

Extent of Utilization on Technology Based Instructional Materials and Teachers' Performance

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ABSTRACT: This study aimed to find out the significant relationship between the Extent of Utilization on Technology Based Instructional Materials and Teachers' Performance. Specifically, this study tried to find an answer to the question of What is the profile of Araling Panlipunan teachers in Valencia District V in terms of age, position, number of years in teaching and monthly salary. What is the extent of utilization on the technology based instructional materials in terms of professional views on computer technology, teaching style and experience with computer technologies and integration of technology and what is the teachers' performance. The study respondents consisted of Grades I-VI teachers. A total of 90 teachers as respondents for this study. The study was descriptive involving purely quantitative analysis. Relative frequency, percentage, mean, and standard deviation were used as statistical tools. The questionnaire contains indicators to the extent of utilization on technology based instructional materials in terms of professional views on computer technology, teaching style and experience with computer technologies and integration of technology. The teachers' performance was used as the basis in terms of teaching-learning process, pupils' outcome, community linkages, professional growth and outstanding.

KEYWORDS: Utilization on Technology-Based, Instructional Materials, Teachers' Performance.

I. INTRODUCTION

The current problem of some Public Elementary Schools is the difficulties faced by teachers in using Information and Communication Technology (ICT) in classroom teaching-learning. The use of ICT in the classroom is very important in providing opportunities for the pupils to learn to operate information. The role of the teacher is changing from one being the supplier of knowledge to the facilitator of communications between the learners, interaction between the teacher and learners is critical to the success of learning as well as pupils' motivation. With technology-based learning increasing. It is necessary to determine how to make the best use of the tools that are becoming available to enhance learning.

According to Eya (2006), All forms of information carriers that can be used to record, store, preserve, transmit, concretize, or retrieve information for the purpose of teaching and learning are considered instructional materials. According to Wale (2006), the use of instructional materials will ensure that discovered facts are firmly glued to the memory of students. Ogwa (2002) defines instructional materials as audiovisual aids, tools, machines, educational materials such as chats, and ICT instructional resources. He also stated that instructional aids include all materials, teaching aids, and materials resources used by teachers to make teaching and learning more effective and meaningful to students. In traditional classrooms, the teacher was considered the content authority and was at the center of knowledge. It is still the teacher's responsibility to be an authority figure in the classroom, but there is a need to shift from a content authority to a learning authority.

According to Santos (2008), as a teacher, there are some things you can do to improve the use of other instructional materials for subject mastery. First, read the newspaper on a daily basis, subscribe to a broadsheet, spend time reading in the library, or watch any news program on radio or television.

This study aimed to harness technology as a powerful tool that can improve motivation and engagement in the learning process. Develop multiple intelligence through a multimedia presentation of materials. The DepEd is Eight-Year Information and Communications Technology for Education Strategic Plan has overall vision “21st century Education: For all Filipinos, Anytime, Anywhere”.

The introduction of modern methods of delivering education has resulted in significant changes in how the world views education and teaching. Globalization has complicated both teaching and learning, and this transformation has been aided in part by technological advancement (Tinio 2002). Technology has provided society with a plethora of options, making a scarce resource abundant. With computers and Internet technologies, more people can now gain faster access to available information, transforming the world into a reachable global village in the blink of an eye. Along with this technological revolution, one of the most viable technological reforms in education, the use of Information and Communication Technology, has emerged (ICT).

At the moment, ICT is regarded as a potentially useful tool for providing educational opportunities in both formal and informal settings. ICTs can boost learners' motivation and engagement in classroom learning during the teaching-learning process. It prepares students for digital-age literacy, inventive thinking, higher-order thinking and sound reasoning, effective communication, and high productivity (Tinio 2002). As a result, in the landscape of language teaching, ICT is regarded as a potent tool.

The study seeks to design, develop, and test the acceptability innovative learning management system to transform traditional methods into Information Communication and Technology (ICT) based approach, to improve the quality of education, enhance teachers' teaching strategies, and meet the demands of the 21st-century teachers and learners as a result of the implementation of the Kto12 ICT integration in AralingPanlipunan (AP).

