



LEARNING RESOURCES MANAGEMENT AND DEVELOPMENT SYSTEM AND TEACHERS' PROFICIENCY IN THE DIVISION OF QUEZON CITY: BASIS FOR A THREE-YEAR ENHANCEMENT MODEL

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ABSTRACT

This study was conducted to assess the Learning Resources Management and Development System in the Division of Quezon City and the teachers' proficiency. Likewise, identified the facilitating and hindering factors relative to LRMDs, and the results were used as the basis for crafting the Three-Year Enhancement Model.

This study aimed to assess the Learning Resources Management and Development System and Teachers' Proficiency in the Division of Quezon City as the basis for a Three-Year Enhancement Model. Specifically, it sought to answer the following sub-problems: How do LRMDs supervisor/school administrators, LRMDs coordinators, teachers, and home learning partners assess the integrated sub-system of the Learning Resources Management and Development System in terms of: Objectives; Structure; Supplies and Materials Technical Support; Facilities; System Administration and Maintenance; Quality of Instructional Materials; and Evaluation and Monitoring?; Is there a significant difference among the assessments of the four groups of respondents on the Learning Resources Management and Development System using the abovementioned variables?; How do the four groups of respondents assess the teachers' proficiency in terms of: Content, Knowledge, and Pedagogy; Learning Environment; Diversity of Learners; Curriculum and Planning; Assessment and Reporting; Community Linkages and Professional Engagement; and Personal growth and Professional Development?; Is there a significant relationship between the Learning Resources Management and Development System and Teachers' Proficiency?; What are the facilitating

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and hindering factors of the Learning Resources Management and Development System?;
Based on the findings, what enhancement model may be proposed?; How suitable,
acceptable, and feasible is the Three-Year Enhancement Model?

This study used descriptive kind of research and was conducted in 16 public Junior High Schools in the Division of Quezon City. The respondents of this study included 16 LRMSD supervisor/School Administrators, 16 LRMSD Coordinators, 317 teachers, and 96 home-learning partners from the 16 public Junior High Schools of the Division of Quezon City. The main instrument used in the study is the survey questionnaire. Statistical tools used are percentage, weighted arithmetic mean (WAM), ANOVA, Pearson Moment-Product Coefficient of Correlation, t-test for significance of the coefficient of correlation and Slovin's Formula.

The following are the salient findings of the study; On the assessment of the integrated sub-systems of the Learning Resources Management and Development System in the Division of Quezon City, the respondents rated the Integrated Sub-systems of the Learning Resources Management and Development System as Very Good as indicated by the grand mean of 4.11; On the comparison of assessments of the four groups of respondents on the Learning Resources Management and Development System, the assessment of the LRMSD Supervisor/Administrators, LR Coordinators, Teachers, and Home Learning Partners resulted in F values of 2.734 for Objectives, 2.255 for Structure, 2.549 for Supplies and Materials, 2.996 for Technical Support, 2.237 Facilities, 2.255 for System Administration and Maintenance, 2.629 for Quality of Instructional Materials, and 2.792 for Evaluation and Monitoring, respectively. These values fell below their respective critical values and were verbally interpreted as not significant accepting the null hypothesis that there is no significant difference in the assessments of the four groups of respondents on the components of the Learning Resources Management Development System as to objectives, structure, supplies and materials, technical support, facilities, system administration and maintenance, quality of instructional materials, and evaluation and monitoring. On the assessment of teachers' proficiency, the teachers were highly proficient in the Division of Quezon City as manifested by the grand mean of 4.36.

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On the relationship between Learning Resources Management and Development Systems and Teachers' Proficiency, the correlation between teachers' proficiency in terms of the domain content knowledge and pedagogy with the LRMS, it is indicated that there is a significant relationship between Content Knowledge and Pedagogy and LRMS as to Structure, Facilities, System Administration and Maintenance, and Quality of Instructional Materials indicated by t values of 2.121, 2.014, 2.067, 2.852, respectively. On the other hand, it is revealed that there is no significant relationship between Content Knowledge and Pedagogy and LRMS as to Objectives, Supplies and Materials, Technical Support, and Evaluation and Monitoring as shown by the t values of 1.590, 0.989, 1.815, and 1.722, respectively. On the correlation between teachers' proficiency in terms of the domain diversity of learners with the LRMS, it is indicated that there is a significant relationship between the diversity of learners and LRMS as to Structure, Supplies and Materials, System Administration and Monitoring, Quality of Instructional Materials and Evaluation and Monitoring as revealed by the t values of 3.307, 2.121, 2.177, 2.235 and 3.021, respectively. On the other hand, it is shown that there is no significance between the diversity of learners, and the LRMS as to objectives, technical support, and facilities as revealed by the computed t values of 0.955, 1.863, and 1.722, respectively. However, on the correlation between teachers' proficiency with the domains learning environment, curriculum and planning, assessment and reporting, community linkages and personal engagement and personal growth and professional development and the LRMS, it is revealed that there is a significant relationship between these domains and LRMS in terms of quality of instructional materials as obtained by the computed t values of 1.962, 2.295, 2.419, 2.014, and 2.553, respectively. On the other hand, it is found out that there is no significant relationship between the domains Learning Environment and LRMS as revealed by the t values of 0.989 for objectives, 1.198 for structure, 0.668 for supplies and materials, 1.023 for technical support, 0.955 for facilities, 0.889 for system administration and maintenance, and 1.271 for evaluation and monitoring; Curriculum and Planning and LRMS as shown by the t values of 1.386 for objectives, 1.506 for structure, 0.577 for supplies and materials, 1.126 for technical support, 0.518 for facilities,

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0.668 for system administration and maintenance, and 1.347 for evaluation and monitoring; Assessment and Reporting and LRMS as obtained by the t values of 1.677 for objectives, 1.677 for structure, 0.638 for supplies and materials, 1.506 for technical support, 0.889 for facilities, 0.989 for system administration and maintenance, and 1.386 for evaluation and monitoring; Community Linkages and Personal Engagement and LRMS as shown by the t values of 1.023 for objectives, 1.347 for structure, 0.547 for supplies and materials, 1.425 technical support, 0.793 for facilities, 0.793 system administration and maintenance, 1.057 for evaluation and monitoring and Personal Growth and Professional Development and the LRMS as shown by the computed t values of 1.815 objectives, 1.863 for structure, 0.825 for supplies and materials, 1.722 for technical support, 1.234 for facilities, 1.271 for system administration and maintenance, and 1.590 for evaluation and monitoring which all fell to the critical t of 1.943 at 0.05 level of significance, respectively.

On the facilitating and hindering factors relative to the Learning Resources Management and Development System, there were highly facilitating factors to the Learning Resources Management and Development System as shown by the overall weighted mean of 4.26. However, there were also existing hindering factors relative to the Learning Resources Management and Development System in the Division of Quezon City as reflected by the overall weighted mean of 3.80.

On the Three-Year Enhancement Model based on the findings, a Three-Year Enhancement Model was crafted based on the results of the study focusing on the variables of the Learning Resources Management and Development System in terms of Facilities, Supplies, and Materials, System Administration and Maintenance, Technical Support, Evaluation, and Monitoring, Quality of Instructional Material, and Structure and lastly, the hindering factors relative to LRMS. The key features of the Enhancement Model are the Key Result Areas (KRAs), Objectives/Targets, Program/Activities, Strategy, Persons Involved, Performance Indicators, Time Frame, and the Budget/ Source of Funds. It was designed to address the weak areas of LRMS and enhance its implementation for the target users of the Division of Quezon City. This shall be used to further improve the components of the LRMS

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to boost the use of the learning resources and provide target users with a highly efficient system in the Division of Quezon City.

On the Suitability, Acceptability, and Feasibility of the Three-Year Enhancement Model, the Three-Year Enhancement Model is highly suitable, highly acceptable, and highly feasible as indicated by the obtained overall weighted means of 4.56, 4.60, and 4.70, respectively.

Keywords: *Acceptability, Assessment and reporting, Community linkages and professional engagement, Content knowledge and pedagogy, Curriculum and planning. Diversity of learners, Evaluation and monitoring, Facilitating factors, Facilities, Feasibility, Hindering Factors, Home Learning Partners, Learning environment, Learning Resources Management and Development System (LRMDS), Learning resource portal, Objectives, Personal growth and professional development, Three-Year Enhancement Model, Quality instructional materials, School Administrator, Structure, Supplies and materials, Suitability, System administration & maintenance, Teachers' proficiency, Technical support*

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Introduction:

In today's dynamic and constantly changing world, teachers, and learners both undergo continual change. The students are interacting more with the content that is given to them. This is when the value of learning resources enters the picture and becomes crucial in helping people overcome learning challenges. In a world of competitive secondary education where more and more organizations and individuals share their digital learning resources over the internet freely and openly, learning resources are frequently seen as important intellectual property. With these, a teacher must also adopt a mentality that converts their global competency into effective classroom management.

In the Philippine educational setting, the adoption of the K-12 curriculum could create demand for producing the kind of talent needed to sustain the growth and development of the country as well as the teacher's proficiency. To support these changes and to raise the quality of education and learning throughout the country, the Department of Education nationally implemented the Learning Resource Management and Development System through the DepEd Order No. 76 s. (2011) and was strengthened by the DepEd Order No. 82 s (2017). One of the major objectives of the system is to provide the technical basis for assessing, acquiring, adapting, developing, producing, and distributing quality learning and teaching resource materials for students and instructional support materials for teachers. It is the researcher belief's that the utilization of technology, proper management of learning resources, and implementation of the system will play a key role in the development of our educational system that will enhance the teacher's proficiency throughout the country.

These days, technology is increasingly becoming the preferred method for learning among students and teachers. Educators, as instructional designers always find new ways to improve instruction using innovative learning materials to improve the quality of teaching and teacher's proficiency where the development of the learning resource materials is one of the important things to consider.

The Learning Resource Management and Development System will be of great help too, however, some hindrances should be addressed. The use of technology as one of the

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pedagogy of teachers creates a big impact on the learning of the students. The utilization of the instructional materials together with their assessment and evaluation and system structure should also be given a priority to produce quality instructional materials.

When pandemic hits the country, The Division of Quezon City encourages teachers to develop learning materials and have them posted in the LR Portal for easy access of students, teachers, and home learning partners to ensure continuity of learning. Online training and seminars were provided and conducted to ensure that they are prepared. With these, the study was conducted to assess the Learning Resources Management and Development System in the Division of Quezon City and the level of teachers' proficiency as well as determine their correlation. Likewise, identified the facilitating and hindering factors relative to LRMS, and the results were used as the basis for the crafting of the Three-Year Enhancement Model.

Materials and Methods:

This study used descriptive kind of research and was participated by LRMS supervisor/ school administrators, learning resource coordinators, teachers, and home learning partners who were asked to assess the Learning Resources Management and Development System and teachers' proficiency in the selected junior high schools in the Division of Quezon City and served as the group of respondents. The study made use of purposive sampling and survey questionnaire as the main instrument. The indicators considered in the assessment of the LRMS were anchored from the DepEd Framework for LRMS, Final Version (2008). On the other hand, the indicators in assessing the proficiency level of the teachers were adopted from the Philippine Professional Standards for Teachers (PPST) along with the career stage set for Teachers I-III from DepEd Order No. 42 s. 2017. To ensure the validity of the survey questionnaire, face, and content validity were made. Percentage, Weighted Arithmetic Mean (WAM), Analysis of Variance (ANOVA), Pearson Moment-Product Coefficient of Correlation, t-test for significance of the coefficient of correlation, and Slovin's Formula were used as statistical tools in the treatment of data.

