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Basic Education Learning Resources: Their Content and Utilization towards Quality Education and Teaching Performance

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Abstract*: This study determined the relationship of the learning resources contents and utilization to the quality of basic education and teaching performance of secondary schools in the four School Divisions in the province of Bulacan during the school year 2020-2021. With mixed methods research design consisting of descriptive-correlational design for the quantitative component and thematic analysis for the qualitative aspects, and 294 teachers as respondents of the study, findings showed that the teachers had affirmative perception of the reliability of the content, language, and layout and design of the learning resources. The teachers had an affirmative perception of the utilization of learning resources for teaching and learning, human resources and development, and the quality of basic education in terms of desirable school performance, teaching performance, and learning outcomes. On the whole, the teachers obtained a very satisfactory performance in their IPCR rating. The competencies covered in the basic education learning resources have no bearing on school performance; as the competencies covered in the basic education learning resources deepen, the teaching performance moderately enhances, the learning outcomes slightly improve and the IPCR rating of the teachers slightly increases. The instructional design and organization used in basic education learning resources have no bearing on school performance. The basic education learning resources as to the content, language, layout, and design have no bearing on the quality of basic education. Hence, the conclusion that there is no significant relationship between learning resources content and utilization of research to the quality of basic education is accepted.*

Keywords: Learning resources, content, utilization, teaching performance.

1. INTRODUCTION

Students are the primary concerns in teaching and learning process. They are the significant stakeholders in educational institution. On the other hand, learning resources has an important role in students' quality education as well as in the teachers' performance. In this time of COVID-19 pandemic crisis altering the educational landscape in unexpected ways. The global pandemic has an impact on almost every industry on the planet. The COVID-19's ripple effects have severely influenced Filipinos in the Philippines, affecting every aspect of life, including jobs, health, well-being, and education.

The Secretary of Education (DepEd) issued DepEd Memo No. 11, s. 2020 on February 1, 2020, establishing a Task Force to supervise the Department's answer to COVID-19. According to DepEd Order No. s.2020, depending on the COVID-19 restrictions and the specific context of the school or locality, the school may use one or a combination of different learning delivery modalities.

The Department of Education (DepEd) reiterates the adoption and implementation of the Learning Resource Management and Development System (LRMDS) to provide emphasis on the LRMDS roles and responsibilities at all levels of governance. This is pursuant to the implementing rules and regulation of the Republic Act No. 10533 entitled Enhanced Basic Education Act of 2013, and as instructed in DepEd Order (DO) No. s:2011 entitled National Adoption and Implementation of the LRMDS (DepEd, 2011).

The performance of a society is primarily influenced by the quality of its educational system. Given the obvious constraints on educational resources, the importance of maximizing learning resource utilization can sometimes be overstated. It is the primary tool for academic advancement, social mobilization, political survival, and effective national development in any country. Educational institutions, including schools, are established and maintained predominantly to achieve specific stated goals and objectives. The targets of an educational institution cannot be met unless certain mechanisms are in place to ensure the institution's progress (Usman, 2016).

Learning resources are primarily used as a tool to aid both teachers and students in the learning experience. Learning resources are more than just out-of-date learning resources in today's world, and their effectiveness is dominated by variation in the teaching process and creative learning materials (Serdyukov, 2019). Everyone has different learning needs and a different learning style. Teacher makes use of a variety of teaching and learning resources, demonstrating the effectiveness of the teaching process (Lathan, 2021).

Instructional materials have been identified as an effective approach for teaching and learning. The importance of high-quality instructional materials in teaching and learning can be seen in their effective use in the classroom.

The instructional materials include all of the tools that teachers can use to make lessons more enjoyable (Tety, 2016). The teaching-learning resources that are primarily used in educational institutions are,
textbooks, articles, reports, documents, projects, hand-outs, other reading materials, guides, reference books, models, excursions, field-visits, charts, structures, designs, calculators, computers, projectors, mobile phones and internet. These are the important resources that are used by teachers as well as students to achieve desired academic outcomes. When the students have access to these resources, then they can carry out their tasks and activities independently. They are able to complete their class as well as homework assignments and, in this manner, an enriched learning environment can be created (Mugure, 2012). The teaching-learning resources that are primarily used in educational institutions are, textbooks, articles, reports, documents, projects, hand-outs, other reading materials, guides, reference books, models, excursions, field-visits, charts, structures, designs, calculators, computers, projectors, mobile phones and internet. These are the important resources that are used by teachers as well as students to achieve desired academic outcomes. When the students have access to these resources, then they can carry out their tasks and activities independently. They are able to complete their class as well as homework assignments and, in this manner, an enriched learning environment can be created (Mugure, 2012). The role of a teacher varies depending on culture; they may teach literacy and numeracy, craft or vocational education, the arts, religion, and civic community roles. These roles make a teacher the most essential learning aid and entity in the school, and they should be thoroughly trained and aided in performing their teaching duties flawlessly and confidently (Usman, 2016).

The primary objective and role of teaching and learning resources is not only to make the educational process more desirable and interesting, but also to motivate active learning, skill development, and the acceptance of desirable values and attitudes between several students (Busljeta, 2015). Educators must ensure that they use appropriate teaching-learning resources based on the grade levels of their students (Kapur,2019).

Everyone requires a genuine and high-quality education. It promotes lifelong learning for people of all ages, castes, creeds, religions, and regions. It is the process of gathering knowledge, values, skills, beliefs, and moral values (Lamichhane, 2018). The primary factor that can contribute to poor performance of teaching and learning delivery modes is in the hands of educators. In distance education, a teacher's primary role is to model effective teaching through well-designed instructional content and an appropriate communication medium. Aside from pedagogical and academic duties, a teacher also serves as a subject or discipline expert (Isman et.al, 2015).

Authorities are considering implementing a scheme that would allow for limited face-to-face classes in low-risk areas. “There will be no face-to-face classes or sessions until we have assurances of our children's and teachers' safety,” Education Secretary Leonor Briones said on May 28. Instead of attending physical classes, Department of Education will execute distance or remote learning. Education officials have established web-based platforms for stakeholders to share educational materials (Nicholls, 2020).

The Learning Resource Management and Development System (LRMDS) has been developed in response to the findings of baseline research conducted during STRIVE Phase I and II during 2007 and 2008 in Divisions 6, 7 and 8 to identify the levels of access to quality learning teaching resources by Divisions and schools. The lack of resources was also highly variable across divisions sampled (Baseline Research STRIVE II 2008).

Learning Resources (LRs) are any digital or non-digital educational resource with a learning purpose. The focus of improving and developing high-quality instructional materials is on innovation. The use of instructional materials that matched the interests of the students, as well as the teachers' mastery of the subject matter, aided in the retention of science concepts (Samala, 2018).

The use of resources is an essential component of school administration. A school's education is determined by the availability of resources, their optimal utilization, and management. A direct relationship exists between the quality of school facilities, teaching and learning materials, teaching personnel and the education process (Alexander, 2015).

In order to change the traditional instructional materials to digital and more innovative resources, teachers have to be prepared for the transformational curriculum. (Ghavifekr et al., 2015). These competencies include skills and knowledge in the use of digital tools in all curriculum do-mains and making students’ learning extend beyond the classroom (Benali et al., 2015).

The process of making changes to something created by introducing something new is defined as innovation (Kuboni et al., 2020). The primary target of educational innovations should be on teaching and learning theory and practice, as well as on the learner, parents, community, society, and its culture (Serdyukob, 2019).

Innovation necessities ongoing investments in human capital and tools (Kotter,
2015). It is also concerned with bringing about positive changes, but in this case, the changes will directly benefit a classroom, school, district, university, or even an organization's training and learning practices (Mobbs, 2015). Although innovation is frequently perceived as an abstract concept, it is a multidisciplinary field of study with a variety of models, theories, and frameworks (Kylliäinen, 2018).

Continuous Improvement (CI) is a methodology which continually assesses, analyzes and acts on the improvement of key technique focusing on both the customer needs and the desired performance that enliven DepEd’s responsibility is to build a culture of continuous learning and development (Coca, 2015). It is one promising approach that public education can take on its way to better results (Park et al., 2015). In addition, according to Masapol, 2015 the CI

program provided us with a systematic, organized, and collaborative planning process. These efforts can bring incremental development over time or "breakthrough" improvement all at once (Causon, 2019).

Individualized instruction entails allowing learners to use self-learning modules (SLMs) in print or digital format/electronic copy, depending on the learner's context, as well as other learning resources. Learners use a computer, tablet PC, or smartphone to access electronic copies of learning materials (DepEd, 2020).

Strategic intervention material is thought to be an effective strategic teaching aid for teachers in carrying out objectives on least learned lessons (Bunagan, 2020). Its goals are to encourage learners' interest; learn science concepts and skills; and apply learned skills and concepts into real life situations (Hill & Kiran, 2020).

Action Research is a method of systematic enquiry that teachers undertake as researchers of their own practice (James, 2020). It has this positive effect for many reasons and always relevant to the participants (Sagor, 2020). As Thomas (2017: 154) put it, the central aim is change, 'and the emphasis is on problem-solving in whatever way is appropriate'. It can be seen as a conversation rather more than a technique (Thomas, 2019). However, the British tradition – especially that linked to education – tends to view action research as research-oriented toward the enhancement of direct practice (Bourdieu, 2020).

Alternative Delivery Modes (ADM) are tried and tested alternative modalities of education delivery within the confines of the formal system that allow schools to deliver quality education (Llego, 2020).

Module must contain self-teaching and self-learning materials which enable the students to work independently with minimum teacher assistance (Department of Education). When students are aware of the structure of the course, they spend less time guessing about what is expected of them and more time focusing on the content and activities (Boisestate, 2021).

The availability and utilization of resources within an organization is vital in the achievement of goals and objectives. The job performance of the members of the educational institutions and the learning outcomes of students are influenced by the appropriate utilization of school resources. Investing in educational resources is the primary aspect in ensuring that educational institutions promote collaboration and integration among students and there should be formation of a pleasant and amiable school environment.

The researchers pursue this study to determine the impact of learning resources and its utilization to the quality of basic education research and teachers' performance. Learning resources involves an educational environment and curriculum that revolves around each individual student's needs and abilities. This study ensures the main goal of the department of education to conduct and implement different learning materials that will pursue the learning outcomes.

Relative to the aforementioned, this study was conceived to find out the relationships of the learning resources and its utilization to the quality of basic education and to the teaching performance of the teachers.

Statement of the Problem

Generally, this study aimed to determine the relationship of learning resources their content and utilization towards quality basic education and teaching performance in the four schools divisions in the province of Bulacan.

In particular, this research addressed the following questions:

1. How may the learning resources be described as to:

1.1. content;
- 1.1.1.competencies,
- 1.1.2 instructional design and organization,
- 1.1.3 instructional quality of text and visuals,
- 1.1.4 assessment,
- 1.1.5 readability,
- 1.1.6 referencing and source citation?

1.2. language; and

1.3. layout and design.
- 1.3.1. physical attributes,
- 1.3.2. format,
- 1.3.3. visuals?

2. How may the utilization of the learning resources be described in terms of:

2.1. teaching and learning; and

2.3. human resource development?

3. How may the quality of basic education be described in terms of:

3.1. school performance;

3.2. teaching performance; and

3.3. learning outcomes?

4. How may the individual performance of the teachers be described in terms of their Individual Performance Commitment Review (IPCR) rating?

