

# Instructional Materials and Academic Performance of Grade II Pupils in Don Fernando Jacinto Elementary School, Villanueva, Misamis Oriental

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**Abstract:** DepEd Order No. 108, 1990, Regulating the Sharing of Motion, Pictures/Films in School, as subject provided by law, the use of audio-visual aids and other reading devices, e.g. radio, television, movies, to facilitate learning in schools, is highly encouraged.

**Keywords:** Instructional Material Council (IMC), Executive Order (EO).

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## 1. INTRODUCTION

The Instructional Material Council (IMC) was created as an afterthought. The name first appeared in 1983 in the General Appropriation Act, when the textbook Council created by Executive Order (EO) No. 806 in 1982 was listed as an instructional materials council. In 1985, the DepEd (or MECS) tried to justify the renaming of the textbook Council through MECS order No.64. On September 1993, then Pres. Fidel Ramos finally issued EO 127, which revitalized Instructional Materials Council by redefining its functions and made it legal.

Instructional materials provides concepts and attitudes to the student which improved his skills, ability to reason and to makes him/her informed about what is going on in the society. Education has helped to bring the entire world into an entity through the information and knowledge education has helped us to achieve.(Anderson, 2008)

Education has helped to reduce the problem of language barrier. Through instructions and teaching by the teacher. Education has been a means to an end, that a school is developed as a result of instructional aid created by education. Instructional material is an aid to teaching and learning. It helps to raise learning from verbalization to practical aspect of teaching and learning. Instructional materials makes teaching and learning interesting, easy, and amusing. It makes learning more effective.

The goal of the Committee on Developing the Capacity for Selecting Effective Instructional Materials (“The Committee”) was to produce a tested standards-based instrument that would be helpful to people who select instructional materials for use in the science classroom. In so doing, the Committee was responding to the request of teacher for instructional materials that would enable them to teach science using a standards-based approach. Without these standards, many teachers would continue to teach science as they have in the past, and the efforts to increase student’s achievement. The Committee recognized early on that the selection instrument would have to be flexible in order to accommodate both national and state standards, as well as the diversity of standards and interest involved in decision-making at the local level, including teachers, principals, science supervisor, parents, scientists, and school board members. (Dill, 2000)

“Teaching materials” is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they`re being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. Examples; Teaching materials can refer to a number of teacher resources; however, the term usually refers to concrete examples, such as worksheets or manipulative (learning tools or games that students can handle to help them gain and practice facility with new knowledge-e.g. counting blocks). Teaching materials are different from “resources,” the latter including more theoretical and intangible elements, such as learning. or support from other educators, or places to find teaching materials.(Dill and Anderson, 2000)

Learning materials are important because they can significantly increase student achievement by supporting students` learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning. Learning materials can also add important structure to lesson planning and the delivery of instruction. Particularly in lower grades, learning materials act as a guide for both the teacher and student. They can provide a valuable routine.

## 2. CONCEPTUAL FRAMEWORK

This study focuses on the impact of using instructional materials in teaching and learning to pupil`s academic performance of grade two of Don Fernando Jacinto Elementary School. This study anchored to the concept of Emily Cruse, M.Ed., Curriculum Director, Library Video Company with a title of using Educational Video in the Classroom: Theory, Research and Practice. She mentioned the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experiences.

The paradigm of this study is guided by the theory of Gardner (2006) which is the multiple intelligences. Accordingly, an individual possesses, in varying strengths and preferences, at least eight discrete intelligences; linguistic, logical, mathematical, bodily-kinesthetic, interpersonal, and naturalistic. “The relative strength and weaknesses among and between these intelligences dictate the ways in which individuals take in information, perceive the world, and learn” (Marshall, 2002).

Mayer (2001) explains that viewing, while it may appear to be passive, can involve the high cognitive activity necessary for active learning: “well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive. The content and context of audio/visual or viewing are both crucial elements for engaging students as active learners.

Adequate instructional materials, tool and equipment can affect students learning since students learn most by doing. With IM`s the teacher will be able to make his/her strategies in teaching more effective and desirable. Farther, it is much easier for students to cope, learn and understand their lesson as well as acquire the skills necessary in the field.

### SCHEMA OF THE STUDY

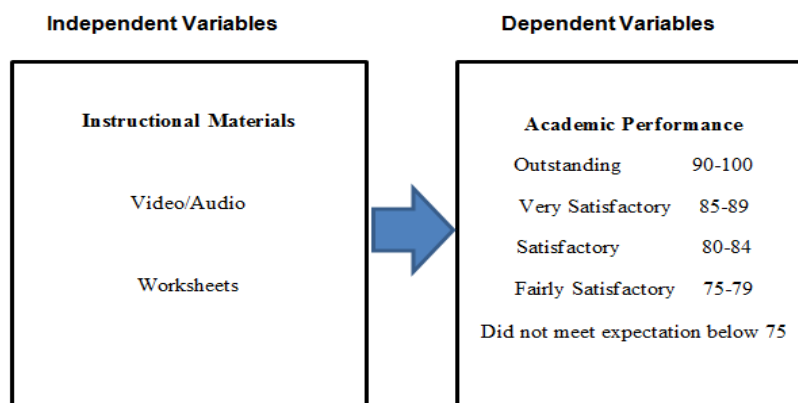


Figure 1. Schematic Presentation of the Interplay between Independent and Dependent Variables

