



# Perception of Contextualisation in Teaching-learning Process among Elementary Teachers in Bhopal: A Qualitative study

Seema Yadav

Department of Education, The Bhopal School of Social Sciences, Bhopal, M.P., India

Corresponding author: seemayadav1edu@gmail.com

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## ABSTRACT

The present qualitative research was conducted to study the perception of Contextualisation in Teaching-Learning Process among Elementary Teachers in Bhopal. The main objectives of the study were to study the perception of Contextualisation in Teaching-Learning Process, advantages and challenges of Contextualisation in Teaching-Learning Process among elementary teachers. The sample of the study was 25 elementary teachers of Bhopal city. The results revealed that teachers have very less understanding of Contextualisation in Teaching-Learning Process. Though the teachers advocated the advantages of Contextualisation in Teaching-Learning Process, but also listed many challenges of Contextualisation in Teaching-Learning Process to be faced in the classroom. It was also recommended that training and professional development can help elementary teachers in adopting Contextualisation in Teaching-Learning Process in their classroom practices on a regular base.

**Keywords:** Contextualisation, Teaching-Learning Process, Elementary Teachers, Perception

The environment in which a child was raised and their “being,” which they have developed as a result of a complicated history of social interactions, are both important factors in their educational development. As kids get older, they continue to develop their sense of self, and their experiences in school can have an impact on and contribute to this process. Piaget’s emphasis on individual cognitive development has been challenged by this constructivist approach to learning, which has been the subject

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of extensive modern research and writing aimed at validating the procedure (Nash; Ditzel, S., 2010). Contextualization seeks to create environments that foster more efficient learning, as demonstrated by increased skills, higher grades, higher retention rates in courses, and progression to more difficult material. Constructivism, which puts students' interests and needs at the centre of education, is consistent with the connecting of foundational skills instruction to applications and life objectives, whether contextualised or integrated (Dewey, 1966; Dowden, 2007). Although a child's understanding is influenced by their experiences outside of school, further classroom experience is necessary for a youngster to understand the sophisticated, conceptual acquisition of skills in science, mathematics, languages, and other topics. However, it is important to connect these topics to the child's actual life experiences in order to integrate the entire learning process and enhance their capacity to acquire fundamental skills. Evidently, the content of educational programmes, the means by which learning is facilitated, and the resources used to accomplish this must all be relevant to the experience and culture of the learners in order to fulfil the fundamental learning demands (Mayer, R.E. & Wittrock, M.C. 1996). Learning should be tied to the child's experiences and contextualised. Contextualization in the Teaching-Learning Process can aid in the difficult work of bridging the knowledge gap between the classroom and the home.

According to NCF 2005 (National Curriculum Framework, 2005), formal school knowledge should be integrated with learners' community knowledge for the development of concepts in children as well as the application of school information in real life. This would boost the educational relevance as well as the learning quality. Furthermore, the NCF 2005's stance encourages the integration of regionally relevant content in the curriculum as well as pedagogy in the school setting. Though it is considered as an additional obligation for the teacher, who must be prepared to pick and organise topic content as well as learning experiences from the community for the classroom. Goode, D. (2000) defines Contextualisation in Teaching-Learning Process as the 'principal contextualising setting' in which local pedagogic discourse (LPD) might take place. This is the region where kids connect with the three learning contexts they live in: family, community, and school. Educationalists consider community involvement in children's education to be the most valuable contribution to the relevance of education in the lives of learners. Moll and Greenberg (1990) advocated for students to make meaningful links between their academic and social lives through real learning activities. According to Jenkins, Zeidenberg, and Kienzl (2009), contextualization is uncommon in the classroom since it is costly to adopt.

Brenner *et al.* (1997) employed a real-world situation to carry out a contextualised math intervention, and students' proficiency in representing and resolving word problems was evaluated using a range of curriculum-based and transfer assessments. Furthermore, the control group performed better on symbol manipulation since the materials were contextualised. Teachers recognised the benefits of curricular contextualization, particularly in terms of increasing students' enthusiasm to study (Leite *et al.* 2018). In eighth-grade English language arts classrooms, De La Paz (2005) contextualised writing instruction in social studies material. After learning a method of historical reasoning in social studies class, pupils were given this instruction. The experimental condition included both contextualization and strategy teaching, making it difficult to attribute outcomes. Perin and Hare (2010) created a curriculum method to provide weekly practise in specific reading and writing skills to kids receiving developmental education as a

supplement to their academic work and show that systematic application of contextualised instructions is more effective when used with content-specific literature that instructs students in summarization.

