Assessment on Utilization of the Learning Resource Management Development System in Talakag 1 District

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Abstract

The Learning Resource Management and Development System (LRMDS) is a portal for teachers to get free online instructional materials. Teachers in Talakag I District, Division of Bukidnon, enhance the new skills for effective utilization of such teaching-learning portals. The study examines respondents' characteristics, attitudes, and utilization of the Learning Resource Management Development System (LRMDS) based on accessing its website, selecting the K to12 Curriculum focused on learning, downloading resources, and sharing them, revealing a significant impact with two hundred (200) public elementary school teachers participated in the study.

The study revealed that respondents' attitudes towards the Learning Resource Management and Development System significantly influence their use of the portal, despite factors like age, sex, and teaching experience. It is recommended that school administrators work toward district/school-wide training on LRMDS utilization to improve its use in all public schools of Talakag I District. Teachers should actively engage and participate in more training sessions and workshops, especially regarding the utilization of downloaded resources as teaching-learning materials.

Keywords: LRMDS utilization; Learning resource management

1. Introduction

Learning Resource Management and Development System (LRMDS) integration in education has become essential in today's fast-paced digital world. Teachers in Talakag I District, Division of Bukidnon, need to learn new skills to utilize learning resources. One of the challenges to the utilization was a lack of teacher knowledge about available technologies and how to use them to improve curriculum delivery. Time and training seem to be the most important factors in preventing instructors from being unable to adopt and use the materials that are currently available to them.

LRMDS is a crucial tool in modern education, aiding educators in adapting to online and blended learning environments by managing and developing digital resources, enhancing teaching and learning by aiding in content management and organization.

One of the objectives of DepEd Order No. 76, s. 2011, serves as a guideline to implement and enhance the Learning Resource Management and Development System to improve the quality of education and teaching resources in the Philippines. The specific objectives and strategies may evolve to adapt to the changing needs of the education system.

The main purpose of this study is to examine the significant effect of the assessment on the utilization of LRMDS in the Talakag-I District. Even though there is a variety of sources that can be found on the internet to allow learners to pursue subjects in much greater detail rather than being limited to whatever the teacher sends them at home. However, Talakag Elementary Schools, where the researcher presently teaches, observes that some teachers do not utilize the technology they've been given. Besides, the Department of Education Learning Resource Management and Development System portal for teachers to get free online instructional materials, but it is not used at an optimal level because the majority of the teachers are not yet registered and when registered, some are not using it, some teachers are less motivated to

work for its portals due to slow in internet connection, lack of support from school leaders, and their efforts towards the activity are not compensated.

The LR Portal is a web-based catalog and repository of learning, teaching, and professional development resources, serving as a clearinghouse for both hardcopy and digital versions. It also supports DepEd Regions, Divisions, and Schools in selecting and acquiring quality resources, despite challenges faced by teachers due to internet connections and gadget availability.

Providing a quality education for all lies at the heart of the Education 2030 Agenda. Achieving this goal requires 'well-qualified, trained, adequately remunerated, and motivated teachers' (UNESCO, 2023). However, global trends indicate that teacher motivation has been falling in recent years, leading to teacher shortages. With motivation playing an important role in teacher performance, reversing this trend is critical to maintaining quality teaching and thus positively impacting student learning outcomes.

According to Canales and Maldonado (2018), teachers' professional development is widely recognized as the most important factor influencing school development and student achievement, and it is also considered a factor in teachers' motivation for promotion. As a result, teachers who have earned units or a graduate school degree have a better chance of being promoted to higher positions in the school.

In contrast, Briones (2017), the Secretary of Education believes that a challenge exists among school heads, master teachers, and teachers throughout the country in terms of managing learning resources in school, utilizing technology in class, and most importantly, articulating teachers' competence in carrying out the Department of Education's vision of creating globally competitive learners.

