LEARNING RESOURCES IN TEACHER EDUCATION PROGRAM: A MATERIAL ANALYSIS INVENTORY

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ABSTRACT
This study aims to describe and analyze Learning Resources (LRs) in a Teacher Education Program in terms of their form, publication period, authorship and subject area. Moreover, it also describes their contents, instructional designs, technical designs and social considerations. It uses descriptive method of research and uses questionnaire among the one hundred thirty nine respondents. The results revealed that majority of the respondents come from Bachelor of Secondary Education who evaluated even number of textbooks, modules, workbooks and multimedia resources. It was also found out that majority of LRs are written within 5 years, except for the textbooks. Majority of the textbooks and workbooks are written by the authors outside the university while most of the modules and multimedia resources are written by the professors in the College. The results also show that most of the textbooks and workbooks are used in the general education area while the modules and multimedia resources are from major subject area. Moreover, all of the respondents Moderately Agree with the content of the learning resources, instructional designs, technical designs and social considerations. The study suggests that it is indispensable for an academic community to always utilize updated learning resources and produce more textbooks and workbooks in order to contextualize and facilitate the learning of the students. It is then recommended for the professors of the College to write more textbooks and workbooks to be utilized not only in the College of Education-Sumacab Main Campus, but also to all of the campuses which offer the same subjects. Also, it is advised that the materials to be written and utilized be anchored on the K-12 curriculum**.**

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INTRODUCTION
One of the goals of school and education is to mold the students to become better individuals, reach their highest potential on their abilities, socialization, physical and emotional well-being. According to Weidinger, et. al., (2014), well-rounded students can generate fresh ideas and can really foster thoughts that can contribute to the advancements of our society. In education, teacher is the person who provides schooling for pupils and students. The role of a teacher is formal and on-going, carried out by way of profession at school or other place of education. Furthermore, the primary task of teaching is to facilitate effective learning and understanding of the content materials (Shoji, 2005). Learning and teaching is the concern of a trained teacher. It can be defined as a change in disposition; a relatively permanent change in behavior over time and this is brought about partly by experience which promotes learning. Learning is acquiring new or modifying existing knowledge, behavior, skills, values, or preferences and may involve synthesizing different types of information (Adenyanju, 1997). In other words, it is a complex process in which it can be reinforced with different teaching or learning resources because they stimulate, motivate as well as focus learners' attention for a while during the instructional process.

Teaching or learning resources are instructional materials and devices through which teaching and learning are facilitated in schools (Agun, et. al., 1977). Examples of teaching and learning resources include visual aids, audio aids, real objects and many others. According to Akamobi (1998), learning resources are those materials used in classrooms or workshops for instruction or demonstration purpose by students and teachers. Therefore, taking care of education of these students requires special skills, particularly, the ability of identifying the learning need of each child and selecting appropriate learning aids for that child (Maheshwari, 2002).

In addition to helping students remember information, teaching or learning resources have other advantages. When properly used, they gain and hold the attention of students. Clearly, a major goal of all teaching is for the students to be able to retain as much knowledge of the subject as possible, especially the key points (Burrow, 1986). Moreover, good teaching and learning resources can help solve certain language barrier problem as they provide accurate visual image and make learning easier for the student (Chacko, 1981). Another use of teaching and learning resources is to clarify the relationship between material objects concepts to understand. However, use of standardized materials, including a syllabus, is recommended. Learning resources should also be reviewed to determine whether their use is feasible in the learning environment and whether they are appropriate for the students.

The mere use of these learning resources; however, does not guarantee effective communication nor effective teaching. It is their careful selection and skilful handling of teaching and

learning resources by the teacher that renders usefulness in facilitating learning.

It is then the ultimate, yet unattainable, goal to develop a yardstick to measure which one of several learning materials is the best. Hence, it is the task of this study to describe and evaluate the learning resources in the College.

