FUNCTIONAL COMPETENCY OF TEACHERS AND EXTENT OF UTILIZATION OF LEARNING RESOURCE MANAGEMENT AND DEVELOPMENT SYSTEM (LRMDS) PORTAL

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A B S T R A C T

This study determined the functional competency of teachers and extent of utilization of learning resource management and development system (LRMDS) in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. This study employed descriptive – correlational research method with survey questionnaire checklist as the data-gathering instrument. Total enumeration was employed in this study which involved one hundred seven (107) elementary teachers in the locale of the study.

Findings revealed that the public school teachers were rated highly competent in terms of functional competencies, and the extent of utilization of the LRMDS was rated as highly or extensively utilized. Moreover, it also revealed that there is no significant relationship between the functional competency levels of teachers and their extent of utilization of the Learning Resource Management and Development System (LRMDS) in the public elementary schools of Jose Panganiban West District. Notably, the elementary school teachers in Jose Panganiban West District in the Division of Camarines Norte encountered issues and challenges in terms of their functional competencies and utilization of LRMDS portal. These findings underscore the importance interventions that enhance teachers' competency and LRMDS utilization The proposed Intervention Plan to enhance teachers' competency and LRMDS Utilization in Jose Panganiban West District in the Division of Camarines Norte includes a range of key actions focusing on enhancing functional competencies of the public elementary school teachers and their engagement with the LRMDS platform. This indicates enhanced functional competencies and increased engagement of the teachers in the utilization of LRMDS portal.

1. INTRODUCTION

A teacher is an individual tasked with educating and imparting knowledge to students (Richter et al., 2021). The roles of the teacher is not that easy since it requires high level of commitment and passion to give what is due for the learners to attain quality education (Žydžiūnaitė & Arce, 2021). They can diversify teaching strategies by using pedagogical methods and learning resources or materials appropriate to the student's level of ability

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(Pasira, 2022), thus, the use of digital technology today is indeed very beneficial to educators to vary the pattern of teaching in achieving the set learning objectives (Starkey, 2020).

Accessibility, sufficiency, and relevance of teaching and learning resources in the classroom influence quality learning and teaching which have a very significant impact on learning and academic performance of students (Alam et al., 2021). The teacher uses instructional materials to make teaching and learning process motivating and to develop higher learning abilities among the learners through self-teaching or guided learning (Torbila, 2021).

The Department of Education with an end goal of providing relevant and quality education to all learners with the use of quality teaching and learning resources released DepEd Order No. 76, (2011) titled National Adoption and Implementation of the Learning Resources Management and Development System (LRMDS) dated October 4, 2011. The Order advocates the adoption and implementation of the Learning Resource Management and Development System (LRMDS) and its major objective is to provide a technical basis for assessing, acquiring, adapting, developing, producing and distributing quality learning and teaching resource materials for students and instructional support materials for teachers (Lakshmi et al., 2023).

Quality teachers with the utilization of quality instructional and learning materials develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. This is in consonance with the Department of Education vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepED Order No. 36, 2013).

As affirmed by DepEd Order No. 42 (2017), titled Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program dated June 17, 2016, one of the roles of the teacher is a facilitator of learning, thus, it empower teachers to carry out quality instruction that recognized diverse learners in the classroom, allows the use of varied instructional strategies and formative assessment strategies for learner's success. These guidelines aim to support teachers in organizing and managing their classes and lessons effectively and efficiently and ensure the achievement of learning outcomes (Setyaningsih & Suchyadi, 2021). Thus, teachers employed various instructional learning materials in lesson planning, in the actual teaching and learning process and in giving assessment (König et al., 2020).