### 3. STATEMENT OF THE PROBLEM

This study primarily attempts to determine the impact of using instructional materials and its academic performance of grade two pupils in Don Fernando Jacinto Elementary School as the respondents. Specifically, it answered the following questions:

**1. What is the profile of the different types of instructional materials such as the:**

1.1 Video/Audio

1.2 Worksheets

**2. What is the academic performance of grade two pupils using the different instructional materials based on the following categories:**

2.1 Outstanding

2.2 Very satisfactory

2.3 Satisfactory

2.4 Fairly satisfactory

2.5 Did not meet expectations

**3. Is there a relationship between pupil s academic performance and extent of using instructional materials?**

3.1 Video/Audio

3.2 Worksheets

### 4. STATISTICAL DATA ANALYSIS

To get the analysis and interpretation of the data, the following statistical measures were employed:

1. In Problems 1 & 2 Frequency and Percentage was used to determine the distribution of a respondent in terms of profile on video/audio instructional materials, worksheets and the pupil – respondents academic performance.
2. Spearman Rho was used to show the interplay between the academic performance and the profile on instructional materials.

**FINDINGS:**

3. The findings of the study were summarized below:

**4. The Video/Audio Instructional Materials Profile**

5. 1. Out of 39 pupil – respondents, 28 (71.8%) strongly agree that video/audio are attractive and easy to understand and 5 (38.5%) among the respondents agree that “I have a basic and a thorough understanding of the lessons.

6. On the other statement that says, The ideas presented are clear and concise, 10 (25.6%) disagree, and 1 (2.6%) strongly disagree that video/audio lessons presented are comprehensive and concise and another 1 (2.6%) strongly disagree that “The ideas presented are clear and concise.

**7. The Worksheets Instructional Materials Profile**

8. 2. Out of 39 pupil – respondents, 28 (71.8%) strongly agree that worksheets lessons are very interesting and captivating, 17 (43.6%) mentioned that they agree that they have a basic and thorough understanding of the lessons.

9. There were 9 (23.1%) disagree that worksheets lessons presented are comprehensive and concise, Lastly 1 (2.6%) strongly agree that worksheets lessons presented are comprehensive and concise and another 1 (2.6%) strongly agree that “The ideas presented are clear and concise.

**10. The Academic Performance of the Respondents**

11. 3. Out of 39 pupil – respondents, 15 or 38.5%, which indicates that most of the respondents got a grade of Satisfactory. This academic grades ranges from 80-84 percent.

12. There were only 6 or 15.4% respondents got an Outstanding grades and 7 or 17.9% Very Satisfactory. Meanwhile, 7 or 17.9% got a grade of Fairly Satisfactory grades (75-79 percent). In addition, 4 or 10.3% among the 39 respondents failed in this academic school year 2016-2017.

**13. The Relationship between the Academic Performance and Profile on Instructional Materials.**

14. 4. The computed value between the Video/Audio materials and the acad. Performance gave a value of .791 which is greater than the tabular value. This simply implied that the video/audio instructional materials closely influenced the acad. Performance. Therefore, the null hypothesis is rejected.

**5. CONCLUSIONS**

Based on the findings, conclusions were summarized below:

1. Based on the findings Instructional Materials in terms of Video/Audio manifested a positive reactions towards the importance of instructional materials. specifically, video/audio lessons are attractive and easy to understand.
2. Instructional Materials in terms of Worksheets are very interesting and captivating and majority of the respondents marked a positive reaction on it.
3. The academic performance of the pupil – respondents serves as a springboard for the planning of teachers in terms of instructional materials to provide greater accommodation for pupils which will increase the motivation and their enthusiasm towards the lesson.
4. Based on the findings, both video/audio and worksheets instructional materials greatly affect the academic performance of pupils. Video/Audio instructional materials closely influenced the academic performance. Therefore, the null hypothesis is rejected. In the interplay between Academic Performance and Worksheets instructional materials, the result is denoting a high relationship between the two variables. Therefore, null hypothesis is rejected.

**6. RECOMMENDATIONS**

Based on the findings and conclusions, the following recommendations were presented to the following:

**The Pupils**

1. The pupils are advised to study well, cooperate during the discussions and avoid more absences.
2. They are advised to take examinations and do the assignments and projects.
3. Be responsible in school, follow the rules and policy of the school.

**The Teachers**

1. Teachers are advised to make instructional materials that are fit to the need of his/her pupil's level.
2. They are encouraged to make instructional materials based on the lessons to be presented in class.
3. They are advised to give awareness to the pupils about the classroom rules, the school rules and regulations and provide them a copy of pupils handbook for them to be guided the dos and don'ts when inside the school campus.

**The Administrators**

1. The Administrators are encourage to provide materials to teachers to be used in making instructional materials.
2. They should give seminars for teachers sponsored by the school to be more knowledgeable and skilled in making instructional materials.
3. They must monitor the teacher's use of instructional materials during teaching.

**Future Researcher:**

1. The future researcher is advised to take a wider scope of the study in order to see a broader picture of the importance of using instructional materials in teaching and learning.

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