2. Methodology

The dependent variables in the Utilization of LRMDS were adapted and modified from the study of Torbilla (2021) and supported by Department Order No. 76, series of 2011. The independent variables of this study were questionnaire Attitudes towards LRMDS, which was adapted and modified from the study of Ashorman and Bawaneh (2018). The descriptive method, a broad inquiry approach that uses informal data collection methods like surveys, was employed in this study. A descriptive research method called a survey is used to find out what the opinions of a target population are. It is essentially a method of collecting data whereby written or spoken questions are posed, or records are gathered, to ascertain the current state of the variables under investigation. Questionnaires were given to the study participants to complete.

The purpose of this study is to examine the assessment of the utilization of the LRMDS in Talakag 1 District. These sets of questionnaires were sent out to respondents in the school district with the proper approval from the offices of the principal, school heads, and school in-charge, as well as the offices of the school division supervisor and the public school district supervisor.

3. Results and Discussion

Problem 1: What are the respondents' characteristics in terms of age, sex, civil status, teaching experience, position, highest educational attainment, related training/seminars attended, and attitude toward LRMDS?

Summary Table 1 presents a comprehensive summary table distribution of the characteristics of Talakag I teachers concerning the Learning Resources Management and Development System. Firstly, it highlights that the majority of respondents, accounting for 60-65%, are in the **age range** of 30-39 years. Gender-wise, the respondents predominantly consist of females, constituting 76% of the total, with males making up the remaining 24%. In terms of **civil status**, the data reveals that most respondents, approximately

61%, are married, while a small fraction, only 1.5%, are separated. Regarding **teaching experience**, a substantial portion, 44.5%, have been teaching for 5-10 years, whereas only 6% have extensive experience exceeding 30 years. The majority of respondents occupy the position of Teacher -I, comprising 77% of the total, while the Master Teacher -1 position is held by 4.5% of respondents.

Table 1
Summary Distribution of Respondents' Characteristics

Respondents' Characteristics	Freq/Mean	Percentage/SD	Interpretation
Age			
30-39	77	(38.5%)	Highest
60-65	9	(4.50%)	Lowest
Sex			
Female	152	(76%)	Highest
Male	48	(24%)	Lowest
Civil Status			
Married	122	(61%)	Highest
Separated	3	(1.50)	Lowest
Teaching Experience			
5-10 years	89	(44.5%)	Highest
30 years above	12	(6%)	Lowest
Teaching Position			
Teacher -I	154	(77%)	Highest
Master Teacher -1	9	(4.5%)	Lowest
Highest Educational Attainment			
Bachelor's Degree	178	89.00%	Highest
Doctorate Degree	1	0.50%	Lowest
Related Training Seminars Attended	5 x or more	3-4 Times	1-2 Time
Highest	District (102)	Div (85)	Inter. (114)
Lowest	Inter (6)	Reg (33)	Dis (14)
Attitude towards LRMDS	2.60	0.762	Over-all Mean
Ask for assistance while using LRMDS	2.70	0.742	Highest Mean
Explain LRMDS to colleagues	2.53	0.743	Lowest Mean

Moreover, the **educational background** of the respondents shows that 89% hold a Bachelor's degree as their highest educational attainment, with only 0.50% having achieved a Doctorate. In terms of professional development, the data indicates that a significant percentage of respondents, 38.5%, have attended the highest number of related training seminars, while only 4.5% have attended the lowest.

Regarding their **attitude towards LRMDS**, the majority, constituting 77%, tend to seek assistance while using the system, while a smaller percentage, 4.5%, prefer to explain it to their colleagues. In terms of usage frequency, the district level emerges as the predominant choice, with 76% of respondents utilizing LRMDS at this level, while 24% use it at the international level. The table paints a picture of the typical respondent as a female teacher in the 30-39 age range, married, with 5-10 years of teaching experience and a

Bachelor's degree as their highest educational attainment. They typically seek assistance while using LRMDS and primarily use it at the district level.

Overall, the data provides insights into participants' attitudes and roles in education, revealing their readiness to embrace technological advancements and incorporate them into teaching practices. A positive disposition towards seeking assistance and sharing knowledge about LRMDS reflects a collaborative and supportive culture, essential for innovation and improvement in the changing educational landscape.

Further, the Department of Education has expanded its Computerization Program, emphasizing the importance of LRMDS and internet connectivity in education. It's crucial to understand the barriers to technology integration and design professional development programs to help teachers overcome these obstacles and utilize technology effectively.