Theoretical Framework

This study is anchored on Learning Object Review Instrument (LORI) developed by Vargo,Nesbit, Belfer, and Archambault (2003) and improved by Nesbit and Leacock (2007). LORI is used by evaluators create reviews consisting of ratings and comments on nine different dimensions: (a) *Content Quality* – the learning object content is free of error and presented without bias. Claims are supported by logical arguments, and present at ions highlight significant ideas; (b) *Learning Goal Alignment* - appropriate learning goals are stated. The learning activities, content, and assessments provided by the earning object is aligned with the declared goals; (c) *Feedback and Adaptation* - the learning object provides feedback driven by differing learner inputs or learner modeling; (d*) Motivation* - the learning object content is relevant to the personal goals and interests of the intended learners; (e) *Presentation Design* - the style of information design in the learning object enables users to learn efficiently. The presentations of the learning object minimize visual search; text and graphics are clear, concise and free of errors. Screen components do not interfere with learning goals.,(f) *Interaction Usability* - the user interface design implicitly informs learners about how to interact with the learning object. Navigation through the earning object is simple. The behavior of the user interface is consistent and predictable; (g) *Accessibility*- the design of controls and presentation formats in the learning object may accommodate learners with sensory and motor disabilities. The learning object can be accessed through different electronic means including assistive and highly portable devices; (h*) Reusability* - the learning object is a stand-alone resource that can be readily transferred to different courses, learning designs, and contexts; and (i) *Standards Compliance* - the learning object conforms to relevant international standards and specifications. Sufficient metadata is provided in tagged codes and made available to users. The primary goal of LORI is to balance assessment validity with efficiency of the evaluation process (Leacock & Nesbit, 2007), and thus, evaluation is not based on close reading or detailed analysis, but on the evaluator's overall impression of the learning object's dimensions of quality.

Statement of the Problem

This study tried to describe and analyze various learning resources in the Teacher Education Program of Nueva Ecija University of Science and Technology.

Specifically, it tried to answer the following questions:
1. How may the profile of the respondents be described in terms of their course/program?
2. How may the learning resources of the Teacher Education Program be described in terms of the following:
   2.1 form;
   2.2 publication period;
   2.3 authorship; and
   2.4 subject area?
3. How may the learning materials be described in terms of their:
   3.1 Content;
   3.2 Instructional Design;
   3.3 Technical Design; and
   3.4 Social Considerations?

Significance of the Study

The findings of the study will prove significant contributions to the following entities:

Department Heads/Curriculum Developers: The findings of the study will provide the chairs and the heads of the University with the current status of their learning resources, hence, evaluating the usefulness and effectively of the materials in relation to the context and current situation of the school environment and students. Moreover, it is an avenue for the chairs and the heads to support the endeavor of their professor-writers to produce more learning resources to be utilized their classes.

Professors/Instructors: Findings of the study will dictate the specific learning resources needed to be updated and/or altered in order to meet the international standards of learning. The professors and the instructors may collaborate with professors from outside the University or within the University to produce more learning resources.

Parents. Guardians and parents are always concerned with the materials used by their children in their schools. They always clamor for the best materials to be provided to their children in order to easily facilitate learning. Hence, results of this study may be used by the parents to voice out what they want to the administrators to easily address the problem. If they notice that some learning resources need to be altered, they can address their concern to the authorities.

Students. As the core concern of the educational institution, the students are the beneficiaries of all of the endeavors that the professors and/or the university. They are the recipients of every move and every decision of the institution. Hence, results of this study will help the students decide if the learninng resources being fed are still significant to their time and needs.

Limitation of the Study

The study is only limited to the learning resources such as textbooks, modules, workbooks and mutimedia resources like powerpoint presentation, movies, and audio tapes being used in the College of Education of the Nueva Ecija University of Science and Technology, Nueva Ecija-Philippines.

Moreover, the evaluation and analysis of the learning resources are only limited to various aspects such as their forms, publication period, authorship and subject area. Also, the content, instructional design, technical design and social

considerations of the evaluated learning resources were also covered.

Methodology
This part presents the method of research used, the locale of the study, the respondents of the study, the sampling techniques used, the data gathering procedure, the instrumentation, and the statistical treatment.

Research Method
The study used the descriptive method of research since this method describes what is, and with emphasis on what actually exists such as current conditions, practices, situations, or any phenomenon that would be necessary for study as a whole

Research Locale
The study was conducted at the College of Education, Nueva Ecija University of Science and Technology (NEUST), Sumacab Campus located at Sumacab Este, Cabanatuan City in the province of Nueva Ecija. It includes the Bachelor of Secondary of Education, Bachelor Elementary of Education and Bachelor of Secondary in Industrial Education. The students from the three (3) programs in the College of Education in the said university were identified as the respondents.

Sample and Sampling Technique
The sampling strategy that the researchers used was a stratified sampling. A stratified random sampling typically reflects the characteristics of the population as a whole.

Seventy (70) students, as respondents, consist of seventeen (17) students from the Bachelor of Industrial Education, thirty three (33) in Bachelor of Secondary Education, and twenty (20) in Elementary Education.

Instrumentation
The instrument used was researchers-made questionnaire. It was based on the textbook "Priorities for Evaluating Instructional Materials: Research Update" by the Florida Department Education, Bureau of Curriculum and Instruction, Office of Instructional Materials.

The questionnaire has two parts. Part I consists of the respondents' profile like their course or program. Part II consists of items in evaluating learning resources in terms of their forms, publication period, authorship, subject area. Moreover, this part consists of items evaluating the learning resources in terms of their contents, instructional designs, technical designs and social considerations.