5. Is there a significant relationship among learning resources content and utilization of research, quality of basic education, and individual performance of teachers?

6. How do the learning resources contribute to the enhancement of the teaching-learning process in the 'new normal' towards quality basic education?

Hypothesis

This study was guided by the hypothesis that there is no significant relationship among learning resources content and utilization to the quality of basic education and teaching performance.

Conceptual Framework

This study focuses on the learning resources, their content and utilization of research relationship to quality education and teaching performance. Using the learning resources, the learners developed their creative thinking that will organize and acquired new set of learning that enhanced their quality of education (Kurt, 2021). Through Constructivist theory of learning, teachers actively encourage

students to assess how the activity is assisting them in gaining understanding. According to constructivist theory, the learner serves as a knowledge constructor. Schemas, which the learner brings to the learning process, shape new learning. Lev Vygotsky is a key figure in the development of Constructivist Learning Theory (Padgett, 2020). The theory holds that learners are active participants in their learning journey, and that knowledge is constructed through experiences. In this theory the respondents reflect their experience that integrate with their understanding and knowledge (Kurt, 2021).

Teachers are dedicated professionals who leave an indelible mark on their students. Teachers must develop learner outcomes for lessons and send progress reports to parents in addition to learning and advising students during the day (Meier, 2018). In education, an innovation is a deviation from standard practice that results in better learning outcomes for students than the standard practice when time and resources are equal (Redding, 2015).

The learning resources are greatly applied in teaching and learning and human resources development. In this part of the study the respondents ensure that learning outcomes are maximizing the competencies of teacher and its potential to all type of learners through the use of learning resources. Meanwhile, using various strategies must developed to nurture the vast human capital involving quality delivery of basic education in the human resource variables.

Learning resources assist students in understanding and enjoying the lesson that their teacher is teaching them. It assists students in comprehending the purpose of the lesson that the teacher is delivering. Furthermore, teaching-learning resources assist teachers in determining whether students have improved their understanding of the subject (Usman, 2016).

In line with this Kapur (2019) pointed that the members of educational institutions must understand the impact of resources on enriching the educational system. To achieve educational goals and improve the educational system, it is necessary to manage resource utilization effectively. Important resources to consider include teaching-learning resources, human resources, financial resources, and physical resources. In addition, according to Kapur (2020), he cited that individual must ensure that resources are used effectively in order to enrich the secondary education system. Human, financial, and technical resources are critical resources that must be utilized.

Education must continue regardless of circumstances, so the Department of Education (DepEd) has implemented its Basic Education Learning Continuity Plan (BE-LCP) for the Academic Year 2020-2021. BE-LCP is a collection of education interventions designed to address the fundamental education challenges posed by COVID-19 (DepEd Order No. 12, 2020).

DepEd has issued issuances on effective learning and materials in accordance with legal mandate, specifically DepEd Order No. (DO) 21, s. 2019, or the Policy Guidelines on the K to 12 Basic Education Program. It establishes Flexible Learning Options (FLOs), which include alternative delivery modes and their associated learning resources that are responsive to the need, context, and circumstances (DepEd Order No. 018 s. 2020).

In line with the implementation of Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) issues the enclosed policy on The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Through this policy, the DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd's commitment to the development of teacher's potential aimed towards their success in the profession. This can be done through the school-based LAC, which primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education).

In accordance with the Regional memorandum no, 185 s.2020, the governance of Basic Education Act of 2001 (RA 9155) mandates that the Department of Education enacts policies and mechanisms through which the delivery of quality basic education may be continuously improved. Chapter 1, Section 7 (5) of (RA 9155) includes, among the responsibilities of DepEd across all governance levels the undertaking of "national educational research and studies" that will serve as one of the bases of necessary reforms and policy development.

The availability and utilization of resources within an organization is critical to meeting goals and objectives. The appropriate use of school resources influences the job performance of educational institution members as well as the learning outcomes of students. Investing in educational resources is the most important aspect of ensuring that educational institutions promote collaboration and integration among students and that a pleasant and amiable school environment is formed (Mugure, 2015).

According to the study of Osugi (2021) stated that this study looked into the use of instructional materials as tools for improving students' academic performance. The dependability was excellent. The results revealed insufficient use of instructional materials in most schools, and the majority of teachers were unaware of the significance derived from the use of instructional materials while teaching.

Teaching materials come in a variety of shapes and sizes, but they all have one thing in common: they can help students learn. The purpose and significance of teaching and learning materials is to make lessons more interesting, learning easier, and to allow teachers to express concepts more easily. Learning materials that support learning can significantly increase learners' achievement (OEL Create, 2021).

The management of resources is a critical component of school administration. The availability of resources, their optimal utilization, and management determine the educational quality of a school. Advances in

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science and technology necessitate that school administrators use modern facility management techniques to improve the quality of teaching and learning. The quality of school facilities, teaching and learning materials, teaching personnel, and the educational process all have a direct relationship (Alexander, 2015).

In contrast to study of Ajoke (2017), according to the findings of study, the performance of secondary school students who were not taught with the use of teaching methods was poor. The materials were of poor quality. The results also revealed that there was no statistically significant difference in the performance of students in the English language based on gender and school type. This study assesses the use of instructional materials in the teaching of English as a second language. In the study, the performance of students taught with instructional materials was examined. The materials and gender influence in the use of teaching aids in the English classroom were evaluated.

The availability and utilization of resources within an organization is vital in the achievement of goals and objectives. The educational institutions and the learning outcomes of students are influenced by the appropriate utilization of school resources. Investing in educational resources is the primary aspect in ensuring that educational institution promote collaboration and integration among students and there should be formation of a pleasant and amiable school environment (Mugure, 2015). Additionally, teaching-learning resources help the teacher to test whether the students have improved their understanding of the subject (Usman, 2016).

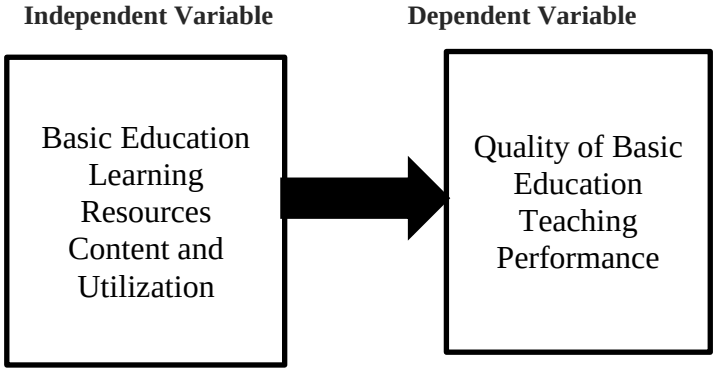

Figure 1. Paradigm of the Study

The first frame of the paradigm includes the learning resources, content and its utilization which served as the independent variables of the study. Learning resources are described by means of the content, language and layout and design. The learning resources as to content was described in terms of the standard criterion necessary for the materials such as competencies, organization, quality and assessment. As to language it was described as to materials in terms of grammar, coherence clarity and consistency. The importance of the layout and design in the learning resources are expressed through the necessary elements present in the learning resource materials.

The second frame is the quality basic education which served as the dependent variable. In this study the quality of education was hypothesized to influence (as implied by the arrowhead) the dependent variable which are the quality of Basic Education and Teaching Performance.

Significance of the Study

The findings of the study will be beneficial to the following:

Learners. The study will be helpful to the students for they could be informed of what learning resources is. Students with difficulties in studying science would have less difficulties in their lessons.

Parents. The findings of the study will increase the participation of the parents in supporting the needs of their child and their partnership in the school in achieving high scholastic performance of their children.

Science Teachers. The result of the study will serve as encouragement and inspiration to science teacher as they perform their duties, it will lessen the everyday task and improve knowledge of their learners.

Administration. The major provider of instructional material needs of the teacher, the result of this study will serve to encourage them to upgrade the resources in the school so that the teacher may find making learning resources for instruction that will uplift the quality basic education.

Curriculum Developers. The result of this study will help in investigating teachers' creativity, familiarity, and capability in utilizing tool that will help in teaching and learning.

Other Researchers. The result of this study will also serve as additional point of reference for future researchers and enlighten other concern educators towards having another related research in the future.

Scope and Limitation of the Study

This research determined the relationship of the learning resources at its utilization to quality of basic education and teaching performance on the 33 Secondary schools in the four divisions in the province of Bulacan, namely Schools Division of Bulacan, Division of Malolos, Division of Meycauayan, Division of San Jose Del Monte City using the online survey questionnaire.

The study was limited only on the learning resources and its utilization for the junior high school students during the school year 2020-2021. The respondent of the study were the teachers who made the learning resources.

The learning resources was limited only in terms of content, language and layout and design.

In terms of utilization, this study focuses only on teaching and learning, and human resource development.

In terms of quality of basic education, it focuses only on school performance and teaching performance and learning outcomes.

Location of the Study

This study was conducted in all secondary schools with learning resources in the
4 schools division in the province of Bulacan, located in the city of Malolos, Meycuayan and San Jose Del Monte and

Bulacan. A total 33 secondary schools in the four Division of Bulacan were chosen as the respondent of the study. Division of Bulacan has the largest in terms of total land area, and number of teachers and students. Selected teachers which consist of 294 respondents of the study.

Definition of Terms

To ensure thorough understanding of the terms used in this study, the following terms were operationally defined.

Action Research. As used in the study, the term refers to the materials needed in the study that will be utilized by the learner and will be used as the independent variable in the study.

Active Learning. This refers to the way on how the learner interact and cooperate with one another in the implementation of the research by the respondent.

Alternative Delivery Modules (ADM) or Self-Learning Modules (SLMs). This refers to the material made by the teachers for the better understanding of the learners.

Assessment. This refers to the systematic basis for making inferences about the learning and development of students.

Continuous Improvement Plan. This refers to the project by the teacher or the school head for the continuous improvement of the school performance that serve as an intervention.

Format. This refers to the general plan of organization, arrangement, or choice of material.

Grammar. This refers to the rules of how words are used in a language in the instructional materials.

Individual Performance Commitment and Review Form (IPCRF) rating. This refers to the performance rating gained by the teachers in the four Schools Division of Bulacan for the School Year 2019-2020.

Innovation. This refers to the materials made by the respondents from new idea and invention that will give an effective and efficient teaching and learning process.

Instructional Design. This refers to the creation of learning experiences and materials resulting in the acquisition and application of knowledge and skills. It is used in the learning materials made by the teacher.

Instructional Leadership. This refers to the principal who lead the teachers in doing their research or innovation in the study.

Instructional Strategies. This refers to the techniques used by the respondents in their research and innovation.

Instructional Quality. This refers on how student behaviors and accomplishments such as achievement of learning outcomes, course grades, persistence, or choice of. major varies by instructor.

Learning. This refers to a knowledge outcome gain by the learners using the research and innovation.

Management. This refers to the team in the administration that are responsible in the materials made by the respondents such as action research and innovation.

Readability. This refers to the quality of being easy and enjoyable to read: articles are edited for clarity of the teacher made learning resources. It is the ease with which a reader can understand a written text in the instructional materials.

Referencing and Citation. This refers to mean the part of the text within your assignment where you acknowledge the source; whilst a reference usually refers to the full bibliographic information at the end. This is very important in making an instructional material

Visuals. This refers to the display used to illustrate or accompany something. "the music should fit the visuals" in the materials made by the teachers.

METHODOLOGY

This chapter discusses the research design, data gathering techniques, sampling procedures, and data analysis scheme that were used in the interpretation of data needed in the study.

