

# Historical Contextualization Strategy on Historical Events in Fostering Students' Academic Behavior and Critical Thinking Skills

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**Abstract**—This research explores how strategies for placing historical events in context relate to students' academic behaviors and investigates their influence on the development of critical thinking skills among Grade 8 learners. Grounded in the view that situating history within its context enhances meaningful learning outcomes, this study adopted a quantitative design using descriptive correlational analysis. Seventy students from a National High School participated in the study. Data were collected using a validated survey instrument designed by the researcher, which incorporated a five-point Likert scale and a test of critical thinking skills. Historical contextualization strategies were measured across four dimensions: spatial-temporal, social-rhetorical, historiographic, and analogical. Students' academic behavior was assessed in terms of self-actualization, task orientation, adaptability, flexibility, and time management, while critical thinking skills were evaluated through inference, analysis, and problem-solving. Data analysis was carried out using descriptive measures of central tendency and variability, specifically mean and standard deviation, as well as inferential tools including Pearson correlation and multiple regression. Results reveal that students demonstrated a highly utilized level of historical contextualization strategies across all dimensions, indicating that learners can situate historical events within context, engaging in discourse, examining multiple perspectives, and relating historical concepts to familiar experiences. Students displayed commendable academic behavior, marked by self-actualization, adaptability, flexibility, and time management, suggesting they are responsible, motivated, and actively involved in learning. The study highlighted that learners exhibited strong critical thinking competencies, particularly in inference, analysis, and problem-solving tasks. Findings demonstrated that contextualized approaches to history teaching are positively related to students' academic behavior, highlighting their role in cultivating discipline, effective study habits, and engagement in learning tasks. Result suggest that historical contextualization plays an important role in shaping students' academic engagement and discipline, but it's connection on critical thinking remains limited without complementary instructional approaches. It is recommended that educators integrate contextualization strategies with direct critical thinking instruction and structured learning activities to foster deeper understanding and higher-order thinking among students.

**Keywords**— Analysis, critical thinking skills, flexibility, historiographic, problem solving.

## I. INTRODUCTION

The study of history extends beyond recollection; it involves probing the ways in which events are framed, explained, and passed on through education. For the learners to understand the lesson, an effective strategy must be use by the teacher

specially in teaching history, wherein there a lot of historical issues in Philippine History.

In the Philippine setting, contentious episodes such as the 1972 declaration of Martial Law, the 1986 EDSA People Power Revolution, and the disputed interpretations of colonial encounters continue to spark discussion among scholars, teachers, and the wider public. These events are not only historically significant but also politically and socially charged, making them fertile ground for contesting interpretations and collective memory. The problem of teaching historical contextualization appears to be lack of resources; teachers factor and strategy of teaching.

As Ozturk et al. (2019) demonstrate, the teachers in charge of carrying out the curriculum are hesitant to discuss contentious issues in the classroom. Controversial themes are defined as issues that are difficult to reach a consensus on, have several possible solutions, span a variety of areas, are marked by differing value judgments, and show sensitivity on an individual, local, national, and worldwide level. Human rights, terrorism, climate change, media influence, violence, the internet, cloning, warfare, and related challenges are a few examples of these problems. Topics for classroom discussion are often chosen by instructors based on their relevance to the curriculum's aims or on what has been previously taught.

According to Vella (2015), the teacher's selection of sources and the pedagogical ideas presented in the class's learning exercises had an impact on the students' thinking. For students to adopt the method of fact-checking before trusting what they hear or see on social media, the instructor must demonstrate how to contextualize the historical background.

The previous research about historical contextualization focus on the topics that will be discussed in higher education. It lacks the topics covered in the curriculum of junior high school studying World History. The researcher used the revised K-12 Curriculum helping the learners to understand the importance of historical contextualization at young age. In this way, learners will slowly absorb the proper way of doing historical contextualization and how it will affect their academic behavior and critical thinking skills that they can also use in other learning areas.

The researcher applied the four historical contextualization strategies in the lesson to test its effectiveness on the academic behavior and critical thinking skills of the learners. When the learners understand how the strategies work, they can

contextualize the lesson on their own and they can relate it in their everyday life, focused and determined to seek the truth, will speak based on facts and will always find out a reliable source for their claims.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This research sought to determine how historical contextualization strategies applied to historical events can foster students’ academic behavior and critical thinking skills.