In evaluating the learning resources on the Teacher Education Program, the following numerical and verbal descriptions were used: (5) Strongly Agree (SA), (4) Moderately Agree (MA), (3) Agree (A), (2) Moderately Disagree (MD), (1) Strongly Disagree (SD).

Statistical Treatment
The responses were tabulated, tallied, and ranked using the following: Weighted Mean and Frequency.

RESULTS AND DISCUSSION
This chapter presents the analysis and interpretation of data on respondents' profile, the material analysis inventory of the following learning resources in teacher education program: Textbook, Module, Workbook, and Multimedia Resources.

1. Profile of the Respondents
Table 1 presents the data gathered in terms of the profile of the respondents, specifically, their field of specialization.

Table 1. Students' Course/Program

STUDENTS' COURSE/PROGRAM	FREQUENCY	PERCENTAGE
Bachelor of Industrial Education	17	29%
Bachelor of Secondary Education	33	47%
Bachelor of Elementary Education	20	24%
TOTAL	**70**	**100**

The data shows that majority of the respondents come from Bachelor of Secondary Education which comprises 47% of the total number. It is followed by the respondents who come from Bachelor of Industrial Education which is composed of 29% of the respondents. Lastly, the Bachelor of Elementary Education which comprises the 24% of the total number of the respondents.

The results show that majority of the respondents come from the Bachelor of Secondary

Education. This results to the fact that Bachelor of Secondary Education is composed of different fields of specialization such as English, Filipino, Technology and Livelihood

Education, General Science, and Music, Arts, Physical Education and Health (MAPEH).

Evaluation of Learning Resources
This part of the paper presents the form, publication period, authorship and subject area of each of the identified types of the learning resources. Moreover, the evaluation of the learning resources in terms of their content, instructional design, technical design and social considerations are also presented.

1.1 Form
Table 2 presents the forms or types of learning resources evaluated by the respondents.

Table 2. Type of Learning Resources

Form of Learning Resources	*f*	%
Textbook	30	25%
Module	30	25%
Workbook	30	25%
Multimedia Resources	30	25%
TOTAL	**120**	**100%**

The figure shows that there are even number of learning resources which were evaluated by the respondents. There were thirty (30) textbooks, thirty (30) modules, thirty (30) workbooks and thirty (30) multimedia resources.

According to the Department of Education of Canada (2008), through its book entitled *Evaluation and Selection of Learning Resources*, learning resources refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources may include, but are not limited to, print and non-print materials, audio, visual, electronic, and digital hardware/software resources, and human resources.

1.2 Publication Period

*T*able 3 presents the period of publication of the learning resources evaluated by the researchers.

Table 3. Period of Publication

Period	Form of Type			
	T	M	W	MR
	f	*f*	*f*	*f*
Within the last 5 years	7	23	17	27
Within the last 10 years	8	7	10	3
Within the last 15 years	15	0	3	0
More than the last 15 years	0	0	0	0
TOTAL	**30**	**30**	**30**	**30**

The data shows that majority of the textbooks being utilized in the College of Education are printed within the last 15 years, it was followed by the textbooks within 10 years, and lastly, within the last 5 years. It is then apparent that very few of the textbooks utilized in the College are new and updated.

On the other hand, data revealed that majority of the modules prepared by the professors in the College are prepared within the last 5 years. It is followed then within the last 10 years. Since modules can be prepared easily without further requirements in order to be utilized, professors of the College can easily prepare modules for their classes. One of the problems of the College is the presence of textbooks in their major fields. And since they are not readily available, the professors decided to prepare modules in lieu of the textbooks in the respective fields. Similarly, majority of the workbooks used in the College are prepared within the last 5 years. It is followed by the workbooks within 10 years, and lastly, within the last 15 years. Workbooks were prepared as products of the modules. Hence, the preparation of modules and workbooks go hand in hand.

Lastly, the table shows that majority of the multimedia resources utilized in the College are updated and contemporary as gleaned in the data which shows that 27 among the 30 multimedia resources are made within the last five (5) years. It is followed by the multimedia made within 10 years which comprises three (3) of the 30 multimedia resources. It is a fact the multimedia resources like videos and audios are readily available in the Internet. Hence, professors have the easy access on these resources to be utilized in their respective classes.

It can be gleaned from the results that modules, workbooks and multimedia resources being utilized in the College of Education are updated and new. It is an exemplar practice in the College since the College clamours for bringing the future educators to the internalization and being at par to the rest of the members in the global market.

1.3 Authorship

Table 4 presents the authorship of the learning resources evaluated by the respondents.