In the locale of the study, one of the instructional strategies being utilized by the classroom teachers is the utilization of the learning resources downloaded from the Learning Resource Management and Development System (LRMDS) Portal of DepEd in the lesson planning, teaching and learning and assessment in the actual classroom teaching. However, not all teachers in the locale of study engage, utilize and access the learning resources in the LRMDS portal which can be attributed to lack of internet access and technical-know-how of the teachers in accessing the portal. With this, the researcher decided to look into the functional competency and the extent of utilization of LRMDS of the teachers in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte basis in crafting development plan. Specifically, it answered the following sub-problems: 1) What is the level of functional competency of the teachers in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte; 2) What is the extent of utilization of LRMDS of the teachers in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte; 3) Is there significant relationship between functional competency and extent of utilization of LRMDS of the teachers in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte; 4) What are the issues and challenges encountered by the public elementary school teachers in utilizing LRMDS; and 5) What intervention plan may be proposed to address teachers' competency and LRMDS utilization of elementary school teachers in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte?

2. METHODOLOGY

This study employed descriptive-correlational research method. The descriptive method was used to determine the level of functional competency of the teachers in public elementary schools; the extent of utilization of LRMDS of the teachers, and the issues and challenges encountered by the public elementary school teachers in utilizing LRMDS. The study aimed to propose an intervention plan to address teachers' functional competencies and LRMDS utilization of elementary school teachers in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. Meanwhile the correlation design was used to determine the significant relationship between the functional competencies and extent of utilization of LRMDS portal of the teachers in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte.

The study composed of one hundred seven (107) elementary teachers in Jose Panganiban West District in the Division of Camarines Norte. Total enumeration was utilized for the study. The source of data was the survey questionnaire checklist.

The data on the functional literacy of teachers and extent of utilization of Learning Resource Management and Development System (LRMDS) portal in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte were analyzed using weighted mean and Pearson product moment of correlation. Weighted mean determined the functional

competencies of teachers, the extent of utilization of LRMDS portal, and the challenges encountered in utilizing LRMDS. Meanwhile, Pearson product moment of correlation determined the significant relationship between the functional competencies and extent of utilization of LRMDS portal of the teachers in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte.

3. RESULTS AND DISCUSSION

This part presents the results of the data analysis in response to the problems covered by this study.

3.1 Level of Functional Competency Utilized by the Primary Teachers

Table 1 illustrates the level of functional competency among teachers in public elementary schools within the Jose Panganiban West District. Notably, the competency receiving the highest rating was "applying a personal teaching philosophy centered on the learner," scoring a mean of 5.00, denoted as "very highly competent." This indicates an outstanding proficiency among the evaluated elementary school teachers in this specific aspect of teaching. Conversely, the competency with the lowest rating was "designing, selecting, organizing and using diagnostic, formative and summative assessment strategies consistent with curriculum requirements" with a mean score of 3.19 interpreted as "moderately competent".

Table 1. Level of Functional Competency of the Teachers in Public Schools in Jose Panganiban

Indicators	Weighted Mean	Verbal Interpretation
1. Applying knowledge of content within and across curriculum teaching areas.	3.83	HC
2. Using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.93	HC
3. Managing classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.11	HC
4. Managing learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments.	4.63	VHC
5. Using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.02	HC
6. Planning, managing and implementing developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	3.74	HC
7. Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	3.64	HC
8. Selecting, developing, organizing and use appropriate teaching and learning resources, including ICT, to address learning goals.	3.60	HC
9. Designing, selecting, organizing and using diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	3.19	MC
10. Monitoring and evaluating learner progress and achievement using learner attainment data.	4.37	VHC
11. Communicating promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	4.81	VHC
12. Applying a personal philosophy of teaching that is learner-centered.	5.00	VHC
13. Setting professional development goals based on the Philippine Professional Standards for Teachers.	4.72	VHC
Average Weighted Mean	*4.12*	*HC*

Legend:

Rating Scale	Adjectival Rating
4.20 – 5.00	Very Highly Competent (VHC)
3.40 – 4.19	Highly Competent (HC)
2.60 – 3.39	Moderately Competent (MC)
1.80 – 2.59	Slightly Competent (SC)
1.00 – 1.79	Not at All Competent (NAAC)

These findings indicate that there may be a lack of alignment between assessment practices and curriculum requirements. Likewise, teachers may not be fully integrating assessment strategies that effectively measure student learning outcomes as specified by the curriculum, leading to potential gaps in understanding and achievement.

