

SUFFICIENCY, UTILIZATION OF INSTRUCTIONAL MATERIALS AND ACADEMIC PERFORMANCE OF EPP 6 LEARNERS

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Abstract: This study assessed the sufficiency, utilization of instructional materials, and academic performance of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 learners in all public elementary school of the Division of Carcar City, Carcar City, Cebu for the school year 2017-2018. The descriptive method of research was utilized, using the adapted survey questionnaire. The technique used was descriptive survey to the teachers' respondents. Data were analyzed using frequency, percentage, weighted mean, and Pearson product moment correlation coefficient. The study revealed that in the level of sufficiency of instructional materials were found less sufficient. Concerning the extent of utilization of instructional materials, only the teaching aids were utilized and other were least utilized. On the other hand, the academic performance of EPP 6 learners were found out that of the 33 schools, only three (3) schools performed satisfactory. It was also found out that there was a significant relationship between the level of sufficiency of instructional materials and the extent of utilization of instructional materials. It was also discovered that there was only one (1) variable has no significant relationship between the extent of utilization of instructional materials and academic performance of EPP 6 learners while the other three (3) variables has significant relationship between the extent of utilization of instructional materials and academic performance of EPP 6 learners. It further revealed that there was significant relationship between the level of sufficiency of instructional materials and academic performance of EPP 6 learners. In terms of challenges encountered in teaching EPP 6, insufficient textbooks and insufficient facilities were described as moderate serious. Thus, it was concluded that the level of sufficiency and extent of utilization of instructional materials significantly affect the academic performance of learners

Keywords: sufficiency, utilization, instructional materials, academic performance, EPP, Grade 6 learners, descriptive-correlational, Philippines.

I. INTRODUCTION

Instructional materials are the devices developed or acquired to assist or facilitate teachers in transmitting organized knowledge, skills, and attitudes to the learners within an instructional situation Nwachukwu (2006). It is not enough for the instructional materials to be available in schools; they must be put to use in order to enhance the facilitation of learning on the part of the learners. When instructional materials are properly used in teaching they help to cohere abstract concepts and put the elements of reality into ideas that may seem impracticable.

The learners need sufficient and excellent utilization of instructional materials in EPP subject for them to experience a hands on learning. We know that instructional materials are the tools teachers use to teach their learners. Excellent instructional materials has the big impact on the learners learning since learners learn most by doing. Together with the

excellent instructional materials are its sufficient numbers of units in proportion with the number of learners. Engaging in hands on activities gives the learners idea on how this experience can be applied in a real-life situation.

These instructional materials give as an aid of instruction. Through this, the teacher will be able to make his/her strategies in teaching more effective and meaningful. So, when there is sufficiency of instructional materials and proper utilization of this can help to improve the academic performance of the learners. Further, the sufficiency of instructional materials that will support the learners effective learning also have its own demand in the educational system.

In Carcar City Division, the Status Report Progress Performance Indicators on Quality and Relevance for the Learners with Quarterly Failures (LQFs) for Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 in school year 2016-2017, revealed five (5) failures during the first quarter, 55 during second quarter, 174 during third quarter and 71 during fourth quarter. There were also factors being identified, but at the top of these factors, teachers were blamed. Concerned teachers argued that EPP had a high failure rate because of many reasons. One was the issue on inadequate or absence of instructional materials- books, laboratory, manuals, handouts, and the like are insufficient that they have become detrimental to EPP learning inside the classroom.

Based on this scenario, this study was conducted to determine the sufficiency, utilization of instructional materials and academic performance of EPP 6 learners in all public elementary school in Carcar City Division, Carcar City, Cebu. The findings of the study would be used as bases in proposing an action plan in Edukasyong Pantahanan at Pangkabuhayan(EPP) 6.

Statement of Problem

This study assessed the sufficiency, utilization of instructional materials, and academic performance of EPP 6 learners in all elementary public schools of Carcar City Division, Carcar City, Cebu for school year 2017-2018 as bases for a proposed action plan of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6.