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Results and Discussion:

Sub-problem No. 1: How do LRMS supervisor/school administrators, LRMS coordinators, teachers, and home learning partners assess the integrated sub-systems of the Learning Resources Management and Development System in terms of Objectives

1.1 Assessment of Objectives

Indicators	LRMS Supervisor/School Administrators		LRMS Coordinators		Teachers		Home Learning Partners		Composite		
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	Rank
	1. Strengthened Learning Resource development and distribution systems at Regional and Divisional Levels.	4.63	E	4.56	E	4.32	E	4.42	E	4.45	E
2. Improvement of instructional and learning materials system through support for the assessment, acquisition, adaptation, development, production, and distribution of teaching/learning materials to schools.	4.50	E	4.56	E	4.32	E	4.44	E	4.43	E	2
3. Digitized available student learning materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc.), particularly for reading in the early grades and TLE programs, English, Science, and Mathematics in other grades, ADM, and ALS.	4.38	E	4.56	E	4.23	E	4.38	E	4.36	E	6
4. Enhanced provisions for quality instructional and learning materials, particularly in reading in early grades and TLE, English, Science, and Mathematics in other grades.	3.94	VG	4.50	E	4.23	E	4.39	E	4.26	E	7
5. Modified and enhanced instructional and learning materials for implementing Alternative delivery Modes and Learning Systems.	4.50	E	4.63	E	4.28	E	4.34	E	4.40	E	4.5
6. Improved development and utilization of Quality Assurance (including Monitoring and Evaluation) systems for the provision and utilization of learning resources.	4.56	E	4.56	E	4.29	E	4.42	E	4.42	E	3
7. Development of ICT-enabled solutions in the three	4.50	E	4.56	E	4.27	E	4.38	E	4.40	E	4.5

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regions, integrated with national systems, to support the strengthening of the learning resource support systems.

Overall Weighted Mean

4.43	E	4.56	E	4.2	E	4.3	E	4.3	E
				8		9		9	

In general, the respondents rated all the objectives as excellent as manifested by the overall weighted mean of 4.39. They ranked the indicators as to "Strengthened Learning Resource development and distribution systems at Regional and Divisional Levels" (WM = 4.45), as rank 1; "Improvement of instructional and learning materials system through support for the assessment, acquisition, adaptation, development, production and distribution of teaching/learning materials to schools" (WM = 4.43), as rank 2; "Improved development and utilization of Quality Assurance (including Monitoring and Evaluation) systems for provision and utilization of learning resources" (WM = 4.42), as rank 3; "Modified and enhanced instructional and learning materials for implementing Alternative delivery Modes and Learning Systems" and "Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the learning resource support systems" (WM = 4.40), as rank 4.5; "Digitized available student learning materials (including from PASMED, PROBE, PRODED, BEAM, TEEP, SEDIP, etc.), particularly for reading in the early grades and TLE programs, English, Science, and Mathematics in other grades, ADM and ALS" (WM = 4.36), as rank 6; and "Enhanced provisions for quality instructional and learning materials, particularly in reading in early grades and TLE, English, Science and Mathematics in other grades" (WM = 4.26), as rank 7, respectively.

It is implied then, that the Division of Quezon City adheres to the national aim of the program and the improvement of the instructional and learning materials system, and the goals of the learning resource management and development system were very successfully executed.

The result is supported by the DepEd Order No. 76, s. (2011) and DepEd Order No. 82, s. (2017) wherein the objective of the Learning Resource Management and Development System is to provide the technical basis for assessing, acquiring, adapting, developing, producing, and distributing high-quality learning and teaching resource materials for students

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and instructional support materials for teachers and is responsible on the management of the instructional materials being uploaded online.

The findings in the study of Alunday (2022) also showed that the Learning Resource Management and Development System goals in the Division of San Juan are achieved based on the assessment of the respondents.

1.2 Assessment of Structure

Indicators	LRMDS Supervisor/School Administrators		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	Rank
	1. There is an appropriate organizational structure within various levels and strands areas of the education system.	4.44	E	4.44	E	4.21	E	4.21	E	4.33	E
2. LRMDS Administration and Publication Group manage and maintain the system.	4.25	E	4.31	E	4.13	VG	4.23	E	4.23	E	5
3. Development, production, and publication of resources including the cataloging of non-digital resources in the system are managed.	4.19	VG	4.19	VG	4.11	VG	4.21	E	4.18	VG	8
4. Provide a system for quality assurance.	4.50	E	4.31	E	4.23	E	4.27	E	4.33	E	1.5
5. Sets policies and guidelines, standards and specifications for procurement, development, evaluation, promotion, and resource mobilization.	4.38	E	4.25	E	4.14	VG	4.27	E	4.26	E	3.5

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6. Coordinates across subjects and levels the access and use of LRMDS to support teaching and learning needs.	4.31	E	4.31	E	4.15	VG	4.28	E	4.26	E	3.5
7. Networks with stakeholders for resource mobilization.	4.19	VG	4.25	E	4.06	VG	4.11	VG	4.15	VG	9
8. Conduct training on LRMDS functions and services.	3.75	VG	4.38	E	3.97	VG	4.07	VG	4.04	VG	10
9. The Quality Assurance production team integrates and modifies content for local and context needs.	4.19	VG	4.31	E	4.11	VG	4.23	E	4.21	VG	6.5
10. LRMDS Administration supports access to the system and reproduction of materials at the division for schools.	4.19	VG	4.31	E	4.12	VG	4.23	E	4.21	E	6.5
Overall Weighted Mean	4.24	E	4.31	E	4.12	VG	4.21	E	4.22	E	

As shown in Table 9, the respondents rated most of the indicators on structure as excellent as indicated by the overall weighted mean of 4.42, and ranked as follows: "There is an appropriate organizational structure within various levels and strands areas of the education system" (WM= 4.33); "Provide a system for quality assurance" (WM= 4.33), both as rank 1.5; "Sets policies and guidelines, standards and specifications for procurement, development, evaluation, promotion, and resource mobilization" and "Coordinates across subjects and levels the access and use of LRMDS to support teaching and learning needs" (WM= 4.26) both as rank 3.5; "LRMDS Administration and Publication Group manage and maintain the system" (WM=4.23) as rank 5; "Quality Assurance production team integrates and modifies content for local and context needs and "LRMDS Administration support access to the system and reproduction of materials at the division for schools" (WM=4.21), both as rank 6.5. On the other hand, "Development, production, and publication of resources including the cataloging of non-digital resources in the system are managed"; (WM=4.18) as rank 8 "Networks with stakeholders for resource mobilization" (WM=4.15) as rank 9, and "Conduct

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 training on LRMS functions and services” (WM=4.04) as rank 10 and all were rated very good.

This demonstrates how the organizational structure within different levels and strands of the educational system sets policies and guidelines, provides a system for quality assurance, and provides standards and specifications for procurement, development, evaluation, promotion, and resource mobilization. It also demonstrates how it coordinates access to and utilization of LRMS across subjects and levels to support teaching and learning needs.

The finding strengthened the DepEd Order No. 35 s. of (2019) which formulate and set guidelines in the Learning Resource Management and Development System for the purchase of school learning resources. It is also supported by the article from the Saskatchewan Ministry of Education (2020) that learning resource evaluation guidelines are significant to guide evaluators to choose and develop high-quality learning resources that are user-friendly, foster a deeper understanding of the subject being addressed, relate to the curriculum, and consistent with its philosophy which will further be helpful in the access and utilization of LRMS to support teaching and learning needs.

1.3 Assessment of Supplies and Materials

Indicators	LRMS				Teachers		Home Learning Partners		Composite		Rank
	Supervisor/School Administrators		LRMS Coordinators		WM	VI	WM	VI	WM	VI	
	WM	VI	WM	VI							
1. Provide adequate materials for the development and storing of courseware for the system (e.g. flash drives, CD/DVD, etc.)	3.94	VG	3.88	VG	3.73	VG	4.06	VG	3.87	VG	4.5
2. There are supplies for printing hard copies of developed materials.	3.94	VG	3.94	VG	3.70	VG	4.01	VG	3.87	VG	4.5
3. Availability of quality reference materials to assist developers in providing enough data for content areas.	4.13	VG	4.00	VG	3.93	VG	4.04	VG	4.00	VG	3
4. Provision of hardware supplies for networks and	3.75	VG	3.81	VG	3.72	VG	3.93	VG	3.80	VG	6

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connections are provided.												
5. There are training and development of materials for the acquisition, development, production, and distribution of resources.	4.13	VG	4.19	VG	3.86	VG	4.03	VG	4.02	VG	2	
6. Templates are provided for training, needs assessment, training modules, and professional development materials for access and reference.	4.25	E	4.25	E	3.86	VG	4.14	VG	4.08	VG	1	
Overall Weighted Mean	4.02	VG	4.01	VG	3.80	VG	4.03	VG	3.94	VG		

In summary, the respondents rated supplies and materials as very good as supported by the overall weighted mean of 3.94 such as "Templates are provided for training, needs assessment, training modules and professional development materials for access and reference" (WM=4.10) as rank 1; "There are training and development of materials for acquisition, development, production, and distribution of resources" (WM=4.02) as rank 2; "Availability of quality reference materials to assist developers in providing enough data for content areas" (WM=4.00) as rank 3; "Provide adequate materials for the developing and storing of courseware for the system (e.g. flash drives, CD/DVD, etc.)"; and " There are supplies for printing hard copies of developed materials" (WM=3.87), both as rank 4.5; and "Provision of hardware supplies for networks and connection are provided" (WM=3.80) as rank 6, respectively.

This implies that supplies and materials for the implementation of LRMDS in the Division of Quezon City are available. With regards to teachers' and students' access and use, there are templates supplied for training, needs assessment, training modules, and professional development materials. There are also training and development materials for resource acquisition, development, production, and distribution.

This was supported by the DepEd Order No. 82 s. (2017) through its Open Educational Resources and DepEd Order No. 30 s. (2021) which institutionalizes the development of

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educational and training materials for teachers and trainers using public funds and learning materials developed by teachers coordinated by CHED, DepEd, and TESDA under open licenses, in open formats and web portals to maximize government investment that will enhance the templates and materials needed for acquisition, development, production, and distribution of resources.

1.4 Assessment of Technical Support

Indicators	LRMDS Supervisor/School Administrators		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
	1. Provide technical specifications for content development.	4.13	VG	4.25	E	4.02	VG	4.13	VG	4.12	
2. Search, Browse, View, and download resources features are present within the system.	4.63	E	4.38	E	4.17	VG	4.25	E	4.30	E	1
3. Train evaluators in using instruments for the evaluation of resources in the Region and Division.	3.94	VG	4.44	E	3.96	VG	3.99	VG	4.08	VG	5.5
4. There is personnel assigned to assist teachers in uploading learning materials.	4.06	VG	4.44	E	3.95	VG	4.13	VG	4.13	VG	2
5. Online technical support for frequently asked questions is provided 24/7.	3.56	VG	4.00	VG	3.47	VG	3.74	VG	3.68	VG	7
6. Provision of the web-based user interface to access the LRMDS.	4.19	VG	4.31	E	3.92	VG	4.11	VG	4.10	VG	4
7. The system for searching and browsing is publicly available.	4.19	VG	4.25	E	3.90	VG	4.11	VG	4.08	VG	5.5
Overall Weighted Mean	4.10	VG	4.29	E	3.91	VG	4.07	VG	4.07	VG	

As depicted in the table, the respondents rated the technical support as very good as indicated by the overall weighted mean of 4.07. The indicators were ranked as follows: "Search, Browse, View, and download resources features are present within the system"

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 (WM=4.30) as rank 1; while they rated very good the indicators on "There are personnel assigned to assist teachers in uploading learning materials" (WM=4.13) as rank 2; "Provide technical specifications for content development."(WM=4.12) as rank 3; "Provision of the web-based user interface to access the LRMS"(WM=4.10) as rank 4; "Train evaluators in using instruments for evaluation of resources in the Region and Division and "The system for searching and browsing is publicly available" (WM=4.08) both as rank 5.5 and "Online technical support for frequently asked questions is provided 24/7" (WM= 3.68) as rank 7. This suggests that the LRMS has facilities for searching, browsing, viewing, and downloading resources. The target users are given online technical support for using LRMS, and personnel is deployed to help teachers upload instructional materials.

