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Impact of Project BANAS Materials to the Academic Performance of Learners: Basis for Enhancement Plan

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Abstract

This descriptive quantitative research is a scientific inquiry which aimed to determine the level of Impact of Project BANAS Materials (a collective name of the competency-based division-initiated print and non-print resources in Social Studies) in relation to academic performance of learners. This study was conducted in the seven (7) elementary schools of District VII, Division of Bacolod City during the School Year 2022-2023. Researcher-made questionnaire used in this study was validated by three (3) experts. It has undergone reliability testing with thirty (30) respondents at Andres Bonifacio Elementary School I. Data were collected during the Second Quarter of the School Year from three hundred eighty-three (383) learners in Grades 1 to 5. Highlight of this study examined and analyzed the level of Impact of BANAS materials in terms of these four (4) areas namely: Alignment of Content, Quality of Material, Applicability, and Ease of Use. Findings showed that BANAS Materials in terms of these four (4) areas have a very high impact regardless of sex, grade level, school, and average family monthly income. Based on these findings, BANAS Materials is highly recommended to be utilized by Social Studies teachers and learners as supplementary reading and teaching materials

respectively. Results further reveal that there is a need to conduct division training-workshops in the development and quality assurance of additional BANAS Materials focused on competencies not covered in the BANAS Outputs developed in the previous years. Conduct of SOK-SAY-LYMPICS Series: BANAS Quizzes, ATBP is highly recommended as sustainable initiatives aligned on Assessment and Monitoring Key Result Areas. Through Policy Recommendation, the long-term goal of this research is the Institutionalization of BANAS Learning Hub in 46 Elementary Schools in the Division of Bacolod City. Not only regular learners are the target direct beneficiaries of BANAS Print and Non-Print Materials but also Madrasah Education Program (MEP) and Special Needs Education (SNED) learners. Sustainability and successful implementation of this research-cum-innovation needs the collaboration between and among school leaders and DepEd Officials to truly realize the end goals on the need to address scarcity of localized resources, improve reading literacy across disciplines through in-depth love for one's unique and distinct local heritage. Sequel researches are also highly recommended to be done by future teacher-researchers.

Keywords: Impact, Project BANAS, Learning Materials, Academic Performance, and Learners

1. Introduction

The full implementation of the K to 12 Program gave birth to overhauling the Social Studies Curriculum (AP CG, 2016). New local subject scope and coverage were introduced: Ang Komunidad Noon at Ngayon and Ang Mga Lalawigan sa Aking Rehiyon for Grade 2 and Grade 3 learners, respectively. Philippine History, perennially taught in Grade 7, was downloaded to Grade 5 and Grade 6. In 2017, Mga Kontemporaryong Isyu at Hamong Panlipunan, a new subject, was introduced in Grade 10 (DepEd Order No. 20 s. 2014).

This abrupt changes in the learning area led to complex problems with content, pedagogy, and a need for more available authentic localized learning resources (M&E Results, 2018).

To address these gaps, SDO Bacolod City Social Studies Department developed a compilation of competency-based localized print and non-print resources to be used by both teachers and learners in the field. These learning resources are collectively

called BANAS Materials with the end goal of imbibing the DepEd Core Value of Pagkamakabansa and inculcating in-depth pride in one's unique and distinct Bacoleño and Negrense heritage and culture. It also aims to serve as a reservoir/pool of supplementary reading materials to significantly improve the reading skills of the target's clientele (BANAS, 2020). These subject area innovations known as PROJECT BANAS (Breakthrough Achievement in Nation-Building through Application and Sustainability) through the compilation of authentic Print Resources (SLMs/LAS, Bacolod Compendium 61 and Big Books with Historical Content) and Non-Print Resources (TBI episodes, RBI episodes, and Video Documentaries) has been implemented and used by both teachers and learners in the Division of Bacolod City since 2018 up to today.

To help us gauge if the initiative is successfully implemented in the field, the researcher, as one of the RBI/TBI presenters/scriptwriters, SLM/LAS Writers, and AP TWG, would like to know through a scientific investigation of the impact of BANAS Materials in teaching Araling Panlipunan in relation to the academic performance of learners in the seven (7) elementary schools in District VII. Results shall serve as the basis in crafting Enhanced Division Programs/Projects/Activities anchored in the Region VI Mantra: Every Child, A Champion!