The profile of the respondents in terms of the highest level of education is displayed in Table 9 shows that 89% of respondents have a bachelor's degree, making it the minimum requirement for teaching positions in many educational systems. This is because bachelor's degrees are often more affordable and accessible than master's or doctorate programs. Graduate education is essential for K to-12 curricula, and professional development, school assistance, and induction programs can help new teachers meet these demands. These findings can guide curriculum evaluations and suggest additional tracer studies.

The Department of Education created an extensive Information and Communication Technology for Education Strategic Plan outlining professional development opportunities, competency standards, and enhanced curricula to meet the demands of a changing world. It needs to be more specific about how it was implemented regarding staff, facilities, regulations, and digital risks that might prevent its full integration (Durante, 2020).

However, the lowest frequency having 1 or 0.50 percent of the total respondents was observed. This means that there were just a few doctorate holders among the teacher population under study. This further means that the small proportion of doctorates may have an impact on the general academic environment in the schools where these educators are employed. This suggests even more that instructors with advanced degrees frequently bring to the classroom a wealth of additional knowledge, research experience, and possibly even unique teaching strategies. According to Tran et al. (2020), Professional development is a crucial tool for educators who want to successfully implement educational reforms.

Problem 2: How is the utilization of LRMDS perceived by the respondents based on accessing the LRMDS website, finding and selecting learning in the K to 12 ladder, downloading learning resources, using the downloaded resources as teaching and learning materials, sharing the downloaded resources with others as teaching and learning materials?

Table 2 shows the summary of the utilization of LRMDS as perceived by the teacher respondents. Overall results show that LRMDS was utilized by the respondents as indicated by the overall mean of 2.64 (SD=0.679) described as **Most of the Time.** This means that respondents exhibited **Utilizing** the LRMDS system's effectiveness and relevance in the teaching community. This further means that overall engagement and utilization of LRMDS offer valuable insights into its impact on supporting teaching and learning practices. This further means understanding these aspects that teachers find most relevant can guide further enhancements.

Furthermore, according to Hascher (2021), professional development is a crucial strategy for educators to enhance their effectiveness in the classroom. It is often overlooked when adopting new technology, updated standards, or creative teaching methods, but is essential for teachers' career development and lifelong learning.

The indicator **Downloading Learning Resources** obtained the **highest overall mean** rating of 2.78 (SD=0.671), described as **Most of the Time.** downloading learning resources. This means that the respondents of Talakag I District **Utilized** the downloading of the learning resources. This further means that consistently appears to be a more common practice for various purposes related to teaching and learning. Further, this explains that respondents consistently find value in and actively engage in downloading learning resources. It further implies that a high rating underscores the importance and frequency of utilizing digital resources through downloading as an integral part of teachers' instructional practices.

According to Soriano and Asio (2022), the pandemic highlighted the importance of access to computers, mobile devices, and the internet in children's education, emphasizing the urgent need to close the digital divide. Access to free public education is now as basic as paper and pencils.

Table 2
Summary Distribution on Respondents' Utilization of LRMDS as Perceived by the Teacher-Respondents

Indicators	Mean	SD	Interpretation
Accessing LRMDS Website	2.60	0.710	Utilized
Finding and Selecting Learning in the K-12 Ladder	2.66	0.671	Utilized
Downloading Learning Resources	2.78	0.671	Utilized
Using the Downloaded Resources as Teaching and Learning Materials	2.50	0.688	Less Utilized
Sharing the Downloaded Resources to others as Teaching and Learning Materials	2.68	0.653	Utilized
Overall	**2.64**	**0.679**	**Utilized**

Legend: 3.26-4.00 At all Times/ Highly Utilized, 2.51- 3.25 Most of the Time/Utilized, 1.76- 2.50 Sometimes/Less Utilized, 1.00-1.75 Never/ Not Utilized

Further, the indicator **Using the Downloaded Resources as Teaching and Learning Materials** got the lowest overall mean rating of 2.50 (SD=0.688) described as **Sometimes.** This means that despite the lowest mean rating the respondents have manifested **less utilized** in using the downloaded resources as teaching and learning materials. This further means that the teachers who are not generally trained or have less hands-on practice with the use of downloading the resources on the computer applications, which can be used for the presentation of topics or discussions in their class, this implies that there are varying levels of familiarity or hands-on practice among teachers when using downloaded resources for presentations or discussions in their classes. Moreover, it implies the need for targeted training or support for educators to enhance their proficiency in incorporating downloaded materials effectively into their instructional practices.

