

# Evaluating Learning Resource Materials at Paaralang Elementarya ng Mabunga: Basis for Quality Assured Teaching Resources

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*Abstract* — The basic research aimed to explore on systematic evaluation of Learning Resource Materials at Paaralang Elementarya ng Mabunga as basis for quality assured Teaching Resources that could be provided. Using descriptive qualitative research, the researcher crafted a survey questionnaire on types of LRs are made by the teachers of Paaralang Elementarya ng Mabunga and another survey questionnaire on problems are encountered by the teachers of Paaralang Elementarya ng Mabunga in the use of teacher-made LRs. Research design followed three phases namely pre-design stage, design stage and post design stage. Pre-design stage includes identifying the respondents of the study. Design stage includes identifying the types of LRs used and the problems encountered by the teachers in the use of these teacher-made LRs. Post design stage includes crafting of plan, programs and processes to address the problems encountered by the teachers in the use of teacher-made LRs. After the study, it was found out that the types of LRs made by the teachers of Paaralang Elementarya ng Mabunga are activity sheets, story books, Self-Learning Modules, video lessons and manipulative materials. It was also discovered that the problems encountered by the teachers of Paaralang Elementarya ng Mabunga in the use of teacher-made LRs are concepts developed do not contribute to enrichment, reinforcement, or mastery of the identified learning objectives, LRs are used with grammatical and/or typographical errors, the material does not use various teaching and learning strategies that meet individual differences/ learning styles, layout and design are not suitable to the target user and the material could have copyright violations. In line with these findings, Project REVIEW that comprises processes, plan and programs is proposed to solve the problems encountered by teachers of Paaralang Elementarya ng Mabunga in the use of self-made LRs. Furthermore, the study is limited to 8 teachers or 100% of the total number of teachers of PEM and delimited to the responses provided in the survey questionnaire and to the academic year frame 2024 – 2025.

*Keywords* — *learning resources, quality assurance team*

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## I. Introduction

Learning Resource Materials are very important in the delivery of basic education services. They serve as tools in developing different competencies among the learners. In whatever learning modality used in education, these materials play a vital role in creating well-rounded individuals equipped with the knowledge and skills expected of them.

To meet the demands of the new curriculum and the changes in the education system, DepEd has implemented a range of initiatives to bring educational resources and services closer

to learners nationally. The Learning Resources Management and Development System (LRMDS) developed with the assistance of the Australian Government (AusAID) under the STRIVE program is one initiative. AusAID continued to assist the DepEd to implement the systems nationally by providing technical assistance to DepEd to enhance the LRMDS system and to build capacity for a national rollout. The national rollout is defined by the issuance of DepEd Order 76, s. 2011. The DepEd through the LRMDS is seeking to exploit as best possible ICT to increase the level of quality, relevance, reach and access to education by all.

As part of this system, DepEd is digitizing all existing DepEd-developed K to 12 teaching and learning materials, developing new digital, interactive and print-based materials aligned to the new curriculum to distribute via the LRMDS repository teaching and learning resources to all DepEd regions, divisions, schools and learning centers.

Research findings showed that the desired 1:1 textbook: student ratio did not exist in most schools surveyed; most teachers had no teacher manuals; teachers were used their own money to augment the instructional resources in the schools; schools which lose their textbook collection because of calamities do not get replacements; and, that few supplementary materials are available at the schools.

With all these, teacher-made instructional materials are used in order for instruction to be successful. Use of print and non-print learning materials is very much of help to the teachers who suffer from insufficient supply of LRs. But some problems seem to arise from this situation.

In this regard, the researcher wants to find out how urgent is the need to make sure that these learning resources created by teachers meet the standard of learning. He also wants to explore on systematic evaluation of Learning Resource Materials at Paaralang Elementarya ng Mabunga as basis for quality assured Teaching Resources that could be provided.

## **Review of Literature**

Similar and related writings on the evaluation of Learning Resource Materials as basis for quality assured Teaching Resources were published. Writers and other researchers prove their point of view on this matter as can be viewed in the following:

Baseline studies for Stage II of STRIVE also identified highly variable distribution of resources across all levels and in most subject areas, (English, Mathematics, Science, ALS and TLE). The lack of resources was also highly variable across divisions sampled. Again, there was no instance within the study sites of a 1:1 ratio for textbooks. The research also identified the current procurement process for textbooks and supplementary materials as being problematic. That is, when the bidding process fails to identify qualifying bidders the process needs to be recommenced and during which time no resources are available except what the Division or schools may purchase independently using local funds or donations (Baseline Research STRIVE II 2008).