1.1 Research questions

The primary objective of this study is to assess the impact level of Project BANAS materials on the teaching of Araling Panlipunan and its correlation with the academic performance of learners in District 7, Schools Division of Bacolod City, as the basis for an enhancement plan during the School Year 2022-2023

In particular, this study aimed to address the following questions:

1. What is the profile of the learners in terms of the following variables;
 - a. Sex
 - b. Grade Level
 - c. School
 - d. Average Monthly Family Income
2. What is the level of impact of Project BANAS materials in terms of the following areas;
 - a. Alignment of Content
 - b. Quality of Materials
 - c. Applicability
 - d. Ease of Use
3. What is the level of impact of Project BANAS materials? When they are grouped according to the learners' profile?
4. What is the level of academic performance of learners during the School Year 2022 -2023?
5. Is there a significant difference in the level of impact of Project BANAS materials when they are grouped according to the learners' profile?
6. Is there a significant difference in the level of academic performance of learners when they are grouped according to the learners' profile?
7. Is there a significant relationship between the level of impact of Project BANAS materials and academic performance of learners?
8. Based on the results of the study, what enhancement plan can be formulated?

2. Literature review

2.1 Impact of Instructional Materials

Abdullahi (2010) defines instructional materials as tools designed to facilitate teaching and learning, whether locally made or imported. Utilizing instructional materials significantly improves learning outcomes by capturing attention and motivating learners.

Sher *et al.* (2015) highlight that teaching aids foster communication, enhance learning effectiveness, promote better retention, and overcome classroom limitations. Overall, the use of instructional materials is vital for achieving effective, stimulating, and challenging lessons tailored to individual students' needs (Igiri, C.E., Effiong, O.E., 2015).

According to Saad and Sankaran (2020), the availability of teaching and learning materials significantly influences pupils' development. Child development, encompassing cognitive, social, linguistic, and physical skills, is nurtured through education, with instructional materials playing a crucial role in motivating and stimulating learners. These materials, including audio aids, visual aids, and realia, make the learning experience interactive and exciting, fostering problem-solving skills and analytical thinking.

The use of instructional materials promotes academic participation and higher retention, making teaching more effective for diverse learners. In well-staffed schools, the absence of appropriate teaching materials can seriously impede the basic goals of teaching and learning, affecting overall school performance because the training takes time because it necessitates one-on-one interaction between the trainer and the employee.

As cited by Ayado and Berame (2022), Llego (2020), and Modesto (2019), Supplementary Modular Learning Materials (SuppMats) are effective tools crafted by teachers to support learners in understanding and applying knowledge.

In response to the shift from teacher-centered to student-centered learning in the K to 12 Curriculum, enrichment programs for proficient students and remedial programs for those needing support are crucial.

The absence of face-to-face contact has led teachers to create alternative materials, including SuppMats, to facilitate learning processes. SuppMats, tailored to regional diversity and learner needs, serve as additional resources supporting both distance and face-to-face classes. They empower teachers to contribute as writers and illustrators, fostering motivation and ownership. SuppMats act as intervention materials for students struggling with alternative learning modules, aiming to enhance academic achievements and improve manipulation, thinking, understanding, and observation skills.

Numerous studies and meta-analyses (Linnenbrink-Garcia *et al.*, 2018; Muenks *et al.*, 2018; Steinmayr *et al.*, 2018; Lotz *et al.*, 2018; Schneider *et al.*, 2018) support the idea that students' motivational beliefs are closely linked to academic achievement. Exploring diverse motivational factors within one sample is crucial to assess the importance of motivation constructs for academic success. Some studies incorporate expectancy and value components as predictors of academic achievement. Only a few examine intelligence and prior achievement simultaneously with more than two motivational constructs as predictors of school students' achievement.

As stated in Permendikbud No. 22 (2016) active student engagement is crucial for learning success, involving students in organizing and discovering information actively. Soltanzadeh's research emphasizes the positive impact of active learning methods on both the quality of the learning process and student motivation. Preparing teaching materials ahead of activities is essential for actively involving students. Teachers aim to enhance learning outcomes by aligning with constructivist theory, where students construct their knowledge.

3. Research methodology

This study aimed to determine the impact level of Project BANAS materials on the teaching of Araling Panlipunan and its correlation with the academic performance of learners as the basis for an enhancement plan during the School Year 2022-2023. Descriptive quantitative method of research was used for this study.

3.1 Participants

The subject and respondents of the study were the selected learners from Grade One to Grade Five levels of District VII for SY 2022-2023. The researcher focused on this district since she is a teacher at Sum-ag Elementary School, one of the schools in District VII, and she is also one of the coordinators for Araling Panlipunan. The total population of learners from grade one (1) to grade five (5) in seven schools of District VII is 9,004, of which 383 were the sample size as respondents for this study.

3.2 Instruments of the study

The instrument that was used to measure the impact of Project BANAS to the academic performance of learners as basis for enhancement plan is a self-made questionnaire. The questionnaire is composed of two parts; the first part determined the profile of the learners, whereas the second part consisted of questions related to the impact of Project BANAS materials. The first part specifically gathered data on the learner's personal information. Learners provided the data by either filling in their name (optional), grade level, and second quarter grade in Araling Panlipunan or marked a check on the category that indicates their sex, average family monthly income, and school. The second part of the survey questionnaire gathered data on the impact of Project BANAS materials in terms four (4) areas, such as alignment of content, quality of materials, applicability, and ease of use, which consist of questions related to impact.

