



Instructional Learning Materials, Competencies of Teachers in Araling Panlipunan and Learning Outcomes of the Students

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Abstract: The influence of utilization of instructional learning materials and competencies of teachers in Araling Panlipunan to the learning outcomes of Grade 8 students in Balaton National High School during the School Year 2023-2024 was determined using the descriptive-correlational method. The findings revealed that the level of utilization of instructional learning materials along Print and Non-Print was Very Highly Utilized, the level of teachers' teaching competencies along the five PPST domains – Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, and Assessment and Reporting was Very High, the level of students' learning outcomes in Araling Panlipunan for third and fourth quarter was Very Satisfactory. No significant relationship was noted between the level of utilization of instructional learning materials and students' learning outcomes along Print and Non-Print. Also, no significant relationship between the teachers' teaching competencies and students' learning outcomes was noted. Furthermore, the utilization of instructional learning materials and teachers' competencies have low to very low influence on the students' learning outcomes.

Keywords – Instructional learning materials, teachers' teaching competencies, students' learning outcomes

I. Introduction

Education was considered one of the most important aspects of a person's life with teaching and learning being considered as the significant elements of it. Each and every learning institutions provide a high-quality education and effective teaching-learning process which is a critical component of quality education with teacher as the fundamental variable in the teaching-learning framework. The success of any education system depends on the quality of teachers, and the type of instructional materials they use, which in turn, results to the effective teaching and learning process. Araling Panlipunan as a course of study focuses on facts and events. It is impossible to teach the students, have them memorize dates and events in the text books without having them used text books as their learning resource unless the school have adequate instructional learning materials for all the teachers and students to utilize. The use of engaging and interesting instructional materials could improve students' interest and may achieve higher learning outcomes in the subject if the school could also provide adequate number of instructional materials for both the students and teachers. The learning outcomes of students would depend on the quality of teaching the teachers employed in the whole process of teaching and learning and the kind of instructional materials they have used to deliver quality output to students.

A teacher, on the other hand, has a significant role to play in developing students' interest in studying the subject which means that a teacher should be the facilitator of learning the subject. Teachers play a critical role in student learning and achievement. As cited in DepEd Order No. 42, s. 2017 entitled "National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers, and taking cognizance of

unequivocal evidence that good teachers are vital to raising student achievement. “Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long term and sustainable nation building.” Thus, the quality of education which is noticeably stated in the Sustainable Development Goals (SDG 4) depends upon the quality of those who impart it. Additionally, teachers’ competencies can affect students’ performance significantly because a competent teacher has the ability to manage the classroom, use an array of instructional materials, ensure instructional effectiveness, adopt suitable pedagogies and adopt effective communication for teaching and learning which are prerequisites for students’ performance. They play a crucial role in shaping students’ academic success.

As part of the evaluation to the effectiveness of the curriculum and to assess and monitor the quality of basic education in the Philippines, the National Achievement Test of NAT assessment has been administered by the Department of Education for public schools particularly for Grades 6, 10 and 12 students nationwide. The results of the National Achievement Test are utilized by DepEd to check and determine the students’ achievement level, strengths and weaknesses in five key curricular areas specifically Math, Science, English, Araling Panlipunan and Filipino (Behiga, 2022). The performances of Grade 6 and high school students in five key curricular areas are alarming since the outcome of the NAT in the last two school years 2016-2017 and 2017-2018 are below the previous NAT assessment results in the school year 2011-2012. For high school students, the overall rating is only 44.08 in the school year 2016-2017 compared to 48.9 in school year 2011-2012. Similarly, in 2017-2018 the overall rating of Grade 10 is only 44.59, without significant increase compared to the previous year. The MPS for Araling Panlipunan was 48.81 (Low Proficient) for 2016-2017 and 50.67 (Nearly Proficient) for 2017-2018.

The very concerning aspect in the NAT result is that after the implementation of the K to 12 programs, the academic performance of the students suddenly dropped from a proficient level to a low proficient level which only proved that there is something wrong with the current quality of education we are into. Philippine Senator Gatchalian in 2019 pointed out the deterioration of the academic performance of the students during the hearing of Senate committee on education (Ager, 2019). Teachers’ Dignity Coalition Chairperson Benjo Basas noted that quality education equates to quality teachers. Thus, the government should prioritize the welfare of its teachers if it wants to uplift the quality of education in the country (Gonzales, 2019). As cited in DepEd Order No. 39, s. 2016 entitled “Basic Education Research Agenda”, DepEd sought to ensure that learning outcomes are achieved by maximizing the competencies of teachers and the potentials of all types of learners. It showed that giving instruction incorporates strategies to enhance the teaching-learning process. Furthermore, DepEd Order No. 35, s. 2016 entitled “Learning Action Cell”, states that: “The DepEd also recognizes that the quality of learning is greatly influenced by the quality of teaching.”

Balaton National High School has also been doing its best to provide quality education to students but it has been struggling with the development of students’ learning. The junior high school students’ low rating in test examinations for the past years as well as their low grades based from their report card (SF 9) have become a challenging issue and concern in school. Other factors like homogeneous, heterogeneous class and a large class size also influenced the academic performance not only in Araling Panlipunan but in other subjects as well of the students in Balaton National High School. This issue requires full attention among the school, faculty, administrator, parents, and the community such that a feasible approach may be devised to address the school concerns. In order to improve teaching quality and the learning outcomes of students, schools and policymakers can implement strategies such as on-going teacher training, adequate educational resources and support, strengthening competencies of teachers to achieve higher level of teaching competencies which in turn would result to improved or higher level of learning outcomes and performance of students and attain high quality of education in Lagonoy North District.

This study was being pursued because the researcher believed that Balaton National High School lacked instructional learning materials in teaching which greatly affect the learning outcomes of the students. The Department of Education should see to it that all schools and learning institutions are equipped with the right educational resources while also giving emphasis to teachers’ training, not just administrator’s and core subject teachers’ training. Therefore, the study was being pursued in order to determine the effect of utilizing instructional learning materials and competencies of teachers in teaching Araling Panlipunan to the learning outcomes of Grade 8 students to provide teachers awareness of the knowledge, skills and learning competencies that the students should learn from them, improve themselves in order for them to improve their respective functions and duties with high quality and provide students with quality education that would aim in producing higher learning outcomes and academic performance of students.

Instructional Learning Materials

Instructional learning materials are necessary and significant in teaching and learning process. Using these helped develop students' interest in the subject which is why present-day social studies teachers are encouraged to use modern teaching aids to teach the subject in a lively, fun, engaging and interesting ways. Using these educational materials in the teaching assisted the effectiveness of the learning procedure and the way messages and lesson content are presented. The use of instructional materials makes teaching process easier and makes the learning process more realistic, practical, appealing and interesting. It also makes active participation of both teachers and students and improves knowledge and skills acquisition, self-actualization and confidence (Abubakar, 2020).

