

## Learning Resources Utilization and Academic Performance of Senior High School Students on Business Ethics

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### ABSTRACT

*The study endeavors to determine the extent of utilization of learning resources utilization of the students on blended instruction. The study involved Senior high school students of the secondary schools in Sindangan, Zamboanga del Norte during the school year 2022-2023. The weighted average means, Spearman rho correlation and Mann Whitney U test were used for statistical data analyses. The SPSS and online data analysis were used for the calculations of the tests of inference.*

*The students utilized the instructional learning resources on the average level as shown by the overall mean of 3.39; and highly utilized structured support and assessment learning resources with overall means of 3.51 and 3.50, respectively. On the other hand, the teachers highly utilized the instructional, structure support and assessment learning resources with overall means of 3.74, 3.50 and 3.75. There is no significant difference between the extent of utilization of the students and teachers on instructional, structure support and assessment learning resources. The students have satisfactory level of performance in Business Ethics during the first quarter of the academic year 2022 – 2023. The extent of utilization of the instructional, structure support and assessment learning resources was significantly related to the students' academic performance in Business Ethics.*

*Generally, the teachers and students highly employed learning resources like printed modules, and reference materials. Their mobile phones were also highly utilized as instructional tools. Their respective laboratories, classrooms or lecture rooms and health center or clinic were highly used to support instruction along with worksheets and learning activity sheets. Most of the students satisfactory learned and achieved the learning outcomes designed for their curriculum. Instructional, structure support and assessment learning materials are vital resources for the success of the performance of the students.*

*The teachers and schools may further enrich and enhance their instructional learning resources with additional and recent collections of articles and reference books and models in their discussions. They may consider improving their workshop room, constructing a drinking fountain for safe water and most importantly strengthening their internet infrastructure. The students may further enhance their performance to acquire lifelong learning skills for Business Ethics and entrepreneurial fields.*

**KEYWORDS:** *Learning Resources Utilization, Academic Performance, Senior High Students, Business Ethics*

## INTRODUCTION

DepEd Order No. 9, s. 2017 or the Policy Guidelines on the Adoption of Learning Resources provides guidelines on the evaluation, selection, and adoption of learning resources by schools and divisions to ensure quality and appropriateness of materials used in teaching and learning. Furthermore, DepEd Order No. 66, s. 2017 or the Implementing Guidelines on the Utilization of Learning Resources provides guidelines on the proper utilization and management of learning resources, including copyright compliance, licensing, and permission.

The educational systems of different countries have shifted from the traditional to different modalities of learning including but not limited to the use of different learning resources to continually provide quality education to students across different levels. Hence, aside from the contents of the modules provided by DepEd, teachers were encouraged to revise or localize their instructional materials including the preparation of learning activity sheets.

The primary purpose of education is to bring about desirable change in behavior through acquisition of skills, attitudes, competencies, critical and creative thinking. Teaching is a complex and demanding task that requires highly specialized skills, knowledge and resources to impact significantly on student learning. Availability and utilization of resources in an organization is important in achievement of its goals and objectives. Students learning outcome is influenced by appropriate utilization of school resources. Investing in educational resources is the key to ensuring that schools become institutions where students work together, learn from each other and benefit from a supportive school environment, and consequently maximize student learning so that all students achieve their full learning potential (United Nations Scientific and Cultural Organization, UNESCO) [1].

The physical, human and financial resources invested in schools influence not only the education provided to students but also aspects of teachers and student motivation and consequently the educational outcomes. The Organization for Economic Co-operation and Development (OECD) program for International Student Assessment (PISA) shows that resource shortages hinder instruction and lower student performance (OECD) [2]. In addition, inequalities in students' educational performance often reflect disparities in the resources invested in schools (OECD) [3]. In some education systems, there are concerns that schools not only lack the resources to meet the educational requirements of their students, but that schools may have fewer resources with which to provide instruction to their students (OECD) [3]. In schools, there are a wide variety of resources that are directly or indirectly related to educational outcomes.