Specifically, the study sought to answer the following sub-problems:

1. What are the level of sufficiency of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional materials in terms of:
 - 1.1. teaching aids;
 - 1.2. audio - visual tools and materials;
 - 1.3. laboratory apparatus and equipment; and
 - 1.4. books, teacher's manuals, and teaching guides?
2. What are the extent utilization of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional materials in terms of:
 - 2.1. teaching aids;
 - 2.2. audio - visual tools and materials;
 - 2.3. laboratory apparatus and equipment; and
 - 2.4. books, teacher's manuals, and teaching guides?
3. What is the academic performance of EPP 6 learners?
4. Is there a significant relationship between:
 - 4.1 the level of sufficiency of instructional materials and extent utilization of instructional materials?
 - 4.2. the extent of utilization of instructional materials and academic performance of EPP 6 learners?
 - 4.3. the sufficiency of instructional materials and academic performance of EPP 6 learners?
5. What are the challenges encountered in the teaching of EPP 6?
6. Based on the findings, what action plan can be formulated?

II. RESEARCH METHODOLOGY

This presents in sequence the research design, flow of the study, environment, Instruments, data-gathering procedure, treatment of data and definition of terms.

A. Design

The researcher utilized a quantitative approach of research employing descriptive correlational design. Creswell (2012) defines descriptive correlational design as used to describe and measures the degree of association or relationship between two or more variables or set of scores. In addition, this method refers to a type of study in which information is collected without making any changes to the study subject. As used in the study, the researcher correlates the level of sufficiency and extent of utilization of instructional materials as well as the academic performance of the learners.

B. Respondents

The respondents of the study were 120 Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 teachers in all public elementary schools of Carcar City Division, Carcar City, Cebu, Philippines. The sampling technique used in study is purposive sampling wherein public school teachers who teaches EPP for more than three years were considered as respondents of the study. None EPP teachers and EPP teachers with less than three years were excluded.

C. Instruments

The study utilized an adapted research instrument from Antopina (2011). The first part focused on the level of sufficiency of instructional materials in terms of teaching aids, audio-visual tools and materials, laboratory apparatus and equipment, and books, teacher's manuals, and teaching guides. The second part contains the extent of utilization of instructional materials in terms of teaching aids, audio-visual tools and materials, laboratory apparatus and equipment, and books, teacher's manuals, and teaching guides. The last part was the challenges encountered in the teaching of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 teachers. The questionnaire was evaluated by experts and undergone content validation. It was tested its reliability with 0.85 cronbach alpha.

D. Data Analysis

The following were the data analysis tools used to analyze and interpret the data gathered:

Weighted Mean. This was used in determining the level of sufficiency and extent of utilization of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional materials in terms of teaching aids, audio - visual machines and materials, laboratory apparatus and equipment and books, teacher's manuals and teaching guides. This was also used in determining the persistent challenges encountered in the teaching of EPP 6.

Pearson r. This was used in determining the significant relationship between the level of sufficiency of instructional materials and the extent of utilization of instructional materials, the extent of utilization of instructional materials and academic performance of EPP 6 learners, and the level of sufficiency of instructional materials and academic performance of EPP 6 learners.

III. RESULTS AND DISCUSSION

Level of Sufficiency of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Instructional Materials.

Level of sufficiency of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional materials refers to the readiness for use of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional materials which are just enough to meet the ideal number and needs of the users. It is also means equal to the requirements; sufficient or suitable such that the task to be done in EPP 6 teaching-learning is rendered achievable.

The level of sufficiency of EPP 6 instructional materials included teaching aids, audio-visual machines and materials, laboratory apparatus and equipment, and books, teacher's manuals and teaching guides.

Teaching Aids

The tools used and needed by the Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 teachers that can help in teaching EPP 6.

Table 2: Level of Sufficiency of Teaching Aids

Particulars	Level of Sufficiency		Rank
	WM	DE	
Chalks	4.697	Very Much Sufficient	1
Chalk boards	4.515	Very Much Sufficient	2
Bulletin Boards	3.455	Moderately Sufficient	3
Charts	3.303	Sufficient	4
Computer Technologies	2.970	Sufficient	5
Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Corners	2.848	Sufficient	6
Reference Materials	2.667	Sufficient	7
Textbooks	1.758	Not Sufficient	8
Overall Weighted Mean	3.277	Sufficient	

It was revealed that the chalks and chalkboards were very much sufficient and textbook was not sufficient. This means that only textbooks of the particulars of the sufficiency of teaching aids is not sufficient, maybe there are textbooks in schools but it is not enough to the numbers of the EPP 6 learners. This implies that unavailability of teaching aids like textbooks the learners do not have enough references for their lessons, so when they assessed probably the results is poor in academic performance. Sufficiency of instructional materials in teaching Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 is needed for the learners to use as learning materials and also for their references in their daily activity. Kochhar (2012) explained that text-book needs to be supplemented with other aids like the workbooks, test items, charts and films for students to be able to acquire the expected learning in terms of knowledge, understandings, skills of learning, behavioral skills, and attitudes.