Ocana (2024) said that over the years, it has been a tremendous challenge how the teachers will overcome the issue on proper utilization of instructional materials, 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 down 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. Hirsh-Pasek et al. (2015) added that when giving instructional material, choosing the right media matters as the number of details would also determine the students' attention to the instructional material whether it would be distracting or not. Making it as interactive as possible would also pique their interest and not only promote to improvement of one skill or level of knowledge but several more. In other words, interactive media would not just improve cognitive skills but it could also improve several skills like technical skills and so on.

In addition, Largio (2019) emphasized that the suitability of the materials selected by the teacher for the subject at hand, which occasionally renders teaching ineffective and the material useless, is also a problem when using instructional materials in teaching and learning Araling Panlipunan. As teachers, it is known to them that learning occurs when learners are motivated. They should aim to establish a rich learning environment and retain the learners' high level of interest. They 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 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.

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 have access to 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 teachers in Balaton National High School.

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 have 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.

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 & Lorkpigh, 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.

It is since in this subject, there are so many facts to take note of such as names, dates and events. The majority of the students expressed those lessons are much easier to comprehend when teachers use concrete materials that locally represent the theme of the lesson. The indigenization of learning materials that are more suitable to the students' needs enabled them to be more interested in the subject. Similarly, students observed under a control group showed a significant difference after exposure to audiovisual presentation in learning Araling Panlipunan (Arellano & Rosales, 2019). In the study of Bihis (2020), he mentioned that visual learners find maps, presentations, tables, and drawings to be incredibly helpful for learning. Students can more easily digest and synthesize facts when presented visually as a picture of significant symbols. Students learn more effectively when they see pictures, and since they have a keen awareness of what they can easily see, they use visual aids to help them retain and assimilate information. Thus, teachers can accomplish this by showing students images of the activity to evaluate and discuss. It was observed in the study of Peace et al. (2020) that social studies learning appear very abstract and difficult for the learners as they used their sense only. Social studies teachers find a very herculean task to accompany their lesson with relevant instructional materials such as audio aids, visual aids, visual and audio-visual aids which is perhaps due to lack of textbooks or resourcefulness or lack of innovativeness or gross incompetents of the teachers. Whichever is the case, this lack of instructional materials constitutes a great deal of problem for effective teaching and learning of the subject. Therefore, present day social studies teachers are encouraged and in fact required to use modern teaching aids to teach social studies in order to make classroom more lively, understandable and comprehensively to all learners. Social studies have been conceptualized and taught in a variety of ways.

When learners are made to see, hear, feel, smell and even taste, there is a higher degree of getting them to appreciate the subject matter being taught. The more of the senses of the learners the social studies teacher is able to stimulate and bring to bear on issues taught, the greater would be the attainment of stated objectives in the learning domains. Materials and resources can effectively be utilized to accomplish this purpose. Too often social studies lessons have been described as boring, uninteresting and unchallenging. This negative and uninspiring state can be turned around through the identification, collection, preparation and utilization of instructional materials and resources as cited by David & Vera (2017). It is important for modern day Social Studies teachers to teach Social Studies with careful selection and use of instructional materials that can be suitably employed by the teacher at all levels to promote effective teaching and learning. Resources which enhance effective learning should include the resources that are able to make permanent impressions on the minds of the learners. The importance of these materials is inevitable in the teaching-learning process. Therefore, Basilan (2018) emphasized that these are requisites of effective instruction to deliver lessons effectively. She specifically detailed the importance of these to learners such as support to learning the contents of lessons, engagement of students to apply the lessons and support the phase of student evaluation.

When teachers used the best instructional materials for students, they would also give their best interest. To tailor instructional strategies to the specific needs of each individual student, this review addresses some trade-offs that must be made as well as the benefits and drawbacks of using learning styles. By doing

so, students are given the best education possible and are better equipped for success in the future (Cuevas, 2015). Research has also shown that when instructional materials are used, learning environments are highly stimulating and students seem to take a greater interest in learning. Lastly, in the study of Ogaga, Wallace, and Benson (2016) they stated the possible effects of instructional materials on processes of teaching and learning. Descriptive and inferential analyses were made and the study revealed the following facts: (a) the majority of the respondents agreed that instructional materials influence students' academic performance; (b) these materials increase the rate of learning retention; (c) appropriate selection of materials is important or relevant in teaching the subject; (d) adequate instructional materials contribute to the success of the lesson thus making the lesson objectives met after the session.

Teachers' Teaching Competencies

Teacher's play a critical role in student learning and achievement. Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise and skills in instruction, research and extension. Research confirms that of all factors under the control of a school, teachers are the most powerful influence on student success. Teacher competence is conceptualized as a framework that describes the specific personal qualities that teachers need to meet the high demands of their profession. The concept covers cognitive as well as motivational variables (Baumert & Kunter, 2013). For example, good teachers should have a profound knowledge of tasks and instructional strategies that foster students' conceptual understanding. They should also exhibit a certain degree of motivation to really be able to concentrate on the challenges of everyday classroom instruction.

Recent studies have fruitfully distinguished these aspects of teacher competence from characteristics that reflect the actual practice of teaching in the classroom. The latter has also been referred to as teaching quality and has convincingly been described as having three basic dimensions; effective classroom management, supportive classroom climate, and the potential for cognitive activation (Rimm-Kaufman & Hamre, 2010; Zee & Koomen, 2016). The perception of a competent teacher is relevant to the assessment of teachers' competencies based on their values and beliefs. The study discovered that there were disparities in how this concept was understood. The study was also concentrated on quality, professionalism, and competence – three interconnected ideas that were essential to the ideas, practices, theories, and beliefs surrounding teachers' competencies. From now on, the enhancement of educators' competencies must be pertinent to their requirements and must pinpoint any discrepancies between the various facets of their assessment. The study provided valuable insights into a comprehensive set of beliefs that will help illuminate the problems that teachers encounter on a daily basis (Gepila Jr., 2019).