The study by Ayerteye et al. (2019) stated that Instructional materials are crucial in any teaching program, based on learners' needs, interests, and expectations. They should be meaningful, relevant, and motivating, capturing attention and exposing students to real-world abilities. The goal is to instill a love for learning and empower students to apply knowledge meaningfully in their lives.

In addition, these results can be attributed to the way the teachers integrate the use of LRMDS in teaching to improve the learner's interest, knowledge, and holistic development. The use of technology makes it more necessary for educators to update their knowledge (Hennessy et al., 2022). It demonstrates how technology can revolutionize and improve teacher professional development by utilizing its distinctive qualities, expanding accessibility, and encouraging educators to continuously improve their abilities to remain effective in the always-changing educational environment. Over time, a range of LRMDS tools and

equipment have been provided to public schools. Prioritizing the purchase and use of its equipment and internet connectivity is essential to enhancing and expanding the DepEd Computerization Program and ensuring that schools are prepared to take advantage of the positive benefits of technology in the classroom.

Problem 3. Is there a significant effect of the respondents' characteristics on the utilization of LRMDS?

Table 3 shows the relationship between the respondents' utilization of LRMDS and their characteristics. Overall, the teacher respondents' attitude towards LRMDS showed a **significant** relationship with their utilization of LRMDS, as indicated by the **correlation R-value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis**. This means that the data continues with similar patterns for different aspects of LRMDS utilization and different characteristics of teacher respondents. In most cases, the R-values are close to 0, indicating weak correlations and the p-values are well above 0.05, signifying a lack of statistical significance.

Overall, **Attitude towards LRMDS** is positively and significantly correlated with the variables listed, as indicated by the strong R-values of 0.619 and the listed variables. The p-value of 0.001 suggests that this correlation is statistically **significant**. This suggests that a positive attitude towards LRMDS is associated with these variables. This means that the level of statistical significance strengthens the confidence in the relationship between the attitude towards This further means that a positive attitude towards LRMDS is correlated with certain variables and has practical implications.

This implies that factors influencing educators' attitudes toward learning resource management and development are interconnected with these identified variables. This further implies that factors such as teacher training, access to technology, and administrative support provide a positive attitude towards LRMDS. October 4, 2011, DO 76, s. 2011 National Adoption and Implementation of the Learning Resources Management and Development System. The Department of Education advocates the adoption and implementation of the system according to the implementing rules and regulations of Republic Act No. 9155 and to support the organization of Key Reform 3 of the Basic Education Sector Reform Agenda.

The LRMDS Framework is a policy instrument for implementing and operating LRMDS at DepEd levels, incorporating guidelines, process documents, quality assurance, standards, and training programs. It focuses on capacity building and fostering a technology-enhanced learning ecosystem. Teachers' attitudes significantly influence their digital competence and use of digital resources. The framework ensures that guidelines, standards, and training programs remain relevant and effective in meeting evolving educational needs.

Meanwhile, the indicator **Position** received the lowest overall R-value rating of R-value (0.007), suggesting a **Not Significant** relationship between the position of respondents and their utilization of LRMDS**.** This means that teachers should utilize LRMDS for current and informative learning resources, regardless of their position. This also implies that school administrators ought to support them in their pursuit of opportunities for professional growth and raising their degree of teaching competency. In other words, the position does not seem to have a statistically significant impact on how teacher-respondents utilize LRMDS.