Audio-Visual Tools and Materials

These involved recorded sound and pictures to transmit information and promote teaching and learning that could address learning needs especially the auditory and visual learners.

Table 3: Level of Sufficiency of Audio-Visual Tools and Materials

Particulars	Level of Sufficiency		Rank
	WM	DE	
Computers	2.394	Less Sufficient	1.5
Speakers System	2.394	Less Sufficient	1.5
Slide Projectors	2.333	Less Sufficient	3
Microphones	2.273	Less Sufficient	4
Stereo Component Amplifiers	2.212	Less Sufficient	5
Televisions	2.182	Less Sufficient	6
Overhead Projectors	2.152	Less Sufficient	7
Movie Projectors	2.030	Less Sufficient	8
Video Tapes	1.879	Less Sufficient	9
Overall Weighted Mean	2.205	Less Sufficient	

The table shows that the audio-visual tools and materials are less sufficient. This means that the schools were inadequate of audio-visual tools and materials like computers, speakers system, slide projectors, microphones, stereo component amplifiers, televisions, overhead projectors, movie projectors and video tapes. This implies that the insufficiency of audio-visual tools and materials in the schools the learners cannot enhance in their listening, speaking, and visual skills, so they feel not interested in the activity when this happened they will get low in academic performance. According to Nwike, M.C. (2013) those students taught with instructional materials performed better than those taught without instructional materials. There is therefore a general consensus that instructional materials enhance teaching and learning and lead to better students' achievement.

Laboratory Apparatus and Equipment

These are the instruments used for indoor activities of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 that would help the teacher and learners in the teaching-learning process.

Table 4: Level of Sufficiency of Laboratory Apparatus and Equipment

Particulars	Level of Sufficiency		Rank
	WM	DE	
Scissors	3.121	Sufficient	1
Tape measure	2.758	Sufficient	2.5
Knife	2.758	Sufficient	2.5
Ladle	2.455	Less Sufficient	4
Kettle	2.242	Less Sufficient	5
Gas range	2.061	Less Sufficient	6
Measuring glass	1.848	Less Sufficient	7
Shears	1.758	Not Sufficient	8
Measuring cup	1.727	Not Sufficient	9
Measuring spoon	1.697	Not Sufficient	10.5
Mixing bowl	1.697	Not Sufficient	10.5
French curve	1.606	Not Sufficient	12.5
Refrigerator	1.606	Not Sufficient	12.5
Sewing machine	1.485	Not Sufficient	14
Steamer	1.364	Not Sufficient	15
Blender	1.182	Not Sufficient	16
Mixer	1.121	Not Sufficient	17
Overall Weighted Mean	1.911	Less Sufficient	

The table shows that the particulars of the level of sufficiency of laboratory apparatus and equipment like shears, measuring cup, measuring spoon, mixing bowl, french curve, refrigerator, sewing machine, steamer, blender and mixer are not sufficient. The school have laboratory apparatus and equipment but it is not sufficient to the ratio of the EPP 6 learners in each school. This implies that the insufficiency of laboratory apparatus and equipment the learners cannot experience on their hands on activity which can reduced their learning and bringing them to poor academic performance. The availability of laboratory apparatus and equipment are commendably available because it can greatly help in teaching EPP. These are very important experimentation that helps learners understand the lesson through actual experiences (Corvera 1992 as cited by Antopina 2011).

Books, Teacher's Manuals, and Teaching Guides

The references or guides used by the teachers and the learners for their daily lessons such as: Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Guides, Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Manuals, and Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 books .

Table 5: Level of Sufficiency of Books, Teacher's Manuals, and Teaching Guides

Particulars	Level of Sufficiency		Rank
	WM	DE	
Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Guides	2.364	Less Sufficient	1
Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Manuals	1.667	Not Sufficient	2
Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Books	1.455	Not Sufficient	3
Overall Weighted Mean	1.829	Less Sufficient	

The table shows that the level of sufficiency of books, teacher's manuals, and teaching guides like Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 guides is less sufficient while the Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 manuals and Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 books are not sufficient. The schools have books, teachers manuals, and teaching guides but is not available maybe because the schools could not yet get the books, teachers manuals, and teaching guides from the Department of Education. It implies that insufficiency of books, teacher's manuals, and teaching guides the learners and the teachers do not have enough sources that will use them in their teaching and learning process, so the when the learners evaluated surely the academic performance is low. Sufficiency of books, teacher's manuals, and teaching guides is needed for the teachers and learners for their references used in teaching - learning process. Kochhar (2012) explained that text-book needs to be supplemented with other aids like the workbooks, test items, charts and films for learners to be able to acquire the expected learning in terms of knowledge, understandings, skills of learning, behavioral skills, and attitudes.

