

Utilization and Integration of Digital and Non-Digital Instructional Materials in Teaching

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Abstract— This study aimed to determine the utilization and integration of digital and non-digital instructional materials in teaching at Gabao Elementary School for school year 2021-2022. It used the descriptive-survey method since questionnaire was devised for the gathering of the primary data as reflected in the problem. However, the unstructured interview was used in validating the responses. The respondents were the 23 teachers of Gabao Elementary School in Irosin District. The statistical tools utilized were the frequency, rank, and weighted mean. It was revealed that the Microsoft office is the digital instructional material while blackboard is the non-digital instructional material most commonly used by the teachers. The digital instructional materials are sometimes used by the teachers while the non-digital instructional materials are frequently used by the teachers. Majority of the teachers integrate the instructional materials in teaching in engaging the learners in the discussion, improving the visual appeal of the presentation, and making the lesson more realistic and meaningful. An action plan was proposed in order to improve the utilization and integration of instructional materials in teaching. This study recommended that the teachers may be provided retooling through training on the use of non-digital instructional materials and capacitate them on the utilization of non-digital instructional materials. The teachers may be exposed to digital instructional materials which are not familiar to them and send them to training and workshop to further equip them on the utilization to teaching. The school heads may allocate additional funds for the procurement of state-of-the-art digital instructional materials so as the integration to teaching may be realistic and engaging for the learners. The action plan may be further reviewed and evaluated by forwarding it to the concerned authorities before the possible adoption and implementation. Further study may be conducted which will include other schools in order to widen the scope and the possible inclusion of other variables related to the study.

Keywords— digital, integration, instructional materials, non-digital, utilization.

I. INTRODUCTION

Students' performance depends on how the teachers execute lesson and engage with learners in the transfer of learning. The degree of development on child's potential reflects teachers' effectivity as educators. Teachers bridge the link between the students and the education, and so as for teachers to become successful in their field, instructional materials play a pivotal role in teachers' preparedness and learners' engagement.

The field of education is one of the most dynamic sectors in the society because of the changing external environment, trends and demands. The Department of Education (DepEd) has created curriculum that could cater the needs of the 21st century learners. Innovations and development have been constantly occurring in the education sector bringing advancements and instructional progresses. Teachers should be adaptive as it is necessary for the better implementation of the goals of the school.

As stated in the Deped Order no. 35 series of 1998 "Utilization of Instructional Materials and Accountability therefor" it states that effective learning is largely dependent on the availability and proper use of support instructional materials. It is necessary that teachers should be resourceful enough in looking for variety of ways and availability of the materials to be used in the learning process.

Teaching materials are a key component in most language programs. Whether the teacher uses a textbook, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training - they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial materials. These may take the form of (a) printed materials such as

books, workbooks, worksheets, or readers; (b) nonprint materials such as cassette or audio materials, videos, or computer-based materials; (c) materials that comprise both print and non-print sources such as self-access materials and materials on the Internet. In addition, materials not designed for instructional use such as magazines, newspapers, and TV materials may also play a role in the curriculum.

It is an undeniable fact that teachers of the 21st century needs to be knowledgeable and skilled in utilizing instructional materials in teaching because according to Williams and Williams (n.d.) learners are more motivated when teachers have greater expertise and experience. One 21st century skill that our students possess today is the ability to create and innovate (Trilling and Fadel, 2009) therefore, teachers must be able to have that skill as well in order to promote student's interactive learning (Viswanathan, 2013)

As the tagline of DepEd, "Education must Continue", there are formulations of new ways and relevant methods to transfer learning without face-to-face interactions. This is the fast evolution and birth to the acknowledgment of digital learning resources. Filipino teachers for both public and private schools are already familiar with non – digital learning tools and a few with digital tools, an evident reason for these perennial problem is the unavailability of instructional materials in the local setting and lack of capacity trainings for them.

The survey of the International Department for English Education said that one of the challenges of teachers in developing teaching material is the confusion in selecting media for the students regarding to their level of knowledge. There instructional materials should be in accordance with the level of student.