According to a study entitled Quality assurance in learning material development at OUM by Nazrai Ahmad Zabidi, Tai Kwan Woo, P. Rajesh Kumar, Mansor Fadzil and Syarifah Hidayatul Syed Husain, an Open University Malaysia, Kuala Lumpur, Malaysi, the success and effectiveness of the distance education system “depends heavily on the study material, particularly in the form of printed course material” ( Jayaram and Dorababu,2015). Quality in the Open and Distance Learning (ODL) institutions and their programs are often judged in relation to study material because “student learning is at the center of the ODL experience” (Kirkpatrick, 2005; Hashim, 1999). These are the pivots on which the whole learning pedagogy revolves.

Earlier works on students’ contributions in the development of learning resources root from inquiry-based learning. Barak et al. conducted a study on an MBA course, in which students enrolled in the course were responsible for contributing learning resources to an online repository as well as ranking the resources contributed by other students to the repository. His findings indicated that students who actively contributed resources to the online repository and assessed other students’ contributed resources performed better in their final examination compared to other students. Yu et al. reported on a web-based online learning system which enables students to contribute learning resources to the repository of the system. Before the final submission of the created resources to the repository of the system, they are reviewed by other students in terms of their quality.

Their findings revealed that high-performing students tended to contribute more learning resources, while low-performing students tended to generate fewer resources. Later works on this topic were introduced under the umbrella title of contributing students’ pedagogy (CSP). For example, Denny et al., developed one of the most successful web-based learning systems called PeerWise that uses students’ generated learning resources in the form of multiple-choice questions (MCQs) to build the repositories of learning resources. Students can also rate the quality of learning resources developed by other students. PeerWise has been deployed in a wide range of undergraduate courses around the world with detailed analyses of student engagement and performance. The results of these analyses indicate that students who contribute to the creation of resources use higher order of thinking skills to generate good quality resources as well as taking an active role in their learning, and that there is a positive association between students’ engagement in PeerWise and their academic achievements.

According to study of Dewi Mutiara , Aminudin Zuhairi and Sri Kurniati , Designing, developing, producing and assuring the Quality of multi-media learning materials for Distance learners: lessons learnt from Indonesia’s Universitas terbuka, effective design of instruction is essential, as in distance education it is the institution rather than the teacher teaches. The learning materials should thus be designed to be user-friendly for the learners’ self-study and independent learning activities. Designing effective instructional systems for distance learning involves activities which include identifying needs and goals, analyzing instruction, developing materials and planning delivery system, piloting the materials, and revising the materials.

Based from these studies teachers use teacher-made learning resources as part of their lesson in order for the students to process information while visualizing the content of the topic without passing quality assurance evaluation. These learning, whatever form and style they may be are created according to the learners' needs and level of understanding and are evaluated as good quality resources.

### **Research Questions**

The researcher aims to explore on systematic evaluation of Learning Resource Materials at Paaralang Elementarya ng Mabunga as basis for quality assured Teaching Resources that could be provided.

Specifically, this study aims to answer the following questions:

1. What types of LRs are made by the teachers of Paaralang Elementarya ng Mabunga?
2. What problems are encountered by the teachers of Paaralang Elementarya ng Mabunga in the use of teacher-made LRs?
3. What processes, plan and programs are to be proposed to solve the problems encountered by teachers of PEM in the use of self-made LRs?

### **Scope and Limitation**

The study was focused on types of LRs made and used by the teachers and problems encountered in the use of self-made LRs in Paaralang Elementarya ng Mabunga.

Hence, the study has for its scope all the learning resources made by the teachers of Paaralang Elementarya ng Mabunga for school year 2024-2025. The study is limited to 8 teachers or 100% of teachers of Paaralang Elementarya ng Mabunga.

The research is delimited to the responses provided in the survey questionnaire and to the academic year frame 2024 – 2025. Teachers who are not teaching at PEM are not included in this study. This is further delimited to other learning resources made outside of PEM.

This study aims to craft processes, plan and programs to solve the problems encountered by teachers in the use of self-made LRs in Paaralang Elementarya ng Mabunga.