Abayomi and Olukayode[4] states that learning resources are important in education because learning takes place best through discovery, exploration, and interaction with the internal and external environment. As a result, one of the main emphasis in education is the shift from a teacher-centered approach to a more learner-centered approach. This involves actually putting the learners' needs at the center of activities. To achieve this goal teachers need to use a wide variety of resources, which can enrich the learning environment. The adequacy of learning resources as well as their effective utilization has been a serious concern to educators (Okorie) [5].

Learning resources are used in the modular distance learning. Modular distance learning involves individualized instruction that allows learners to use the learning resources such as self-learning modules, in print or digital format/electronic copy, learner's materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials or resources on a computer, table PC, or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline e-books.

In Business Ethics subject, the students are expected to learn the fundamental concepts, principles, and practices of ethical standards in the business environment. Business ethics combines the theoretical foundations of setting up business enterprises with the conduct of entrepreneurial activities in the context of one's accountability and social responsibility.

The secondary schools in the District of Sindangan used modular distance learning for the past two years. With the recent development in DepEd, there is a great possibility that face-to-face interaction will be back in the instructional system as its main mode of learning delivery. However, some teachers and students may still continue with their learning management systems such as the Facebook group and chat for collaboration and online interaction and the use of Google classroom for the learning resources.

In this light, the researcher, being a Business Ethics teacher, has observed the scarcity of learning resources other than the usual self-learning modules, e-learning materials and e-books. She has observed that students have some needs of other learning resources to continue learning. Students have dire needs for additional reference books, equipment such as laptop, stationary, computers, simulation programs, and learning resources which are posted via messenger for the students to download and self-learning materials.

These learning resources, though highly needed by the students may be limited in both schools and at home. In DepEd, providing learning resources such as the printed modules has become one of the concerns not only among students or pupils and parents but as well as the teachers and school heads. The central office of DepEd supplied inadequate number of printed modules. Some modules have to be revised for localization to be understood by the students and pupils. Considering the time constraints in the presentation of the modules, there were some reported cases of erroneous contents in the modules.

With the limited learning resources, some challenges may be experienced by both teachers and students alike. The present study endeavored to identify the needs of the students in terms of learning resources, which learning resources are identified as inadequate in their respective schools, challenges arising from being unable to use learning resources during self-study and unable to complete and submit their outputs on time, concentration level, motivation, sense of accomplishment and ability to cope with stress.

The study endeavors to determine the extent of utilization of learning resources utilization of the students on blended instruction. Specifically, the study dealt with the following questions:

1. What is the extent of learning resources utilization of the students on blended instruction in terms of instructional, support structural and evaluation resources as perceived by the teachers and the students?

2. Is there a significant difference between the perceptions of the teachers and the students on the extent of learning resources utilization of the students?
3. What is the academic performance of the students in Business Ethics?
4. Is there a significant relationship between the students' extent of learning resources utilization and their academic performance in Business Ethics?

## METHODS

This study utilized the quantitative-comparative-correlational research design. The design was applied in looking into the extent of utilization of learning resources of the students in terms of instructional, structure support and evaluation learning resources during blended instruction in relation to the academic performance of the students in Business Ethics. The research is quantitative as this obtained a descriptive analysis of the variables. The comparative analysis was applied as the study determined the significant difference between the perceptions of the teachers and students on the extent of utilization of learning resources of the students during blended instruction. The correlational analysis is also deemed appropriate as the extent of utilization of learning resources was tested for relationship to the students' academic performance in Business Ethics during blended learning.

The locale of the study is in the Municipality of Sindangan, Zamboanga del Norte. Sindangan is a coastal municipality in the province of Zamboanga del Norte. This study involved Sindangan National High School, Sindangan National Agricultural School and Siare National High School of Sindangan District, Division of Zamboanga del Norte.

The participants of this study were Senior high school students of Sindangan National High School, Sindangan National Agricultural School and Siare National High School teaching during the school year 2022-2023. Specifically, there were 214 students and 14 teachers who participated in the research.