The finding is supported by the DepEd Order no. 76 and DepEd Order no. 82 (2018) and Otero (2017) which highlighted that the LR Portal has a user-friendly interface and is the official source of all DepEd-approved teaching and learning resources to be utilized by registered users to view and download through the system. This adheres to the system processes ensuring that all learning resources uploaded are aligned with the curriculum standards and were quality assured before being published. Moreover, they can view digital versions of selected contextualized by the determined educational demands, and localized TLMs. It unquestionably provides the end users, who are the teachers, with many exciting potentials.

1.5 Assessment of Facilities

Indicators	LRMS				Teachers		Home Learning Partners		Composite			Rank
	Supervisor/School Administrators		LRMS Coordinators		WM	VI	WM	VI	WM	VI		
	WM	VI	WM	VI								
1. Learning Resource Management Center video conferencing facility is provided.	4.06	VG	3.63	VG	3.91	VG	4.23	E	3.94	VG	5	
2. LRMS office is provided for administration and publication.	4.06	VG	3.69	VG	3.96	VG	4.17	VG	3.96	VG	4	
3. There is a media center for development, production, and quality assurance.	3.94	VG	3.69	VG	3.93	VG	4.05	VG	3.90	VG	7	
4. Reading and study areas are available.	4.31	E	4.06	VG	3.92	VG	4.09	VG	4.05	VG	1	

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5. Dedicated public access spaces are well-ventilated and lighted.	4.19	VG	4.06	VG	3.94	VG	4.05	VG	4.03	VG	2
6. Training rooms with a public address system are provided.	3.88	VG	3.63	VG	3.81	VG	4.04	VG	3.83	VG	8.5
7. There are space and room for storage and maintenance.	4.00	VG	4.00	VG	3.90	VG	4.03	VG	3.97	VG	3
8. Workstations and desktop computers are available.	3.94	VG	4.25	E	3.69	VG	3.98	VG	3.93	VG	6
9. Internet connections are provided for access to the LRMS portal.	4.13	VG	3.69	VG	3.74	VG	3.97	VG	3.83	VG	8.5
Overall Weighted Mean	4.06	VG	3.85	VG	3.87	VG	4.07	VG	3.94	VG	

Generally, the respondents rated facilities as very good as manifested by the overall weighted mean of 3.94 and ranked as follows: "Reading and study area are available" (WM=4.05) as rank 1; "Dedicated public access space are well ventilated and lighted"(WM=4.03) as rank 2; "There are space and room for storage and maintenance"(WM=3.97) as rank 3; "LRMS office is provided for administration and publication"(WM=3.96) as rank 4; "Learning Resource Management Center video conferencing facility is provided" (WM=3.94) as rank 5; "Workstations and desktop computers are available" (WM=3.93) as rank 6; "There is a media center for the development, production, and quality assurance" (WM= 3.90) as rank 7; "Training rooms with public address system is provided"; and "Internet connections are provided for the access in the LRMS portal" (WM=3.83) both as rank 8.5. This shows that the LRMS facilities are available and accessible for use by the target users. Dedicated public access space is well-ventilated and lighted, there is space for storage and maintenance, workstations and desktop computers existing, and internet connections are provided for access in the LRMS portal.

The finding is supported by the article of Ross (2018), Onlineeducation.com (2020), Domingo (2018), and Gbolie Keamu (2017) which pointed out ways in organizing learning resources such as developing a system for storing and retrieving them. Good internet connections, learning, and other things are necessary for online education to be successful software, digital expertise, accessibility, and availability of technology and hat school facilities

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have the potential to improve learning that affects school productivity which will be beneficial for both teachers and learners.

1.6 Assessment of System Administration and Maintenance

Indicators	LRMDS Supervisor/School Administrators		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
	1. Maintain a primary repository of stored available digital resources, including video and other multimedia formats.	4.13	VG	3.88	VG	3.97	VG	4.16	VG	4.01	
2. Review specifications and maintenance are provided periodically.	4.13	VG	3.94	VG	3.95	VG	4.02	VG	3.99	VG	5.5
3. System checking and upgrading are performed as needs arise.	4.06	VG	3.94	VG	3.97	VG	4.15	VG	4.02	VG	1
4. Ensure system security from external attacks and virus infestation.	3.94	VG	3.69	VG	3.97	VG	4.11	VG	3.93	VG	10
5. There is a regular system backup and an administration restore feature.	4.13	VG	3.63	VG	3.97	VG	4.16	VG	3.95	VG	9
6. All quality-assured resources stored in the LRMDS are available online.	4.13	VG	3.94	VG	3.96	VG	3.96	VG	3.97	VG	7.5
7. Conduct content maintenance, and review schedules and processes to ensure technical and educational fit for purpose.	4.06	VG	3.88	VG	3.95	VG	4.18	VG	4.00	VG	3.5
8. There is a management of user levels, access rights, user accounts, and other end-user-related system services.	4.13	VG	3.88	VG	3.97	VG	4.09	VG	3.99	VG	5.5
9. Archiving service is provided.	4.06	VG	3.88	VG	3.95	VG	4.07	VG	3.97	VG	7.5
10. All content (LR/TR/PDMs) digital and non-digital that are to be located via the LRMDS are cataloged.	4.06	VG	3.88	VG	3.97	VG	4.13	VG	4.00	VG	3.5
Overall Weighted Mean	4.08	VG	3.85	VG	3.96	VG	4.10	VG	3.98	VG	

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In general, the respondents rated the system administration and maintenance very good as revealed by the overall weighted mean of 3.98 and ranked as follows: "System checking and upgrading are performed as needs arises" (WM= 4.02) as rank 1; "Maintain primary repository of stored available digital resources, including video and other multimedia formats" (WM= 4.01) as rank 2; "Conduct content maintenance, review schedules and processes to ensure technical and educational fit for purpose" and "All content (LR/TR/PDMs) digital and non-digital that are to be located via the LRMS are catalogued" (WM= 4.00) both as rank 3.5; "Review specifications and maintenance are provided periodically"; and "There is a management of user levels, access rights, user accounts and other end user related system services" (WM= 3.99) both as rank 5.5; "All quality assured resources stored in the LRMS are available online" and "Archiving service is provided" (WM=3.97) both as rank 7.5; "There is a regular system backup and the administration restore feature" (WM=3.95) as rank 9; and "Ensure system security from external attack and virus infestation" (WM=3.93) as rank 10.

This implies that the Division of Quezon City has access to the LRMS system management and maintenance. Upgrades are carried out when necessary to keep the system up to date. A repository of digital resources is also maintained, and system protection against external attacks and virus infection is ensured. A regular system backup and administration restoration capability are also given. The foregoing result is supported by Ross (2018) that offline materials have a filing system such as in envelopes, folders, and other storage hardware and keep the hard copies of documents for photocopying and be stored in a learning resource area or facility where teachers can access while Torbila (2021) concluded that LRMS is a platform which when the user has the potential to effect significant upward trend in the quality of education which is very helpful to public school teachers to deliver to their students.

1.7 Assessment of Quality of Instructional Materials

Indicators	LRMS				Teachers		Home Learning Partners		Composite		Rank
	Supervisor/School Administrators		LRMS Coordinators		WM	VI	WM	VI	WM	VI	
	WM	VI	WM	VI							
1. Materials and resources undergo thorough assessment and evaluation via the	4.25	E	4.38	E	4.04	VG	4.18	VG	4.21	VG	6.5

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	school, division, and region.											
2.	Integrates and modifies content for local/context needs.	4.25	E	4.38	E	4.06	VG	4.15	VG	4.21	VG	6.5
3.	Instructional materials provided can be integrated into teacher-developed lesson plans.	4.25	E	4.50	E	4.08	VG	4.20	E	4.26	E	4
4.	Instructional materials are based on the competencies set by DepEd.	4.25	E	4.63	E	4.13	VG	4.08	VG	4.27	E	2
5.	Instructional materials are free from errors.	4.19	VG	4.06	VG	3.96	VG	3.94	VG	4.04	VG	8
6.	The materials support teachers in curriculum development.	4.25	E	4.56	E	4.05	VG	4.21	E	4.27	E	2
7.	The materials enhanced the pedagogy of teachers in the delivery of instruction.	4.25	E	4.50	E	4.05	VG	4.19	VG	4.25	E	5
8.	Has specific learning goals and lessons aligned to content standards.	4.31	E	4.50	E	4.07	VG	4.21	E	4.27	E	2
Overall Weighted Mean		4.2										
		5	E	4.44	E	4.06	VG	4.15	VG	4.22	E	

In general, the respondents rated the quality of instructional materials as excellent as indicated by the overall weighted mean of 4.22, and ranked as follows: "Instructional materials are based on the competencies set by DepEd"; "the materials support teachers in curriculum development"; and "has specific learning goals and lessons aligned to content standards" (WM=4.27) all were rank 2; "Instructional materials provided can be integrated into teacher developed lesson plans" (WM=4.26) as rank 4; "The materials enhanced the pedagogy of teachers in the delivery of instruction" (WM=4.25) as rank 5; "Materials and resources undergo thorough assessment and evaluation via the school, division and region"; and "Integrates and modifies content for local/context needs" (WM=4.21) both as rank 6.5 and "instructional materials are free from errors" (WM=4.04) as rank 8.

This implies that the Division of Quezon City is using LRMS training materials that are of good quality. The findings also show that all important factors have been considered in the implementation of the system where instructional resources are integrated into lesson plans

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created by teachers and based on the competencies established by DepEd in the delivery of instruction.

The result is related to the article of Otero (2017), which denotes that the DepEd Learning Resource Portal delivers a great advantage in developing instructional materials and to their teaching practices. The instructional materials provide more illustrations useable for teachers in developing their own quality contextualized materials which is a big help in delivering learning to the students.

1.8 Assessment of Evaluation and Monitoring

Indicators	LRMDS Supervisor/School Administrators		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
	1. Conducts proper evaluation and monitoring to determine resources to be reproduced, redeveloped, modified, and digitized.	4.25	E	4.44	E	4.04	VG	4.23	E	4.21	
2. A content/fault report template is provided for reported content faults.	3.81	VG	4.13	VG	3.92	VG	4.01	VG	3.98	VG	7
3. Undertakes specific evaluation tasks to determine the usefulness of LRMDS and resources.	4.25	E	4.25	E	4.00	VG	4.14	VG	4.13	VG	4.5
4. Provides guidelines for assessment and evaluation of resources published and available in LRMDS.	4.31	E	4.25	E	4.01	VG	4.18	VG	4.15	VG	2
5. Reviews and recommends resources for acquisition and procurement.	4.38	E	4.19	VG	4.02	VG	4.14	VG	4.13	VG	4.5
6. Identifies existing resources for reproduction.	4.31	E	4.25	E	4.03	VG	4.13	VG	4.14	VG	3
7. Usage reports are available to monitor, access and download annual review reports.	4.13	VG	4.19	VG	3.95	VG	4.17	VG	4.09	VG	6
Overall Weighted Mean	4.21	E	4.24	E	3.99	VG	4.14	VG	4.12	VG	

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In general, the respondents rated the indicators on evaluation and monitoring as very good as indicated by the overall weighted mean of 4.12, and ranked as follows: "Conducts proper evaluation and monitoring to determine resources to be reproduced, redeveloped, modified and digitized" (WM=4.21) as rank 1. Meanwhile, the rest were rated very good on indicators "Provides guidelines for assessment and evaluation of resources published and available in LRMS" (WM=4.15) as rank 2; "Undertakes specific evaluation task to determine the usefulness of LRMS and resources" and "Reviews and recommends resources for acquisition and procurement" (WM=4.13) both as rank 4.5; "Usage reports are available to monitor, access and download annual review reports" (WM=4.09) as rank 6; and "Content/fault report template is provided for reported content faults" (WM=3.98) as rank 7.

This implies that the Division of Quezon City is informed of the review and monitoring of the contents in the system. It demonstrates that appropriate evaluation and monitoring are required to choose which materials should be copied, developed again, changed, and digitalized. It also offers criteria for assessing and evaluating the resources that have been published and are accessible through LRMS.