Additionally, Oredina & Ebueza (2020) mentioned that competent teachers are the most influential in bringing high students' achievement. The teachers greatly influence the students' performance through their abilities, potentialities and professional competence. Only competent teachers can bring desired learning among their students. Moreover, effective teachers make students enjoys learning while increasing their student achievements. Many studies discovered that personal and professional qualities are directly proportional to the levels of students' achievement. It was revealed that the competent teacher is the one who effectively and efficiently teaches in the classroom using appropriate competencies and skills. He is accountable for students' learning and providing friendly learning environment. He provides clear explanations, adequate examples, conducts researches to improve teaching and learning and forging linkages and involvement to the society to get the latest trends and innovation for the enhancement of teaching and learning. To attain high students' achievement is to provide effective teachers. Students' performance is indicative of teachers' performance. Relative to this, students' academic result is considered a main source for teachers' evaluation. They also mentioned that teacher quality is the foremost factor affecting students' performance. If the teachers are highly competent, there is a high probability that effective learning will take place.

Moreover, Naz (2016) disclosed that there is a significant relationship between students' achievement and professional competence of teachers. This implies that the teachers' competence has a strong effect on students' performance. The competencies that the teacher possess affect the performance of the students. The learning outcomes of the students was dependent on the teachers' competencies. Gosselin (2017) differentiates competency and learning outcomes as two related instructive terms that can make disarray. Competencies and learning outcomes can be composed to portray the learning picked up by learners in individual courses or for the program in general. They don't mean a similar thing. Competency is a general explanation that depicts the coveted information, aptitudes and practices of a learner moving on from a

program (or finishing a course). Competencies regularly characterize the connected aptitudes and information that empower individuals to effectively perform in expert, instructive, and other life settings. While learning outcomes is an unmistakable articulation that portrays precisely what a learner will have the capacity to do in some quantifiable way. There might be in excess of one quantifiable result characterized for a given competency.

According to Schaef (2016), the thought of “competency” in formal instruction is gotten from the philosophical and educational thoughts of such idea pioneers as John Dewey and Benjamin Sprout, who stressed that all learning ought to be significant and applicable, and that youngsters at any level can be effective and accomplish at abnormal states with the correct backings and learning encounters. In contemporary occasions, competencies are being produced from a significantly more optimistic and contextualized put than that of scholastic benchmarks. As mentioned by Bonniej (2015), competencies depict capacities of a specific discipline that can be instructed, or not. The fact of the matter is that the educating or training of an individual isn’t the reason for articulating a competency. The objective of an effectively thought-out competency is to portray a coveted capacity. It very well may be verbalized to degrees of ability and achievement. Competency-based educational program structure from the control illuminates the plan of the educational modules. In that capacity, competencies should be converted into educational program results, in view of the parameters of the particular learning intercession. Additionally, Hooper et al. (nd) stated that competencies are characterized by the necessities of the expert workforce that learners join post-graduation. They are packs of fundamental knowledge, skills, and attitudes (KSAs) required to accomplish a satisfactory level of execution in the realm of training. Competencies are accomplished through formal training in the classroom, individual or gathering assignments, and hands-on fieldwork. By upgrading educational programs dependent on competencies, it can more readily screen instructive projects and guarantee an endless supply of a qualification, learners will have the capacity to apply their scholarly KSAs to their work in general well-being. Competency-based educational curricula go about as an authoritative agreement among the school, the personnel, and the learner.

Sturgis (2016) stated the intensity of competency instruction is in its framework wide foundation that makes the important input circles guarantee learners are learning. The five-section working meaning of competency training depicts the components that should be established to re-build the instruction framework to dependably deliver understudy learning: (1) learners advance upon exhibited dominance; (2) Competencies incorporate unequivocal, quantifiable, transferable learning goals that enable learners; (3) Assessment is important and a positive learning background for learners; (4) Learners get auspicious, separated help dependent on their individual adapting needs; and (5) Learning results underscore abilities that incorporate application and production of information, alongside the advancement of vital aptitudes and dispositions.

Students’ Learning Outcomes

Araling Panlipunan is one of the difficult subjects nowadays due to its complexity. Learners tend to overlook it and classify it as a minor subject. Schools today have difficulties in teaching social studies. Teachers are at risk because inefficient instructional strategies resulted in low learner proficiency. Due to inherent complexity and breadth of Social Studies, students encountered a variety of obstacles while learning the topic. Additionally, rethinking how social studies are taught, the stated issue may be remedied. Different school factors play a distinct role in shaping students’ academic performance. The individuality of a student necessitates the implementation of suitable methods of instruction that can ultimately facilitate their academic success (Deng et al., 2022). To the extent that students possess an understanding of their individual learning styles, they are able to expedite their learning process and ultimately achieve academic excellence.

Studies were conducted to determine the students’ academic performance in Social Studies as well as to determine affecting factors that made significant impact in increasing the students’ Academic Performance in Social Studies. Several interventions were used to improve students’ academic performance in Social Studies. Several researches were done to find out more reliable and essential interventions on improving students’ academic performance. The following researches proved essential impact for several interventions integrated on developing students’ academic performance in Social Studies. In a paper presented at the second World Conference on design, arts, and education, it has been discussed the difficulties associated with teaching Social Studies, or Araling Panlipunan (Tomines et al., 2021). She claimed that teachers of the Araling Panlipunan subject are obligated to work toward achieving the goals of imparting to learners a grasp of the subject's material, concepts, skills, and value. However, some of them were unable to develop these desired abilities. The issue persisted throughout Guimba, Aguino, and Abbas's (2016) examination of learners'

attitudes toward Araling Panlipunan at MSU-ILS. They discovered that some students do not believe Araling Panlipunan is a necessary subject because they struggle to understand when lecturers rely solely on textbooks and deliver lectures. Additionally, they stated that the teacher's approach to instruction has an effect on how children learn. According to their results, it is the learners' attitudes and the manner in which teachers provide instruction that affect whether or not learning objectives are met.

Research findings indicate that the Araling Panlipunan subject heavily leans on rote memorization, a situation that persists despite the Department of Education emphasizing the significance of investigation, research, communication, and adherence to ethical standards for achieving the subject's goals (Arceta, 2022). The discrepancy between the intended goals and the predominant reliance on rote memorization raises questions about the alignment of instructional methods with the educational objectives set by the Department of Education. Addressing this misalignment could potentially enhance the overall effectiveness of Araling Panlipunan in fostering a more comprehensive and meaningful learning experience for students. The study by Cosme (2019) reveals that the prevalent misbehaviors among students in the context of the Araling Panlipunan subject encompass a lack of interest in lessons, inattentiveness during class discussions, a general lack of motivation to learn, and a failure to complete tasks associated with the subject. These behavioral challenges are attributed to various factors, including difficulties in memorizing Araling Panlipunan concepts, challenges in adapting to the teaching strategies employed by educators, and an overall lack of motivation to engage with the subject matter. However, the strain comes not only from the teachers but also from the students themselves who are enrolled in an Araling Panlipunan class. The learning difficulties that students face is produced by factors; they also grouped these points into two, specifically internal factors and external factors.