Republic Act No. 10533: "An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education," otherwise known as Enhanced Basic Education Act of 2013 aims teachers and students to become technologically, pedagogically, content and knowledge competitive in addressing the 21st century skills. In a curriculum that centers on learner's performance, the attention shifts from the teacher to the students. One of the significant effects of this shift of focus in education has given emergence to the evolution

and innovation of technology in terms of utilizing digital instructional materials.

The K-12 program in 2012 was a challenging solution to uplift the quality of education in our country. In 2013, it was enacted by the Senate and House of Representatives of the Philippines in Congress known as the "Enhanced Basic Education Act of 2013". Section 5 of this act subtitled Curriculum Development states that the new curriculum shall use spiral progression approach to ensure mastery of knowledge and skills after each level and the curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative. The curriculum shall be flexible enough to enable and allow schools to localize, indigenize, and enhance the same based on their respective educational and social contexts.

Many educators and graduate student-researchers have identified several factors behind the low performance of students. These are, namely: quality of teachers, the teaching-learning process, the school curriculum, instructional materials, and administrative support. (DOST-SEI, 2006).

With the present educational setting, it is also often observed that students are more interested and engaged in the lesson if the teacher employed multimedia presentations and teaching technology in the discussion. Students' interests are driven with the quality of instructional materials used.

One of the purposes of the digital and non-digital instructional materials is to supplement learning indicating the need to examine its effectivity. They add up the driving force to enhance the learning ability of the child. However, with this purpose, the school and the teachers face some challenges in terms of utilizing and crafting digital and non-digital materials to support learning. This has been a constant debate comparing the intimacy of these tools in terms of affecting students' performance. Teachers are challenged in execution and for sourcing out of the available resources that could match the lesson and cater learner's diversity.

Teachers of Gabao Elementary School were able to utilize digital and non-digital instructional materials to reinforce learning. Its 23 teachers revealed that some of the purposes and effects of these digital and non-digital instructional materials are not relevant, especially to teachers who are incapable of utilizing instructional

materials and there are rising challenges in developing their skills in terms of their knowledge, skills and attitude. The availability and their level of familiarity with these materials shows variations in their degree of utilization and integration.

Thus, this study is an effort to identify the digital and non – digital instructional materials and assess its extent of utilization as learning aid for the students and the integration by the teachers. The challenges that have been mentioned prompted the researcher to initiate this study in Gabao Elementary School.

Generally, this study aimed to determine the utilization and integration of digital and non-digital instructional materials in teaching at Gabao Elementary School of Irosin District II, Division of Sorsogon Province for school year 2021-2022. Specifically, it (1) identified the instructional materials used by the teachers along digital and non-digital; (2) determined the extent of utilization of the instructional materials by the teachers along the identified variables; (3) knew how the teachers integrate the instructional material in teaching; and (4) proposed an action plan based on the results of the study.

Table 1. The Respondents

Teachers	f	%
Primary	12	52
Intermediate	11	48
Total	23	100

This study used a researcher-made instrument in which the sequence followed the research questions. Initially, the researcher crafted the instrument with the assistance of the adviser. The preliminary instrument included two parts in which part 1 covered the methods used by the teachers in delivering the lesson in terms of Digital Instructional Materials and Non-Digital Instructional Materials. Then, the second part included the integration of instructional materials in teaching.

In addition, the preliminary instrument was subjected to the evaluation of the panel members for comments and suggestions. Then, the instrument was revised with the comments incorporated and prepared a final form. A dry run of the revised instrument was instituted to the teachers in Bulawan Elementary School on May 3, 2022 and the final form of the instrument was prepared that was presented to the adviser and panel members for approval and administration to the target respondents.

II. METHODOLOGY

This study aimed to determine the impact of digital and non-digital instructional materials in student’s performance of Gabao Elementary School from District II of Sorsogon Province, for SY 2021 - 2022. It made use the descriptive method of research in gathering the data.

The respondents were the teachers of the said school which were totally involved in the survey through questionnaire and unstructured interview. Also, the statistical tools used in treating the data that were collected are frequency, percentage, weighted mean and ranking.