The result was supported by the Saskatchewan Ministry of Education (2020) that guidelines are significant to guide evaluators in choosing high-quality and appropriate learning resources that adhere to their curriculum and meet the needs of students and educators. The guidelines should aim to develop user-friendly learning resources, foster a deeper understanding of the subject being addressed and relate to the curriculum, and be consistent with its philosophy.

Summary of Assessment

Indicators	LRMS				Home Learning Partners				Composite		Rank
	Supervisor/School Administrators		LRMS Coordinators		Teachers						
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Objectives	4.43	E	4.56	E	4.28	E	4.39	E	4.39	E	1
2. Structure	4.24	E	4.31	E	4.12	VG	4.21	E	4.22	E	2.5
3. Supplies and Materials	4.02	VG	4.01	VG	3.80	VG	4.03	VG	3.97	VG	7
4. Technical Support	4.10	VG	4.29	E	3.91	VG	4.07	VG	4.07	VG	5
5. Facilities	4.06	VG	3.85	VG	3.87	VG	4.07	VG	3.94	VG	8
6. System Administration and Maintenance	4.08	VG	3.85	VG	3.96	VG	4.10	VG	3.98	VG	6
7. Quality of Instructional Materials	4.25	E	4.44	E	4.06	VG	4.15	VG	4.22	E	2.5

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8. Evaluation and Monitoring	4.21	E	4.24	E	3.99	VG	4.14	VG	4.12	VG	4
Overall Weighted Mean	4.1	VG	4.1	VG	4.00	VG	4.1	VG	4.1	VG	
	7		9				5		1		

Looking at the summary of assessments on the LRMS in the Division of Quezon City respondents, it shows that the Objectives with a composite mean of (4.39), as rank 1; Structure with a composite mean of (4.21) and Quality of Instructional Materials with a composite mean of (4.21), both as rank 2.5, and were rated excellent; while variables such as Evaluation and Monitoring with a composite mean of (4.12), as rank 4; Technical Support with a composite mean of (4.07), as rank 5; System Administration and Maintenance with a composite mean of (3.98), as rank 6; Supplies and Materials with a composite mean of (3.97), as rank 7 and Facilities with a composite mean of (3.94), as rank 8; and were rated very good with an obtained grand mean of 4.11, verbally interpreted as Very Good.

The overall results imply that the Learning Resources Management and Development System in the Division of Quezon City and all its significant areas/ variables are existing. It is aligned with the DepEd LRMS goals and objectives, sets guidelines, standards, and specifications, and follows procedures to produce quality-assured resources in the system.

The preceding result is supported by Torbilla (2021) that is significant that the LRMS should be assessed and that its success largely depends on the willingness of the teachers to utilize everything it can offer. She concluded that LRMS is a platform that when used has the potential to affect a significant upward trend in the quality of education which is very helpful to public school teachers to deliver to their students. The result strengthened the DepEd Order No. 35 s, of 2019, and DepEd Order. No. 001 s, of 2021 which is to support the Learning Resource and Management System through formulating and setting guidelines and systematic evaluation procedures for the purchase of quality-assured school learning resources.

Sub-problem No.2: Is there a significant difference among the assessments of the four groups of respondents as to the Learning Resources Management and Development System using the abovementioned variables?

Comparison of Assessments on the Learning Resources Management and Development System

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Objectives							
Source of Variance	SS	Df	MS	F	CV	VI	Decision
Between	0.287	3	0.0955	2.734	3.009	NS	Fail to reject H ₀
Within	0.838	24	0.0349				
Structure							
Between	0.172	3	0.0572	2.255	2.866	NS	Fail to reject H ₀
Within	0.913	36	0.0254				
Supplies and Materials							
Between	0.222	3	0.074	2.549	3.098	NS	Fail to reject H ₀
Within	0.581	20	0.029				
Technical Support							
Between	0.517	3	0.172	2.996	3.009	NS	Fail to reject H ₀
Within	1.380	24	0.057				
Facilities							
Between	0.364	3	0.121	2.237	2.901	NS	Fail to reject H ₀
Within	1.736	32	0.054				
System Administration and Maintenance							
Between	0.409	3	0.136	2.255	2.866	NS	Fail to reject H ₀
Within	2.178	36	0.061				
Quality of Instructional Materials							
Between	0.646	3	0.215	2.629	2.947	NS	Fail to reject H ₀
Within	2.296	28	0.082				
Evaluation and Monitoring							
Between	0.249	3	0.083	2.792	3.009	NS	Fail to reject H ₀
Within	0.712	24	0.030				

The table shows the Comparison of Assessments on the Learning Resources Management and Development System. Comparing the assessments of the LRMS supervisors/school administrators, LRMS coordinators, teachers, and home learning partners resulted in F values of 2.734 for Objectives, 2.255 for Structure, 2.549 for Supplies and Materials, 2.996 for Technical Support, 2.237 for Facilities, 2.255 for System Administration and Maintenance, 2.629 for Quality of Instructional Materials, and 2.792 for Evaluation and Monitoring, respectively.

These values fell below their respective critical values and were verbally interpreted as not significant. It failed to reject the null hypothesis that there is no significant difference in

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the assessments of the four groups of respondents on the components of the Learning Resource Management Development System as to objectives, structure, supplies and materials, technical support, facilities, system administration and maintenance, quality of instructional materials, and evaluation and monitoring.

It implies that the LRMDs supervisors/school administrators, LRMDs coordinators, teachers, and home learning partners have a common assessment of the components of the learning resource management development system. This further means that the LRMDs was implemented in the same way based on the perception of the respondents in the Division of Quezon City.

This was supported by the guidelines stated in the DepEd Order 18 s, (2020) and DepEd Order No. 001 s, of (2021) wherein LRMDs supervisors, LR coordinators, teachers as well as the Home Learning Partners witnessed the implementation, provision, development, and evaluation of localized learning resources to students and teachers in the Division of Quezon City before it was published in the system especially in the time that the pandemic hits the country. This move was made to support the basic education learning continuity plan in the Division.

Sub-problem No. 3: How do the four groups of respondents assess the teachers' proficiency in terms of:

3.1 Assessment on Content Knowledge and Pedagogy

Indicators	LRMDS Supervisor/School Administrators				LRMDS Coordinators		Teachers		Home Learning Partners		Composite		Rank
	WM		VI		WM	VI	WM	VI	WM	VI	WM	VI	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
The teacher . . .													
1. applies knowledge of content within and across curriculum teaching areas.	4.38	HP	4.56	HP	4.25	HP	4.30	HP	4.37	HP			2
2. uses research-based knowledge and principles of teaching and learning to enhance professional practice.	4.06	P	4.56	HP	4.20	HP	4.35	HP	4.29	HP			6.5
3. ensures the positive use of ICT to facilitate the teaching and learning process.	4.56	HP	4.69	HP	4.38	HP	4.49	HP	4.53	HP			1

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4. uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.31	HP	4.63	HP	4.24	HP	4.26	HP	4.36	HP	3
5. applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.25	HP	4.56	HP	4.23	HP	4.35	HP	4.35	HP	4.5
6. displays proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning.	4.19	P	4.50	HP	4.19	P	4.28	HP	4.29	HP	6.5
7. uses effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.	4.25	HP	4.63	HP	4.19	P	4.35	HP	4.35	HP	4.5
Overall Weighted Mean	4.29	HP	4.59	HP	4.24	HP	4.34	HP	4.36	HP	

Generally, the respondents rated the content knowledge and pedagogy as highly proficient as manifested by the overall weighted mean of 4.36 and ranked as follows: "Ensures the positive use of ICT to facilitate the teaching and learning process" (WM=4.53), as rank 1;" Applies knowledge of content within and across curriculum teaching areas" (WM=4.37), as rank 2; " Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills" (WM=4.36), as rank 3; "Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills"; "Uses effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement" (WM=4.35), both as rank 4.5; and "Uses research-based knowledge and principles of teaching and learning to enhance professional practice"; "Displays proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning" (WM=4.29), both as rank 6.5, respectively.

This shows that teachers are highly proficient in applying appropriate and meaningful teaching and learning strategies to enhance learner achievement, improved their critical learning skills, and ensure the use of ICT to facilitate teaching and learning. The aforesaid

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result is supported by Escorpiso (2018) who found out that competencies, or habitual patterns of behaving and thinking, enable teachers to use their content knowledge and instructional skills to improve student learning.

3.2 Assessment of Learning Environment

Indicators	LRMDS Supervisor/School Administrators		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
	The teacher . . .										
1. establishes safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures.	4.50	HP	4.56	HP	4.19	P	4.45	HP	4.43	HP	3
2. maintains learning environments that promote fairness, respect, and care to encourage learning.	4.56	HP	4.69	HP	4.20	HP	4.51	HP	4.49	HP	1
3. manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments.	4.50	HP	4.56	HP	4.25	HP	4.49	HP	4.45	HP	2
4. maintains supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	4.44	HP	4.56	HP	4.29	HP	4.40	HP	4.42	HP	4.5
5. applies a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their learning.	4.38	HP	4.63	HP	4.33	HP	4.36	HP	4.42	HP	4.5
6. manages learner behavior	4.38	HP	4.56	HP	4.29	HP	4.35	HP	4.39	HP	6

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constructively by
applying positive
and non-violent
discipline to ensure
learning-focused
environments.

Overall Weighted Mean	4.46	HP	4.59	HP	4.26	HP	4.43	HP	4.43	HP
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In general, the respondents rated teachers on learning environment as highly proficient on different indicators as indicated by the overall weighted mean of 4.43 and ranked as follows: "Maintains learning environments that promote fairness, respect, and care to encourage learning" (WM=4.49), as rank 1; "Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environment" (WM=4.45), as rank 2; "Establishes safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures" (WM=4.43), as rank 3; "Maintains supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning"; "Applies a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning" (WM=4.42), both as rank 4.5 and "Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments" (WM=4.39), as rank 6, respectively.

This shows that teachers are excellent at managing classroom structure that is engaging and meaningful and different strategies to maintain learning environments that motivate learners to work productively by assuming responsibility for their learning.

The finding is supported by the article of White (2020) and Dickhauser, Daumiller, Dresel, and Janke (2020), and Aquino (2019) that the setting in the classroom appears to be a key motivator that makes the process of teaching and learning pleasurable and it is significant that administrators foster and enable an environment that encourages growth and experiences, provide high-quality educational resources, and encourage teachers to improve their practices underlined and that schools' motivational climate is important not only for

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students but also for teacher motivation and provides a starting point for developing strategies of workplace development

3.3 Assessment of Diversity of Learners

Indicators	LRMDS Supervisor/School Administrators		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
	The teacher . . .										
1. uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.	4.31	HP	4.50	HP	4.19	P	4.39	HP	4.35	HP	1
2. establishes a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.	4.19	P	4.44	HP	4.17	P	4.22	HP	4.25	HP	5
3. designs adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.	4.19	P	4.44	HP	4.15	P	4.28	HP	4.27	HP	4
4. plans and delivers teaching strategies that are responsive to the special educational needs of learners in difficult circumstances.	4.25	HP	4.50	HP	4.17	P	4.26	HP	4.30	HP	2
5. adapts and uses culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	4.19	P	4.50	HP	4.14	P	4.29	HP	4.28	HP	3
Overall Weighted Mean	4.23	HP	4.48	HP	4.16	P	4.29	HP	4.29	HP	

Generally, the respondents rated teachers' proficiency in terms of diversity of learners as Highly Proficient as supported by the overall weighted mean of 4.29 and ranked such as "Establishes a learner-centered culture by using teaching strategies that respond to their

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linguistic, cultural, socio-economic, and religious backgrounds” (WM=4.35), as rank 1; “Plans and delivers teaching strategies that are responsive to the special educational needs of learners in difficult circumstances” (WM=4.30), as rank 2; “Adapts and uses culturally appropriate teaching strategies to address the needs of learners from indigenous groups” (WM=4.28), as rank 3; “Designs, adapts, and implements teaching strategies that are responsive to learners with disabilities, giftedness, and talents” (WM= 4.27), as rank 4; “Establishes a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds” (WM=4.25), as rank 5, respectively.

