns} | 0.22 |
| 4. | CIPT promotes my holistic understanding on the different subjects. | 3.43 | (SA) | 3.37 | (SA) | 0.51 ^{ns} | 0.61 |
| 5. | My integrated performance in CIPT projects reflects a deeper understanding of the curriculum | 3.40 | (SA) | 3.43 | (SA) | 0.23 ^{ns} | 0.81 |

The analysis revealed that there were generally collaborative learning environments. Overall, the no significant differences in satisfaction levels findings suggest that CIPT is an equitable approach between male and female students across most that supports diverse learners. variables ($p > 0.05$). This suggests that CIPT provides an inclusive and consistent learning experience for all students, regardless of gender. Both groups benefit equally from its collaborative and integrative nature. However, a significant difference was observed in one aspect of attendance, where female students reported slightly higher agreement. This may indicate that female learners are more responsive to structured and

Table 4. Difference on the Teacher Perceived Level of Satisfaction on the Experience of Using CIPT when Grouped According to Age

| Dimensions | Mean Ranks | | | | | X ² | P-value |
|------------|----------------|----------------|----------------|----------------|----------------|----------------|---------|
| | 20-25 yrs. old | 26-30 yrs. old | 31-35 yrs. old | 36-40 yrs. old | 41-45 yrs. old | | |

No. Indicators
Attendance



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| 1. | Since implementing CIPT, student attendance in my Social Studies class has improved. | 12.33 | 11.88 | 16.00 | 10.50 | 7.75 | 4.05 _{ns} | 0.39 |
| 2. | I am satisfied with the overall attendance of my students in Social Studies since using CIPT. | 13.33 | 11.50 | 9.67 | 14.25 | 8.75 | 2.54 _{ns} | 0.63 |
| 3. | CIPT has helped reduce absenteeism among students in my Social Studies. | 11.50 | 9.31 | 11.50 | 15.88 | 11.50 | 3.64 _{ns} | 0.45 |
| 4. | I have reported fewer instances of student tardiness in my Social Studies. | 9.67 | 12.88 | 9.67 | 11.50 | 11.50 | 1.11 _{ns} | 0.89 |
| 5. | The CIPT approach encourages consistent participation, positively impacting attendance in my Social Studies. | 11.33 | 10.88 | 15.00 | 12.25 | 9.50 | 2.11 _{ns} | 0.71 |
| Engagement | | | | | | | | |
| 1. | Students are more actively engaged in my Social Studies class activities due to CIPT. | 10.33 | 14.00 | 10.33 | 11.25 | 8.50 | 4.24 _{ns} | 0.37 |
| 2. | I am satisfied with the level of student participation during CIPT-based lessons. | 14.50 | 11.75 | 10.83 | 11.75 | 9.00 | 2.15 _{ns} | 0.70 |
| 3. | CIPT has increased student interaction and collaboration in the classroom. | 12.50 | 12.50 | 8.83 | 12.50 | 9.75 | 4.63 _{ns} | 0.32 |
| 4. | The use of CIPT has made learning more interactive and less passive for students. | 14.50 | 11.75 | 10.83 | 11.75 | 9.00 | 2.15 _{ns} | 0.70 |
| 5. | Students demonstrate a higher level of enthusiasm for learning with CIPT in my Social Studies class. | 14.00 | 11.25 | 10.33 | 11.25 | 11.25 | 1.07 _{ns} | 0.89 |
| Motivation | | | | | | | | |
| 1. | CIPT has increased students' motivation to learn my subject. | 15.00 | 10.88 | 11.33 | 9.50 | 12.25 | 2.11 _{ns} | 0.71 |
| 2. | I am satisfied with the level of student motivation observed since implementing CIPT. | 16.50 | 12.38 | 9.17 | 11.00 | 8.25 | 4.47 _{ns} | 0.34 |
| 3. | Students show greater interest in the subject matter in Social Studies when CIPT is used. | 15.50 | 12.75 | 8.17 | 10.00 | 10.00 | 3.81 _{ns} | 0.43 |
| 4. | CIPT fosters a sense of ownership and responsibility for learning among students. | 18.00 | 11.13 | 14.33 | 9.75 | 7.00 | 8.00 _{ns} | 0.09 |
| 5. | The collaborative nature of CIPT has boosted students' confidence and intrinsic motivation in learning Social Studies. | 11.83 | 11.38 | 8.17 | 12.75 | 12.75 | 1.57 _{ns} | 0.81 |
| Academic Grades | | | | | | | | |
| 1. | Students' academic grades have improved since the implementation of CIPT. | 13.83 | 13.38 | 10.17 | 9.25 | 9.25 | 2.87 _{ns} | 0.57 |
| 2. | I am satisfied with the overall academic performance of my students using CIPT. | 16.00 | 13.25 | 8.67 | 10.50 | 7.75 | 5.53 _{ns} | 0.23 |
| 3. | CIPT has positively impacted my students' understanding and retention of lesson in Social Studies. | 8.83 | 12.75 | 11.00 | 12.75 | 10.13 | 1.48 _{ns} | 0.82 |
| 4. | Students demonstrate a better grasp of concepts taught through CIPT. | 11.67 | 13.06 | 10.00 | 11.75 | 9.13 | 1.49 _{ns} | 0.82 |
| 5. | The use of CIPT has led to higher scores on tests and assignments in my Social Studies class. | 10.17 | 13.38 | 10.17 | 12.00 | 9.25 | 1.91 _{ns} | 0.75 |
| Integrated Performance | | | | | | | | |
| 1. | CIPT has improved my students' ability to integrate their Social Studies knowledge from different subjects. | 11.83 | 12.75 | 11.83 | 10.00 | 10.00 | 1.06 _{ns} | 0.90 |
| 2. | I am satisfied with the students' ability to apply learned concepts in real-world situations through CIPT. | 10.33 | 13.69 | 11.50 | 9.75 | 9.75 | 2.38 _{ns} | 0.66 |
| 3. | Students demonstrate enhanced problem-solving skills through the integrated projects in CIPT. | 11.00 | 12.06 | 12.50 | 10.75 | 10.75 | 0.34 _{ns} | 0.98 |