SUMMARY OF LEVEL OF SUFFICIENCY OF EDUKASYONG PANTAHANAN AT PANGKABUHAYAN INSTRUCTIONAL MATERIALS

Table 6 displayed the weighted mean and descriptors about the level of sufficiency of the above mentioned instructional materials.

Table 6: Summary of Level of Sufficiency of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Instructional Materials

Particulars	Level of Sufficiency		Rank
	WM	DE	
Teaching Aids	3.277	Sufficient	1
Audio-Visual Tools and Materials	2.205	Less Sufficient	2
Laboratory Apparatus and Equipment	1.911	Less Sufficient	3
Books, Teacher's Manuals and Teaching Guides	1.829	Less Sufficient	4
Overall Weighted Mean	2.305	Less Sufficient	

As shown in Table 6, only one (1) indicator of level of sufficiency of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional materials obtained the weighted mean interpreted as **sufficient**, the teaching aids. The rest indicators of level of sufficiency of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional materials gained the weighted means interpreted as **less sufficient**. The overall weighted mean in terms of the level of sufficiency is **2.305** which is also described as **less sufficient**.

The findings revealed that there was less sufficient of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional material like audio-visual machine and materials, laboratory apparatus and equipment, and books, teacher's manuals and teaching aids. Maybe, the schools have this instructional materials but it is insufficient to the quantity of the EPP 6 learners. This implies that the unavailability of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional materials like audio-visual tools and materials, laboratory apparatus and equipment, and books, teacher's manuals, and teaching guides the learners will be ineffective in their lessons in such a way that they cannot use instructional materials on their daily activity, and so their academic performance will be affected. Effective teaching and learning would not be meaningful without sufficient instructional materials (Okafor, 2007). This means that teaching process is complemented with sufficient instructional materials such as; teaching aids, audio-visual machines and materials, laboratory apparatus and equipment, and books, teacher's manuals, and teaching guides to reinforce learning.

Extent of Utilization of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Instructional Materials.

Extent of Utilization of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Instructional Materials refers to proper use of sufficient instructional of EPP 6 such as; teaching aids, audio-visual tools and materials, laboratory apparatus and equipment, and books, teacher's manuals, and teaching guides.

Teaching Aids

This section are the teaching aids like chalk boards, chalks, charts, bulletin boards, reference materials, computer technologies, Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Corners, and textbooks that needs to utilized all these instructional materials for them to used as reference materials.

Table 7: Extent of Utilization of Teaching Aids

Particulars	Extent of Utilization		Rank
	WM	DE	
Chalk boards	4.394	Moderately Utilized	1
Chalks	4.273	Moderately Utilized	2
Charts	3.364	Utilized	3
Bulletin Boards	3.333	Utilized	4
Reference Materials	3.121	Utilized	5
Computer Technologies	2.909	Utilized	6
Edukasyong Pantahanan at Pangkabuhayan (EPP 6) Corners	2.758	Utilized	7
Textbooks	2.030	Least Utilized	8
Overall Weighted Mean	3.273	Utilized	

Table reflects that textbooks is least utilized among the particulars of extent of utilization of teaching aids, maybe the schools have less sufficient teaching aids so they could not utilized it properly. This implies that insufficient teaching aids it is difficult to the learners in utilizing the insufficient instructional materials, probably the academic performance of the learners will be affected. Okafor (2007) as cited by Udonwa (2017) concluded that effective teaching and learning would not be meaningful without adequate and appropriate use of instructional materials.

Audio-Visual Tools and Materials

This section are the audio-visual tools and materials such as computers, speakers system, and slide projectors which can greatly help in teaching EPP.

