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Reading Comprehension Difficulties and the Relevance of Contextual Teaching and Learning in Grade V Elementary School: A Descriptive Qualitative Study

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Abstract: Reading comprehension is essential for elementary students because it supports learning across subjects, yet preliminary evidence at SDN Cipinang Besar Selatan 07 Pagi showed persistent difficulty in understanding and retelling texts. This study aimed to describe Grade V students' reading-comprehension difficulties, identify classroom factors associated with those difficulties, and analyze the pedagogical relevance of Contextual Teaching and Learning as a response. The study used a descriptive qualitative design based on preliminary observation, an informal teacher interview, responses from five Grade V students, and instructional-document analysis. The data were reduced, categorized, compared across sources, and interpreted thematically. The findings indicate difficulties in identifying main ideas and important information, retelling texts in students' own words, distinguishing meaning beyond literal reading, and connecting text content with prior experience. Classroom learning was still dominated by teacher explanation and shared reading, which limited active participation. Contextual Teaching and Learning is relevant because its constructivism, inquiry, questioning, learning-community, modeling, reflection, and authentic-assessment components directly correspond to the identified needs. The study's novelty lies in qualitatively mapping specific reading-comprehension problems to the functions of the seven contextual-learning components rather than claiming causal improvement without completed intervention data.

Keywords: Contextual Teaching and Learning, Descriptive Qualitative Research, Elementary School, Reading Comprehension, Student Engagement.

INTRODUCTION

Reading is a foundational language skill that enables learners to obtain information, expand knowledge, and participate in academic activities. At elementary level, the importance of reading becomes particularly visible because students are expected to use written texts as a source of learning in Indonesian language lessons and in other subjects. Research discussed in the source manuscript emphasizes that reading competence supports students in accessing information and developing knowledge throughout schooling (Arwita Putri et al., 2023; Saputro et al., 2021). Reading competence is therefore not limited to pronouncing words accurately; it also requires the reader to construct meaning from written information.

Reading comprehension refers to the ability to understand the meaning contained in a text, identify important information, and connect that information with prior knowledge or experience. The source literature describes comprehension as a deeper level of reading that involves finding explicit and implicit meaning, identifying main ideas, drawing conclusions, and responding to a text (Dihan et al., 2022; Muhibbah, 2023; Samuel Prayuda & Sofia Tanjung, 2023). For elementary students, this capacity becomes increasingly important in the upper grades because reading tasks require not only literal recall but also reorganization, inference, evaluation, and the communication of understanding in students' own language.

The broader educational context also reinforces the need to strengthen reading comprehension. The source manuscript refers to the 2022 Programme for International Student Assessment and reports an Indonesian reading-literacy score of 359, which was below the global average cited in the manuscript. Although the national ranking reportedly improved compared with 2018, the score is presented as evidence that reading literacy still requires sustained educational attention. Within school contexts, similar concerns have been reported in studies of elementary students who experience difficulty identifying textual information and constructing meaning from what they read (Fani Muliawanti et al., 2022; Frans et al., 2023; Yanti et al., 2020).

The problem is not simply whether students can read aloud fluently. The preliminary evidence documented at SDN Cipinang Besar Selatan 07 Pagi in East Jakarta shows a gap between oral reading fluency and understanding. The teacher reported that many students could read a text smoothly but could not accurately explain the content afterward, especially when they were asked to connect information in the text with their own experience. The source manuscript further states that approximately 65% of Grade V students were still experiencing difficulty understanding reading material. This finding is significant because it shows that observable fluency may conceal deeper difficulties in comprehension.

A focused preliminary study conducted on June 7, 2025 provided additional qualitative evidence. Five Grade V students were observed and interviewed about reading comprehension. The source document reports that four of the five students gave random answers or copied sentences directly from the text without demonstrating deeper understanding. The remaining response was described as a coherent retelling in the student's own words. The main problems identified in this preliminary evidence were locating the main idea, understanding important information, and summarizing the text. These problems suggest that students need learning activities that make thinking visible rather than activities that end after oral reading is completed.