Specifically, it sought to answer the following;

1. What is the level of Historical Contextualization Strategy in terms of:
  - 1.1 Spatial-temporal;
  - 1.2 Social rhetorical;
  - 1.3 Historiographic;
  - 1.4 Analogical?
2. What is the level of Students’ Academic Behavior in terms of:
  - 2.1 Self Actualization;
  - 2.2 Task Orientation;
  - 2.3 Adaptability;
  - 2.4 Flexibility, and
  - 2.5 Time Management?
3. What is the level of Students Critical Thinking Skills in terms of:
  - 3.1 Inference;
  - 3.2 Analysis; and
  - 3.3 Problem solving?
4. Do the Historical Contextualization Strategies have significant relationship to the Students’ Academic Behavior?
5. Do the Historical Contextualization Strategies have significant effect to the students Critical Thinking Skills?

II. METHODOLOGY

This study adopted a quantitative design using descriptive correlational analysis. Seventy students from a National High School participated in the study. Data were collected using a validated survey instrument designed by the researcher, which incorporated a five-point Likert scale and a test of critical thinking skills. Historical contextualization strategies were measured across four dimensions: spatial–temporal, social–rhetorical, historiographic, and analogical. Students’ academic behavior was assessed in terms of self-actualization, task orientation, adaptability, flexibility, and time management, while critical thinking skills were evaluated through inference, analysis, and problem-solving. Data analysis was carried out using descriptive measures of central tendency and variability, specifically mean and standard deviation, as well as inferential tools including Pearson correlation and multiple regression..

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data collected to examine the relationship between historical contextualization strategies and students’ academic behavior. It also investigates the significant effects of these strategies on the development of students’ critical thinking skills.

Level of Historical Contextualization Strategy

In this study, the level of historical contextualization strategy about helping learners see the bigger picture how people, events, decisions, and cultures are influenced by the time, place, and conditions in which they occurred.

The following tables show the level of historical contextualization strategy that includes variables such as spatial-temporal, social rhetorical, historiographic and analogical. The level of this historical contextualization strategy was determined by mean and standard deviation.

Table 1 presents the level of historical contextualization strategy as reflected through spatial–temporal understanding. The results indicate that respondents demonstrate a strong capacity to situate controversial historical events within their appropriate time and place, as evidenced by the highest mean score for identifying specific historical contexts (M= 3.91, SD = 0.91). This suggests that students possess a clear awareness of historical settings, which is essential for meaningful historical interpretation.

Respondents also show competence in arranging events chronologically and utilizing timelines to organize historical information, with mean scores ranging from 3.59 to 3.63. These findings imply that students are able to construct logical historical narratives and recognize relationships across time. Moreover, their ability to link events from different periods and explain how geographic and temporal factors shape historical decisions reflects an emerging understanding of broader historical patterns and causation.

Table 1. Level of Historical Contextualization Strategy in terms of Spatial-temporal

Statements	Mean	SD	Remarks
In implementing the approach, I can...			
...identify the specific time and place where a controversial historical event occurred.	3.91	0.91	Agree
...sequence historical events in correct chronological order.	3.59	0.84	Agree
...use timelines to organize and better understand controversial historical events.	3.63	0.80	Agree
...connect historical events across different periods to identify patterns of change.	3.57	0.93	Agree
...explain how geographic and temporal factors influenced historical decisions.	3.53	0.88	Agree
Weighted Mean	3.65		
SD	0.88		
Verbal Interpretation	Highly Utilized		

The weighted mean of 3.65 with a standard deviation of 0.88 indicates a highly utilized level of spatial–temporal historical contextualization. This suggests that students frequently apply spatial–temporal reasoning when examining historical issues. However, in comparison with other dimensions of historical contextualization, these skills appear slightly less developed, indicating the need for continued instructional emphasis on deeper integration of time and place in historical analysis.

Overall, the findings highlight that respondents are generally well-equipped to analyze historical events within their spatial and temporal contexts, which serve as a critical foundation for higher-level historical understanding and interpretation.

Table 2 presents the level of historical contextualization strategy as reflected through social–rhetorical skills. The results reveal that respondents demonstrate a strong ability to engage respectfully with differing viewpoints and communicate historical ideas effectively, as evidenced by the highest mean score for listening to others’ perspectives ( $M = 4.11$ ,  $SD = 0.96$ ). This indicates that students possess well-developed communicative awareness, which is essential for productive discourse when addressing controversial historical issues.