## **II. Methodology**

### **Sampling**

The researcher used the descriptive qualitative research process. According to Calmorin (2007), the descriptive qualitative method is a design to gather information about the present

existing conditions. The principal aim of employing this method is to describe the nature of a situation as it exists at the time of the study and to explore the cause of a particular phenomenon.

Descriptive qualitative design is concerned with describing the nature of the phenomenon under investigation after a survey of trends, practices and conditions that relate to that phenomenon. It involves the collection of data in order to test the hypothesis and answer questions concerning the subject of the study.

All of the eight (8) female teachers working in Paaralang Elementarya ng Mabunga served as informants in this study, thus no sampling was done for the selection of informants.

### **Data Collection**

The researcher made use of survey questionnaire in the attempt to find answers to the problems speculated. To prepare the survey questionnaire, the researcher considered the related studies. The survey questions are focused on the types of LRs prepared and used by the teachers in their instruction and delivery of learning to their pupil and the problems that they encounter on the use of the said LRs.

With the approved permit, the researcher requested the teachers of the selected informants to answer the survey questionnaire by themselves. The data gathered through the questionnaire were analyzed and interpreted by the researcher using tables and diagrams.

### **Ethical Issues**

The study explored the different types of LRs used by the teachers of PEM. From this, the focus shifted toward documenting problems encountered in the use of these LRs. The study investigated the advantages and disadvantages of using teacher-made LRs without passing through evaluation process. Conducting this study entails ethical issues that need to be considered by the researcher.

Confidentiality must always be observed especially in conducting interviews and gathering data. The personal and professional issues shared by the teachers must be kept secured to avoid problems and conflicts among the teachers working in the same place. Leaking of information must be avoided to establish trust and integrity. Teachers face multiple challenges that affect their performances in school. Their values and beliefs may also be reflected from their responses during the interview. Thus, judgement must be refrained by the researcher. Giving feedbacks, comments and suggestions to the teachers in dealing with their issues are prohibited, as well.

### **Plan for Data Analysis**

This study was designed to take an in-depth look at the types of LRs used by teachers and the problems encountered in the use of these LRs in school. The use of descriptive qualitative methods was intended to provide a rich view into quality assured learning resources. The

descriptive qualitative method used is the content analysis. Content analysis is a systematic technique in analyzing the message content and message handling. The messages being analyzed in the study are the responses of the informants from the interview. Content analysis also provides valuable insights through analysis of responses. Through the utilization of this technique, the point of view of the informants, intentions, and arguments are maintained.

### III. Results and Discussion

Based on the analysis and interpretation of the data gathered, the researcher came out with the following results:

**Table 1**  
**Survey Results on Types of LRs made by the teachers of Paaralang Elementarya ng Mabunga**

<b>Items</b> <i>The teachers made and use the following LRs:</i>	<b>Weighted Mean</b>	<b>Interpretation</b>	<b>Rank</b>
Activity sheets	4.68	Most Commonly used	1
Story books	4.51	Most Commonly used	4
Self-Learning Modules	4.54	Most Commonly used	3
Video Lessons	4.48	Commonly used	5
Manipulative materials.	4.64	Most Commonly used	2
Composite Mean	4.57	Most Commonly used	

Based on Table 1, the teachers made and most commonly used a variety of LRs namely: activity sheets, manipulative materials, self-learning modules, storybooks, and video lessons. The obtained composite mean of 4.57 indicated that this area of concern is rated most commonly used.

**Table 2**  
**Survey Results on “Problems Encountered by the Teachers of Paaralang Elementarya ng Mabunga in the use of Teacher-Made LRs”**

<b>Items</b> <i>The problems encountered by the teachers of Paaralang Elementarya ng Mabunga in the use of teacher-made LRs are</i>	<b>Weighted Mean</b>	<b>Interpretation</b>	<b>Rank</b>
1. concepts developed do not contribute to enrichment, reinforcement, or mastery of the identified learning objectives	4.57	Strongly Agree	2
2. LRs are used with grammatical and/or typographical errors	4.54	Strongly Agree	3
3. the material does not use various teaching and learning strategies that meet individual differences/ learning styles	4.65	Strongly Agree	1
4. layout and design are not suitable to the target user	4.49	Agree	4
5. the material could have copyright violations	4.45	Agree	5
Composite Mean	4.54	Strongly Agree	

Based from the perceptions of the respondents, there are problems encountered by the teachers of Paaralang Elementarya ng Mabunga in the use of teacher-made LR. The problem “the material does not use various teaching and learning strategies that meet individual differences/ learning styles yielded the highest weighted mean of 4.65 ranked first.