The primary source of data for this study were the 23 teachers (primary and intermediate) of Gabao Elementary School. They were selected because of their direct hand to the use of digital and non-digital instructional materials which were the subjects of the said study. The researcher used purposive sampling technique. Table 1 shows the distribution of teachers in Gabao Elementary School handling primary and intermediate level.

With the instrument ready for administration, the researcher asked the approval of Schools Division Superintendent by submitting a letter of request which was personally delivered to the office. Then, the same activity was done with the Public School District Supervisor and School Principal of the covered district for the implementation of the said study. Corrections based on the dry – run were implemented in preparation of the final copies of this research tool. The questionnaires were finalized with the help of his adviser.

Similarly, the researcher personally handed in the instrument on May 9, 2022 to the prospective respondents in their schools and they were given ample time to accomplish the survey form. The researcher retrieved their responses within the day and some conversations were conducted having interview with the teacher. A google form was also made containing the survey questionnaire for those teachers who preferred to

respond online. Afterwards, the accomplished instrument was retrieved by the researcher was able to attain a 100 percent retrieval rate.

The collected data from the respondents were subjected to various statistical analysis depending on its nature and level of measurement. The methods used by the teachers in delivering the lesson in terms of Digital Instructional Materials and Non-Digital Instructional Materials was treated using frequency and percentage.

Meanwhile, the weighted mean was utilized in presenting the extent of utilization by the teachers of the digital and non-digital instructional materials. The scale was used to interpret the result: 1.00-1.49 (Never Utilized); 1.50-2.49 (Less Utilized); 2.50-3.49 (Moderately Utilized); 3.50-4.49 (Highly Utilized); 4.50-5.00 (Always Utilized). Likewise, the thematic analysis of the responses of the teachers from the interview was utilized in answering the integration of instructional materials in teaching.

III. RESULTS AND DISCUSSION

The presentation of the results includes the following topics: 1) instructional materials used by the teachers along digital and non-digital; 2) extent of utilization of instructional materials by the teachers along the identified variables; 3) integration of instructional materials in teaching; and 4) proposed action plan.

1. Instructional Materials used by the Teachers

This section discusses the instructional materials used by the teachers along digital and non-digital. The frequency and ranking were used in analyzing the data.

Digital. Table 2A contains the frequency and ranking of the instructional materials used by the teachers along digital.

The most frequently used instructional materials by teachers in digital teaching are Microsoft office, PowerPoint presentations, lecture videos, Youtube, tape recordings and radio-based lessons which are ranked 1, 2, 3, 4, 5, and 6.

Table 2A. DIGITAL INSTRUCTIONAL MATERIALS USED BY TEACHERS

Instructional Materials	f (n=23)	Rank
Microsoft Office	19	1
Power Point Presentation	17	2
Lecture Videos	16	3
Youtube Videos	15	4
Tape recordings	13	5
Radio-based lessons	12	6
Google Apps	11	7
Film	10	8
Google Classrooms & meetings, Online articles, dictionaries & tests, and NewsEla	9	10
Content presentation, Educational games, Educlipper, Edmodo and Emails	8	11
Animations	7	12
Audio-video materials and Brain pop	6	13
Readworks, TED-Ed, Wixsite (e-portfolio) and Zoom meetings	5	14
Quick Response codes	4	15
Kahoot	2	16

In their school, teachers use digital materials both for planning and classroom instruction. However, the majority of teachers use these materials to supplement other comprehensive curriculum materials rather than as main instructional materials.

During their lessons, teachers handling primary students tend to use digital resources especially in providing pictures or videos. Teachers who are handling

intermediate classes utilize instructional materials most of the time to make it easier for the teachers in preparing lessons and making visual aids.

These claims were supported by Tos, Doan, Woo and Henry (2021) that additional research could explore more-nuanced definitions and scenarios of digital material use to deepen understanding of how teachers are using main comprehensive curriculum materials and

digital materials and how and why teachers supplement their main materials.