This implies that teachers are highly proficient in utilizing differentiated instruction that is responsive to varied learning styles and multiple intelligence of the learners. This finding is largely grounded on the ability of the teachers to use differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strengths, interests, and experiences, and establish a learner-centered culture using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.

The preceding result can be attributed to the discussion of Blomgren, C. (2018), Huang, R. et. al. (2020), and Ningrum (2018) that the K-12 curriculum is characterized by differentiated instruction. Educators are encouraged to teach beyond standardized textbooks and personalize the content for their students. There are open licensed online educational resources that allow educators to retain, reuse, revise, remix, and redistribute their desired resources. By using open educational resources, teachers can access more up-to-date materials than those provided in a printed textbook.

3.4 Assessment of Curriculum and Planning

Indicators	LRMDS				Home Learning Partners		Composite				
	Supervisor/School Administrators		LRMDS Coordinators		Teachers		WM	VI	WM	VI	Rank
	WM	VI	WM	VI	WM	VI					
The teacher . . . 1. plans manage and implements developmentally sequenced teaching and learning process to meet curriculum requirements and	4.31	HP	4.63	HP	4.18	P	4.32	HP	4.36	HP	2

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varied teaching contexts.												
2. sets achievable and appropriate learning outcomes that are aligned with learning competencies.	4.31	HP	4.63	HP	4.17	P	4.30	HP	4.35	HP	3.5	
3. adapts and implements learning programs that ensure relevance and responsiveness to the needs of all learners.	4.31	HP	4.63	HP	4.16	P	4.29	HP	4.35	HP	3.5	
4. participates in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.31	HP	4.50	HP	4.13	P	4.24	HP	4.30	HP	5	
5. selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals.	4.50	HP	4.63	HP	4.22	HP	4.33	HP	4.42	HP	1	
Overall Weighted Mean	4.35	HP	4.60	HP	4.17	P	4.30	HP	4.36	HP		

In summary, the respondents rated the proficiency of teachers in the curriculum and planning domain as highly proficient as indicated by the overall weighted mean of 4.36, and ranked as follows: "Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals" (WM= 4.42), as rank 1; "Plans, manages, and implements developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts" (WM=4.36), as rank 2; "Sets achievable and appropriate learning outcomes that are aligned with learning competencies" (WM=4.35), as rank 3.5; "Adapts and implements learning programs that ensure relevance and responsiveness to the needs of all learners" (WM=4.35), as rank 3.5; and "Participates in collegial discussions that use teacher and learner feedback to enrich teaching practice" (WM=4.30), as rank 5, respectively.

This shows that teachers have the expertise in translating learning contents into activities that are significant to learners for effective teaching and learning. The result is mainly

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built on the ability of the teachers to plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts, and set achievable and appropriate learning outcomes that are aligned with learning competencies.

This is similarly confirmed by the study of Galang (2021) which suggests that the New Normal classroom requires a curriculum and instruction, teacher, leadership, and involvement adaptive and flexible to the changing and multifaceted educational landscape brought by the persisting disease.

3.5 Assessment of Assessment and Reporting

Indicators	LRMDS Supervisor/School Administrators		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
	The teacher . . .										
1. designs select organizes and uses diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	4.19	P	4.63	HP	4.21	HP	4.32	HP	4.34	HP	1.5
2. monitors and evaluates learner progress and achievement using learner attainment data.	4.31	HP	4.56	HP	4.19	P	4.31	HP	4.34	HP	1.5
3. uses strategies for providing timely, accurate, and constructive feedback to improve learner performance.	4.19	P	4.50	HP	4.19	P	4.30	HP	4.29	HP	4
4. communicates promptly and the learners' needs, progress, and achievement to key stakeholders, including parents/guardians.	4.19	P	4.56	HP	4.21	HP	4.35	HP	4.33	HP	3
5. utilizes assessment data to inform the modification of teaching and learning practices and programs.	4.13	P	4.50	HP	4.18	P	4.31	HP	4.28	HP	5

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Overall Weighted Mean	4.20	HP	4.55	HP	4.19	P	4.32	HP	4.32	HP
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The respondents rated teachers' proficiency in terms of assessment and reporting as highly proficient as supported by the overall weighted mean of 4.32. The indicators were ranked as follows: "Designs, selects, organizes, and uses diagnostic, formative, and summative assessment strategies consistent with curriculum requirements" (WM=4.34), as rank 1.5; "Monitors and evaluates learner progress and achievement using learner attainment data" (WM=4.34), as rank 1.5; "Communicates promptly and clearly the learners' needs, progress, and achievement to key stakeholders, including parents/guardians" (WM=4.33), as rank 3; "Uses strategies for providing timely, accurate and constructive feedback to improve learner performance" (WM=4.29), as rank 4; and "Utilizes assessment data to inform the modification of teaching and learning practices and programs" (WM=4.28), as rank 5, respectively. This implies that the teachers are highly proficient in the process associated with a variety of tools and strategies they employed in monitoring and assessing students' needs, progress, and achievement. The said result is greatly associated with the ability of the teachers to design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements, and that they monitor and evaluates learner progress and achievement using learner attainment data.

The finding is supported by Lasaten (2016), which states that assessments are within the control of the teachers, they are knowledgeable about their pupils, curriculum, subject matter, and current practices. Teachers are fully aware of the objectives of the course materials that direct them in choosing elements that must be evaluated. And since they oversee the assessment process, their assessment methods, problems, and training needs must be determined to improve their assessment practices, eventually leading to improved instruction and learning.

3.6 Assessment of Community Linkages and Professional Engagement

Indicators	LRMDS				Teachers		Home Learning Partners		Composite		Rank
	Supervisor/School Administrators		LRMDS Coordinators		WM	VI	WM	VI	WM	VI	
	WM	VI	WM	VI							
The teacher . . . 1. maintains learning environments that are	4.31	HP	4.63	HP	4.17	P	4.34	HP	4.36	HP	4

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responsive to community contexts.												
2. builds relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.	4.38	HP	4.63	HP	4.17	P	4.36	HP	4.38	HP	2	
3. reviews regular personal teaching practice using existing laws and regulations that apply to the teaching profession.	4.13	P	4.50	HP	4.14	P	4.32	HP	4.27	HP	5	
4. adheres to the responsibilities specified in the Code of Ethics for Professional Teachers about community engagement.	4.44	HP	4.63	HP	4.18	P	4.29	HP	4.38	HP	2	
5. complies with and implements school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	4.38	HP	4.63	HP	4.20	HP	4.31	HP	4.38	HP	2	
Overall Weighted Mean	4.33	HP	4.60	HP	4.17	P	4.33	HP	4.36	HP		

In summary, the respondents rated the teachers on community linkages and professional engagement as highly proficient as indicated by the overall weighted mean of 4.36, and ranked as follows: "Builds relationships with parents/guardians and the wider school community to facilitate involvement in the educative process" (WM=4.38); "Adheres on the responsibilities specified in the Code of Ethics for Professional Teachers about community engagement" (WM=4.38); and "Complies with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders" (WM=4.38), all were rank 2; "Maintains learning environments that are responsive to community contexts" (WM=4.36), as rank 4; and "Reviews regularly personal teaching practice using existing laws and regulations that apply to the teaching profession" (WM=4.27), as rank 5, respectively.

It implies that teachers are highly proficient in establishing school-community partnerships to enrich the school learning environment and involve in the educative process. The said result is considerably linked to the ability of teachers on the responsibilities specified

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in the Code of Ethics for Professional Teachers about community engagement, and that they comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.

The preceding result is relatively attributed to the expectations set among teachers that they should identify and respond to opportunities linking teaching and learning in the classroom to the experiences, and interests of the wider school community and other key stakeholders. (DepEd, 2017)

3.7 Assessment of Personal Growth and Professional Development

Indicators	LRMDS				Teachers		Home Learning Partners		Composite		Rank
	Supervisor/School Administrators		LRMDS Coordinators								
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
The teacher . . .											
1. applies a personal philosophy of teaching that is learner-centered.	4.31	HP	4.50	HP	4.20	HP	4.30	HP	4.33	HP	5
2. adopts practices that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect, and integrity.	4.44	HP	4.63	HP	4.24	HP	4.29	HP	4.40	HP	1
3. participates in professional networks to share knowledge and enhance practice.	4.44	HP	4.56	HP	4.25	HP	4.28	HP	4.38	HP	2.5
4. develops a personal professional improvement plan based on reflection on one's practice and ongoing professional learning.	4.38	HP	4.56	HP	4.21	HP	4.29	HP	4.36	HP	4
5. sets professional development goals based on the Philippine Professional Standards for Teachers.	4.44	HP	4.56	HP	4.24	HP	4.27	HP	4.38	HP	2.5
Overall Weighted Mean	4.40	HP	4.56	HP	4.23	HP	4.29	HP	4.37	HP	

Summarily, the respondents rated the teachers on Personal Growth and Professional Development as highly proficient as supported by the overall weighted mean of 4.37 and ranked as follows: "Adopts practices that uphold the dignity of teaching as a profession by

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exhibiting qualities such as caring attitude” (WM=4.40), as rank 1; “Participates in professional networks to share knowledge and to enhance practice” (WM=4.38), as rank 2.5; “Sets professional development goals based on the Philippine Professional Standards for Teachers” (WM=4.38), as rank 2.5; “Develops a personal professional improvement plan based on reflection of one’s practice and ongoing professional learning” (WM=4.36), as rank 4; and “Applies a personal philosophy of teaching that is learner-centered” (WM=4.33), as rank 5, respectively.

This shows that teachers are highly proficient in the advancement of activities to gain new knowledge, skills, and values which heighten their profession. The said result is highly attributed to the ability of teachers to adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect, and integrity, and that they set professional development goals based on the Philippine Professional Standards for Teachers.

The result can be explained by the DepEd Order No. 42 s (2017) asserting the expectations from teachers to improve their educational practice by valuing personal and professional reflection and learning which is related to their personal growth and professional development. Ancho and Arrieta (2021) also revealed that teachers want to grow in their profession and want to become better and relevant educators through engagement in different professional and personal training and seminars.

Summary of Assessment

Indicators	LRMDS Supervisor/School Administrators		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
Content Knowledge and Pedagogy	4.29	HP	4.59	HP	4.24	HP	4.34	HP	4.36	HP	4
Learning Environment	4.46	HP	4.59	HP	4.26	HP	4.43	HP	4.43	HP	1
Diversity of Learners	4.23	HP	4.48	HP	4.16	P	4.29	HP	4.29	HP	7
Curriculum and Planning	4.35	HP	4.60	HP	4.17	P	4.30	HP	4.36	HP	4
Assessment and Reporting	4.20	HP	4.55	HP	4.19	P	4.32	HP	4.32	HP	6
Community Linkages and Professional Engagement	4.33	HP	4.60	HP	4.17	P	4.33	HP	4.36	HP	4
Personal Growth and Professional Development	4.40	HP	4.56	HP	4.23	HP	4.29	HP	4.37	HP	2
Overall Weighted Mean	4.32	HP	4.57	HP	4.20	HP	4.33	HP	4.36	HP	

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Generally, it could be deduced that the level of teachers' proficiency is Highly Proficiency in Learning Environment (WM=4.43), as rank 1; Personal Growth and Professional Development (WM=4.37), as rank 2; Content Knowledge and Pedagogy (WM=4.36), as rank 4, Curriculum and Planning (WM=4.36), as rank 4; Community Linkages and Professional Engagement (WM=4.36), as rank 4; Assessment and Reporting (WM=4.32), as rank 6; and Diversity of Learners (WM=4.29), as rank 7, respectively. The grand mean of 4.36 indicates that the teachers are highly proficient in the Division of Quezon City.

This implies that teachers met or exceeded the professional standards that are expected from them. As supported by the study's findings, the broad conclusions are mostly attributable to teachers' duty for creating learning environments that are secure, fair, and helpful to encourage student responsibility and achievement.

The result is related to what Copeland and Bowden (2018) and Wahyuningsih, et. al. (2021) discussed that learning materials play a significant role in global learning and engaging activities that stimulate active learning is proven as the best method that teachers can use to provide long-term understanding.