Research Design

Mixed methods research designed was used in the study in terms of quantitative methods using the survey questionnaire and qualitative method using the interview guided question.

Qualitative research designed is a research method used in this study using the phenomenological type approach. Through this approach the researcher segregated the answers of the respondents thematically thru coding. The qualitative component of the research was composed of open-ended questions posed to the survey participants using the email, messenger or phone call.

Data Gathering Techniques

The researcher sought permission from the four Schools Division Superintendent in the province of Bulacan to allow her to conduct the study in 33 schools in the said division. Upon permitted, coordination with the public-school secondary principals were made for the schedule of the administration of questionnaires to the respondents. The researcher personally administered the questionnaires for the accuracy of the responses.

The instrument was adapted from Harmonized Regional Basic Education Research Agenda from Department of Education. The questionnaires consist of teaching and learning, and human resource development. The instrument used a five-point Likert scale and all items required a response; Likert Scale: 5- Strongly Agree (SA), 4- Agree (A) 3- Neutral (N), 2- Disagree (D),1-Strongly Disagree (SD).

However, another set of questionnaires was adapted from the DepEd Learning Resources Management and Development System (LRMDS) Annex 4.1 to 4.3 FORM 2.1 – 2.3. Evaluation Tool which was composed of four parts. The questionnaire for content consisted of items competencies, instructional design, instructional quality, assessment, readability and source of citation.

There is another set of questionnaires for language and layout/design. The Learning Resources Management and Development System include the learning resources developed by the teachers. The instrument also used a five-

point Likert Scale: 5- Strongly Agree (SA), 4- Agree (A) 3- Neutral (N), 2- Disagree (D),1-Strongly Disagree (SD).

In order to measure the basic quality education on school performance, teacher performance and learning outcomes, the researcher adapted the questionnaire from the Principal Performance achievement tool using the 5-point Likert scale: 5- Strongly Agree (SA), 4- Agree (A) 3- Neutral (N), 2- Disagree (D),1-Strongly Disagree (SD).

To gauge the performance of the teacher respondents, their latest IPCR rating with 5-point Likert scale was used 5- Outstanding (O), 4-Very Satisfactory (VS), and 3-Satisfactory (S).

Sampling Procedures

Two groups of respondents were included in the conduct of the study, the public secondary school teachers who made the learning resources and teachers performance. Cluster sampling of the Four division in Bulacan was utilized in selecting the teacher respondents, which totalled 294 teachers as respondents of the study.

Purposive sampling was used in the study. Through getting the actual number of teachers who made the learning resources. The researcher selected the respondents from the four division in the province of Bulacan. They are the secondary public teachers with self-made learning resources for the school year.

Table 1 presents the distribution of respondents per division as used in this study. These were the four Schools Division in the Province of Bulacan namely Bulacan, Malolos, Meycauayan and San Jose del Monte. The learning resources corresponds to the number of teachers in the study.

Table 1. Schools Division of Bulacan Respondents of the Study

Division	Learning Resources	Number of Teachers
Bulacan	94	94
Malolos	52	52
Meycuayan	68	68
San Jose Del Monte	80	80
	294	294

Table 2 presents the list of school respondents per municipality in the Province of Bulacan. There were the 33 schools each with corresponding member of learning resources as shown in the table.

Table 2. School Respondent of the Study

No.	Secondary Schools	Municipality	Learning Resources	Number of Teachers
1	Mariano Ponce HS	Baliuag	5	5
2	Sulivan National HS	Baliuag	1	1
3	Taliptip National HS	Bulakan	2	2
4	Alexis Santos NHS	Bustos	1	1
5	Tibagan HS	Bustos	1	1
6	Sta Lucia HS	Calumpit	5	5
7	Felizardo Lipana	Guiguinto	5	5
8	Sta Monica HS	Hagonoy	3	3
9	Ramona Trillana HS	Hagonoy	5	5
10	Marcelo H del Pilar HS	Malolos	52	52
11	Meycauayan HS	Meycuayan	68	68
12	Julian Sumbilio HS	Norzagaray	2	2
13	Minuyan High HS	Norzagaray	2	2
14	Sta. Maria HS	Sta. Maria	2	2
15	Masagana HS	Pandi	1	1
16	Pandi HS	Pandi	5	5
17	San Roque HS	Paombong	5	5
18	Dr. Felipe HS	Plaridel	5	5
19	Dampol 2nd HS	Pulilan	2	2
20	Sta Perigrina HS	Pulilan	3	3
21	Calawitan NHS	San Ildefonso	1	1
22	Akle High School	San Ildefonso	1	1
23	San Ildefonso HS	San Ildefonso	5	5
24	San Jose del Monte HS	San Jose Del Monte	80	80
25	John J. Russel HS	San Miguel	2	2
26	San Miguel National HS	San Miguel	4	4
27	Vedasto R Santiago HS	San Miguel	5	5
28	Carlos F Gonzales HS	San Rafael	5	5
29	San Rafael Trade	San Rafael	6	6
30	Sta. Maria HS	Sta. Maria	5	5
31	Pulong Buhangin National HS	Sta. Maria	2	1
32	FF Halili HS	Sta. Maria	2	2
33	Parada National HS	Sta. Maria	1	2
Total			294	294

Data Analysis Scheme

The results of the study were tabulated, analyzed, interpreted and represented in textual and tabular form using the mean, standard deviation and independent samples t-test and correlation.

To describe the results of the basic educational research, mean and standard deviation were employed.

To determine the score of innovation in the study, paired sample t-test were used. However, to determine if there is a significant relationship between the learning resources and its utilization to basic quality education, independent sample t-test was used.

As to usability and sustainability of learning resources and its utilization to basic quality education, frequency, percentage, and mean were employed.

To determine the relationship among basic education learning resources, its utilization, and quality of basic education, correlation analysis was applied.

To determine the qualitative data of the study, mean and standard deviation were employed.

The researcher used thematic analysis through coding of the 294 teacher respondents' answers coming from the four Schools Division of Bulacan. Their answers were reached out by the researcher through email, messenger or phone.

RESULTS AND DISCUSSION

This chapter presents the analyses and interpretation of all the data gathered in this study in accordance with the problems stated in Chapter I. It looked into the relationship of

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basic education learning resources and its utilization to quality of basic education and teaching performance among the selected teachers in the four Division of Bulacan during the school year 2019-2020.

Learning Resources

Learning resources are essential for both teachers and students in order to improve the status of the educational system. These will be extremely beneficial in delivering lifelong understanding, especially in this new normal situation.

The availability and utilization of resources within an organization is critical to meeting goals and objectives. The appropriate use of school resources influences the job performance of educational institution as well as the learning outcomes of students. Investing in educational resources is the most important aspect of ensuring that educational institutions promote collaboration and integration among students (Mugure, 2015).

Resource utilization is an integral part of management of educational institutions from pre-schools to universities. Resources are regarded to be rendering an indispensable contribution in bringing about improvements in the system of education. The system of education is determined by the provision of resources, their maximum utilization and management.

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The perception of teachers on learning resources in terms of content as competencies, instructional design and organization, instructional quality of text and visuals, assessment, readability, referencing and source citation is presented in Tables 3 to 4.

Content

Learning resources, which are frequently referred to as the raw material of learning, come in a variety of forms. A textbook is often the primary learning resource in traditional education, providing the core content that students are expected to master. Most courses, however, include additional readings, examples, cases, problems, and exercises (WMO, 2021).

Competencies

These are sets of knowledge, skills, and attitudes that students develop and apply to achieve success in their learning, living, and working. It includes explicit, measurable, transferable learning objectives that empower students (Strembitsky, 2022).

Instructional design and organization

It takes into account how students learn and what resources and procedures would best assist them reach their academic objectives (Purdue, 2022). The arranging of ideas, situations, evidence, or facts in a recognizable order in a paragraph, essay is known as organization (Nordquist, 2019).

Table 3 presents the perceptions of the teachers on basic education learning resources as to content in terms of competencies and instructional design and organization as based on their responses in the survey.

Table 3. Basic Education Learning Resources asPerceived by Teachers as to Competencies and Instructional Design and Organization

Content of Basic Education Learning Resources	Teachers (N = 294)		
A. Competencies	$\bar{x}$	SD	VD
1. Material covers the targeted competencies for the learner.	3.41	1.014	A
2. Material is sufficiently developed with the targeted competencies.	3.70	.782	A
3. Content is suitable to the learner's level of development.	4.29	.636	SA
4. Material contributes to the achievement of specific objectives of the blocks of time of grade level for which it is intended.	3.65	.726	A
5. Material provides for the development of the different domains such as physical, fine motor, self-help, expressive, receptive, cognitive and socio emotional.	4.27	.686	SA
6. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.	3.50	.873	A
7. Material enhances the development of desirable values and traits.	4.43	.671	SA
Overall Mean	3.89	.458	A
B. Instructional Design and Organization			
1. Uses variety of self-directed techniques, learning tasks, and formative assessments.	4.13	.398	A
2. It has content that is logically developed and organized.	3.95	.500	A
3. It contains essential instructional design elements that contribute to the achievement of the learning objectives.	3.52	.665	A
4. Uses various motivational strategies to took the target user's interest and engagement.	3.65	.794	A
5. Uses processes questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.	3.62	.732	A
6. It has written and performance tasks that are differentiated based on the target user's multiple intelligences, learning styles and readiness level.	4.02	.522	A
7. Develops 21st century skills and higher order cognition thinking, learning by doing and problem solving.	3.56	.731	A
8. Integrates desirable values and traits.	3.95	.638	A
Overall Mean	3.80	.567	A

Legend:

Scale	Verbal Description (VD)
4.20 – 5.00	Strongly Agree (SA)
3.40 – 4.19	Agree (A)
2.60 – 3.39	Undecided (U)
1.80 – 2.59	Disagree (D
)1.00 – 1.79	Strongly Disagree (SD)

Accordingly, as to competencies, the teachers rated item #7 with the highest mean (i.e., $\bar{x}$ = 4.43; SD = .671) such that they 'strongly agree' that basic education learning resources enhance the development of desirable values and traits while they rated item #1 with the lowest mean (i.e., $\bar{x}$ = 3.41; SD = 1.014) such that they 'agree' that basic education learning resources cover the targeted competencies for the learners. Overall, the teachers responded with mostly 'agree' (i.e., $\bar{x}$CO = 3.89; SD = .458) to all items.

As to instructional design and organization, the teachers rated item #1 with the highest mean (i.e., $\bar{x}$ = 4.13; SD = .398) such that they 'agree' that basic education learning

resources uses variety of self-directed techniques, learning tasks, and formative assessments while they rated item #3 with the lowest mean (i.e., $\bar{x}$ = 3.52; SD = .665) such that they 'agree' that basic education learning resources contain essential instructional design elements that contribute to the achievement of the learning objectives. Overall, the teachers responded with 'agree' (i.e., $\bar{x}$IDO = 3.95; SD = .638) to all items.

The results infer that the teachers view these learning resources positively as to their instructional design and organization such that they contain the essentials which includes the lessons, learning tasks, and formative assessments that engage the learners' interest and develop their higher order thinking skills. Also, these instructional materials adhere to the development of the 21st century skills or the 4C's (i.e., communication, collaboration, critical thinking, and creativity) among learners to enable them to achieve the desired learning goals towards improved learning outcomes. Suffice to say that these learning resources are appropriate for the cognitive and affective development of the learners.