The classroom learning pattern documented in the preliminary study may contribute to this condition. Teacher explanation and shared reading were still dominant, while active interaction around the meaning of a text was limited. A teacher-centered routine can be useful for introducing content, but comprehension requires students to question, infer, compare, discuss, and restate information. When the learning process provides few opportunities for these actions, students may remain dependent on the wording of the text and reproduce sentences without transforming them into personally understood meaning. This observation is consistent with studies in the source literature that associate weak comprehension with limited learning strategies and insufficient student involvement (Ayu Tusfiana, 2021; Fitriana et al., 2021; Yanti et al., 2020).

The curriculum context presented in the source manuscript also requires more than literal reading. In the Grade V Indonesian language material, students are expected to find explicit information, analyze main ideas and important information, distinguish facts from opinions, summarize texts using their own language, compare text information with prior knowledge or experience, and respond to reading content. These targets correspond to a broad conception of reading comprehension and indicate that instruction should provide structured opportunities for students to move from identifying information toward interpretation and reflection.

One model proposed in the source study is Contextual Teaching and Learning. Contextual Teaching and Learning links academic content with the learner's real-life context so that new information can be interpreted through familiar experiences. The source literature portrays contextual learning as a model that promotes active knowledge construction, meaningful learning, and student involvement rather than passive reception (Chaniago et al., 2023; Damayanti Nababan, 2023; Nur et al., 2024). In reading instruction, this orientation is especially relevant because comprehension often depends on the reader's ability to activate existing knowledge and use it to interpret new textual information.

Contextual Teaching and Learning is commonly organized through seven interrelated components: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. In a reading lesson, these components can be operationalized by activating students' prior experience before reading, asking students to investigate information in the text, encouraging questions, discussing interpretation collaboratively, modeling comprehension strategies, reflecting on meaning, and assessing understanding through authentic tasks such as retelling or summarizing. These activities potentially address the specific difficulties observed in the study setting because they shift students from reproducing text to actively constructing meaning.

Previous research cited in the source document has reported positive outcomes from contextual or active reading strategies. Chaniago et al. (2023) discussed the use of Contextual Teaching and Learning to improve reading comprehension, while Saputri et al. (2024) reported improvement in comprehension through a reading application. Other studies have examined strategies such as Directed Reading Thinking Activity, PQRST, PQ4R, and Extending Concept Through Language Activities (Dihan et al., 2022; Muhibbah, 2023; Samuel Prayuda & Sofia Tanjung, 2023; Syarifah Fitria, 2021). These studies collectively demonstrate that reading comprehension can be supported through purposeful instructional design rather than relying exclusively on conventional explanation and reading practice.

However, the source manuscript also identifies a research gap. Much of the available research is presented as quantitative and outcome-oriented, while fewer studies provide detailed qualitative descriptions of how specific comprehension problems correspond to particular contextual-learning functions. The present article therefore does not attempt to claim that Contextual Teaching and Learning has already improved the Grade V students' comprehension, because the uploaded source is still a proposal and does not contain completed intervention results. Instead, the article uses a descriptive qualitative approach to analyze the preliminary evidence and to explain why the seven Contextual Teaching and Learning components are pedagogically relevant to the observed needs.

Accordingly, this study addresses three questions: (1) What reading-comprehension difficulties are evident among Grade V students in the preliminary data? (2) What classroom conditions are associated with those difficulties? and (3) How can the seven components of Contextual Teaching and Learning be mapped to the identified reading-comprehension needs? The objective is to produce a grounded qualitative account that can guide subsequent implementation and evaluation of the model.

METHODS

This article used a descriptive qualitative design. The design was selected to reorganize and interpret the qualitative evidence documented in the uploaded research manuscript without converting the proposal into an unreported completed intervention. The setting was SDN Cipinang Besar Selatan 07 Pagi, Jatinegara, East Jakarta. The full Grade V class consisted of 31 students, including 10 boys and 21 girls, but the directly documented preliminary qualitative evidence involved five Grade V students and an informal interview with the classroom teacher. Therefore, the five students and the teacher were treated as the qualitative informants for this article, while the 31-student class was treated as the broader instructional context.

The primary data analyzed were the preliminary classroom observation and informal teacher interview reported in the source manuscript, together with the documented responses of five students from the June 7, 2025 pre-research activity. Supporting data came from instructional documents, the stated Grade V learning targets, the proposed reading-comprehension indicators, and the classroom-learning description contained in the manuscript. The source study also planned tests, action-research cycles, and quantitative analyses, but those planned procedures were not treated as completed results because no post-intervention dataset was provided in the uploaded file.