Sub-problem No. 4: Is there a significant relationship between the Learning Resources Management and Development System and Teachers' Proficiency?

4.1 Correlation between Content Knowledge and Pedagogy and LRMDS

Indicator	r values	VI	t-value	VI	Decision
1. Objectives	0.49	MC	1.590	NS	Fail to reject H ₀
2. Structure	0.60	HC	2.121	S	Reject H ₀
3. Supplies and Materials	0.33	LC	0.989	NS	Fail to reject H ₀
4. Technical Support	0.54	MC	1.815	NS	Fail to reject H ₀
5. Facilities	0.58	MC	2.014	S	Reject H ₀
6. System Administration and Maintenance	0.59	MC	2.067	S	Reject H ₀
7. Quality of Instructional Materials	0.71	HC	2.852	S	Reject H ₀
8. Evaluation and Monitoring	0.52	MC	1.722	NS	Fail to reject H ₀

Correlating the LRMDS to teachers' proficiency, it shows that Structure and Quality of Instructional Materials are found to have a high positive correlation with Content Knowledge and Pedagogy, as depicted by the obtained r values of 0.60 and 0.71; Objectives, Technical Support, Facilities,

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System Administration and Maintenance, Evaluation, and Monitoring were found to have a moderate positive correlation with Content Knowledge and Pedagogy with r values of 0.49, 0.54, 0.58, 0.59, 0.52; and Supplies and Materials have low correlation with obtained r value of 0.33, respectively.

Meanwhile, computing for the significance of these numbers resulted in t values of 2.121 for Structure, 2.014 for Facilities, 2.067 for System Administration and Maintenance, 2.852 for Quality of Instructional Materials which all exceeded the critical t values of 1.943 at the five percent level of significance, verbally interpreted significant rejecting the null hypothesis that there is no significant relationship between Content Knowledge and Pedagogy and LRMS as to Structure, Facilities, System Administration and Maintenance, and Quality of Instructional Materials.

However, the obtained t values of 1.590 for Objectives, 0.989 for Supplies and Materials, 1.815 for Technical Support, and 1.722 for Evaluation and Monitoring all fell below the critical values of 1.943 and verbally interpreted as not significant and accepting the null hypothesis that there is no significant relationship between Content Knowledge and Pedagogy and LRMS as to Objectives, Supplies and Materials, Technical Support, and Evaluation and Monitoring.

The results imply that there is a positive substantial relationship between the teacher's proficiency in terms of content knowledge and pedagogy to the LRMS. The findings further indicate that teachers' proficiency in terms of content knowledge and pedagogy is affected by the Learning Resource Management and Development System Structure, Facilities, System Administration and Maintenance, and Quality of Instructional Materials.

The result is supported by the article of Otero (2017) which denotes that teacher strongly agreed that the DepEd Learning Resource System delivers a great advantage to their teaching practices. DepEd Learning Resource Portal provides more illustrations useable for teachers in developing their own contextualized materials. The DepEd Order no. 8, s. 2015 also stated that instructional material resources serve a significant role in the teaching-learning process. Teachers should always give priority to the instructional material to be used in the

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delivery of the lesson and these instructional materials should meet and suit the need and interests of the students.

4.2 Correlation between Learning Environment and LRMDS

Indicator	r values	VI	t-value	VI	Decision
Objectives	0.33	LC	0.989	NS	Fail to reject H_0
Structure	0.39	LC	1.198	NS	Fail to reject H_0
Supplies and Materials	0.23	LC	0.668	NS	Fail to reject H_0
Technical Support	0.34	LC	1.023	NS	Fail to reject H_0
Facilities	0.32	LC	0.955	NS	Fail to reject H_0
System Administration and Maintenance	0.30	LC	0.889	NS	Fail to reject H_0
Quality of Instructional Materials	0.57	MC	1.962	S	Reject H_0
Evaluation and Monitoring	0.41	MC	1.271	NS	Fail to reject H_0

As presented in the Table, the quality of instructional materials, and evaluation and monitoring are moderately correlated with the LRMDS with obtained r values of 0.57, and 0.41, respectively; Objectives, Structure, Supplies and Materials, Technical Support, Facilities, System Administration and Maintenance were found to have low correlation with learning environment having r values of 0.33, 0.39, 0.23, 0.34, 0.32, and 0.30, respectively.

Identifying the significance of the obtained r values, resulted in t values of 0.989 for Objectives, 1.198 for Structure, 0.668 for Supplies and Materials, 1.023 for Technical Support, 0.955 for Facilities, 0.889 for System Administration and Maintenance, and 1.271 for Evaluation and Monitoring, respectively. These values fell below the critical value of 1.943 at 0.05 level of significance and were verbally interpreted as not significant accepting the null hypothesis that there is no significant relationship between the learning environment and the LRMDS as to Objectives, Structure, Supplies, and Materials, Technical Support, Facilities, System Administration and Maintenance, and Evaluation and Monitoring.

However, the obtained t value of 1.962 for the quality of instructional materials exceeded the critical t of 1.943 verbally interpreted as significant rejecting the null hypothesis

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that there is no significant relationship between the learning environment and the LRMS as to the quality of instructional materials.

The results imply that there is a positive substantial relationship between the teacher's proficiency in terms of the learning environment and the LRMS. The findings further indicate that teachers' proficiency in terms of learning environment has a significant positive effect on the LRMS in terms of the quality of instructional materials.

The finding is supported by the study of Lagrio, (2019) affirming that the use of learning resources is one of the factors that determine how well the students would do in their journey towards learning and knowledge acquisition in school and that teachers play a vital role in the daily lives of the learners.

4.3 Correlation between Diversity of Learners and LRMS

Indicator	r values	VI	t-value	VI	Decision
Objectives	0.32	LC	0.955	NS	Fail to reject H_0
Structure	0.76	HC	3.307	S	Reject H_0
Supplies and Materials	0.60	HC	2.121	S	Reject H_0
Technical Support	0.55	MC	1.863	NS	Fail to reject H_0
Facilities	0.52	MC	1.722	NS	Fail to reject H_0
System Administration and Maintenance	0.61	HC	2.177	S	Reject H_0
Quality of Instructional Materials	0.62	HC	2.235	S	Reject H_0
Evaluation and Monitoring	0.73	HC	3.021	S	Reject H_0

The structure supplies and materials, system administration and maintenance, quality of instructional materials, and evaluation and monitoring were found to have a high correlation with the learning environment as evidenced by the computed r values of 0.76, 0.60, 0.61, 0.62, and 0.73; technical support, and facilities were found to have moderate correlation; and objectives with low correlation with r values of 0.55, 0.52, and 0.32, respectively.

On the other hand, computing for the significance of these coefficients of correlations yielded t values of 3.307 for structure, 2.121 for supplies and materials, 2.177 for system administration and maintenance, 2.235 for quality of instructional materials, and 3.021 for evaluation and monitoring. These numbers exceeded the critical t of 1.943 at 0.05 level of significance rejecting the null hypothesis that there is no significance between learning

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environment, and LRMS as to structure, supplies and materials, system administration and maintenance, quality of instructional materials, evaluation, and monitoring.

However, the obtained t values of 0.955 for objectives, 1.863 for technical support, and 1.722 for facilities fell below the critical t and were verbally interpreted as not significant accepting the null hypothesis that there is no significance between the learning environment, and the LRMS as to objectives, technical support, and facilities. This shows that the proficiency of teachers to handle the diversity of learners has a high positive correlation with the LRMS structure, supplies and materials, system administration and maintenance, quality of instructional materials, evaluation, and monitoring.

The result is supported by the study of Ching and Mercado (2018) that educational materials bring about more good effects in the classroom and the performance of other teachers. It also enables them to customize their instructional methods because they are aware of the different learning abilities and capacities of their students and creating their own or seeking out pertinent materials that are appropriate for their students' needs.

4.4 Correlation between Curriculum and Planning and LRMS

Indicator	r values	VI	t-value	VI	Decision
Objectives	0.44	MC	1.386	NS	Fail to reject H_0
Structure	0.47	MC	1.506	NS	Fail to reject H_0
Supplies and Materials	0.20	LC	0.577	NS	Fail to reject H_0
Technical Support	0.37	LC	1.126	NS	Fail to reject H_0
Facilities	0.18	NC	0.518	NS	Fail to reject H_0
System Administration and Maintenance	0.23	LC	0.668	NS	Fail to reject H_0
Quality of Instructional Materials	0.63	HC	2.295	S	Reject H_0
Evaluation and Monitoring	0.43	MC	1.347	NS	Fail to reject H_0

As manifested in the table, Curriculum and planning were found to have a high correlation with the LRMS as to the quality of instructional materials; it has a moderate correlation with objectives, structure, and evaluation and monitoring; low correlation with supplies and materials, technical support, and system administration and maintenance; and

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negligible correlation with facilities as depicted by the computed r values of 0.63, 0.44, 0.47, 0.43, 0.20, 0.37, 0.23, and 0.18, respectively.

Moreover, the quality of instructional materials was found to have a significant positive correlation with the proficiency of teachers in curriculum and planning as shown by the obtained t value of 2.295 which exceeded the critical t of 1.943, rejecting the null hypothesis.

On the other hand, the computed t values of 1.386 for objectives, 1.506 for structure, 0.577 for supplies and materials, 1.126 for technical support, 0.518 for facilities, 0.668 for system administration and maintenance, and 1.347 for evaluation and monitoring fell below the critical t at 0,05 level of significance verbally interpreted as not significant and accepting the null hypothesis that there is no significant relationship between curriculum and planning, and the LRMDS as to objectives, structure, supplies and materials, technical support, facilities, system administration, and maintenance, evaluation, and monitoring.

The results imply that there is a positive substantial relationship between the teacher's proficiency in terms of curriculum and planning to the LRMDS. This shows that curriculum and planning affect the LRMDS as the quality of instructional materials. The result is supported by the study of Primpong (2021) stating that teachers should come up with creative strategies to develop teaching and learning materials based on the needs of the learners.

4.5 Correlation between Assessment and Reporting, and LRMDS

Indicator	r values	VI	t-value	VI	Decision
Objectives	0.51	MC	1.677	NS	Fail to reject H ₀
Structure	0.51	MC	1.677	NS	Fail to reject H ₀
Supplies and Materials	0.22	LC	0.638	NS	Fail to reject H ₀
Technical Support	0.47	MC	1.506	NS	Fail to reject H ₀
Facilities	0.30	LC	0.889	NS	Fail to reject H ₀
System Administration and Maintenance	0.33	LC	0.989	NS	Fail to reject H ₀
Quality of Instructional Materials	0.65	HC	2.419	S	Reject H ₀
Evaluation and Monitoring	0.44	MC	1.386	NS	Fail to reject H ₀

As revealed in the table, Assessment and reporting were found to have a high correlation with the LRMDS as to the quality of instructional materials with obtained r value of 0.65; has a moderate correlation with objectives, structure, technical support, and evaluation and evaluation and monitoring; and low correlation with supplies and materials, facilities, and

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system administration and maintenance as reflected by the obtained r values of 0.51, 0.51, 0.47, 0.44, 0.22, 0.30, and 0.33, respectively.

Computing for the significance of these numbers resulted in a t value of 2.419 for the quality of instructional materials which exceeded the critical t of 1.943 at 0.05 level of significance and verbally interpreted significant rejecting the null hypothesis that there is no significant relationship between assessment and reporting, and LRMS as to the quality of the instructional materials.

The computed t values of 1.677 for objectives, 1.677 for structure, 0.638 for supplies and materials, 1.506 for technical support, 0.889 for facilities, 0.989 for system administration and maintenance, and 1.386 for evaluation and monitoring fell below the critical t of 1.943 at 0.05 level of significance and verbally interpreted not significant accepting the null hypothesis that there is no significant relationship between assessment and reporting, and LRMS as to objectives, structure, supplies and materials, technical support, facilities, system administration, and maintenance, and evaluation and monitoring.