3.3 Procedures

This study is quantitative research that employs a descriptive method as a design. The study was conducted in the seven schools of District VII SY 2022-2023. There were three hundred eighty-three (383) Grade One to Grade Five learners represented the whole population as the sample size. The sample size were determined using stratified random sampling which involves choosing some group of items from population based on classification and random selection by separating the target population element in to homogenous, mutually exclusive segment, from each segment simple random sampling is chosen. Following each survey, the data were evaluated to fully acquaint the researchers with the information. All research operations incorporate ethical issues into the protocols.

3.4 Ethical Considerations

During the research period, the study adhered to the following moral principles:

1. The preservation of learners' well-being and dignity was consistently prioritized.
2. The researcher obtained explicit consent from the learners to disclose their true identities in the research report, ensuring that research data remained confidential throughout the study.
3. The researcher acquired the students' consent to use their true identities in the research report, and the research data were kept private throughout the study.

4. Results

Based on the foregoing data of this research study, the findings were as follows:

1. It was found that the 383 learners included in the study were predominantly female, accounting for 54.3 percent (208 individuals). They were primarily enrolled in lower grade levels, constituting 58.7 percent (225 individuals), and attended central schools, which comprised 56.4 percent (216 individuals) of the sample. Furthermore, a significant portion of these learners hailed from families with a higher economic status, representing 53.5 percent (205 individuals). This suggests that these learners likely have better resources to support their academic needs, potentially leading to improved academic performance. The data also indicated a noteworthy 89.21 percent of learners showed very satisfactory progress in their academic performance in the subject of Araling Panlipunan during the second quarter.
2. Findings showed that BANAS materials have a very high impact in different areas of concern regardless of sex, grade level, school, and average family monthly income.
3. Regarding the alignment of content, the findings indicate that there were no significant differences in the use of BANAS materials when grouped and compared based on sex, school type, and family income. However, a notable difference was observed concerning grade level, suggesting that the impact of materials in alignment with content varies among different grade levels.
4. In quality of materials, results have shown that there was no significant difference based on sex and monthly family income. On the other hand, there were significant differences based on school type and grade level, suggesting that the materials had varying levels of quality when implemented in different school types and grade levels.
5. In applicability, results revealed no significant differences when grouped and compared based on sex, school type, and family income. Nevertheless, there was a significant difference based on grade level, indicating that the materials were more or less applicable depending on the specific grade level of learners.
6. In ease of use, results did not show significant differences based on sex, school type, and family income. However, there was a significant difference on grade level, suggesting that the materials were perceived as easier to use or accessed by learners in certain grade levels compared to others.

7. The average academic performance of learners for School Year 2022-2023 is Very Satisfactory which shows a positive result when using BANAS Materials.
8. A proposed enhancement plan for Project BANAS materials was crafted to maximize the utilization of materials to improve the teaching and learning process, especially enhancing the learners' literacy level. Results further suggested the development of localized and indigenized BANAS materials as supplementary learning materials both in the delivery of instruction in Araling Panlipunan. Implementation of the proposed plan at the school level will be beneficial to the stakeholders, administrators, teachers, and learners at the primary level.

5. Discussion

The primary aim of this research study is to assess how Project BANAS materials affect the teaching of Araling Panlipunan and their correlation with learners' academic performance. To achieve this, the study employs a descriptive quantitative approach to determine the impact level of Project BANAS materials, focusing on alignment of content, quality of materials, applicability, and ease of use. The study also investigates the influence of Project BANAS materials on teaching Araling Panlipunan, taking into account the diverse learner profiles, with the goal of identifying possible improvements for the academic year 2022-2023.

6. Conclusion

Based on the study conducted, the researcher concluded the following ideas:

1. The collected data predominantly represented lower-grade level female respondents from families with higher average monthly income, primarily attending central schools. Notably, the second-quarter report indicated commendable academic progress in Araling Panlipunan.
2. The study highlighted the significant positive impact of BANAS materials across various factors such as sex, grade level, school, and family income.
3. Content alignment analysis revealed consistent effectiveness of BANAS materials across demographics except for grade levels, where differences were evident, emphasizing variability in alignment impact.
4. Quality of materials demonstrated consistency across sex and family income groups, while distinctions arose based on school type and grade level, suggesting varying material quality in diverse educational settings.
5. Applicability assessment indicated uniformity across sex, school type, and family income, except for grade level, where notable differences were observed, reflecting varying suitability according to learners' specific grade levels.
6. Ease of use analysis displayed uniform perceptions across sex, school type, and family income, but grade-level-based differences were apparent, highlighting differing levels of accessibility for learners of distinct grades.
7. The academic performance of learners in the 2022-2023 school year, as evidenced by their Very Satisfactory average, underscores the positive influence of BANAS materials on learning outcomes.

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