



LEARNING RESOURCES: TEACHERS' RESOURCING PRACTICES, PERCEPTION, AND LEARNERS' PERFORMANCE

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Learning Resources: Teachers' Resourcing Practices, Perception, and Learners' Performance

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Abstract

This study sought to look into the connection between teachers' teaching and learning materials resourcing practices and perceptions and pupils' academic performance in Tetuan Central School SPED Center, during the school year 2021– 2022. It adopted the descriptive-quantitative method of research involving 72 teacher-respondents. Weighted mean, standard deviation, and Pearson product-moment correlation coefficient were employed in analyzing data. The findings showed that teachers occasionally used DepEd portals and other websites to source teaching and learning materials. They have favorable opinions of the instructional materials available on DepEd portals and other websites. The pupils' academic performance in the core subjects was satisfactory. However, there was no significant correlation between teachers' practices in resourcing teaching and learning materials and pupils' academic performance in core subjects such as English, Mathematics, and Science. This study concluded that teachers occasionally practiced in resourcing teaching-learning materials from DepEd portals and other websites; teachers' perceptions of the teaching-learning materials from DepEd portals and other websites are very satisfactory; and the academic performance of the pupils in the core subjects, such as Math, Science, and English is satisfactory. However, the teachers' practices of teaching-learning materials are not correlated with pupils' performance in the mentioned core subjects. In accordance with these findings and conclusions, this study suggests conducting seminar-training workshops to provide the necessary knowledge, awareness, and skills on using the DepEd LR portal, as this will strengthen their skills in lesson planning, learning instruction, and classroom management, which may serve as a significant factor to motivate their students to exert more effort to achieve higher achievement levels in the core subjects.

Keywords: *Learning Resources; Perception; Performance; Teachers' Resourcing Practices*

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Introduction

Teachers are the pivotal characters in the delivery of learning. To deliver such basic and accessible education, they are tasked to find means to teach their learners better, and one way to do it is through using learning resources as tools to assist them in doing particular aspects of their jobs more effectively. They serve as an aid to make the teaching of the teachers engaging and motivating, making learning meaningful for the students. DepEd Order No 76 s. 2011 According to the definition, any print- or non-print-based texts, as well as non-text-based texts (devices, instruments, equipment, manipulative toys), that are in line with the K–12 curriculum are referred to as learning resources (LR) and utilized as the primary basis for instruction or as a supplement.

With the aid of the teacher's pedagogical strategies, the job of resourcing teaching and learning resources provides students with priceless experiences that are relevant and engaging. When used effectively, they help students build metacognitive skills and hone a range of learning strategies, as well as values, attitudes, and other generic skills that can greatly increase the foundation for lifelong learning.

In response to the evolving curriculum and increasing enrollment across urban, regional, and rural schools, DepEd has undertaken several initiatives to enhance accessibility to educational resources and services nationwide. The Learning Resources Management and Development System (LRMDS) is among these initiatives. LRMDS serves as a platform providing readily available teaching and learning materials (TLMs) and resources for professional development, as outlined in DM 82, s. 2017. It encompasses comprehensive guidelines, standards, and specifications for assessing, evaluating, adapting, developing, and producing high-quality contextualized, localized, and indigenized materials. It is an online repository or library for downloadable TLMs through the LR Portal and framed in a pertinent and appropriate way to the curriculum.

To meet the specified educational needs, the LR Portal gives users access to digital copies of a few contextualized and localized TLMs. Even uploading learning resource items via LRMDS is permitted (DO 35, s. 2010). It gives teachers, its intended users, an abundance of promising possibilities, without a doubt. Its efficiency, however, cannot be compared to its accessibility. The majority of teachers complain about having to access the site on time. Even a 100% success rate for access could not be guaranteed for each attempt. Many people who might have missed the usefulness of the portal and the various tools instructors use in its absence still wonder how well it has been operating. The one-size-fits-all could not fully respond to the call of times that require educators to address TLMs gaps.

Susara (2016) highlighted several concerns in her study regarding the potential and challenges associated with LRMDS. These include the absence of a standardized format for guidelines in learning resource production, time constraints in accessing the portal, insufficient instructional and training materials, inadequate monitoring, system glitches such as difficulty accessing downloadable files, and challenges faced by schools in areas without internet access. When everything else fails, educators use all available resources to gain access to the necessary materials from other worthwhile websites or sources that are within their control.