These results imply that the respondents learning resources forecast effective as to competencies description "material enhances the development of desirable values and traits", "Content is suitable to the learner's level of development", and "Material provides for the development of the different domains such as physical, fine motor, self-help, expressive, receptive, cognitive and socio emotional", thus assessment increases the quality of education.

Similarly, in the study conducted by Myers and Warmer (2015) conforms that much like a woodworker continually acquires new tools to perform different tasks in their shop, educators too, should search for tools to repertoire of educational practices. One tool is not sufficient to do every task a woodworker must complete, one teaching method should not be considered sufficient for teaching.

Furthermore, the study of Kapur in (2019) stated that educational institution members must recognize the implications of learning resources on enhancing the educational system. It is necessary to effectively manage resource utilization in order to attain educational goals and improve the quality of educational system. Teaching-learning resources are defined as teaching-learning materials. Educators must use appropriate teaching-learning resources based on their students' grade levels.

Meanwhile, this result agrees with the study of Atieno in (2015) stated that the availability of teaching and learning resources improves school effectiveness because these are fundamental factors that can lead to good academic performance in students.

Teaching-learning materials aid and support student learning. It assists students in understanding and enjoying the lesson that the teacher is teaching them. It assists students in comprehending the purpose of the lesson that the teacher is delivering. Furthermore, teaching-learning resources assist teachers in determining whether students have improved their understanding of the subject. However, creating teaching-learning resources is time-consuming, costly, and tedious. Few teachers have had any experience with teaching-learning resources (Adjei et al, 2015).

Schuman, in (2021) also agrees with this study which states that in any case, remember that teaching is more than just talking to passive learners: learning is an active process, not a product, in which the learner plays an important role. It is critical that you pay attention to what the student does on his or her own, as well as with other students, with the feedback obtained.

Lastly, another study confirms the results of this research which all about the goal of learning and teaching resources is to provide students with a variety of learning experiences. They must be able to facilitate interaction between students and teachers during the learning/teaching process.

Instructional quality and text and visuals

This presentation is engaging interesting and understandable. It is a construct that reflects those features of teachers' instructional practices well known to be positively related to student outcomes, both cognitive and affective ones (Decristan et al. 2015).

Assessment

This refers to materials promote higher order thinking skills. It is for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focused and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress (Brown, 2019).

Readability

Described the materials easy to read and appropriate to the intended user. It's the ease with which someone can understand a written text. One important factor that plays a role in the readability of your text is the difficulty (Cunningham, 2022).

Referencing and Source Citation

It refers to the part of your assignment's text where you recognize the source, whilst a reference usually refers to the entire bibliographic information at the end (Betts, 2019).

Table 4 shows the perceptions of the teachers on basic education learning resources in terms of instructional quality of texts and visuals, assessment, readability, and referencing and source citation as based on their responses in the survey form.

Correspondingly, as to instructional quality of texts and visuals, the teachers rated item #5 with the highest mean (i.e., $\bar{x}$ = 4.10; SD = .566) such that they 'agree' that basic education learning resources have the size of letters that is appropriate to the intended users while they rated item #2 with the lowest mean (i.e., $\bar{x}$ = 3.54; SD = .728) such that they 'agree' that basic education learning resources are free from factual errors. Overall, the teachers responded with 'agree' (i.e., $\bar{x}$IDO = 3.89; SD = .513) to all items.

As to assessment, the teachers rated item #1 with the highest

International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 6 Issue 7, July - 2022, Pages: 234-258

mean (i.e., $\bar{x}$ = 4.09; SD = .620) such that they 'agree' that basic education learning resources provide sufficient assessment with activities that will help the learners track progress and mastery of the target competencies while they rated #4 with the lowest mean (i.e., $\bar{x}$ = 3.22; SD = 1.100) such that they 'agree' that basic education learning resources contain assessments that have clear demonstrations and examples. Overall, the teachers responded mostly with 'agree' (i.e.,

Table 4. Basic Education Learning Resources as perceived by teachers

Content of Basic Education Learning Resources	Teachers (N = 294)		
A. Instructional Quality of Text and Visuals			
1. All content in the material are accurate.	3.94	.629	A
2. The material is free from factual errors.	3.54	.728	A
3. The material is free from any social content violations.	4.01	.581	A
4. The materials is free from computational errors.	4.01	.599	A
5. The size of letters is appropriate to the intended users.	4.10	.566	A
6. Spaces between letters and words facilitate reading.	3.72	.782	A
Overall Mean	3.89	.513	A
B. Assessment			
1. It provides sufficient assessment activities that will help the learner track progress and mastery of the target competencies.	4.09	.620	A
2. It has assessment that are aligned with the specific objectives and contents.	4.02	.569	A
3. It provides various types of assessment.	4.05	.620	A
4. It contains assessment that have clear demonstrations/ examples.	3.22	1.100	U
5. It has assessment activities that ensure active engagement of the learners.	3.97	.577	A
6. It has pre-and post-assessment items that are constructed differently.	4.06	.607	A
Overall Mean	3.90	.563	A
C. Readability			
1. Vocabulary used is appropriate to the target user's level of comprehension and experience.	4.16	.512	A
2. Length and structure of sentences are suited to the comprehension kevel of the target users.	3.91	.597	A
3. Paragraph structures facilitate smooth flow of ideas and concepts.	3.68	.831	A
4. Topics and ideas presented from one lesson to the next are coherent and integrated with each other.	3.19	1.167	U
5. Instructions, discussion points, questions, and activities are clear to target users.	3.56	.776	A
Overall Mean	3.70	.646	A
D. Referencing and Source Citation			
1. The copyrighted texts and visuals are accurately cited on the page where they are presented.	4.07	.571	A
2. The references are properly cited in the reference list.	4.13	.543	A
Overall Mean	4.10	.520	A

Legend:

Scale	Verbal Description (VD
4.20 – 5.00	Strongly Agree (SA)
3.40 – 4.19	Agree (A)
2.60 – 3.39	Undecided (U)
1.80 – 2.59	Disagree (D)
1.00 – 1.79	Strongly Disagree (SD)

$\bar{x}$ASSMT = 3.90; SD = .563) to all items.

As to readability, the teachers rated item #1 with the highest mean (i.e., $\bar{x}$ = 4.16; SD = .512) such that they 'agree' that basic education learning resources use vocabulary that is appropriate to the target users' level of comprehension and experience while they rated #4 with the lowest mean (i.e., $\bar{x}$= 3.19; SD = 1.167) such that they 'agree' that basic education learning resources present topics and ideas from one lesson to the next that are coherent and integrated with each other. Overall, the teachers responded mostly with 'agree' (i.e., $\bar{x}$RE = 3.70; SD = .646) to all items.

As to referencing and source citation, the teachers rated item #2 with the higher mean (i.e., $\bar{x}$ = 4.13; SD = .543) such that they 'agree' that basic education learning resources properly cite references in the reference list while they rated #1 with the lower mean (i.e., $\bar{x}$ = 4.07; SD = .571) such that they 'agree' that basic education learning resources cite copyrighted texts and visuals accurately on the page where they are presented. Overall, the teachers responded with 'agree' (i.e., $\bar{x}$RSC = 4.10; SD = .520) to the two items.

Overall, respondents assessed that the learning resources based on competencies, instructional design and organization, instructional quality of texts and visuals, assessment, readability, referencing and source citation, and survey for language indicate as "agree".

The results surmise that the teachers had affirmative perceptions on the reliability of the content of the learning resources as properly referenced and cited based on the prescribed referencing and source citation of the Basic Education Learning Resources Management and Development Systems. As proper citations of the different sources of information is essential to the reliability and validity of the content of these learning materials, it is therefore a must that the content creators had adhere to the proper and acceptable way of acknowledging the intellectual works of others as references.

The study that conforms this research is the study of UNESCO, in (2021) which state that learning resources are any resources including print and non-print materials as well as online/open-access resources that support and enhance teaching - learning process, either directly or indirectly. The effective use of appropriate learning resources assists students in constructing more than superficial knowledge, that is, in-depth knowledge on a specific subject, as well as developing their individual learning strategies, values, attitudes, and generic skills.

Another research that coordinate with this study is from Bušljeta (2015) that to successfully complete the potential tasks of teaching and learning resources, it is critical that the teacher understand how to evaluate the benefits and drawbacks of said resources and follow the rules of proper usage. Although determining the stage of working with teaching and learning resources may appear to be unifying and uniforming the teaching process, this is not the case.

Language

This enables students to play an active role in various communities of learners within and beyond the classroom. As students speak, write, and represent, they also listen to, read, and view the ideas and experiences of others. Materials can be; Informative, Instructional, Experiential, Eliciting, and Exploratory. The use of specialized language should be suited to the context, maturity, and intellectual level of the audience (Tomlinson, 2015).

Layout and Design

This is the process of arranging visual elements like text, images, and shapes on a given page. Layout design is important for any project that conveys a message through eye-catching visuals, like magazine layouts, website design, and advertisements (Carson, 2022).

Physical Attribute

This is a spatial or sensory aspect of a technological outcome. Physical attributes describe how the outcome looks and feels.

Format

International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 6 Issue 7, July - 2022, Pages: 234-258

This includes the appropriate, paper size,font style, font size, spacing and margin of the learning resources.

Visuals

This are light, uncluttered, and have competing elements. It is a graphics, colour, and sound enhance the learning process, drawing the student's attention to important points. Materials are visually clear, with good visual contrast.

Table 5 displays the perceptions of the teachers on basic education learning resources in terms of survey for language, and layout and design in terms of physical attributes, format, and visuals as based on their responses in the survey form.

Accordingly, as to survey for language, the teachers rated item #1 with the highest mean (i.e., $\bar{x}$= 4.05; SD = .526) such that they 'agree' that basic education learning resources have coherence and clarity of thought while they rated #3 with the lowest mean

Table 5. Basic Education Learning Resources as perceived by Teachers

Language, Layout and Design of Basic Education Learning Resources	Teachers (N = 294)		
A. Survey for Language	$\bar{x}$	SD	VD
1. It has coherence and clarity of thought	4.05	.526	A
2. It has corrected grammar and syntax	3.74	.822	A
3. Spelling and Punctuation	3.19	1.167	U
4. Consistency in Style	3.74	.822	A
Overall Mean	3.68	.737	A
B. Physical Attributes			
1. Cover elements are correct and complete	4.07	.582	A
2. All of the necessary elements are evident in the modules.	4.10	.532	A
Overall Mean	4.09	.478	A
C. Format			
1. Modules have consistent heading styles (i.e., main heads, subheads, sections, and subsections).	3.75	.759	A
2. The size of letters is appropriate for the target user.	3.34	1.180	U
3. Font styles used are appropriate for the target user and easy to read.	4.13	.576	A
4. Modules observe proper spacing between letters, words, and paragraphs.	4.09	.593	A
5. The modules observe appropriate balance of illustrations and texts.	3.77	.807	A
Overall Mean	3.82	.694	A
D. Visuals			
1. The visuals used are simple, relevant, and easily recognizable	4.19	.516	A
2. The visuals are proportionately drawn in size, appropriately placed in the page, and use appropriate color when needed.	3.71	.759	A
3. The visuals are properly labelled / captioned (if needed).	3.98	.645	A
4. Line drawings are not shaded to avoid poorly and blotchy printed pages.	3.97	.668	A
5. It is line drawings/photographs of a process involving separate steps or actions are consistent and have individual pictures.	3.84	.437	A
Overall Mean	3.94	.891	A

Legend:

Scale	Verbal Description (VD)
4.20 – 5.00	Strongly Agree (SA)
3.40 – 4.19	Agree (A)
2.60 – 3.39	Undecided (U
1.80-2.59	Disagree
1.00-1.79	Strongly Disagree (SD)

(i.e., $\bar{x}$ = 3.19; SD = 1.167) such that they were 'undecided' that basic education learning resources have correct spelling and punctuation. Overall, the teachers responded mostly with 'agree' (i.e., $\bar{x}$SL = 3.68; SD = .737) to all items.

