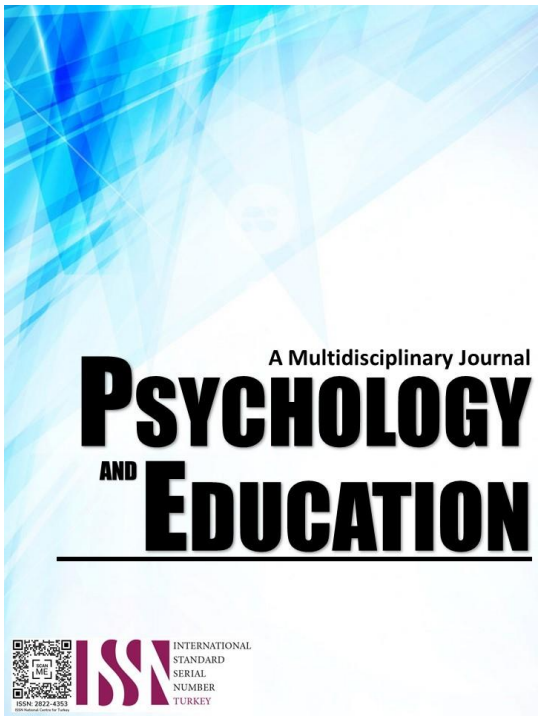
# EXTENT OF UTILIZATION OF INSTRUCTIONAL MATERIALS USED IN RELATION TO SENIOR HIGH SCHOOL STUDENTS' SKILL PERFORMANCE IN HOME ECONOMICS (HE)

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Research Article

# Extent of Utilization of Instructional Materials Used in Relation to Senior High School Students' Skill Performance in Home Economics (HE)

Robayna B. Batua*

For affiliations and correspondence, see the last page.

**Abstract**

This study was conducted to determine the relationship of extent of utilization of instructional materials used to senior high school students' in their skill performance in home economics. Specifically, this study aimed to determine the socio-economic characteristics of the teachers' in terms of, educational attainment, national certificate, length of service, number of seminars/trainings attended, and rank; determine students' skill performance in home economics, to determine the extent of utilization of instructional materials used in home economics by the senior high school home economic students in terms of multimedia presentations, textbooks, charts and workbooks, real objects/realia, and pictures; determine whether the teachers socio-economic characteristics significantly influence their students' skill performance; determine whether the teachers socio- economic characteristics significantly influence their extent of utilization of instructional materials; determine whether the teachers' extent of utilization of instructional materials significantly influence their students' skill performance. Respondents of the study were sixty two (62) senior high school Home Economics teachers and six hundred twenty (620) senior high school Home Economics students drawn by random sampling procedure in North Cotabato Division. Frequency counts, averages and weighted mean were used in analyzing the data. The Multiple Regression was used to test the influence between the extent of utilization of instructional materials used and senior high school students' skill performance in home economics. Most of the teacher respondents were bachelors' degree holder, have taught the subject Home Economics from 5-10 years. Majority of the skill performance of students were rated good. Most of the respondents always preferred real objects and the pictures was frequently used and were found the least preferred instructional materials in HE classes. Teachers' socio-economic characteristics were not influenced by their students' skill performance and their extent of utilization of instructional materials. Teachers' extent of utilization of instructional materials was not influenced their students' skill performance. Based on the findings of study, it is concluded that extent of utilization of instructional materials used in relation to senior high school do not significantly influenced their students' skill performance in Home Economics.

**Keywords:** instructional materials, skill performance, personal entrepreneurial competencies, teaching skills

## Introduction

Thirty years ago, educators paid little attention to the work of cognitive scientists, and researchers worked far removed from classrooms. Today, cognitive researchers are spending more time working with teachers, testing and refining their theories in real classroom situations where they can see how classroom interactions influence applications of their theories with reference to students' aspects of learning (Liesbet & Baudienville, 2012).

Further, human beings learn by using their five senses namely, hearing, sight, touch, taste and smell. Instructional materials are thus termed audio-visual aids so they can be helpful to the teacher in a number of ways. As any good teacher knows, all students do not learn in the same way. In the same manner, educational resources are used to improve student's knowledge, abilities, skills to monitor their assimilation of information, and to contribute to their overall development and upbringing.

It has been observed that teachers sometimes take for granted the effectiveness of teaching materials. They are just focused on how topics scheduled for discussion are taught. In some cases, they are not looking for materials or strategy in teaching they have to adopt to make learning easy for the students. To consider, it is vital to address how to provide learners the instructional materials that will improve their understanding towards gaining better grades. The learning materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning.

Home economics has an extremely important place in our educational system today. No other academic discipline incorporates in its curriculum as many pertinent life skills that will help students succeed independent of their chosen career paths. The most important aspect of an instructional material in home

economics education is that students not only learn about the subject matter that has relevance to their present lives, but will constantly be of use as they continue to grow. One area of home economics that is considered to be among the most essential is the emphasis on personal development, decision making and intrapersonal skills (Albarico et al., 2014).

Instructional materials allow the teacher to engage learners by supporting concepts through the use of multimedia, including sound clips, video, images, hands-on experience and interactive games. Materials offer learners the opportunity to practice concepts and develop a product that demonstrates their level of understanding. Consequently, those products are then used to evaluate learners' knowledge. Instructional materials allow the instructor to support learners with varying levels of ability and foundational skills by providing additional support. The need for the realistic and experiential learning aided by the right and adequate tools, equipment and machines for instruction is necessary. Instructional materials are the tools teachers use to teach their students. Excellent instructional material has a big impact on the students' learning since students learn most by doing. Together with the excellent instructional materials are their adequate numbers of units in proportion to the number of the students. Engaging in hands-on activities gives the learners idea on how this experience can be applied in a real life adequacy of instructional materials used by teachers in home economics education (Albarico et al., 2014).