Table 2. Level of Historical Contextualization Strategy in terms of Social rhetorical

Statements	Mean	SD	Remarks
In implementing the approach, I can...			
...listen to others’ perspectives respectfully before expressing my own arguments.	4.11	0.96	Agree
...adjust my language and tone to effectively communicate with classmates about historical issues.	3.89	0.88	Agree
...use proper hand gestures in communicating effectively and respectfully.	3.81	0.94	Agree
...defend my ideas about historical events using logical explanations.	3.67	0.86	Agree
...express my understanding of historical issues in a way that promotes respectful dialogue.	3.87	0.93	Agree
Weighted Mean	3.87		
SD	0.92		
Verbal Interpretation			Highly Utilized

Respondents also exhibit competence in adjusting language and tone, using appropriate gestures, and defending historical ideas through logical explanations, with mean scores ranging from 3.67 to 3.89. These findings suggest that students are capable of articulating historical arguments clearly while maintaining respectful interaction with peers. Moreover, their ability to promote constructive dialogue reflects an understanding of history as a subject that benefits from discussion, interpretation, and exchange of ideas.

The weighted mean of 3.87 with a standard deviation of 0.92 signifies a highly utilized level of social–rhetorical historical contextualization. This implies that students consistently employ discourse-related strategies during historical analysis and classroom interaction. Nevertheless, continued emphasis on structured argumentation may further strengthen students’ ability to communicate complex historical interpretations.

Table 3 presents the level of historical contextualization strategy with respect to historiographic skills. The findings indicate that respondents can recognize that historical interpretations differ depending on historians’ perspectives and contexts, as shown by higher mean scores for acknowledging interpretive variation and using multiple sources ( $M = 3.73$ ). This suggests that students understand history as a constructed discipline rather than a fixed account of the past.

Respondents also demonstrate the ability to evaluate the credibility of historical sources and consider authors’ backgrounds when analyzing documents, with mean scores ranging from 3.61 to 3.63. These results imply that students can critically assess historical narratives and recognize the

influence of bias, perspective, and context. Furthermore, such skills reflect an emerging capacity to engage in evidence-based historical reasoning.

Table 3. Level of Historical Contextualization Strategy in terms of

Statements	Mean	SD	Remarks
In implementing the approach, I can...			
...analyze how historians’ perspectives influence the way history is written.	3.63	1.07	Agree
...evaluate the credibility of historical accounts before forming my conclusions.	3.63	0.82	Agree
...recognize that history is interpreted differently depending on the historian’s context.	3.73	0.76	Agree
...consider the author’s background when analyzing historical documents.	3.61	0.94	Agree
...use multiple historiographic sources to support my arguments about controversial issues.	3.73	0.90	Agree
Weighted Mean	3.67		
SD	0.90		
Verbal Interpretation			Highly Utilized

This suggests that students frequently apply evaluative and interpretive strategies when examining historical texts. However, further instructional support may help students refine their ability to synthesize multiple historical accounts more systematically.

Overall, the findings highlight that respondents possess a solid foundation in historiographic thinking, enabling them to approach historical issues critically.

Table 4 presents the level of historical contextualization strategy as manifested through analogical thinking. The results show that respondents are able to relate historical concepts to familiar experiences, as indicated by higher mean scores for statements involving review, organization, and gradual skill development ( $M = 3.97$ – $4.01$ ). This suggests that students effectively use analogy as a cognitive tool to simplify and understand complex historical ideas.

Table 4. Level of Historical Contextualization Strategy in terms of Analogical

Statements	Mean	SD	Remarks
In implementing the approach, I can...			
...connect ideas like linking puzzle pieces together.	3.89	0.89	Agree
...see different sides of a story like looking at a picture from different angles	3.71	0.87	Agree
...review topics like replaying a favorite song until I know the lyrics.	4.01	1.00	Agree
...organize my thoughts like arranging books neatly on a shelf.	3.80	0.97	Agree
...grow my skills like watering a plant until it blooms.	3.97	0.96	Agree
Weighted Mean	3.88		
SD	0.94		
Verbal Interpretation			Highly Utilized

Respondents also demonstrate the ability to view historical issues from multiple angles and organize their thoughts coherently, with mean scores ranging from 3.71 to 3.89. These findings imply that students can transfer prior knowledge to new historical contexts and make sense of abstract concepts through comparison. Moreover, such analogical connections support deeper engagement with historical content.