Table 8: Extent of Utilization of Audio-Visual Tools and Materials

Particulars	Extent of Utilization		Rank
	WM	DE	
Computers	2.606	Least Utilized	1
Speakers System	2.364	Least Utilized	2
Slide Projectors	2.273	Least Utilized	3
Televisions	2.242	Least Utilized	4
Movie Projectors	2.182	Least Utilized	5
Microphones	2.091	Least Utilized	6
Overhead Projectors	2.030	Least Utilized	7.5
Stereo Component Amplifiers	2.030	Least Utilized	7.5
Video Tapes	2.000	Least Utilized	9
Overall Weighted Mean	2.202	Least Utilized	

Table shows that all particulars of audio-visual tools and materials is least utilized maybe the schools have less sufficient instructional materials like computers, speakers system, slide projectors, televisions, movie projectors, microphones, overhead projectors, stereo component amplifiers, and video tapes, so they cannot utilized it. This implies that when the learners could not properly utilized the available materials their learning will not be meaningful so their academic performance will be affected. Pertinent instructional resources are undeniably assets in teaching (Morren 1992 as cited by Antopina 2011). This finding is also supported by Adeogun (1989) as cited by Udonwa (2017) on the relevance of instructional facilities utilization by the teachers. Non utilization of instructional facilities by the teachers reduces teaching effectiveness and negatively affects learners' achievements.

Laboratory Apparatus and Equipment

These are laboratory apparatus and equipment used in various public schools.

Table 9: Extent of Utilization of Laboratory Apparatus and Equipment

Particulars	Extent of Utilization		Rank
	WM	DE	
Scissors	3.091	Utilized	1
Knife	2.818	Utilized	2
Tape measure	2.485	Least Utilized	3
Ladle	2.455	Least Utilized	4
Kettle	2.091	Least Utilized	5
Gas range	2.030	Least Utilized	6
Mixing bowl	1.848	Least Utilized	7
Measuring glass	1.788	Least Utilized	8
Measuring cup	1.667	Least Utilized	9
French curve	1.636	Least Utilized	11
Measuring spoon	1.636	Least Utilized	11
Shears	1.636	Least Utilized	11
Refrigerator	1.485	Not Utilized	13.5
Steamer	1.485	Not Utilized	13.5
Sewing machine	1.394	Not Utilized	15
Blender	1.152	Not Utilized	16
Mixer	1.121	Not Utilized	17
Overall Weighted Mean	1.872	Least Utilized	

Table shows that five particulars of utilization of laboratory apparatus and equipment is not utilized maybe the schools have instructional materials but not adequate to the numbers of the learners, so it is difficult for them to operate like measuring glass, measuring cup, french curve, measuring spoon, shears, refrigerator, steamer, sewing machine, blender and mixer in EPP 6 instruction. This implies that without utilizing the availability of laboratory apparatus and equipment give the learners lost their interest in learning that affect their academic performance. According to Dr. Bridget E. Uwameiye (2016) the availability of the tools and equipment could hinder utilization because when they are available, utilization is made possible. When tools and materials are properly utilized for teaching, students are prepared for productive living.

Books, Teacher's Manuals, and Teaching Guides

These are reference materials in teaching EPP. The data is presented in Table 10.

Table 10: Extent of Utilization of Books, Teacher's Manuals, and Teaching Guides

Particulars	Extent of Utilization		Rank
	WM	DE	
Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Guides	2.788	Utilized	1
Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Manuals	2.152	Least Utilized	2
Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Books	1.788	Not Utilized	3
Overall Weighted Mean	2.242	Least Utilized	

The findings revealed that Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 manuals is least utilized while Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 books is not utilized maybe the schools have the unavailability of the said instructional materials that why the result is least utilized. This implies that non utilization of books, teacher's manuals, and teaching guides makes it ineffective in the improvement of the quality of instructions among the learners. According to Agbulu and Wever (2011), instructional materials are important because they are used for the transference of information from one individual to another, help the teacher in extending his learner's horizon of experience, stimulate learners' interest and help both teachers and students to overcome physical limitations during the presentation of subject matter, among others.

SUMMARY OF EXTENT OF UTILIZATION OF EDUKASYONG PANTAHANAN AT PANGKABUHAYAN INSTRUCTIONAL MATERIALS

The extent of utilization of EPP 6 instructional materials such as teaching aids, audio-visual machines and materials, laboratory apparatus and equipment, and books, teacher's manuals, and teaching guides is presented in this section where it displayed the weighted mean as well as the description of the extent of utilization of these instructional materials. Table 11 also displayed the weighted mean and descriptors about the extent of utilization of the above mentioned instructional materials.