Instructional materials serve as an aid for instruction. Through this, the teacher will be able to make his/her strategies in teaching more effective and meaningful. It is much easier also for students to learn and understand their lesson as well as acquire the skills necessary in the field. Further, the adequacies of instructional materials that will support the student's effective learning also have its own demand in the educational system.

With all of the considerations of the various researchers presented, it is of the researcher's great interest to pursue this study on the determination of the extent of utilization of instructional materials used and senior high school students skill performance in Home Economics. It has been observed by the researcher that a strategic approach and utilization of instructional materials, may improve students' skill performance. This experience encouraged the researcher to pursue this study.

### Research Objectives

The study was conducted to determine the relationship between the extent of utilization of instructional materials used by senior high school students and their skill performance in home economics. Specifically, this study aimed:

1. to determine the socio-demographic characteristics of the teachers in terms of:
   1.1. educational attainment;
   1.2. national certificate;
   1.3. length of service;
   1.4. number of seminars/trainings attended;
   1.5. rank;
2. to determine students' skill performance in Home Economics;
3. to determine the extent of utilization of instructional materials used in Home Economics by the senior high school Home Economic students in terms of:
   3.1. multimedia presentations
   3.2. textbooks
   3.3. charts and workbooks
   3.4. real objects/realia
   3.5. pictures; and
4. to determine whether the teachers' socio-demographic characteristics significantly influence their students' skill performance;
5. to determine whether the teacher's socio-demographic characteristics significantly influence their extent of utilization of instructional materials; and
6. to determine whether the teachers' extent of utilization of instructional materials significantly influences their students' skill performance.

## Methodology

### Research Designs

Descriptive-correlation analysis research design was used in the study. This design was useful to summarize the information on the socio-demographic characteristics of the teachers which includes: educational attainment, national certificate, length of service, number of seminars/trainings attended, and rank. It further summarizes the information on the extent of utilization of instructional materials for home economics as indicated by multimedia presentations, textbooks, charts and workbooks, real objects/realia, and pictures; and in determining the students' skill performance through their core competencies in cookery for SY 2016-2017. Finally, through this

design, the relationship between the independent and dependent variable presented in the conceptual framework was determined and tested.

**Population of the Study**

The study was conducted on all grade 11 Home Economics teachers in the Division of North Cotabato. The respondents of the study were the sixty- two (62) Home Economics teachers in all Senior High Schools in North Cotabato Division, particularly, Banisilan National High School, Tulunan National High School, Carmen National High School, Kabacan National High School, Matalam National High School, Greenfield National High School, Antipas High School, Pres. Roxas National High School, Makilala National High School, Libungan National High School, Dilangalen National High School, Aleosan National High School, Alamada National High School, Mlang National High School, Magpet National High School, Magpet National High School, Pikit National High School and Antipas National High School.

**Sampling Procedure**

Two-stage sampling was used in this study. The first stage was the complete enumeration of all the Home Economics teachers in all senior high school of North Cotabato Division they were composed of sixty-two (62) teachers only. The second stage was the simple random selection, sampling of ten (10) students per teacher.

**Research Instruments**

The researcher adopted a validated questionnaire checklist from the study of Ganal (2014). Some parts were modified in order to assess the needed indicators for this study. The first part of the research instrument gathered data on the teachers' socio- demographic characteristics: educational attainment, national certificate, length of service, number of seminars/trainings attended, and rank. The second part obtained the data on the extent of utilization of instructional materials for home economics indicated by multimedia presentations, textbooks, charts and workbooks, real objects/realia, and pictures; The third or the last part of the research tool gathered the information on senior high school students' skill performance in home economics which were described in terms of their performance based on the core competencies in cookery for SY 2016-2017.

**Data Gathering Procedures**

The researcher prepared a letter to the Schools Division Superintendent asking permission to conduct the study and stipulating its purpose. Upon approval, the division office endorsed it to the school principal of all senior high schools in the Division of North Cotabato. After the approval from the office of the principal the researcher then furnished a copy of the approved letter to the teacher respondents for information and reference. The researcher further asked the assistance of the class adviser in conducting and administering the questionnaire to the respective student- respondents. The researcher personally distributed and retrieved the questionnaires on the same day. Data was then tabulated and analyzed.

## Results

**The Socio-Economic Characteristics of The Home Economics Teachers' in North Cotabato Division**

Table 1 shows the socio-demographic characteristics of 62 senior high school home economics teachers in North Cotabato Division. These socio-demographic characteristics include: educational attainment, teaching experience, national certificate, length of service, number of seminars/trainings attended, and rank. There were 62 Senior High School Home Economics teacher- respondents in the study of which 24 or 38.71% were bachelor's degree holders; 5 or 8.06% were bachelor's degree holders with earned master's degree units in other fields; 20 or 32.26% were with earned master's degree units in related fields; and only 13 or 20.97% were master's degree holder. None of the respondents earned doctorate units nor were doctorate degree holder. It is revealed in Table 1 that most of the respondents are bachelor's degree holder only.