Academic goals were tough to attain in Araling Panlipunan. Pupils' test performance may occasionally deteriorate. As a result of this difficulty, which has existed for such a long length of time, the trend of gamification emerges as a new hope for achieving goals in teaching Araling Panlipunan. Factors affecting students' academic performance in Social Studies has been presented in the study of Marione (2015) where he presented that non-availability of laboratory affected their teaching on Social Studies. It was also the opinion of the respondents that field trip was important to the teaching of Social Studies as well as importance of teaching aids in Social Studies. In addition, the claim of Ekpenyong (2015) provided that students' who perceived their teachers' attitude as positive performs better than those who perceived their teachers' attitude as negative. Students' interest and teacher factors had also played important role on the students' academic performance in Social Studies. It was also revealed that students' interest in social studies significantly relate to their academic achievement in the subject. This research pointed the importance of the teacher as facilitator and the ultimate key that affects students' academic performance.

Fan (2016) also added that peer group influence on increasing students' academic performance thus the finding instructs parents, guardians and caregivers to keep a close watch on the companies their children and wards keep as such surely impact significantly on the academic performances of the affected children. Okon and Archibong (2015) relate the academic performance of the students in Social Studies the type of school where they belong. Research finding shows that students in private secondary schools performed better in Social Studies than those in public schools. Factors affecting students' academic performance in Social Studies does not only limit to students' attitude, lack of equipment and absence of learning activities somehow it is affected by the teachers' attitude towards teaching the subject. On another study conducted by Okon and Archibong (2015), it was revealed that teachers with positive attitude toward social studies, the students performed better than those who perceived the same teachers' attitude as negative. The study revealed that students' academic performance in social studies summative evaluation differed significantly on the basis of their ratings of teachers' instructional practices and interpersonal relationships respectively. Another factor is the period of study habits that affects the academic performance of students in Social Studies. This was proven on the study of Pana & Escarlos (2017) where it revealed that academic performance of the long study time behavior of students were significantly different from that of their short study time counterparts.

The study by Magulod (2019) showed that there was a significant relationship between learning styles, study habits, and academic performance of students in applied science courses. Furthermore, the study also revealed that there were differences in the study habits of the respondents when grouped according to academic standing, writing skills, parent's education, and test anxiety. Moreover, Iqbal et al. (2022) indicates that self-awareness and self-motivation have direct, significant, and positive connections with study habits. The results indicate further that all four dimensions of emotional intelligence like self-awareness, self-motivation, emotion regulation and social skills had indirect, significant, and positive relationships with study habits using cognitive engagement as a mediator variable. It was concluded that students face higher than-usual challenges in building study habits and that emotional intelligence helps them develop their study habits

to greater effect. Furthermore, Quilez-Robles et al. (2021) revealed that study habits, as well as IQ and short-term memory, are significantly related to academic achievement. The study discusses further that student should be able to develop a learning methodology or study habits to be able to reach their maximum and optimum learning potential.

The concept of the learning environment, as perceived by Balog (2018), consists of people, teaching materials, technical tools, learning resources, curriculum, training and instruction, and physical learning space which also influenced students' learning outcomes or academic performance. Similar to how ecology is the combination of living organisms and the natural environment, the learning environment is a composite of human activities and material systems. Similarly, Waldman (2016) observed that before students can succeed academically, they must feel safe, both physically and mentally, and to have a safe learning environment, students must feel welcomed, supported, and respected. The academic, emotional, and social success of students in the classroom depends on their learning surroundings being productive. A conducive learning environment does not just happen on its own or by chance. They should be created through conscious procedures like interacting with students in a positive manner, exhibiting positive behaviors, etc., that would promote learning activities in the learning environment, as conducted by Becton (2017).

On another study by El Kalai et al. (2022) which was interested in determining the resonance of teacher commitment on students' academic commitment and consequently on their academic achievement. It explores the factors of teacher commitment at the qualifying secondary level, namely organizational and professional commitment, with implications for student commitment in its two dimensions, emotional and cognitive, as well as its extension on academic accomplishment. These factors not only influence the effectiveness of teaching but also the efficiency of learning. Hence, Altun (2017) handles the concept of commitment from a direct perspective of education. He expresses that teacher commitment has been considered as a passion for the work.

II. Research Methodology

This study utilized a descriptive-correlational method of research. The descriptive method was used to determine the status of instructional learning materials used by the teachers, the level of competencies of teachers, and the level of the learning outcomes of students in Araling Panlipunan. On the other hand, the correlational method was used to determine the significant relationship between the utilization of instructional learning materials and teachers' competencies to the learning outcomes of students. Moreover, Mean, Standard Deviation, Weighted Mean, Pearson Product-Moment Correlation of Coefficient, and Coefficient of Determination were used to treat the data. This study was conducted during the Third and Fourth Quarter, specifically from January 31, 2024 to June 10, 2024. Data were obtained from 58 grade 8 students in two sections, 19 teachers, and one school head through survey questionnaire and documentary analysis of the students' grades in third and fourth quarter.

III. Results and Discussion

In determining the level of utilization of instructional learning materials in terms of Print, textbooks and reference books ranked the highest with 3.58 weighted mean interpreted as Very Highly (VH) utilized. Ranked lowest was maps/ atlases with a weighted mean of 2.45 interpreted as "Moderately" (M); the average weighted mean for the utilization of instructional learning materials in terms of Print along the ten indicators was 2.96 or interpreted as "Highly" (H) utilized as shown in Table 1A. The result showed that textbooks and reference books ranked highest because these instructional materials were readily available to teachers in school and that these materials were always used in their teaching while maps/ atlases got the lowest rank because these are not readily available and not all the time teachers used these materials, only during activities. On the other hand, Table 1B showed the data on the level of utilization of instructional learning materials in terms of Non-Print. Based from the result from the teacher respondents, the use of power point presentation ranked the highest with 3.75 weighted mean interpreted as used "Very Highly" (VH). Ranked lowest was the use of radio-based lessons with a weighted mean of 2.10 interpreted as "Moderately" (M) utilized; the average weighted mean for the utilization of instructional learning materials in terms of Non-Print along the sixteen indicators was 2.95 or interpreted as "Highly" utilized. The result showed that power point presentation, audio-visual materials, graphic organizers, Microsoft office, read works and overhead projection were used "Very Highly" inside the classroom since all subject areas conduct interactive learning activities and that these materials make the teaching and learning more engaging, interesting and fun while tape recordings and radio-

based lessons were “Moderately” utilized because it was not very convenient to use these instructional materials every day, only when it was very needed.

