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## Utilization of Learning Resources, Teachers' Performance and Academic Performance of Pupils in Araling Panlipunan

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**Abstract** — As the COVID-19 pandemic spreads across the globe, school leaders and educational policymakers are combating with unprecedented decision-making about closings and equitable learning continuity. This historic event demonstrates the need to orient our school systems to meet students' individual needs. Planning of students' success in this time of pandemic starts by recognizing the students' vulnerability to this disease. By tending to their needs, education leaders and stakeholders ensure that all students continue their education journeys and the disruptions caused by this pandemic do not exacerbate inequities. Curriculum planners and school leaders in public and private institutions have put in place alternative methods to students and teachers to continue with their lessons when attending school is not possible and are working on strategies that will make schools fit for working in a safe environment. Moreover, the education field is producing a growing body of useful learning resources to support student learning at home. Through this, students will continue the quest for learning. Thus, this study is formulated in order to evaluate the extent of utilization of learning resources used by teachers in Araling Panlipunan and how this correlates with the teachers' and pupils' performance. It was revealed in this study that there is a significant relationship between the extent of utilization of learning resources and teachers' performance. Likewise, this study revealed that there is also a significant relationship between the performance of teachers and academic performance of pupils in Araling Panlipunan. The proposed improvement plan is recommended to improve the utilization of learning resources in teaching Araling Panlipunan to attain positive learning outcomes to improve teachers' performance

**Keywords** — *Utilization of Learning Resources, Teachers' Performance, Academic Performance of Pupils*

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### I. Introduction

Recent trends in education in the Philippines pose new challenges in the academe for the improvement of literacy rate among Filipinos in response to one of the challenges of the United Nations Educational, Scientific and Cultural Organization (UNESCO) on Millennium Development Goal (MDG) which is to achieve universal primary education. Equalizing

opportunities in education is “one of the most important conditions for overcoming social injustice and reducing social disparities in any country and is also a condition for strengthening economic growth” (UNESCO, 2008a).

Quality education means quality teachers, their competencies and qualifications on how to develop the learners' quality of life so that they can properly serve society according to their roles and responsibilities as good citizens (Andoy, et al., 2016). According to the Department of Education, teacher's competencies are a big factor in students' academic achievement. Included under teacher competencies are teaching effectiveness, professional recognition and awards, membership and participation in professional organizations, scholarly abilities and creative productiveness, and university and community service (Manual of Regulation for Private Schools, 2010).

Given the current demands of various schools regarding the teacher's competency, the researcher chose to look into this topic to expand his knowledge on the situations and the possible remedies to some existing problems. As the world is facing this present pandemic where education has been challenged by times, learning in the four corners of the classroom is at stake. As observed during the past months of implementation of Distance Learning Modalities, the subject's and pupils' academic performance seem like unpredictable. Pupils were then learning through the modules and other learning resources given them. Teachers had to utilize varied and differentiated learning materials to provide quality education to the pupils while learning at home.

Upon noticing the impact of the quality of education to the future of the pupils while the country is still facing this pandemic, the researcher come up with a notion that the present condition of the teachers' competencies in formulating appropriate learning resources and utilize the same in teaching Araling panlipunan could still be raised higher to improve teachers' performance. With these, the present study is a challenge to the researcher to continue his quest to attain quality education among Canhandugan Elementary School learners. The researcher wanted to find out if the crafted learning resources distributed to the pupils while learning at home would help improve their academic performance to improve teachers' performance in teaching Araling Panlipunan.