Table 4. Authorship

Authorship	Form of Type			
	T	M	W	MR
	f	*f*	*f*	*f*
Teachers/professors from the Teacher Education	5	17	**1**	17
Teachers/Professors from other department	0	3	0	2
Collaboration of teachers/professors from the department and other department	3	3	3	0
Outside the university	22	7	26	11
TOTAL	**30**	**30**	**30**	**30**

The table shows that majority or 22 out of 30 learning resources are written by the writers or professors outside the University. It is followed by the teachers or professors from the College which comprises five (5) of the total number of the textbooks evaluated. Lastly, there the three (3) textbooks which are written through the collaboration of the teachers/professors from the department and other department.

On the other hand, the table also shows that there are 17 modules which are written and prepared by the teachers or professors from the College of Education. It is followed by the writers of professors outside the University which comprises seven (7) of the modules evaluated. Lastly, there are three (3) modules which are written and prepared by the teachers or professors from other department, and there are also three (3) modules which are written and prepared through the collaboration of the teachers and professors from the department and other department. On the other side, it can also be gleaned that majority or 26 out of the 30 workbooks evaluated are written and prepared by the professors of writers outside the university. It is followed by three (3) workbooks which are written through the collaboration of the teachers/professors from the department and other department. Lastly, there was one (1) workbook written by the teachers/professors from the Teacher Education.

Lastly, it is apparent that there are 17 multimedia resources which are prepared by the teachers/professors from the Teacher Education. It is followed by the learning resources which come from the outside of the University which

comprises 11 out of the 30 multimedia resources. And lastly, there are two (2) multimedia resources which are prepared by the teachers/professors from other department. Result of the study flaunts that the teachers or professors of the College of Education do not monopolize the fabrication of the various learning resources in the College.

1.4 Subject Area
Table 5 shows the gathered data in terms of the subject areas covered by the learning resources evaluated by the respondents.

Table 5. Subject Area of the Learning Resources

Subject Area	Form of Type			
	T	M	W	MR
	f	f	f	f
General education learning resource	18	6	16	8
Professional Education Learning Resource	12	10	13	11
Major Learning Resource	0	14	1	11
TOTAL		30	30	30

The table shows that majority or 18 of the evaluated materials are textbooks from the General Education area. It is followed by the textbooks from the Professional Education area which comprises 12 out of the 30 textbooks evaluated.

On the contrary, the table presents that there are 14 modules being utilized in the Major Subject area, followed by the 10 modules from the Professional Education area, and lastly, there are six (6) modules from the General Education subject area.

On the other hand, the data shows that there are 16 workbooks from the General Education area, 13 workbooks from the Professional Education subject area, and 1 workbook from the Major Subject area.

Lastly, the table shows that there are 11 multimedia resources from the Professional Education area and Major Subject area, while there are eight (8) multimedia resources from the General Education subject area. The results of the study revealed that very few learning resources are being produced in the major subject area. This is attributed to the fact that the writers and publishers believed that there are only very limited target readers in this area compared to the other two areas wherein more students will be required to have or purchase the learning resources. As a result, only the professors who handle the major subject areas prepare modules to be utilized in their respective subjects.

Evaluating Learning Resources
This part presents the gathered data through evaluated various learning resources. The said learning resources were evaluated in terms of their content, instructional design, technical design and social considerations.

Content of the Learning Resources
Table 6 presents the data gathered in terms of the content of the learning resources. This includes the evaluated data of the textbooks, modules, workbook and DVD/Video/ Audio materials. Content review in this study includes the following: alignment with curriculum, level of treatment, expertise of authorship, accuracy, correctness, authenticity, multicultural representation, and portrayal of humanity and compassion.

Table 6. Content of the Learning Resources

CONTENT	TEXTBOOK		MODULE		WORKBOOK		MULTIMEDIA RESOURCES	
	WM	VI	WM	VI	WM	VI	WM	VI
1. Content is current.	4.01	Moderately Agree	4.47	Moderately Agree	4.06	Moderately Agree	4.43	Moderately Agree
2. Content is accurate.	4.11	Moderately Agree	4.37	Moderately Agree	4.13	Moderately Agree	3.93	Moderately Agree
3. Content supports BSE/BEED/BSIE curriculum.	4.28	Moderately Agree	3.33	Agree	4.06	Moderately Agree	4.10	Moderately Agree
4. Scope (range) and depth of topics are appropriate to students' needs.	4.23	Moderately Agree	4.97	Strongly Agree	4.26	Strongly Agree	4.10	Moderately Agree
5. Material has significant K-12 Content.	3.31	Agree	3.1	Agree	3.53	Moderately Agree	3.37	Agree
6. Level of difficulty is appropriate for intended audience.	3.86	Moderately Agree	4.37	Moderately Agree	4.06	Moderately Agree	4.03	Moderately Agree
7. Content integrates "real-world" experiences.	4.23	Moderately Agree	4.2	Moderately Agree	3.93	Moderately Agree	4.03	Moderately Agree
GRAND MEAN	4.00	MODERATELY AGREE	4.12	MODERATELY AGREE	4.00	MODERATELY AGREE	4.00	MODERATELY AGREE