## Review of Related Literature

Tanzania, Sri Lanka, India, and Ethiopia conducted research based on the concept of Contextualisation in Teaching-Learning Process of teaching and learning. It looked into how teachers in rural primary schools connect the formal school curriculum with their students' real experiences, especially in connection to agriculture. The key factors highlighted as crucial for boosting school success were curriculum limits, teacher efforts, a supportive environment, and connecting the school and community. Based on the findings, policy makers and researchers are advised to take a number of steps to contextualise learning in rural primary schools (Taylor & Mulhall, 2001). In the process of disciplinary thought, historians use contextualization as a critical heuristic. Prior study has shown that pupils have great difficulty contextualising material. (De La Paz, Wissinger, Gross, & Butler, 2022) prior research shows students face significant challenges when contextualizing information (Reisman and Wineburg in Soc Stud 99:202–207, 2008; van Boxtel and van Drie in Cognit Instr 30:113–145, 2012).

Seven social studies teachers were randomly assigned to either explicit instruction in source, contextualization, and corroboration (a) that highlighted the role of individual cognition or explicit instruction plus small group and whole class discussion (b). The findings emphasise the significance of explicitly teaching writing as part of history training, as well as the function of cognition in improving learning (De La Paz *et al.* 2022).

As perceived by Social Studies Teachers of Secondary Schools of the Department of Education, Division of Zambales, Philippines, the level of use of the contents of Learning Action Cell (LAC) Sessions-a school-based Continuing Professional Development (CPD)-was evaluated and reported. 21<sup>st</sup> Century Skills and ICT Integration in Instruction and Assessment, as well as Curriculum Contextualization, Localization, and Indigenization, were the topics of the LAC Sessions (Dizon & Orge, 2019).

The Learning Action Cell (LAC) Session Content focusing on 21<sup>st</sup> Century Skills and ICT Integration in Instruction and Assessment was extensively utilised, according to the teacher-respondents, particularly by bringing the 21<sup>st</sup> century into the teaching and learning environment. Curriculum Contextualization, Localization, and Indigenization, on the other hand, was seen as being used primarily by matching K to 12 curriculum content and instructional methodologies relevant to learners, as well as identifying a learner-centered, inclusive, and research-based curriculum (Dizon & Orge, 2019).

When instructors were categorised according to their age, there was a substantial variation in their level of use of the content of 21<sup>st</sup> Century Skills and ICT Integration in Instruction and Assessment. Teachers and students should be exposed to more 21<sup>st</sup> century skills and ICT integration, as well as contextualization and localization of teaching and learning processes, it was stated (Dizon & Orge, 2019).

(Nore, 2015) investigates the didactical practises of teachers and trainers in two different contexts in Norwegian schools and workplaces. Learners, teachers, and trainers all experience a more hybrid learning-

arena with the introduction of e-resources and e-portfolios in VET, claiming a re-contextualization of vocational didactics as well as re-defining roles and duties of the participants. In hybrid learning venues, the essay discusses novel types of boundary crossing, e-portfolios as border objects, learner autonomy, transformative learning outcomes, actor interaction, and learning process design (Nore, 2015). More actors and new types of involvement with electronic tools crossing sites challenge vocational didactics as conceived in a teacher-training environment (Nore, 2015).

The following four major themes emerged from the participants' lived experiences in learning literature: enjoying the familiarity of content, participating in discussions, gaining knowledge growth, and using familiar instances as learning guides (Jennifer D. Suganob & Elleine Rose A. Oliva, 2021). Listening carefully to the teacher, participating actively during classwork, acquiring life-long lessons, providing participation opportunities for community-based programmes, and using teaching materials emerged as the five majors from the students' perspective in situations that influence the challenges in contextualization (Jennifer D. Suganob & Elleine Rose A. Oliva, 2021).

