

Habitus and Use of Local Knowledge in Contextualizing High School Economics: Ethnographic Insights to Habitus in Pedagogic 'Practice'

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The study describes the teachers' and students' habitus (sense of one's place) and use of local knowledge (sense of place) in Economics contextualization from Bourdieu's lenses of habitus, field, capitals, and practice; and reconstructs contextualization pedagogic practice. The phases of the study rehearse habitus theoretical extension through ethnographic descriptions of interviewed and observed pedagogic practices. These aims were achieved through anticipated thematic analysis of written in-depth interviews with a random purposive sample of 90 Grade 9 Economics Teachers Participants (TPs) from 31 public secondary schools of a province's 6 Schools Divisions, and 30 students (SPs) from 6 correspondent schools; discourse analysis of small scale classroom Teaching-Learning Activities and use of instructional materials observation with 12 TPs from 3 geo-economic clusters; and, a Focus group discussion with 8 TPs from public and private schools. Aiming for an objective understanding of the knowledge claims, the author also reiterates the spiraling didactic conditions that threw him into this research practice. The pedagogic practices study contributes to the evolving ethnographies of habitus functions in teachers' and students' teaching-learning experiences. The habitus 'embodiment' - didactic practice explored the outer field and examined the cultural capital and local knowledge of teachers and students that enter the Economics classroom setting (inner field); including the confluence of students learned Economics concepts from other major institutions. The habitus enactment-dialogic 'practice' probed the role of school's leadership in embedding local knowledge as an ideological-cultural institution; and, revealed various forms and functions of teachers' and students' habitus in the implementation of and realizations in contextualization. The habitus 'empowerment-dialectic practice revealed the teachers' and students 'cognitive and affective power relations' in the actual Economics contextualization and showcased how the classrooms become a field of cultural reproduction and/or transformation. A framework of contextualization pedagogic practice emerged. An undercurrent of symbolic contentualization and contextualization as textual performance is also detected. The focus group discussion established resonance with the findings that added texture to the dynamics of the school setting as locus of habitus as class reproduction and contestation; and offered broader and alternative views about the contextualization-localization practices observed.

Keywords: Habitus cultural capital forms (sense of one's place); pedagogic practice (didactic, dialogic, dialectic); Contextualization;