The result is supported with the unstructured interview done that most of them stated that they have mostly utilized the Microsoft offices in the teaching learning process. Also, they mentioned how and when they utilize this digital instructional platform. This is evident in the verbatim conversations below:

Teachers explained that they oftentimes used microsoft offices because it is very convenient to be used which is very evident on his statement:

“...an Ms Office, sya siya kasi an collection san office related applications na pwde magamit sa pagprepare san lessons pra mas maging magayunon, kakaiba an lesson na cgurado mkakuwa san interes san mga bata na magbati sa lesson. An kagayunan pa kay mas npapadali an lesson... (MS Office is a collection of many offices that can be used in preparing lessons to make it more engaging, lessons will be more interesting to attract students to listen better. What makes it efficient also is that it makes your lessons easy)...”

“...madalas ko gamiton sa microsoft office kay mas naeenganyo niya an mga bata na magbati sa lesson na mas madali na sa teacher an pagpreparar san itutukdo sa mga bata... (I oftentimes use microsoft offices because it encourages learners to focus on the lesson and it makes the workload of the teachers in preparing the lesson easier) ...”

Teachers also gave importance on using videos as part of their lessons. According to them these lecture videos and youtube videos strengthen their lessons in a way that it provide a more concrete and realistic examples or illustrations. This is very evident based on his statement:

“...magandang gamitin ang mga videos sa presentation para mas maintindihan ng mga bata kung ano ang ipinapaliwanag naming mga guro at mas nagiging aktibo ang mga mag-aaral kapag may mga video at picture na napapanood... (It is very essential to use video presentations to let students understand better the lesson and it makes the lesson be more effective through pictures and video presentations)...”

These claims were supported by Tos, Doan, Woo and Henry (2021) that additional research could explore more-nuanced definitions and scenarios of digital material use to deepen understanding of how teachers are using main comprehensive curriculum materials and digital materials and how and why teachers supplement their main materials.

Districts and policymakers should assess the technology assets in schools and how they are used to better understand how existing resources are provisioned and where additional resources could remove barriers to use of digital materials. Efforts to rate the quality of comprehensive curricula should also extend to digital instructional materials, providing parents and practitioners with information on their quality, alignment with state standards, and appropriateness for different types of students.

Non-Digital. Table 2B contains the frequency and ranking of the instructional materials used by the teachers along non-digital.

The most utilized instructional materials in non-digital instructional materials are blackboards, books, textbooks, and charts. Many of teachers may be using non-digital teaching-learning resources like puppets, rope and pole display board, globes, drawing and pictures, flash cards and wall display while teaching their students.

Table 2B. NON-DIGITAL INSTRUCTIONAL MATERIALS USED BY TEACHERS

Instructional Materials	f (n=23)	Rank
Blackboards	23	1
Textbooks and reference books	20	2
Charts	18	3
Globes, Puppets, and Rope & pole display board	15	4
Drawings and Pictures	14	5
Flashcards and Wall display	13	6
Atlases, Crossword puzzles, Dictionaries, Dioramas, Flip cards, Flipchart, Mathematics kits, Models, Posters, and Quizzes	12	7

Magazines, Maps and Nature Table	11	8
Index cards, Whiteboards and Newspapers	10	9
Mock up models and Worksheets	9	10
Science kits	5	11
Zigzag board	4	12
Science lab apparatus	3	13

These are learning resources used by teachers to help learners learn concept with ease and efficiency. Teaching learning resources have been in existence in our educational system for a long time. The role of teaching learning resources in the classroom is to make learning real, practical and fun for children and to illustrate or reinforce a skill, fact or idea. Teaching learning resources also help in bringing novelty and freshness in classroom teaching as they relieve learners from anxiety, fear and boredom. Teaching learning resources provide a range of learning experiences to learners from direct to indirect. Dale (1969) arranged the learning experiences on a continuum of 'directness to indirectness' which has correlation with continuum of 'concreteness to abstract'.