It was noted that the Zamboanga City Division regularly encourages teachers to maximize the use of their LR portal accounts by updating them. It does not, however, limit the teachers' original methods of obtaining teaching and learning materials, which may have had some beneficial consequences on the learners' academic achievement. Thus, this study is conducted to ascertain how teachers use teaching-learning resources, their perceptions of doing so, and whether it significantly affects students' academic achievement. The outcomes of this study will play a fundamental role in shaping the policies and programs governing the DepEd LR portal.

Literature Review

The Department of Education (DepEd) has launched a comprehensive initiative to improve the efficacy and efficiency of basic education by implementing the K–12 Basic Education Programme (K–12) as part of its commitment to accomplishing the MDG/EFA targets. The Basic Education Sector Reform Agenda (BESRA), a component of the Philippines Development Plan 2011-2016, describes this strategy. In response to this demand, DepEd has put in place several programs to meet the demands of the new curriculum and the rising number of students enrolled in urban, regional, and rural schools, to provide educational resources and services closer to children across the country.

One project is the Learning Resources Management and Development System (LRMDS), created with support from the Australian Government (AusAID) as part of the STRIVE program. AusAID continued to support the DepEd in implementing the systems nationwide by offering technical support to improve the LRMDS system and increase capacity in preparation for a nationwide rollout (DepEd Order No. 76, s. 2011). Through the LRMDS, the DepEd has worked to maximize the potential of ICT to raise the standard, relevance, accessibility, and reach of education for all. DepEd is developing new digital, interactive, and print-based resources that are in keeping with the new curriculum and digitizing all of its present K–12 teaching and learning materials as part of this system. These resources will be available to all DepEd regions, divisions, schools, and learning centers through the LRMDS repository.

Concept of Teaching and Learning Resources. For TLR to be deemed adequate, the size and quality of its physical infrastructure, human resources, and material resources must be sufficient or acceptable. As the primary source of teaching content, textbooks are among the most economical resources that have an impact on students' growth, according to DFID (2007). Elementary school students must have the chance to delve into at least one novel every week. A minimum of one textbook for every three pupils is sufficient within this setting. The sufficiency of the TLR establishes an educational system's efficacy, agreeing to Padmanabhan (2001). For efficient teaching and learning, textbooks and other reference materials are essential; their absence or insufficiency leads teachers to treat subjects abstractly, depicting them as tedious and uninteresting. To effectively support educational endeavors, it is essential to have a solid staffing strategy with enough teaching resources and physical infrastructure. Coombs (1970) emphasizes that the absence of textbooks, libraries, and proper physical facilities can hinder the educational system from fulfilling contemporary expectations to its fullest extent.

According to research findings, the majority of the schools surveyed did not have the desired 1:1 textbook-to-student ratio; most teachers lacked teacher manuals; teachers paid for additional instructional resources with their own money; some schools lost their textbook collection due to disasters and, regrettably, did not receive replacements; and there aren't many additional resources offered by the institutions. Baseline research for Stage II of STRIVE also found that resources were distributed quite differently at all levels and throughout most subject areas (English, Mathematics, Science, ALS, and TLE). All of the divisions studied showed a severe paucity of resources. Once more, there was no occurrence of a 1:1 ratio between students and textbooks within the study sites. The analysis also found issues with how textbooks and supplemental materials are currently purchased. The process must be restarted when the bidder selection procedure cannot discover qualified bidders. Other than those that the Division or schools may individually get utilizing local funds or donations, no resources are accessible during this time (Baseline Research STRIVE II 2008). The Department of Education urges all educators to create educational materials for the

teaching-learning process, as it is believed that better academic performance results from learners' involvement with the learning materials. Creating learning tools also addresses the DepEd central office's textbook scarcity.

According to research by Ghanney (2008), it is exposed that teachers' ineffective use of instructional materials causes students to sit passively in class, participate poorly, show little interest in the subject, miss class, and ultimately perform poorly on the subject. Therefore, to address all of the issues voiced, it attempts to strike a balance between how teachers gather teaching and learning resources from the LR Portal and other sources. After all, this study aims to pinpoint the finest resource management techniques teachers use to boost student achievement. Additionally, the objective assessment of the portal's usability will serve as the foundation for any future improvements that can be made to the portal and the system.

A few educators in the Zamboanga City division create their learning materials to improve instruction and raise students' academic achievement. Aside from this, teachers were also encouraged to develop Self-learning materials in response to the call for a thoracic plan for continuing education in the face of the COVID-19 pandemic. Learning resources must be developed and quality checked throughout time to be effective.

Several studies have examined how instructional materials affect learning. Momoh (2010) investigated how the teaching materials impacted students' accomplishment on the West African School Certificate Examinations (WASCE). The teaching resources used influence how well students succeed in the WASCE. He concluded that because material resources discourage memorizing and encourage abstract thought, they greatly impact students' academic performance. Insufficient Teaching and Learning Resources (TLR) pose a significant threat to education, leading to adverse outcomes such as underwhelming academic performance, elevated dropout rates, behavioral issues, diminished teacher motivation, and unmet learning objectives.