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Table 1. *Socio- demographic characteristics of the teacher-respondents, Division of North Cotabato, SY 2016-2017.*

| *Characteristics* | *Frequency (N = 62)* | *Percentage* |
|---|---|---|
| Educational Attainment | | |
| Bachelor's Degree | 24 | 38.71 |
| Master's Units in other fields | 5 | 8.06 |
| Masters units in related fields | 20 | 32.26 |
| Masters Graduate | 13 | 20.97 |
| Teaching Experience | | |
| 1 – 4 yrs | 18 | 20.03 |
| 5 – 9 yrs | 42 | 67.75 |
| 10 – 14 yrs | 2 | 2.23 |
| Mean = 6.03 Standard Deviation = 2.064 | | |
| Rank | | |
| T1 | 20 | 32.26 |
| T2 | 16 | 25.81 |
| T3 | 21 | 33.87 |
| MT1 | 5 | 8.06 |
| National Certificate | | |
| NC II | 62 | 100.00 |
| NC III | 29 | 46.77 |
| Number of District Level Trainings | | |
| 1 – 10 | 12 | 19.35 |
| 11 – 20 | 10 | 16.13 |
| 21 – 30 | 12 | 19.35 |
| Above 30 | 28 | 45.16 |
| Mean = 28.31 Standard Deviation = 17.03 | | |
| Number of Division Level Trainings | | |
| 1 – 3 | 34 | 54.84 |
| 4 – 6 | 28 | 45.16 |
| Mean = 17.74 Standard Deviation = 14.22 | | |
| Number of Regional Level Trainings | | |
| None | 29 | 46.77 |
| 1 – 3 | 27 | 43.55 |
| 4 – 6 | 6 | 9.68 |
| Mean = 1.29 Standard Deviation = 1.65 | | |

Data shows that 18 or 20.03% of the respondents have taught the subject from 1 to 4 years; 42 or 67.75% have been teaching the subject from 5 to 9 years; 2 or 2.23% have taught Home Economics from 10 to 14 years. This further indicates that majority of the respondents are not new to the teaching profession. In terms of rank or position, 20 or 32.26% were Teacher I; 16 or 25.81% were teacher II; 21 or 33.87% were Teacher III; and 5 or 8.06% were master Teacher I. Majority of the teacher-respondents were holding a high position in their respective schools. All (100%) of the respondents had national certificate level II (NCII); while 29 or 46.77% had national certificate level III (NCII).

Out of 62 teacher-respondents, 12 or 19.35% attended 1 to 10 district trainings and seminars; 10 or 16.13% attended 11 to 20 district trainings and seminars; while 12 or 19.35% attended 20 to 30 district trainings and seminars; and 28 or 45.16% attended more than 30 district trainings and seminars related to Home Economics. Out of 62 teacher-respondents, 34 or 54.85% attended 1 to 3 division trainings and seminars; and 28 or 45.16% attended 4 to 6 division trainings and seminars. Out of 62 teacher-respondents, 27 or 43.55% attended 1 to 3 regional trainings and seminars; and 6 or 9.68% attended 4 to 6 division trainings and seminars; and 29 or 46.77% have not attended regional trainings and seminars. Torres (2010) in her study said that the more trainings the teachers have undergone, the better will be the performance. This is due to the new strategies and techniques learned in seminars and workshop which are applied in the classroom situations. It involves the ingenuity and industry of the classroom. This will strengthen their abilities.

**Students' Skill Performance in Home Economics**

Table 2 shows the data on students' skill performance in Home Economics. The data indicate that of the 620 student-respondents, 151 or 24.4% were evaluated excellent; 195 or 31.5% had a good performance; 158 or 25.5% were evaluated average; 36 or 5.8% were weak; and 80 or 12.9% were evaluated poor. Table 2 points out that most of the student-respondents were evaluated good in their skill performance in Home Economics. Many factors contribute to a student's skill performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student skill performance, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership. (Aaronson; Barrow and Sander 2003).

Table 2. Students' Skill Performance in Home Economics, Division of North Cotabato, SY 2016-2017.

| *Skill Performance* | *Frequency (N = 620)* | *Percentage %* |
|---|---|---|
| Excellent | 151 | 24.4 |
| Good | 195 | 31.5 |
| Average | 158 | 25.5 |
| Weak | 36 | 5.8 |
| Poor | 80 | 12.9 |
| *Mean = 85.87* GOOD<br>*Standard Deviation = 5.63* | | |

| Legend | Scale | Verbal Description |
|---|---|---|
| | 91-95 | -Excellent |
| | 86-96 | -Good |
| | 81-85 | -Average |
| | 75-80 | -Weak |
| | 70-79 | -Poor |

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Table 3a. Extent of utilization of multimedia presentation as rated by teachers and students of HE, Division of North Cotabato, SY 2016-2017 .

| *Multimedia* | *Teachers* | | *Students* | | *Total* | |
|---|---|---|---|---|---|---|
| | *Rating* | *Description* | *Rating* | *Description* | *Mean* | *Description* |
| 1. Use computer-produced materials in learning like leaflets or printed factsheets. | 3.84 | Always | 3.76 | Always | 3.80 | Always |
| 2. Use electronic media devices during discussion. | 3.98 | Always | 3.37 | Frequently | 3.68 | Always |
| 3. Utilize broadcasts and recordings in the class | 3.42 | Frequently | 3.21 | Frequently | 3.31 | Frequently |
| 4. Use social networking sites to provide great opportunities to link and communicate with diverse students. | 3.34 | Frequently | 3.10 | Frequently | 3.22 | Frequently |
| 5. Make use of LCD projector to enhance class presentation. | 3.65 | Always | 3.65 | Always | 3.65 | Always |
| 6. Present lessons to class with updated multimedia paraphernalia. | 3.56 | Always | 3.32 | Frequently | 3.44 | Frequently |
| 7. Combine technology and manual inputs in class presentation. | 3.48 | Frequently | 3.20 | Frequently | 3.34 | Frequently |
| **Overall Mean** | 3.61 | Always | 3.27 | Frequently | 3.49 | Frequently |

**Extent of Utilization of Multimedia Presentation as rated by Teachers and Students**

Table 3a reveals the extent of use of multimedia presentation as rated by teachers and students. The extent of use of multimedia presentation was rated by each of the senior high school Home Economics teachers and students according to their extent of use of multimedia presentation. The ratings are presented in the table. It can be gleaned from the results that the use of computer-produced materials in learning like leaflets or printed factsheets were "always" used by the teacher-respondents based on the mean of 3.84, and students was rated "always" as evidenced by the mean of 3.76. Overall, teacher and student - respondents rated the use of computer-produced materials in learning like leaflets or printed factsheets as "always" based on the earned mean of 3.80. This implies that it is one of the best educational techniques because it addresses more than one sense simultaneously, as it addresses the senses of sight and hearing.

