

## Instructional Materials in Teaching Literature in the Unified Schools of the Archdiocese of Lipa

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**Abstract:** The study attempted to determine teachers' assessment on the instructional materials in teaching Literature in the Unified Schools of the Archdiocese of Lipa. This study also covered teachers' demographic profile considering the age, sex, length of service, and educational attainment.

The study made use of the descriptive method of research and the questionnaire as the main data gathering instrument. Frequency, ranking, percentage, weighted mean, composite mean and chi square were the statistical tools used in quantifying the data gathered.

Results of the study revealed that majority of the Literature teachers involved in the study were 20's, female, baccalaureate degree holder, and in the teaching profession for 0-5 years. It also revealed that television and blackboard were very often used as instructional materials in teaching Literature. It further revealed that there is significant relationship between teachers' assessment on using Instructional Materials and demographic profile of the respondents.

It was recommended in the study that school administrators may conduct various seminars and trainings to help their teachers to have professional growth in terms of teaching strategies. The proposed module may be used in all schools of USAL to make the teaching of Literature effective. It was also recommended that future researches may be conducted to determine if the proposed module enhanced students' learning in Literature in different settings and locale.

**Keywords:** Teacher' assessment, Instructional materials, Demographic profile Teaching literature, Learning module.

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### Introduction

In today's generation, education can be considered as highly diversified and digitalized. It can be seen through the trends today as everything goes on continuous process of change in a globalized society. Education has also been claimed as a way to develop one's life. Moreover, it is required in meeting the challenges of the real-world since global competitiveness is the main goal of promoting quality education. However, effective and

efficient education will only be achieved if teaching-learning process will be supplemented with enough and well-improved materials. According to Caringal *et al.*, (2014), English instruction in the Philippines is not an easy task, but it should not be a frightening experience. In any teaching and learning situation, there is a need to provide and improvise instructional materials in order for the instruction to be effective which can help the students to gain grammatical competence. It can simply be said that instructional materials are materials which the teacher can use to facilitate and assist the students in the learning process.

Every educational institution should aim for quality education as it is the main goal of present educational system in the country. Batas Pambansa Blg 232 also known as “An Act Providing for the Establishment and Maintenance of an Integrated System of Education” Chapter 2, Section 9 states that:

*“The student shall enjoy the right to receive, primarily through competent instruction, relevant quality education in line with national goals and conducive to their full development as person with human dignity.”*

This coincides with the idea that having good instructional materials is one of the bases to promote quality instruction. Mandigma (2014) pointed out in his study that the instructional material is an example of redefined product of the insights of some undertakings. There are things that should adapt with the globalization most especially in giving different insights usually considered as information superhighway. To be competitive and to survive the needs and qualities of creativity, innovativeness and integrity, instructional materials must answer the limitations of teaching such as balance among cognitive, affective and psychomotor learning. The instructional materials should emphasize analysis and application of concepts and laws. Meanwhile, teaching literature is included in the English subject. It is usually used as a springboard for other English lessons. Teaching literature is also part of the instruction for both Filipino and English subject. In some instances, literature can be seen in such a way that it is a form of imposing values among students. Thus, there is still a need to learn how to teach literature lessons using effective instructional materials. Espiritu (2015) mentioned in her article that according to Republic Act No. 7722 also known as “Higher Education Act of 1994”,

*Literature subjects may be taught in Filipino, English or any other language as long as there are enough instructional materials for the same and both students and instructors/professors are competent in the language.*

In connection with this, the researchers aimed to assess the use of instructional materials in teaching literature from select schools in Unified Schools of Archdiocese of Lipa. USAL’s curriculum still considers the curriculum prescribed by the Department of Education. As educators, the researchers are aware of the significance of having instructional materials in rendering life-long learning among students. In view of this, this study explored the teachers’ assessment on the use of instructional materials in teaching literature and also the demographic profile according to age, sex, length of service and educational attainment.

### Summary

The study aimed to determine teachers’ assessment on the instructional materials in teaching Literature in the Unified Schools of the Archdiocese of Lipa in relation to teachers’ demographic profile with the end of developing a module to enrich literature classes. Specifically, it sought answers to the following questions:

1. What is the profile of the respondents relative to:
  - 1.1 age
  - 1.2 sex
  - 1.3 length of service
  - 1.4 educational attainment?
2. What are the instructional materials used by the teachers in teaching Literature?
3. How do the respondents assess the Instructional materials used in teaching Literature in terms of:
  - 3.1 usability;
  - 3.2 appropriateness;
  - 3.3 availability;
  - 3.4 adaptability?
4. Is there a significant relationship between teachers' assessment on using Instructional Materials when grouped according to profile?
5. Based on the analysis of the findings, what module can be proposed to enrich literature classes?