Teachers reason out why they mostly use blackboards. Most of the teachers in the primary level prefer to use blackboard as learning material since blackboards provide hands-on activities to the learners enabling them to learn the basics of writing and reading. This is evident in the verbatim conversations below:

"...madalas ko gamitin ang individual board activities, mas madali gamiton lalo na sa mga grade 1 para matukduan san tam ana pagsurat... (I oftentimes used blackboard for individual board activities and it is very

accessible especially for grade 1 students in teaching proper strokes in writing letter) ..."

They also said that blackboards, textbooks and reference books and even charts are our traditional materials used in lesson, and these materials provide the basic foundation of all instructional materials, since these materials provides possible recitation and reliable sources of information. This is evident in the verbatim conversations below:

"...isa ang pisara sa pinakaginagamit sa mahabang panahon dahil sa kasimplehan nito, at mas madali itong gawin gamit ang mga typical na material gaya ng table lalo na para magsulat ng mga importanteng terminolohiya, o di kaya ay kumatha ng mga dayagrama (Blackboard is one of the materials mostly utilized since ages because of its simplicity and accessibility like for lessons in writing terminologies and making diagrams which results to better retention to learners) ..."

2. Extent of Utilization of Instructional Materials by the Teachers

This part presents the extent of utilization of instructional materials by the teachers weighted mean and interpretation was also presented for a clear understanding of the data.

Table 3A. NON-DIGITAL INSTRUCTIONAL MATERIALS

Instructional Materials	Weighted Mean	Interpretation
1. Blackboards	3.72	Highly utilized
2. Atlases, globes and maps	2.03	Less utilized
3. Books, dictionaries and textbooks	3.12	Moderately utilized
4. Charts and flip charts	3.04	Moderately utilized
5. Crossword puzzles and worksheets	2.85	Moderately utilized
6. Dioramas and puppets	1.96	Less utilized
7. Drawings, pictures and posters	3.28	Moderately utilized
8. Flash cards and index cards	1.66	Less utilized
9. Magazines and newspapers	1.96	Less utilized
10. Math & Science kits and lab apparatus	1.97	Less utilized
11. Mock-up models and nature table	2.07	Less utilized
12. Wall display and whiteboards	2.22	Less utilized
13. Quizzes	3.52	Highly utilized

Overall Weighted Mean	2.52	Moderately utilized
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Non-Digital Instructional Materials. Table 3a presented the extent of utilization of non-digital instructional materials which blackboards, quizzes, books, dictionaries textbooks, charts, puzzles, worksheets, drawings, pictures and posters garnered a high frequency interpreted as highly and moderately utilized which means that even today some teachers used traditional instructional materials just to extend and convey the teaching-learning process to the learners.

Instructional materials (IM) are used in teaching to bridge two worlds of experience - the subject matter and the real-life situations. Also, instructional materials are

used to supplement the normal learning process of listening, seeing, reading and writing. The saying: “hear and forget; see and remember; do and understand” makes a strong case for the utilization of instructional materials. Also, instructional materials would appear to be one of the principal parameters essential for effective science training. That might be the reason why Guo and Jia (2016) emphasized the great role of instructional materials in improving learners’ proficiency. Relatively, Morbo (2021), stressed on the importance of having instructional materials in teaching as it provides permanency of learning and elicits students’ active engagement.

Table 3B. DIGITAL INSTRUCTIONAL MATERIALS

Instructional Materials	Weighted Mean	Interpretation
1. Animations	2.39	Less utilized
2. Audio-visual materials, film and tape recordings	2.26	Less utilized
3. Brain pop	1.65	Less utilized
4. Content and power point presentation	2.74	Moderately utilized
5. Educational games	2.61	Moderately utilized
6. Educlipper, Edmodo and Kahoot	1.39	Never utilized
7. Electronic mails	2.39	Less utilized
8. Google classrooms, meetings and Apps	1.93	Less utilized
9. Microsoft Office	3.17	Moderately utilized
10. NewsEla, Quck response codes and Readworks	1.53	Less utilized
11. Online articles, dictionaries and tests	1.96	Less utilized
12. Radio-based lessons	1.48	Never utilized
13. TED-Ed and YouTube videos	2.23	Less utilized
14. Virtual conferencing and Zoom meetings	1.87	Less utilized
15. Wixsite (r-portfolio)	1.52	Less utilized
Overall Weighted Mean	2.07	Less Utilized

Digital Instructional Materials. The table 3B showed the extent of utilization of digital instructional materials which Microsoft offices, content and Powerpoint presentations and educational games garnered high weighted mean and were interpreted as moderately utilized. Also, Google suggested that digital instructional materials include videos, content presentations, animations, educational games, online articles, and educational materials from traditional print texts that have been scanned and uploaded.