The weighted mean of 3.88 with a standard deviation of 0.94 reflects a highly utilized level of analogical contextualization. This indicates that students regularly rely on analogy to aid comprehension and reflection during historical analysis. Still, careful guidance is needed to ensure that analogies remain accurate and conceptually aligned with historical evidence.

The findings from Tables 1 to 4 reveal that students demonstrate a consistently high level of historical contextualization across spatial–temporal, social–rhetorical, historiographic, and analogical dimensions, indicating their ability to analyze historical events using multiple contextual lenses. Social–rhetorical and analogical strategies emerged as relatively stronger, suggesting that students are particularly effective in engaging in historical discourse and relating historical concepts to familiar experiences, while spatial–temporal skills, though highly utilized, appear comparatively less developed.

Overall, the results suggest that students possess a well-balanced foundation in historical contextualization, enabling them to move beyond factual recall toward deeper interpretation, critical evaluation, and meaningful engagement with historical content.

*Level of Students' Academic Behavior*

In this study, the level of students' academic behavior encompasses how students approach their studies, interact in class, and engage with learning tasks.

The following tables show the level of students' academic behavior that include variables such as self-actualization, task orientation, adaptability, flexibility, time management. The level of students' academic behavior was determined by mean and standard deviation.

Table 5 presents the level of students' academic behavior as reflected through self-actualization. The results indicate that respondents are able to use historical lessons to guide personal decisions and growth, as shown by the highest mean score for shaping personal identity through historical learning (M = 3.93, SD = 0.80). This suggests that students meaningfully connect historical understanding to personal values and motivation.

Table 5. Level of Students' Academic Behavior in terms of Self-Actualization

Statements	Mean	SD	Remarks
As a student, I can...			
...see how past events shape my identity and choices in the present.	3.59	0.97	Agree
...understand mistakes in history and use them to avoid repeating them in my life.	3.79	0.99	Agree
...use lessons from history to guide my decisions and shape the person I want to become.	3.93	0.80	Agree
...reflect on my mistakes the way nation leaders look on their past to improve their future.	3.73	1.03	Agree
...manipulate historical struggles as motivation to keep going when schoolwork feels hard.	3.67	0.94	Agree
Weighted Mean	3.74		
SD	0.95		
Verbal Interpretation	High		

Respondents also demonstrate the ability to reflect on mistakes and draw inspiration from historical struggles, with

mean scores ranging from 3.59 to 3.79. These findings imply that students internalize historical experiences as sources of self-reflection and resilience. Moreover, such connections indicate that historical learning contributes to students' sense of purpose and self-awareness.

The weighted mean of 3.74 with a standard deviation of 0.95 indicates a high level of self-actualization. This suggests that students often translate historical knowledge into personal insight.

Table 6 presents the level of students' academic behavior as reflected through task orientation. The results indicate that students consistently demonstrate responsibility and effort when completing historical tasks, as evidenced by higher mean scores for ensuring quality and understanding (M = 3.77, SD = 0.98). This suggests that students prioritize mastery and comprehension over surface-level completion.

Table 6. Level of Students' Academic Behavior in terms of Task Orientation

Statements	Mean	SD	Remarks
As a student, I can...			
...seek clarification and additional resources when assigned tasks on controversial history.	3.73	0.90	Agree
...prioritize understanding the context of historical events over simply memorizing facts.	3.71	0.87	Agree
...focus on completing activities related to historical contextualization with accuracy and quality.	3.50	0.97	Agree
...put effort into ensuring my work on historical tasks reflects deep understanding and critical thinking.	3.77	0.98	Agree
...take responsibility for successfully accomplishing assigned tasks related to historical contextualization.	3.74	0.96	Agree
Weighted Mean	3.69		
SD	0.94		
Verbal Interpretation	High		

Respondents also show competence in seeking clarification and taking responsibility for assigned tasks, with mean scores ranging from 3.50 to 3.74. These findings imply that students remain focused and persistent when engaging in historical contextualization activities. Moreover, such behaviors reflect disciplined and goal-directed learning.