## Methodology

The study made use of the descriptive method of research. The main source of data was a researcher-constructed questionnaire which was validated and tried out. The researcher-instrument made use of 4-point Likert' scale to determine the assessment of the respondents on the usability, appropriateness, availability and adaptability of the instructional materials in teaching Literature. The researcher-instrument also allowed in determining the kind of instructional materials frequently used by Literature teachers. Statistical tools used were frequency, ranking, percentage, weighted mean, composite mean and chi square. The respondents of the study were 14 literature teachers of selected schools of Unified Schools of Archdiocese of Lipa (USAL).

## Results and Discussions

### 1. Demographic Profile of Literature Teachers

Ages of the respondents were classified only into two groups. Twelve or 86 percent were in the range of 20-29 followed by two (2) or 14 percent who were in the 50-59 age bracket. Most or 10 faculty or 71 percent of respondents were female and 4 or 29 percent of the respondents were male. Data revealed that most or 11 respondents or 76 percent were bachelors' degree graduates and two (2) faculty members or 14 percent were unit earners in MA studies. Out of 14 respondents, only one (1) or seven (7) percent obtained Master's degree. Majority of the respondents comprised of 12 or 86 percent of the respondents are neophyte teachers and are in their first to fifth year of teaching. On the other hand, two (2) or seven (7) percent of the respondents had teaching experience of 16-20 years. As for teachers with 26-30 years of experience, there were also only two (2) or seven (7) percent of the respondents, respectively.

### 2. Instructional Materials Used in Teaching Literature

The different instructional materials currently used by the respondents in teaching literature were determined in this study. Teachers' assessment showed that they used projected and non-projected IMs in their class to achieve student learning.

As reflected, teachers used the television very often in teaching literature. It obtained an average weighted mean of 3.93 which ranked first among the projected IMs. In addition, teachers also often used blackboard to supplement teaching literature. It ranked first among the non-projected IMs with a weighted mean of 3.86. Teachers disclosed that they presented the lessons using such instructional materials for the students to easily understand their lessons. As cited by Woolfolk's (2007) study the instructional materials are effective in delivering quality education and are used by educators in motivating learners and audio-visual materials can promote the most effective kind of learning.

The teachers cited further that they used computers and textbooks very often as justified in the average weighted mean of 3.21 and 3.71 for both projected and non-projected instructional materials. These ranked second in the rank order distribution for each classification. This means that the respondents used variety of materials as a supplement in teaching literary pieces for the students understand more.

### **3. Assessment of Literature Teachers of the Instructional Materials used in Teaching Literature**

**As to Usability:** The teachers cited it was evident that literature teachers utilized instructional materials that are presenting information clearly; easy to understand and supplementing knowledge as reflected in weighted means of 4.0 and 3.92. Moreover, they use materials that are increasing the quality of learning; helping the students to think critically; and adaptable to all Literature subjects. These got weighted means of 3.79 and 3.71, respectively. The lowest weighted mean was 3.50 which shows that teachers less use materials that are involving little effort to operate. The composite mean of 3.78 affirmed that teachers used instructional materials in teaching literature that are useful and supplemental to student learning.

**As to Appropriateness:** It was highly evident that the appropriate materials were used by teachers in teaching literature classes. From the weighted mean of 4.0, teachers affirmed that materials are enhancing understanding of students. More so, most instructional materials are helping students familiarize the concepts; allowing students to interpret; and arousing students' interest. These three characteristics all got a weighted mean of 3.93. They also considered if these are suited to meet objectives; are enriching speaking ability; and are developing reading comprehension. This was shown in the weighted means 3.86, 3.79, and 3.36, respectively. With the lowest weighed mean of 3.71, they also gave importance to materials that are encouraging attentive listening, and developing reading comprehension. The composite mean of 3.80 showed that the appropriateness of the instructional materials used by literature teachers is always given a high regard in teaching.

**As to Availability:** The literature teachers cited that the instructional materials they used in teaching are prepared early; easy to operate; maintained easily; and are accessible for adjustment. These all got a weighted mean of 3.86. Moreover, instructional materials that are available in the community, and are found in the classroom were also utilized by the teachers and got a weighted mean ranging from 3.71 to 3.79. The least used instructional materials were those that are affordable and may be bought anytime. These got a weighted mean of 3.64, respectively. The composite mean of 3.78 affirmed that literature used available materials that can be prepared and be operated easily and are available in the community.