This is observable in their schools since most of the teachers are aware of the availability of such materials they were able to utilize these platforms because of its’ fast, user friendly and great features specially during the

onset of the COVID-19 pandemic. As students and teachers return to in-person learning, the educational technology sector is unlikely to relinquish their profits or decrease their product offerings. Some schools will continue to use fully online learning, but many more will use forms of blended learning—where instruction can be provided through both traditional and online modalities in ratios that meet the needs of the students and match the resources in the school (Martin et al., 2020).

The surge in popularity and availability of online educational resources and the necessity to use them during the pandemic required teachers to make quick decisions about what digital instructional materials to use to teach their students (Gallagher et al., 2019).

Selecting materials off the internet simply because they are inexpensive or even free is unlikely to result in materials that embody the benefits of using digital materials (Reidenberg & Schaub, 2018). Moreover, it could encourage content developers and vendors to make materials that meet corporate ends without considering what teachers and students need to have educative experiences together.

3. Integration of Instructional Materials in Teachings

This part used an interview guide to answer how teachers integrate instructional materials into teaching. Among 23 teachers as respondents and part of the research, there are several responses on how teachers integrate instructional materials in teaching.

Education is considered as the most important tool for the development of any nation. It equips an individual with the necessary skills to be useful to himself, society, and the nation at large. The proliferation & of secondary school education institutions has led to the expansion of educational opportunities and its resultant instructional problems which the use of instructional materials could partially solve. Due to the rising cost of imported instructional materials and the present economic recession, it will be wiser to embark on mass Local production & instructional material.

Instructional materials refer to a broad-range of resources that can be used to facilitate effective and efficient classroom communication (teaching and learning). The Researcher identified two main types of instructional materials, namely real materials and substitutes. Real and representations include those materials that learners can see, hear, read, manipulate or talk about, which can enhance teaching and learning in the classroom, they can be classified according to the senses as sight auditory, touch, smell, and taste in any communication or instruction. They also enable the teacher to teach less and the learner to learn more. For instance, words can describe a cup, but it is very bad to tell anyone exactly what a cup looks like without a picture, of the cup.

Teachers integration of these identified digital and non-digital instructional materials is based on the breadth of the topic, the analyzed level of students and the type of curriculum. After careful considerations of these elements, teachers will now be able to identify what instructional material to be utilized and up to what degree of integration.

Based on the interview conducted by the researcher some of the teachers said that teachers integrate instructional materials to provide information that learners should experience and learn and to simplify the lesson which will help to explain new concepts. Instructional materials to be used must be aligned with the curriculum and must be effective (T1). Also, the utilization of instructional materials in teaching depends on the topics or competencies to be developed to learners. Integration of educational tools may also be based on the learning abilities of pupils (T2). Instructional materials both non-digital and digital are integrated into the introductory part to introduce the lesson, in the presentation to present the content of the lesson, and they are also integrated at the summarizing part of the lesson (T3). Instructional materials are necessary in teaching because IMs support the lessons you are presenting and pupils can comprehend well and understand the lessons easily. Throughout the lesson, use the IMs (T4).

The result is supported with the unstructured interview done that most of them utilized digital and non – digital tools in lesson to reinforce engagement and intensify transfer of learning. Teachers uses instructional materials depending on the curriculum of the students. This is evident in the verbatim conversations below:

“...an paggamit san mga teaching tools, dapat naayon pa din sa lesson nan sa curriculum san mga bata. Para papano nakabase parin siya sa competency... (Using instructional materials both digital and non-digital should be in accordance with the learning curriculum to make it more systematic and effective) ...”