The teachers "always" used electronic media devices during discussion and had a mean of 3.98, while students "frequently" used the media devices based on the mean of 3.37. This statement earned an overall mean of 3.68 or "always". This presents the opportunity for deeper levels of understanding the lessons. Utilize broadcasts and recordings in the class had a mean of 3.42, indicating that the teacher-respondents "frequently" used this in the class, and students also used this "frequently" based on the mean of 3.21. Teachers and students "frequently" used this in the class based on the overall mean of 3.31

Using social networking sites to provide great opportunities to link and communicate with diverse students are both "frequently" used by the teacher and student respondents based on the mean of 3.34 and 3.10 respectively, and earned the overall mean of 3.22 or "frequently". This enables teachers to raise topics for discussion and allows students to work collaboratively online and to submit assignments and get feedback from an individual tutor. In this context, technology does not change the nature of teaching or learning; it does, however, make learning available to those separated by time and place.

Teacher and student respondents "always" made use of LCD projector to enhance class presentation as evidenced by the overall mean of 3.65. It can represent knowledge in more ways than text or speech because this combines text, audio, visual, graphic, and dynamic elements, such as animation and video. This presents learners and teachers with unique learning resources that can be used in a wide variety of ways to stimulate various forms of learning. Presenting lessons to class with updated multimedia paraphernalia was rated "always" by the teachers with the mean of 3.56 and rated "frequently" by the students with a mean of 3.32

and had an overall meant of 3.44 or "frequently".

Combining technology and manual inputs in class presentation was "frequently" by the teacher and student respondents with a mean of 3.48 and 3.20 respectively and a total mean of 3.34 or "frequently". Many skills cannot or should not be taught solely through technology, although the range of knowledge and skills that can be taught effectively in this way is probably much greater than most teachers would credit. Based on the results, the extent of use of multimedia presentation as rated by teachers and students as shown in Table 3a had an average mean of 3.49 which is described as "frequently

**Extent of Utilization of Textbooks as Rated by Teachers and Students**

Table 3b reveals the extent of use of textbooks as rated by teachers and students. For the reading of handouts before explaining the topic, teacher and student respondents "always" used this based on the mean of 3.82 and 3.74 respectively and earned a total mean of 3.78 or "always"

The teachers "frequently" used traditional learning materials such as workbooks and study guides which had a mean of 3.37 and also "frequently" used by the students based on the mean of 3.19 and earned a total mean of 3.28 or "frequently". Traditional resources include any textbooks used in the classroom. For example, language arts classrooms almost always have literature textbooks, writing textbooks, and even vocabulary and spelling workbooks. In addition to these, traditional resources also include any supplemental reading material, like novels or poems outside of the textbook.

Table 3b. Extent of utilization of textbooks as rated by teachers and students. Division of North Cotabato, SY 2016-2017.

| *Textbooks* | *Teachers* | | *Students* | | *Total* | |
|---|---|---|---|---|---|---|
| | *Rating* | *Description* | *Rating* | *Description* | *Mean* | *Description* |
| 1. Read handouts before explaining the topic. | 3.82 | Always | 3.74 | Always | 3.78 | Always |
| 2. Use traditional learning materials such as workbooks and study guides | 3.37 | Frequently | 3.19 | Frequently | 3.28 | Frequently |
| 3. Require textbooks as references for relevant information about the subject matter | 3.08 | Frequently | 2.90 | Frequently | 2.99 | Frequently |
| 4. Present theories taken from books to supply information | 3.05 | Frequently | 2.74 | Frequently | 2.89 | Frequently |
| 5. Elaborate concepts through relevant reading | 3.10 | Frequently | 2.80 | Frequently | 2.95 | Frequently |
| 6. Books are readily available for reading inside the classroom | 3.19 | Frequently | 3.00 | Frequently | 3.10 | Frequently |
| 7. Present learning concepts found in the book available inside the classroom. | 3.45 | Frequently | 3.43 | Frequently | 3.44 | Frequently |
| **Overall Mean** | 3.29 | Frequently | 3.11 | Frequently | 3.20 | Frequently |

Both teachers and students "frequently" required textbooks as references for relevant information about the subject matter, with mean of 3.08 and 2.90 respectively and had an overall mean of 2.99 or "frequently". Compared with other materials, textbooks house a great deal of information in one place and are logically organized and easy to learn from.

Presenting theories taken from books to supply information was rated "frequently" by the teachers with a mean of 3.05 and also "frequently used by the students with a mean of 2.74 and had a total mean of 2.89 or "frequently". They see these materials as providing a context for their learning and supporting their understanding of the subject.

Both teachers and students "frequently" elaborate concepts through relevant reading based on the mean of 3.10 and 2.80 respectively and total mean of 2.95 or "frequently". This could help teachers and learners to enhance their ability to elaborate concepts from reading. Books are readily available for reading inside the classroom had a total mean of 3.10 or "frequently". Different reading materials inside the classroom can utilize the time for acquiring variety of information that are helpful in class lecture or discussion.

