

Assessment on Utilization of Instructional Materials among Araling Panlipunan Teachers



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ABSTRACT: This study attempted to determine the level of assessment on the utilization of instructional materials in Araling Panlipunan among secondary school teachers in Misamis Oriental during the School Year 2022-2023. Specifically, this paper sought to: a) describe the respondents' characteristics, b) identify the respondents' level of assessment on the utilization of instructional materials in Araling Panlipunan, and c) determine the significant difference in the respondent's assessment of the utilization of instructional materials when grouped according to their characteristics. The respondents were the one hundred fifty (150) Araling Panlipunan teachers currently teaching in selected High Schools in the Division of Misamis Oriental. The instrument is the questionnaire adapted from DepEd Order No.76, s. 2011 known as "The Learning Resource Management and Development Systems." Descriptive Statistics such as frequency, percentage, mean, and standard deviation were used to describe the variables in the study. T-test and F-test were utilized to determine the significant difference in the respondent's assessment of the selection and utilization of instructional materials when grouped according to their characteristics.

Findings show that respondents in Araling Panlipunan have an above-average level of assessment in utilizing instructional materials. The respondents' assessments of the utilization of instructional materials in Araling Panlipunan were significantly different when grouped by age. It is recommended that DepEd should conduct regular training on the utilization of instructional materials in Araling Panlipunan, orient all teachers concerning Intellectual Property Rights (IPR) related to the production of instructional materials, and train teachers on the alignment of curriculum standards, learning objectives and the designed instructional materials of the teachers.

KEYWORDS: Araling Panlipunan Teachers, Instructional Materials

I. INTRODUCTION

Instructional materials are necessary and significant in teaching and learning. Using the help develop students' interest and for learning. Over the years, it has been a tremendous challenge how the teachers will overcome this issue, and students describe Araling Panlipunan as a boring, uninteresting, and unchallenging subject. The traditional method of teaching Araling Panlipunan in secondary schools, which involves the teacher lecturing while students take notes in front of the class and memorize facts, is out of date. This "learning" method makes Araling Panlipunan unappealing and frequently makes it appear entirely disconnected from students' lives today. Moreover, the appropriateness of the teacher's utilization of instructional materials for the topic in Araling Panlipunan sometimes causes the lesson to lose effectiveness, making the materials useless. These are just a few reasons why Araling Panlipunan is often regarded as the least favorite subject among students.

Lagrio (2019) stated in his study that students find Araling Panlipunan boring and uninteresting because of the traditional method of teaching, with the teacher lecturing at the front of the classroom while students are taking down notes. Furthermore, Rikichi and Anyanwu (2021) emphasize that the suitability of the materials selected by the teacher for the subject at hand, which occasionally renders teaching ineffective and the materials useless, is also a problem when using instructional materials in teaching and learning Araling Panlipunan.. Astorga and Vertucio (2016) stated that as teachers, we understand that learning occurs when learners are motivated. We should always aim to establish a rich learning environment and retain the learners' high level of interest. We should employ a range of motivational approaches, teaching methodologies, and instructional materials. The utilization of these instructional materials helps to stimulate students' interest and passion for learning. Thus, David and Vera (2017) stress that textbooks, visual and audio-visual materials such as globes, charts, slides, maps, tapes, and so on are critical

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components of the teaching-learning process. Therefore, instructional materials are educational inputs that are critical to the success of the program implementation of any curriculum.

Since the teaching-learning process is always materialized primarily via instructional materials, which needs careful utilization, especially in the teaching of Araling Panlipunan, objectives are essential to achieve. Teachers must be creative in improvising 'local' materials rather than standard ready-made materials to make lessons interactive and more effective and thus improve learners' achievement. Masvaure (2019) synthesized several authors' points of view in his paper, implying that instructional materials are primarily designed as tools for starting and finishing. The teaching-learning process is geared toward the most visible learners' outputs, which dictate the most desirable outcome. Ajoke (2017) defined them as objects or devices that assist the teacher in making a lesson much clear to the learner.