With regards to the data on the level of teachers’ competencies, it was found out in Table 2A that applied knowledge of content within and across curriculum teaching areas ranked as the highest indicator among the five with an average weighted mean of 3.85, while ensured the positive use of ICT to facilitate the teaching and learning processes ranked as the lowest with an average weighted mean of 3.60. The Average Weighted Mean of teachers’ teaching competencies along content knowledge and pedagogy was 3.73 interpreted as Very High. Among the respondents the school head ranked the highest with an average weighted mean of 3.80 while the teachers rated as the lowest with an average weighted mean of 3.62. According to the school head, the four indicators, applied knowledge of content within and across curriculum teaching areas, applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills, used a range of teaching strategies that enhance learners achievement in literacy and numeracy skills and displayed proficient use of Mother-Tongue, Filipino and English to facilitate teaching and learning all ranked as the highest with a weighted mean of 4.00 interpreted as Very High. Ranked lowest was ensured the positive use of ICT to facilitate the teaching and learning process with a weighted mean of 3.00 interpreted as Very High; the average weighted mean for the five indicators was 3.80 or interpreted as Very High (VH). Likewise, along content knowledge and pedagogy, the teachers ranked ensured the positive use of ICT to facilitate the teaching and learning process as the highest with a weighted mean of 3.93 interpreted as Very High while used a range of teaching strategies that enhance learners’ achievement in literacy and numeracy skills and displayed proficient use of Mother-Tongue, Filipino and English to facilitate teaching and learning both got the lowest rank with a weighted mean of 3.49 interpreted as Very High. On the other hand, the students rated the indicators applied knowledge of content within and across curriculum teaching strategies and ensured the positive use of ICT to facilitate the teaching and learning processes with a weighted mean of 3.87 ranked as highest and used a range of teaching strategies that enhance learners’ achievement in literacy and numeracy skills and displayed proficient use of Mother-Tongue, Filipino and English to facilitate teaching and learning both got the lowest rank of 3.61 weighted mean ranked as lowest and interpreted as Very High (VH).

In the case of learning environments, it was found out in Table 2B that maintained learning environments that promote fairness, respect and care to encourage learning ranked the highest with an average weighted mean of 3.85 while managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands- on activities within a range of physical learning environments ranked the lowest with an average weighted mean of 3.70 interpreted as Very High (VH). The average weighted mean was 3.78. It was shown on the table that the teachers’ competencies along learning environment ranked as the highest by the school head with an average weighted mean of 4.00 while the teachers ranked the lowest with an average weighted mean of 3.58. The Average Weighted Mean was 3.78 interpreted as Very High. The school head equally rated the five indicators with a weighted mean of 4.00 interpreted as Very High while the teachers rated managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments as the highest with a weighted mean of 3.77 and managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments ranked the lowest with a weighted mean of 3.41 interpreted as Very High. On the other hand, the students rated established safe and secure environments to enhance learning through the consistent implementation of policies, guidelines and procedures ranked highest with a weighted mean of 3.89 while managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments got the lowest rank with 3.63 weighted mean interpreted as Very High.

In Table 2C, on average, the data showed that used differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strengths, interests and experiences got the highest rank with an average weighted mean of 3.80 while adapted and used culturally-appropriate teaching strategies to address the needs of learners from indigenous groups got the lowest rank with an average weighted mean of 3.45. The average weighted mean from the respondents was 3.65 interpreted as Very High. The school head got the highest rank with 3.80 average weighted mean while 3.54 AWM among the teachers. The average weighted mean was 3.65 interpreted as Very High (VH). Also, Table 2C showed the data on teachers’ competencies along diversity of learners as rated by the school head, teachers and students. The school head rated the four indicators equally with a weighted mean of 4.00 while adapted and used culturally-appropriate teaching strategies to address the needs of learners from indigenous groups got the lowest rank of 3.00 interpreted as Very High. The teachers rated used differentiated, developmentally appropriate learning

experiences to address learners' gender, needs, strengths, interests and experiences with the highest rank of 3.68 weighted mean while established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds got the lowest rank with a weighted mean of 3.38. The students rated adapted and used culturally-appropriate teaching strategies to address the needs of learners from indigenous groups as the highest with a weighted mean of 3.80 while designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents got the lowest rank of 3.39 weighted mean.

The findings showed that the respondents gave the highest importance to differentiated and developmentally-appropriate learning experiences that addresses learners' gender, needs, strengths, interest and experiences. This is important because every teacher sees to it that they cater to the learning needs of the students while also being observant on the gender, strengths and interests for them to have meaningful experiences while learning. In addition, adapting and using culturally-appropriate teaching strategies that addressed the needs of learners from indigenous groups got the lowest rank mainly because not all students of the school came from indigenous groups, rather, they just have different linguistic, cultural, socio-economic and religious backgrounds which was somehow addressed by the teachers during the teaching-learning process.

While Table 2D showed the data on curriculum and planning. The school head rated the five indicators with a weighted mean of 4.00 interpreted as Very High while the teachers rated set achievable and appropriate learning outcomes that are aligned with learning competencies as the highest with 3.68 weighted mean interpreted as Very High while selected, developed, organized and used appropriate teaching and learning resources including ICT to address learning goals got the lowest rank with a weighted mean of 3.29 interpreted as Very High. On part of the students, they rated set achievable and appropriate learning outcomes that are aligned with learning competencies as the highest with 3.87 and participated in collegial discussions that use teacher and learner feedback to enrich teaching practice got the lowest rank with 3.48 weighted mean interpreted as Very High. To sum up, set achievable and appropriate learning outcomes that are aligned with learning competencies got the highest rank with an average weighted mean of 3.85 from the respondents while participated in collegial discussions that use teacher and learner feedback to enrich teaching practice and selected, developed, organized and used appropriate teaching and learning resources including ICT to address learning goals both got the lowest rank with an average weighted mean of 3.60. The school head who rated the highest got an average weighted mean of 4.00 while the teachers who rated the lowest got an average weighted mean of 3.46. The average weighted mean was 3.69 interpreted as Very High. The result means that in order to achieve appropriate learning outcomes that are aligned with learning competencies teachers should also construct assessment and evaluation tools that are aligned with their learning objectives set for each day. On the other hand, they should also participate more in collegial discussions that would enrich their teaching practice on giving feedback to the students. Moreover, to address learning goals, they should select, develop, organize and use appropriate teaching and learning resources including ICT to cater to the individual learning needs of the students. All that they do should be for the benefit of the students who are the heart of every learning institution.