The study used the both descriptive and inferential tests. The descriptive questions were dealt with using the weighted average mean and standard deviation. The test of inferences used the Spearman rho correlation for significant relationship and the Mann Whitney U test for the significant difference between the samples, both for non-parametric data. The SPSS and online data analysis were used for the calculations of the tests of inference.

## RESULTS AND DISCUSSIONS

### Students' and Teachers' Perceptions on the Extent of Learning Resources Utilization

Table 1 shows the perceptions of the teachers and students as regards utilization of learning resources specifically instructional, structure support and evaluation learning resources.

As regards instructional learning resources, the students registered an overall mean of 3.39 which signifies that they have average extent of utilization of instructional learning resources. There were also instructional learning resources which were highly utilized such as the mobile phones especially used in their blended learning for the uploads and downloads of learning resources; printed modules for the Learning Activity Sheets; and self-learning materials aside from the



modules. On the average, some instructional learning resources were used like the charts, models or diagrams for illustrations used during the videos or recorded videos; projectors were also used on the average when the teachers wanted to convey important or illustrative examples and field visits for some educational sites within the division or province.

On the other hand, from the vantage points of the teachers, the overall mean of 3.74 indicates that most of the teachers have high extent of utilization of instructional learning resources. There were instructional learning resources which were very highly used such as the printed modules where all students were accounted for in the distribution; and mobile phones for the communication, sharing of resources through the google drive, and Facebook messaging app; and even sharing information through Facebook messenger.

Instructional resources possess some inherent advantages that make them unique in teaching. Especially, they provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and to retain better what they been taught, they also promote and sustain student interests.

The interactive nature of instructional resources makes the learner an active part of the learning process. This is due when the instructional materials are properly utilized to teaching, learning outcomes are enhanced. Instructional resources are essential and vital factors in any teaching-learning process. Verbalization has been found to be inadequate for effective teaching. Hence instructional resources serve as a channel through which messages, information, ideas and knowledge are disseminated easily. Instructional resources facilitate teaching and learning activities. They are anything the teacher turns to help in his learning process (Esu and Umoren) [6].

Effective utilization of instructional resources requires a lot of creativity as well as sound knowledge of the content. Bozimo [7], observed that there are ever increasing numbers of audio and visual materials available to schools that teachers should take advantage of the opportunities to procure excellent film and recordings covering a wide range of subject matters in the K12 curriculum including business ethics.

In terms of structure support learning resources, it can be observed that the students' responses yielded an overall mean of 3.51 which is interpreted as high. The extent of utilization of structure support learning materials was high according to the students which was only average from the point of view of the teachers. Most of the teachers also noted that structure support learning materials were utilized on the average extent as shown by the overall mean of 3.10.

As regards learning resources used for evaluation, the students and teachers alike denoted high level of utilization of evaluation learning resources. Among the most utilized tools are activity sheets and examination test papers. Activity sheets or Learning Activity Sheets were commonly used as formative assessment tools during the blended learning. Learning activity sheets or LAS are commonly used by the teachers to enhance students' understanding, skill or effectiveness in a specific area by engaging multiple styles of learning. School activities also served to infuse fun into learning as well as bolster student confidence and the ability to think critically. Further, learning activities are designed to bring about, to create the conditions for learning. Some learning activities stimulate experiential learning, others mobilize conceptual thinking, while still others prompt students to engage in analytical discussion.

Table 1. *Students' and Teachers' Perceptions on the Extent of Learning Resources Utilization*