Data collection for the qualitative analysis was organized into three sources. Observation data described students' comprehension difficulties, classroom participation, and the dominant learning pattern. Interview data described the teacher's view that students could often read fluently but were less able to explain meaning and relate the text to experience. Student responses were used to identify difficulties in retelling, selecting important information, and expressing comprehension in original language. Document analysis was used to align these observations with the reading-comprehension competencies and with the seven components of Contextual Teaching and Learning described in the manuscript.

The data were analyzed thematically through four steps. First, statements directly related to reading comprehension and classroom interaction were extracted from the preliminary data. Second, the statements were reduced into recurring categories: literal understanding, identification of main ideas and important information, retelling and summarizing, inferential or evaluative understanding, connection with prior experience, and student participation. Third, the categories were compared across the teacher account, student responses, observation notes, and curriculum targets. Fourth, each category was mapped to one or more Contextual Teaching and Learning components to produce a needs-to-pedagogy interpretation. Credibility was strengthened through cross-source comparison, and the analysis deliberately distinguished documented findings from the planned intervention procedures.

RESULTS AND DISCUSSION

Profile of the Reading-Comprehension Difficulties

The qualitative evidence indicates that the reading problem in Grade V is primarily a comprehension problem rather than a decoding problem. The teacher's preliminary account states that many students are able to read smoothly, but their understanding becomes weak when they are asked to explain what the text means. This distinction is important because fluent oral reading can create an impression of competence even when the reader has not constructed an adequate mental representation of the text. The field evidence therefore supports the need to assess comprehension through explanation, retelling, inference, and connection with experience rather than through oral fluency alone.

The first recurring difficulty is identifying the main idea and important information. The pre-research notes explicitly mention weakness in finding the main idea and understanding essential information. Students who cannot distinguish central information from supporting detail may remember isolated sentences but fail to organize the overall meaning of a passage. In reading-comprehension terms, this problem affects both literal understanding and reorganization because the learner must first locate information and then determine its relative importance. Studies cited in the source similarly report that elementary students often struggle to process and organize textual information at comprehension level (Fani Muliawanti et al., 2022; Yanti et al., 2020).

The second difficulty is retelling a text in the student's own language. The preliminary student evidence is particularly clear on this point. Four of five students reportedly answered randomly or copied sentences from the text, while only one response was described as an orderly retelling in the student's own words. Copying is not automatically evidence of no understanding, but heavy dependence on the exact wording of a passage suggests that students

may not yet have transformed textual information into a personally organized representation. Retelling requires selection, sequencing, paraphrasing, and memory, making it a more demanding indicator than recognition-based questions.

The third difficulty is moving beyond literal information. The learning targets in the source manuscript include distinguishing fact and opinion, drawing conclusions, comparing information with prior knowledge, and responding to the content of a text. These tasks require inferential and evaluative processing. A student who relies mainly on copying explicit sentences may find these tasks difficult because the answer cannot always be located verbatim. Reading-comprehension research cited in the source describes this higher-level process as the ability to interpret meaning, infer information, and connect the text with existing knowledge (Dihan et al., 2022; Muhibbah, 2023).

The fourth difficulty is connecting the text with students' own experience. The classroom teacher specifically observed that students had difficulty explaining a text when asked to relate it to personal experience. This is a central issue because prior knowledge is one of the resources readers use to interpret unfamiliar information. When students are not accustomed to making text-to-self or text-to-world connections, reading may remain an isolated school task. Contextual interpretation becomes weak, and students may see comprehension questions as exercises in locating sentences rather than as opportunities to construct meaning.

The fifth difficulty concerns sustained active participation in the comprehension process. The source reports that classroom instruction was still dominated by teacher explanation and reading together. Such a pattern can provide structure, but if students do not regularly ask questions, discuss interpretations, or explain their reasoning, the teacher has limited access to their actual thinking. Students may complete the reading activity without revealing misconceptions. Comprehension therefore needs to be treated as an active process that can be observed through dialogue and student-generated responses, consistent with the emphasis on active reading reported by Samuel Prayuda and Sofia Tanjung (2023) and with the broader literature on reading competence in elementary school (Arwita Putri et al., 2023).