This study aims to determine the Extent of Utilization on Technology- Based Instructional Materials in teaching and Teachers' Performance. Specifically, the study sought to answer the following question:

1. What is the profile of AralingPanlipunan Teachers in Valencia District V in terms of Age, Position, Number of years in teaching, Monthly Salary?
2. What is the extent of utilization of the technology-based instructional materials in terms of Professional Views on Computer Technology, Teaching Style, and Experience with computer technologies and Integration of Technology?
3. What is the teacher's Performance in Valencia District V?
4. Is there a significant relationship between the Extent on Technology Based Instructional Materials and Teachers' Performance?

II. METHODOLOGY

The study uses the descriptive design having the questionnaire as the main tool in data gathering. This study aims to identify Technology-Based Instructional Materials in Teaching and Teachers' Performance. Data collection was taken from the respondents chosen by the use of purposive sampling and doing complete enumeration. Descriptive statistics were used to describe and interpret the data that were gathered. It was found out that the extent of Technology-Based Instructional Materials in Teaching and Teachers' Performance primarily draws attention although it often considers past events and influences as they relate to current conditions.

The study was conducted at District of Valencia V, Division of Valencia City during the school year 2020-2021. There were 7 schools that were chosen, the schools were situated in different sitio and barangays. Each School offers Preschool Education and complete Elementary Education. The schools are

conducive for learning though the community belongs to a rural environment. It is a rural place wherein the schools are in poor conditions and that their students are exposed to such on a daily basis. For example, these schools lack of facilities, course materials, and programs the districts have. The problem with resources in rural schools is they are not always available, but the diversity of their settings. The schools lack funding which is needed to improve the quality of the school environment and to give the pupils the resources they need to succeed. It was observed that without extra government funding, many rural schools will continue to struggle in meeting their pupils' needs.

The Parents –Teacher Association (PTA) is working with the school as partners in achieving its vision and mission. Some of the school projects are funded by the PTA as the right arm of the institution in achieving its goals of quality basic education. The local Government Unit of Valencia City also helped in implementing some projects through donations and partnership in the smooth delivery of educational services to the community.

The respondents of the study were the Grades I-VI Teachers of Valencia District V during the school year 2020-2021. They were chosen to provide vital information about the Utilization of Technology-Based Instructional Materials in Teaching and Teachers' Performance in the schools of District V, The response from the respondents were validated and generated according to Age, Number of Years in Teaching, Position and Monthly Salary.

Distribution of Respondents in Valencia V District		
Name of School	Number(Teacher Population)	Sample Respondents
School A	6	6
School B	12	12
School C	6	6
School D	6	6
School E	24	24
School F	12	12
School G	24	24
Total	90	90

Out of these total respondents of 90, the researcher prepared a questionnaire in order for the researcher to identify the teachers who were using Technology-Based Instructional Materials in Teaching.

The researcher used purposive sampling since only faculty members who were teaching AralingPanlipunan were utilized to ensure a wide and in-depth assessment on the Technology-Based instructional materials used in teaching AralingPanlipunan in Elementary Grade. Lunenberg and Irby (2008) stated, "Purposive sampling involves selecting a sample based on the researcher's experience or knowledge of the group to be sample" (p.175).

The data of this study was gathered with the used of questionnaires taken from the internet, but modified by the researcher to answer the problems of the study. The self-evaluation questionnaire for teachers were divided into three parts accordingly; Part I - demographic profile, Part II- Extent of Utilization on Technology Based Instructional Materials in teaching in terms of; Professional Views on Computer Technology,

Teaching Style, Experience with computer Technologies and integration of technology and Part III Teachers' Performance using the IPCRF as the tool was used to the assessment of the performance of the teachers using the key result areas such as teaching-learning process, pupils outcomes, community linkages, professional growth and development. The instruments were personally distributed by the researcher to all respondents and were retrieved after they have duly accomplished.

In the analysis of the study, the researcher employed the following statistical tools. To describe the demographic profile of the respondent, frequency counts and percentage were used. To determine the extent of utilization on technology-based Instructional Materials in terms of Professional Views on Computer Technology, Teaching Style, Experience with computer technologies and Integration of technology mean and standard deviation were used. To describe the Teachers' Performance weighted mean and percentage was calculated. To determine the relationship between the extents of technology based Instructional Materials in teaching and Teachers' Performance, Pearson Product –Moment Correlation Coefficient was used.

III. RESULTS AND DISCUSSIONS

The following data presents and analyzes the results of the statistical treatment of the data gathered. A thorough interpretation is written from the analysis. The presentation of tables and figures is in accordance with problems presented.