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|----|---|-------|-------|-------|-------|-------|--------------------|------|
| 4. | CIPT promotes my students holistic understanding of the subject matter or content in the Social Studies discipline. | 11.83 | 12.75 | 15.50 | 7.25 | 10.00 | 4.84 _{ns} | 0.30 |
| 5. | The integrated performance of students in CIPT projects reflects a deeper understanding of the curriculum | 10.83 | 11.75 | 14.50 | 11.75 | 9.00 | 2.15 _{ns} | 0.70 |

Table 4 reveals that teachers' perceived satisfaction with the CIPT experience generally does not differ significantly across years of teaching experience ($p > 0.05$). Across all experience levels, teachers reported similar satisfaction with students' attendance, engagement, motivation, and most aspects of integrated performance. These findings indicate that CIPT consistently improves students' attendance, promotes active engagement and collaboration, enhances motivation and interest in Social Studies, and strengthens learners' ability to integrate knowledge and develop problem-solving skills, leading to the acceptance of the null hypothesis in these areas. However, significant differences were observed in selected aspects. Teachers differed in their satisfaction with students' overall academic performance ($p = 0.01$), with less experienced teachers reporting higher satisfaction compared to more experienced ones. Similarly, a significant difference was found in teachers' perceptions of students' ability to apply learned concepts in real-world situations ($p = 0.03$), indicating variation across experience groups. Overall, the findings suggest that while CIPT is broadly effective across teachers regardless of experience, differences may arise in more complex outcomes such as academic performance and real-world application. This aligns with prior research indicating that less-experienced teachers may be more satisfied with technology-integrated instruction due to greater adaptability and familiarity with innovative teaching approaches.

Table 5. Teachers' Experiences and Challenges

| Themes | Subthemes |
|--|---|
| 1. Experience with CIPTs Collaborative efficiency and contextual relevance in crafting tasks | - Workload reduction via cross-subject integration ("lessens burden" – R1) - MELC/competency alignment with co-teacher collaboration (R1, R4, R5) - Learner-centered design considering differences/abilities (R2, R3, R5) |
| 2. Challenges Encountered Multi-phase resource and time constraints across preparation, implementation, and grading | - Preparation: Material scarcity, cross-subject alignment difficulty (R1-R5) - Implementation: Time conflicts, learner readiness gaps (R1-R3, R5) - Grading: Fairness issues, group vs. individual assessment, rubric inconsistencies (R1-R3) |
| 3. Factors Contributing to Challenges Instructional, logistical, and group dynamics barriers | - Unclear/changing instructions causing confusion (R1-R3) - Limited resources (DepEd materials, internet, technology) (R1-R5) - Group work, free-riding, and leader dependency (R1-R3) - Time pressure across phases (R1, R4, R5) |
| 4. Support and Resources | - Positive: Colleague monitoring/sharing, admin approvals (R1-R5) |