Table 1. Qualitative Categories of Reading-Comprehension Difficulty

Category	Evidence documented in the source	Interpretive implication
Main idea and important information	Students show difficulty finding the main idea and identifying important information in a text.	Students need explicit opportunities to select, organize, and justify central information.
Retelling and summarizing	Four of five preliminary student responses were random or relied on copying sentences from the text.	Students need scaffolding to paraphrase and reconstruct meaning in their own language.
Inferential/evaluative meaning	Curriculum targets require conclusions, fact-opinion distinction, and responses beyond explicit recall.	Instruction should move progressively from literal information toward inference and evaluation.
Connection with prior experience	The teacher reported difficulty when students were asked to relate a text to their own experience.	Learning should activate prior knowledge and make text-to-experience links explicit.
Active participation	Teaching was dominated by explanation and shared reading.	Comprehension should be externalized through questions, discussion, collaborative interpretation, and reflection.

Classroom Conditions Associated with the Difficulties

The source data suggest that the comprehension difficulties are closely connected with the form of classroom participation. The dominant use of teacher explanation and collective reading means that students receive substantial guidance, but the available evidence indicates

fewer opportunities for them to independently construct and articulate meaning. In comprehension instruction, passive exposure to a text cannot fully reveal whether students can identify relationships, evaluate information, or connect the text with prior experience. The issue is therefore not the presence of teacher explanation itself but the absence of sufficiently varied student-centered meaning-making activities.

A second classroom factor is the gap between instructional activity and the cognitive demands of the learning targets. The Grade V targets described in the manuscript include identifying explicit information, analyzing main ideas, distinguishing facts and opinions, summarizing, comparing text information with prior knowledge, and giving a response. These outcomes require multiple forms of thinking. If classroom practice focuses mainly on reading aloud and receiving explanation, students may not be systematically trained in the actions that the assessment later expects. The learning process needs tasks that mirror those cognitive demands.

A third factor concerns contextual distance. The teacher's observation that students struggle to connect reading with personal experience indicates that texts may not always be processed through familiar contexts. When a learner can relate a text to a known event, place, social situation, or personal experience, the new information becomes easier to organize. The source manuscript itself positions this relationship as the rationale for Contextual Teaching and Learning. In this sense, context is not merely an entertaining addition; it is a bridge between textual information and the learner's existing knowledge structure.

A fourth factor concerns dependence on teacher confirmation. Students who are accustomed to receiving the correct interpretation may hesitate to formulate questions or express tentative meanings. Yet comprehension develops through testing interpretations. Questioning, discussion, and collaborative explanation can help students articulate what they understand and revise it when peers or teachers provide new evidence. Studies in the source literature emphasize that varied strategies and student involvement are important for developing comprehension rather than treating reading as a one-way reception process (Fitriana et al., 2021; Syarifah Fitria, 2021).

Relevance of the Seven Contextual Teaching and Learning Components

The first component, constructivism, is directly relevant to the difficulty of connecting a text with prior experience. Constructivism assumes that new understanding is built on what learners already know. In a Grade V reading lesson, the teacher can begin by asking about experiences related to the topic of the text, eliciting vocabulary and expectations before reading. This step can provide a conceptual framework for new information and can reduce the tendency to treat the passage as disconnected sentences. The role of prior experience is especially important in the study setting because the teacher identified this connection as one of the students' weaknesses.

The second component, inquiry, addresses students' need to identify main ideas and important information. Instead of providing the important points in advance, the teacher can ask students to locate evidence, compare details, and determine which information is essential. Inquiry changes the comprehension task from receiving an explanation to investigating a text. Students may highlight supporting evidence, group information, or justify why a sentence represents the main idea. This procedure is compatible with the source learning targets and with research that positions active reading strategies as a means of strengthening comprehension (Samuel Prayuda & Sofia Tanjung, 2023).

The third component, questioning, helps reveal the student's thinking process. Questions generated by teachers and students can move from literal to interpretive levels: who or what is mentioned, why an event occurred, what can be inferred, whether a statement is fact or opinion, and how the text relates to personal experience. When students formulate their own questions, the activity also requires them to monitor what they understand and what remains unclear. This

is useful for students who otherwise rely on copying because a meaningful question requires engagement with the content rather than mechanical reproduction.

The fourth component, learning community, responds to limited participation and provides a social space for meaning-making. Students can compare interpretations, explain the main idea to peers, reconstruct the sequence of events, and discuss different responses to the same text. Group discussion is not automatically effective; it requires clear roles and evidence-based prompts. Nevertheless, the source manuscript identifies discussion as an important element missing from more passive patterns of instruction. Learning-community activities can make comprehension visible and give students models of how peers organize information.