Table 11: Summary of Extent of Utilization of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Instructional Materials

Particulars	Level of Utilization		Rank
	WM	DE	
Teaching Aids	3.273	Utilized	1
Books, Teacher's Manuals and Teaching Guides	2.242	Least Utilized	2
Audio-Visual Machine and Materials	2.202	Least Utilized	3
Laboratory Apparatus and Equipment	1.872	Least Utilized	4
Overall Weighted Mean	2.397	Least Utilized	

Table shows that there are three particulars in the extent of utilization of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional materials the books, teacher's manuals and teaching guides, audio-visual machine and materials, and laboratory apparatus and equipment is least utilized maybe the schools have these instructional materials but inadequate to the quantity of the learners that they feel difficult in utilizing those instructional materials. This implies that less sufficient instructional materials the least utilized instructional materials which the learners feel not interested in participating their activity that resulted to low academic performance. Instructional materials are important in fostering quality learning among the EPP 6 learners. Adeogun, 1989 as cited by Udonwa, RA 2017, non-utilization of instructional materials and teaching facilities by the teachers reduces teaching effectiveness and negatively affects learners academic performance.

Academic Performance in EPP 6 Learners.

The academic performance fulfills several purposes. Areas of achievement and failure in a student's academic career need to be evaluated to foster improvement and make full use of the learning process.

Table 12: Academic Performance in Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 Learners

Academic Performance	Qualitative Interpretation	f	P
90 and above	Outstanding	0	0
85-89	Very Satisfactory	0	0
80-84	Satisfactory	3	9
75-79	Fairly Satisfactory	6	18
Below 75	Did not meet the expectations	24	73

Table shows that majority of the learners did not meet the expectations. There were minimal number of learners who attained satisfactory and fairly satisfactory performance. This means that there is a need of sufficient and proper utilization of instructional materials in EPP 6 in all schools of Carcar City Division. This implies that instructional materials are very important in the school for the teaching and learning process in order to motivate and improve the academic performance of the learners. The learners who were taught with a variety of resource materials significantly performed academically better than those who were taught without resource materials (Gibson, 2002).

SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF SUFFICIENCY OF INSTRUCTIONAL MATERIALS AND THE EXTENT OF UTILIZATION OF INSTRUCTIONAL MATERIALS

This section is the significant relationship between the level of sufficiency of instructional materials and the extent of utilization of instructional materials.

Table 13: Significant Relationship Between the Level of Sufficiency of Instructional Materials and the Extent of Utilization of Instructional Materials

Variables	Computed Value	Tabular value 0.05	Decision	Interpretation
Teaching Aids	0.57	0.3440	Reject Ho	Significant
Extent of Utilization				
Audio-visual tools and materials	0.48	0.3440	Reject Ho	Significant
Extent of Utilization				
Laboratory apparatus and equipment	0.64	0.3440	Reject Ho	Significant
Extent of Utilization				
Books, Teacher's manual, and Teaching guides	0.46	0.3440	Reject Ho	Significant
Extent of Utilization				

The table shows that the variables of significant relationship between the level of sufficiency of instructional materials and the extent of utilization of instructional materials like teaching aids is interpreted as significant since the computed value of 0.57 is greater than the tabular value of 0.3440, so the hypothesis is rejected. In Audio-visual tools and materials is interpreted as significant since the computed value of 0.48 is greater than the tabular value of 0.3440, so the hypothesis is rejected. For laboratory apparatus and equipment is interpreted as significant since the computed value of 0.64 is greater than the tabular value of 0.3440, so the hypothesis is rejected. Lastly, for books, teacher's manuals, and teaching guides is interpreted as significant since the computed value of 0.46 is greater than the tabular value of 0.3440, so the hypothesis is rejected. This means that there is significant relationship between the level of sufficiency of instructional materials and the extent of utilization of instructional materials since the computed value is greater than the tabular value of 0.3440, so the hypothesis is rejected. The higher the level of sufficiency of instructional materials the higher the extent of utilization of instructional materials and conversely the lower the level of sufficiency of instructional materials the lower is the extent of utilization of instructional materials. This implies that the sufficiency of EPP 6 instructional materials has a bearing on their usage. Sufficient materials are likely to be used. The level of sufficiency affects, so to speak, the extent of utilization (Sotto 1989, as cited by Antopina 2011).

SIGNIFICANT RELATIONSHIP BETWEEN THE EXTENT OF UTILIZATION OF INSTRUCTIONAL MATERIALS AND ACADEMIC PERFORMANCE OF EPP 6 LEARNERS

This section is the significant relationship between the extent of utilization of instructional materials and academic performance of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 learners.