“...ingagamit naman na mga teacher madalas an mga instructional material pag nag lelesson lalo na pag may mga text na kaipuhan suraton, pag may mga pictures or video na dapat malinaw na maipaimud nan dianison siya pag masummarize ka kay mas napapadali an paghimo... (We teachers are using instructional materials mostly in lesson delivery, if there are text which needs to be given emphasis, notes to be copied by teachers, pictures or videos to be presented and for summarizing the lesson) ...”

It is also important that teachers need to analyze the learning capacity of the learners in selecting materials to be utilized. Teachers uses instructional materials depending on the learning ability of the students. This is evident in the verbatim conversations below:

“...sa paggamit ng learning instructional materials, ito ay dapat na naaayon sa kakahayang makatuto ng mga bata o kanilang abilidad para mas naibabahagi ng tama at maayos ang mga itinuturo ng angkop sa kanilang lebel... (In using digital and non- digital tools, it must be patterned with the learning abilities of the students and their learning styles to ensure the effectivity and transfer of learning suited to their level and diversity) ...”

“...nakatutulong na gamitin ang mga learning tools para mas madaling matuto ang mga bata at nabibigyan sila ng pagkakataon na mas maging aktibong makilahok sap pag-aaral at mas madaling maintindihan ang aralin... (Digital and non – digital instructional materials are helpful in making learners comprehend well the lesson and give them the environment to actively participate and engage well in class making them understand more the lesson) ...”

The process of teaching and learning should have a step-by-step approach to enable the realization of the instructional objectives. This can be achieved through integration simply refers to a step-by-step presentation of instructional materials in teaching-learning process. Instructional materials are integrated at the introductory stage to introduce the lesson, they are integrated at the presentation stage to present the content of the lesson and they are integrated at the summarizing stage to summarize the lesson (Tukur and Junaid, 2006).

4. Proposed Action plan

This portion consists of the proposed action plan which emerged as an output based on the results of the study. It consists of the key results areas, objectives, activities, persons involved, budgetary requirements, time frame, and expected outcome.

Rationale

Schools play a vital role in honing one’s talents and skills. The school must be a place conducive to learning through provisions of learning instructional materials through enhancing the utilization of digital and non – digital tools in all grade level. The school should provide trainings, and enhancement capacity buildings on mentoring program. Teaching staff must be fully equipped with knowledge and skills to be knowledgeable of the approaches and strategies on the application of these instructional materials. By sending teachers to seminars and trainings especially on the implementation of the K-12 we will be able to have a

school community where children are given the chance to experience the best learning possible with educational engagements and interactions.

General Objective

The main purpose of this action plan is to elevate the skills of teachers in terms of utilizing and integrating digital and non – digital instructional materials in teaching.

Specific Objectives

1. To provide seminar workshops on the utilization of digital and non-digital instructional materials.
2. To spearhead capacity building in enhancing teachers’ skills to increase teachers’ competence in teaching.
3. To add funds for the procurement of digital instructional materials.

IV. CONCLUSION AND RECOMMENDATIONS

This study concluded that the Microsoft office is the digital instructional material while blackboard is the non-digital instructional material most commonly used by the teachers. The digital instructional materials are moderately utilized by the teachers while the non-digital instructional materials are less utilized by the teachers. Majority of the teachers integrate the instructional materials in teaching in engaging the learners in the discussion, improving the visual appeal of the presentation, and making the lesson more realistic and meaningful. The proposed action plan puts emphasis on capacity building for teaching in the effective use of digital and non-digital instructional materials.

It was recommended that the teachers may be exposed to digital instructional and non-digital instructional materials which are not familiar to them and send them to training and workshop to further equip them on the utilization to teaching. The school heads may allocate additional funds for the procurement of state-of-the-art digital instructional materials so as the integration to teaching may be realistic and engaging for the learners. Teachers may be provided with trainings and seminars to enhance the integration of digital and non-digital instructional materials. The action plan may be further reviewed and evaluated by forwarding it to the concerned authorities before the possible adoption and implementation. Further study may be conducted which will include other schools in order to widen the scope and the possible inclusion of other variables related to the study.

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