Problem 1: What is the profile of AralingPanlipunan Teachers in Valencia District V in terms of Age, Position, Number of years in teaching, Monthly Salary?

Table 1. Profile of Teachers in terms of Age.

Age	Frequency	Percentage
26-30 year's old	28	31.1
36 years old and above	28	31.1
20-25 years old	18	20
31-35 years old	16	17.8
Total	90	100.0

Table 1 reveals that the age of the respondents ranging from the age bracket 26-30 years old and 36 years old above, got the highest percentage which is 31.1 percent, followed by 20 percent out of 100 percent from the age bracket 20-25 years old and the lowest percentage is from 31-35 years old which is 17.8 percent. The result implies that more teachers who are ages 26-30 and 36 years old above are experts in the service of teaching since they have teaching for a long period of time.

Position	F	%
Teacher-I (less than 3 years)	29	32.2
Teacher-I (more than 3 years)	26	28.9
Teacher III	17	18.9
Teacher II	13	14.4

Master Teacher I	5	5.6
Total	90	100.0

Table 2. Profile of Teachers in terms of Teaching Position.

Table 2 reveals the teaching position of the respondents. As to their teaching position from teacher 1 (less than 3 years) got the highest percentage which is 32.2 percent, followed by 28.9 percent out of 100 percent from teacher 1 (more than 3 years). On the other hand Teacher III got 18.9 percent and Teacher II got 14.4 percent and the lowest percentage from Master Teacher I which is 5.6 percent. The result implies that teachers are progressive in their teaching position because of their outstanding performance in the school and dedication in the said profession which resulted to being promoted to the next level. Teachers desired to pursue and enrol in master's degree so that in times of promotion they have papers to support their application.

Table 3. Profile of Teachers in terms of Years in teaching.

Table 3 shows the profile of the respondents in terms of years in teaching. The data reveals that 1-3 years got the highest percentage of 31.1 while teachers with 10 and above years got 27.8 percentage, followed

Years	F	%
1-3 years	28	31.1
10 and above years	25	27.8
4-6 years	21	23.3
7-9 years	16	17.8
Total	90	100.0

by 4-6 years of teaching which is 23.3 percent and the lowest percentage from 7-9 years of teaching which is 17.8 percent. The data implies that majority of the teachers in Valencia District V who are teaching Araling Panlipunan are teacher 1.

Table 4. Profile of Teachers in terms of monthly income.

Income	F	%
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20,000.00- 22,000.00	53	58.9
23,000.00-25,000.00	26	28.9
26,000.00-28,000.00	6	6.7
29,000.00 and more	5	5.6
Total	90	100.0

Data in table 4 presents the monthly income of the respondents. More than half of the respondents got the highest percentage of 58.9 out of 100 percent have a monthly income of 20,000.00- 22,000.00. On the other hand 23,000-25,000 got 28.9 percent, followed by 26,000-28,000 got 6.7 percent and the lowest percentage from 29,000 and more salary income which is 5.6 percent. The data implies that their monthly income was sufficient to spend for their basic needs and most teachers in Valencia District V are teacher I and new in the field of teaching. To explain further, teachers were encouraged to pursue master's degree program so that in times of promotion they have papers to support their application.

Research Question 2: What is the extent of utilization of the technology-based instructional materials in terms of Professional Views on Computer Technology, Teaching Style, and Experience with computer technologies and Integration of Technology?

Table 5
Extent of Utilization on Technology Based Instructional Materials in terms of Professional Views on Computer Technology.

Statement	Mean	SD	QD
1. It enhances my professional development.	4.22	0.65	VHE
2. It makes me feel more competent as educator.	4.16	0.72	HE
3. It improves pupil learning critical concepts and ideas.	4.00	0.67	HE
4. Is effective because I believe I can implement it successfully.	3.98	0.79	HE
5. It gives the opportunity to be learning facilitators instead of information providers.	3.92	0.75	HE
6. It increases academic achievement (e.g. grades).	3.91	0.79	HE
7. It promotes the development of students' interpersonal skills (e.g., ability to relate or work with others).	3.84	0.83	HE
8. It helps accommodate pupils' personal learning styles.	3.82	0.83	HE
9. It eases the pressure on me.	3.73	0.92	HE
10. Is effective only when extensive computer resources are available.	3.62	0.92	HE