This was followed by the problem “concepts developed do not contribute to enrichment, LR are used with grammatical and/or typographical errors and layout and design are not suitable to the target user. These items yielded the weighted means of

4.57, 4.54 and 4.49 with the ranked of second, third and fourth, respectively. These were all rated as strongly agree by the said respondents.

On the other hand, the problem “the material could have copyright violations “gained the least weighted mean of 4.45 and least ranked of fifth. This was interpreted as agree by the said respondents.

Based from the response of the students, the obtained composite mean of 4.54 indicated that this area of concern is rated strongly agree.

To address the above-mentioned findings on problems encountered by teachers of PEM in the use of self-made LR, there is a need to propose processes, plan and programs in line with them.

### **Proposed Output to Address the Problems Encountered by teachers of PEM in the Use of Self-made LR**

Project **REVIEW**: **RE**view the Contents, **VI**sualize for a Change, **EX**emplify, and **WO**rk towards excellence is the proposed project to address the problems encountered by teachers of PEM in the use of self-made LR. It aims to help teachers in picking the right and appropriate LR for their lessons. With this project, teachers will have a tool for assessing and evaluating if the learning resources are appropriate for their pupils and will be effective if to be used properly in the teaching-learning process. Suitable LR and materials for pupils could be chosen because relevant, appropriate, and quality-assured materials are aimed to be developed in this program.

The management had come up with this program due to the big difference that can be viewed between the learning resources from DepEd Portal compared with Non-DepEd Portal material, particularly in terms of content and layout. Although there are similarities as they are read and compared, an effective instructional material must be specific in content, illustrations must also be used along with text suited to the abilities of the learners. Evidently, there is still a need to add differentiated activities suited for all types of learners. That is why, it is necessary to produce learning materials that are localized, indigenized and passed the quality assurance team for teacher-made LR. This factor will be a great help to better understanding of each lesson.

Project REVIEW will follow the following processes:

**Table 3:**  
**Project REVIEW Plan and Program of Activities**  
 (REview the Contents, VIvisualize for a Change, Exemplify and Work towards excellence)

Activity	Expected Output	Person Involved	Time Frame	Resources/ Budget
1. Conduct a School LAC Session on Curriculum Review and Contextualization	Program of Activities in line with Project: REVIEW	School Head 8 teachers	SY:2024 – 2025	School Fund
2. Collection of soft copies and hard copies of teacher-made LRs	Copies of teacher-made LRs	School head School LR Coordinator	Quarterly	School Fund
3. Validation by Quality Assurance Team using appropriate evaluation tools	Completely filled-out M&E tool for LRs/IMs	School head School LR Coordinator 8 teachers of PEM	Quarterly	School Fund
4. Pilot Testing of the teacher-made LRs	Report on Pilot testing made	School head School LR Coordinator 8 teachers of PEM	Quarterly	School Fund
5. Monitoring and Evaluation	M & E Results	Quality Assurance Team	Quarterly	School Fund

#### IV. Conclusion

The purpose of this study is to explore on systematic evaluation of Learning Resource Materials at Paaralang Elementarya ng Mabunga as basis for quality assured Teaching Resources that could be provided. After an in-depth research, the following conclusions were made:

1. It was found out that the types of LRs made by the teachers of Paaralang Elementarya ng Mabunga are:
  - a. Activity sheets
  - b. Story books
  - c. Self-Learning Modules
  - d. Video lessons
  - e. Manipulative materials.

2. It was also discovered that the problems encountered by the teachers of Paaralang Elementarya ng Mabunga in the use of teacher-made LR are:

- a. concepts developed do not contribute to enrichment, reinforcement, or mastery of the identified learning objectives
- b. LR are used with grammatical and/or typographical errors
- c. the material does not use various teaching and learning strategies that meet individual differences/ learning styles
- d. layout and design are not suitable to the target user
- e. the material could have copyright violations

3. In line with these findings, Project REVIEW that comprises processes, plan and programs is proposed to solve the problems encountered by teachers of Paaralang Elementarya ng Mabunga in the use of self-made LR.