Presenting learning concepts found in the book available inside the classroom was rated "frequently" by the teacher and student -respondents with a total weighted mean of 3.44. Based on the results, textbooks were frequently utilized as rated by teachers and students as shown in Table 3b. Based on the results, textbooks were frequently utilized as rated by teachers and students as shown in Table 3b with an average mean of 3.20.

**Extent of Utilization of Charts and Workbooks as Rated by Teachers and Students**

Table 3c reveals the extent of use of charts and workbooks as rated by teachers and students. Teachers

and students "always" used printable worksheet for class discussion based on the total mean of 3.72. These are used for assessment in the classroom, in determining the level of learning on any given topic. For instance, different handouts or worksheets can be used throughout a unit to see which students are getting it and which students are struggling.

For using of illustrations in chart for explaining the subject matter, and using of board illustrations for further discussion in the class, respondents both "frequently" used these based on the total mean of 3.11, and 2.78 respectively. According to the respondents, these are used when books are unavailable, scarce, or too expensive for individuals to have their own copy when other media such as overheads and slides are not available, and where group learning is most culturally appropriate.

They "frequently" used tables and figures in presenting topics which are difficult for the class to understand with a total mean of 2.59.

Table 3c. *Extent of utilization of charts and workbooks as rated by teachers and students. Division of North Cotabato, SY 2016-2017.*

| *Charts And Workbooks* | *Teachers* | | *Students* | | *Total* | |
|---|---|---|---|---|---|---|
| | *Rating* | *Description* | *Rating* | *Description* | *Mean* | *Description* |
| 1. Use printable worksheet for class discussion. | 3.77 | Always | 3.67 | Always | 3.72 | Always |
| 2. Use illustrations in chart for explaining the subject matter. | 3.23 | Frequently | 2.99 | Frequently | 3.11 | Frequently |
| 3. Use board illustrations for further discussic in the class. | 2.94 | Frequently | 2.62 | Frequently | 2.78 | Frequently |
| 4. Use tables and figures in presenting topic: which are difficult for the class to understand. | 2.76 | Frequently | 2.43 | Rarely | 2.59 | Frequently |
| 5. Use drawings fo comprehensive view as supplemental materials. | 3.47 | Frequently | 3.15 | Frequently | 3.31 | Frequently |
| 6. Develop higher order thinking skills by reading questions from the workbook. | 3.53 | Always | 3.17 | Frequently | 3.35 | Frequently |
| 7. Provide concrete explanations using graphs as presentation. | 3.55 | Always | 3.36 | Frequently | 3.45 | Frequently |
| **Overall Mean** | 3.32 | Frequently | 3.05 | Frequently | 3.19 | Frequently |

It enabled them to visualize symbol summarizing or comparing or contrasting or performing other helpful services in explaining subject matter. (Hanushek and Woessmann, 2008). Respondents rated "frequently" the use of drawings for comprehensive view as supplemental materials with a total mean of 3.31.

On the other hand, teachers "always" develop higher order thinking skills by reading questions from the workbook with a total mean of 3.35, while students used it "frequently" based on the mean of 3.17.Overall teacher and student respondents "frequently used this materials with a total mean of 3.35. One feature of a good teacher is the ability to restructure and reorganize knowledge to suit the needs of individual learners and develop the thinking skills of every learner.

Providing concrete explanations using graphs as presentation was rated by the teacher respondents as "always" used based on the mean of 3.55 and students used it "frequently with the mean of 3.36, and overall the respondents rated it "frequently" and earned a total mean of 3.45. These allow students to physically see relationships between ideas. This is imperative for learning, especially for students who are more visually oriented. Seeing a clear relationship is always easier than an abstract idea in your mind. Based on the results on the extent of utilization of charts and workbooks this was rated "frequently" by teachers and students as shown in Table 3c with an average mean of 3.19.

**Extent of Utilization of Real Objects as Rated by Teachers and Students**

Table 3d reveals the extent of use of real objects as rated by teachers and students. Respondents "always" used real objects to replace the item illustrated in a book with a total weighted mean of 3.86. Teachers and students "frequently" play the sound or show the picture of the object, or present a diagram of the function based on the total mean of 3.25. Both teacher and student- respondents "frequently" presented a well-organized sample of objects for presentation and had a total mean of 3.22. Organizing your objects for presentation would help learning more active and interesting.

Teachers "always" chose real objects appropriate for learner's learning needs with a total mean of 3.45, while students used it "frequently" with a mean of 3.39 and overall respondents "frequently" chose real objects which earned the total mean of 3.45. Part of the school's activity that exposes the students on the real object that are visible in the real life exposure is clearly shown in the varied experiences that drive them to use their senses especially the sense of sight.

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Table 3d. *Extent of utilization of real objects as rated by teachers and students. Division of North Cotabato, SY 2016-2017.*

| *Real Objects* | *Teachers* | | *Students* | | *Total* | |
|---|---|---|---|---|---|---|
| | *Rating* | *Description* | *Rating* | *Description* | *Mean* | *Description* |
| 1. I use real objects to replace the item illustrated in a book | 3.89 | Always | 3.83 | Always | 3.86 | Always |
| 2. I play the sound or show the picture of the object, or present a diagram of the function. | 3.35 | Frequently | 3.14 | Frequently | 3.25 | Frequently |
| 3. I present a well-organized sample of objects for presentation. | 3.35 | Frequently | 3.08 | Frequently | 3.22 | Frequently |
| 4. I chooses real objects appropriate for learner's learning needs | 3.52 | Always | 3.39 | Frequently | 3.45 | Frequently |
| 5. I show real objects in presenting a concept in the class. | 3.63 | Always | 3.54 | Always | 3.58 | Always |
| 6. I use readily available materials on hand when imparting knowledge. | 3.71 | Always | 3.68 | Always | 3.69 | Always |
| 7. I make learning easy for students to understand showing real objects. | 3.73 | Always | 3.66 | Always | 3.69 | Always |
| **Overall Mean** | 3.60 | Always | 3.47 | Frequently | 3.54 | Frequently |

| Legend: | Weighted Mean | Description |
|---|---|---|
| | 1.00 – 1.49 | Never |
| | 1.50 – 2.49 | Rarely |
| | 2.50 – 3.49 | Frequently |
| | 3.50 – 4.00 | Always |

Respondents "always" showed real objects in presenting a concept in the class, and use readily available materials on hand when imparting knowledge based on the total mean of 3.58 and 3.69 respectively, because it is much easier also for students to learn and understand their lesson as well as acquire the skills necessary in the field.