In Table 2E, findings showed that the school head rated the five indicators on assessment and reporting equally with a weighted mean of 4.00 interpreted as Very High while the teachers rated designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as the highest with a weighted mean of 3.67 and used strategies for providing timely, accurate and constructive feedback to improve learner performance got the lowest rank with a weighted mean of 3.38 interpreted as Very High. The students rated designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as the highest with a weighted mean of 3.88 while utilized assessment data to inform the modification of teaching and learning practices and programs got the lowest rank with a weighted mean of 3.37 interpreted as Very High. The respondents rated designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements got the highest rank with an average weighted mean of 3.85 interpreted as Very High while used strategies for providing timely, accurate and constructive feedback to improve learner performance and utilized assessment data to inform the modification of teaching and learning practices and programs both got the lowest rank with an average weighted mean of 3.60 interpreted as Very High. The average weighted mean of school head along the five indicators was 4.00 which got the highest rank while the teachers got the lowest rank with an average weighted mean of 3.53. The average weighted mean was 3.70 interpreted as Very High. It could be derived from the findings that teachers' competencies along the first indicator of assessment and reporting emphasized that they designed, selected, organized and used different

assessment strategies which were consistent with curriculum requirements. Meaning to say, they aligned their assessment strategies based on the expected output and curriculum requirements from the subject. While teachers did not provide timely, accurate and constructive feedback that would help to improve learner performance and did not utilize assessment data to inform the modification of teaching and learning practices and programs. The teachers should give more time and focus on providing timely and constructive feedback to students in order for the students to know in which areas to improve and develop themselves. By providing feedback, students are well aware of their learning journey. In addition, teachers should use assessment data in order to modify or improve their teaching and learning practices. They should engage more in collegial discussions to gain insights and ideas from their colleagues on how to improve their teaching practices and programs to benefit the students as well.

Table 2F presented the summary of the level of teachers' teaching competencies along the five PPST domains, revealed that learning environment, assessment and reporting, and curriculum and planning got the highest rank by the school head with a weighted mean of 4.00 while content knowledge and pedagogy and diversity of learners both got the lowest rank with a weighted mean of 3.80. The average weighted mean of school head's response was 3.92, interpreted as Very High. It can be gleaned from the table that content knowledge and pedagogy have the highest rank by the teachers with a weighted mean of 3.62 while curriculum and planning got the lowest rank with a weighted mean of 3.46. The average weighted mean of teachers' response was 3.55 interpreted as Very High. Also, students ranked content knowledge and pedagogy as the highest with the weighted mean of 3.76 and ranked the lowest was assessment and reporting with the weighted mean of 3.56. The average weighted mean of students' response to teachers' competencies was 3.65 interpreted as Very High. Among the five domains, learning environment got the highest rank with an average weighted mean of 3.78 while diversity of learners got the lowest rank with an average weighted mean of 3.65. School head's response got the highest rank with an average weighted mean of 3.92 while the teachers' response got the lowest rank with an average weighted mean of 3.55, interpreted as "VH" Very High. This result was evidence that these five domains have interconnectedness to each other. They are all important in developing teachers' competencies. Hence, diversity of learners must be the first thing to be considered by the teachers inside the classroom or school premises. Curriculum and planning should also be given importance as the teaching-and-learning process would not exist without this domain. Teachers should develop more of their knowledge, skills and competence in curriculum and planning as the success of any learning outcomes of the students was based on how well the teachers prepared for each every day teaching.

It was found out in Table 3 that the level of students' learning outcomes in Araling Panlipunan for the third and fourth quarter, Section B got a higher rank than section A during the third quarter with SD of 5.47 and weighted mean of 87.79 while section A got SD of 6.59 and weighted mean of 85.03, both interpreted as Very Satisfactory. On fourth grading period, the results revealed SD 4.26, and 90.17 weighted mean for section B, interpreted as Outstanding while SD 4.68 and 88.52 weighted mean for section A, interpreted as Very Satisfactory. The average weighted mean for the level of students' learning outcomes for third and fourth quarter for section A was 86.78 and SD 5.54 while SD 4.60 and average weighted mean of 88.98 for section B, interpreted as Very Satisfactory. The results showed that the performance level of the students was above average and exceeded the expectations and that they have consistently met/ surpassed the goals and objectives expected by the teacher from them. The result showed that the students demonstrated a strong understanding and grasp of the required skills and knowledge from the subject matter despite the lack of the instructional learning materials. The performance of the students was beyond the expectations of the teacher.

Table 4A showed the relationship between the level of utilization of the instructional learning materials and the students' learning outcomes in Araling Panlipunan. Based from the findings, utilization of Print and Non-Print materials has no significant relationship to students' learning outcomes. The findings revealed an overall r-value 0.436 and p-value 0.994 which means that the alternative hypothesis for both print and non-print materials was rejected. Furthermore, Table 4B showed the relationship between the teachers' teaching competencies and the students' learning outcomes in Araling Panlipunan where the overall result showed r-value of .41 interpreted as moderate positive correlation while p-value of .492 interpreted as not significant. The findings showed that there was no significant relationship between the teachers' teaching competencies and the students' learning outcomes. Therefore, the alternative hypothesis was rejected. The findings mean that teachers' competencies have nothing to do with students' learning outcomes. This just showed that whatever was the students' learning outcomes, it was not dependent on how competent a teacher could be which concludes that the learning outcomes and academic performance depend on their own pace of learning and different factors like individuality of students, learning styles, and multiple intelligences.

Lastly, Table 5 showed the influence of utilization of instructional learning materials and students' learning outcomes in Araling Panlipunan. Based on the findings, it showed that utilization of Print and Non-Print materials has 21.73% extent of influence on the students' learning outcomes, interpreted as Low while on teachers' competencies the extent of influence on the students' learning outcomes was 16.81%, interpreted as Very Low. The result revealed that the extent of influence of utilization of instructional learning materials and teachers' competencies to students' learning outcomes is Low to Very Low. This showed that the kind of instructional learning materials used and the teachers' competence have no influence on students' learning outcomes. Students are responsible for their own learning. They chose how to learn on their own.