Overall, the level of functional competency of the teachers in public schools in Jose Panganiban got an overall weighted mean of 4.12 interpreted as "highly competent". This led to the conclusion that, on average,

the teachers demonstrate a strong proficiency across various roles of their professional practice. These roles may encompass areas such as lesson planning, instructional delivery, classroom management, student assessment, and fostering a conducive learning environment. This also implies that the elementary school teachers in Jose Panganiban West District possess the knowledge, skills, and attitudes necessary to effectively meet the academic needs of their students. They are likely skilled at adapting teaching strategies to accommodate diverse learning styles and abilities, fostering student engagement, and promoting positive learning outcomes.

3.2 Extent of Utilization of LRMDS of the Teachers in Public Elementary Schools

Table 2 presented the extent of utilization of the LRMDS of the public-school teachers in Jose Panganiban West District. As revealed in the table 2, the indicator with the highest rating was "downloading learning resources and supplementary materials", with a mean score of 3.91 interpreted as "highly utilized". The findings indicate that among the indicators assessed, the activity of downloading learning resources and supplementary materials from the Learning Resource Management and Development System (LRMDS) received the highest rating. The mean score of 3.91, interpreted as "highly utilized," suggests that this specific feature or functionality of the LRMDS platform is extensively used by the teachers being evaluated. On the other hand, "using the learning resources in cooperative learning as well as in individual learning" received the lowest rating, with a mean score of 3.46, which is considered "highly utilized." The implication of this finding suggests that there may be room for improvement in how effectively these resources are integrated into both cooperative and individual learning settings.

Table 2. Extent of Utilization of LRMDS of the Public Elementary School Teachers in Jose Panganiban West District

Indicators	Weighted Mean	Verbal Interpretation
1. Accessing Learning Resources (LRs) (any digital or non-digital resource with a learning purpose, designed to be used directly by the student learners and or integrated into teacher developed lesson plans)	3.79	HU
2. Accessing Teaching Resources (TRs) (any educational resource digital or non-digital that supports teachers in curriculum development, delivery and pedagogy or teacher trainers in the delivery of professional development programs)	3.64	HU
3. Accessing Professional Development Materials (PDMs) (any digital or non-digital education training and development resource or program designed with a training and development purpose)	3.72	HU
4. Accessing information as to quality and location of textbooks and supplementary materials	3.69	HU
5. Utilize LRMDS standards, specifications and guidelines for assessing & evaluating students learning.	3.63	HU
6. Utilize LRMDS standards, specifications and guidelines in developing contextualized supplementary learning materials.	3.47	HU
7. Finding and selecting learning resources in the K to 12 ladders	3.60	HU
8. Downloading learning resources and supplementary materials	3.91	HU
9. Sharing the downloaded resources to others as teaching and learning materials or references or supplementary materials	3.56	HU
10. Planning lessons using the downloaded teaching and learning materials to engage students and provide a purpose for learning.	3.83	HU
11. Using the downloaded resources as teaching and learning materials as references or supplementary materials	3.56	HU
12. Modify and enhance instruction through the use of learning resources in LRMDS portal	3.65	HU
13. Using the LR in cooperative learning as well as in individual learning.	3.46	HU
Average Weighted Mean	*3.65*	*HU*

Legend:

Rating Scale	Adjectival Rating
4.20 – 5.00	Very Highly Utilized (VHU)
3.40 – 4.19	Highly Utilized (HU)
2.60 – 3.39	Moderately Utilized (MU)
1.80 – 2.59	Slightly Utilized (SU)
1.00 – 1.79	Not at All Utilized (NAAU)

In summary, the extent of utilization of the LRMDS of the public elementary school teachers in Jose Panganiban West District got an overall weighted mean of 3.65 interpreted as "highly utilized". The findings indicate that the LRMDS (Learning Resource Management and Development System) is being extensively used by public elementary school teachers in Jose Panganiban West District. It also implies that teachers are not only relying on traditional teaching materials but are also incorporating digital resources and innovative approaches into their curriculum development. This can lead to a more dynamic and comprehensive learning experience for students, catering to diverse learning styles and needs.