The weighted mean of 3.69 with a standard deviation of 0.94 indicates a high level of task orientation. This suggests that students frequently exhibit sustained effort in academic tasks.

Table 7 presents the level of students' academic behavior as reflected through adaptability. The results indicate that respondents are able to adjust their learning strategies and remain positive when challenged by complex historical issues, as shown by higher mean scores for openness to differing perspectives (M = 3.80, SD = 0.94). This suggests that students demonstrate resilience and openness to change in learning situations.

Respondents also show competence in modifying analytical approaches and accepting alternative interpretations, with mean scores ranging from 3.60 to 3.76. These findings imply that students can respond flexibly to task demands and uncertainty. Moreover, adaptability appears to support sustained engagement in historical analysis.

Table 7. Level of Students' Academic Behavior in terms of Adaptability

Statements	Mean	SD	Remarks
As a student, I can...			
...consider multiple perspectives on controversial historical events.	3.69	0.94	Agree
...remain positive and engaged even when historical contextualization activities challenge my beliefs.	3.80	0.94	Agree
...accept different interpretations of historical events during class activities.	3.71	0.92	Agree
...adjust my approach when analyzing historical issues to meet activity requirements.	3.76	0.82	Agree
...adapt my learning strategies when historical tasks become more complex.	3.60	1.01	Agree
Weighted Mean	3.71		
SD	0.93		
Verbal Interpretation	High		

The weighted mean of 3.71 with a standard deviation of 0.93 indicates a high level of adaptability.

Table 8 presents the level of students' academic behavior as reflected through flexibility. The results indicate that respondents are willing to revise their understanding of historical events when presented with new information, as evidenced by the highest mean score for recognizing history as interpretive (M = 3.87, SD = 0.90). This suggests cognitive openness and tolerance for multiple perspectives.

Table 8. Level of Students' Academic Behavior in terms of Flexibility

Statements	Mean	SD	Remarks
As a student, I can...			
...adjust my understanding when new information about history is presented.	3.79	0.93	Agree
...connect past events to today's issues, even if they seem very different at first	3.53	0.96	Agree
...change my opinion about a historical event when I learn more perspectives.	3.76	0.79	Agree
...see how the same event can mean different things to different groups of people	3.57	0.83	Agree
...understand that history is not fixed, but can be interpreted in many ways.	3.87	0.90	Agree
Weighted Mean	3.70		
SD	0.89		
Verbal Interpretation	High		

Respondents also demonstrate the ability to shift viewpoints and connect past events to present issues, with mean scores ranging from 3.53 to 3.79. These findings imply that students can adapt their thinking when analyzing historical information. Furthermore, flexibility supports deeper reflection and interpretation.

The weighted mean of 3.70 with a standard deviation of 0.89 indicates a high level of flexibility.

Table 9 presents the level of students' academic behavior in terms of time management.

The results indicate that respondents generally demonstrate effective control over their academic time, particularly in monitoring their progress to ensure the timely completion of historical assignments, which obtained the highest mean score (M = 3.83, SD = 0.93). This suggests that students are highly aware of their academic responsibilities and recognize the importance of regularly tracking their tasks to meet deadlines, especially in activities that require careful historical analysis.

Respondents also show competence in managing their schedules to meet deadlines for tasks on controversial historical events and in using their time efficiently during group activities involving historical contextualization, with mean scores of 3.77.

Table 9. Level of Students' Academic Behavior in terms of Time Management

Statements	Mean	SD	Remarks
As a student, I can...			
...manage my schedule to meet deadlines for tasks on controversial historical events.	3.77	0.82	Agree
...plan my work on historical analysis tasks to avoid last-minute cramming.	3.54	0.86	Agree
...balance multiple historical tasks without feeling overwhelmed.	3.50	0.86	Agree
...use my time efficiently during group activities involving historical contextualization.	3.77	0.82	Agree
...monitor my progress regularly to ensure timely completion of historical assignments.	3.83	0.93	Agree
Weighted Mean	3.68		
SD	0.87		
Verbal Interpretation	High		

These findings imply that students are capable of organizing their time effectively in both individual and collaborative learning contexts, allowing them to engage meaningfully in historical discussions and group-based analytical tasks. Their ability to plan work on historical analysis tasks to avoid last-minute cramming further reflects a developing sense of responsibility and foresight in academic planning.

