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### Academic Performance of Learners using Bacolod Compendium 61 Materials: Basis for an Enhancement Plan

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#### Abstract

This study aimed to determine the academic performance of learners using Bacolod Compendium 61 as supplementary instructional materials in teaching Grade Two Araling Panlipunan in seven (7) elementary schools of District 7 during the school year 2022-2023. Bacolod Compendium 61 are competency-based supplementary learning resources anchored on Grade 2 Araling Panlipunan coverage “Ang Komunidad Noon at Ngayon. Respondents of this study were Grade 2 teachers and learners. The variables for the teachers included in this study were age, sex, length of service, highest educational attainment, and type of school. The areas of the effectiveness of Bacolod Compendium 61 are alignment of content, quality, and usability or ease of use. Frequency and percentage were utilized to determine the demographic profile of the teachers. The mean was employed to determine the effectiveness of Bacolod Compendium 61 materials. Frequency and percentage were used to determine the academic performance of learners. To determine the significant difference Mann-Whitney Test was used. Goodman-Kruskal’s Gamma (G) or Gamma Coefficient Formula was used to determine the relationship. Three (3) experts validated the researcher-made questionnaires that were used in this investigation. It was conducted at Andres Bonifacio Elementary School I with thirty (30) teacher-respondents. During the actual data gathering, information was gathered from three hundred eighty-one (381) learners and (forty-six) 46 teachers in

Grade 2.

Main objective of this study was to evaluate the Bacolod Compendium 61 materials' efficacy in three (3) areas namely: Alignment of content, quality of materials, and ease of use. Results of the study showed that the level of academic performance of learners using Bacolod Compendium 61 supplementary materials as to the alignment of content, quality, and usability/ease of use were very high. This scientific investigation further proved that the level of academic performance of learners was outstanding as per use of Bacolod Compendium 61 Materials. Thus, the positive feedback of this research, highly recommends the full utilization of Bacolod Compendium 61 Materials in 46 elementary schools in the Division of Bacolod City. The conduct of SOK-SAY-LYMPICS: Bacolod Compendium 61 Quiz shall serve as assessment of learning on localization and indigenization is hereby recommended to be done yearly which shall be participated by 100% of the elementary schools in SDO Bacolod City. Other similar learning resources are hereby recommended to be crafted that can also be used as supplementary learning and reading remediation materials. Future researchers are highly encouraged the conduct of sequel researches highlighting on the effectiveness of localized resources in one’s local communities which aims to produce 21<sup>st</sup> century learners that are globally competitive with in-depth pride of one’s rich local cultural heritage.

**Keywords:** Academic Performance, Localized Supplementary Materials, Bacolod Compendium 61 Materials

#### 1. Introduction

The full implementation of the K to 12 Program in 2016 led to the overhauling of many subject offerings in different learning areas. Of the eight (8) learning areas taught in the in the formal school, the Social Studies subject has been drastically affected by the total overhauling of its curriculum anchored on DepEd’s Vision “to produce life-long learners who passionately love their country and contribute meaningfully to building the nation.

To realize the DepEd vision stated, new subject coverage was offered namely “Ang Aking Komunidad Noon at Ngayon” and “Ang Mga Lalawigan sa Aking Rehiyon” for Grade 2 and Grade 3 respectively. These give a premium on Contextualization/

Localization/Indigenization which aims to make the curriculum contextualized, global, and culturally sensitive adhering to the Principles and Framework of Mother Tongue-Based Multilingual Education (MTB-MLE) as stipulated in the Enhanced Basic Education Act of 2013 (RA 10533) Section 5, Curriculum Development.

Aside from these Grade 2 and Grade 3 new subject coverage, Philippine History perennially taught in Grade 7 was fully cascaded to Grade 5 and Grade 6 while Kontemporaryong Isyu at Hamong Panlipunan was offered in Grade 10 starting 2017 up to the present which proved the total overhauling of the curriculum in the said learning area (DepEd Order No. 20 s. 2014). The results of regular Monitoring and Evaluation (M&E) in the field conducted in 2016 and 2017 by the Education Program Supervisor in Social Studies, revealed that there was scarcity and unavailability of localized, quality-assured, and competency-based learning materials in Grade 2 Social Studies focused on the 61 barangays of Bacolod City (Guanzon, 2019).

Thus, to address this need, a division initiative was pioneered in 2018 to 2021 known today as BACOLOD COMPENDIUM 61. These competency-based supplementary learning materials are a Compilation of Bacolod's 61 Barangays used by 46 elementary schools in the division. Along with this premise, the researcher, a Grade 2 teacher for thirteen (13) years utilizing the Bacolod Compendium 61 developed since 2021, is interested to find out the effectiveness of this locally initiated learning materials and its relation to the academic performance of Grade 2 learners in the seven (7) elementary schools in District 7 in the Schools Division of Bacolod City.