Above all, through the Department of Education's K-12 Basic Education Program (DepEd) has launched an appropriate plan to improve basic education's overall performance and effectiveness. DepEd has launched several initiatives to bring educational resources and services closer to students through DepEd Order No.76, s. 2011, known as the Learning Resources Management and Development System (LRMDS). It is a collection for digital, interactive, and print-based teaching and learning resources aligned with the new curriculum. Regions, divisions, schools, and learning facilities under DepEd will access the K to 12 Curriculum's digital, interactive, print, and audio/visual components. The Department of Education encourages all teachers to create Instructional Materials following the LRMDS Quality Assurance Tools for crafting Instructional Materials that can be used in the teaching and learning process. Learner engagement with learning materials leads to improve academic performance. The development of learning resources also aids in the supplementation of textbooks provided by the DepEd central office. Hence, this study aims to address the improvement of teaching and learning in Araling Panlipunan through proper utilization of instructional materials among secondary school teachers in Misamis Oriental.

This study was anchored on DepEd Order No. 76, s. 2011, known as the Learning Resources Management and Development System (LRMDS). It is intended to help DepEd's Regions, Divisions, and Schools/Clusters better distribute and access to digital resources for education, instruction, and professional development. It provides access to high-quality resources from the Regions, Divisions, and Cluster/School level, as well as details on the quantity and quality of textbooks and supplemental materials, cultural knowledge, and digital learning, teaching, and professional development resources are available. It also identifies print and hard copy resources and standards, specifications, and guidelines for evaluating, assessing, acquiring, harvesting, and modifying. Furthermore, it is a quality control system that assists DepEd Regions, Divisions, and Schools in using high-quality non-digital and digital resources in response to identified local educational needs.

A recent K to 12 Market Advisors report found that teachers devote 12 hours per week to finding or creating materials. Eighty-two percent of elementary teachers and 91 percent of secondary teachers say they use instructional materials they made. Most of the materials were obtained from Google.com and Pinterest.com. and Teacherspayteachers.com (Steiner, 2018).

According to Ogbaji (2017), learning is facilitated by instructional materials, and when they are unavailable, students struggle. This indicates that the use of educational resources is essential in the process of teaching and learning to educational goals and objectiveness.

Moreover, according to Tuimur and Chemwei (2016), good teaching resources will never be able to replace the teacher. Still, the teacher will use them to achieve their teaching and learning objectives, which in this case are the achievement of learning competencies in the subject taught. Thus, teachers must develop new or update existing instructional materials to ensure that they are always aligned with the content strategy. The strategy should identify the highest priority at the time and create new content or update existing instructional materials.

Furthermore, instructional materials are critical for teaching, and teachers must consider language appropriateness for their students. It is used to keep students' attention and eliminate boredom (Adalikwu & Lorkpilgh, 2016). Students should be able to expect these materials to meet professional standards when they interact with them. They should be free of bias, not benefit the teacher personally, and be well-edited and free of grammatical or spelling errors.

II. METHODOLOGY

This study used a descriptive survey method of research in order to determine the respondents' level of assessment on the utilization of instructional materials in Araling Panlipunan as to Learning Competency, Content, Language, Social Content, Evaluation/Assessment, Format and Technical Specifications, and Intellectual property Rights and the significant difference when grouped according to their characteristics such as Age, Sex, Position, Highest Educational Attainment, Teaching Experience to Araling Panlipunan secondary school teachers in the Division of Misamis Oriental.

Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It can answer the questions what, where, when, and how, but not why. To investigate one or more variables, a descriptive research

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design can employ a variety of research methods (MCCombes,2020). Furthermore, this study involved data collection, data analysis, and data interpretation. Descriptive research serves several important functions to provide research with both the description of current status and a source of ideas for change and improvement.

To arrive at an accurate analysis and interpretation of the data, the following statistical tools were used: Descriptive frequency, percentage, mean, and standard deviation statistics were utilized to describe the variables in the study. T-test and F-test were utilized to determine the significant difference in the respondent's assessment of the selection and utilization of instructional materials when grouped according to their characteristics.

III. RESULTS AND DISCUSSION

Problem 1: How are the respondents characterized in terms of:

- 1.1 Age;
- 1.2 Sex;
- 1.3 Position;
- 1.4 Highest Educational Attainment; and
- 1.5 Teaching Experience?