To improve teachers' utilization of instructional learning materials and teachers' competencies, the researcher designed a professional development program to help both the teachers and students to enhance their 21st century skills and learning outcomes every end of each quarter. Since the teacher is the dispenser and source of knowledge inside the classroom, they must enhance their skills, competencies and improve their utilization of instructional learning materials especially during this time of information age and technological advancements for the students to achieve higher and better academic performance. The findings revealed that the utilization of instructional materials and teachers' competencies have very low influence on students' learning outcomes. Meaning to say, students learn in their own pace and ways. Whether the teacher uses interactive instructional materials and are highly competent, it does not affect much the result of students' academic performance in classrooms. Generations change, their environment, technology, behavior and so on evolved. The goal of the Professional Development Program is to help the teachers address properly the learning needs, multiple intelligences and individual differences of the students using different Print and Non-Print Materials in an interesting, engaging, and interactive ways and for the them to improve their skills, knowledge and abilities with regards to the five PPST domain – Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum Planning and Assessment and Reporting in order for the teachers to develop and enhance the strategies and techniques that they used inside the classroom that will be helpful in achieving a higher level of learning interest and learning outcomes of the students and improving of the overall quality of instruction and teaching-learning processes.

Table 1A. Level of Utilization of Instructional Learning Materials in terms of Print

Instructional Learning Materials	WM	Int	Rank
Textbooks and Reference books	3.85	VH	1
Drawings and Pictures	3.45	VH	2
Crossword puzzles, Dictionaries, Flip cards, Flip charts, Posters, Index cards, and Quizzes	3.30	VH	3
Charts and Nature Tables	3.00	H	4
Flashcards and Wall displays	2.95	H	5
Magazines, Journals, Newspapers	2.75	H	6
Science kits	2.70	H	7
Mathematics kits	2.60	H	8
Encyclopedias	2.55	H	9
Maps/ Atlases	2.45	M	10
Average Weighted Mean	2.96	H	

Legend: Interpretation
 3.26 – 4.00 – Very Highly (VH)
 2.51 – 3.25 – Highly (H)
 1.76 – 2.50 – Moderately (M)
 1.00 – 1.75 – Fairly (F)

Table 1B. Level of Utilization of Instructional Learning Materials in terms of Non-Print

Instructional Learning Materials	Wm	Int	Rank
PowerPoint Presentation	3.75	VH	1
Audio-Visual Materials	3.40	VH	2
Graphic Organizers	3.35	VH	3
Microsoft Office	3.35	VH	4
Read works	3.35	VH	5
Overhead Projection	3.30	VH	6

Educational Games	3.10	H	7
Television	3.00	H	8
Films	2.90	H	9
Animations	2.85	H	10
Quick Response codes	2.70	H	11
E-portfolios	2.60	H	12
Educational Apps (Edmodo, Schoology, Google Classrooms, Zoom Meetings/ Virtual Conferencing, Dictionaries, Kahoot)	2.55	H	13
Electronic Mails	2.55	H	14
Tape Recordings	2.50	M	15
Radio-based Lessons	2.10	M	16
Average Weighted Mean	2.95	H	

Table 2A. Level of Teachers' Teaching Competencies along Content Knowledge & Pedagogy

Indicators	SH	T	S	AWM	Int	Rank
Applied knowledge of content within and across curriculum teaching areas.	4.00	3.68	3.87	3.85	VH	1
Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.00	3.55	3.85	3.80	VH	2
Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.00	3.49	3.61	3.70	VH	3
Displayed proficient use of Mother-Tongue, Filipino and English to facilitate teaching and learning.	4.00	3.49	3.61	3.70	VH	4
Ensured the positive use of ICT to facilitate the teaching and learning process.	3.00	3.93	3.87	3.60	VH	5
Average Weighted Mean	3.80	3.62	3.76	3.73	VH	
Int	VH	VH	VH	VH		
Rank	1	3	2			

Legend: Interpretation
 3.26 – 4.00 – Very High (VH)
 2.51 – 3.25 – High (H)
 1.76 – 2.50 – Low (L)
 1.00 – 1.75 – Very Low (VL)

Table 2B. Level of Teachers' Teaching Competencies Along Learning Environment

Indicators	SH	T	S	AWM	Int	Rank
Maintained learning environments that promote fairness, respect and care to encourage learning.	4.00	3.68	3.87	3.85	VH	1
Established safe and secure environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.00	3.51	3.89	3.80	VH	2.5
Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	4.00	3.77	3.63	3.80	VH	2.5
Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	4.00	3.57	3.68	3.75	VH	4
Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.00	3.41	3.69	3.70	VH	5
Average Weighted Mean	4.00	3.58	3.75	3.78	VH	
Int	VH	VH	VH	VH		
Rank	1	3	2			

Table 2C. Level of Teachers' Teaching Competencies Along Diversity of Learners

Indicators	SH	T	S	AWM	Int	Rank
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Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.00	3.68	3.72	3.80	VH	1
Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor.	4.00	3.56	3.69	3.75	VH	2
Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents.	4.00	3.56	3.39	3.65	VH	3
Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds.	4.00	3.38	3.42	3.60	VH	4
Adapted and used culturally-appropriate teaching strategies to address the needs of learners from indigenous groups.	3.00	3.55	3.80	3.45	VH	5
Average Weighted Mean	3.80	3.54	3.60	3.65	VH	
Int	VH	VH	VH	VH		
Rank	1	3	2			

Table 2D. Level of Teachers' Teaching Competencies Along Curriculum and Planning

Indicators	SH	T	S	AWM	Int	Rank
Set achievable and appropriate learning outcomes that are aligned with learning competencies.	4.00	3.68	3.87	3.85	VH	1
Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.00	3.57	3.68	3.75	VH	2
Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners.	4.00	3.46	3.49	3.65	VH	3
Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.00	3.32	3.48	3.60	VH	4.5
Selected, developed, organized and used appropriate teaching and learning resources including ICT to address learning goals.	4.00	3.29	3.51	3.60	VH	4.5
Average Weighted Mean	4.00	3.46	3.60	3.69	VH	
Int	VH	VH	VH	VH		
Rank	1	3	2			

Table 2E. Level of Teachers' Teaching Competencies Along Assessment and Reporting

Indicators	SH	T	S	AWM	Int	Rank
Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4.00	3.67	3.88	3.85	VH	1
Monitored and evaluated learner progress and achievement using learner attainment data.	4.00	3.58	3.67	3.75	VH	2
Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/ guardians.	4.00	3.61	3.49	3.70	VH	3
Used strategies for providing timely, accurate and constructive feedback to improve learner performance.	4.00	3.38	3.42	3.60	VH	4.5
Utilized assessment data to inform the modification of teaching and learning practices and programs.	4.00	3.43	3.37	3.60	VH	4.5
Average Weighted Mean	4.00	3.53	3.56	3.70	VH	
Int	VH	VH	VH	VH		
Rank	1	3	2			