This means that proficiency of teachers in assessment and reporting has a significant positive effect on the LRMS as to the quality of the instructional materials.

The result was supported by Lasaten (2016) who stated that assessments are within the control of the teachers, they are knowledgeable about their pupils, curriculum, subject matter, and current practices. Additionally, teachers are fully aware of the objectives of the course materials that direct them in choosing elements that must be evaluated. And since they oversee the assessment process, their assessment methods, problems, and training needs must be determined to improve their assessment practices, eventually leading to improved instruction, and learning by developing quality instructional resources.

4.6 Correlation between Community Linkages and Professional Engagement, and LRMS

Indicator	r values	VI	t-value	VI	Decision
Objectives	0.34	LC	1.023	NS	Fail to reject H_0
Structure	0.43	MC	1.347	NS	Fail to reject H_0
Supplies and Materials	0.19	NC	0.547	NS	Fail to reject H_0

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Technical Support	0.45	MC	1.425	NS	Fail to reject H_0
Facilities	0.27	LC	0.793	NS	Fail to reject H_0
System Administration and Maintenance	0.27	LC	0.793	NS	Fail to reject H_0
Quality of Instructional Materials	0.58	MC	2.014	S	Reject H_0
Evaluation and Monitoring	0.35	LC	1.057	NS	Fail to reject H_0

As shown in the Table, Community linkages and professional engagement were found to have a moderate correlation with the LRMDS as to structure, technical support, and quality of instructional materials; low correlation with objectives, facilities, system administration, and maintenance, and evaluation and monitoring; and negligible correlation with supplies and materials with obtained r values of 0.43, 0.45, 0.58, 0.34, 0.27, 0.27, 0.35, and 0.19, respectively.

Identifying the significance of these numbers resulted in a t value of 2.014 for the quality of instructional materials which exceeded the critical t of 1.943 at 0.05 level of significance verbally interpreted significant rejecting the null hypothesis that there is no significant relationship between the proficiency of teachers in community linkages and professional engagement, and the LRMDS as to the quality of instructional materials.

Meanwhile, the computed t values of 1.023 for objectives, 1.347 for structure, 0.547 for supplies and materials, 1.425 for technical support, 0.793 for facilities, 0.793 for system administration and maintenance, 1.057 for evaluation and monitoring which fell below the critical t of 1.943 and verbally interpreted not significant accepting the null hypothesis that there is no significant relationship between community linkages and professional engagement, and LRMDS as to objectives, structure, supplies and materials, technical support, facilities, system administration, and maintenance, and evaluation and monitoring.

This shows that community linkages and professional engagement have a positive moderate correlation with the LRMDS as to the quality of instructional materials. The result is supported by Roxas, Vallejo, and Viuya (2018), wherein members of the school community must cooperate to carry out sound programs such as determining the needs of the learners

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which can help in developing quality instructional resources which in turn will give satisfactory results for the benefit of all in the community such as the pupils, the parents, the community people, and the schoolteachers and administrators.

4.7 Correlation between Personal Growth and Professional Development and LRMDS

Indicator	r values	VI	t-value	VI	Decision
Objectives	0.54	MC	1.815	NS	Fail to reject H_0
Structure	0.55	MC	1.863	NS	Fail to reject H_0
Supplies and Materials	0.28	LC	0.825	NS	Fail to reject H_0
Technical Support	0.52	MC	1.722	NS	Fail to reject H_0
Facilities	0.40	MC	1.234	NS	Fail to reject H_0
System Administration and Maintenance	0.41	MC	1.271	NS	Fail to reject H_0
Quality of Instructional Materials	0.67	SC	2.553	S	Reject H_0
Evaluation and Monitoring	0.49	MC	1.590	NS	Fail to reject H_0

As shown in the table 32, the Personal growth and professional development of teachers were found to have a strong correlation with the quality of instructional materials; a moderate correlation with objectives, structure, technical support, facilities, system administration, and maintenance, and evaluation and monitoring; and low correlation with supplies and materials having r value of 0.67, 0.54, 0.55, 0.52, 0.40, 0.41, 0.49, and 0.28, respectively.

Computing for the significance of this coefficient of correlation resulted in a t value of 2.553 for the quality of instructional materials which exceeded the critical t of 1.943 verbally interpreted as significant rejecting the null hypothesis that there is no significant relationship between the personal growth and professional development of teachers and LRMDS as to the quality of instructional materials.

Meanwhile, the computed t values of 1.815 for objectives, 1.863 for structure, 0.825 for supplies and materials, 1.722 for technical support, 1.234 for facilities, 1.271 for system administration and maintenance, and 1.590 for evaluation and monitoring fell below the critical t of 1.943 at 0.05 level of significance and verbally interpreted not significant accepting

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the null hypothesis that there is no significant relationship between the personal growth and professional development of teachers, and the LRMS as to objectives, structure, supplies and materials, technical support, facilities, system administration, and maintenance, and evaluation and monitoring.

This implies that the personal growth and professional development of teachers have a moderately positive effect on the quality of instructional materials. This is supported by the findings of Copriady, et al. (2021) stated that teachers' engagement in collaboration can help them meet, liaise, communicate, and discuss with other professionals to improve their teaching quality by using quality resources and obtain personal proficiency. Schools intervention programs such as professional meetings involving various teachers, educators, and teaching experts will equip them with ideas to develop quality instructional materials in the Division.

Sub-problem No. 5: What are the facilitating and hindering factors relative to the Learning Resource Management and Development System?

5.1 Assessment of Facilitating Factors

Indicators	LRMDS Supervisor/School Administrators		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Provides differentiated learning and access needs of all target users.	4.13	F	4.38	HF	4.13	F	4.26	HF	4.22	HF	11.5
2. Offers choice and flexibility to individual aptitude, abilities, learning styles, and interests.	4.56	HF	4.44	HF	4.25	HF	4.49	HF	4.44	HF	1
3. Ensure easy access for learners, teachers, and stakeholders to all resources in the LRMS.	4.06	F	4.44	HF	4.06	F	4.33	HF	4.22	HF	11.5
4. Caters to the needs of learners in multilevel or multigrade classrooms.	4.19	F	4.56	HF	4.17	F	4.24	HF	4.29	HF	5.5
5. Assists learner and teacher to evaluate level and depth of understanding,	4.31	HF	4.44	HF	4.19	F	4.35	HF	4.32	HF	3.5

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learning progress, and learning needs.												
6. Allows the user to directly access digitized lessons published and stored in the LRMDS.	4.06	F	4.44	HF	4.11	F	4.22	HF	4.21	HF	13	
7. Supports the selection and acquisition of quality resources.	4.44	HF	4.44	HF	4.14	F	4.26	HF	4.32	HF	3.5	
8. QA production team integrates and modifies content for local/context needs.	4.44	HF	4.44	HF	4.07	F	4.23	HF	4.29	HF	5.5	
9. Develops LR assistance to identify areas to be addressed.	3.69	F	4.44	HF	3.99	F	4.00	F	4.03	F	15	
10. Systems are coordinated by the Administration Management and QA Teams.	4.25	HF	4.44	HF	4.07	F	4.21	HF	4.24	HF	8.5	
11. Certificates are given to writers who have shared their resources in the system.	4.63	HF	4.50	HF	4.25	HF	4.29	HF	4.42	HF	2	
12. Locates and provides information on the location and access of the resources.	4.13	F	4.38	HF	4.11	F	4.14	F	4.19	F	14	
13. Uses relevant and improved teaching and learning resources.	4.25	HF	4.50	HF	4.13	F	4.21	HF	4.27	HF	7	
14. Provides formats for producing and evaluating different kinds of LRs.	4.19	F	4.50	HF	4.09	F	4.18	F	4.24	HF	8.5	
15. Monitors and evaluate periodically the resources in the system.	4.06	F	4.50	HF	4.09	F	4.26	HF	4.23	HF	10	
Overall Weighted Mean	4.23	HF	4.45	HF	4.12	F	4.24	HF	4.26	HF		

In summary, the respondents rated most of the indicators as Highly Facilitating as manifested by the overall weighted mean of 4.26 and ranked as follows: "Offers choice and flexibility to individual aptitude, abilities, learning styles" (WM=4.44), as rank 1; "Certificates are given to writers who have shared their resources in the system" (WM=4.42), as rank 2; "Assists learner and teacher to evaluate level and depth of understanding, learning progress and learning needs." (WM=4.32), as rank 3.5; "Supports the selection and acquisition of

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quality resources” (WM=4.32), as rank 3.5; “caters the needs of learners in multilevel or multigrade classrooms” (WM=4.29), as rank 5.5; “QA production team integrates and modifies content for local/context needs” (WM=4.29), as rank 5.5; “Uses relevant and improved teaching and learning resources” (WM=4.27), as rank 7; “System are coordinated by the Administration Management and QA Teams” (WM=4.24), as rank 8.5; “Provides formats in producing and evaluating different kind of LR’s” (WM=4.24), as rank 8.5; “Monitors and evaluate periodically the resources in the system” (WM=4.23), as rank 10; “Provides differentiated learning and access needs of all target users” (WM=4.22), as rank 11.5; “Ensure easy access for learners, teachers and stakeholders to all resources in the LRMDS” (WM=4.22), as rank 11.5; “Allows the user to directly access digitized lesson published and stored in the LRMDS” (WM=4.21), as rank 13. This is followed by the following indicators which were rated as Facilitating: “Locates and provides information in the location and access of the resources” (WM=4.19), as rank 14; and “Develops LR assistance to identify areas to be addressed” (WM=4.03), as rank 15.

This shows that most of the indicators given are highly contributory to the LRMDS in the Division of Quezon City. The results further demonstrate that the implementation of the LRMDS offers choice and flexibility and recognizes teachers in their contribution. It assists the learner and teacher to evaluate the level and depth of understanding, learning progress, and learning needs, produces quality resources and caters to the needs of learners. There is an integration and modification of the local needs of students. Furthermore, these should be consistently applied and maintained for the successful implementation and the LRMDS in the Division of Quezon City.

The findings are supported by the study of Jimenez E. (2020) indicating that teachers are motivated to develop supplementary learning materials because it helps them to deliver the lesson easier; motivates learners; receive recognition and achievement; promotes participation and ICT collaboration; develops creativity; enhances teaching and learning processes; enhances language, skills, and communication; provides contextualized

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instructional materials; develops skills in writing and drawing; and helps them for ranking purposes.