Table 1: Distribution of Respondents' Characteristics in terms of Age

| Age | Frequency | Percentage |
|------------------------|------------|---------------|
| 51 years old and above | 18 | 12.00 |
| 41-50 years old | 45 | 30.00 |
| 31-40 years old | 49 | 32.70 |
| 26-30 years old | 35 | 23.30 |
| 21-25 years old | 3 | 2.00 |
| Total | 150 | 100.00 |

Table 1 shows the respondents' characteristics in terms of age, and data revealed that the highest frequency of 49 (32.70%) belonged to the 31-40 years old age bracket. It means that many of the respondents are 31-40 years old. It implies that these respondents belonged to middle adulthood. As observed in their job as teachers, they are quite in the middle-aged group of teachers where they gain experience as teachers and establish themselves as experts in their chosen crafts. According to Gregiore (2016), those entering or leaving their 30s are likely to carry out a sort of "life audit" to evaluate the significance and satisfaction of their lives. He continued by saying that the years between 30 and 39 can be career high points. Women in their 30s can anticipate paying growth peaking at a median age of 39.

Meanwhile, the lowest frequency of 3 (2%) belonged to the 21-25 year old bracket. It means that few of the respondents belong to 21-25 years old. It implies that very few respondents are young teachers, considered neophytes or novice teachers. Novice teachers or younger teachers indicate more mentoring activities to be rendered by an older or more expert teacher. As noticed, some students had age preferences for their teachers; some like younger teachers because they can relate to them, unlike old teachers who are strict and moody. They are capable because of their fresh outlook, ability to relate to students, and new teaching techniques. Although beginning teachers may have experienced different struggles in keeping up with the teaching profession, young teachers possess many strengths and expertise that schools can maximize. This expertise, when shared tactfully and thoughtfully, can greatly benefit a department, school, or even district. While older teachers may have an information advantage over younger teachers in many aspects, according to Johnson (2018), new teachers frequently have a much greater understanding of the most recent studies, best - practice, and pedagogical or advances in technology.

Table 2: Distribution of Respondents Characteristics in terms of Sex

| Sex | Frequency | Percentage |
|--------------|------------|---------------|
| Male | 34 | 22.70 |
| Female | 116 | 77.30 |
| Total | 150 | 100.00 |

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Table 2 presents the respondents' characteristics in terms of sex. Results show that the highest frequency of 116 (77.30%) are female. This means that majority of the respondents are female. It concludes that females arguably dominate the teaching profession and that the virtue called patience was mostly demonstrated by female teachers. Female teachers were noted to be able to make creative instructional materials to help students understand the lesson. They, too, are better communicators. As perceived, students can establish a better relationship with female teachers because they are perceived as supportive of students' performance. Wahsheh and Alhawamdeh (2016) asserted that female teachers are more likely to engage students with learner-centered instructional practices that make them more attractive to students.

On the other hand, the lowest frequency of 34 (22.70%) of the respondents is male. This means that there is a small population of men in the teaching profession. It implies that male teachers were not inclined into the teaching profession because it was perceived by most as a woman's job. Moreover, the fact that men are typically assigned to administrative positions may be the cause of this. Men who would become educators tend to be promoted more quickly into senior administrative jobs, according to Motoko (2018). Bongco and Abenes (2019) also added that men are regarded as the dying breed in education. Hence, it is advised that as early as secondary schools, teachers need to encourage their male students to pursue education careers and avoid discussing and showing how hard the life of a teacher is because they would not be inspired to enroll in education courses in college. Teacher education institutions may also promote education courses in different schools.