For the respondents, making learning easy for students to understand showing real objects was rated "always" with a total mean of 3.69. This bear out that learning is effective in a real situation basis and in experiential learning activities. Based on the results, the extent of utilization of real objects as rated by teachers and students as shown in Table 3d had an average mean of 3.54 or described as "always". That is why visual aids as well as real objects help in the processes of letting the students learn to have the sense of recognition and long retention. (Steffe, & Gale, 2013).

**Extent of Utilization of Pictures as Rated by Teachers and Students**

Table 3e reveals the extent of use of pictures as rated by teachers and students. Respondents "always" used motion pictures during lectures based on the total weighted mean of 3.60, it enables them to plan, shoot, and edit multiple projects, both narrative and documentary.

Table 3e. *Extent of utilization of pictures as rated by teachers and students. Division of North Cotabato, SY 2016-2017.*

| *Pictures* | *Teachers* | | *Students* | | *Total* | |
|---|---|---|---|---|---|---|
| | *Rating* | *Description* | *Rating* | *Description* | *Mean* | *Description* |
| 1. I use motion pictures during lectures. | 3.69 | Always | 3.50 | Always | 3.60 | Always |
| 2. I present drawing of object or person being discussed. | 3.18 | Frequently | 3.01 | Frequently | 3.09 | Frequently |
| 3. I work with class through image illustration. | 2.90 | Frequently | 2.70 | Frequently | 2.80 | Frequently |
| 4. I show pictures to emphasize the lesson to be discussed. | 2.97 | Frequently | 2.73 | Frequently | 2.85 | Frequently |
| 5. I demonstrate a topic by presenting a picture of an object, person, or activity. | 3.10 | Frequently | 2.79 | Frequently | 2.95 | Frequently |
| 6. The class is exposed to pictures and illustration to understand a particular concept. | 3.10 | Frequently | 2.75 | Frequently | 2.92 | Frequently |
| 7. I use pictures to show relationship of ideas. | 3.65 | Always | 3.59 | Always | 3.62 | Always |
| **Overall Mean** | 3.23 | Frequently | 3.01 | Frequently | 3.12 | Frequently |

Presenting drawing of object or person being discussed was rated "frequently" by the respondents with a total mean of 3.09. If they want to describe how any piece of equipment or machinery works, they will do a much

better job if they provide a drawing or diagram. Any explanation will benefit from an illustration of how that particular task is done.

Both groups of respondents "frequently" worked with class through image illustration, based on the total mean of 2.80. According to Bodmer (1992), image illustrations serve to expand, explain, interpret, or decorate a written text, they perform certain functions that may differ from those of gallery paintings. Art work in picture books is most often concerned with storytelling. Therefore, illustrations in picture books may function in one or more of the following ways.

Showing pictures to emphasize the lesson to be discussed and demonstrating a topic by presenting a picture of an object, person, or activity was rated "frequently" by the respondents with a total mean of 2.79 and 2.95 respectively. These can serve as an effective tool to stimulate and promote learner's creativity. The class is "frequently" exposed to pictures and illustration to understand a particular concept as evidenced by total mean of 2.92. The respondents often seek the easiest and most fluent way of acquiring and learning information.

Respondents "always" used pictures to show relationship of ideas based on the total weighted mean of 3.62. They see how ideas are connected and realize how information can be grouped and organized. With visual learning, new concepts are more thoroughly and easily understood when they are linked to prior knowledge. Based on the results, pictures were "frequently" used by teachers and students as shown in Table 3e which had an average mean of 3.12. Generally, pictures are used to bring real life situations to the class. They arouse the interest of the students and ease the job of the teacher. Pictures can be used for vocabulary development, pattern practice, and oral drills (Mbarika, 2003).

**Summary of the Extent of Utilization of Instructional Materials as Rated by Teachers and Students**

Table 3e summarizes the data on the extent of utilization of instructional materials as rated by teachers and students, in terms of multimedia presentation that gained a weighted mean of 3.49 described as frequently; textbooks garnered a weighted mean of 3.20 described as frequently; charts and textbooks registered a weighted mean of 3.19 described as frequently; real objects with a weighted mean of 3.54 described as always, and pictures with a weighted mean of 3.13 described as frequently. The overall mean yielded 3.31 interpreted as "frequently".

Real objects instructional material has a big impact on the students learning since students learn most by doing. Engaging in hands on activities gives the learners idea on how this experience can be applied in a real life situation. These instructional materials serve as an aid for instruction. Through this, the teacher will be able to make his/her strategies in teaching more effective and meaningful (Corpuz & Lucido,2008).