As to physical attributes, the teachers rated item #2 with the higher mean (i.e., $\bar{x}$ = 4.10; SD = .532) such that they 'agree' that basic education learning resources have all of the necessary elements evident in the modules while they rated #1 with the lower mean (i.e., $\bar{x}$ = 4.07; SD = .582) such that they were 'undecided' that basic education learning resources write-up has cover elements that are correct and complete. Overall, the teachers responded with 'agree' (i.e., $\bar{x}$PA= 4.09 SD = .478) to the two items.

As to format, the teachers rated item #3 with the highest mean (i.e., $\bar{x}$ = 4.13; SD = .576) such that they 'agree' that basic education learning resources have used font styles that are appropriate for the target user and easy to read while they rated #2 with the lowest mean (i.e., $\bar{x}$ = 4.13; SD = .576) such that they were 'undecided' that basic education learning resources have size of letters that is appropriate for the target user. Overall, the teachers responded mostly with 'agree' (i.e., $\bar{x}$FO = 3.82; SD = .694) to all items.

As to visuals, the teachers rated item #1 with the highest mean (i.e., $\bar{x}$ = 4.19; SD = .516) such that they 'agree' that basic education learning resources have visuals that are simple, relevant, and easily recognizable while they rated #2 with the lowest mean (i.e., $\bar{x}$ = 3.71; SD = .759) such that they were 'undecided' that basic education learning resources have visuals that are proportionately drawn in size, appropriately placed in page, and appropriately used color when needed. Overall, the teachers responded with 'agree' (i.e., $\bar{x}$FO = 3.94; SD = .891) to all items.

The results connote that the teachers had affirmative perceptions on the physical appearance of the learning resources. In addition, these learning materials were found to have prescribed drawings, illustrations, diagrams, images, and pictures that are properly labeled and/or captioned as needed based on the LRMDS standards. Furthermore, these visuals that are included in these instructional materials are deemed appropriate for the content across grade levels and were subject to the prescribed standards.

The study of Abubakar (2021), differ with the results of this study which state that learning materials have a significant impact on student performance It will then improve students' achievement through the use of instructional materials. There should be resources available, such as an internet connection and printed materials, to allow students to reach their full potential.

Utilization of Learning Resources

Learning resources with regards to utilization this study described in terms of teaching and learning and human resources development.

In accordance with DepEd Order No. 018 stated that the public health emergency brought about by COVID-19 calls for the Department (DedpEd) to be innovative and resourceful in delivering quality, accessible, relevant, and liberating education. In response to this emergency, DepEd developed the Basic Learning Continuity Plan (BE-LCP) to ensure that learning opportunities are provided to our learners in a safe manner, through different learning delivery. In line with this, the Department, through the regional and Schools Division Offices undertake the urgent and necessary development, production and provision of learning resources,

International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 6 Issue 7, July - 2022, Pages: 234-258

in accordance with its mandate.

Utilization of learning resources were described in terms of teaching and learning, and human resource development.

Teaching and Learning

This is a complex process with many elements. As learners strive toward their objectives and incorporate new knowledge, behaviors, and skills into their repertoire of learning experiences, these variables interact (Vikaspedia, 2022). It is essential for survival since they are the foundations of growth. Both of these approaches are crucial for accomplishing growth by attempting to bring about significant behavioral changes.

Human Resource Development

This encompasses everything from onboarding an employee to offering opportunity to learn new skills, delivering resources that are relevant to the employee's job, and any other developmental activities.

Table 6 illustrates the perceptions of teachers on the utilization of basic education learning resources in terms of teaching and learning and human resource development as based on their responses in the survey form.

Correspondingly, as to teaching and learning, the teachers rated item #3 with the highest mean (i.e., $\bar{x}$ = 3.77; SD = .902) such that they 'agree' that the utilization of basic education learning resources meet the needs of learners requiring alternative modes of delivery while they rated #10 with the lowest mean (i.e., $\bar{x}$ = 3.27; SD = 1.043) such that they 'agree' that the utilization of basic education learning resources have enabled the teachers to structure the teaching-learning well. Overall, the teachers responded with 'agree' (i.e., $\bar{x}$FO = 3.57; SD = .705) to all items.

Table 6. Utilization of Basic Education Learning Resources as Perceived by Teachers

Utilization of basic education learning resources	Teachers (N = 294)		
A. Teaching and Learning	$\bar{x}$	SD	VD
1. Shows effective use of teaching and learning resources.	3.75	.868	A
2. It provides localization of the curriculum achieve more effective in teaching and learning.	3.65	.841	A
3. It meets the needs of learners requiring alternative modes of delivery.	3.77	.902	A
4. It Identifies the needs in terms of curriculum and teaching competencies.	3.42	.908	A
5. It provides better learning outcomes.	3.68	1.025	A
6. It develops the ability to evaluate information Critically.	3.40	.712	A
7. It makes the subject matter interesting.	3.54	.861	A
8. It emphasizes understanding as the basis for Learning.	3.74	.960	A
9. The teacher makes the subject matter interesting.	3.50	.908	A
10. The teacher structures the teaching-learning well.	3.27	1.043	A
Overall Mean	3.57	.705	A
B. Human Resource Development			
1. Deliver basic education.	3.65	.816	A
2. Role is reaching the learners.	3.81	.754	A
3. Develop to nurture learners.	3.62	.940	A
4. Upgrade human capital.	3.61	.991	A
5. Upgrade pre-service preparation and DepEd roles.	3.48	.861	A
6. Give quality training.	3.50	.791	A
7. Provide upskilling and reskilling of teachers.	3.90	.848	A
Overall Mean	3.65	.677	A

Legend:

Scale	Verbal Description (VD)
4.20 – 5.00	Strongly Agree (SA)
3.40 – 4.19	Agree (A)
2.60 – 3.39	Undecided (U)
1.80 – 2.59	Disagree (D)
1.00 – 1.79	Strongly Disagree (SD)

On the other hand, as to as to human resource development, the teachers rated item #7 with the highest mean (i.e., $\bar{x}$ = 3.90; SD = .848) such that they 'agree' that the utilization of basic education learning resources provide for the upskilling and reskilling of teachers.

While they rated #5 with the lowest mean (i.e., $\bar{x}$ = 3.48; SD = .861) such that they 'agree' that the utilization of basic education learning resources upgrade pre-service preparation and DepEd roles. Overall, the teachers responded with 'agree' (i.e., $\bar{x}$FO = 3.65; SD = .677) to all items.

The results suggest that the teachers had affirmative perceptions on the use of learning resources for human resource development. Since these instructional materials are written by teachers for learners, these provide opportunities for the former to learn new skills in teaching through module writing and also, the teachers' acquisition of new skills enables them to do different tasks and enhance their multi-tasking abilities as educators. Considering that the teachers are the educational front liners, they have to be versatile instructional facilitators and multi-taskers.

This study refuses the results of the research of Onyango in (2015), the adequacy of Learning Resources

determines the efficiency of an educational system. Textbooks and resource materials are essential tools for effective learning; their inadequacy causes teachers to approach subjects in an abstract manner, portraying them as dry and uninteresting. To achieve sufficient instructional materials, it is also critical to have a proper training plan in place.

However, the study of Kapur, (2019) conforms this research which state that the resources are regarded as making an indispensable contribution to the improvement of the educational system. The provision of resources, their maximum utilization, and management determine the educational system.

Quality of Basic Education as Perceived by Teachers

The quality of education in the Philippines has declined in recent years as a result of poor results from standard entrance tests administered to elementary, secondary, and tertiary students. The results fell far short of the target mean score. High dropout rates, a high number of repeaters, low passing grades, a lack of specific language skills, and a failure to respond to and address the needs of students

School Performance

This is an academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic success (Llamas, 2015).

Teaching Performance

This is a teacher's demonstrated impact on students' learning as established through student achievement test scores, observed pedagogical practices, or employer or student surveys. Teachers' performance at school level directly contributes to school effectiveness by achieving their educational objectives (Mert & Ozgenel, 2019).

Learning Outcomes

These are statements that explain the knowledge or skills that students should have at the end of a specific assignment, class, course, or program, and that help students understand why that knowledge and abilities will be helpful to them. The cornerstones of program design and assessment are learning outcomes, which help students focus on what matters. Learning outcomes can also be considered an inclusive teaching strategy since they can assist students understand what is expected of them (Wisconsin, 2022).

Table 7 portrays the perceptions of teachers on the quality of basic education in terms of school performance, teaching performance, and learning outcomes as based on their responses in the survey form.

Accordingly, as to school performance, the teachers rated item #3 with the highest mean (i.e., $\bar{x}$= 3.88; SD = .628) such that they 'agree' that the quality of basic education engage and lead the school to higher levels of effectiveness in meeting individual student needs while they rated #2 with the lowest mean (i.e., $\bar{x}$ = 3.25; SD = 1.344) such that they 'agree' that the quality of basic education promote a school-wide belief in the capacity of every student to learn successfully. Overall, the teachers responded with 'agree' (i.e., $\bar{x}$SP= 3.62; SD = .739) to almost all items except for one.

The results infer that the teachers perceive the school performance as acceptable in terms of nurturing the learners and leading them to their holistic development as individuals. First and foremost, the quality of basic education is reflected in the school performance that speak of its commitment to provide adequate and appropriate learning opportunities to the students that will help them acquire the necessary knowledge, skills, and values in preparation for their future careers and vocations.

Moreover, the school performance also concerns the professional development of teachers, involvement of parents and the community, collaboration and partnerships of internal and external stakeholders.

On the other hand, as to teaching performance, the teachers rated item #1 with the highest mean (i.e., $\bar{x}$ = 4.13; SD = .493) such that they 'agree' that the quality of basic education promote the use of more effective, evidence-based teaching practices throughout the school while they rated #5 with the lowest mean (i.e., $\bar{x}$ = 3.60; SD = 1.006) such that they 'agree' that the quality of basic education introduce and lead school-wide initiatives to improve the quality of teaching and learning.