### 1.1 Research questions

This study was conducted to determine the academic performance of learners using Bacolod Compendium 61 Materials in teaching Grade Two Araling Panlipunan as the basis for an enhancement plan.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the Grade Two teachers in terms of the following variables?
  - a. Age
  - b. Sex
  - c. Highest Educational Attainment
  - d. Length Of Service
  - e. Type of School
2. How do Grade Two teachers and students assess Bacolod Compendium 61 materials as a whole when grouped in terms of the following variables?
  - a. Alignment of Content;
  - b. Quality of Learning Materials; and
  - c. Usability/ Ease of Use?
3. What is the level of academic performance of the Grade Two learners?
4. Is there a significant difference in the level of effectiveness of Bacolod Compendium 61 materials when they are grouped and combined according to the aforementioned variables?
5. Is there a significant relationship between the effectiveness of Bacolod Compendium 61 materials assessed by Grade Two teachers and learners?
6. Based on the result of the study, what enhancement plan can be crafted to improve as to Alignment of Content,

Quality, and Usability/ Ease of Use?

## 2. Literature review

### The Effectiveness of Using Localized Instructional Materials in Teaching Araling Panlipunan

According to Aguinaldo *et al.* (2021) <sup>[1]</sup>, that curriculum learning materials have high validity in terms of their goals, content, structure, resources and materials, effectiveness, and contextualization aspects. After additional adjustments, the pupils' performance significantly improved after the materials were put into use.

Pescuela and Goyena (2020) <sup>[2]</sup> investigate the impacts of inquiry-based learning, problem-based learning, thematic learning, and collaborative learning. They also consider the use of local context. By bringing up relevant, in-context issues and making connections between previously taught concepts from many professions, it assists students in developing their problem-solving skills in practical settings. Suganob *et al* (2021) <sup>[3]</sup>. When employing contextualization as a strategy, educators and students must overcome obstacles. When teaching social studies, real and localized resources must be used to ensure that students are conversant with the subjects. Teachers also get the chance to help pupils understand the subject by localizing it. Lifelong learning is possible when students can draw from their relevant human experience, the context is clear, and the subjects are approachable.

Creus, Vol.3 N0.2, 2019. Localization is a direct response to the traditional design of teaching which is inflexible and irrelevant to the learners' lives. It relates the curriculum of teaching and learning a specific subject to local conditions or environment. The use of localized instructional materials results in the following. High performance of learners, 2. Significance of the lesson to learners' daily living, 3. Lesson content and activities are gathered from the school and community and, therefore, easily understood, 4. Improve skills and creativity and 5. As an innovation, it allows one to meet learning needs and could also lead to career growth and development.

According to Lorbis, 2019, by putting a direct emphasis on real applications in a particular setting, the alignment of localized learning materials links the fundamental skills and occupational content. The process of tying curriculum-aligned learning material to local knowledge and utilizing resources that are readily available in a given community is known as localization. The curriculum's standards and guiding principles, on the other hand, are a means of promoting learning abilities in connection to the biographical, historical, and sociocultural context of the learner's community.

According to Dimacali (2018) <sup>[6]</sup>, adopting or using localized materials in our educational system has numerous benefits. It first increases awareness of current events or the state of a specific topic under discussion. Second, since it is more particular and directly relevant to us, students will be motivated to study more about it since they will now be familiar with it. Therefore, if the topic is a problem, they will be able to relate to it readily, and it can be a wonderful opportunity for kids to get involved in tackling societal problems.

Llaneta (2022) <sup>[7]</sup> states that localization "relates to the adaptation of the contents." of the curriculum, approach, or procedure used to instruct students in a particular educational setting or locale... to take into account the

history and culture of the local populace." Conversely, contextualization relates to "the way the lessons are presented to the students such that it would resonate with and adjust to their position, to their surroundings, and to the resources they have at their disposal. This demonstrates how adaptable instruction is.

Laeen, *et al.* (2019) <sup>[8]</sup> on educators' opinions on social studies classes, the benefits of localization for teaching include improved communication, creation, and satisfaction in the classroom and fostering indigenous culture, as well as the effects of localizing on pupils.

Saro *et al.* (2023) <sup>[9]</sup> and Policarpio (2018), localization should be included in all subject areas' curricula because it improves student motivation, engagement, and attitude. Curriculum designers are in charge of producing textbooks with relevant content, interesting learning exercises, and locally produced resources.

Similarly, Rafael & Tamban (2022) <sup>[10]</sup> and Nuraida & Wulansari (2019) explained that the foundation of localized teaching and learning is the idea of placing academic activities for the best possible teaching and learning outcomes. This variable was taken into account to improve the validity and dependability of the performance. The data analysis's findings indicate that localized student performance and localization in classroom assignments are causally related.

According to Utech (2018) <sup>[11]</sup>, to contextualize curriculum, teachers should integrate real materials, activities, interests, problems, and needs from their students' lives to help them learn, practice, and assess particular skills and competencies.