Impact of Teaching and Learning Materials Availability on Learners' Performance. Materials such as maps, diagrams, and textbooks are examples of material resources. They also consist of electrical and audiovisual instructional tools, such as radios, televisions, tape recorders, and videotape recorders. Paper goods and writing instruments including pencils, pens, erasers, workbooks, crayons, chalk, sketchbooks, rulers, slates, and so forth make up the other group of material resources (Atkinson 2000). Academic attainment and instructional resources have a very strong, positive, and substantial association, according to a study by Adeogun (2001). Additionally, he disclosed that educational institutions with greater resources performed better than those with less.

This aligns with Babayomi's (1999) study, which revealed that private schools outperform public schools because of their access to sufficient and appropriate teaching and learning resources.

Similarly, Mwiria (1985) emphasizes the crucial role of both the caliber and availability of educational materials in determining students' effectiveness. The author suggests that schools equipped with sufficient resources, such as textbooks, are more likely to witness improved exam performance among students. Hence, inadequate teaching and learning resources may cause to performance-related issues.

Research Questions

This study investigated the relationship between teachers' teaching and learning materials resourcing practices and perceptions and pupils' academic performance in Tetuan Central School SPED Center, during the School Year 2021 – 2022.

Specifically, this study tried to answer the following questions:

1. What are the practices of teachers on resourcing teaching and learning materials?
2. What are the perceptions of the teachers toward the DepEd LR portal non-DepEd Websites and other sources?
3. What is the academic performance of the pupils in the core subjects?
4. Is there a significant relationship between the practices of teachers on Resourcing Teaching and Learning Materials and pupils' academic performance?

Scope and Limitation

The study concentrated on the effects of practices and perceptions of teachers in resourcing teaching and learning materials on the pupils' academic performance in Tetuan Central School SPED Center S.Y. 2021 – 2022. The respondents were the teachers in the school mentioned above. Moreover, academic performance was limited to the core subjects: English, Science, and Mathematics.

Method

Research Design

A quantitative-descriptive design was used in this study to characterize the actions and attitudes of instructors about the procurement of instructional resources. Document analysis was also used to assess students' academic achievement in the three designated core courses. According to McCombes (2022), descriptive research is a precise and methodical effort to explain a population, situation, or occurrence. It cannot explain why, but it can respond to inquiries about what, where, when, and how. A descriptive research plan might look at one or more variables using a variety of research techniques.

However, because the goal of the design was to find a connection between students' performance and teachers' methods for allocating resources for teaching and learning, it is a correlational design. According to Creswell (2000), researchers utilize correlational research designs to characterize and quantify the strength of the association between two or more score sets or factors.

Research Participants

The respondents of this study were the elementary school teachers at Tetuan Central School SPED Center who had teaching loads in at least one of the three core subjects: Math, Science, and English.

Given the short time she had to complete the research, the researcher used the quota sampling technique to make collecting data from a broad population easier. It is the greatest choice since, after sampling, the process is simple to complete, and the information is straightforward to interpret. This can enhance the representation of any group included in the study's population and prevent overrepresentation of those groups. As per Saunders, Lewis, and Thornhill (2012), the quota sampling approach is a non-probability sample used to acquire representative data from a group. It may be described as a sampling strategy. The sample group will undoubtedly represent the characteristics of the researcher's selected population if quota sampling is used.

Research Instrument

The research instrument was adopted with some modifications from Otero (2020). It comprised three parts. Part 1 comprised the respondents' profile, including the name (optional), gender, position, academic rank, length of service, and Grade Level (s) Taught. Part 2 gathered the general average grades of the pupils in the core subjects.

Part 3 of the study collected data on respondents' practices regarding the frequency of performing identified activities related to resourcing teaching and learning materials. A Likert scale with five pre-coded responses ranging from "Very Frequently" to "Never" was employed, demonstrating strong internal consistency with a Cronbach's alpha of 0.926. Part 4 and Part 5 gathered the respondents' reactions on the level of agreement with DepEd-initiated Portals and development resources that the participants employ to obtain educational resources. With a Cronbach's alpha of 0.814, a Likert scale with five pre-coded responses—such as Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree—was used.