11. Is successful only if there is adequate teacher training in the uses of technology for learning.	3.49	0.77	HE
12. It requires extra time to plan learning activities.	3.28	0.84	ME
13. Is too costly in terms of resources, time and effort.	3.22	0.88	ME
14. Is difficult because some pupils know more about computers than many teachers do.	2.88	1.11	ME
15. It makes my classroom management more difficult.	2.36	1.02	LE
MEAN	3.63	0.37	HE

Note : n = 90

Description: 4.20-5.00 Very High Extent; 3.40-4.19 High Extent; 2.60-3.39 Moderately Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

Table 5 presents the Extent of Utilization on Technology Based Instructional Materials in terms of Professional Views on Computer Technology the highest mean (mean= 4.22, SD=0.65) is the statement, as a teacher, it enhances my professional development which is qualitatively described as Very High Extent (VHE) among the teachers in District VII, Division of Valencia City. This indicates that most of the teachers agreed that computer technology is really important to enhance the professional development as to their instructional materials especially in teaching AralingPanlipunan. Therefore, learning the acquisition of knowledge by individual Menzel (2013), learning is the capacity to change behaviour as the result of individual experience in such a way that the new behaviour is better adapted to the changed conditions of the environment

Likewise, the indicator which yielded the lowest mean (Mean=2.36, SD=1.02) and is quantitatively described as Low Extent (LE) by the teachers in the District V, Division of Valencia is the statement, as a teacher, it makes my classroom management more difficult. This indicates that few of the teachers agreed that using computer technology makes their classroom management more difficult.

Furthermore, it can be noted that the overall mean (Mean=3.63, SD=0.37) of this Professional Views on Computer Technology which is qualitatively described as High Extent (HE) among the teachers in District V, Division of Valencia in order to improve the performance of the teachers in the school specifically in using computer technology in teaching AralingPanlipunan as their instructional materials. This is supported by the study of Trucano (2005) which states learning can take place within individuals' immediate environment or external environment which may involve the use of technological resources.

Table 6
Extent of Utilization on Technology Based Instructional Materials in terms of Teaching Style.

Statement	Mean	SD	QD
1. Largely pupils- centered (e.g., cooperative learning, discovery learning).	3.84	0.75	HE
2. More pupils- centered than teacher- directed.	3.70	0.77	HE
3. Even balance between teacher- directed and pupils centered activities.	3.60	0.76	HE
4. Largely teacher-directed (e.g. teacher-led discussion, lecture).	3.48	0.85	HE

5. More teacher- directed than pupils- centered.	3.17	0.90	ME
MEAN	3.56	0.45	HE

Note : n = 90

Description: 4.20-5.00 Very High Extent; 3.40-4.19 High Extent; 2.60-3.39 Moderately Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

Table 6 shows the Extent of Utilization on Technology Based Instructional Materials in terms of Teaching Style. The highest mean (Mean=3.84, SD=0.75) is the statement, largely pupils- centered (e.g., cooperative learning, discovery learning) which is qualitatively described as Very High Extent (VHE) among the teachers in District V, Division of Valencia City. This result was supported with the study of John Dewey's ideas shaped our understanding of children as active learners and advocated that teachers engage learners in the learning process (Glassman, 2001).

Likewise, the indicator which yielded the lowest mean (Mean= 3.17,SD=0.90) and is quantitatively described as Low Extent (LE) by the teachers in the District V, Division of Valencia is the statement, more teacher- directed than pupils- centered. Constructivists suggest that instead of teachers delivering lectures in a manner that indicates pouring knowledge into learners, students should be allowed to investigate and discover their world and knowledge, reflect, and think critically about the knowledge (Ambrose, 2004; Brooks & Brooks, 2001; Magolda, 2004).

However, it can be noted that the overall mean (Mean=3.56, SD=0.45 of this Teaching Style which is qualitatively described as High Extent (HE) among the teachers in District V, Division of Valencia in order to improve the performance of the teachers in the school. This means the information communication technology (ICT) based approach is to improve the quality of education, and to enhance teachers' teaching strategies and also to meet the demands of the 21st century teachers and learners as a result of implementation of the K to 12 ICT integration in AralingPanlipunan (AP). Pupils have been treated as passive learners expected to sit still and memorize information given by teachers (Henson, 2004).