The fifth component, modeling, is relevant when students do not know how to perform a comprehension task. The teacher can think aloud while identifying a main idea, distinguishing a detail from a central point, or paraphrasing a sentence. Modeling shows the cognitive process rather than only the final answer. For example, instead of telling students the main idea, the teacher can demonstrate how repeated concepts and supporting details are considered. This form of explicit strategy demonstration can gradually be withdrawn as students become more independent.

The sixth component, reflection, directly supports summarizing and connection with prior knowledge. At the end of a reading activity, students can explain what new information they learned, which part was difficult, what changed in their understanding, and how the text relates to something they already knew. Reflection therefore encourages students to reorganize information in their own words. This is particularly important in the current context because the preliminary evidence indicates dependence on the exact wording of the source text.

The seventh component, authentic assessment, aligns evaluation with meaningful comprehension performance. Instead of relying only on recognition questions, assessment can include retelling, summarizing, identifying evidence, discussing fact and opinion, or connecting a text with a real situation. The source manuscript itself proposes indicators covering literal, reorganizational, evaluative, and inferential understanding. Authentic tasks can provide richer information about whether a student has constructed meaning and can use that meaning in a new form.

Table 2. Mapping Reading-Comprehension Needs to Contextual Teaching and Learning Components

Identified need	Relevant CTL component	Pedagogical function
Difficulty connecting text with experience	Constructivism; Reflection	Activates prior knowledge and asks students to relate new meaning to lived experience.
Difficulty identifying main ideas and important information	Inquiry; Questioning	Guides students to investigate textual evidence and justify what information is central.
Dependence on copied sentences	Modeling; Reflection	Demonstrates paraphrasing and requires students to reconstruct meaning in their own language.
Limited participation in meaning-making	Learning Community; Questioning	Creates peer discussion, explanation, and student-generated questions.
Difficulty with inference and evaluation	Inquiry; Questioning; Authentic Assessment	Moves beyond literal recall toward reasoning, evidence, and application.
Need to demonstrate comprehension meaningfully	Authentic Assessment	Uses retelling, summary, evidence selection, and contextual response as assessment tasks.

Interpretation in Relation to Previous Studies

The qualitative mapping supports the general direction of previous studies in the source literature, but it contributes a different type of explanation. Chaniago et al. (2023) reported that Contextual Teaching and Learning was effective for reading comprehension. The current analysis does not reproduce an effectiveness claim because the source does not contain completed intervention results. Instead, it explains the instructional mechanism through which contextual learning is relevant: the model provides structured opportunities to activate experience, investigate information, ask questions, collaborate, observe strategy models, reflect, and demonstrate understanding authentically.

This mechanism is also compatible with findings from studies using other active reading strategies. Samuel Prayuda and Sofia Tanjung (2023) applied Directed Reading Thinking Activity, Dihan et al. (2022) examined PQ4R, Muhibbah (2023) examined PQRST, and Syarifah Fitria (2021) used Extending Concept Through Language Activities. Although the models differ, their common pedagogical logic is that comprehension improves when students perform purposeful cognitive actions around a text. The present study positions Contextual Teaching and Learning within that broader family of active comprehension support while emphasizing its distinctive connection between academic content and lived context.

The need for active meaning construction is further supported by research that documents reading-comprehension difficulties in elementary education. Yanti et al. (2020) analyzed comprehension difficulties in elementary students, and Fani Muliawanti et al. (2022) examined elementary reading-comprehension ability. Fitriana et al. (2021) also synthesized evidence on the KWL strategy in upper elementary classes. The convergence of these studies with the field data suggests that difficulty in comprehension is not an isolated classroom phenomenon. However, the specific combination of main-idea difficulty, copied retellings, weak text-to-experience connections, and limited active interaction provides a locally grounded rationale for the contextual model in this school.

The analysis also highlights the importance of aligning assessment with the definition of comprehension. If comprehension is understood as constructing meaning, then a student who can locate a sentence may still not be able to summarize, infer, or apply its meaning. The source manuscript's test blueprint recognizes several levels of comprehension, including literal, reorganizational, evaluative, and inferential dimensions. Sanusi and Aziez (2021) similarly discuss assessment items for reading comprehension. This multidimensional perspective supports the use of different response formats rather than a single form of test.