Learning Resources	Students		Teachers	
	WAM	I	WAM	I
<b>Instructional Learning Resources</b>				
1. Textbooks	3.47	HE	3.90	HE
2. Printed modules	3.52	HE	4.30	VHE
3. Self-learning materials	3.51	HE	4.20	HE
4. Articles	3.34	AE	3.10	AE
5. Reports	3.49	HE	3.70	HE
6. Projects	3.34	AE	3.80	HE
7. Hand-outs	3.51	HE	4.20	HE
8. Reference materials	3.48	HE	4.30	VHE
9. Reference books	3.39	AE	4.00	HE
10. Models	3.00	AE	3.30	AE
11. Field visits	3.25	AE	2.80	AE
12. Charts	3.16	AE	3.50	HE
13. Designs	3.36	AE	3.40	HE
14. Computer	3.39	AE	3.40	HE
15. Projectors	3.23	AE	3.40	HE
16. Mobile phones	3.64	HE	4.40	VHE
17. Internet connection	3.48	HE	3.90	HE
<b>Overall Means</b>	<b>3.39</b>	<b>AE</b>	<b>3.74</b>	<b>HE</b>
<b>Structure Support Learning Resources</b>				
Classroom/Lecture rooms	3.84	HE	3.80	HE
Health center/clinic	3.60	HE	3.80	HE
Library	3.60	HE	3.20	AE
Laboratory	3.61	HE	3.80	HE
Workshop room	3.34	AE	3.70	HE
Drinking fountain for safe water	3.27	AE	3.10	AE
Internet infrastructure	3.32	AE	3.10	AE
<b>Overall Means</b>	<b>3.51</b>	<b>HE</b>	<b>3.50</b>	<b>HE</b>
<b>Evaluation Learning Resources</b>				
1. Worksheets	3.39	AE	4.00	HE
2. Activity sheets	3.61	HE	4.00	HE
3. Examination test papers	3.84	HE	4.00	HE
<b>Overall Means</b>	<b>3.61</b>	<b>HE</b>	<b>4.00</b>	<b>HE</b>
<b>Grand Means</b>	<b>3.50</b>	<b>HE</b>	<b>3.75</b>	<b>HE</b>

Legend: 4.20 – 5.00 Very High Extent (VHE) 3.40 – 4.19 High Extent (HE)  
 2.60 – 3.39 Average Extent (AE) 1.80 – 2.59 Low Extent (LE)  
 1.00 – 1.79 Very Low Extent (VLE)

**Test for Significant Difference Between the Perceptions of the Students and Teachers on Learning Resources Utilization**

Table 2. *Test for Significant Difference Between the Perceptions of the Students and Teachers on Learning Resources*

Learning Resources	Mann Whitney U Value	Z-score	p-value	Decision
Instructional	489.50	1.032	0.303	Not Significant
Structure Support	523	0.744	0.459	Not Significant
Evaluation	474	1.165	0.242	Not Significant

The use of Mann Whitney U test yielded the above results after the data analyses were made. As reflected in the table, the p-values of 0.303, 0.459 and 0.242 exceed the critical p-value of 0.05 to reject the null hypotheses. The findings imply that all the values of Z-scores are not significant. Hence, there is no significant difference between the teachers and students' extent of utilization of learning resources in terms of instruction, structure support and evaluation.

The teachers and students have extensively utilized the learning resources to facilitate instructional activities, understanding and acquisition of needed skills in their Business Ethics subject. Likewise, the two groups of participants have recognized the high extent of support from the administration to fully and effectively utilize both instructional and evaluation learning resources.

English et al. [8] noted learning resources have been extensively used by both teachers and students. Case studies, research articles, educational websites, textbooks, and other tools that support the teaching and learning of business ethics are some examples of these resources. By utilizing these materials, instructors and students have been able to improve their lesson plans, increase student comprehension of the material, and develop the requisite business ethics abilities.

Naidionova&Ponomarenko[9] explained that learning tools have greatly helped teachers and students improve lesson plans, enhance knowledge, and develop the necessary business ethics abilities. The administration encourages teachers to use these tools effectively to develop interesting lesson plans, tasks, and projects that include examples from real life. Access to a variety of resources, the analysis of moral quandaries, and the development of critical thinking and decision-making skills all benefit students. These tools aid students' general learning and promote their academic success.

**Performance of the Students in Business Ethics**

Table 3 projects the performance level of the students in their Business Ethics and Social Responsibility subject. As emanated from the table values, out of 214 students, the majority of 102 or 47.89 percent got very satisfactory mean range of 85 - 89; followed by those who got satisfactory mean range (80 - 84), 75 or 35.21 percent. Noteworthy were those who got outstanding mean range of 90 - 100 by the 27 or 12.68 percent of the 214 students.