Table 7
Extent of Utilization on Technology Based Instructional Materials in terms of Experience with Computer Technologies.

Statement	Mean	SD	QD
1. I am extremely proficient in using a wide variety of computer.	3.39	0.82	ME
2. I am able to perform basic functions in a limited number of computer applications.	3.38	1.06	ME
3. I demonstrate a general competency in a number of computer applications.	3.28	0.86	ME

4. I have acquired the ability to competently use a broad spectrum of computer technologies.	3.18	0.88	ME
5. I have no experience with computer technologies.	2.17	1.15	LE
MEAN	3.03	0.52	ME

Note : n = 90

Description: 4.20-5.00 Very High Extent; 3.40-4.19 High Extent; 2.60-3.39 Moderately Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

Table 7 revealed, out of five indicators, the account which obtained the highest mean (Mean=3.39, SD=0.82) is the statement, I am extremely proficient in using a wide variety of computer which is qualitatively described as *High Extent* (HE) among the teachers in District V, Division of Valencia. This indicates that teachers are doing well in their job. The teachers are proficient in using the computer as to their instructional materials in teaching AralingPanlipunan.

Likewise, the indicator which yielded the lowest mean (Mean= 2.17, SD=1.15)

and is quantitatively described as Low Extent by the teachers in the District V, Division of Valencia is the statement, I have no experience with computer technologies. This result indicates that some of the teachers were no experience with computer technologies. Therefore, the teachers cannot use the computer technology as to their instructional materials especially in teaching AralingPanlipunan. Hasselbring et al. (2000) cited that Technology to support teacher development' had shown that improving the quality of an education system depends upon teachers' training and development.

Furthermore, it can be noted that the overall mean (Mean=3.03, SD=1.15 of Experience with Computer Technology which is qualitatively described as *Moderately Extent* (MD) among the teachers in District V, Division of Valencia. According to (Ifegbo, 2005) Integrating ICT into teaching and learning refers to the process of determining which products and processes of ICT should be appropriate for give classroom situation and problems.

Table 8

Extent of Utilization on Technology Based Instructional Materials in terms of Integration of technology.

Statement	Mean	SD	QD
1. I use computer in computing grades.	4.32	0.91	VHE
2. I use computer in preparing hand –outs, test quizzes,	4.29	1.00	VHE
3. I create power point presentations to be used in class.	3.27	1.19	ME
4. I use tutorial for self –training.	3.02	1.10	ME

5. I use LCD projector (a projector connected to a computer) in class.	2.74	1.27	ME
MEAN	3.53	0.76	HE

Note : n = 90

Description: 4.20-5.00 Very High Extent; 3.40-4.19 High Extent; 2.60-3.39 Moderately Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

Table 8 revealed, out of five indicators, the account which obtained the highest mean (Mean= 4.32, SD= 0.91) is the statement, I use computer in computing grades which is qualitatively described as *Very High Extent* (VHE) among the teachers in District V, Division of Valencia. This result indicates that most of the teachers were using computer in computing grades. Experts agree that technology should not be treated as a separate subject or an occasional project, but as a tool to promote student learning on a daily basis. Educators must consider how technology will be used to support the curriculum and how integrating technology into instruction will support the district's broader instructional goals (Valdez, 2005; Starr, 2002; Cooley, 2001; Stratham & Torell, 1999; Hopey & Knuth, 1996).

Likewise, the indicator which yielded the lowest mean (Mean= 2.74, SD=1.27) and is quantitatively described as Moderately Extent by the teachers in VII, Division of Valencia is the statement I use LCD projector (a projector connected to a computer) in class. This result indicates that some of the teachers were using LCD projector connected to a computer in class. According to Acuna (2010) Interactive multi-media device helped a lot to increase the level of performance.

Furthermore, it can be noted that the overall mean (Mean=3.53, SD=0.76) of Integrating of Technology which is qualitatively described as High Extent among the teachers in District V, Division of Valencia. This means that some teachers of District V are integrating technology as to their instructional materials in teaching AralingPanlipunan.

Research Question 3: What is the teacher's Performance in Valencia District V?

Table 9
Teachers' Performance in Valencia District V.