Data Gathering Procedure

A letter of permission to conduct the study on the identified school in the Tetuan district was submitted to the office of the Schools Division Superintendent. After receiving approval, the letter was delivered to the school head office to arrange for the distribution and collection of the research questionnaires. Furthermore, data gathering to target participants considered the ethical standards by securing their voluntary consent to respond to the survey questionnaire and be part of the study. Upon their approval, data gathering was conducted. Data pertinent to the study was collected by distributing printed questionnaires. The researcher collected the data after the respondents completed the questionnaire, tabulated, computed, and examined it.

Data Analysis

In the data analysis, the following statistical tools were employed: **Simple Mean** was used to determine the practices and perceptions of the teachers in resourcing teaching and learning materials. **Pearson Product Moment Correlation Coefficient** was employed to assess the connection between students' academic performance and instructors' strategies for resourcing teaching and learning materials.

Results and Discussion

Practices of teachers on resourcing teaching and learning materials.

Table 1: Teachers' Practices in Resourcing Teaching and Learning Materials

Statement	Weighted Mean	Description
1 access and update the DepEd LR account profile	3.59	Moderately Practiced
2 access DepEd LR Portal	3.50	Moderately Practiced
3 download materials from DepEd LR Portal	3.28	Practiced
4 publish learning material in DepEd LR Portal	2.86	Practiced
5 propose learning materials to get published in DepEd LR Portal	2.90	Practiced
6 access DepEd Official websites	3.59	Moderately Practiced
7 download materials from DepEd official websites	3.27	Practiced
8 publish learning material on DepEd official websites	2.53	Less Practiced
9 propose learning materials to get published on DepEd official websites	2.86	Practiced
10 access non-DepEd Official websites	3.29	Practiced
11 download materials from non-DepEd official websites	3.32	Practiced

12	publish learning material on non-DepEd official websites	2.49	Less Practiced
13	proposing learning materials to get published on non-DepEd official websites	2.71	Practiced
14	access Division Learning Resource Center	2.99	Practiced
15	download materials from the Learning Resource Center	3.00	Practiced
16	publish learning material in the Learning Resource Center	2.61	Practiced
17	propose learning materials to get published in the Learning Resource Center	2.69	Practiced
18	access non-Division or non-DepEd Learning Resource Center	3.04	Practiced
19	download in non-Division or non-DepEd Learning Resource Center	2.96	Practiced
20	publish learning material in non-Division or non-materials DepEd Learning Resource Center	2.55	Less Practiced
21	propose learning materials to get published in any non-Division or non-DepEd Learning Resource Center	2.57	Less Practiced
22	access stakeholders (other than DepEd-provided materials)	2.78	Practiced
23	prepare and use self-made teaching materials	3.59	Practiced
Grand Mean		2.99	Practiced

Legend: 4.20 – 5.00 = Highly practiced

2.60 – 3.39 = Practiced

1.00 – 1.79 = Not Practiced

3.40 – 4.19 = Moderately Practiced

1.80 – 2.59 = Less Practiced

Table 1 shows that teachers registered an average weighted mean of 2.99 with a description of “practiced” on their practices in resourcing teaching-learning materials from DepEd portals and other websites. This suggests teachers' inconsistent utilization of DepEd LR portals to support their teaching-learning endeavors. Among the specified practices, it was observed that the teachers employed 16 out of 23 practices, encompassing activities such as publishing, proposing, and downloading materials from DepEd LR portals, as well as accessing the division learning resource center and engaging with stakeholders. In other words, teachers were able to acquire learning materials as prescribed by the DepEd LR portal due to its two factors: accessibility which allows teachers to enter and access DepEd LR portals to acquire the necessary learning references to support their lesson planning and to reinforce their actual teaching practices, and availability of the necessary learning resources that the DepEd LR portal offered to the teachers to reinforce them to accomplish their necessary working tasks. An implication also that can be derived from the results is that teachers do not access the DepEd LR portal due to certain concerns such as internet accessibility, which determines whether a teacher is able to connect to the DepEd LR portal system or not. Internet accessibility plays a significant role in connecting people as mentioned by Singh (2018). Further, the internet serves as a medium to connect two or more parties and to have access to the desired websites.

In the same light, there were some practices observed by the educators in sourcing teaching-learning materials from DepEd portals and other websites, such as “access and update the DepEd LR account profile”, “access DepEd LR Portal”, “download materials from DepEd LR Portal”, “prepare and using self-made teaching materials”, and “access DepEd Official websites.”

On the other hand, they rarely practiced sourcing teaching-learning materials from DepEd portals and other websites like, “publish learning material on DepEd official websites”, “publish learning material on non-DepEd official websites”, “publish learning material in non-Division or non-materials DepEd Learning Resource Center” and “propose to publish educational resources in any Learning Resource Center that is neither a Division nor a Department of Education.”