**As to Adaptability:** Results showed that the adaptability of the instructional materials was considered in terms of their suitability to students' capability; enhancement of students' abilities; and encouragement of interest in the lesson. These got a weighted mean of 4.0. In

addition, it was also found out that they are helping students to be creative; and are capable in providing experience for students. These have a weighted mean of 3.86. The lowest weighted mean of 3.64 on that the materials are fit to all learning tasks of the subject and are enhancing teaching-learning process.

The composite mean of 3.86 affirmed that the instructional materials used by literature teachers in teaching are adaptable.

#### 4. Relationship between the Profile of Literature Teachers to the Instructional Materials in teaching Literature

The results showed that the chi-square value for the demographic profile in terms of age, sex, educational attainment and teaching experience are 0.000453235, 0.001992082, 0.01495075 and 0.002519325, respectively. The computed chi-square values are less than the critical value with 0.05 level of significance that led to reject the null hypothesis. Thus, there is significant relationship between teachers' assessment on using Instructional Materials and demographic profile of the respondents. This means that age, sex, educational attainment and teaching experience really matters in the use of instructional materials.

The results contradicted with the study of Mahdi and Al-Dera (2013) that most of their respondents are saying that age had nothing to do to the use of instructional materials and only one agreed that age has an impact with the use of instructional materials. However, it was pointed out in their study that young teachers are more enthusiastic and energetic in teaching. Meanwhile the findings of Teo (2008) conformed with the results of the study wherein it was stated that the age of the teacher can affect the Singaporean's pre-service attitudes. For teaching experience, the results stated that there is also a significant relationship between the teaching experience and the use of instructional materials. Furthermore, Mhadi& Al-Dera (2013) also mentioned that those novice teachers were far comfortable in their use of instructional materials than the more experienced teachers who had no formal teaching. Teo (2008) added that the years of computer usage is possibly correlated with the confidence in using computers in the classrooms as an example of instructional materials.

Meanwhile, Todman (2000) concluded on his study that sex has significant relationship with the use of instructional materials. He pointed out that males have more self-efficacy in using the materials especially in using computers. However, females have more ideas in creating materials than the male teachers.

**Table 1. Relationship between Teachers' Assessment on Using Instructional Materials and Demographic Profile**

	Chi-Square	Critical Value	Decision (Ho)	Verbal Interpretation
Age	0.000453235	7.82	Reject	Significant
Sex	0.001992082	7.82	Reject	Significant
Educational Attainment	0.01495075	15.51	Reject	Significant
Teaching Experience	0.002519325	15.51	Reject	Significant

#### 5. Proposed Module to Enrich Literature Classes

The researchers proposed a module to enhance students' learning in Literature. The proposed module contains literature texts that will enable students to learn, explore and love literature. It also contains differentiated learning activities that could encourage attentive listening.

Process questions are also provided on the module to develop students' reading comprehension.

### Conclusions

Based from the findings of the study, the following conclusions are drawn:

1. Majority of the literature teachers involved in the study are in their 20's, female, baccalaureate degree holder, and in the teaching profession for 0-5 years.
2. Both projected and non-projected instructional materials are used in teaching literature and are evidently manifested by their use of television, computers, blackboard and textbooks.
3. Most of the respondents consider using of instructional materials as a means of presenting the lessons clearly. Also, it can help the students to enhance their understanding and be familiar with the concepts in literature subjects. Moreover, the respondents considered that the materials they are using in teaching literature are mostly easy to operate and can be maintained easily. Furthermore, the respondents looked at instructional materials as tools to enhance students' capabilities most especially if it is suited to their needs. Likewise, it can encourage the students to boost their eagerness to learn the lessons being studied in literature subjects.
4. The teachers' assessment in the use of instructional materials in teaching literature is influenced by age, sex, educational attainment, and length of service.
5. The proposed module, when refined, evaluated, and implemented may enhanced students learning in Literature.

### Recommendations

From the findings and conclusions, the following recommendations are offered:

1. School administrators may conduct various seminars and trainings to help their teachers to have professional growth in terms of teaching strategies.
2. Teachers may create instructional materials which are suited to their skills and capabilities in teaching the subject.
3. The proposed module may be used in all schools in USAL to make the teaching of Literature effective.
4. Future researches may be conducted to determine if the proposed module enhanced students' learning in Literature in different settings and locale.

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