Table 3: Distribution of Respondents' Characteristics in terms of Position

| Position | Frequency | Percentage |
|-------------------|------------|---------------|
| Master Teacher II | 3 | 2.00 |
| Master Teacher I | 11 | 7.30 |
| Teacher III | 20 | 13.30 |
| Teacher II | 34 | 22.70 |
| Teacher I | 82 | 54.70 |
| Total | 150 | 100.00 |

Table 3 presents the distribution of respondents' characteristics in terms of position, and data revealed that the highest frequency of 82 (54.70%) is Teacher I. It means that the majority are still in the new entry position for school teachers in DepEd. It implies that most of these respondents are still on their way to being promoted to higher positions in the service. Based on observation, many teachers in the department possess a Teacher I position even after ten or more years in service because most of them, as presented earlier, were still Bachelor's degree graduates and did not yet enroll in masteral studies. Moreover, many of them are still not very experienced teachers, so this might be some of the reasons why many of them are still Teacher I. This is sad because Teacher I would receive the lowest salary grade among public school teachers, and many would agree that teaching is an underpaid profession in the Philippines. This will not compensate for the chronically overworked state of public school teachers. As opined by David et al.(2019), the workload of public school teachers is limited to teaching and other nonteaching tasks. Given this workload, actual teaching is increasingly being pushed aside by the wide range of other responsibilities and roles that teachers take on. Hence, school heads need to encourage and motivate their teachers to apply for promotion if they are already qualified, pursue graduate education, and conduct research so that when they apply for promotion, they are highly qualified.

On the other hand, the lowest frequency of 3 (2%) of the respondents has the Master Teacher II position. This implies that there are only very few plantilla items in their schools, or they do not yet qualify for a higher position. It denotes that there was a scarcity of Master Teacher positions thus, deprived teachers of receiving sufficient instructional supervision. As noticed, this higher position is elusive, and very few are promoted up to this position. Master Teachers trained and mentored teachers in new techniques and creative instructional tools to enhance teaching and learning.

For teachers to be promoted, they must possess the necessary characteristics on merit and capacity to qualify for the position. As per DepEd Order No. 29, s. 2002 (Merit Selection Plan of the Department of Education (DepEd)), the basic qualifications of the MT II position should be a Master Teacher I for at least one (1) year, a bachelor's degree for teachers or bachelor's degree

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with 18 professional units in Education; 24 units for Master's Degree in Education or its equivalent, with Very Satisfactory (VS) performance rating as Master Teacher I and/or aggregate VS rating for the last three (3) rating periods and have at least 30 points in leadership, Potential and Accomplishment or has been a demonstration teacher in the Division Level plus 20 points earned under leadership, Potential and Accomplishment. As per general guidelines, it should also be noted that only those who are currently teaching will be considered for the position of Master Teacher. This component comprises teachers who have a regular teaching load in addition to special assignments. Second, Master Teacher (MT) positions will be distributed proportionally based on the number of teachers. The division number will be allocated proportionally across all districts as well. An allotment of one (1) MT position per subject area for at least 5-7 teachers should be the basis at the secondary level (DECS Order No. 70, s. 1998). If the district does not have enough qualified teachers to fill the number of MT positions allotted, the positions may be filled by a qualified teacher from another district; however, the such teacher must serve in the district where the MT position is allotted. Hence, the number of MTs should be proportional, and therefore, it is expected to have very few MTs in many divisions.

Table 4: Distribution of Respondents' Characteristics in terms of Highest Educational Attainment

| Highest Educational Attainment | Frequency | Percentage |
|--|------------|---------------|
| Doctorate Degree | 4 | 2.70 |
| Master's Degree with Doctorate Units | 13 | 8.70 |
| Master's Degree | 22 | 14.70 |
| Bachelor's Degree with Master's Degree Units | 56 | 37.30 |
| Bachelor's Degree | 55 | 36.70 |
| Total | 150 | 100.00 |

Table 4 shows the respondents' characteristics in terms of their highest educational attainment. Results show the highest frequency of 56 (37.3%) of the respondents had MA units. It means that many of the respondents have started enrolling in their MA degrees. It connotes that many of the respondents enrolled in MA for both personal and professional advancement. As perceived pursuing graduate education is important for school teachers as they face the complex demands and challenges of modern society. These new demands impose teachers to adopt new learning approaches to convey materials in a productive and effective way. Therefore, as opined by Nag (2017), engaging teachers in continuous professional training is needed to keep them informed about contemporary teaching theories and practices. She added that teaching as a profession requires continuous learning and improving existing skills, especially to cope with changing student demography, technological advancements, and new pedagogic theories and practices. Hence, pursuing graduate education for teachers puts them at an advantage compared to those who did not pursue graduate education.