The table shows that the content of the "textbooks" evaluated garnered a general weighted mean of 4.00 with Verbal Interpretation of "Moderately Agree." Among the identified statements, statement no.7, Content integrates real-world experiences, got the highest weighted mean (4.23, Moderately Agree) while statement no. 5, Material has significant K-12 Content, got the lowest weighted mean (3.31, Agree). On the other hand, the content of the modules evaluated got a general weighted mean of 4.12 with Verbal

Interpretation of Moderately Agree. It is apparent that the item number 4, Scope (range) and depth of topics are appropriate to students' needs, garnered the highest weighted mean (4.97, Strongly Agree) while the item no. 5, Material has significant K-12 Content, got the lowest weighted mean (3.1, Agree).

Moreover, evaluating the content of the workbooks in the College garnered a general weighted mean of 4.00 with

Verbal Interpretation of Moderately Agree. Of all the identified items, item number 4, Scope (range) and depth of topics are appropriate to students' needs, got the highest weighted mean (4.26, Strongly Agree), while the item number no. 5, Material has significant K-12 Content, got the lowest weighted mean (3.53, Moderately Agree).

Lastly, the DVD/Video/Audio learning resources got a general weighted mean of 4.00 with a Verbal Interpretation of Moderately Agree. Statement number 1, Content is current, garnered the highest weighted mean (4.43, Moderately Agree), while the item number item no. 5, Material has significant K-12 Content, got the lowest weighted mean (3.37, Agree). It is then apparent that this form of learning resources is said to be current because of the myriads of examples and available on-line. Hence, the teachers can easily download and/or utilize any audio or video materials to be presented and used in their respective classes.

According to the Department of Education of Florida (2008), content is the top priority. Without good content, classy presentation and engaging constructivist learning activities will lead to wrong learning.

It could be deduced among the gathered data that almost all of the forms of the learning resources failed to adhere to the current curriculum implemented by the Department of Education – K-12 Program. Respondents of the study, who are the same group of students who utilize the learning resources, observed that the contents are not aligned to the target curriculum of their field, hence, they deemed that this does not prepare them to the veritable curriculum they will face in the real world.

Instructional Design
Table 7 presents the result on the evaluation of the learning resources in terms of their instructional design. This includes the evaluated data of the textbooks, modules, workbook and DVD/Video/ Audio materials. Evaluation of the instructional design of the resource involves an examination of its goals, objectives, teaching strategies, and assessment provisions. Evaluators begin with the instructional objectives and work through the methodology.

Table 7. Instructional Design

INSTRUCTIONAL DESIGN	TEXTBOOK		MODULE		WORKBOOK		MULTIMEDIA RESOURCES	
	WM	VI	WM	VI	WM	VI	WM	VI
1. Instructional goals and learner objectives are clearly stated.	4.43	Moderately Agree	4.3	Moderately Agree	4.13	Moderately Agree	4.30	Moderately Agree
2. Resource is suitable for a wide range of learning/teaching styles.	4.14	Moderately Agree	4.3	Moderately Agree	3.73	Moderately Agree	4.20	Moderately Agree
3. Resource promotes student engagement.	4.23	Moderately Agree	4.23	Moderately Agree	3.53	Moderately Agree	4.20	Moderately Agree
4. Methodology promotes active learning.	4.17	Moderately Agree	4.27	Moderately Agree	3.6	Moderately Agree	4.10	Moderately Agree
5. Methodology promotes the development of communication skills.	4.26	Moderately Agree	4	Moderately Agree	3.53	Moderately Agree	4.13	Moderately Agree
6. Resource engages group interaction.	4.26	Moderately Agree	4.17	Moderately Agree	3.6	Moderately Agree	3.83	Moderately Agree
7. Resource encourages student creativity.	4.11	Moderately Agree	3.83	Moderately Agree	3.53	Moderately Agree	4.47	Moderately Agree
8. Resource allows/encourages students to work independently.	4.14	Moderately Agree	3.4	Moderately Agree	3.86	Moderately Agree	4.23	Moderately Agree
9. Resource is suitable for intended purpose.	4.17	Moderately Agree	3.87	Moderately Agree	4.13	Moderately Agree	4.03	Moderately Agree
10. Materials are well organized and structured.	4.31	Moderately Agree	4.23	Moderately Agree	3.86	Moderately Agree	3.20	Agree
11. Materials have unity/congruency.	4.31	Moderately Agree	4.13	Moderately Agree	3.93	Moderately Agree	4.13	Moderately Agree
12. Concepts are clearly introduced.	4.26	Moderately Agree	4.07	Moderately Agree	3.73	Moderately Agree	4.33	Moderately Agree
13. Concepts are clearly developed.	4.26	Moderately Agree	4.03	Moderately Agree	4.06	Moderately Agree	4.10	Moderately Agree
14. Concepts are clearly summarized.	4.26	Moderately Agree	3.93	Moderately Agree	3.86	Moderately Agree	4.10	Moderately Agree
15. Integration across curriculum subjects is supported.	4.11	Moderately Agree	3.27	Agree	4.13	Moderately Agree	4.26	Moderately Agree
16. Non-technical vocabulary is appropriate.	3.83	Agree	3.92	Moderately Agree	4.06	Moderately Agree	3.90	Moderately Agree
17. Technical terms are consistently explained/introduced.	4.09	Moderately Agree	4.17	Moderately Agree	4.2	Strongly Agree	4.00	Moderately Agree
18. Pedagogy is innovative.	4.14	Moderately Agree	4.03	Moderately Agree	4.13	Moderately Agree	3.10	Agree
19. Adequate/appropriate pre-teaching and follow-up activities are provided.	4.11	Moderately Agree	4.37	Moderately Agree	3.93	Moderately Agree	4.06	Moderately Agree
20. Adequate/appropriate assessment/evaluation tools are provided.	4.31	Moderately Agree	4.37	Moderately Agree	3.8	Moderately Agree	3.10	Agree
GRAND MEAN	4.20	MODERATELY AGREE	4.05	MODERATELY AGREE	4	MODERATELY AGREE	3.99	MODERATELY AGREE