The contextual model may also contribute to motivation and communication. The source literature on elementary reading emphasizes the importance of reading interest and learning engagement (Ananta Pramayshela et al., 2023; Saputro et al., 2021). When students discuss a text that relates to familiar experiences, the content may become easier to talk about, which can lower the barrier to participation. Learning community and questioning can then turn reading into a social meaning-making activity. This interpretation is consistent with the source manuscript's objective of making learning more active and meaningful.

Nevertheless, contextualization should not be interpreted as replacing textual analysis with personal stories. The text remains the primary evidence source. Personal experience is pedagogically useful when it helps students activate relevant knowledge, generate hypotheses, compare perspectives, or evaluate meaning. Teachers need to guide students back to textual evidence so that contextual connections support comprehension rather than distract from it. This balance is important for developing both engagement and disciplined reading.

The source manuscript's bibliometric discussion also indicates that Contextual Teaching and Learning remains a developing research topic and that reading-comprehension studies are distributed across several instructional approaches. The current article refines the proposed novelty by moving from a general statement that contextual learning is innovative to a specific qualitative contribution: each documented comprehension difficulty is connected to a particular

function within the seven-component model. This mapping can be used as an implementation guide in subsequent classroom research.

The main finding is therefore not a numerical increase in reading scores but a pedagogical correspondence between learner needs and instructional design. Main-idea difficulty corresponds to inquiry and questioning; weak retelling corresponds to modeling and reflection; limited text-to-experience connection corresponds to constructivism and reflection; low participation corresponds to learning community and questioning; and higher-order comprehension corresponds to inquiry and authentic assessment. This needs-to-component mapping constitutes the novelty of the study and provides an evidence-grounded rationale for future implementation of Contextual Teaching and Learning in the Grade V classroom.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The descriptive qualitative analysis shows that Grade V students at SDN Cipinang Besar Selatan 07 Pagi experience reading-comprehension difficulties that extend beyond oral reading fluency. The main difficulties concern identifying main ideas and important information, retelling content in students' own language, interpreting meaning beyond literal information, connecting reading with prior experience, and participating actively in meaning-making. The classroom pattern documented in the preliminary study was still dominated by teacher explanation and shared reading, creating limited opportunities for students to externalize comprehension through inquiry, questioning, discussion, and reflection. Contextual Teaching and Learning is pedagogically relevant because its seven components correspond directly to the identified needs. Constructivism and reflection support text-to-experience connections; inquiry and questioning support information selection and inference; learning community supports collaborative meaning-making; modeling supports strategy development and paraphrasing; and authentic assessment supports meaningful demonstration of comprehension. The study therefore contributes a qualitative needs-to-component mapping that can guide subsequent implementation, while no claim of causal improvement is made because post-intervention results were not present in the source document.

Limitations

This study is limited to the qualitative evidence contained in the uploaded proposal. The source document does not report completed Contextual Teaching and Learning cycles or post-intervention findings. The directly documented student pre-research involved only five students, even though the full Grade V class comprised 31 students. The percentage describing classroom difficulty is treated as contextual information reported in the source rather than as an independently reanalyzed statistical result. Consequently, the findings should be interpreted as a needs analysis and pedagogical rationale rather than evidence of effectiveness.

Recommendations

Future research should implement the seven Contextual Teaching and Learning components systematically in Grade V reading lessons and collect complete qualitative and quantitative evidence. Classroom observation should document how students ask questions, identify textual evidence, collaborate, retell, and connect reading with prior knowledge. Pre-intervention and post-intervention assessments may then be used to evaluate change in literal, reorganizational, evaluative, and inferential comprehension. Teachers are also encouraged to use authentic assessment tasks such as oral retelling, written summaries, evidence-based discussion, and contextual responses so that comprehension is evaluated as meaning construction rather than sentence copying. Before journal submission, the author should complete the correspondence email and verify the bibliographic details of every reference against the original publications.

Author Contributions

The author conceptualized the original study, collected the preliminary field data, organized the theoretical framework, and prepared the initial research design. For this article, the source data were reorganized into a descriptive qualitative analysis, interpreted thematically, mapped to the Contextual Teaching and Learning components, and prepared as a journal manuscript.

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