Scale	Range	Frequency	Percent	Adjectival Rating	Definition
5	4.500-5.000	48	53.33	Very Satisfactory (VS)	Consistently demonstrates
4	3.500-4.499	42	46.67	Outstanding (O)	Role Model
3	2.500-3.499	0	0.00	Satisfactory (S)	Most of the time demonstrates
2	1.500-2.499	0	0.00	Unsatisfactory (U)	Sometimes demonstrates
1	below 1.499		0.00	Poor (P)	Rarely demonstrates
total		90	100		

Table 9 above shows the Teachers' Performance in Valencia District V. The over-all mean is 53.33 which means that they are consistently demonstrating the performance of being very satisfactory. However, 46.67 percent teachers with adjectival rating as role model and outstanding teachers. It implies that teachers are performing well in their teaching career.

According to Awofala and Babajide (2013), assessment in its broadest sense can be divided into two types: unstructured/unplanned assessment and structured/planned assessment. The former (unstructured assessment) includes activities such as: a series of spontaneous questions that teachers ask a sample of the class during/after an instruction to determine whether the lesson(s) in the instruction were understood, or even unplanned class exercises that teachers give to students to keep them occupied.

Research Question 4: Is there a significant relationship between the Extent on Technology Based Instructional Materials and Teachers' Performance?

Table 10
Significant relationship between the Extent on Technology Based Instructional Materials (n = 90)

	r-value	p	Remarks
Extent of Utilization on Technology Based Instructional Materials in terms of Professional Views on Computer Technology	.098	.358	Not Significant
Extent of Utilization on Technology Based Instructional Materials in terms of Teaching Style	.096	.368	Not Significant
Extent of Utilization on Technology Based Instructional Materials in terms of Experience with Computer Technologies	.208*	.049	Significant
Extent of Utilization on Technology Based Instructional Materials in terms of Integration of technology	.110	.301	Not Significant

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 10 presents the *Significant relationship between the* extent of utilization on technology-based instructional materials in teaching in terms of Professional Views on Computer Technology, Teaching Style were the Experience with Computer Technologies obtained a correlation coefficient of .208 which is significant at 0.05 levels since the computed p-value .049. Furthermore, Professional Views on Computer Technology, Teaching style, and integration of technology obtained correlation coefficient of .098, .096 and .110 respectively.

There was a significant relationship between the Extent on Technology Based Instructional Materials in terms of Experience with Computer Technologies. Hence the decision of the null hypothesis was rejected. However, in Professional Views on Computer Technology, Teaching Style and Integration of technology. Shows

no significant relationship. This means that this factor have nothing to do with the teaching performance of the teachers. The decision to the null hypothesis was accepted.

IV. CONCLUSION

It is vital to understand how Technology Based Instructional Material in Teaching AralingPanlipunan and Its Utilization of ICT-Based aimed to harness technology as powerful tools that can improve motivation and engagement in learning process to develop multiple intelligence through multimedia presentation of materials. The findings of this study have strong implications to help the teachers identify the skills or aspects of the problem solving that needs to be emphasized or strengthened. They will be more effective in teaching AralingPanlipunan by using ICT-Based instructional materials which are especially designed for the needs of their students in understanding the subject. The teachers can assess the progress of the students' learning in the subject of AralingPanlipunan. They can use their evaluation and assessment results to develop other ICT-Based instructional materials in teaching AralingPanlipunan. Information Communication Technology Based in Teaching led to improved pupils learning and better teaching methods. A report made by the National Institute of Multimedia Education (NIME)in Japan, proved that an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on student achievement, especially in terms of "knowledge Comprehension:, Practical skill" and "Presentation skill" in subject areas.

The ICT is considered the potential tool that provides educational opportunities in both formal and non-formal ways most specially in the teaching and learning process it can increase learners' motivation and engagement in the classroom learning.

Another implication for the utilization of technology can equip the learners to adapt the digital age literacy, inventive thinking and develop their higher order thinking skills and having good communication as it is considered as powerful tool. The demands of the pupils and teachers for attaining the academic excellence by developing ICT-Based instructional materials will be given more time and effort to be materialized and implemented. They will also understand the needs of the AralingPanlipunan. These materials may help the pupils better understand difficulties met since they will be given illustrative examples and provide them many opportunities to participate and respond to AralingPanlipunan. They will discover their strengths and capabilities to develop their own techniques in understanding AralingPanlipunan through the use of ICT-Based instructional materials. They will be trained to be flexible and to cope easily on different AralingPanlipunan and learning process an experience.

The Teachers' Performance represents the outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates.

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