Three main topics emerged from the students' viewpoints on overcoming contextualization challenges. Improved knowledge as a result of contextualization, effective contextualization, and knowing how to study efficiently. This study's findings are critical for academic institutions to understand students' contextualization experiences (Jennifer D. Suganob & Elleine Rose A. Oliva, 2021).

The Administration and national and international educational organisations play a critical role in the implementation of evidence-based educational practises by teachers as producers of educational policies, laws, reports, and procedures for financing and rewards (Pattier & Olmos Rueda, 2021) by teachers, of evidence-based educational practices, the Administration and national and international educational organizations have a fundamental role as generators of educational policies, regulations, reports and procedures for financing and incentives. Considering this, our research aims to study whether these types of institutions are true benchmarks for teachers in terms of the implementation of evidence-based educational practices, and to offer basic guidelines for improving the quantity and quality of these practices by teachers. For this, a quantitative study is developed through a questionnaire carried out to 462 teachers in Spain (Barcelona and Community of Madrid). The findings reveal that public administration and national and international organisations are not sources of knowledge that instructors deem relevant when applying evidence-based practises. It was also found that the educational center's age and ownership factor are important factors in determining the relevance of these agents (Pattier & Olmos Rueda, 2021).

This paper describes a study of basic contextualization processes and student learning during science immersion trips. It was discovered that (1) these immersion experiences were associated with significant learning, though over-contextualization was a problem for some, (2) there was a positive relationship between degree of contextualization (primary vs. secondary) and degree of learning, and (3) key primary contextualization processes included situating knowledge in time and place as well as collecting personalised visual or embodied evidence for science concepts (Giamellaro, 2014). The research adds to our knowledge of contextualization in the learning process and has the potential to influence field, classroom, and virtual learning environments (Giamellaro, 2014).

Through a case study of a lesson study on a reform practise dubbed “thematic teaching” in the Chinese language course, to illustrate how the meanings of the current national curriculum reform in China evolved in their transmission from an outside authority mandate to local school practise (Chen & Yang, 2013). The study discovered that the meanings of the reform tended to appear alien to school instructors due to significant discrepancies between professional reform discourse and teachers’ native discourse. The teachers in this lesson study used their own native speech to grasp the reform in order to make sense of it (Chen & Yang, 2013).

The teachers’ collaborative efforts to reconstruct and re-enact the reform included tactics like “de-contextualization” and “re-contextualization.” The importance of school instructors’ own belief systems in teaching, as reflected by their native discourse, is highlighted in this study (Chen & Yang, 2013). Only by establishing a strong relationship between the outside reform discourse and the native discourse of the teachers can the national curriculum reform actually take root in the classroom (Chen & Yang, 2013).

The study’s goal was to assess the contextualization of theory and practises of effective professional development aspects in Ethiopian primary schools. Professional development key aspects were not incorporated and implemented into teachers’ CPD plans and activities (Geletu, Mekonnen, & Mekonnen, 2021). The study’s findings have consequences for instructors in terms of developing and implementing specific class content and reflection activities so that they might gain relevant professional competencies. Teachers must improve their skills because they are underperforming in the classroom (Geletu *et al.* 2021).

The goal of this study was to see how contextualization affected students’ reading comprehension and the relationship between reading interest and comprehension levels when teaching Philippine short stories in English (Pinoliad, 2021). The study found that (a) both the experimental and control groups had an average interest level in Philippine short stories in English, (b) both the experimental and control groups’ levels of comprehension in three comprehension test categories, namely literal, inferential, and evaluative/critical, (c) the experimental group’s comprehension level increased in the formative comprehension test results (Pinoliad, 2021).

In Lila National High School in the Philippines, an Action Program is recommended to promote reading comprehension. The study differs from previous studies in that it focuses on using context to teach Philippine literary works, particularly short stories, in order to increase students’ enthusiasm in learning and comprehension (Pinoliad, 2021).

For student learning, curriculum contextualization and the role of instructors as curriculum builders are critical. Based on this hypothesis, the purpose of this study is to see if instructors from high-performing schools are motivated to contextualise the curriculum and use this method in their regular classroom routines (Leite, Fernandes, & Figueiredo, 2018).