The table shows that in terms of the instructional design of the textbooks evaluated, it garnered a general weighted mean of 4.20 with a Verbal Interpretation of Moderately Agree. Among the presented stated, item number 1, Instructional goals and learner objectives are clearly stated, got the highest weighted mean (4.43, Moderately Agree), while item number 16, Non-technical vocabulary is appropriate, got the lowest weighted mean (3.83, Agree).

The same verbal interpretation was garnered by the modules in terms of their instructional design with 4.05. Apparently, among the statements provided, items 1, Instructional goals and learner objectives are clearly stated, and items number 2, Resource is suitable for a wide range of learning/teaching styles, got the highest weighted mean (4.3, Moderately Agree), while item 15, Integration across curriculum subjects is supported, got the lowest weighted mean (3.27, Agree).

Evaluating instructional designs of the workbooks got a general weighted mean of 4 with Verbal Interpretation of Moderately Agree. Among the identified statements, item number 17, Technical terms are consistently explained/introduced, got the highest weighted mean (4.2, Strongly Agree), while item number 3, Resource promotes student engagement, and item number 5, Methodology promotes the development of communication skills, got the lowest weighted mean (3.53, Moderately Agree).

Lastly, the evaluated DVD/Audio/Video materials in terms of their instructional designs garnered a general weighted mean of 3.99 with a Verbal Interpretation of Moderately Agree. Among the statements presented, item number 7, Resource encourages student creativity, got the highest weighted mean (4.47, Moderately Agree), while item number 18, Pedagogy is innovative, and item number 20, Adequate/appropriate assessment/evaluation tools are provided, got the lowest weighted mean (3.10, Agree).

Majority of the respondents are convinced that the learning resources in the College of Education have Instructional goals and learner objectives that are clearly stated. For future educators, it is important that they have to be oriented with the goals and objectives of their profession. Hence, it is a good training for them to be presented with this practice.

According to the English Program of the Education and Early Childhood Development, Canada (2008), today's students are sophisticated and demanding visual consumers. Educational video must strike a balance between education and entertainment; it must simultaneously engage and inform.

Technical Design
Table 8 presents the gathered data in terms of the technical designs of the evaluated learning materials such as textbooks, modules, workbooks and DVD/Video/Audio materials.