Table 14: Significant Relationship Between the Extent of Utilization of Instructional Materials and Academic Performance of EPP 6 Learners

Variables	Computed Value	Tabular Value 0.05	Decision	Interpretation
Teaching Aids	0.35	0.3440	Reject Ho	Significant
Academic Performance				
Audio-visual tools and materials	0.35	0.3440	Reject Ho	Significant
Academic Performance				
Laboratory apparatus and equipment	0.38	0.3440	Reject Ho	Significant
Academic Performance				
Books, Teacher's manual, and teaching guides	0.21	0.3440	Fail to reject Ho	Not Significant
Academic Performance				

The table shows that the variables of extent of utilization of instructional materials and the academic performance of EPP 6 learners the teaching aids is interpreted as significant since the computed value of 0.35 is greater than the tabular value of 0.3440, so the hypothesis is rejected. In audio-visual tools and materials is interpreted as significant since the computed value of 0.35 is greater than the tabular value of 0.3440, so the hypothesis is rejected, and for laboratory apparatus and equipment is interpreted as significant since the computed value of 0.38 is greater than the tabular value of 0.3440, so the hypothesis is rejected. While, books, teacher's manuals, and teaching guides is interpreted as not significant since the computed value of 0.21 is lesser than the tabular value of 0.3440, so the hypothesis is failed to reject. This means that there are three (3) variables interpreted as significant relationship between the extent of utilization of instructional materials and academic performance of EPP 6 learners since the computed value is greater than the tabular value of 0.3440, so the hypothesis is rejected, and only one (1) variable is interpreted as no significant relationship between the extent of utilization of instructional materials and academic performance of EPP 6 learners since the computed value is lesser than the tabular value of 0.3440, so the hypothesis if failed to reject. This implies that the least utilized instructional materials affects the academic performance of the learners. It has nothing to do with the utilization of books, teacher's manuals, and teaching guides that cannot affect the academic performance of the learners. It contradict the statement of Adeogun (1989) as cited by Udonwa (2017) on the relevance of instructional facilities utilization by the teachers asserts that non utilization of instructional facilities by the teachers reduces teaching effectiveness and negatively affects learners achievements.

SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF SUFFICIENCY OF INSTRUCTIONAL MATERIALS AND ACADEMIC PERFORMANCE OF EPP 6 LEARNERS

This section is the significant relationship between the level of sufficiency of instructional materials and academic performance of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 learners.

Table 15: Significant Relationship Between the Level of Sufficiency of Instructional Materials and Academic Performance of EPP 6 Learners

Variables	Computed value	Tabular value 0.05	Decision	Interpretation
Teaching Aids	0.44	0.3440	Reject Ho	Significant
Academic Performance				
Audio-visual tools and materials	0.45	0.3440	Reject Ho	Significant
Academic Performance				
Laboratory apparatus and equipment	0.35	0.3440	Reject Ho	Significant
Academic Performance				
Books, Teacher's manual, and teaching guides	0.42	0.3440	Reject Ho	Significant
Academic Performance				

Based on Table 15, the variables of level of sufficiency of instructional materials and academic performance of EPP 6 learners the teaching aids is interpreted as significant since the computed value of 0.44 is greater than the tabular value of 0.3440, so the hypothesis is rejected. In audio-visual tools and materials is interpreted as significant since the computed value of 0.45 is greater than the tabular value of 0.3440, so the hypothesis is rejected. Then, for the laboratory apparatus and equipment is interpreted as significant since the computed value of 0.35 is greater than the tabular value of 0.3440, so the hypothesis is rejected. Lastly, books, teacher's manuals, and teaching guides is interpreted as significant since the computed value of 0.42 is greater than the tabular value of 0.3440, so the hypothesis is rejected. This means that there is significant relationship between the level of sufficiency of instructional materials and academic performance of EPP 6 learners the teaching aids since the computed value is greater than the tabular value of 0.3440 so the hypothesis is rejected. The higher the level of sufficiency of instructional materials the higher is the academic performance of the learners and conversely the lower the level of sufficiency of instructional materials the lower is the academic performance of the learners. It implies that the insufficient instructional materials is the low academic performance of the learners. It is supported by Adesna (2008) that inadequate provision of educational facilities and instructional materials has contributed to poor performance of learners.