In the aforementioned rationale, the researcher who is currently teaching in the above mentioned local would like to delve worthy research undertaking that will benefit the school he is currently teaching and that of her Graduate Program. This study evaluates the Utilization of Learning Resources, Teachers' Performance and Academic Performance of Pupils in Araling Panlipunan. Specifically, this study sought to answer the following questions:

1. What is the extent of utilization of the learning resources used by teachers in Araling Panlipunan?
2. What is the level of teachers' performance based on the following:
  - 2.1 Content Knowledge and Pedagogy;
  - 2.2 Learning Environment and Diversity of Learners;
  - 2.3 Curriculum and Planning;

- 2.4 Assessment and Reporting; and
- 2.5 Plus Factor?
3. What is the academic performance of the pupils in Araling Panlipunan?
4. Is there a significant relationship in the following:
  - 4.1 Extent of utilization of learning resources in Araling Panlipunan and teachers' performance; and
  - 4.2 Teachers' performance and academic performance of pupils in Araling Panlipunan?
5. What improvement plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the descriptive-correlational research design. This design was the most appropriate research design for this study because it sought to evaluate the extent of teachers' utilization of learning resources in teaching Araling Panlipunan, teachers' performance and performance of pupils. Moreover, this design also determined the degree of linear relationship between the variables; the utilization of learning resources, teachers' performance, and pupils' academic performance in Araling Panlipunan. Canhandugan ES, Pange ES, Sta. Cruz CS, Macanip ES and Atipolo ES, Jaro III District, Leyte Division are the study's main locale. The 30 teachers teaching Araling Panlipunan from Grade I to VI in the said locales are the respondents of the study. The extent of Utilization of Learning Resources Survey, Teachers' Performance Survey and 2<sup>nd</sup> Quarter grades in Araling Panlipunan of the 800 pupils in selected school were utilized. This research evaluates the extent of utilization of learning resources, teachers' performance and academic performance of pupils in Araling Panlipunan and its correlation between the dependent and independent variables. A Proposed Improvement Plan based on the findings of the study is the output.

**Sampling.** There are 30 teachers involved in this study. A survey questionnaire was administered through face-to-face interaction with consent from the Local IATF and strictly following the prescribed Health Protocol. Moreover, the 2<sup>nd</sup> quarter grades of the 800 pupils in Araling Panlipunan were gathered.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before gathering data. The research instrument was administered personally to the teachers and school heads in selected schools of Jaro III District. A letter to orient on how to accomplish the survey was appended in the questionnaire. The teachers were given ample time to answer the survey. Retrieval, tabulation and submission for statistical treatment was done. Making of Proposed Improvement Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District and School Principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent included in the study was signed.

**Treatment of Data.** Descriptive statistics such as frequency counts, percentage and means were applied as statistical treatment. The Pearson Product Moment Correlation was used to analyze the significant relationship between the extent of utilization of learning resources used by teachers, teachers' performance and academic performance of pupils in Araling Panlipunan. This proved and disproved the hypothesis of the study.

### III. Results and Discussion

**Table 1**

**Extent of Utilization of Learning Resources in Araling Panlipunan (N=30)**

Statement	Weighted Mean	Description	Interpretation
1. Uses maps to locate the places, origin and other information needed to answer the modules.	4.10	Often	High
2. Employs collages and diorama about the lesson	3.92	Often	High
3. Utilizes journals and newspapers to supplement the lesson.	3.81	Often	High
4. Ensures that all activities in the modules are congruent to the lesson objective for the week.	4.63	Always	Very High
5. Ensure that the activities in the modules can be found in websites for further information or references regarding such.	4.21	Often	High

6. Prepares clips, concepts and other reading materials as reference for the topics discussed in the modules.	4.66	Always	Very High
7. Requires projects or outputs where materials can be found in the locality.	4.21	Often	High
8. Uses graphic organizer to discuss the concept in the modules.	3.94	Often	High
9. Employs a self-made learning resource like learning activity sheets as supplementary learning materials for the pupils.	3.87	Often	High
10. Uses printed and colorful pictures to attract the attention of the learners and for further understanding of the concepts in the modules.	4.23	Often	High
11. Uses information which can be found in TV, Radio and other sources of information.	4.18	Often	High
12. Cites examples which can be found in the community or locality for further understanding of the lesson.	4.26	Often	High
13. Utilizes laptops and other equipment for the reproduction of the modules.	4.72	Always	Very High