Teachers are driven to contextualise the national curriculum in their daily teaching and learning activities to enhance their students’ academic performance and full development, according to the data analysis (Leite *et al.* 2018). Teachers also noted limits relating to the establishment of an obligatory national

curriculum that must be completed in order to sit for national exams, as well as the duration of academic programmes (Leite *et al.* 2018).

In both professional development and teacher education, there is a considerable need for an explicit focus on integrating school science with other contexts. This research focuses on real-world scenarios that could serve as background knowledge for designing tools for use on learning platforms or in professional development (Davidsson & Granklint-Enochson, 2018).

As a result, designing the teaching environment to include contextualization could be a skill worth studying in professional development and teacher education (Davidsson & Granklint-Enochson, 2018). The findings suggest that teachers utilise contextualization in a number of ways, particularly at the intersections between the context of school science and the context of everyday life, other school disciplines, or language (Davidsson & Granklint-Enochson, 2018). The study highlights key opportunities for students to improve their scientific knowledge and capacity to apply it in various circumstances (Davidsson & Granklint-Enochson, 2018). This article accomplishes this by doing a literature study and contributes to knowledge production by identifying theoretical viewpoints on curricular contextualization. The literature research method allowed for the defining and mapping of this idea, as well as the identification of five different approaches to curricular contextualization. Curricular contextualization focuses on the location, the learner, instructional practise, diversity, and discipline content (Fernandes, Leite, Mouraz, & Figueiredo, 2013).

Teachers' use of mathematics in context (CoM) as a source of classroom identity. The researcher looked into CoM in secondary classes in the segregated school system in the United States, focusing on schools that mostly serve low-income Black and Latinx students (Rubel & McCloskey, 2021). Teachers primarily draw on generic human experiences and marketplace situations to position pupils as consumers or employees, according to the findings. Few instances of CoM mentioning racism or inequality were found, and our study uncovered more blind spots in these attempts (Rubel & McCloskey, 2021).

## Objectives of the study

1. To study the Perception of Contextualisation in Teaching-Learning Process among Elementary Teachers in Bhopal.
2. To study the Perception of Advantages of Contextualisation in Teaching-Learning Process among Elementary Teachers in Bhopal.
3. To study the Perception of Challenges of Contextualisation in Teaching-Learning Process among Elementary Teachers in Bhopal.

## METHODOLOGY

**Research Design:** The research method used in this study was qualitative research design. This method was used to discover the phenomenon as seen from participants' point of view of Contextualisation

in Teaching-Learning Process. A descriptive survey was conducted to study the Perception of Contextualisation in Teaching-Learning Process among Elementary Teachers in Bhopal.

**Sample:** The total of 25 elementary teachers was interviewed to collect the data. The selection of teachers was done on random basis from various schools of Bhopal city.

**Tool of the study:** A self-constructed questionnaire was administered. There were 20 open ended questions in the research tool having three components-questions related to perception of Contextualisation in Teaching-Learning Process, advantages and challenges. The content of the tool was validated by experts of the education field, such as teachers and teacher educators.

**Data Analysis:** The data obtained from the interviews were transcribed; content- analysed and grouped to get deeper understanding of the participants' views as to contextualization.

In addition to the results of the questionnaire, the participants' views about contextualized teaching were obtained through interviews.

## Analysis of the Data

### Objective 1: To study the Perception of Contextualisation in Teaching-Learning Process among Elementary Teachers in Bhopal.

The analysis of the data obtained in the research revealed that the word relating with the context has been repeated many times by the participants and that this is the most used description. Almost all of the participants responded on the notion of relating and experiencing and stated that Contextualisation in Teaching-Learning Process education ensures relating with the previous experiences.