Despite this, many teaching-learning materials from DepEd portals and other websites were occasionally sourced. Some of these practices were “preparing and using self-made teaching materials”, “accessing and updating the DepEd LR account profile”, “accessing DepEd Official websites”, and “downloading materials from DepEd LR Portal.”

Perceptions of the teachers on the DepEd LR portal and non-DepEd Websites and Other Sources.

Table 2.1: Teachers’ Perceptions on the DepEd LR Portal

Statements	Weighted Mean	Description
1. is beneficial in currently handled subjects	3.47	Excellent
2. has a user-friendly interface feature that is convenient to use for first-time users	3.29	Excellent
3. has easy access portal that requires non-sophisticated hardware and a high-speed internet connection	3.15	Very satisfactory
4. provides illustrations and other materials useful for developing a localized material	3.18	Very satisfactory
5. delivers immediate feedback to requests and complaints from the users	3.07	Very satisfactory
Grand Mean	3.23	Very satisfactory

Legend :

3.25 – 4.00 = *Excellent* 2.50 – 3.24 = *Very Satisfactory*
 1.75 – 2.49 = *Satisfactory* 1.00 – 1.74 = *Unsatisfactory*

Table 2.1 shows the perceptions of the respondents concerning the DepEd LR portal. On the DepEd LR webpage, teachers' average weighted mean of 3.23, deemed "very satisfactory," is visible. This means that teachers perceived the DepEd portal as beneficial to support their classroom instruction, lesson planning, and execution of lesson planning towards the actual delivery of instruction. This is confirmed in the three statements, such as “has easy access portal that requires non-sophisticated hardware and a high-speed internet connection”, “provides illustrations and other materials useful for developing a localized material”, and “delivers immediate feedback to requests and complaints from the users.”. However, teachers perceived the two statements as excellent in classroom instruction, such as “is beneficial in currently handled subjects” and “delivers immediate feedback to requests and complaints from the users.”

Analysis suggests that teachers considered the teaching-learning materials from the DepEd portal recommendable for the teachers to facilitate learning and accomplish the necessary tasks relevant to the teaching-learning process. This can be ascribed to the availability of learning resources offered by the DepEd LR portals to the teachers’ teaching objectives, and its accessibility that allows teachers to get the necessary learning resources to support their lesson planning and translating into the actual delivery of instruction. However, to make these materials more appealing and useful to teachers of the core disciplines, improvements must be made. According to Malaluan (2019), DepEd’s instructional materials are proven effective in helping teachers facilitate learning.

Table 2.2: Teachers' Perceptions in the Non-DepEd Websites and other Sources

Statements	Weighted Mean	Description
1. Useful to currently handled subjects.	3.46	Excellent
2. Provide materials that are useful for developing localized materials.	3.34	Excellent
3. Libraries from universities provide materials that are useful for developing localized materials.	3.24	Very satisfactory
4. Public libraries do provide materials that are useful for developing localized materials.	3.31	Very satisfactory
5. Stakeholders-provided materials are useful for developing localized materials.	3.19	Very satisfactory
Grand Mean	3.31	Very satisfactory

Legend:

3.25 – 4.00 = *Excellent* 2.50 – 3.24 = *Very Satisfactory*
 1.75 – 2.49 = *Satisfactory* 1.00 – 1.74 = *Unsatisfactory*

Table 2.2 shows the perceptions of the respondents with regard to the non-DepEd websites and other sources they use and access. As demonstrated in the table, the average weighted mean of teachers' perceptions on the non-DepEd Websites and other Sources is 3.31, described as "very satisfactory". This suggests that teachers perceived non-DepEd learning resources as recommendable also, especially in aiding them to prepare for classroom instruction. This description of very satisfactory is affirmed in three statements such as "Materials that help create localized materials are available in university libraries, public libraries also offer such materials, and so forth." and "Stakeholders provided materials are useful for developing localized materials." which implies that teachers have plenty of resources that they can acquire to support their teaching and learning instructions, reinforce their lesson objectives, and execute teaching.

Having different resources is suggested to be as effective in the delivery of instruction as proven by Singh (2022). He mentioned that having different resources provides teachers with an idea of what lesson to teach appropriately to the pupils, taking into consideration their level, age, and other profiles. In addition, it could also be beneficial for teachers to be updated about the lesson and instruction in an actual classroom scenario. Lastly, it promotes the legitimacy of lessons that the teachers taught to the pupils so that there will be a quality of teaching that the teachers served the pupils, and for the pupils to be updated regarding the lessons that they acquire brought by their learnings acquired.