CHALLENGES ENCOUNTERED IN THE TEACHING OF EDUKASYONG PANTAHANAN AT PANGKABUHAYAN(EPP) 6

This section shows the various challenges encountered in the teaching of EPP 6. The seriousness of these problems was determined by the respondents based on their experiences in teaching EPP 6 as a learning area.

Table 16: Challenges Encountered in the Teaching of EPP 6

Particulars	WM	DE	Rank
Insufficient textbooks	4.030	Moderately Serious	1
Insufficient facilities	3.485	Moderately Serious	2
Insufficient instructional materials	3.030	Serious	3
Laxity of the local government units	2.909	Serious	4
Insufficient non teaching aids	2.818	Serious	5
Poor comprehension of pupils	2.697	Serious	6.5
Short preparation for implementation	2.697	Serious	6.5
Insufficient time allotment	2.576	Least Serious	8
Insufficient supervisory assistance	2.515	Least Serious	9
Lack of interest of pupils	2.333	Least Serious	10
Absences of pupils	2.030	Least Serious	11.5
Lack of mastery of the subject matter by the teacher	2.030	Least Serious	11.5
Lack of understanding of the teachers on the integration mechanics	1.970	Least Serious	13
Poorly conducted test questions/items	1.909	Least Serious	14
Lack of interest of teachers	1.758	Not Serious	15

The table shows the insufficient textbooks and insufficient facilities are the top problems encountered in teaching EPP 6 which was needed to solve. This study implies that there is a need to address these problems squarely in order to augment the quality of EPP 6 teaching which in turn is hinged on the sufficiency, utilization of instructional materials, and academic performance of EPP 6 learners. This is supported by the study of Ariaso and Tancinco (2016) which revealed that these problems met by the respondents were in line with school facilities and equipment, lack of instructional materials, extra-curricular activities, and students' misbehavior, insufficient support from the administration, support from the community, instructional materials, and dealing with students.

IV. IISUMMARY OF FINDINGS

Based on the data collected and after the statistical treatment, the study found out the following findings: the level of sufficiency of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional materials in terms of teaching aids, audio-visual tools and materials, laboratory apparatus and equipment, books, teacher's manuals, and teaching guides was described as **less sufficient**.

On the other hand, the extent of utilization of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 instructional materials in terms of teaching aids was described as **utilized** and the other indicators audio-visual tools and materials, laboratory apparatus and equipment, books, teacher's manuals, and teaching guides were described as **least utilized**.

In terms of academic performance of Edukasyong Pantahanan at Pangkabuhayan (EPP) 6 learners, it was found out that of the 33 schools, only three (3) schools obtained satisfactory, six (6) schools performed fairly satisfactory, and 24 schools did not meet the expectations.

It was also found out that there was a significant relationship between the level of sufficiency of instructional materials and the extent of utilization of instructional materials. It was also discovered that there was a significant relationship between the level of sufficiency of instructional materials and academic performance of EPP 6 learners. It further revealed that only one (1) variable has no significant relationship of the extent of utilization of instructional materials and academic performance of EPP 6 learners and the three (3) variables has significant relationship of the extent of utilization of instructional materials and academic performance of EPP 6 learners.

The most persistent challenges identified by the respondents was on the insufficiency of textbooks followed by insufficient facilities, insufficient instructional materials, laxity of the local government units, insufficient non teaching materials, short preparation for implementation, poor comprehension of pupils, insufficient time allotment, and insufficient supervisory assistance.

V. CONCLUSION

Based on the findings of the study, the level of sufficiency and extent of utilization of instructional materials significantly affect the academic performance of learners. This findings supported the statement of Kolb (2008) that instructional materials obviously affect the academic performance of the learners. Instructional materials are important landmarks in knowledge transfer and catalyst of change in learners. This is also the most extreme tools of globalization which have affected positively in teaching-learning process.

VI. RECOMMENDATIONS

In view of the findings and conclusion, the following are recommended:

1. Teachers shall find ways to access the online Learning Resource Materials Development System(LRMDS) Portals of the Department of Education;
2. Schools shall engage public-private partnership to generate funds for instructional materials development;
3. School heads shall include in the school improvement plan the instructional materials development program for funds allocation; and
4. School heads shall monitor and evaluate the use of instructional materials developed.
5. A parallel study is highly recommended about the following:
 - a. Instructional Materials Development in EPP 6.
 - b. Assessment of Audio-Visual Tools and Materials in EPP 6.
 - c. Assessment of Laboratory Apparatus and Equipment in EPP 6.

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