One participant defined Contextualisation in Teaching-Learning Process as follows:

*“.....In Contextualisation in Teaching-Learning Process, the students can easily relate course content with the near real world situations and their previous experiences. As a teacher, we can provide opportunities to relate their experiences to the course content of their class.”*

The other teachers' views were as follows:

*“.... I think I can teach my lessons in a meaning full way because students can pay more attention by relating their life experiences with the content of book of their course.”*

*“.....It is very natural that before going to school, a child is having various real life experiences which can be related with in the classroom setting and as a teacher we can guide them with in the process of learning of a content of a chapter.”*

*“..... The pedagogy of Contextualisation in Teaching-Learning Process can motivate students to be self-regulated learners as well as more involved in the learning process.”*

*“.....Learners’ previous knowledge is considered as the best resource for Contextualisation in Teaching-Learning Process and can be used as a learning resource in the process of relating the previous knowledge with content of the book.”*

*“.....In my view, it can motivate students to take charge of their own learning or construction of knowledge though it is connected to their real life experiences.”*

*“.....In India, different kinds of diversity is present in classroom, this will help a teacher to address diversity among students.”*

### **Objective 2: To study the Perception of Advantages of Contextualisation in Teaching-Learning Process among Elementary Teachers in Bhopal.**

*“.....In Contextualisation in Teaching-Learning Process, the learning becomes more meaning full and real which can be perceived as permanent learning. If we as a teacher can provide meaning full and permanent learning, this will be true teaching –learning.”*

*“..... Productivity of learners is more in this pedagogy, which can enhance the impact in the teaching-learning process.”*

*“.....I think that the learning is permanent in the pedagogy of Contextualisation in Teaching-Learning Process .”*

*“.....It can be used for increasing students’ motivation to participate actively in the classroom.*

*“.... This is helpful in addressing to different learning styles in the classroom.”*

*“..... I think that in the classroom, students having different backgrounds can work in a cooperative manner.”*

*“.....I think that transfer of learning is possible in Contextualisation in Teaching-Learning Process if facilitated by teachers in an effective manner.”*

### **Objectives 3: To study the Perception of Challenges of Contextualisation in Teaching-Learning Process among Elementary Teachers in Bhopal.**

*“.....It is very difficult to make lesson plans on Contextualisation in Teaching-Learning Process, because it is not very easy to have knowledge of context of all the students.”*

*“.....I think a teacher cannot have understanding of different experiences of students.”*



*“.....The assessment of learning is very difficult in this pedagogy because it is difficult to identify the indicators of learning in this process.”*

*“.....I think that if we use pedagogy of Contextualisation in Teaching-Learning Process in classroom and allow students to share their experiences, then classroom management will be very difficult for a teacher.”*

*“.....In my view, this can be used in classroom very effectively but we are not much trained about this pedagogy.”*

*A teacher stated, “If we use this pedagogy on a regular basis then it will be difficult to complete the course because it is time consuming.”*

Few teachers stated that Contextualisation in Teaching-Learning Process is much possible in primary classes; this pedagogy is not easy to be implemented in elementary and secondary classes.

## CONCLUSION AND IMPLICATIONS

The study justified the importance and benefits of Contextualisation in Teaching-Learning Process by most of the participants of the study. The study indicated that most of the teachers agreed on the positive effects of creating context when introducing a new subject not only to take learners’ attention but also to have long term learning, this was also stated by (Weinbaum & Rogers, 1995). Some teachers were also describing the components of Contextualisation in Teaching-Learning Process such as relating and experiencing. The teachers stated about the advantages of Contextualisation in Teaching-Learning Process in teaching in a positive manner. According to some teachers self-regulated learning can be promoted by Contextualisation in Teaching-Learning Process, this is also validated by Mayer & Wittrock, 1996; Nash-Ditzel, 2010. The result revealed that in contextual teaching the learning is more real and meaningful for the students this is also validated by the research of (Goode, 2000) that people learn when students have a need that is meaningful and real. Most of the elementary teachers revealed that Contextualisation in Teaching-Learning Process can be more applicable in primary classes. According to teachers assessment is not easy in this pedagogy.

### The implications and recommendations of the study

1. There is a need for making contextualization of the curriculum of school education and teacher education.
2. The Local and regional materials should be provided to enrich the regional curriculum/textbook.
3. There is a need for professional development in contextualising the books and resource materials.
4. The text books should also needed to be evaluated for the pedagogy of Contextualisation in Teaching-Learning Process.

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