3.3 Significant Relationship Between Functional Competency And Extent of Utilization of LRMDS of the Teachers In Public Elementary School

Table 3 presented the significant relationship between the functional competency of elementary public-school teachers and their extent of utilization of LRDMS. It

reveals the coefficient (r) = .031 with p-value of .753 at 0.05 level, hence, there is a lack of statistical significance between the variables considered since the p-value is greater than 0.05 (p-value>0.05).

Table 3. Test for Significant Relationship between Functional Competency and Extent of Utilization of the LRMDS

Parameters	Extent of Utilization of LRMDS		Decision	Remark
	Pearson Correlation(r)	p-value		
Functional Competency	.031	.753	Failed to Reject H_o	Not Significant

The result suggests that there is no meaningful relationship between the functional competency of elementary teachers and their extent of utilization of the LDRMS. Meaning, the level to which the teachers are competent in their roles does not have substantial impact on their adoption and use of LDRMS.

It also suggests that teachers may possess a high level of competency in various aspects of teaching, such as pedagogy, subject knowledge, and classroom management, without relying heavily on the LRMDS. This could be due to factors such as personal teaching preferences, availability of alternative resources, or limited awareness of the benefits of the LRMDS.

3.4 Challenges Encountered by the Public Elementary School Teachers in Utilizing LRMDS

Table 4 presented the challenges encountered by the public elementary school teachers in utilizing LRMDS. As revealed in the Table 4, the issues and challenges with

the highest scores were "lack of technical-know-how in developing learning resources" and "Delays in accessing the portal" with a mean score of 4.75 interpreted as "strongly agree" respectively. This implies that teachers may lack the necessary knowledge, training, or expertise in using digital tools and technologies to create or adapt learning materials for their instructional needs. As a result, they may encounter difficulties in effectively leveraging the functionalities of the LRMDS to develop customized resources that align with curriculum standards and meet the diverse needs of their students.

Conversely, the issue with the lowest mean score was "unmotivated teachers in producing learning resources" with a mean score of 2.44 interpreted as "disagree". This suggests that respondents generally disagreed with the idea that teacher motivation significantly hinders the production of learning resources for use within the Learning Resource Management and Development System (LRMDS).

Table 4. Challenges Encountered by the Public Elementary School Teachers in Utilizing LRMDS

Indicators	Weighted Mean	Verbal Interpretation
1. System glitch	4.53	SA
2. Poor internet access	4.56	SA
3. Delays in accessing the portal	4.75	SA
4. Lack of knowledge in using the portal	4.53	SA
5. Absence of internet connections in the school	4.37	SA
6. Lack of technical-know-how in developing learning resources	4.75	SA
7. Absence of laptop and other gadgets used to download learning materials	3.81	A
8. Absence of clear format of learning resources,	2.63	N
9. Unmotivated teachers in producing learning resources	2.44	D
10. Learning resources from LRMDS portal are not aligned in the learning objectives of the lesson.	3.69	A
Average Weighted Mean	*4.01*	*A*

Legend:

Rating Scale	Adjectival Rating
4.20 – 5.00	Strongly Agree (SA)
3.40 – 4.19	Agree (A)
2.60 – 3.39	Neutral (N)
1.80 – 2.59	Disagree (D)
1.00 – 1.79	Strongly Disagree (SD)

In summary, the issues and challenges encountered by the public elementary school teachers in utilizing LRMDS got an overall weighted mean of 4.01

interpreted as "agree". This means that public elementary school teachers in the locale of the study agree that they encountered issues such as system glitch, poor internet access, delays in accessing the portal, lack of knowledge in using the portal, absence of internet connections in the school, lack of technical-know-how in developing learning resources, absence of laptop and other gadgets used to download learning materials, absence of clear format of learning resources and learning resources from LRMDS portal are not aligned in the learning objectives of the lesson.