On the other hand, the lowest frequency of 4 (2.70%) of the respondents holds a doctorate degree. It means that only a few of the respondents enrolled in PhD. It indicates that obtaining a PhD is difficult and requires a sufficient amount of time and effort from the teacher. As noticed, most teachers preferred in-service training as an avenue to update oneself than investing their resources in graduate studies. More so, teachers are not required to hold a doctorate in order to practice their craft, but PhD teachers have more career opportunities than those who are not. As Arnesto (2020) posited, obtaining a doctorate degree has a Return on Investment (ROI), such as knowledge, enlightenment, and purpose. Earning a doctorate degree offers plenty of opportunities for teachers to improve themselves personally and professionally. Besides the title, teachers who are doctorate degree holders are well respected as experts in their field of specialization.

Table 5 shows the respondents' characteristics in terms of their teaching experience, and data show that 53 (35.30%) of them have been teaching for 5-9 years. It means that many of the respondents have been teaching for more than five years in the Department of Education. It implies that the teachers have acquired great experiences that have helped hone their expertise. Also, teachers with more than five years of experience have been exposed to tremendous challenges in teaching that enable them to reflect, innovate and implement adaptive strategies to enhance the learning outcomes. As noticed, these teachers are workwise and have applied the necessary skills needed in the teaching-learning process According to Kini and Podolsky (2016), teachers continue to improve their effectiveness as they gain actual teaching experience and meaningfully impact students'

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academic achievement. However, as argued by the study of Aini et al. (2018) found that even teachers with many years of teaching experience, like twenty-five years of experience, also had to deal with classroom management problems. Older teachers might be more knowledgeable, as they have a 'knowledge base that is developed over years of teaching experience compared to the younger teachers, but they, too, must continuously learn to update with the latest pedagogical skills.

Table 5: Distribution of Respondents' Characteristics in terms of Teaching Experience

| Years of Teaching Experience | Frequency | Percentage |
|------------------------------|------------|---------------|
| 20 years and above | 24 | 16.00 |
| 15-19 years | 29 | 12.70 |
| 10-14 years | 33 | 22.00 |
| 5-9 years | 53 | 35.30 |
| 1-4 years | 19 | 12.70 |
| Below 1 year | 2 | 1.30 |
| Total | 150 | 100.00 |

On the other hand, the **lowest frequency** of 2 (1.30%) of the respondents is **teaching below one year**. This means that few of the respondents teach below one year in the Department of Education. It implies that only a few beginning teachers of DepEd have years of experience teaching Araling Panlipunan. Based on experience although teaching experience may translate into teacher effectiveness, it may not always be the case. The main force behind the future growth of educational institutions is young teachers. For young individual teachers, career satisfaction directly influences their working enthusiasm (Liu et al., 2018). Young teachers are typically energetic and dynamic, making them more satisfied with their work. Their passion and dedication in their teaching journey are a common picture. Hence, it is essential for DepEd authorities and school administrators to design mechanisms and programs to develop young teachers personally and professionally.

Problem 2: To what level is the respondent's assessment of the utilization of Instructional Materials in Araling Panlipunan as to:

- 2.1 Learning Competency;
- 2.2 Content;
- 2.3 Language;
- 2.4 Social Content;
- 2.5 Evaluation/Assessment;
- 2.6 Format and Technical Specifications; and
- 2.7 Intellectual Property Rights?

Table 6: Summary of the Respondents' Assessment of the Utilization of Instructional Materials in Araling Panlipunan

| Indicators | Mean | SD | Description |
|-------------------------------------|-------------|--------------|-------------------------|
| Learning Competency | 2.99 | 0.780 | Most of the time |
| Content | 2.82 | 0.962 | Most of the time |
| Language | 2.71 | 0.957 | Most of the time |
| Social Content | 2.85 | 1.008 | Most of the time |
| Evaluation/Assessment | 2.87 | 0.861 | Most of the time |
| Format and Technical Specifications | 2.70 | 0.975 | Most of the time |
| Intellectual Property Rights | 2.68 | 0.970 | Most of the time |
| Overall | 2.80 | 0.930 | MOST OF THE TIME |

Legend:

- | | | | |
|-------------|-------------------------------|-------------|-------------------------|
| 3.26 – 4.00 | At all times/ Highly Utilized | 1.76 – 2.50 | Sometimes/Less Utilized |
| 2.51 – 3.25 | Most of the time/Utilized | 1.00 – 1.75 | Never/Not Utilized |

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Table 6 shows the summary of the respondent's assessment of the selection and utilization of instructional materials in Araling Panlipunan, with an overall mean of 2.80 (SD=0.930) described Most of the Time. It means that the teacher-respondents, most of the time, agreed that the AP instructional materials are considered above average. It is noticeable that it is always vital that teachers consider relevant instructional materials as they can affect students' learning. However, teachers usually do disregard them during their classes when instructional materials are used effectively. They help to simplify what is being taught, motivate the learners and make the lesson meaningful. The idea of making teaching and learning significant, functional, and purposeful is to enable the pupils to see what they are learning clearly and also afford them the opportunity to use instructional materials. Moreover, learning tends to be more effective when individuals actively participate in the learning experience by selecting what they are to learn and receiving feedback or result soon after the response is made, having made use of specified instructional materials (Research Clue, 2018).

The indicator "Learning Competency" obtained the highest overall mean of 2.99 (SD=0.780), described Most of the Time. It means that the instructional materials as perceived by the respondents in Araling Panlipunan are aligned with the learning competencies. It signifies that aligning materials with objectives means that the learning materials should be chosen specifically and primarily to help students achieve the goals in the most direct way possible. This is incongruent with the findings of the study of Paredes-Baan (2021), where he found out that each of the learning competencies in every area was aligned with the learning content in Practical Research 1 instructional material where it is deemed required. Since the competencies in English 10 and Practical Research 1 are connected, a thorough understanding and acquisition of knowledge and skills in English 10 are absolutely vital as this can promote good quality learning as learners progress to a more advanced course such as Practical Research 1, which heavily involves the application of problem-solving skills and critical thinking skills. Hence, it is really necessary that DepEd authorities examine the instructional materials carefully with the help of the Master Teachers to determine whether the contents are aligned with the learning competencies.

The indicator "Intellectual Property Rights" got the lowest overall mean of 2.68 (SD=0.970), described Most of the time. It means that the instructional materials were most of the time considered above average by the respondents in Araling Panlipunan, considering the aspect of adhering to the IPR law. Again, as mentioned earlier, DepEd Order No. 12, s. 2020 recognizes the need to comply with various principles of Intellectual Property with respect to creation, production, distribution, and utilization. Further, under DepEd Order No. 18, s. 2020, the unauthorized uploading, printing, and conducting of activities involving the sharing of digital files for purposes other than what was intended are prohibited and may be the ground for sanctions. Noticeably, there are no further interpretations of the provisions of the Intellectual Property Code and its provisions on Copyright. Henceforth, this is a wake-up call to all DepEd authorities to orient teachers regularly on the observance and implementation of the IPR law with regard to the instructional materials they developed and DepEd developed.

Problem 3: How do the respondents compare in their assessment of the utilization of Instructional Materials in Araling Panlipunan when grouped according to:

- 3.1 Age;
- 3.2 Sex;
- 3.3 Position;
- 3.4 Highest Educational Attainment; and
- 3.5 Teaching Experience?

Table 7: Comparison of the Respondents' Assessment of the Selection and Utilization of the Instructional Materials in Araling Panlipunan When Grouped According to their Characteristics

| Teacher-Respondents Characteristics | Assessment of the Selection and Utilization of the Instructional Materials in Araling Panlipunan Indicators | | | | | | | OVERALL <i>F-value</i> <i>p-value</i> |
|-------------------------------------|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------------|----------------------------------|---|
| | Learning Competency | Content | Language | Social Content | Evaluation /Assessment | Format and Technical Specifications | Intellectual Property Rights | |
| | <i>F-value</i> <i>p-value</i> | <i>F-value</i> <i>p-value</i> | <i>F-value</i> <i>p-value</i> | <i>F-value</i> <i>p-value</i> | <i>F-value</i> <i>p-value</i> | <i>F-value</i> <i>p-value</i> | <i>F-value</i> <i>p-value</i> | |
| Age | 3.65 0.011* | 3.52 0.013* | 3.12 0.022* | 4.43 0.004* | 3.98 0.007* | 2.98 0.027* | 4.63 0.003* | 4.15 0.005* |