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|---|---|
| Variable administrative support amid persistent resource gaps | <ul style="list-style-type: none"> - Gaps: Insufficient training, facilities, stable technology/internet (R1, R3-R5) - Inconsistent support availability (R5) |
|---|---|

| | |
|--|--|
| <p>5. Impact on Learning</p> <p>Net positive learning outcomes despite preparation stressors</p> | <ul style="list-style-type: none"> - Teacher resilience: Challenges fuel motivation (R1-R4) - Student benefits: Better understanding, real-life application, skill development, reduced task burden (all 5 respondents) - Time/stress costs acknowledged but outweighed by gains (R4, R5) |
|--|--|

Teachers generally described their experiences with CIPT materials, a lack of aligned textbooks, and unstable internet as positive, particularly for reducing workload through connectivity. These constraints required teachers to rely heavily on external resources. In addition, group dynamics posed difficulties, particularly when some students relied heavily on group leaders, resulting in unequal participation subjects. However, several challenges were identified. One of the major issues was unclear and inconsistent instructions, which sometimes caused confusion among teachers and students. As one teacher noted, instructions may change without proper coordination, leading to misalignment in task implementation. Another significant challenge was resource limitation, including insufficient resilience and adaptability.

Table 6. Students' Experiences and Challenges

| Themes | Subthemes |
|-----------------------|---|
| Mixed Experiences | <ul style="list-style-type: none"> - Efficiency from multi-subject integration - Pressure and stress from workload |
| Key Challenges | <ul style="list-style-type: none"> - Time constraints and deadlines - Unclear instructions - Group work issues (e.g., uncooperative members) - Resource limitations |
| Contributing Factors | <ul style="list-style-type: none"> - Task aspects (instructions, time, groups) - Personal factors (motivation, confidence, skills) - Technology/internet access gaps |
| Support and Resources | <ul style="list-style-type: none"> - Teacher guidance and classmate ideas - Family motivation/materials - Mixed adequacy (sufficient gadgets but access issues) |
| Impact on Learning | <ul style="list-style-type: none"> - Reduced motivation/stress short-term - Skill gains (e.g., time management) - Deeper understanding via real-life application |

Students reported mixed experiences with CIPT. requirements. The most common challenges included: Time constraints and overlapping deadlines; Unclear task across multiple subjects, they also experienced instructions; Group work issues, such as uncooperative members; and Limited resources and internet access. These



challenges often led to stress and temporary decreases in motivation. However, students also recognized that CIPT helps them develop important skills such as time management, collaboration, and problem-solving. Support from teachers, classmates, and family members played an important role in helping students' complete tasks. However, resource availability was described as inconsistent, particularly for internet access. Despite these difficulties, students consistently reported that CIPT enhances their understanding of lessons by allowing them to apply knowledge in real-life contexts and integrate learning across subjects.

Integration of Quantitative and Qualitative Findings

The integration of findings shows a strong convergence between quantitative and qualitative data. Quantitatively, both students and teachers reported high levels of satisfaction with CIPT. Qualitatively, these positive perceptions were attributed to the benefits of integration, collaboration, and the real-world application of learning. At the same time, qualitative findings revealed underlying challenges, such as time constraints, resource limitations, and group dynamics that numerical data do not fully capture but significantly influence the overall experience. Importantly, both groups agreed that the advantages of CIPT outweigh its challenges, reinforcing its effectiveness as an instructional strategy.

Conclusion

The implementation of Contextualized Integrative Performance Tasks (CIPT) in Social Studies is a highly effective instructional strategy that fosters holistic student growth and interdisciplinary understanding. Findings indicate strong satisfaction among both students and teachers, with documented improvements in attendance, engagement, motivation, and academic achievement. This effectiveness remains consistent across diverse student and teacher demographics. While CIPT significantly reduces student workload and promotes real-world application, challenges such as resource scarcity, group dynamics (free-riding), and assessment inconsistencies currently limit its full potential. Addressing these through a standardized, unified evaluation tool is essential to ensure fairness, transparency, and objectivity in assessing these complex, interdisciplinary tasks.

Recommendations

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To enhance the sustainability and impact of CIPT, the following actions are recommended:

1. Educators may adopt standardized rubrics and unified evaluation tools to mitigate grading bias and ensure individual accountability within group tasks. Teachers should also enhance instructional clarity and collaborate across subject areas to align competencies effectively.
2. Students may focus on proactive time management to handle overlapping interdisciplinary deadlines and engage actively in group collaborations to maximize learning outcomes.
3. School Administrators may institutionalize support by providing adequate instructional materials, stable internet access, and dedicated time for interdisciplinary teacher collaboration. Regular professional development workshops focused on task alignment and group facilitation are also critical.
4. Policymakers may develop a national framework and standardized guidelines for CIPT design and assessment to ensure consistency across schools. Investing in ICT infrastructure and expanding training programs for both novice and experienced teachers will further support successful nationwide implementation.

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