3.5 Proposed Intervention Plan

One of the objectives of this study is to propose intervention plan to address teachers' competency and LRMDS utilization of elementary school teachers in Jose Panganiban West District in the Division of Camarines Norte. As an offshoot of this study, the researcher proposed intervention plan to address teachers' competency and utilization of the Learning Resource Management and Development System (LRMDS).

The intervention plan includes a range of key actions focusing on enhancing functional competencies of the public elementary school teachers and their engagement with the LRMDS platform. Table 5 presented the intervention plan to enhance teachers' competency and LRMDS utilization.

Table 5. An Intervention Plan to Enhance Teachers' Competency and LRMDS Utilization

An Intervention Plan to Enhance Teachers' Competency and LRMDS Utilization

Objectives:
1. Enhance educators' ability to select, develop, organize, and effectively use appropriate teaching and learning resources, including ICT tools, to meet specific learning goals.
2. Enhance the competency of educators in designing, selecting, organizing, and using diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.

Priority Competencies	Key Action	Time Frame	Indicator
	1. Needs Assessment: ➢ Conduct a survey or needs assessment among teachers to identify current practices, challenges, and areas needing improvement related to selecting, developing, organizing, and using teaching and learning resources, including ICT and assessment strategies. ➢ Analyze curriculum requirements and educational standards to determine the alignment needed for effective assessment strategies. ➢		➢ Conducted survey or needs assessment among teachers ➢ Analyzed ➢ curriculum requirements and educational standards.
1. Selecting, developing, organizing and use appropriate teaching and learning resources, including ICT, to address learning goals. **(PPST 4.5.2)**	**2. Training and Professional Development:** **a. Workshops and Seminars:** ➢ Organize workshops and seminars led by assessment experts to introduce teachers to various types of assessments (diagnostic, formative, summative). ➢ Include sessions on aligning assessment strategies with curriculum goals and standards. ➢ Include sessions on integrating ICT tools into teaching practices to enhance learning outcomes.	SY 2024-2028 InSeT Yearly Schedule and	➢ Organized workshops and seminars led by assessment ➢ Included sessions on aligning assessment strategies with curriculum goals and standards and on integrating ICT tools into teaching practices to enhance learning outcomes.
2. Designing, selecting, organizing and using diagnostic, formative and summative assessment strategies consistent with curriculum requirements. **(PPST 5.1.2)**	**b. Hands-on Training:** ➢ Provide practical training sessions where educators can design sample assessments aligned with specific curriculum requirements. ➢ Encourage collaborative activities where teachers create and evaluate assessment tools together. ➢ Provide opportunities for educators to explore and practice using various teaching resources and ICT tools. ➢ Provide specialized training sessions on utilizing specific ICT tools such as educational apps, learning management systems (LMS), interactive whiteboards, etc. **Digital Literacy Support:** ➢ Offer support and resources to enhance teachers' digital literacy skills necessary for effectively using ICT tools in educational settings. ➢ Include tutorials, guides, and troubleshooting tips related to ICT integration.	School-Based Learning Action Cell Schedule every 2nd and 4th Friday of the Month	➢ Provided practical training sessions ➢ Encouraged collaborative activities ➢ Provided opportunities for teachers to explore and practice using various teaching resources and ICT tools. ➢ Provided specialized training sessions on utilizing specific ICT tools ➢ Offered support and resources ➢ Included tutorials, guides, and troubleshooting tips related to ICT integration.

3. Resources and Tools:
a. Resource Development
➢ Develop a repository of sample assessments, templates, and guidelines tailored to different subject areas and grade levels.
➢ Include examples of effective assessment strategies that align with curriculum requirements.
➢ Include both digital and physical resources that align with curriculum standards and educational goals.
➢ Create customizable templates for lesson planning that incorporate different types of teaching resources and ICT tools.

b. Technological Support:
➢ Introduce teachers to assessment tools and technologies that can aid in designing and organizing assessments efficiently.
➢ Provide training on using digital platforms for administering and analyzing assessments.