The weighted mean of 3.68 with a standard deviation of 0.87 indicates a high level of time-management behavior among students. This suggests that time management is frequently practiced and serves as a supportive academic behavior in accomplishing history-related tasks. However, the relatively lower mean for balancing multiple historical tasks without feeling overwhelmed indicates that, while students manage time well overall, handling overlapping academic demands remains a potential area for improvement.

Mainly, the findings highlight that respondents possess strong time-management skills that contribute to timely task completion, sustained engagement, and reduced academic pressure during historical learning activities.

The results from Tables 5 to 9 collectively indicate that students demonstrate a high level of academic behavior that supports effective engagement in historical learning. Across these dimensions, students consistently exhibit positive learning habits such as task organization, sustained focus, collaboration, and strategic engagement with historical content, suggesting that they are active and responsible participants in the learning process.

The findings on time management further strengthen this pattern, showing that students are generally able to monitor their progress, meet deadlines, and use their time efficiently in both individual and group activities, which enables them to manage the demands of historical analysis more effectively. Although balancing multiple academic tasks emerged as a relative challenge, the overall results suggest that students possess adequate self-regulatory skills that allow them to cope

with complex and potentially demanding historical tasks. Taken together, these findings highlight that students' academic behaviors are interconnected and collectively contribute to meaningful participation, sustained engagement, and deeper understanding of historical issues.

*Level of Students Critical Thinking Skills*

In this study level of students' critical thinking skills is the ability of learners to analyze, evaluate, through the exam. The following tables show the level of students' critical thinking skills that include variables such as inference, analysis and problem solving. The level of students' critical thinking was determined by mean and standard deviation.

Table 10 presents the level of students' critical thinking skills in terms of inference. The results reveal that the majority of the respondents demonstrated a high level of inference skills, with 54 students (77.14%) classified under the excellent category, indicating that they can effectively draw logical conclusions, analyze information, and make reasonable judgments based on given evidence.

Table 10. Level of Students Critical Thinking Skills in terms of Inference

Scores	Frequency	Percentage	Remarks
1-4	0	0.00%	Poor
5-8	0	0.00%	Needs Improvement
9-12	1	1.43%	Satisfactory
13-16	15	21.43%	Very Satisfactory
17-20	54	77.14%	Excellent
Total	70	100%	
Weighted Mean		17.67	
SD		1.89	
Verbal Interpretation		Excellent	

Meanwhile, 15 students (21.43%) were categorized under the very satisfactory level, suggesting that they possess strong inference skills but may still need minor enhancement. Only 1 student (1.43%) reached the satisfactory level, while no students (0.00%) were categorized under poor or needed improvement.

The weighted mean of 17.67 with a standard deviation of 1.89 further indicates that students consistently exhibit excellent critical thinking skills in terms of inference, with relatively minimal variation in their responses. This implies that most students have well-developed abilities to interpret information, formulate conclusions, and support their reasoning using available data.

Overall, the findings highlight that respondents possess well-developed inference skills that support accurate interpretation, sound decision-making, and deeper understanding of academic content.

Table 11 presents the level of students' critical thinking skills in terms of analysis. The results show that the majority of the respondents demonstrated a high level of analytical skills, with 48 students (68.57%) classified under the excellent category, indicating their strong ability to examine information, identify relationships among ideas, and break down complex concepts for better understanding. Meanwhile, 20 students (28.57%) were categorized under the very satisfactory level, suggesting that they possess strong analytical skills but may still require slight improvement. Only

2 students (2.86%) fell under the satisfactory level, while no students (0.00%) were classified as poor or needs improvement.

Table 11. Level of Students Critical Thinking Skills in terms of Analysis

Scores	Frequency	Percentage	Remarks
1-4	0	0.00%	Poor
5-8	0	0.00%	Needs Improvement
9-12	2	2.86%	Satisfactory
13-16	20	28.57%	Very Satisfactory
17-20	48	68.57%	Excellent
Total	70	100%	
Weighted Mean		17.47	
SD		2.12	
Verbal Interpretation		Excellent	

The weighted mean of 17.47 with a standard deviation of 2.12 indicates that students consistently demonstrate excellent critical thinking skills in terms of analysis, although responses show slightly greater variation compared to other areas.