Table 3f. *Summary of the extent of utilization of instructional materials as rated by teachers and students. Division of North Cotabato, SY 2016-2017.*

| *Instructional Material* | *Weighted Mean* | *Description* |
|---|---|---|
| Multimedia Presentation | 3.49 | Frequently |
| Textbooks | 3.20 | Frequently |
| Charts and Workbooks | 3.19 | Frequently |
| Real Objects | 3.54 | Always |
| Pictures | 3.12 | Frequently |
| Overall Mean | 3.31 | Frequently |

**The Influence of Socio-Demographic Characteristics of Teachers' to Students' Skill Performance**

Table 4 shows that the combined contribution of the socio-demographic characteristics of teachers had no significant influence on students' skill performance (F value of 1.229 and P value of 0.303. Teachers' socio-demographic characteristics included educational attainment, years in teaching, rank, national certificate, and seminars/trainings attended.

Table 4. *Multiple regression analysis on the influence of socio-demographic characteristics of teachers on students' skill performance .Division of North Cotabato, SY 2016-2017.*

| *Socio-Demographic* | *Unstandardized β* | *Std. Error* | *Standardized β* | *t value* | *p value* |
|---|---|---|---|---|---|
| (Constant) | 86.245 | 1.310 | | 65.855 | .000 |
| Education | -.332 | .264 | -.189 | -1.259 | .214 |
| Teaching Experience | .160 | .329 | .125 | .486 | .629 |
| District Training | -.084 | .063 | -.540 | -1.323 | .191 |
| Division Training | .121 | .078 | .649 | 1.543 | .129 |
| Regional Training | .099 | .184 | .180 | .538 | .593 |
| National Training | .010 | .604 | .007 | .017 | .986 |
| National Certificate | -1.235 | 1.013 | -.264 | -1.219 | .228 |

*F value = 1.229; P value = 0.303[ns]; R = 0.371; $R^2$ =0.137;* ns = not significant at .05 level

This contention was further attested by the coefficient

of determination $R^2$ =0.371 which means that only 37.1% of the variability of students' skill performance can be attributed to the socio demographic characteristics of teacher-respondents included in the model. Also, none of the variables in the model can simply predict the students' skill performance. This result support the study on the impact of teachers' qualification on students' performance, Colfalter, Ladd and Vidgor (2006) found that no significant difference exists in the mean performance of students in schools staffed with qualified teachers and those schools staffed with unqualified teachers. Adeniji (2004) supported this finding to a great extent that teachers' qualification has no potent relationship with students' achievement.

The above result concur with the previous research studies of Bowen (2008), who stated that an abundance of evidence based on major national studies indicates a very poor and negative relationship between the education of teachers and the measured intelligence, academic achievement, and extracurricular participation of students in school.

**The Influence of Socio- Demographic Characteristics to Teachers' Extentof Utilization of Instructional Materials**

To show the influence of socio-demographic characteristics of teachers on the extent of utilization of instructional materials, Multiple regression analysis revealed that with the F value of 1.684 and P value of 0.133, the teachers' socio-demographic characteristics in terms of educational attainment, years in teaching, rank, national certificate, seminars/trainings attended had no significant influence on the extent of utilization of instructional materials.

Table 5. *Multiple regression analysis on the influence of Socio-demographic characteristics on teachers extent of utilization of instructional materials. Division of North Cotabato, SY 2016-2017.*

| *Socio Demographic* | *Unstandardized β* | *Std. Error* | *Standardized β* | *t value* | *p value* |
|---|---|---|---|---|---|
| (Constant) | 3.276 | .182 | | 17.92 | .000 |
| Education | .001 | .037 | .006 | .040 | .968 |
| Teaching Experience | .012 | .046 | .065 | .260 | .796 |
| District Training | -.007 | .009 | -.325 | -.815 | .418 |
| Division Training | .010 | .011 | .395 | .965 | .339 |
| Regional Training | -.005 | .026 | -.059 | -.180 | .858 |
| National Certificate | .073 | .084 | .320 | .868 | .389 |

*F value = 1.684; P value = 0.133[ns]; R = 0.423; $R^2$ =0.179;* ns = not significant at .05 level

This contention was further attested by the coefficient of determination of $R^2$ =0.179 which means that only 17.9% of the variability of teachers' extent of utilization can be attributed to the socio-demographic characteristics of respondents included in the model. Also, none of the variable in the model can simply predict extent of teachers' utilization.

These results do not conform to the findings of Ertmer, P. A (2011) which revealed that effective teachers cannot reliably be identified based on where they went to school, whether they're licensed, or (after the first few years) how long they've taught. The best way to assess teachers' effectiveness is to look at their on-the-job performance, including what they do in the classroom, their instructional materials use, and how much progress their students make on achievement tests. This has led to more policies that require evaluating teachers' on-the-job performance, based in part on evidence about their students' learning.

**The Influence of Extent of Utilization of Instructional Materials of Teachers' to Students' Skill Performance**

Based on Table 6a, the result of the study using multiple regression analysis revealed that with a F value of 0.068 and P value of 2.196, there was no significant influence between the teachers' extent of utilization of instructional materials in terms of multimedia, textbooks, charts, real object, and pictures to the students' skill performance.

Table 6a. *Multiple regression analysis on the influence of extent of utilization of instructional materials as rated by teachers on students' skill performance. Division of North Cotabato, SY 2016-2017.*

| *Instructional Materials* | *Unstandardized β* | *Std. Error* | *Standardized β* | *t value* | *p value* |
|---|---|---|---|---|---|
| (Constant) | 83.190 | 3.646 | | 22.86 | .000 |
| Multimedia | -.602 | .540 | -.149 | -1.116 | .269 |
| Textbooks | .039 | 1.037 | .007 | .038 | .970 |
| Charts | 2.221 | 1.054 | .432 | 2.107* | .040 |
| Real Objects | 1.556 | 1.234 | .194 | 1.262 | .212 |
| Pictures | -2.558 | .938 | -.481 | -2.725* | .009 |

*F value = 2.196; P value = 0.068[ns]; R = 0.405; $R^2$ =0.164;* ns = not significant at .05 level; s= significant at .05 level

This contention was further attested by the coefficient of determination $R^2$ =0.164 which means that only 16.4% of the variability teachers' extent of utilization can be attributed to the skill performance of the student respondents included in the model. Taken singly, charts and pictures have significant influence on the skill performance of the students at 5% level (t value of 2.107, p value of .040) and (t value of 2.725,

p value of .009). This implies that the greater utilization of pictures and charts, the greater the students' skill performance. This further support the study of (Newton & Petroff, 2014) about teaching aids that learners remember 50% of what they see and hear because visual aids help in the processes of letting the students learn to have the sense of recognition and long retention.