On the other hand, two of the statements on the non-DepEd Websites and other Sources tallied an average mean of 3.31 and were described as excellent. These are, "Useful to currently handled subjects" and "Deliver resources for creating locally relevant materials. Analysis suggests that teachers used the teaching-learning materials from other websites occasionally because they found them relevant and useful in supplementing the teaching-learning process in the core subjects. In addition, this recommends that teachers must be selective enough in the non-DepEd websites that they are trying to access or browse-in as proved by the Michigan Department of Attorney General (2023) that there was some information from other websites is not yet updated, less likely relevant and not yet validated by the experts. In addition, there were some

other websites are prone to or associated with malicious software (malware such as computer worms, trojan horses, adware, and spyware) consisting of less secured viruses and other cyberattacks that risked teachers having access to it.

Academic performance of the pupils in the core subjects.

Table 3: Pupils' Academic Performance in the Core Subjects

Core Subjects	Mean	Sd	Description
Math	80.45	6.49	Satisfactory
Science	81.93	3.71	Satisfactory
English	84.30	3.20	Satisfactory

Legend:

0 – 100 = Outstanding

85 – 89 = Very Satisfactory

80 – 84 = Satisfactory

75 – 79 = Fairly Satisfactory

Below 75 = did not meet the expectation

Table 3 shows the academic performance of the students in the core subjects. Pupils registered the highest mean (84.30) described satisfactorily in English. On the other hand, the lowest mean (80.45) was recorded in Math while 81.93 in science which tallied a satisfactory description. This shows that pupils have achieved the competency level prescribed by the Department of Education of 75. Furthermore, the results indicate that pupils have learned some concepts in the core subjects. Among the three core subjects, it is apparent that pupils have more learning in English since they recorded the highest mean in this subject. However, pupils have satisfactorily understood concepts in Science and Math as shown in their respective means. The satisfactory performance of pupils in the core subjects, such as Math, Science, and English is parallel with the previous studies. This may be attributed to teachers' teaching services reinforced with the necessary learning resources that they rendered towards the pupils' academic needs. This is proven by Mohanty (2017) which revealed that having plenty of learning resources increases pupils' motivation, collaboration, and achievement in attaining the learning competencies prescribed on a respective subject. The results imply that pupils must exert more effort in these core subjects to achieve a higher level of learning. Teachers and parents should closely collaborate so that they can give appropriate assistance for the enhancement of the pupils' academic achievement.

Testing the relationship between the practices of teachers on Resourcing Teaching and Learning Materials and pupils' academic performance.

Table 4: Significant Relationship between the Teachers' Practices on Resourcing Teaching and Learning Materials and Pupils' Academic Performance

X	Y	R-value	p-value	Decision	Interpretation
Teachers on Resourcing Teaching and Learning Materials	Pupils Academic Performance	0.092	.413	Not Significant	No Relation

**Significant at alpha =0.05*

The association between the academic achievement of the learners and the teachers' techniques for sourcing teaching and learning materials is revealed in Table

4. The table shows **no significant relationship** between the teachers' practices in resourcing teaching and learning materials and pupils' academic performance. The alpha threshold of 0.05 is not met by the p-value of 0.413. It manifests that the teachers' practice in resourcing teaching and learning materials does not support pupils' satisfactory remarks on their academic performance. Although teaching and learning materials have become a trend and are available online, it does not prove to reinforce the pupils' academic sustainability since pupils on their level and age were less likely to be trainable enough to utilize online media platforms as a reinforcement for their learning progress. Since most of the time, pupils only rely upon their teachers' teaching service and instruction inside the classroom. This finding conflicts with a prior study by Momoh (2020), which found that access to material resources significantly influenced students' achievement by promoting the acquisition of abstract concepts and ideas while discouraging memorization. In conclusion, teachers' resourcing and learning materials practices were not significantly associated to the pupils' academic performance.

Conclusion and Recommendations

In the Tetuan Central School SPED Center, this study aimed to determine the association between students' academic progress and teachers' behaviors and views regarding the availability of instructional materials. It came to the following conclusions: Teachers occasionally used DepEd sites and other Internet resources to find teaching-learning materials. Teachers hold DepEd portals and other websites' teaching-learning resources in high regard. The learners succeeded academically in the core subjects of English, Math, and Science. There was no significant connection between students' academic success and teachers' use of DepEd portals and other websites for teaching and learning tools.