Table 8. Technical Design

TECHNICAL DESIGN	TEXTBOOK		MODULE		WORKBOOK		MULTIMEDIA RESOURCES	
	WM	VI	WM	VI	WM	VI	WM	VI
1. Appropriate support materials are provided.	4.17	Moderately Agree	4.27	Moderately Agree	4	Moderately Agree	2.87	Agree
2. Visual designs are interesting and effective.	4.0	Moderately Agree	3.77	Moderately Agree	4.03	Moderately Agree	4.20	Moderately Agree
3. Illustrations and visuals are effective and appropriate.	4.11	Moderately Agree	3.9	Moderately Agree	4.06	Moderately Agree	3.70	Moderately Agree
4. Characterize/typeface is appropriate.	4.14	Moderately Agree	3.6	Moderately Agree	4.13	Moderately Agree	4.03	Moderately Agree
5. Layout is logical and consistent.	4.0	Moderately Agree	4.2	Moderately Agree	4.06	Moderately Agree	4.13	Moderately Agree
6. Users can easily employ the resource	4.17	Moderately Agree	3.37	Agree	3.93	Moderately Agree	4.23	Moderately Agree
7. Packaging/design is suitable for the classroom/library	4.0	Moderately Agree	3.9	Moderately Agree	4.06	Moderately Agree	3.90	Moderately Agree
GRAND MEAN	4.0	**MODERATELY AGREE**	3.86	**MODERATELY AGREE**	4.03	**MODERATELY AGREE**	3.87	**MODERATELY AGREE**

The data shows that the evaluated textbook, in terms of their technical design, got a general weighted mean of 4.0 with a Verbal Description of Moderately Agree. Among the identified statements, item number 6, Users can easily employ the resource, and item number 1, Appropriate support materials are provided, got the highest weighted mean (4.17, Moderately Agree), while the items number 2, Visual designs are interesting and effective, item number 5, Layout is logical and consistent, and item number 7,

Packaging/design is suitable for the classroom/library, got the lowest weighted mean (4.0, Moderately Agree).

For the evaluated modules, it garnered a general weighted mean of 3.86 with a Verbal Interpretation of Moderately Agree. It is then apparent that among the items, item number 1, Appropriate support materials are provided, got the highest weighted mean (4.27, Moderately Agree), while item

number 6, Users can easily employ the resource, got the lowest weighted mean (3.37, Agree).

Technical designs of the workbooks evaluated got a general weighted mean of 4.03 with a Verbal Description of Moderately Agree. From the given statements, item number 4, Characterize/typeface is appropriate, got the highest weighted mean (4.13, Moderately Agree), while the item number 6, Users can easily employ the resource, got the lowest weighted mean (3.93, Moderately Agree).

Lastly, the evaluation on DVD/Audio/Video earning materials got a general weighted mean of 3.87 with a Verbal Description of Moderately Agree. Among the given statements for technical evaluation, item number 6, Users can easily employ the resource, got the highest weighted mean (4.23, Moderately Agree), while item number 1, Appropriate support materials are provided, got the lowest weighted mean (2.87, Agree).

It was also found out that respondents have contradicting views regarding the use of various learning resources in their classrooms. For textbooks and DVD/Video/Audio materials, they find the materials easy to use because appropriate supporting materials are provided. As deemed necessary, textbooks and DVD materials are the materials which undergone further evaluation; hence, they undergo scrutiny and revised before being used and utilized. On the other hands, the respondents find their modules and workbooks difficult to use. According to the respondents, most, if not all, of their modules and workbooks are prepared by their subject teachers for their respective classes. The earning materials have been to further scrutiny and evaluation. As a

result, there are still some features which need to be improved.

According to the English Program of the Education and Early Childhood Development, Canada (2008), evaluation of technical designs Assesses whether support materials contribute to the achievement of the resource's objectives. The use of all components should be clearly identified. Good support materials, according to the department, must include the following: for students - sufficient material for a variety of activities including pre-instruction and follow-up; for teachers - a description of the instructional activities, an overview of how these relate to each other and to the curriculum/resource goals, and identification of prerequisite skills; resource information, including a bibliography of resources and references related to the topic, and possibilities for package modification; and technical documentation (mandatory for digital resources) clear, easy-to understand instructions for use, including information about system requirements, where appropriate.

Social Considerations
Table 9 presents the data gathered by the researchers in terms of the social considerations adhered by the learning resources evaluated such as textbooks, modules, workbooks and DVD/Video/Audio Learning materials. This is done to examine resources to see how it handles social issues helps to identify potentially controversial or offensive elements that may exist in the content or presentation, and highlights where resources might support pro-social attitudes and promote diversity and human rights.