14. Constructed supplementary materials to supplements the learning of the pupils in the subject.	4.32	Often	High
15. Answers the questions of the parents regarding the modules and performance of their children.	4.28	Often	High
16. Give assessment which can be found in the modules previously accomplished.	4.56	Always	Very High
17. Encourage pupils and parents to use available references at home.	4.61	Always	Very High
18. Conducts home visitation to monitor the progress of the pupils while learning at home.	4.72	Always	Very High
19. Sees to it that pupils are learning though they are at home.	4.72	Always	Very High
20. Provided learning materials to the pupils.	4.72	Always	Very High
<b>GRAND MEAN</b>	<b>4.34</b>	<b>Often</b>	<b>High</b>

Table 1 presents the extent of utilization of learning resources used by teachers in teaching Araling Panlipunan. It was revealed on the table that the extent of utilization of learning resources used by teachers in teaching Araling Panlipunan has an average mean of 4.34 which is interpreted as high. This means that teachers often utilized the learning resources in teaching the subject. This implies that the learners properly utilized the learning resources they used to improve their performance. Moreover, the indicator with the highest mean of 4.72 are the teacher utilizes laptops and other equipment for the reproduction of the modules, conducts home visitation to monitor the progress of the pupils while learning at home, sees to it that pupils are learning though they are at home and provided learning materials to the pupils. This means that teachers are doing their roles

and function in order to give the needed learning resources to the pupils. This implies that teachers are committed and dedicated to fulfill their tasks despite this pandemic. They extended their assistance and guidance to the pupils to acquire the quality education they are dreaming of.

On the other hand, the indicator with the lowest mean of 3.81 is that the teacher utilizes journals and newspapers to supplement the lesson. This means that not all teachers are using journals and newspapers. This implies that teachers nowadays are no longer reading teachers' journals, newspapers and other books for they rely the information they needed from the internet.

**Table 2**  
**Teachers' Performance (N=30)**

<b>Statement</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
A. CONTENT KNOWLEDGE AND PEDAGOGY (Applies knowledge of content within and across curriculum teaching areas and Uses modular-based instruction to enhance learner achievement in literacy and numeracy skills)	4.35	Evident	Very Satisfactory
B. LEARNING ENVIRONMENT AND DIVERSITY OF LEARNERS (Manages learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments)	4.38	Evident	Very Satisfactory
C. CURRICULUM AND PLANNING (Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts)	3.22	Satisfactory	Satisfactory
D. ASSESSMENT AND REPORTING (Designs, selects, organizes and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements)	3.42	Moderately Evident	Satisfactory

E. PLUS FACTOR (Performs various related works/activities that contribute to the teaching-learning process)	4.23	Evident	Very Satisfactory
<b>GRAND MEAN</b>	<b>3.92</b>	<b>Evident</b>	<b>Very Satisfactory</b>

Table 2 presents the level of teachers' performance on modular distance learning modality. It was revealed on the table that the level of teachers' performance on the implementation of modular distance learning modality has an average mean of 3.92 which is interpreted as very satisfactory. This means that the teachers evidently perform the indicators of teachers' performance as they implement the modular distance learning modality. This implies that teachers show mastery of the content, knowledge, and skills in teaching the subject to improve pupils' performance. They plan, manage, and implement developmentally sequenced teaching and learning processes to meet the grade and subject curriculum requirements.

Moreover, the area rated the highest mean of 4.38 which is interpreted as very satisfactory is the learning environment and diversity of learners. This means that pupils have an adequate learning environment at home provided with the learning resources needed by them to accomplish and be successful in their educational endeavor. This implies that teachers go beyond what is expected of them to help improve the pupils' performance. They coordinated with the learning facilitators to make learning happen even they are at home.

On the other hand, the area rated with the lowest mean by the respondents with an average mean of 3.22 which is interpreted as satisfactory is curriculum and planning. This means that teachers' performance in terms of curriculum and planning is moderately evident for their time was consumed in the reproduction of the materials. This implies that teachers need to carefully plan, manage, and implement the curriculum and develop a well-coordinated, quality teaching, learning and assessment programs that build students' knowledge, skills and behaviors in the disciplines, and their interdisciplinary and /or physical, personal and social capacity.