Table 7. Quality of Basic Education as Perceived by Teachers

International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 6 Issue 7, July - 2022, Pages: 234-258

Quality of Basic Education	Teachers (N = 294)		
A. School Performance	$\bar{x}$	SD	VD
1. leading a school-wide commitment to caring for, and promoting the development of, every student.	3.44	1.093	A
2. promoting a school-wide belief in the capacity of every student to learn successfully.	3.25	1.344	U
3. engaging and leading the school to higher levels of effectiveness in meeting individual student needs.	3.88	.628	A
4. making successful student learning the central consideration in all aspects of their leadership.	3.75	.644	A
5. influencing others beyond the school in their commitment to, and pursuit of, this educational agenda.	3.56	1.039	A
6. modelling the analysis and use of data to monitor progress, set targets and make decisions	3.67	.772	A
7. promoting teachers' use of data to identify starting points for teaching and to monitor learning	3.58	1.021	A
8. drawing on resources, perspectives and expertise of parents, the board/council and the community.	3.82	.644	A
Overall Mean	3.62	.739	A
B. Teaching performance			
1. promoting the use of more effective, evidence-based teaching practices throughout the school.	4.13	.493	A
2. providing high quality support to classroom teachers in their implementation of best-practice teaching.	3.87	.672	A
3. creating a school-wide culture focused on continually learning how to improve teaching effectiveness.	3.66	1.100	A
4. encouraging teams to engage in the systematic investigation of alternative teaching strategies.	4.05	.510	A
5. introducing and leading school-wide initiatives to improve the quality of teaching and learning.	3.60	1.006	A
Overall Mean	3.86	.617	A
C. Learning Outcomes			
1. identifying needs/opportunities to deliver improved outcomes for students collaboratively developing, resourcing and executing an implementation strategy	4.05	.582	A
2. communicating and promoting the case for change and securing buy-in and commitment	4.13	.469	A
3. specifying what the intended results of change will be and how they will be measured.	3.55	1.046	A
4. measuring and evaluating the impact of change and learning from the change process	3.44	1.400	A
5. checking output with marking improve the understanding of the learners	3.83	.703	A
6. setting goals for learning and keeping track to the student's progress.	3.53	1.033	A
7. ensuring that available time is used efficiently and effectively for quality teaching and learning	3.68	1.025	A
8. creating a cohesive culture built around a commitment to improving outcomes for students	3.40	.712	A
Overall Mean	3.70	.561	A

Legend:

Scale	Verbal Description (VD)
4.20 – 5.00	Strongly Agree (SA)
3.40 – 4.19	Agree (A)
2.60 – 3.39	Undecided (U)
1.80 – 2.59	Disagree (D)
1.00 – 1.79	Strongly Disagree (SD)

Overall, the teachers responded with 'agree' (i.e., $\bar{x}$TP = 3.86; SD = .617) to all items. The results suggest that the teachers had positive perceptions on the quality of basic education in terms of their teaching performance. In fact, proof of which is the overall 'very satisfactory' teaching performance rating (See Table 7). Moreover, the delivery of quality basic education across grade levels imply that the teachers employ pedagogical practices and use various instructional materials and tools to create a school-wide culture of excellence and best teaching-learning practices.

Lastly, as to learning outcomes, the teachers rated item #7 with the highest mean (i.e., $\bar{x}$= 4.13; SD = .469) such that they 'agree' that the quality of basic education communicate and promote the case for change and secure buy-in and commitment while they rated #8 with the lowest mean (i.e., $\bar{x}$ = 3.40; SD = .712) such that they 'agree' that the quality of basic education create a cohesive culture built around a commitment to improve outcomes for students. Overall, the teachers responded with 'agree' (i.e., $\bar{x}$LO = 3.70; SD = .561) to all items. The results surmise that the teachers had affirmative perceptions on the quality of basic education in terms of desirable learning outcomes. As such, they believed that thru the acceptance and willingness of the internal and external stakeholders to actively support and participate in the programs, activities, and projects (PAPs) of the school, the targeted learning outcomes as the end point of school performance are realized and achieved. In addition, desired learning outcomes include measuring and evaluating the impact of learning on the students' academic development and progress. Notwithstanding the appropriation of time, human, and non-human resources for efficient and effective use towards quality basic education. Suffice to say that quality basic education in terms of learning outcomes is manifested in a unified, well-integrated culture of academic excellence and scholastic achievement.

These results imply that the school performance description instructional design and organization has no connection on the basic education learning resources. However, in teaching performance comparatively magnify the improvement of basic education learning resources, which consequently go beyond quality education. The caliber of the teacher is important. It is, in fact, the most influential school-related determinant student achievement.

The result of the study of Meador, (2019) revealed that an effective school leader can assist any teacher in taking their skills to the next level. A good principal will assist a bad teacher in becoming effective, an effective teacher in becoming good, and a good teacher in becoming great. They understand that this is a time-consuming, patient, and labor-intensive process. They will naturally improve student learning outcomes by improving teacher quality. Better input equals better output. This is a necessary component of academic success. Continuous development and improvement are required.

Individual Performance of Teachers as to their IPCR Rating

The Civil Service Commission (CSC) has emphasized the importance of evaluating the performance of state employees to ensure that they are contributing to the agency's overall success.

Individual Performance Commitment and Review (IPCR)

This refers to the performance management tool that employees are required to submit each semester. It includes

his/her commitments to achieving office goals and objectives, as well as accomplishments at the end of the rating period. This is an assessment tool used to rate the government employees for their years accomplishment. It provides a venue for agreement on standards of performance and behaviors which lead to professional and personal growth in the organization (DepEd, 2019).

Table 8 summarizes the individual performance of teachers in terms of their Individual Performance and Commitment Review (IPCR) rating.

Table 8. Teaching Performance of Teachers in terms of IPCR Rating

IPCRF Rating	N = 294		
	f	%	VD
2.500 – 3.499	5	1.7	S
3.500 – 4.499	87	29.6	VS
4.500 – 5.000	202	68.7	O
Total	294	100.0	
Range	4.890 – 3.460		
Mean	4.436 (VS)		
SD	.3031		

Legend:

O	Outstanding
VS	Very Satisfactory
S	Satisfactory

This rating scale is based on Civil Service Commission Memorandum Circular No. 06, series of 2012, which establishes guidelines for the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies (Llego,2021).

Correspondingly, of the 294 teacher-respondents, more than two-thirds of them (i.e., 202 out of 294) obtained IPCR rating within the 4.500 – 5.000 range, incidentally the highest rating such that their self-assessment on their teaching performance can be verbally interpreted as '*outstanding*', followed by less than one-third of them (i.e., 87 out of 294) who got IPCR rating within the 3.500 – 4.499 range, verbally interpreted as 'very satisfactory', and a few cases of teacher-respondents who obtained ratings between the 2.500 – 3.499 range, the lowest of the three, verbally interpreted as 'satisfactory.' On the whole, the teachers obtained a 'very satisfactory' performance in their IPCR rating (i.e., $\bar{x}$IPCR= 4.436; SD = .3031).

The results imply that the teachers had a "very satisfactory" performance level as based on their IPCR ratings. They were able to meet the required competencies in all key result areas that include the teaching-learning process, pupils/students' outcomes, community involvement, and, professional growth and development. Suffice to say that as facilitators of learning, they had exemplary teaching performance as backed up by their IPCR ratings.

According to the study of Okongo (2015) agreed this study that learning resources materials have a significant impact on secondary school students' academic performance. The use of instructional materials facilitates and improves effective teaching and learning in secondary schools.

Relationship among Basic EducationLearning Resources Content and Utilization,Quality of Basic Education, and Individual Performance of Teachers.

Table 9 represents the relationship among the basic education learning resources expressed as to content, language, layout and design, utilization of basic education learning resources, quality of basic education, and individual teacher performance.

Accordingly, results of the non-parametric correlation analysis taken two variables at a time show that: as to *content* of basic education learning resources, *quality of basic education*, and *individual performance*, there was no significant relationship between *competencies* and *school* performance (i.e., r(294) = .223, p>.05); there was a significant and moderately strong relationship between the perceptions of teachers on competencies and teaching performance (i.e., r(294) = .409, p<.05); likewise, there was a significant though weak relationship between competencies and learning outcomes (i.e., r(294) = .302, p<.05); also, there was a significant though weak relationship between competencies and IPCR rating (i.e., r(294) = .388, p<.05).

Hence, the results of the bivariate non-parametric correlational analysis imply that: the competencies covered in the basic education learning resources have no bearing on school performance; as the competencies covered in the basic education learning resources deepens, the teaching performance moderately enhances; as the competencies covered in the basic education learning resources deepens, the learning outcomes slightly improves; and, as the competencies covered in the basic education learning resources deepens, the IPCR rating of teachers slightly increases.

Table 9. Relationship among Basic Education Learning Resources

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Basic Education Learning Resources		Quality of Basic Education and Individual			
		School Performance	Teaching Performance	Learning Outcomes	IPCR rating
A. Content, Language, and Layout & Design of Basic Education Learning Resources					
Competencies	Correlation coefficient (ρ)	.223^{ns}	.409*	.302*	.388*
	Sig. (2-tailed)	.053	.032	.046	.037
Instructional Design and Organization	Correlation coefficient (ρ)	.192^{ns}	.469*	.459*	.114^{ns}
	Sig. (2-tailed)	.080	.016	.018	.092
Instructional Quality of Texts and Visuals	Correlation coefficient (ρ)	.300^{ns}	.333*	.408*	.174^{ns}
	Sig. (2-tailed)	.070	.037	.020	.040
Assessment	Correlation coefficient (ρ)	.431^{ns}	.451*	.456*	.380*
	Sig. (2-tailed)	.053	.037	.034	.043
Readability	Correlation coefficient (ρ)	.259^{ns}	.440*	.463*	.292
	Sig. (2-tailed)	.250	.009	.010	.064
Referencing and Source Citation	Correlation coefficient (ρ)	.147^{ns}	.174^{ns}	.154^{ns}	.322^{ns}
	Sig. (2-tailed)	.085	.057	.075	.060
Survey for Language	Correlation coefficient (ρ)	.514^{ns}	.588^{ns}	.545^{ns}	.493^{ns}
	Sig. (2-tailed)	.294	.336	.369	.400
Physical Attributes	Correlation coefficient (ρ)	.295^{ns}	.216^{ns}	.271^{ns}	.413^{ns}
	Sig. (2-tailed)	.080	.092	.060	.055
Format	Correlation coefficient (ρ)	.063^{ns}	.021^{ns}	.068^{ns}	.026^{ns}
	Sig. (2-tailed)	.093	.075	.079	.070
Visuals	Correlation coefficient (ρ)	.051^{ns}	.042^{ns}	.088^{ns}	.016^{ns}
	Sig. (2-tailed)	.058	.061	.053	.089
B. Utilization of Basic Education Learning Resources					
Teaching and Learning	Correlation coefficient (ρ)	.241^{ns}	.336*	.309*	.331*
	Sig. (2-tailed)	.055	.045	.050	.044
Human Resource Development	Correlation coefficient (ρ)	.121^{ns}	.101^{ns}	.106^{ns}	.439*
	Sig. (2-tailed)	.058	.083	.069	.046

Legend: * - significant ns – not significant

Moreover, as to *instructional design and organization* of basic education learning resources, *quality of basic education*, and *individual performance*, there was no significant relationship between *instructional design and organization* and *school performance* (i.e., r(294) = .192, p>.05); there was a significant and moderately strong relationship between the perceptions of teachers on *instructional design and organization* and *teaching performance* (i.e., r(294) = .469, p<.05); likewise, there was a significant and moderately strong relationship between instructional design and organization and learning outcomes (i.e., r(294) = .459, p<.05); however, there was no significant relationship between instructional design and organization and IPCR rating (i.e., r(294) = .114, p>.05).

Therefore, the results of the bivariate non-parametric correlational analysis imply that: the instructional design and organization used in basic education learning resources has no bearing on school performance; as the instructional design and organization used in basic education learning resources varies, the teaching performance moderately enhances; as the instructional design and organization used in basic education learning resources enhances, the learning outcomes moderately improves; and, the instructional design and organization used in basic education learning resources has no bearing on the IPCR rating of teachers.