Table 9. Social Considerations

SOCIAL CONSIDERATIONS	TEXTBOOK WM	VI	MODULE WM	VI	WORKBOOK WM	VI	MULTIMEDIA RESOURCES WM	VI
1. Gender/sexual roles	4.09	Moderately Agree	4.13	Moderately Agree	4	Moderately Agree	4.03	Moderately Agree
2. Sexual orientation	4.09	Moderately Agree	3.63	Moderately Agree	4.36	Strongly Agree	4.00	Moderately Agree
3. Belief systems	4.2	Moderately Agree	3.57	Moderately Agree	3.83	Moderately Agree	3.77	Moderately Agree
4. Age	4.09	Moderately Agree	3.97	Moderately Agree	3.73	Moderately Agree	3.97	Moderately Agree
5. Socio-economic status	4.0	Moderately Agree	3.5	Moderately Agree	3.73	Moderately Agree	4.20	Moderately Agree
6. Political bias	3.6	Moderately Agree	4.03	Moderately Agree	3.26	Agree	3.45	Moderately Agree
7. Regional bias	3.8	Moderately Disagree	3.5	Agree	3.33	Agree	2.57	Moderately Disagree
8. Multiculturalism/anti-racism	3.94	Moderately Agree	3.43	Moderately Agree	3.4	Moderately Agree	4.20	Moderately Agree
9. Aboriginal culture/roles	3.94	Moderately Agree	3.67	Moderately Agree	3.4	Moderately Agree	2.43	Agree
10. Special needs	4.09	Moderately Agree	3.77	Moderately Agree	4	Moderately Agree	3.97	Moderately Agree
11. Ethical/legal issues	4.17	Moderately Agree	3.77	Moderately Agree	4	Moderately Agree	3.63	Moderately Agree
12. Language	4.03	Moderately Agree	3.67	Moderately Agree	3.73	Moderately Agree	4.10	Moderately Agree
13. Violence	3.83	Moderately Agree	3.33	Agree	3.66	Moderately Agree	4.06	Moderately Agree
14. Safety standards compliance	4.14	Moderately Agree	3.53	Moderately Agree	3.8	Moderately Agree	3.77	Moderately Agree
GRAND MEAN	4.0	MODERATELY AGREE	3.68	MODERATELY AGREE	3.73	MODERATELY AGREE	3.73	MODERATELY AGREE

The table shows that evaluating textbooks in terms of their social considerations garnered a general weighted mean of 4.0 with a Verbal Interpretation of Moderately Agree. Among the considerations presented, respondents believed that the textbooks strongly adhere to the belief system which got the highest weighted mean (4.2, Moderately Agree), while political bias has not been considered which garnered

the lowest weighted mean of 3.6 and a Verbal Interpretation of Moderately Agree.

Evaluating social considerations among modules got a general weighted mean of 3.68 with a Verbal Interpretation of Moderately Agree. Apparently, gender or sexual roles has been considered among the modules since it garnered the

highest weighted mean (4.13, Moderately Agree), while violence got the lowest weighted mean (3.33, Agree).

Assessing the social considerations of the workbooks garnered a general weighted mean of 3.73 with a Verbal Interpretation of Moderately Agree. For the social considerations identified, sexual orientation has been given much consideration since it garnered the highest mean (4.36, Strongly Agree), while Multiculturalism/anti-racism and Aboriginal culture/roles got the lowest weighted mean (3.4, Moderately Agree).

Lastly, the DVD/Video/Audio materials got a general weighted mean of 3.73 with a Verbal Interpretation of Moderately Agree. It was observed that the said learning materials gave much consideration on socio-economic status and Multiculturalism/anti-racism since they got the highest weighted mean (4.20, Moderately Agree) while Aboriginal culture/roles got the lowest weighted mean (2.43, Agree).

It was also observed that among the social considerations identified, the respondents emphasized that regional biases are present. This happens because the Education nowadays promotes the contextualization of the learning resources. This means that the materials must be with the community of the learners. For example, one of the textbooks evaluated was Literature. Majority of the literary pieces are written and within the region. Hence, the respondents find this as a regional bias since they thought that it only promotes their region without knowing the advocacy of the Department.

CONCLUSIONS
Based on the results of the study, the following conclusions were drawn:
1. Majority of the students from the College of Education come from the Bachelor of Secondary Education.
2. Among the learning resources being evaluated, it is only the textbooks which are not updated and new.
3. Modules are the only learning materials which are written by the majority of the teachers of professors from the College.
4. No textbooks are written intended for the major subject area.
5. Majority of the learning resources present materials and information which are appropriate to the needs of the students.
6. Majority of the learning resources utiized are not anchored on the K-12 curriculum.
7. Most of the learning resources evaluated, especially, Modules and Workbooks, have regional and poitical biases.

RECOMMENDATIONS
Based on the finding and conclusions, the following recommendations were offered:
1. This is the time for the faculty members to revise their textbooks to meet the need of the students and the society in order to cope up with the demands of the internationalization and globalization.
2. Professors of teachers of the College are encourage to write more textbooks and workbooks to be utilized not only in the College of Education-Sumacab Main Campus, but also to all of the campuses which offer the same subjects.
3. They are also encouraged to focus not only on the Genera Education subjects, but also to the Professional Education and Major subject areas.
4. It is also advised that the materials to be written and utilized must be anchored on the curricuum used in the basic education which is the K-12.
5. Any learning resources must be bias-free.

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