**Table 3**
**Academic Performance of the Pupils in Araling Panlipunan (N=800)**

<b>RANGE</b>	<b>Description</b>	<b>No. of Pupils</b>	<b>Percentage</b>
90-100	Outstanding	164	21
85-89	Very Satisfactory	216	27
80-84	Satisfactory	269	33
75-79	Fairly Satisfactory	143	18
Below 75	Did not Meet Expectation	8	1
<b>TOTAL</b>		<b>800</b>	<b>100</b>

Table 3 presents the academic performance of the pupils in Araling Panlipunan. It was revealed on the table that among the 800 pupils enrolled in the school, 164 or 21% achieve an outstanding rating, 216 or 27% attain a very satisfactory rating, while 269 or 33% got a satisfactory rating, 143 or 18% with fairly satisfactory rating and 8 or 1% did not meet the expectations. This means that most of the pupils able to pass the subject Araling Panlipunan in the 2<sup>nd</sup> quarter. This implies that despite the modular distance learning modality implemented in the school, they still achieved a positive learning outcome.

**Table 4**
**Test of Relationship Between the Teachers' Performance and Extent of Utilization of Learning Resources (N=30)**

Variables Correlated to Parental Involvement	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
Teachers' Performance and Extent of Utilization of Learning Resources in AP	0.88	6.46	2.162	Reject Ho	Significant Relationship <i>(Very Strong Positive Relationship)</i>

Table 4 presents the relationship between the teachers' performance and the extent of utilization of learning resources in Araling Panlipunan. It was revealed on the table that the

computed value or t of 6.46 is greater than the tabular value of 2.162 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the teachers' performance and extent of utilization of learning resources in Araling Panlipunan. The r-value of 0.88 shows a very strong positive relationship between the two variables. This implies that with the learning resources utilized by teachers to teach the lessons, the pupils are able to understand the concepts, attainment of the lesson objective is visible which helps improve the teachers' performance on modular distance learning modality.

**Table 5**  
**Test of Relationship Between the Teachers' Performance and Academic Performance of Pupils in Araling Panlipunan**

<b>Variables Correlated to Parental Involvement</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>Teachers' Performance and Academic Performance of Pupils in AP</b>	0.82	12.326	4.112	Reject Ho	Significant Relationship <i>(Very Strong Positive Relationship)</i>

Table 5 presents the test of relationship between the teachers' performance and academic performance of pupils in Araling Panlipunan. It was revealed on the table that the computed value or t of 12.326 is greater than the tabular value of 4.112 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the teachers' performance and academic performance of pupils in Araling Panlipunan. The r value of 0.82 shows a very strong positive relationship between the two variables. This implies that very satisfactory performance of teachers creates highly performing pupils in Araling Panlipunan. Despite this new learning modality, teachers and pupils were able to perform well in their tasks. With the teachers' learning resources to the pupils while learning at home, concepts are mastered and positive learning outcomes were achieved. According to Tety (2016), "teaching is inseparable from learning but learning is separable from teaching". This means that teachers do the teaching to make the students learn, but with quality and adequate learning resources provided to the pupils, they can learn without the teachers. Through the utilization of learning resources of teachers in Araling Panlipunan, concepts are learned and mastered by the pupils.

#### **IV. Conclusion**

The data revealed a significant relationship between the extent of utilization of learning resources and teachers' performance. Likewise, there is a significant relationship between teachers' performance and the pupils' academic performance in Araling Panlipunan. Thus, teachers' utilization of learning resources in Araling Panlipunan correlates with teachers' and academic performance of the pupils. Therefore, learning resources impact teachers' and academic performance of pupils.

#### **V. Recommendations**

1. The proposed improvement plan formulated should be utilized;
2. Teachers should see to it that the learning resources distributed to the pupils had undergone a series of quality assurance process;
3. Teachers and School Heads should provide adequate and child-friendly learning resources to the pupils;
4. Teachers and School heads should conduct monitoring activities to the pupils and learning facilitators;
5. Teachers should encourage parents to support their children through their guidance and assistance;
6. Teachers and School Heads should conduct home visitation for feedback giving and consultation; and
7. Future researchers should replicate this study to include different locale, and include different variables aside from what is mentioned in this study.

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