Taken together, the findings indicate that students possess strong analytical skills that support their ability to evaluate evidence, recognize patterns, and draw meaningful conclusions from academic content.

Table 12 shows the level of students' critical thinking skills in terms of problem-solving. The results indicate that the majority of the respondents exhibit a high level of problem-solving ability, with 48 students (68.57%) classified under the excellent category.

Table 12. Level of Students Critical Thinking Skills in terms of Problem solving

Scores	Frequency	Percentage	Remarks
1-4	0	0.00%	Poor
5-8	0	0.00%	Needs Improvement
9-12	2	2.86%	Satisfactory
13-16	20	28.57%	Very Satisfactory
17-20	48	68.57%	Excellent
Total	70	100%	
Weighted Mean		17.76	
SD		1.70	
Verbal Interpretation		Excellent	

This suggests that most students are able to understand problems clearly, identify appropriate strategies, and apply logical steps to arrive at effective solutions. Meanwhile, 20 students (28.57%) fall under the very satisfactory level, indicating strong problem-solving skills that may still benefit from further refinement. Only 2 students (2.86%) were categorized as satisfactory, while none were placed under the poor or needs improvement categories. The weighted mean of 17.76 with a standard deviation of 1.70 further indicates that students consistently demonstrate an excellent level of critical thinking skills in terms of problem-solving, with relatively low variation in performance. This implies that learners are generally confident and competent in addressing academic challenges that require reasoning, planning, and evaluation.

The findings emphasize that students possess strong problem-solving skills, reflecting their ability to analyze situations, apply appropriate strategies, and arrive at sound solutions.

The findings from Tables 10 to 12 show that students demonstrate an excellent level of critical thinking skills in terms of inference, analysis, and problem-solving. Most respondents were classified under the excellent and very satisfactory categories, indicating strong abilities to draw logical conclusions, evaluate information, and apply effective strategies in academic tasks. The consistently high weighted means across all three areas suggest stable and well-developed higher-order thinking skills among students. Overall, these results indicate that learners are well-equipped to engage in reflective reasoning, sound judgment, and effective decision-making in academic contexts.

*Test of Relationship between Historical Contextualization Strategies and Students' Academic Behavior*

The table below employs Pearson Product–Moment Correlation as the statistical treatment to examine the relationship between historical contextualization strategies and students' academic behavior. It aims to determine the extent to which spatial–temporal, social–rhetorical, historiographic, and analogical strategies are significantly associated with students' self-actualization, task orientation, adaptability, flexibility, and time management.

Table 13. Significant Relationship Between Historical Contextualization Strategies and Students' Academic Behavior

Strategies		Academic Behavior				
		SA	TO	A	F	TM
Spatial Temporal	Pearson Correlation	.537**	.598**	.660**	.717**	.595**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	70	70	70	70	70
Social Rhetorical	Pearson Correlation	.648**	.473**	.651**	.622**	.523**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	70	70	70	70	70
Historiographic	Pearson Correlation	.724**	.726**	.732**	.707**	.576**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	70	70	70	70	70
Analogical	Pearson Correlation	.592**	.562**	.608**	.526**	.480**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	70	70	70	70	70

Note: \*p<.05, \*\*p<.01, \*\*\*p<.001

The findings among all historical contextualization strategies have shown significant positive relationships with students' academic behavior (p < 0.001). Spatial-temporal strategies are strongly associated with flexibility (r = .717) and adaptability (r = .660), indicating improved adjustment and responsiveness to academic tasks. Social-rhetorical strategies demonstrate strong correlations with self-actualization (r = .648) and adaptability (r = .651), suggesting enhanced personal growth and engagement. Historiographic strategies exhibit the strongest overall relationships, particularly with adaptability (r = .732), task orientation (r = .726), and self-actualization (r = .724), highlighting their substantial influence on positive academic behaviors. Analogical strategies show

moderate positive correlations across all dimensions, indicating their supportive role in developing effective academic behavior.

The findings indicate that historical contextualization strategies are significantly associated with improved academic behavior among students. Among the strategies, historiographic contextualization demonstrates the strongest relationship, demonstrating that engaging students in deeper historical analysis contributes greatly to the development of positive academic behaviors such as adaptability, discipline, and self-directed learning.