5.2 Assessment of Hindering Factors

Indicators	LRMDS Supervisor/School Administrators		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		
	WM	VI	WM	VI	WM	VI	WM	VIH	WM	VI	Rank
1. Lack of consistent application of monitored standards and specifications.	3.56	H	3.13	MH	3.51	H	3.77	H	3.49	H	15
2. Takes too much time for the evaluation and quality assurance of materials in the division.	3.88	H	3.44	H	3.70	H	4.01	H	3.76	H	9
3. Inadequate training, seminars, and workshops for teachers in developing and evaluating instructional materials.	4.25	HH	3.00	MH	3.87	H	4.11	H	3.81	H	7
4. Content writers' insensitivity to activities results in learning activity mismatch to the user's level.	4.19	H	2.75	MH	3.48	H	3.93	H	3.59	H	14
5. No proper dissemination of information with the updates and use of LRMDS in the Division.	4.25	HH	2.94	MH	3.62	H	3.90	H	3.68	H	10
6. Insufficient budget allocation for LRMDS operation, training, seminars, and maintenance.	4.38	HH	3.69	H	4.02	H	4.06	H	4.04	H	2
7. Lack of facility for editing and uploading resources.	4.50	HH	3.31	MH	3.74	H	3.94	H	3.87	H	5
8. Requires teachers more work in evaluating existing LRs and producing new ones.	4.56	HH	3.44	H	3.83	H	4.04	H	3.97	H	4
9. Instructional materials uploaded are not complete and updated in the portal.	4.56	HH	3.56	H	4.00	H	3.99	H	4.03	H	3
10. Need a stable internet connection to access the	4.69	HH	4.00	H	4.11	H	4.26	HH	4.27	HH	1

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system.											
11. Inconsistent monitoring and evaluation of the resources developed and published in the portal.	3.94	H	3.25	MH	3.62	H	3.84	H	3.66	H	11
12. Lack of supplies and materials for hard copy printing.	4.19	H	3.25	MH	3.79	H	4.11	H	3.84	H	6
13. Content faults/issues are not addressed properly before it is published.	3.81	H	3.19	MH	3.61	H	3.82	H	3.61	H	13
14. The deadline for developing and evaluating materials is not strictly implemented.	4.50	HH	3.31	MH	3.57	H	3.80	H	3.80	H	8
15. Lack of technical assistance for teachers and home learning partners concerned with using the system.	3.94	H	3.06	MH	3.79	H	3.81	H	3.65	H	12
Overall Weighted Mean	4.21	HH	3.29	MH	3.75	H	3.96	H	3.80	H	

Generally, the respondents assessed that there are hindering factors relative to the LRMDS and ranked such as "Need stable internet connection to access the system" (WM=4.27), as rank 1. This was followed by the indicators such as "Insufficient budget allocation for LRMDS operation, trainings, seminars and maintenance" (WM=4.04), as rank 2; "Instructional materials uploaded are not complete and updated in the portal" (WM=4.03), as rank 3; "Requires teachers more work in evaluating existing LR's and produce new ones" (WM=3.97), as rank 4; "Lack of facility for editing and uploading resources" (WM=3.87), as rank 5; "Lack of supplies and materials for hard copy printing" (WM=3.84), as rank 6; "Inadequate trainings, seminars and workshops for teachers in developing and evaluating instructional materials" (WM=3.81), as rank 7; "Deadline of developing and evaluation of materials are not strictly implemented" (WM=3.80), as rank 8; "Takes too much time in the evaluation and quality assurance of materials in the division" (WM=3.76), as rank 9; "No proper dissemination of information with the updates and use of LRMDS in the Division" (WM=3.68), as rank 10; "Inconsistent monitoring and evaluation of the resources developed and published in the portal" (WM=3.66), as rank 11; "Lack of technical assistance for teachers

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and home learning partners concern in using the system” (WM=3.65), as rank 12; “Content faults/issues are not addressed properly before it is published” (WM=3.61), as rank 13; “Content writers’ insensitivity to activities resulting to learning activity mismatch to user’s level” (WM=3.59), as rank 14; and “Lack of consistent application of monitored standards and specifications” (WM=3.49), as rank 15 which were rated as Hindering. This gained a grand composite mean value of 3.80, verbally interpreted as Hindering. The overall results show that most of the indicators given are hindering factors of the LRMDS in the Division such as unstable internet connection, insufficient budget allocation, incomplete and not updated instructional materials in the portal, additional workloads for teachers, and lack of facility. Hence, these factors should be given attention and consideration to ensure the effectiveness of LRMDS for the teachers in the Division.

The findings are supported by Chirwa (2018), and Nguyen, et. al. (2021) affirming that one of the barriers faced by teachers is poor or no internet connectivity to access the learning resources. On the other hand, Jimenez, E. (2020) and Abante et.al, (2021) that there is also a lack of training on the different online platforms for online teaching, learning process, and assessment in the new normal as well as the lack of time, lack of materials; lack of budget; their teaching loads; additional clerical works; stress; lack of support; no internet connection; and their attitude towards the development of SLMs.

Sub-problem No. 6: Based on the findings, what enhancement model may be proposed?

A Three-Year Enhancement Model was crafted based on the results of the study focusing on the variables of the Learning Resource Management and Development System in terms of Facilities, Supplies, and Materials, System Administration and Maintenance, Technical Support, Evaluation, and Monitoring, Quality of Instructional Material, and Structure and lastly, the hindering factors relative to LRMDS. The key features of the Three-Year Enhancement Model are the Key Result Areas (KRAs), Objectives/Targets, Program/Activities, Strategy, Persons Involved, Performance Indicators, Time Frame, and the Budget/ Source of Funds. It

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 was designed to address the weak areas of LRMS and enhance the system for the target users of the Division of Quezon City.

Sub-problem No. 7: How suitable, acceptable, and feasible is the Three-Year Enhancement Model?

7.1 Assessment on Suitability

Indicators	LRMS Supervisor/ School Admin		LRMS Coordinator s		Teachers		Home Learning Partners		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. The Three- Year Enhancement Model fits all its target users.	4.88	HS	4.67	HS	4.43	HS	4.45	HS	4.61	HS	1
2. It offers appropriate information about the Learning Resources Management and Development System based on local needs or situations.	4.63	HS	4.44	HS	4.55	HS	4.60	HS	4.55	HS	4
3. The contents of the Three-Year Enhancement Model are aligned with the Vision, Mission, and relevant DepEd issuances on LRMS.	4.63	HS	4.78	HS	4.40	HS	4.60	HS	4.60	HS	2
4. The Three-Year Enhancement Model covers guidelines, processes, and procedures which are applicable in different school typologies or settings in the Division of Quezon City.	4.50	HS	4.44	HS	4.50	HS	4.50	HS	4.49	HS	5
5. It contains comprehensive information which is beneficial to target users.	4.63	HS	4.56	HS	4.43	HS	4.65	HS	4.57	HS	3
Overall Weighted Mean	4.65	HS	4.58	HS	4.46	HS	4.56	HS	4.56	HS	

As a whole, the Three-Year Enhancement Model was rated as Highly Suitable as indicated by the overall weighted mean of 4.56, and ranked in all indicators such as “The Three-Year Enhancement Model fits all its target users” (WM=4.61), as rank 1; “The contents of the Three-Year Enhancement Model are aligned with the Vision, Mission, and relevant DepEd issuances on LRMS” (WM=4.60), as rank 2; “It contains comprehensive information

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which is beneficial to target users” (WM=4.57), as rank 3; “It offers appropriate information about the Learning Resources Management and Development System based on local needs or situations” (WM=4.55), as rank 4; and “The Three-Year Enhancement Model covers guidelines, processes, and procedures which are applicable in different school typologies or settings in the Division of Quezon City” (WM=4.49), as rank 5, respectively.

The results indicate that the Proposed Three-Year Enhancement Model is appropriate to be used by all its target users to enhance the implementation of the Learning Resource Management and Development System in the Division of Quezon City.

7.2 Assessment on Acceptability

Indicators	LRMDS Supervisor/ School Admin		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
	1. The general purpose and specific objectives of the Three-Year Enhancement Model are clear and understandable.	4.38	HA	4.78	HA	4.45	HA	4.60	HA	4.55	
2. The information contained in Three-Year Enhancement Model is adequately provided and effectively expressed in the material.	4.75	HA	4.78	HA	4.57	HA	4.65	HA	4.69	HA	2
3. The contents are sufficient, well-organized, and free of grammatical errors.	4.50	HA	4.33	HA	4.45	HA	4.55	HA	4.46	HA	5
4. The texts/symbols used are readable and can be easily recognized.	4.88	HA	4.89	HA	4.57	HA	4.60	HA	4.73	HA	1
5. The Three-Year Enhancement Model looks visually appealing using graphics and aesthetic formatting.	4.75	HA	4.44	HA	4.57	HA	4.60	HA	4.59	HA	3
Overall Weighted Mean	4.65	HA	4.64	HA	4.52	HA	4.60	HA	4.60	HA	

Generally, the Three-Year Enhancement Model was rated as Highly Acceptable as shown by the overall weighted mean of 4.60, and ranked all indicators such as “The texts/symbols used are readable and can be easily recognized” (WM=4.73), as rank 1; “The information contained in the Three-Year Enhancement Model are adequately provided and effectively expressed in the material” (WM=4.69), as rank 2; “The Three-Year Enhancement Model looks visually appealing using graphics and aesthetic formatting” (WM=4.59), as rank

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3; "The general purpose and specific objectives of the Three-Year Enhancement Model are clear and understandable" (WM=4.55), as rank 4; and "The contents are sufficient, well-organized, and free of grammatical errors" (WM=4.46), as rank 5, respectively.

This shows that the Three-Year Enhancement Model is highly accepted and agreed upon. The findings are associated with the contents of the Three-Year Enhancement Model which are sufficient, well-organized, and free from grammatical errors. The components of the Three-Year Enhancement Model may enhance and address the weakness with regards to the LRMDS and will provide better service to all the target users since it provides programs and strategies that need to be enhanced relative to improving the system in the Division of Quezon City.

7.3 Assessment on Feasibility

Indicators	LRMDS Supervisor/ School Admin		LRMDS Coordinators		Teachers		Home Learning Partners		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
	1. The objectives of the Three Year-Enhancement Model can be achieved at a reasonable time.	4.50	HF	4.44	HF	4.62	HF	4.55	HF	4.53	
2. The guidelines, processes, and procedures contained in the Three- Year Enhancement Model are implementable/doable.	4.63	HF	4.89	HF	4.65	HF	4.60	HF	4.69	HF	3
3. It comprises workable plans and practicable activities toward improving the LRMDS and teachers' efficiency in the Division.	4.38	HF	4.56	HF	4.57	HF	4.70	HF	4.55	HF	4
4. The Three- Year Enhancement Model considers the availability of essential resources for its effective and efficient implementation.	4.63	HF	5.00	HF	4.60	HF	4.80	HF	4.76	HF	1
5. It has features to ensure the effectiveness in the implementation of the LRMDS in the Division.	4.63	HF	4.78	HF	4.63	HF	4.75	HF	4.70	HF	2
Overall Weighted Mean	4.55	HF	4.73	HF	4.61	HF	4.68	HF	4.64	HF	

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In summary, the Three-Year Enhancement Model was rated as Highly Feasible with a grand overall mean of 4.64. This is supported by the indicators which are all rated as Highly Feasible such as "The Three-Year Enhancement Model considers the availability of essential resources for its effective and efficient implementation"(WM=4.76), as rank 1; "It has features to ensure the effectiveness in the implementation of the LRMS in the Division"(WM=4.70), as rank 2; "The guidelines, processes, and procedures contained in the Three-Year Enhancement Model are implementable/doable" (WM=4.69), as rank 3; "It comprises workable plans and practicable activities towards improving the LRMS and teachers' efficiency in the Division" (WM=4.54), as rank 4; and "The objectives of the Three-Year Enhancement Model can be achieved at a reasonable time" (WM=4.53), as rank 5, respectively.

The results indicate that the Three-Year Enhancement Model is greatly attributed to the workable plans and activities toward enhancing the implementation of the LRMS. The availability of needed resources also plays a significant part to implement the enhancement model efficiently and effectively. Lastly, it shows that the enhancement model is viable, practical, and workable to be implemented in the Division of Quezon City.

Conclusions:

In light of the foregoing findings, the following are the conclusions of the study.

1. The Learning Resources Management and Development System provide the mechanisms to support coordinated and integrated access to quality learning resources to its target users.
2. The Learning Resources Management and Development System are applied the same way as to the assessments of the four groups of respondents in the Division of Quezon City.
3. The teachers adhere to what is expected from them based on the Philippine Professional Standards for Teachers.
4. The Learning Resources Management and Development System have a positive effect on the teachers' proficiency in the domain content knowledge and pedagogy in terms of structure, facilities, system administration, and maintenance and quality of instructional materials; the

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domain diversity of learners in terms structure, supplies, and materials, system administration and maintenance, quality of instructional materials and evaluation and monitoring. Furthermore, the quality of instructional materials in the LRMDS has a significant influence on the teachers' proficiency in the Division of Quezon City in terms of its domains.

5. The Learning Resources Management and Development System are beneficial to the target users by offering a choice and flexibility to learners' aptitudes, abilities, learning styles, and interests.

On the other hand, the LRMDS is hindered by not having a stable internet connection to access the system and insufficient budget allocation for LRMDS operation, and training.

6. The Three-Year Enhancement Model is significant in further enhancing the Learning Resources Management and Development System for the benefit of the target users in the Division of Quezon City.

7. The Three-Year Enhancement Model is very appropriate for utilization by the target users in enhancing the usefulness of the system in the Division of Quezon City.

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