### 3. Research methodology

This study aimed to determine the academic performance of learners using Bacolod Compendium 61 Materials in teaching Grade Two Araling Panlipunan thus, the descriptive quantitative method of research was used for this study.

#### 3.1 Participants

The subject and respondents of this study were 46 Grade Two teachers and 381 Grade Two learners in seven (7) schools in District 7 of the Division of Bacolod City 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.

#### 3.2 Instruments of the study

The data was distributed to answer specific questions using the researcher-made questionnaire to measure the academic performance of learners using Bacolod Compendium 61 learning materials in teaching Grade Two Araling Panlipunan. The research instrument was divided into two parts. Part I was the profile of the respondents such as age, sex, highest educational attainment, length of service, and type of school. Part II was the test proper which was divided into three (3) areas namely: Alignment of content, quality, and usability or ease of use with five (5) item questions in each area with a total of fifteen (15) item questions. The effectiveness of Bacolod Compendium 61 measured Very High Level, High Level, Moderate Level, Low Level, and Very Low Level. The questionnaire was conducted to the subject-respondents in English and translated to Hiligaynon so that the respondents could comprehend.

### 3.3 Procedures

The conduct of this study observed proper protocols and research ethics. The research instrument was subjected to face validation, where three experts were asked their opinion about whether a device measures the concept intended. The validators are professionals and known to be competent and experts in their field of specialization. The validity index is 4.22, which is interpreted as very good, making the instrument valid. After measuring the validity of the questionnaire and incorporating all corrections and suggestions from the jury and panel members, the instrument's reliability was established. Dry-run respondents were chosen, which included 30 teachers from Andres Bonifacio Elementary School II in the different districts who were not part of the actual respondents of the study. Then, Cronbach's alpha was employed to determine the reliability index of the questionnaire. The reliability index is 0.733, which was interpreted as acceptable, making the instrument reliable. The researcher asked permission through written communication from the Schools Division Superintendent, Public Schools Division Supervisor, and School Heads of the Department of Education, Division of Bacolod City. When granted permission, the researcher correctly explained the purpose of the study to the Grade Two teachers and learners respondents of the school respectively. After this, the survey questionnaire was distributed with the help of a facilitator. Likewise, the researcher guided the Grade Two learners in answering the survey by reading each question in English and Hiligaynon.

### 3.4 Ethical Considerations

The following moral standards were established for the research period:

1. The well-being and dignity of the teachers and students were always upheld.
2. 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. The percentage of teachers in terms of the following data revealed that most of the teachers are 41-50 years old, with 39.13 % or a total of 18 teachers. In terms of sex, all teachers are female, with 100.00% or 46 teachers. For the length of service, most of the teachers have below 11-20 years of service in the school with 43.48% or a total of 20 teachers. In terms of Highest Educational Attainment, most teachers have Units in Master's Degree with 69.57% or 32 teachers. They mostly belong to central schools with 58.70% or 27 teachers.
2. The level of effectiveness of Bacolod Compendium 61 materials as assessed by the teachers was revealed to be very high.
3. The level of effectiveness of Bacolod Compendium 61 materials as assessed by the students was revealed to be very high.
4. The level of academic performance of learners revealed to be outstanding.
5. The teaching of grade two Araling Panlipunan in seven

(7) schools in District 7, Bacolod City, is continuously observed and supported through the use of Bacolod Compendium 61 as supplemental instructional materials.

### 5. Discussion

The primary aim of this research study is to assess how Bacolod Compendium 61 materials affect the teaching in Grade Two Araling Panlipunan and their correlation with learners' academic performance. To achieve this, the study employs a descriptive quantitative approach to determine the level of effectiveness of Bacolod Compendium 61 materials, focusing on alignment of content, quality of materials, and ease of use. In an effort to consistently use Bacolod Compendium 61 as locally relevant supplemental learning resources, the study also looks into how well the materials work for teaching Grade Two Araling Panlipunan.

### 6. Conclusion

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

1. Female teachers between the ages of 41 and 50 constitute the majority among those employed at the institution. The fact that so many teachers have Master's Degree units reflects the fact that they have been in the teaching profession for a longer time and are actively pursuing academic improvement. This demonstrates how the school's teachers prioritize their academic development and work to upgrade their degrees for their own personal and professional advancement.
2. As assessed by teachers and learners, Bacolod Compendium 61 materials localized materials are very effective in teaching in teaching Grade Two Araling Panlipunan.
3. Academic performance of learners revealed "outstanding" when using Bacolod Compendium 61 localized supplementary materials in teaching Araling Panlipunan.
4. Bacolod Compendium 61 materials used as supplementary teaching materials in Araling Panlipunan could raise the academic performance of learners.
5. Continuous utilization of Bacolod Compendium 61 as supplementary instructional materials in teaching Grade Two Araling Panlipunan is highly recommended.

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