4. Mentoring and Support:
a. Peer Mentoring:
➢ Establish peer mentoring programs where experienced educators can support and guide their colleagues in implementing effective assessment strategies.
b. Individual Coaching:
➢ Offer one-on-one coaching sessions for teachers who need personalized support in improving their assessment practices.
➢ Focus on specific areas such as designing formative assessments or aligning summative assessments with learning objectives.

5. Evaluation and Feedback:
a. Formative Feedback:
➢ Implement a feedback loop where teachers can receive ongoing feedback on their assessment practices from peers and mentors.
➢ Use feedback to adjust and refine assessment strategies based on effectiveness and alignment with curriculum requirements.

6. Continuous Improvement:
a. Professional Learning Communities
➢ Foster PLCs where teachers can collaborate regularly to discuss assessment strategies, share best practices, and troubleshoot challenges.
b. Research and Innovation:
➢ Encourage teachers to explore research literature and innovations in assessment strategies that could enhance their practice.
➢ Support educators in piloting new assessment approaches and evaluating their effectiveness within the curriculum context.
c. Collaboration and Sharing:
➢ **Collaborative Platforms:**
➢ Establish platforms (e.g., online forums, collaborative spaces) where educators can share and discuss effective teaching resources and ICT practices.
➢ Encourage peer collaboration and feedback on resource selection and usage.

Developed a repository of sample assessments, templates, and guidelines
➢ Included examples of effective assessment strategies
➢ Included both digital and physical resources
➢ Created customizable templates for lesson planning

➢ Introduced teachers to assessment tools and technologies
➢ Provided training on using digital platforms

➢ Established peer mentoring programs
➢ Offered one-on-one coaching sessions

➢ Implemented a feedback loop where teachers can receive ongoing feedback on their assessment practices from peers and mentors.
➢ Used feedback to adjust and refine assessment strategies
➢ Fostered PLCs where teachers can collaborate regularly
➢ Encouraged teachers to explore research literature and innovations in assessment strategies
➢ Supported teachers in piloting new assessment approaches
➢ Established platforms where teachers can share and discuss effective teaching resources and ICT practices.
➢ Encouraged peer collaboration and feedback on resource selection and usage.

7. Monitoring and Sustainability:
> Establish mechanisms for ongoing monitoring of the implementation of assessment strategies across classrooms.
> Provide support for sustainability by embedding assessment best practices into ongoing professional development programs and curriculum updates.

> Established mechanisms
> Provided support for sustainability

8. Leadership and Support:
Leadership Engagement:
➢Engage school leaders in supporting teachers in selecting and utilizing effective teaching resources and ICT tools.
➢ Allocate resources and time for professional development activities focused on resource integration.

➢Engaged school leaders in supporting teachers
➢Allocated resources and time for professional development

9. Celebration of Success:
> Recognize and celebrate teachers who demonstrate exemplary use of assessment strategies that effectively align with curriculum requirements and contribute to improved student learning outcomes.

➢ Recognized and celebrated teachers who demonstrated exemplary use of assessment strategies

Pedagogical Training:
➢ Offer professional development sessions on effective teaching strategies and pedagogical approaches.
➢ Provide guidance on how to incorporate different teaching methods, such as inquiry-based learning, cooperative learning, and differentiated instruction, using resources available in the LRMDS portal.
➢ Include training on formative and summative assessment practices to monitor student progress and adjust instruction accordingly.

3. Using the LR in cooperative learning as well as in individual learning.
4. Utilize LRMDS standards, specifications and guidelines in developing contextualized supplementary learning materials.
5. Lack of technical-know-how in developing learning resources

➢ Offered professional development sessions
➢ Provided guidance on how to incorporate different teaching methods
➢ Included training on formative and summative assessment practices to monitor student progress and adjust instruction accordingly.

Training on LRMDS Portal:
➢ Provide comprehensive training sessions on how to effectively navigate and utilize the features of the LRMDS portal.
➢ Train teachers on how to search for, access, and evaluate learning resources available in the portal to support their teaching practices.
➢ Offer hands-on workshops to guide teachers through the process of uploading, sharing, and collaborating on learning resources within the portal.