### V. Recommendations

Based on the above findings and conclusions, the following recommendations are suggested:

- 1. that this study serves as reference material of other researchers,
- 2. this study be a basis for future studies,
- 3. through this study, teachers can develop more effective LR suited to the learners
- 4. teacher-made LR must pass through the Quality Assurance Team of the school in order to create a more valid and effective learning resources that can improve pupils' performance

### Timetable/Gantt Chart

ACTIVITIES	July 2024	August 2024	September 2024	October 2024	November 2024	December 2024
1. Conduct a School LAC Session on Curriculum Review and Contextualization	/	/				
2. Collection of soft copies and hard copies of teacher-made LR	/	/	/			
3. Validation by Quality Assurance Team using appropriate evaluation tools			/			
4. Pilot Testing of the teacher-made LR				/		
5. Monitoring and Evaluation					/	/

### Cost Estimate

In order to realize the purpose of the proposed project, budget and fund will be utilized. The following table shows the cost estimate of the budget to be allocated for Project REVIEW.

ACTIVITIES	Amount to be used
1. Conduct a School LAC Session on Curriculum Review and Contextualization	Php 500.00
2. Collection of soft copies and hard copies of teacher-made LRs	Php 5,000.00
3. Validation by Quality Assurance Team using appropriate evaluation tools	Php 500.00
4. Pilot Testing of the teacher-made LRs	Php 500.00
5. Monitoring and Evaluation	Php 500.00
Total	Php 7,000.00

### Plans for Dissemination and Utilization

The study helped in exploring systematic evaluation of Learning Resource Materials at Paaralang Elementarya ng Mabunga as basis for quality assured Teaching Resources. Some activities need to be undertaken in order to achieve goal of making sure that the learning resources used in school are within the restrictions set by DepEd. First among them is conducting a School LAC Session on Curriculum Review and Contextualization to be done within the school year. Though this, teachers will be refreshed on the guidelines and tools needed in crafting learning materials whatever style they may be.

Second is the collection of soft copies and hard copies of teacher-made LRs. It is inevitable to say that teachers always prepare and make their own LRs especially when there is inadequacy in supply. The problem is that these materials do not pass through the process of evaluation so the process of collecting them for evaluation is very much in need. And this must be done in quarterly basis.

Third among the processes is the validation by Quality Assurance Team using appropriate evaluation tools. By doing this quarterly, all LRs prepared by the teachers would be checked and revised as to what is really needed and appropriate for the learners of PEM. Next to this is the pilot testing of the teacher-made LRs which is very vital in assessing the usability and validity of the material.

Equally important among the processes is the fifth and last one which is monitoring and evaluation. Based on Monitoring and Evaluation results, appropriate actions and interventions will be done equating to quality assured learning resources at Paaralang Elementarya ng Mabunga.

**Questionnaire on “Types of LRs made by the teachers of Paaralang Elementarya ng Mabunga”**

**Directions: Please rate each item based on the given scoring guide.**

**Scoring Guide**

Option	Range	Verbal interpretation
5	4.50-5.00	Most Commonly Used (MCU)
4	3.50-4.49	Commonly Used (CU)
3	2.50-3.49	Occasionally Used (OU)
2	1.50-2.49	Seldom Used (SU)
1	1.00-1.49	Never Used (NCU)

Items	Response
<i>The teacher made and use the following LRs:</i>	
1. Activity sheets	
2. Story books	
3. Self-Learning Modules	
4. Video lessons	
5. Manipulative Materials	

**Questionnaire on “Problems Encountered by the Teachers of Paaralang Elementarya ng Mabunga in the use of Teacher-Made LRs”**

**Directions: Please rate each item based on the given scoring guide.**

**Scoring Guide**

Option	Range	Verbal interpretation
5	4.50-5.00	Strongly Agree (SA)
4	3.50-4.49	Agree (A)
3	2.50-3.49	Moderately Agree (MD)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree (SD)

Items	Response
<i>The problems encountered by the teachers of Paaralang Elementarya ng Mabunga in the use of teacher-made LRs are....</i>	
1. concepts developed do not contribute to enrichment, reinforcement, or mastery of the identified learning objectives	
2. LRs are used with grammatical and/or typographical errors	
3. the material does not use various teaching and learning strategies that meet individual differences/ learning styles	
4. layout and design are not suitable to the target user	
5. the material could have copyright violations	

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