In addition, as to instructional quality of texts and visuals of basic education learning resources, quality of basic education, and individual performance, there was no significant relationship between instructional quality of texts and visuals and school performance (i.e., r(294) = .300, p>.05); there was a significant though weak relationship between the perceptions of teachers on instructional quality of texts and visuals and teaching performance (i.e., r(294) = .333, p<.05); likewise, there was a significant and moderately strong relationship between instructional quality of texts and visuals and learning outcomes (i.e., r(294) = .408, p<.05); however, there was no significant relationship between instructional quality of texts and visuals and IPCR rating (i.e., r(294) = .174, p>.05).

Henceforth, the results of the bivariate non-parametric correlational analysis imply that: the instructional quality of texts and visuals used in basic education learning resources has no bearing on school performance; as the instructional quality of texts and visuals used in basic education learning resources improves, the teaching performance slightly enhances; as the instructional quality of texts and visuals used in basic education learning resources enhances, the learning outcomes moderately improves; and, the instructional quality of texts and visuals used in basic education learning resources has no bearing on the IPCR rating of teachers.

On the other hand, as to assessment of basic education learning resources, quality of basic education, and individual performance, there was no significant relationship between assessment and school performance (i.e., r(294) = .431, p>.05); there was a significant and moderately strong relationship between the perceptions of teachers on assessment and teaching performance (i.e., r(294) = .451, p<.05); likewise, there was a significant and moderately strong relationship between assessment and learning outcomes (i.e., r(294) = .456, p<.05); similarly, there was a significant though weak relationship between assessment and IPCR rating (i.e., r(294) = .380, p<.05). Hence, the results of the bivariate non-parametric correlational analysis imply that: the assessment used in basic education learning resources has no bearing on school performance; as the assessment used in basic education learning resources varies and becomes more contextualized, the teaching performance moderately enhances; as the assessment used in basic education learning resources varies and becomes more contextualized, the learning outcomes moderately improves; and, as the assessment used in basic education learning resources varies and becomes more contextualized, the IPCR rating of teachers slightly appreciates.

Subsequently, as to readability of basic education learning resources, quality of basic education, and individual performance, there was no significant relationship between readability and school performance (i.e., r(294) = .259, p>.05); there was a significant and moderately strong relationship between the perceptions of teachers on

readability and teaching performance (i.e., r(294) = .440, p<.05); likewise, there was a significant and moderately strong relationship between readability and learning outcomes (i.e., r(294) = .463, p<.05); though, there was no significant relationship between readability and IPCR rating (i.e., r(294) = .292, p>05).

Thus, the results of the bivariate non-parametric correlational analysis imply that: the readability of basic education learning resources has no bearing on school performance; as the readability of basic education learning resources improves and becomes more appropriate, the teaching performance moderately enhances; as the readability of basic education learning resources improves and becomes more appropriate, the learning outcomes moderately improves; and, the readability of basic education learning resources has no bearing on the IPCR rating of teachers.

Furthermore, as to referencing and source citation of basic education learning resources, quality of basic education, and individual performance, there was no significant relationship between referencing and source citation and school performance (i.e., r(294) = .147, p>.05); there was no significant and moderately strong relationship between the perceptions of teachers on referencing and source citation and teaching performance (i.e., r(294) = .174, p<.05); likewise, there was no significant and moderately strong relationship between referencing and source citation and learning outcomes (i.e., r(294) = .154, p>.05); likewise, there was no significant relationship between referencing and source citation and IPCR rating (i.e., r(294) = .322, p>05). Henceforth, the results of the bivariate non-parametric correlational analysis imply that: the referencing and source citation of basic education learning resources has no bearing on school performance; the referencing and *source citation* of basic education learning resources has no bearing on the *teaching performance*; the *referencing and source citation* of basic education learning resources has no bearing on the *learning outcomes*; and, the *referencing and source citation* of basic education learning resources has no bearing on the *IPCR rating* of teachers.

In the same manner, as to survey for language of basic education learning resources, quality of basic education, and individual performance, there was no significant relationship between survey for language and school performance (i.e., r(294) = .514, p>.05); there was no significant relationship between the perceptions of teachers on survey for language and teaching performance (i.e., r(294) = .588, p>.05); likewise, there was no significant relationship between survey for language and learning outcomes (i.e., r(294) = .545, p>.05); likewise, there was no significant relationship between survey for language and IPCR rating (i.e., r(294) = .493, p>05).

Henceforth, the results of the bivariate non-parametric correlational analysis imply that: the survey for language of basic education learning resources has no bearing on school performance; the survey for language of basic education learning resources has no bearing on the teaching performance; the survey for language of basic education learning resources has no bearing on the learning outcomes; and, the survey for language of basic education learning resources has no bearing on the IPCR rating of teachers.

Further, as to physical attributes of basic education learning resources, quality of basic education, and individual performance, there was no significant relationship between physical attributes and school performance (i.e., r(294) = .295, p>.05); there was no significant relationship between the perceptions of teachers on physical attributes and teaching performance (i.e., r(294) = .216, p>.05); likewise, there was no significant relationship between physical attributes and learning outcomes (i.e., r(294) = .271, p>.05); likewise, there was no significant relationship between physical attributes and IPCR rating (i.e., r(294) = .413, p>05).

Thus, the results of the bivariate non-parametric correlational analysis imply that: the physical attributes of basic education learning resources has no bearing on school performance; the physical attributes of basic education learning resources has no bearing on the teaching performance; the physical attributes of basic education learning resources has no bearing on the learning outcomes; and, the physical attributes of basic education learning resources has no bearing on the IPCR rating of teachers.

Comparatively, as to format of basic education learning resources, quality of basic education, and individual performance, there was no significant relationship between format and school performance (i.e., r(294) = .063, p>.05); there was no significant and moderately strong relationship between the perceptions of teachers on format and teaching performance (i.e., r(294) = .021, p>.05); likewise, there was no significant and moderately strong relationship between format and learning outcomes (i.e., r(294) = .068, p>.05); likewise, there was no significant relationship between format and IPCR rating (i.e., r(294) = .026, p>05).

Therefore, the results of the bivariate non-parametric correlational analysis imply that: the format of basic education learning resources has no bearing on school performance; the format of basic education learning resources has no bearing on the teaching performance; the format of basic education learning resources has no bearing on the learning outcomes; and the format of basic education learning resources has no bearing on the IPCR rating of teachers.

On one hand, as to visuals of basic education learning resources, quality of basic education, and individual performance, there was no significant relationship between visuals and school performance (i.e., r(294) = .051, p>.05); there was no significant relationship between the perceptions of teachers on visuals and teaching performance (i.e., r(294) = .042, p>.05); likewise, there was no significant relationship between visuals and learning outcomes (i.e., r(294) = .088, p>.05); likewise, there was no significant relationship between visuals and IPCR rating (i.e., r(294) = .016, p>05). Hence, the results of the bivariate non-parametric correlational analysis imply that: the visuals of basic education learning resources have no bearing on school performance; the visuals of basic education learning resources have no bearing on the teaching performance; the visuals of

basic education learning resources have no bearing on the learning outcomes; and, the visuals of basic education learning resources have no bearing on the IPCR rating of teachers.

Additionally, as to teaching and learning with the use of basic education learning resources, quality of basic education, and individual performance, there was no significant relationship between teaching and learning with the use of basic education learning resources and school performance (i.e., r(294) = .241, p>.05); however, there was a significant though weak relationship between the perceptions of teachers on teaching and learning with the use of basic education learning resources and teaching performance (i.e., r(294) = .336, p<.05); likewise, there was a significant though weak relationship between teaching and learning with the use of basic education learning resources and learning outcomes (i.e., r(294) = .309, p<.05); also, there was a significant though weak relationship between teaching and learning with the use of basic education learning resources and IPCR rating (i.e., r(294) = .331, p<05).

Henceforth, the results of the bivariate non-parametric correlational analysis imply that: the teaching and learning with the use of basic education learning resources has no bearing on school performance; as the teaching and learning with the use of basic education learning resources varies and becomes more contextualized, the teaching performance slightly improves; as the teaching and learning with the use of basic education learning resources varies and becomes more contextualized, the learning outcomes slightly enhances; and, as the teaching and learning with the use of basic education learning resources varies and becomes more contextualized, the IPCR rating of teachers slightly appreciates.

Finally, as to human resource development with the use of basic education learning resources, quality of basic education, and individual performance, there was no significant relationship between human resource development with the use of basic education learning resources and school performance (i.e., r(294) = .121, p>.05); likewise, there was no significant relationship between the perceptions of teachers on human resource development with the use of basic education learning resources and teaching performance (i.e., r(294) = .101, p>.05); also, there was a no significant relationship between *human resource development* with the use of basic education learning resources and *learning outcomes* (i.e., r(294) = .106, p>.05); on the contrary, there was a significant moderately strong relationship between *human resource development* with the use of basic education learning resources and IPCR rating (i.e., r(294) = .439, p<05).

Therefore, the results of the bivariate non-parametric correlational analysis imply that: the human *resource development* with the use of basic education learning resources has no bearing on *school performance*; the *human resource development* with the use of basic education learning resources has no bearing on the *teaching performance*; the *human resource development* with the use of basic education learning resources has no bearing on *learning outcomes*; and, as the *human resource development* with the use of basic education learning resources upgrades and becomes more beneficial to teachers, the *IPCR rating* of teachers moderately appreciates.

Learning resources (LR) are basic requirements that can bring about good academic performance in students. Therefore, the availability of such resources enhances the effectiveness of the schools in boosting the academic performance of their students in the long run (LRMDS, 2019).

This is conformity with the study made by Lyons (2015) that teaching is a complex activity interacting of learning resources, student motivation, teaching skills, and curriculum demands. The availability of learning materials thus improves teacher performance because they are the fundamental resources that result in good academic performance in students. Adeogun, (2016) also agreed discovered a highly significant positive relationship between instructional resources and academic performance.

Based on these findings, Igri et al., (2015). It was discovered that instructional materials have a significant impact on students' academic performance. Proper presentation of good instructional materials, as well as the methodology used by the teacher, will improve understanding of the subject matter.

Qualitative Analysis

To determine Contribution of basic education learning resources to the enhancement of the teaching-learning process towards quality basic education, qualitative data were collected by means of a questionnaire. The researcher used thematic analysis through coding of the 294 teacher respondents' answers coming from the four Schools Division of Bulacan reached out by the researcher through email, messenger or phone.

Contribution of Learning Resources to the Enhancement of the Teaching-learning process in the 'new normal' towards Quality Basic Education

Table 10 describes the perceptions of teachers on the use of basic education learning resources to promote active learning among students.

Correspondingly, their specific responses in the interview were affirmative in the sense that these learning resources incorporates motivational learning tasks, process questions, and formative assessments that targets the students' interests and abilities that encourages them to be actively engaged in learning.

Moreover, these resources were developed with differentiated learning activities and tasks based on the students' aptitude, learning styles, and readiness level. The uniqueness of each learner as to his/her level of cognitive development is taken into consideration in designing these learning resources so as to make them 'student-friendly' in terms of the appropriateness of the content, instructional design and organization, quality of texts and visuals, and physical attributes.