The significant positive relationships identified between historical contextualization strategies and students' academic behavior in this study are supported by existing literature emphasizing the role of contextualized and disciplinary learning in shaping learner behavior. The results indicate that when students situate historical events within social, political, and cultural contexts, they demonstrate deeper engagement, persistence, and reflective learning behaviors.

*Test of Effect of Historical Contextualization Strategies on the Students' Critical Thinking Skills*

Table 14 utilizes multiple regression analysis as the statistical treatment to assess the effect of historical contextualization strategies on students' critical thinking skills. It seeks to determine whether spatial–temporal, social–rhetorical, historiographic, and analogical strategies significantly predict students' overall critical thinking performance.

Table 14. Regression analysis between historical contextualization strategies and students critical thinking skills

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7.348	4	1.837	1.194	.322 <sup>b</sup>
Residual	100.019	65	1.539		
Total	107.367	69			

a. Dependent Variable: CTS  
b. Predictors: (Constant), A, ST, SR, H

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1	(Constant)	18.434	1.090		16.906
	Spatial Temporal	-.144	.353		-.071
	Social Rhetorical	-.560	.326		-.293
	Historiographic	-.021	.377		-.010
	Analogical	.508	.320		.261

The ANOVA results show that the model is not statistically significant (F = 1.194, p = .322), indicating that historical contextualization strategies, when taken together, do not significantly predict students' critical thinking skills.

Further examination of the coefficients reveals that none of the individual strategies significantly influence critical thinking skills. Spatial-temporal (β = -0.071, p > .05), social-rhetorical (β = -0.293, p > .05), and historiographic (β = -

0.010,  $p > .05$ ) show negative but non-significant effect, while analogical ( $\beta = 0.261, p > .05$ ) shows a positive but still non-significant effect with critical thinking skills. The findings emphasized that historical contextualization strategies do not significantly predict students' critical thinking skills, implying that other factors may play a more substantial role in influencing students' development of critical thinking abilities. The absence of a significant predictive effect of historical contextualization strategies on students' critical thinking skills is also supported by prior research suggesting that critical thinking development is influenced by multiple interacting factors beyond a single instructional strategy

The findings from Table 13 reveal that historical contextualization strategies are significantly and positively related to students' academic behavior across all dimensions, indicating that increased use of spatial-temporal, social-rhetorical, historiographic, and analogical strategies correspond with higher levels of self-actualization, task orientation, adaptability, flexibility, and time management. Among the strategies, historiographic contextualization demonstrated the strongest and most consistent relationships, suggesting that engaging students in critical examination of sources, perspectives, and interpretations plays a key role in fostering positive academic behaviors; thus, the null hypothesis of no significant relationship between historical contextualization strategies and students' academic behavior is rejected.

In contrast, the results in Table 14 show that historical contextualization strategies do not have a statistically significant predictive effect on students' critical thinking skills when analyzed collectively through multiple regression. Although some strategies exhibited positive or negative coefficients, none reached statistical significance, indicating that historical contextualization alone may not sufficiently account for variations in critical thinking performance; therefore, the null hypothesis stating that historical contextualization strategies have no significant effect on students' critical thinking skills is accepted.

#### IV. CONCLUSION AND RECOMMENDATIONS

The findings of the inferential analysis show that while historical contextualization strategies are significantly

associated with students' academic behavior, they do not demonstrate a significant impact on critical thinking skills.

The null hypothesis stating that there is no significant relationship between historical contextualization strategies and academic behavior is rejected, as the results indicate meaningful positive associations across all behavioral dimensions. This suggests that contextualized historical instruction supports positive learning behaviors such as adaptability, task orientation, and self-actualization. Conversely, the null hypothesis stating that historical contextualization strategies have no significant effect on students' critical thinking skills is accepted, since the regression analysis revealed no statistically significant predictive influence. This may be due to the complex nature of critical thinking, which requires explicit instruction and sustained practice beyond contextualized learning alone.

Based on the findings and conclusions of this study, the following recommendations are offered:

Teachers may consistently integrate historical contextualization strategies, particularly historiographic and social-rhetorical approaches, into classroom instruction to strengthen students' academic behavior.

School Heads may organize targeted professional development programs to enhance teachers' skills in implementing historical contextualization.

Future research may benefit from extended experimental approaches that probe the long-term and causal effects of contextualization strategies in shaping students' behavior and critical thinking.

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