

Provision of Centrally Procured Learning Activity Package

Table 1 shows the mean rating on the extent of administration of DepEd instructional learning materials extent of administration of DepEd instructional learning materials in terms of learning activity package.

As shown in table 1, data gathered revealed item 4-The DepEd provides colorful visual aids was rated with highest mean of 4.57, which was described as highly extensive. In addition, item 5-The DepEd provides flashcards for Mathematics and English was rated 4.38 and item 1-The DepEd provides teachers reference manual for subject taught got a mean of 4.26 which was described as highly extensive, respectively. Item 2-The DepEd provides guidebook for graphic presentation was rated 4.15 and item 3-The DepEd provides teachers handbook in ICT used was rated mean of 4.18 was described “extensive”.

The Extent of Administration of the DepEd on the Instructional Materials in Terms of Provision of Learning Activities Package. n=100

This finding confirms that administration of the DepEd on the instructional materials in terms of provision in learning activity package were administered and provided by the department. It was provided to the teachers to enhance the learning process of the students and to improve the academic performance of the school, too. According to Basilan (2018), instructional materials either printed material helped the students in ensuring to provide resources of information for teachers and students in the teaching learning environment.

Extent of Administration of the DepEd on the Instructional Materials in Terms of Provision of Modules.

Table 2 presents the data gathered on the mean rating on the extent of administration of the DepEd on the instructional materials in terms of provision of modules. The results of the analyses showed item 5-The DepEd provides for Araling Panlipunan (MIMOSA Kababaihan sa Panahon ng Ninuno) was rated with the highest mean of 4.66, which was described as highly extensive by the respondents. This finding confirms that the respondents were aware on the high extensive administration of DepEd on the instructional materials in terms of provision of modules. This finding signifies that the DepEd administered and provided instructional materials particularly the modules to the teachers.

The Extent of Administration of the DepEd on the Instructional Materials in Terms of Provision of Modules n=100

The next item that received high mean rating of 4.56 which was described as highly extensive was item 4. This item states that the DepEd provides module in English (Consonants Blend). This finding suggest the DepEd really cares about the wholistic development of the students through providing learning instructional materials.

Moreover, it can be seen in the table that the respondents claimed that the administration and provision of modules were extensive with the mean score of 4.11. The DepEd provides module for Arts, 3.59-The DepEd provides modules for Edukasyon sa Pagpapakatao, 3.48-The DepEd provides module for technical writing (MIMOSA-Mga Detalyeng Gulat Balita at Pagsulat ng Patalastas at Balita, respectively. The results shows that modules were provided to the teachers and students. In the article of FEMSA (2015), it was cited that module were helpful materials I instructional delivery and learning outcome of students enhanced noticeably.

The lowest rating was on statement 2 “The Deped provides module for technical writing (MIMOSA mga detalyeng gulat balita at pagsulat ng patalastas at balita) that got a mean rating of 3.48 which was described as extensive. The result signifies there were modules provided for technical writing by the DepEd. In general, the extent of administration of the DepEds on the instructional materials in terms of provision of modules got a grand mean of 4.08 or extensive. This result signifies that the respondents were the provision of modules of DepEd for teachers and students were 60-80 percent or extensive.

This is in conformity with the statement of Onche (2014), government's policy towards efficient provision of reading and instructional materials in these aspects of educational resources has been encouraging, and has always been well planned, monitored, supervised and evaluated.

Extent of Strategies on the Instructional Resources Development in terms of allocation, delivery and Distribution to Support the K to 12 Curriculum in the Public Elementary Schools in Kalamansig.

Extent of Strategies on the instructional resource development implemented was explored on three processes namely: allocation, delivery and distribution on the public elementary schools of Kalamansig.

Extent of Strategies on the Instructional Resource Development Implemented in terms of Allocation.

Table 3 presents mean rating on the extent of strategies on the instructional resource's development implemented in terms of allocation. Specifically, the extent of strategies on the instructional resources development implemented in terms of allocation has five (5) items that was described.

Item 5- The DepEd allots equal stocks for every school received the highest mean rating of 4.43 among the five items, which was described as highly extensive. This result depicts the the department of Education allocated enough instructional materials in every school. No schools left behind even in the rural areas.