➢ Provided comprehensive training sessions
➢ Trained teachers on how to search for, access, and evaluate learning resources available in the portal
➢ Offered hands-on workshops to guide teachers through the process of uploading, sharing, and collaborating on learning resources within the portal.

Locus of Responsibility: School Heads and Teachers

Funding Source: School MOOE and other school funds

With these, with the aim of addressing teachers' competency and LRMDS utilization of elementary school teachers in Jose Panganiban West District in the Division of Camarines Norte, the researcher proposed an intervention plan to enhance teachers' competency and LRMDS utilization. Its utilization may commence after this has undergone thorough evaluation of Schools Division Office. Some items may still be refined after a series of consultative conferences with school managers and division officials. After which, the schools may adopt the proposed interventions to address teachers' competency and LRMDS utilization of elementary school teachers in Jose Panganiban West District in the Division of Camarines Norte.

4. CONCLUSION

On the basis of the findings of the findings of the study, the following conclusions were arrived at: 1) The elementary school teachers in public schools in Jose Panganiban were rated highly competent in terms of functional competencies. The result suggests that the elementary school teachers in Jose Panganiban West District possess the knowledge, skills, and attitudes necessary to effectively meet the academic needs of their students fostering student engagement and promoting positive learning outcomes. 2) The extent of utilization of the LRMDS of the public elementary school teachers in Jose Panganiban West District was rated as highly or extensively utilized. It indicates that teachers are actively engaging with the resources, tools, and support provided by the LRMDS to enhance their teaching methods, curriculum development, and overall classroom practices leading to potentially improved student learning outcomes. Moreover, 3) there is no significant relationship between the functional competency levels of teachers and their extent of utilization of the Learning Resource Management and Development System (LRMDS) in the public elementary schools of Jose Panganiban West District. The findings emphasized that teachers' competency levels, while important for their overall effectiveness as educators, do not necessarily correlate with their adoption and use of the LRMDS. In other words, even if teachers are highly competent in their roles, they may not fully utilize the LRMDS for accessing learning resources and integrating them into their teaching practices. Furthermore, 4) the elementary school teachers in Jose Panganiban West District in the Division of Camarines Norte encountered issues and challenges in terms of their functional competencies and utilization of LRMDS portal. The finding indicates that teachers may lack the necessary knowledge, training, or expertise in using digital tools and technologies to create or adapt learning materials for their instructional needs. As a result, they may encounter difficulties in effectively leveraging the functionalities of the LRMDS to develop customized resources that align with curriculum standards and meet the diverse needs of their students. Finally, 5) the proposed Intervention Plan to enhance teachers' competency and LRMDS Utilization in Jose Panganiban West District in the Division of Camarines Norte includes a range of key actions focusing on enhancing functional competencies of the public elementary school teachers and their engagement with the LRMDS platform. This indicates enhanced functional competencies and increased engagement of the teachers in the utilization of LRMDS portal.

5. RECOMMENDATION

The following recommendations to the area of research and development are hereby given: 1) Conduct of learning and development activities that can enhance the functional competencies of elementary teachers such as professional workshops and seminars, peer learning communities, technology integration training, action research projects, mentorship programs, continuing education courses and inclusive education training among others; 2) Investing in digital educational resources and support systems like the LRMDS to empower teachers and improve the quality of education in Jose Panganiban West District, thus, continued support and development of such systems can contribute to the ongoing improvement of teaching practices and student outcomes; 3) School heads can organize regular meetings or to discuss the challenges and the importance of learning resource development and its impact on student learning outcomes; and 4) The utilization of the proposed Intervention Plan for Teachers of Jose Panganiban West District in the Division of Camarines Norte may commence after this has undergone a thorough evaluation by the Schools Division Office. This intervention plan will guide the schools specifically the school heads given the proposed key actions to address the functional competency levels of teachers and their extent of utilization of the Learning Resource Management and Development System (LRMDS) in the public elementary schools of Jose Panganiban West District.

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