The findings pointed out that most of the students satisfactorily achieved conceptual understanding of the fundamental concepts, principles, and practices of ethical standards in the business environment. The students have better understanding on the mechanics whereby companies can be made to act in the best interest of shareholders, other stakeholders, and society as a whole, ethical principles applied to some specific business situations and gain the ability to make informed judgments through case analyses. These students were able to identify strategies in relation to corporate ethics and governance.

Table 3. *Performance of the Students in Business Ethics*

Hypothetical Mean Range	Frequency	Percentage
Outstanding (90 - 100)	27	12.68
Very Satisfactory (85 - 89)	102	47.89
Satisfactory (80 - 84)	75	35.21
Fairly Satisfactory (75 - 79)	9	4.23
Did Not Meet Expectation (Below 75)	-	-
Total	214	100.00
Average	17	Satisfactory

### Test for Significant Relationship Between the Students' Perceptions on the Learning Resources Utilization and Their Performance in Business Ethics

Table 4. *Test for Significant Relationship Between the Students' Perceptions on the Learning Resources and Their Performance in Business Ethics*

Learning Resources and Performance in Business Ethics	Spearman Rho-value	Critical value	p-value	Decision
Instructional	0.549	9.564	0.000	Significant
Structure Support	0.488	8.141	0.000	Significant
Evaluation	0.517	8.794	0.000	Significant

The Spearman rho correlation was used to apply data analysis testing the significant relationship between the students' perceptions of the learning resources and their performance in Business Ethics.

The data analysis resulted to the p-values of 0.000 which are below the critical p-value of 0.05, indicating the rejection of the null hypotheses. Hence, there is a significant relationship between the students' perceptions of the learning resources and their performance in Business Ethics.



Learning is a complex activity that involves the interplay of learning resources, students' motivation, and skills of teaching in addition to, curriculum demands. Availability of learning materials, therefore, enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students.

The above findings are supported by several studies. Adeogun[10] discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed.

On the contrary, according to DFID [11]the inadequacy of learning resources such as physical facilities interfere with the learning process and which, calls for their development, maintenance, and allocation by all efforts of all stakeholders.

Onweh[12], maintains that there might be no one method of teaching that could be used to achieve the desired goal of education, hence, utilization of instructional resources becomes imperatives as it contributes to the quality of student learning. According to Effong[12], to be an effective teacher, one should not focus on only one strategy of teaching during instructional delivery. A number of instructional resources should be utilized to assist students to learn. Students learn both passively and actively, but benefit more and quickly when different resources are utilized. However, research has also proved the facilitative potentials of instructional resources in enhancing students' academic achievement and also enriching classroom instruction (Afuwape) [14].

## CONCLUSIONS AND RECOMMENDATIONS

Generally, the teachers and students varied their extent of utilization of learning resources like printed modules, and reference materials. Their mobile phones were also highly utilized as instructional tools. Their respective laboratories, classrooms or lecture rooms and health center or clinic were highly used to support instruction along with worksheets and learning activity sheets. Instructional, structure support and assessment learning materials are vital resources for the success of the performance of the students.

The DepEd to ensure balance allocation of resources to be given to different schools under their respective supervision. They need to convey that learning resources are crucial in supporting instruction and that teachers be provided with the required professional enhancement for them to develop appropriate and effective learning resources. The teachers and schools may further enrich and enhance their instructional learning resources with additional and recent collections of articles and reference books as well as utilizing models in their discussions. The school heads and department heads may consider improving their library collections, maintaining workshop room if applicable, constructing a drinking fountain for safe water and most importantly strengthening their internet infrastructure. The students may further enhance their performance in Business Ethics to acquire the best level of competencies and lifelong learning skills for Business Ethics and entrepreneurial fields. Future researchers may consider in their research to include the performance of the students in the job placement.

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