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Table 10. Perceptions of the Teachers on the use of Basic Education Learning Resources to Promote Active Learning among Students

Main Theme	Sub-theme	Significant Statements
The teachers perceived that the utilization of basic education learning resources promote active learning among students if these learning materials cover the targeted learning competencies, paired with appropriate pedagogy for distance learning and suitable to the level of the learners.	▪ The utilization of basic education learning resources promotes the contextualization of the curriculum through timely and relevant teaching strategies appropriate for remote learning. ▪ The utilization of basic education learning resources engages the students to learn new knowledge and skills if they find these resources easy to comprehend and interesting to learn.	▪ Yes. The use of basic education learning resources encourages active learning because *it involves different teaching strategies* which engage students as active participants in their learning. ▪ The successful use of learning resources *depends upon the response of the learners.* If they find it easy to understand and enjoyable to learn then active learning and participation is possible. ▪ It depends on the learning resources if they are *timely and relevant*. ▪ The use of basic education learning resources *motivates the students to learn* new ideas, concepts, and theories. ▪ The use of basic education learning resources *depends on the type of learners* if they are capable of independent learning.

Thus, the utilization of basic education learning resources was perceived to promote active learning engagement among students as based on the turnout of responses from the teachers who were interviewed. Their responses denote the importance of various learning resources as supporting instructional tools in teaching and learning vis-à-vis flexible learning modalities (i.e., distance learning delivery modalities) without the direct supervision of teachers in a more unstructured way that enables the students to choose which learning modality is suitable and appropriate to him/her based on his/her individual learning needs. The variation and diversification of distance learning provides opportunities for students to use these learning resources according to their capabilities and inclinations for active learning engagement. As such, it is up to the teachers to determine the optimum use of these learning resources for the benefit and advantage of their students.

The pandemic ushers in a "new" normal in which digitization imposes new ways of working and learning. It pushes education even further into technologizing, a trend that has already begun, fueled by commercialism and the dominant market ideology. Daniel (2020) notes that “many institutions had plans to make greater use of technology in teaching, but the outbreak of Covid-19 has meant that changes intended to occur over months or years had to be implemented in a few days”.

Table 11 depicts the perceptions of teachers on the appropriateness of basic education learning resources for the ‘new normal’ education. Accordingly, their specific responses in the interview were positive in the sense that these learning resources were deemed suitable for ‘new normal’ education by virtue of their diversity, contextualization and localization, and the learning objectives from which these educational resources were based from.

As to their diversity, the leaning resources (e.g., self-learning modules, self-learning kits, strategic intervention materials, etc.) were designed and implemented by the teachers for their students to help the latter cope with remote learning or learning without the direct supervision of the former.

Table 11. Perceptions of the Teachers on the Appropriateness of Basic Education Learning Resources for the ‘new normal’ Education

▪ Main Theme	▪ Sub-theme	▪ Significant Statements
The teachers perceived that the basic education learning resources are appropriate to use in distance learning as the ‘new normal’ in education as long as they are localized and contextualized to the learning needs of students and adheres to the targeted competencies of the curriculum.	▪ The basic education learning resources contain essential instructional design elements contextualized for remote learning that contribute to the attainment of learning objectives. ▪ The basic education learning resources are sufficiently developed with the targeted most essential learning competencies suitable to the needs of students who are adjusting to distance learning.	▪ Yes, because there is a *diversity in the available learning resources* that were teacher-made to help our students cope with distance learning. ▪ I believe that teacher-made learning resources is appropriate and effective to use in distance learning than the conventional textbooks and references because the *teachers are more adept at identifying the actual learning needs* of their students. Through *contextualization of learning resources*, 'new normal' education can still be productive and meaningful. ▪ It *depends on the learning goals.* Also, there are lessons that can still be effectively delivered through the use of textbooks and conventional learning materials.

Also, these learning resources were customized as to localization and contextualization to suit to a particular setting (i.e., type of learners, socio-economic profile of learners, availability of resources essential for learning, among other relevant factors) or intended application to make the content suitable to the students’ level of development.

In other words, these learning resources contribute to the attainment of specific learning objectives for which they were intended for. Notwithstanding that these instructional materials also promote desirable values and traits among students aside from their acquisition of 21st century skills (i.e., communication, critical thinking, collaboration, and creativity), learning by doing, and problem solving.

Hence, the basic education learning resources were perceived to be apt for use in the ‘new normal’ education as based on their collective responses in the interview. Their affirmative perceptions suggest that these teacher-made learning resources have adequate learning activities and tasks with process questions that require different levels of

cognitive domain to achieve the desired learning outcomes of the students. Suffice to say that these instructional materials contain written and performance tasks that are differentiated based on the target users' multiple intelligences, learning styles, and readiness level such that they provide sufficient assessment activities that will help the students determine their learning progress and mastery of the target essential learning competencies.

This study agreed with the research of Geronimo (2020) that the global COVID-19 pandemic has had a huge disruption on normal life, which was already difficult in many countries. The impact of closed schools and children stuck at home with little or no access to learning has been devastating for schools, students, and parents. Experts estimate that a full year of learning could be lost, implying that an entire cohort of students could be permanently disadvantaged.

Table 12 showcases the perceptions of teachers on the use of basic education learning resources to enhance the delivery of quality basic education.

Correspondingly, the specific responses of the teachers in the interview were affirmative in the sense that these learning resources contribute to the upliftment of the quality of basic education by means of using these teacher-made instructional resources to help the students learn despite remotely, these learning resources will have a positive impact on student learning when combined with the appropriate teaching strategies for distance learning.

Table 12. Perceptions of the Teachers on the Use of Basic Education Learning Resources to Enhance the Delivery of Quality Basic Education

Main Theme	Sub-theme	Significant Statements
The teachers perceived that the use of basic education learning resources enhance the delivery of quality basic education if these learning materials meet the needs of the students requiring alternative modes of learning delivery.	▪ The appropriate use of basic education learning resources coupled with appropriate teaching strategies, learning tasks, and formative assessments that help the students learn by themselves. ▪ The usefulness of basic education learning resources depend on their suitability in meeting the diverse learning needs of the students.	▪ This innovation in learning resources is a result of *teacher's unending support to help the students learn despite remotely*. Through this, the delivery of quality basic education is assured. ▪ The teacher-made learning resources truly gives a positive impact on distance learning if *the teacher will continuously apply the appropriate strategies* to produce quality learning resources towards the enhancement of learning. ▪ Through the use of innovative learning resources, *teachers come up with new ideas and pedagogical techniques* in achieving the learning goals. ▪ The *systematic and proper utilization of learning resources thru distance learning* may enhance the delivery of quality basic education. It will contribute to the enhancement of teaching-learning process. ▪ By *addressing the needs of learners* in distance learning. ▪ The effectiveness of the utilization of learning resources *depends on the learning needs* of the students.

And the suitable use of these learning resources may enhance the quality of basic education as long as they address the learning needs of students.

As the learners construct their own learning based on their previous personal experiences, the facilitation of learning with the utilization of these learning resources and the employment of the appropriate pedagogical strategies and interventions in this 'new normal' setup contribute to the acquisition and development of the individual learning styles, personal motivation for learning, values, and traits of the students. As such, the appropriate and timely utilization of these instructional materials is unquestionable in terms of their effectiveness and relevance in filling the gap between the

students' present level of knowledge and skills, and the level of knowledge and skills required of them to perform a set of learning tasks and activities.

Therefore, the basic education learning resources were perceived to enhance the delivery of quality education as based on their collective responses in the interview. Their positive responses imply that they believe that these aforementioned instructional materials contribute to the delivery of quality education through their systematic, prudent and efficient use. As facilitators of learning, the teachers know what's best for their students as to their individual learning styles, personal interests, individual capabilities, and, learning needs and readiness.

This result implies that the use of learning resources uplifts the students learning as well as the quality of basic education. Pandemic is not a barrier to deliver better learning to the students. Learning resource serve a vital impact to continuously provide the knowledge needed by the students. It helps them to pursue their studies on their own way that leads to ability of the students to ensure the knowledge they need to get by learning by doing.

On this basis of learning resources, the needs to provide an opportunity for all students to participate in its activities, support their ideas, secure their participation, and utilizes information about students with special needs (Al Musawi, 2016). According to Xu (2015), Learning resource is the information age make students to grow "into life-long learners who are information literate and can access, evaluate and use technology and resources critically, creatively.

The study of Adjei (2015), revealed the impact of teaching-learning resources which included facilitating and understanding of the lesson, making teaching simple, and creating an engaging environment with high class participation. It was realized that most of the respondents (teachers and students) acknowledged the fact that teaching-learning resources provided direct experience, facilitated understanding, encouraged class participation, created an interesting environment, and assisted students in remembering the lesson more effectively.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

Findings

This study determined the relationship of learning resources their content and utilization towards quality basic education and teaching performance in the four schools divisions in the province of Bulacan.

Findings showed that the teachers had affirmative perception on the reliability of the content, language, and layout and design of the learning resources.

The teachers had affirmative perception on the utilization of learning resources for teaching and learning, and human resource and development.

The teachers had affirmative perception on the quality of basic education in terms of desirable school performance, teaching performance and learning outcomes.

On the whole the teachers obtained a very satisfactory performance in their IPCR rating.

The competencies covered in the basic education learning resources have no bearing on school performance; as the competencies covered in the basic education learning resources deepens, the teaching performance moderately enhances, the learning outcomes slightly improves and the IPCR rating of the teachers slightly increases. The instructional design and organization used in basic education learning resources has no bearing in school performance. The basic education learning resources as to content, language and, and layout and design have no bearing on the quality of basic education. Hence, the conclusion that there is no significant relationship among learning resources content and utilization of research to the quality of basic education is accepted.

On the other hand, as to assessment of basic education learning resources, quality of basic education, and individual performance, there was no significant relationship between assessment and school performance; there was a significant and moderately strong relationship between the perceptions of teachers on assessment and teaching performance; likewise, there was a significant and moderately strong relationship between assessment and learning outcomes; similarly, there was a significant though weak relationship between assessment and IPCR rating.

Conclusions

Based on the findings of the study, the conclusions that there is no significant relationship among learning resources, content, and utilization to the quality of basic education is accepted. As the [illegible]ncies deepen the teaching performance moderate [illegible]nces, the learning outcomes slightly improves, and the IPCR rating of teachers slightly increases. The competencies covered in the basic education learning resources have no bearing on school performance; as the competencies covered in the basic education learning resources deepens, the teaching performance moderately enhances, the learning outcomes slightly improves and the IPCR rating of the teachers slightly increases. The instructional design and organization used in basic education learning resources has no bearing in school performance. The basic education learning resources as to content, language and, and layout and design have no bearing on the quality of basic education. Hence, the conclusion that there is no significant relationship among learning resources content and utilization of research to the quality of basic education is accepted.

Recommendations

In the light of the findings of the study, the following recommendations were presented.

1. Further trainings, seminars and workshop to develop learning resources in different subjects using varied strategies and techniques for the benefit of the students by attending school learning action cell (SLAC) and department learning action cell (DLAC) sessions.

2. DepEd officials should ensure that teaching-learning resources are updated to suit current teaching trends and ensure varieties as well. To support the learning outcomes of the students in the new normal setting.

3. Sustainable assessment on the training programs for all teachers may be considered to update the utilization of the skills and creativity in line of writing and making Instructional materials that fit to the student's ability through conceptualizing the lesson. These program needs to be designed for the purpose of providing comprehensive knowledge and better understanding for teacher in leading to effective learning resource materials under the new normal system.

4. School heads may encourage teachers in different subjects to participate in making/writing of different learning resources that ensure the development of instructional materials needs of the students to improve teaching and learning performance.

5. For future researchers, further study along this line could be conducted in the lower grade in order to magnify the level of utilization on the learning resources in another grade level.

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