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| | S | S | S | S | S | S | S | S |
|------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Sex | 0.03 0.855 NS | 0.06 0.805 NS | 0.01 0.980 NS | 1.34 0.252 NS | 0.33 0.570 NS | 1.29 0.261 NS | 0.75 0.389 NS | 0.39 0.534 NS |
| Position | 1.63 0.444 NS | 0.74 0.570 NS | 0.85 0.498 NS | 1.16 0.339 NS | 0.65 0.629 NS | 0.92 0.459 NS | 0.29 0.881 NS | 0.73 0.573 NS |
| Highest Education Attainment | 0.40 0.811 NS | 0.84 0.504 NS | 0.50 0.738 NS | 0.82 0.521 NS | 0.30 0.876 NS | 0.39 0.816 NS | 0.94 0.450 NS | 0.50 0.738 NS |
| Teaching Experience | 0.42 0.833 NS | 0.48 0.792 NS | 0.85 0.522 NS | 0.88 0.500 NS | 0.94 0.460 NS | 0.41 0.841 NS | 1.22 0.312 NS | 0.68 0.638 NS |

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 2 shows the comparison of respondents' assessment of the utilization of the instructional materials in Araling Panlipunan when grouped according to the characteristics. Overall, results show that respondents' assessment of the utilization of the instructional materials in Araling Panlipunan when grouped according to the characteristics was significantly different when grouped according to their age as indicated by the F-value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis. It means that respondents' age is a factor in terms of their level of assessment of the utilization of the instructional materials in Araling Panlipunan. This implies that older and younger teachers have different assessment levels on the utilization of Instructional Materials in Araling Panlipunan, as opined by Sánchez-Mena et al. (2017) that older teachers are more experienced than newer teachers and previous research found that prior experience influences teachers' actions. Even for student teachers, prior experience has been found to inform their beliefs about practice. Educational research also suggests that teachers' behavioral intentions may be moderated by age. In another opposing view of Shah and Udgaonkar (2018), as age advances and designation is promoted, teachers lose the enthusiasm to teach. Another idea was that age and experience go hand in hand. Age is an asset. However, newer recruits or young teachers tried to imitate senior teachers. They had an urge for improvement. They could enhance their teaching abilities by utilizing audiovisual aids, microphones, and other methods. These were some advantages that younger teachers had. As they aged, the experience grew. Hence, it should be well noted that old and young teachers have different views on the utilization of instructional materials. There might be reasons why and hence, further research may be conducted in this area of concern.

IV. CONCLUSIONS

Based on the study's findings, the majority of respondents are female Teachers I. Furthermore, many were between the ages of 31 and 40, had MA units, and had taught for 5 to 9 years. Respondents have an above-average level of assessment on utilizing instructional materials in Araling Panlipunan, as perceived by the respondents. The indicator "Learning Competency" was rated highest. Respondents utilized instructional materials aligned with the learning competencies. It is perceived that utilizing instructional materials is in line with the new trends to ensure high-quality materials and consistent with what the students like to maximize their learning capabilities. However, the respondents' assessment of the utilization of the instructional materials in Araling Panlipunan has significant difference according to teachers' age.

V. RECOMMENDATIONS

The following suggestions are provided based on the study's findings and conclusions:

1. School administrators should encourage their teachers to pursue graduate education to update themselves with the current trends in teaching their field of specialization and should offer scholarship opportunities to teachers, especially those who spent many years in the profession and are still in the Teacher I position.
2. DepEd should conduct regular training on utilizing the instructional materials in Araling Panlipunan. Moreover, teachers should be oriented on concerning Intellectual Property Rights (IPR) related to the production of instructional materials. Before the start of the school year, Institutions should orient and train teachers on the alignment of curriculum standards, learning objectives, and the teachers' designed instructional materials.

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3. Master Teachers and Department Heads should mentor and supervise teachers as they use instructional materials in their subject area.

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