Based on the conclusions, this study made the following recommendations:

For the Schools' Division Office LR Manager. There should be more availability, accessibility, and security for the DepEd Learning Resources. To determine areas for improvement, the office may examine instructors' opinions regarding their satisfaction with DepEd's learning resources. By increasing the availability of self-directed learning modules (SLM), instructional movies and video games, e-books, and e-libraries, one can maximize and enhance the quantity of teaching and educational resources appropriate for teachers' and students' academic needs. If possible, hold training workshops for teachers utilizing the DepEd LR website. Additionally, the cybersecurity of the DepEd Learning Resources may be checked and maintained every month.

Investigating the DepEd LR portal's cybersecurity could be required to pinpoint the different kinds of malware and other cyber threats that need to be removed to make it more secure. The DepEd LR portal might do a SWOT analysis to determine the key strengths that need to be preserved, weaknesses that need to be addressed, opportunities that could be taken to increase the efficacy of the portal and threats that need to be observed as a basis for improvement.

For the School Head. The Schools' Division Office (SDO) LR Manager may be consulted when organizing teacher training for the DepEd LR portal. Provide e-library services so instructors and students can use them and learn how to use the DepEd LR website. Possibly compile teacher feedback on their satisfaction with using the DepEd LR interface, which could serve as a starting point for improvement.

For the Teachers. Teachers may use the DepEd Learning Resources as their reference for lesson planning, instruction, and other teaching services. Teachers may encourage students to use the DepEd LR website as a resource for their coursework and learning. Additionally, they could recommend the DepEd LR portal to parents and other

legal guardians as a partner in their children's academic development. Finding teaching-learning resources on DepEd portals and other websites might be made easier for teachers. Perhaps implementing the most recent developments in educational practices could improve students' academic performance, particularly in their core areas. Kids may be fussy about the websites they visit regarding accessibility, the availability of learning resources, and cybersecurity.

For the Future Researchers. Use this study as a starting point for future research on assessing the DepEd LR portal's quality, teachers' satisfaction with our use of the DepEd portal, the DepEd LR portal's efficacy in supporting teachers' resourcing practices, and other topics.

Dissemination and Advocacy Plan

I. Rationale

Determining the practices and perceptions of teachers in resourcing teaching and learning materials among elementary teachers of the Zamboanga City Division and their effects on the pupils' academic performance can greatly address teachers' concerns in improving the delivery of quality instruction to all the learners through the help of different media such as the learning resource materials - textbooks, modules, strategic intervention materials (SIM) and other material learning resource. On the other hand, this will also give feedback to DepEd officials and policymakers in improving the LRMDs system toward providing accessible teaching and learning materials (TLMs) and resources for professional development.

II. Objectives

Based on the findings and conclusions of the study, this study recommends promoting the DepEd LR portal by conducting a training workshop to provide the necessary knowledge, awareness, and skills on the utilization of the DepEd LR portal as a medium for their lesson planning, learning instruction, classroom management, and pupils' academic involvement.

III. Strategy

At the end of this study, an action plan will be crafted where the seminar-training workshop on the utilization of the DepEd LR portal will be implemented and conducted, emphasizing how the portal will be properly used and how to support the teachers' resourcing practices in lesson planning, learning instruction, and classroom management. An action plan will be made consisting of the necessary resources such as materials, financial and manpower support will be allocated, and the systematic procedure on how the workshop will be implemented to ensure that the conduct of seminar-training workshop for the teachers will be effectively implemented.

Financial Report

A. Supplies and Materials					
ITEMS	QTY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
1	5	Reams	Short size S20 Bond Paper	₱ 210.00	₱ 1,050.00
2	1	Set	Epson Printer Ink	₱ 1,000.00	₱ 1,000.00
3	3	Pcs	Binding Expenses	₱ 230.00	₱ 690.00
4	30	Pcs.	Folders	₱ 5.00	₱ 1,500.00
5			Fare		₱ 3,000.00
6			Miscellaneous		₱ 3,000.00
Grand Total					₱ 10,240.00

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Appendix A

Learning Resources: Teachers' Resourcing Practices, Perception, and Learners' Performance

SURVEY QUESTIONNAIRE

PART I. PROFILE

Name: _____

Gender

- ☐ Male
☐ Female

Academic Rank

- ☐ T1 ☐ MT1
☐ T2 ☐ MT2
☐ T3 ☐ MT3
 ☐ MT4

Length of Service

- ☐ 5 years and below
☐ 6 to 14 years
☐ 15 to 24 years
☐ 25 to 34 years
☐ 45 years and above