In learning the retention of the students are important rather than just merely mouthing all the words to be learned. Generally, pictures, charts and workbooks are used to bring real life situations to the class. They arouse the interest of the students and ease the job of the teacher. Pictures can be used for vocabulary development, pattern practice, and oral drills ( Mbarika,2003).

**The Influence of Extent of Utilization of Instructional Materials to the Students Skill Performance**

Table 6b reveals the influence of extent of utilization of instructional materials on their students' skill performance. The result of the study using multiple regression analysis showed that with a F value of 1.481and P value of 0.194, there was no significant influence between the teachers' extent of utilization of instructional materials in terms of multimedia, textbooks, charts, real object, pictures to their students' skill performance in Home Economics as rated by the student -respondents.

Table 6b. *Multiple regression analysis on the influence of extent of utilization of instructional materials as rated by students to their skill performance. Division of North Cotabato, SY 2016-2017.*

| *Instructional Materials* | *Unstandardized β* | *Std. Error* | *Standardized β* | *t value* | *p value* |
|---|---|---|---|---|---|
| (Constant) | 90.323 | 2.666 | | 33.81 | .000 |
| Multimedia | .465 | .809 | .031 | .575 | .566 |
| Textbooks | .143 | .703 | .013 | .204 | .839 |
| Charts & Workbooks | -1.053 | .695 | -.100 | -1.516 | .130 |
| Real Objects | -.761 | .815 | -.044 | -.934 | .350 |
| Pictures | -.203 | .619 | -.017 | -.328 | .743 |

*F value = 1.481; P value = 0.194*$^{ns}$*; R = 0.109;* $R^2$ *=0.012;* ns = not significant at .05 level

## Discussion

This contention was further attested by the coefficient of determination of $R^2$ =0.012 which shows that only 1.2% of the variability of students' extent of utilization can be attributed to their skill included in the model. Also, none of the variable in the model can simply predict students' extent of utilization of instructional materials.This study was conducted to determine the relationship of extent of utilization of instructional materials used to senior high school students and their skill performance in home economics. Specifically, this study aimed to determine the socio-economic characteristics of the teachers' in terms of, educational attainment, national certificate, length of service, number of seminars/trainings attended, and rank; determine students' skill performance in home economics, to determine the extent of utilization of instructional materials used in home economics by the senior high school home economic students in terms of multimedia presentations, textbooks, charts and workbooks, real objects/realia, and pictures; determine whether the teachers socio-demographic characteristics significantly influence their students' skill performance; determine whether the teachers socio-demographic characteristics significantly influence their extent of utilization of instructional materials; determine whether the teachers' extent of utilization of instructional materials significantly influence their students' skill performance. Respondents of the study were sixty -two (62) senior high school Home Economics teachers and six hundred twenty (620) senior high school Home Economics students in North Cotabato Division drawn by random sampling procedure. The Multiple Regression Analysis was used to test the hypotheses at 5% level of significance.

## Conclusion

Based on the findings, the following conclusions were been drawn: (1) Most of the teacher –respondents were not new in the teaching profession, have taught the subject from five to ten (5-9) years and twenty-one (21) were teacher III, Sixty two (62) have national certificate level II, twenty-eight (28) attended four to six (4-6) district level training, thirty four (34) attended one to three (1-3) division and twenty seven (27) attended one to three (1-3) regional trainings. (2) Most of the students were rated good in their skill performance.(3) The extent of utilization of instructional materials was frequently utilized in terms of real objects, multimedia presentation, textbooks, charts and workbooks, and pictures. (4) The teachers' socio-demographic characteristics do not influence their extent of utilization of instructional materials. (5) Teachers' socio-demographic characteristics do not significantly influence their students' skill performance; (6) Teachers' extent of utilization of instructional materials do not significantly influence their students' skill performance (F= 0.068 and P= 2.196) and it has been found out that the pictures (t

value of 2.107, p value of .040) and charts/workbooks (t value of 2.725, p value of .009) are the significant predictor of the students' skill performance at 5% level. Generally, it is concluded that the teacher's extent of utilization of instructional materials do not significantly influenced the students' skill performance in Home Economics.

Based on the results and conclusion of the study, the researcher recommended the following: (1) Home Economics teachers need to enhance their knowledge and skills in the field through continuous professional education such as attendance in HE related trainings, seminars and workshop, and in HE- related graduate studies. (2) Teachers must provide activities with the use of picture and charts to develop their skill performance in Home Economics. (3) There is a need for DepEd officials to improve students' skill performance by providing facilities and equipment relevant to Home Economics subject so that students' learning experience will become more meaningful and at the same time interesting. (4) Since it was concluded that students are excellent in the use of pictures, charts and workbooks, teachers must create and use innovative visual presentation in presenting the lesson in Home Economics. (5) The same study may be conducted with increased number of variables to be tested to determine other factors that may influence students' skill performance.

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## Affiliations and Corresponding Information

**Robayna B. Batua, MAHE**
Pikit National High School
Department of Education – Philippines