The Extent of Strategies on the Instructional Resources Development Implemented in Terms of Allocation n-100

Item 2-The DepEd allocates visual aids per grade level with a mean rating of 4.01, item 1-The DepEd apportions the resources based on total enrolment of students with a mean rating of 3.42, item 4-The DepEd divides number of learning materials to all schools in the community with a mean rating of 3.45, respectively. These three items were relatively described as extensive. This result showed that the respondents aware that the Department of Education allocation on learning instructional materials. These materials filled the gaps of textbooks and teachers' manuals which were being used by the teachers in public schools.

The answers of the respondents showed the lowest mean rating in the extent of strategies on the instructional resource's development implemented in terms of allocation was the DepEd apportion modules based on school size which got a mean rating of 3.15, which described as moderately extensive. This result manifests that the DepEd allocation of learning packages were based on the enrolment data that reported in the Basic Education Information System (BEIS).

However, the goal of DEPED was to provide all teachers and students with complete set of the learning materials yet it subject to availability of funds (DO 13, s.2012)

Aina (2013) explained that local governments and school agencies around community are supposed to provide allocation of resources most especially funds to these schools so that teachers can use them to access instructional materials. But very often this is not the case due to number of reasons. Some local communities have very narrow tax base. Also, the performance of local councils in the collection of their own revenue have been recorded very poor.

In summary, the extent of strategies on the instructional resource development implemented in terms of allocation got a grand mean of 3.69 which was described as extensive. This result showed that the DepEd were complaint in the mandate to allocate learning instructional materials based on the guidelines.

Learning can be reinforced with instructional materials of different variety because they stimulate, motivate and as well as arrest learners' attention for a while during the instruction process. Instructional materials are learning aids and devices through which teaching and learning is done in schools (Ogaga, 2016).

Extent of Strategies on the Instructional, Resources Development Implemented in Terms of Delivery^[BB1]

Table 4 presents the mean rating on the extent of strategies on the instructional resource's development implemented in terms of delivery.

Specifically, the highest mean rating given on the extent of strategies in the instructional resources development implemented in terms of delivery was item 5-The DepEd has accessible delivery system with a mean rating of 3.47 which was described as highly extensive. These results showed that the respondents appreciated the work of the department for having an accessible delivery system. It follows the protocol on the delivery process that mandated by the government

Mean Rating on the Extent of Strategies on the Instructional Resources Development Implemented in Terms of Delivery n=100

delivers the stocks on times with a mean rating of 3.09, respectively. These items were described moderately extensive. This result depicts that the delivery of the instructional materials was facilitated properly thus, the instructional materials were available for students and teachers before the classes start.

The answers of the respondents showed the lowest mean rating on the extent of strategies on the instructional resource's development implemented in terms of delivery was item1-The DepEd conducts door to door delivery with a mean rating of 1.56 which was described as least extensive. This result showed that the DepEd failed to deliver the instructional materials in some areas due to the peace and order situation as well as family feud. In lieu with this, school heads entrusted to claim in the division office or in a nearby school.

In general, the extent of strategies on the instructional resource's development implemented in terms of delivery got a grand mean of 2.92, which described as highly extensive or 81-100 percent occurring. This result depicts that the respondents determined that the Department of Education follows the required protocols on the delivery of learning instructional materials.

Macadatar and Ali (2018) evaluated the Department of Education (DepEd) instructional materials used in teaching Meranaw language in Grade 1, School Year 2013-2014. It has revealed that delivery on time of resources and instructional materials is valuable in the language learning of the students. It concluded that something must still be lacking; the materials are not irreproachable or perfect; they could stand more refinement and enrichment in some parts. Researchers recommend that there should be more training programs to be organized, enlist the cooperation of experts or scholars from different fields such as folklore and literature and a proper monitoring, evaluation and documentation of the MTB-MLE program specially the provision and formulation of instructional materials used.

Extent of Strategies on the Instructional, Resources Development Implemented in Terms of Distribution

Mean Rating on the Extent of Strategies on the Instructional Resources Development Implemented in Terms of Distribution n=100

Table 5 presents the extent of strategies on the instructional resource's development implemented in terms of distribution.

As shown in table 5, item 4- The DepEd has mapping of distribution schedules was rated with the highest mean of 4.68, which was described "highly extensive" by the respondents. This

result manifests that DepED distributed the learning instructional materials in all areas of the Philippines.

The next item that received the highest mean of 4.57 which described as “highly extensive” was item 5. This item stated as the DepEd has distributed stocks fairly, accurately and correctly. This finding depicts that the respondents were highly informed that DepEd implemented the distribution of learning instructional materials compliant to the guidelines mandated by the agency.