Grade Level handled

- ☐ G1 ☐ G4
☐ G2 ☐ G5
☐ G3 ☐ G6

Part II. MPS (Final Rating) in the Core subjects handled S.Y 2021 – 2022

Math _____

Science _____

English _____

Directions: The items for PART III – Part V below pertain to the Teachers' Practices in Resourcing Teaching and Learning Materials (Part III) and their Perceptions toward DepEd LR portals (Part IV) and Non-DepEd websites and other sources (Part V). Please read each item carefully, for your response please put a check mark (/) on the appropriate column of the item, and be guided by the following descriptions:

For Part III

- 5 – Very Frequently
4 - Frequently
3 - Occasionally
2 - Rarely
1 - Never

For Part IV and Part V

- 4- Strongly Agree
3- Agree
2- Disagree
1- Strongly Disagree

PART III. Teachers' Practices in Resourcing Teaching and Learning Materials

Statement		Scale				
I...		5	4	3	2	1
1	access and update the DepEd LR account profile					
2	access DepEd LR Portal					
3	download materials from DepEd LR Portal					
4	publish learning material in DepEd LR Portal					
5	propose learning materials to get published in DepEd LR Portal					
6	access DepEd Official websites					
7	download materials from DepEd official websites					

8	publish learning material on DepEd official websites					
9	propose learning materials to get published on DepEd official websites					
10	access non-DepEd Official websites					
11	download materials from non-DepEd official websites					
12	publish learning material on non-DepEd official websites					
13	proposing learning materials to get published on non-DepEd official websites					
14	access Division Learning Resource Center					
15	download materials from the Learning Resource Center					
16	publish learning material in the Learning Resource Center					
17	propose learning materials to get published in the Learning Resource Center					
18	access non-Division or non-DepEd Learning Resource Center					
19	download materials in non-Division or non-DepEd Learning Resource Center					
20	publish learning material in non-Division or non-DepEd Learning Resource Center					
21	propose learning materials to get published in any non-Division or non-DepEd Learning Resource Center					
22	access stakeholders (other than DepEd-provided materials)					
23	prepare and use research materials					

PART IV. Teachers' Perception towards DepEd LR Portal

Statement	Scale			
<i>DepEd LR portal...</i>	4	3	2	1
1. is beneficial in currently handled subjects				
2. has a user-friendly interface feature that is convenient to use for first-time users				
3. has easy access portal that requires non-sophisticated hardware and a high-speed internet connection				
4. provides illustrations and other materials useful for developing a localized material				
5. delivers immediate feedback to requests and complaints from the users				

PART V. Teachers' Perception towards Non-DepEd Websites and Other Sources

Statement	Scale			
<i>Non-DepEd websites and other sources are...</i>	4	3	2	1
1. useful to currently handled subjects.				
2. provide materials that are useful for developing localized materials.				
3. Libraries from universities provide materials that are useful for developing localized materials.				
4. public libraries do provide materials that are useful for developing localized materials.				
5. Stakeholders provided materials are useful for developing localized materials.				

Appendix B



Informed Consent Form
 Republic of the Philippines
 Department of Education
 Region IX, Zamboanga Peninsula
 Division of Zamboanga City
 Tetuan District



TETUAN CENTRAL SCHOOL SPED CENTER
 Dr. Estrada St. Zamboanga City

Title of the Study: **LEARNING RESOURCES: TEACHERS' RESOURCING PRACTICES, PERCEPTION, AND LEARNER'S PERFORMANCE**

Researcher: **MARIA RIZA P. GRIÑO**

Dear Teacher – Respondents:

I, MARIA RIZA P. GRIÑO, currently involved in my basic research of the Department of Education-Zamboanga City Division would like to ask for your voluntary participation in my study titled: "Learning Resources: Teachers' Resourcing Practices, Perception, and Learners' Performance".

This study aimed to determine the relationship between teachers' practices and perceptions in resourcing teaching and learning materials and pupils' academic performance in Tetuan Central School SPED Center, during the school year 2021 – 2022.

This study employed a quantitative–descriptive design that aimed to describe teachers' practices and perceptions in resourcing teaching and learning materials. The research instrument was adopted with some modifications from Otero (2020). It comprised three parts; Part 1 comprised the profile of the respondents which includes the name(optional), gender, position, academic rank, length of service, and Grade Level (s) Taught. Part 2 gathered the general average grades of the pupils in the core subjects. Part 3 gathered the respondents' practices on how frequently the identified activities were done in resourcing teaching and learning materials.

Furthermore, the researcher ensures that the participants can assess the results of the study and have the right to access the data upon request. For inquiries and concerns, please get in touch with the researcher through this contact number 09176283555 or you may look for her at Tetuan Central School SPED Center (TCSSC).

Your positive response to this endeavor will be of great help in the success of my research.

Sincerely,
MARIA RIZA P. GRIÑO
 Researcher