Table 3
Relationship between Utilization of LRMDS and Respondent's Characteristics

Teacher-Respondents' Characteristics	Utilization of LRMDS Indicators					OVERALL
	Accessing LRMDS Website *r-value* *p-value*	Finding and Selecting Learning in the K-12 Ladder *r-value* *p-value*	Downloading Learning Resources *r-value* *p-value*	Using the Downloaded Resources as Teaching and Learning Materials *r-value* *p-value*	Sharing the Downloaded Resources to others as Teaching and Learning Materials *r-value* *p-value*	*r-value* *p-value*
Age	0.001 (NLR)	0.056 (NLR)	0.030 (NLR)	0.041 (NLR)	0.051 (NLR)	0.017 (NLR)
Sex	0.983 NS 0.002 (NLR)	0.429 NS 0.014 (NLR)	0.671 NS 0.077 (NLR)	0.567 NS 0.045 (NLR)	0.472 NS 0.039 (NLR)	0.813 NS 0.036 (NLR)
Civil Status	0.979 NS 0.032 (NLR)	0.842 NS 0.001 (NLR)	0.278 NS 0.080 (NLR)	0.525 NS 0.061 (NLR)	0.588 NS 0.012 (NLR)	0.612 NS 0.045 (NLR)
Teaching Experience	0.652 NS 0.053 (NLR)	0.998 NS 0.034 (NLR)	0.258 NS 0.050 (NLR)	0.393 NS 0.081 (NLR)	0.867 NS 0.091 (NLR)	0.527 NS 0.073 (NLR)
Position	0.455 NS 0.061 (NLR)	0.630 NS 0.009 (NLR)	0.485 NS 0.016 (NLR)	0.257 NS 0.030 (NLR)	0.200 NS 0.010 (NLR)	0.307 NS 0.007 (NLR)
Highest Educational Attainment	0.394 NS 0.153 (WPR)	0.896 NS 0.064 (NLR)	0.817 NS 0.068 (NLR)	0.671 NS 0.118 (WPR)	0.893 NS 0.143 (WPR)	0.918 NS 0.129 (WPR)
Related Seminars/Training Attended	0.060 NS 0.081 (NLR)	0.367 NS 0.025 (NLR)	0.341 NS 0.018 (NLR)	0.096 NS 0.011 (NLR)	0.054 NS 0.017 (NLR)	0.070 NS 0.036 (NLR)
Attitude towards LRMDS	0.253 NS 0.619 (MPR)	0.721 NS 0.549 (MPR)	0.802 NS 0.648 (MPR)	0.872 NS 0.620 (MPR)	0.812 NS 0.568 (MPR)	0.611 NS 0.604 (MPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S	0.001* **S**

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

Consequently, the study of Kuo (2021) revealed that teachers who have spent many years in the profession and frequently used the opportunity of self-assessment perceive themselves in a better position in

the professional sense. Thus, younger teachers tend to be more effective and experts in the use of LRMDS in teaching and other related tasks, while mature teachers are experts in classroom management and structuring, however, they need support in the integration of LRMDS to perform their tasks.

In consonance with DepEd Order No. 66 s. 2007 on the Revised Guidelines on the Appointment and Promotion of other teachings, related teaching and non-teaching positions, teachers who wish to file for ranking must have good performance and teaching experience with outstanding accomplishment thus BEED or Bachelor's Degree plus eighteen (18) professional units in Education.

4. Conclusions and Recommendations

The respondents expressed a positive attitude towards the Learning Resource Management and Development System and increased willingness to integrate the system. The respondents actively utilized the engagement by accessing the LRMDS website, finding and selecting learning resources across the K to 12 ladder, downloading these resources, utilizing the downloaded materials for teaching and learning, and sharing them with others were carried out Most of the Time.

Moreover, the study found a significant correlation between LRMDS utilization in Talakag-I District and respondent characteristics, rejecting the null hypothesis due to a correlation r-value and probability value.

1. School administrators should conduct district/school-wide training on LRMDS utilization to enhance classroom instruction and improve its use in Talakag I District, emphasizing clear implementation.
2. Teachers should participate in training sessions and workshops to utilize downloaded resources effectively, align with curricula, and utilize new educational platforms, making teacher training essential.
3. School heads and leaders should encourage teachers to seek professional development opportunities and enhance their teaching competency through the use of LRMDS in daily classroom activities.

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