The respondents gave the lowest rating on the statement 2-The DepEds has distributed even to remote schools with a mean rating of 3.67 which was described as “extensive”. The finding denotes that the school received learning instructional materials for teachers and students from the DepEd that paved the way in the enhancement of academic performance of the student’s despite of some factors that hamper the goal achievement.

In summary, the extent of strategies on the instructional resource’s development implemented in terms of distribution got a grand mean of 4.24 or highly extensive. This result signifies that the teachers and the students received and accessed the learning instructional materials given by the Department of Education. It also denotes that the DepEd facilitated the distribution of the instructional learning materials to every school that well planned, organized, supervised, monitored and evaluated properly.

Albakrawi, Hussein Theeb (2013) also cited that fair and on time distribution of supplies needed by school affects the efficiency of instructional delivery of the teachers. The prompt and equitable distribution of instructional materials to the schools increased their capacities in improving the teaching-learning process.

Extent of the Improvement of the School Performance, Outcomes in Terms of Student Academic Development and Teachers teaching delivery

Extent of the improvement of the school performance of public elementary school of Kalamansig explored in two domains namely: students’ academic performance and teachers’ teaching delivery .

Students’ Academic Performance

Table 6 presents the mean rating on the extent of improvement of the school performance outcome in terms of students’ academic development.

Mean Rating on the Extent of the Improvement of the School Performance Outcomes in Terms of Student Academic Development n=100.

Specifically, the extent of improvement of the school performance outcome in terms of students’ academic development has five (5) items that was described.

Item 3- The students had improved higher reading comprehension level received the highest mean 4.51 among the five items which was described as highly extensive. This result depicts that the students equipped with learning instructional materials and can access easily, their comprehension skills enhanced thus equate the improved school performance outcomes.

According to Kwarteng (2014), the use of instructional resources makes teaching and learning less arduous. It enhances learners’ ability to grasp what is taught with ease. Significantly, this study reveals the outstanding experiences in the teaching-learning process: time consuming accumulation of the materials, inadequacy of the available materials and unavailability and incongruence of instructional materials toward the DepEd curriculum guides.

It was followed closely by item 2 with the mean rating of 3.78 and described as extensive. This item states that the students increase mathematical problem-solving skills. This finding denotes that the respondents proved that the availability of instructional learning materials were enhanced greatly the mathematical problem-solving skills of the students. Sample problems on modules improved the skills of students in solving.

Finally, the lowest results based on students' academic development was on statement 5 states that the students had improved technical writing skills or moderately extensive. The result describes that 41-60 percent occurring on improving students' skills on technical writing. Perhaps other students suffer if they were not given practice in organizing specific information around basic concepts and principles of technical writing (Reis,2015).

The grand mean on extent of the improvement of the school performance outcomes was 3.59 described as extensive. This result manifests that the presence, availability and access of instructional materials gave significance impact on the academic performance of the students and the school as a whole.

These are the materials which support students learning and leads to increased academic performance. Regardless of their variation, they lie in one common ground which helps improve learning. It is the ability to support teachers and students as well in the teaching learning process. Additionally, instructional materials support learning content, allow students to engage in the concepts application and provide an opportunity for evaluation. They are developed to help the teachers facilitate learner's prior knowledge, assist them to process and understand the new learning, and eventually aid them apply newly acquired knowledge to their practical lives (Basilan, 2018).

Bukoye (2018) investigated the utilization of instructional materials as tools for effective academic performance of students. The findings revealed inadequate supply and use of instructional materials in most schools and majority of the teachers did not take cognizance of the importance derived from the use of instructional materials while teaching. Those that adopted the utilization did not use them appropriately. No wonder the high rate of students' failure in external examinations. Based on the findings, the professional counselors in the state should sensitize all heads of schools and teachers through seminars and workshops on the importance and good utilization of instructional materials.

Extent of the Improvement of the School Performance Outcomes in Terms of Teachers Teaching Performance.

Table 7 presents the mean rating on the extent of the improvement of the school performance outcomes in terms of teachers' teaching performance.

As shown in table 7, data gathered revealed item 1- The teachers had uses varied teaching strategies was rated with highest mean of 4.67 which was described as "highly extensive". This result depicts that any teacher who takes advantage of the available resources and learns to use them correctly will find that they make almost an incalculable contribution to instruction. Furthermore, varied teaching strategies and resources are high value in importing information, clarifying difficult and abstract concepts, stimulating thought, sharpening observation, creating interest and satisfying individual difference improved the teaching performance (Oremeji 2017).