Table 2F. Summary Table on the Level of Teachers' Teaching Competencies

Domains	SH	T	S	AWM	Int	Rank
Learning Environment	4.00	3.58	3.75	3.78	VH	1
Content Knowledge & Pedagogy	3.80	3.62	3.76	3.73	VH	2
Assessment and Reporting	4.00	3.53	3.56	3.70	VH	3
Curriculum and Planning	4.00	3.46	3.60	3.69	VH	4
Diversity of Learners	3.80	3.54	3.60	3.65	VH	5
Average Weighted Mean	3.92	3.55	3.65	3.71	VH	
Int	VH	VH	VH	VH		
Rank	1	3	2			

Table 3. Level of the Students' Learning Outcomes in Araling Panlipunan

	Section A			Section B		
Scale	3rd Quarter	4th Quarter	Total	3rd Quarter	4th Quarter	Total
96 - 100	1	0	1	3	2	5
90 - 95	7	17	24	10	18	28
85 - 89	8	5	13	9	6	15
80 - 84	5	7	12	5	3	8
75 - 79	8	0	8	2	0	2
Average Mean	85.03	88.52	86.78	87.79	90.17	88.98
SD	6.59	4.68	5.54	5.47	4.26	4.60

Legend:
 90-100 - Outstanding
 85-89 - Very Satisfactory
 80-84 - Satisfactory
 75-79 - Fairly Satisfactory

Table 4A. Relationship Between the Level of Utilization of the Instructional Learning Materials and the Students' Learning Outcomes in Araling Panlipunan

INDICATORS		r-value	p-value	Int
Print	Academic Achievement	0.271	.349	Not Significant
Non-Print		0.601	.023	Significant
	Overall	0.436	0.994	Not Significant

Legend:
r-value
 1.0 - Perfect Correlation
 0.81-0.99 - Very High Correlation
 0.61-0.80 - High Correlation
 0.41-0.60 - Moderate Correlation
 0.21-0.40 - Low Correlation
 0.01-0.20 - Very Low Correlation
 0 - No Correlation

Legend:
p-value
 $\geq .05$ - Not Significant
 $\leq .05$ - Significant

Table 4B. Relationship Between the Teachers' Teaching Competencies and the Students' Learning Outcomes in Araling Panlipunan

Indicators		r-value	Int	p-value	Int
Teachers' Competencies	Academic Achievement				

	3 rd Quarter	0.140	Low positive correlation	.822	Not Significant
	4 th Quarter	0.481	Moderate positive correlation	.411	Not Significant
	Overall	0.41	Moderate positive correlation	.492	Not Significant

Legend:
r-value

1.0	-	Perfect Correlation
0.81-0.99	-	Very High Correlation
0.61-0.80	-	High Correlation
0.41-0.60	-	Moderate Correlation
0.21-0.40	-	Low Correlation
0.01-0.20	-	Very Low Correlation
0	-	No Correlation

Legend:
p-value

≥.05	-	Not Significant
≤.05	-	Significant

Table 5. Influence of the Level of Utilization of Instructional Learning Materials and the Teachers' Competencies to the Students' Learning Outcomes in Araling Panlipunan

INDICATORS		r-value	r ² -value	Int
Utilization of Learning Materials				
Print	Academic Achievement	0.271	7.34%	Very Low
Non-Print		0.601	36.12%	Low
	Overall	0.436	21.73%	Low
Teachers' Competencies				
Teachers' Competencies	3 rd Quarter	0.140	1.96%	Very Low
	4 th Quarter	0.482	23.19%	Low
	Overall	0.410	16.81%	Very Low

Legend:
r-value

1.0	-	Perfect Correlation
0.81-0.99	-	Very High Correlation
0.61-0.80	-	High Correlation
0.41-0.60	-	Moderate Correlation
0.21-0.40	-	Low Correlation
0.01-0.20	-	Very Low Correlation
0	-	No Correlation

Legend:
r²-value (Effect Size)

81-100%	-	Very High
61-80%	-	High
41-60%	-	Moderate
21-40%	-	Low
0-20%	-	Very Low

Conclusions

As a whole, the teachers Highly utilized Print and Non-Print instructional learning materials in their instruction. These instructional materials gave all students the same learning benefits. With printed materials it means that everyone has the same access to materials, levelling the learning field and reducing the achievement gap among students. While with non-print materials student expand access to new information and skills, improve accessibility for all student abilities and enhance their comprehension. On the other hand, the teachers were Highly Competent along the five PPST domains – Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, and Assessment and Reporting which means that they were all doing their best efforts and service to their students and the whole education sector. Similarly, the level of students' learning outcomes in Araling Panlipunan for third and fourth quarter was above average and exceeded the expectations and that they have consistently met/surpassed the goals and objectives expected by the teacher from them. The result showed that the students demonstrated a strong understanding and grasp of the required skills and knowledge from the subject despite the lack of instructional learning materials. However, there was no significant relationship between the level of utilization of instructional learning materials along Print which means that the alternative hypothesis was rejected. On the other hand, there was significant relationship found between the level of utilization of instructional learning materials along Non-Print which means that the alternative hypothesis was accepted. Also, there was no

significant relationship between the teachers' teaching competencies and students' learning outcomes in Araling Panlipunan. Therefore, the alternative hypothesis was also rejected. Lastly, the utilization of instructional learning materials and the teachers' teaching competencies have low to very low influence on the students' learning outcomes which means that the alternative hypothesis was rejected.

Recommendations

Balaton National High School with the help of DepEd should add more purchases to their Print materials which are beneficial to students' learning with 1:1 ratio for students as the school lacked Print materials in some subject areas especially Araling Panlipunan which teaches facts and events, print materials are highly needed. Teachers should continue to use and integrate technology and other non-print materials inside the classroom for convenient delivery of instruction and for the students to learn in a fun, engaging, interesting and meaningful ways. In addition, DepEd and the school itself should give more emphasis on trainings on the appropriate teaching and learning resources that can be applied inside the classroom to address learning goals, for professional growth and development of the teachers and for them to adapt teaching strategies and techniques that can be used to cater to diverse learning needs of students and enrich teaching practice. Similarly, teachers should conduct more PTA meetings with stakeholders and parents to communicate, inform and provide them with feedback and data about their students' performance and the status of the programs and activities in the school.

Furthermore, the school administrator and school head with the help of DepEd should also ensure that all classrooms are conducive to learning in order for the students to feel safe and secure inside the school premises. The learning environment should be the topmost priority of every learning institution. Lastly, the teacher should continue to do their duties and responsibilities whether what kind of instructional learning materials they chose to apply in their teaching and whether the teachers have very low influence on students' learning outcomes as long as their role as a teacher does not stop there. Students nowadays are different generations, they have their own ways of learning and developing. Instructional materials and teachers' competencies may have very low influence on students' learning outcomes but they can still influence their students in different aspects of their life.

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