

THE BENEFITS OF TEACHING IN SCHOOLS NEAR PUBLIC MARKETS

by:

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Samal National High School – Senior High School located in Samal, Bataan is at a strategic location ‘beside the public markets which makes it advantageous not only inside the classroom’ – this enables the teachers there to bring in real-life situations within their lessons, engage more with the community and allow learning to be more hands on. The proximity to bustling market activities creates a vibrant and dynamic environment, enriching the educational experience for both students and educators. To the teachers, this means embracing newer ways of teaching where theories are able to meet practices without any limitations. Hobbs & Porsch (2021) proposition on experience as the best teacher stresses the need to make education relevant to the prevailing conditions, which is perfectly demonstrated in this case.

Indeed, one of the benefits is the possibility of contextualizing. In fact, a public market becomes more of a dynamic laboratory where mathematical principles, economic theories, and social research all blend. Such activity may be used by educators to show examples for supply and demand, budgeting, and even ways of analyzing data. This teaches better while making the learning experience interesting and relevant. In addition, business contexts offer real-world scenarios of communication, negotiation, and cultural interaction that can be utilised in the training process for more effective application in critical thinking and social skills. Observations from Kong (2021) are reportedly similar to the idea that learning by doing promotes stronger comprehension and retention.

One other beneficial aspect would be the development of liaison connections between schools and the community. Markets usually become a pivot point for local

outreach activities where teachers can interact meaningfully with market vendors, customers, and family members. Such interaction gives way to a sense of community and support for one another and therefore generates a culture of cooperation over learning. Teachers can collaborate with market stakeholders for educational outings, mentorship programs, or community-based projects that benefit both students and the local economy. School-community partnerships have been shown by Epstein (2018) to be beneficial to both students' success and community well-being.

School teaching near public markets offers a wide scope to enrich education and help forge closer links with the community. With real experiences, contextualized learning, and further cooperation, these schools create a unique climate where learning develops. The dynamic interplay between courses taken in the classroom and transactions made on the market-site delivers more knowledge, increasing the preparedness of students to face real-life challenges. It is motivating and fulfilling as an environment for educators, showing that the geographical context can strongly influence the journey of learning.

References:

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