Mean Rating on the Extent of the Improvement of the School Performance Outcomes in Terms of Teachers Teaching Performance n=100

Moreover, it can be seen in the table that the respondents claimed that item 4- Teachers had simplifies delivery of topics with a mean rating of 4.57; item 3-The teachers had contextualized lectures in local setting with a mean rating of 4.51; item 2-The teachers had innovated in classroom activities during lectures with a mean rating of 4.42, respectively. These statements described as highly extensive. These denote that teacher teaching performance affects the school performances outcomes.

The lowest rating given was on statement 5-The teacher had organizes the presentation of topics in correct order. This result depicts that teacher who organized his topics chronologically delivered instruction with ease and greater effectives to help catch the attention of learners (Ministry of Education, Guyana,2016)

In summary, the extent of improvement of the school performance outcomes in terms of teachers' teaching performance got a grand mean of 4.48 which was described as highly extensive. This result denotes that the accessibility of the students and teachers on the resource materials pave the way on the positive impact to both the learners and teachers.

Instructional materials stimulate critical and creative thinking in learners which is an important cornerstone of the educational philosophy. They also help the learners to develop the skill of analytical inquiry, motivate to produce their own materials and provide experiences that are not easily obtained within the classroom environment. The art of using instructional materials will be of help to the younger generation. It will be served as a material to curriculum planners educational policy makers, writers of social studies textbook and teachers of social studies in various secondary schools (Luistro, 2015).

4.MAJOR FINDINGS

The analysis of the data gathered based on the survey questionnaire and from the informal interviews and secondary data are summarized in this part of the research paper. The summary also includes the background of the study such as the main objectives of the research methodology. Also presented in this portion of the paper are the conclusion, implications based on the findings of the study and the recommendations.

This study aimed to evaluate the allocation, delivery and distribution of instructional resource materials to support the K to 12 curriculum implementation and its contribution in the school performance outcome.

It will specifically be tried to answer the following questions:

1. To what extent is the administration of DepEd of the instructional materials in terms of;
 - 1.1 provision of learning activities package; and
 - 1.2 provision of modules?
2. To what extent is the strategies on instructional resource development implemented in terms of;
 - 2.1 allocation;
 - 2.2 delivery; and
 - 2.3 distribution?
3. To what extent is the improvement of the school performance outcome in terms of;
 - 3.1 student's academic development; and
 - 3.2 teacher's teaching performance?

Summary of the Findings of the Study

Supported by the data gathered, the following are the major findings of the study:

The extent of DepEd's instructional resource development in terms of provision of centrally procured learning activity package (4.31), and provision of modules (4.08) were described as highly extensive.

The extent of strategies on the instructional resource's development implemented in terms of allocation (3.69), delivery (2.92) as well as distribution (4.24) were described as extensive.

The extent of the improvement of the school performance outcomes in terms of students' academic development (3.59) and teachers' teaching delivery (4.48) were described as extensive

5. CONCLUSION

The study concludes that the Department of Education instructional resource development in terms of the provisions of learning activity package and provision of modules were extensively done by the agency. On the extent of strategies on instructional resource development in terms of allocation, delivery and distribution were done although there were limitations due to an unavoidable circumstance as lastly the extend of improvement of the school performance in terms of students' academic performance and teachers teaching delivery were parallel to one another. The availability and accessibility of the resource materials equate to the positive impact on the school performance outcomes. The attainment of the objectives of the program had been successful since it helped reach out, map out and provided effective interventions to address the gaps in education access and quality. Despite of the constraints existing in resources the student's improvement and better opportunities for having better employment and career opportunity had increased.

Recommendations

The following recommendations are formulated based on the findings and conclusion of this study.

The Department of Education to intensify the development of instructional materials or modules in all discipline as well as accessible and available in all subject areas in any part of the country.

The school principals must provide sufficient funds on program that for the training of the teachers specially on the making modules and upgrade material and modern technology resources to the school to facilitate better teaching- learning process.

The school teachers must upgrade their competencies to be able to help and guide the students appropriately in the modern strategies of learning.

To the school administration, build stronger linkages and collaborations with the different stakeholders for better teaching-learning environment and capacity building for the students.

The Legislators in the country, provide bigger budget allocations for the upgrading of resources of the school for better teaching- learning environment.

Recommendations for Further Studies

The following research titles are recommended for future studies:

1. Evaluation of the Allocation, Delivery and Distribution of Instructional Materials to Support the K TO 12 Curriculum in South Central Mindanao
2. Effect of Availability of Teaching and Learning Resources Amidst of Pandemic

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