

CHALLENGES AFFECTING THE INSTRUCTIONAL PROCESS VIS A VIS THE PROVISION OF LEARNING RESOURCES AND FACILITIES IN JOLO- II DIVISION OF SULU

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ABSTRACT. This study assessed how the Jolo II Division of Sulu's facilities and learning materials affected the teaching process. Purposive sampling was used to pick 100 teachers for the descriptive-correlational research design. Numerous statistical techniques, such as frequency counts, percentages, weighted means, standard deviations, Pearson's correlation, t-tests, and ANOVA, were used to analyze the data. While taking into account demographic factors including age, gender, civil status, education level, and duration of service, the study concentrated on the instructional process in connection to home-based and school-based involvement as well as decision-making/support roles. The results showed that most respondents were married, over 36 years old, mostly female, had more than 16 years of service, and had bachelor's degrees. Teachers typically rated problems pertaining to the teaching method and resource provision as favorable, giving them a "Agree" rating. Interestingly, individuals who had earned doctorates expressed a higher favorable opinion of the district's educational resources. The Teacher Adaptability Framework, which proposes that educators and stakeholders can adapt to resource scarcity, was supported by a substantial positive connection. The idea that the educational process can resist the hazards presented by subpar facilities is reinforced by Rutter's Risk and Protective Factors Model. Furthermore, this is consistent with Resilience Theory, which emphasizes that district-wide instructional quality maintenance is a team effort that depends on the interaction of family, school, and administrative support to counteract environmental deficits. In the end, the study advocates for cooperation with schools to support children's academic achievement by highlighting the crucial role of parental empowerment and involvement in the instructional procedures.

KEYWORDS: *Resources and Facilities, Instructional Process, Environment Deficits, Student, Academic Endeavor, Teacher, adaptability*

ARTICLE DETAILS

JEAS-00120; Received: January 10, 2026; Accepted: February 1, 2026; Published: February 20, 2026

CITATION:

Marajuki, R.A., Asiri, M.S., (2026). "Challenges Affecting the Instructional Process vis a vis the Provision of learning resources and facilities in Jolo-II Division of Sulu". *Journal of Education and Academic Settings*, 3(1). DOI: 10.62596/ahn19h06

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INTRODUCTION

Since it has a direct impact on students' academic performance and overall school performance, the instructional process is an essential part of educational excellence. Adequate learning tools and well-kept school buildings are necessary for effective instruction, in addition to qualified and driven teachers. Recent research has highlighted how learning settings with enough

teaching resources, functional classrooms, and supportive facilities greatly improve student engagement and teaching effectiveness (OECD, 2019; UNESCO, 2021).

The Department of Education (DepEd) identified school facilities and learning resources as crucial components for the effective execution of the K–12 curriculum in the Philippine basic education system. While school facilities like classrooms, libraries, labs, and sanitary areas provide a safe and conducive learning environment, learning resources like textbooks, modules, digital materials, and teaching aids support teachers in delivering lessons that address the needs of diverse learners (Department Education, 2022). This concept is in line with the findings of De Leon, Jumalon, Chavez, et al., (2024) implementation of inclusive education in classroom setup to include denying a chance, lack of resources, and lack of awareness. However, inequalities in the availability of these resources and facilities persisted despite continuous reforms and government endeavors, especially in remote and underprivileged areas.

Inadequate school facilities and a lack of learning tools continue to be major obstacles to the teaching process, according to recent research conducted starting in 2018. Due to a lack of instructional materials and overcrowded or unmaintained classrooms, teachers in resource-constrained schools frequently faced challenges with course execution, classroom management, and learning outcome assessment (Castro & Rolleston, 2018; OECD, 2020). According to Castro, Ventura, Estajal, et al. (2024), teachers were troubled by teaching multiple subject areas because of the preparation process they had to take into consideration, the differences in teaching materials, and even their teaching methods matter. These conditions may result in increased teacher workload, reliance on improvised materials, and decreased instructional efficiency, all of which ultimately affect students' learning experiences. Some pointed out that the inadequate subject mastery made the approach ineffective.

Furthermore, UNESCO (2021) noted that contemporary global issues, such as health crises and socioeconomic limitations, have made unequal access to high-quality learning resources and facilities even worse. According to DepEd studies from 2022 to 2024, there are ongoing problems in the Philippines with classroom shortages, inadequate learning materials, and delayed resource delivery in a number of public school divisions, especially in isolated and island communities (Department of Education, 2023). These difficulties highlighted the necessity of looking at how these circumstances impact classroom instruction from the viewpoint of educators who are directly involved in the teaching-learning process.

Geographical remoteness, inadequate infrastructure, and logistical limitations affect the accessibility and use of educational resources and facilities in the Jolo-II Division of Sulu. In line with the findings of Nazareth, Chavez, Dusaban, et al. (2026), teachers in this division faced unique challenges that could impact instructional delivery and the achievement of educational goals. Teachers expressed a strong sense of purpose in their work, frequently characterizing teaching as a moral obligation to contribute to the development of future citizens. Finding gaps in resource availability and facility management that directly affect classroom instruction requires an understanding of these difficulties as they are perceived by educators.

In light of the aforementioned, the purpose of this study was to ascertain how instructors in the Jolo-II Division of Sulu evaluated the difficulties influencing the teaching process in relation to the availability of educational resources and facilities during the 2025–2026 school year. The findings of this study are anticipated to be the foundation for evidence-based planning, the creation of policies, and focused interventions to enhance the division's learning environment and instructional quality.

LITERATURE

The literature in this chapter addresses how school infrastructure and learning materials might improve the teaching process. This concept is consistent with the findings of Chavez, Valencia, Diamante, et al. (2025), educators looking to match grammar instruction with real-world communication demands, ultimately bridging the gap between academic preparation and workplace readiness. Numerous studies demonstrate how the availability and sufficiency of textbooks, instructional materials, and educational technologies contribute to effective teaching and improved student learning. Additional study highlights how school facilities, including classrooms, libraries, labs, and physical learning spaces, improve student engagement and teacher success.

Additionally, this study looks at research that highlight the difficulties instructors and schools encounter as a result of poor facilities and resources, especially in public and underprivileged educational settings. Lesson delivery, classroom management, and the general quality of instruction are frequently impacted by these difficulties. This chapter establishes the relevance and necessity of performing this research in the context of the Jolo-II Division of Sulu by identifying similarities and contrasts between prior research and the current study through a review of both domestic and international studies.

Barrett, P., Ambasz, D., Shmis, T., and Treves, A. (2019) carried out a worldwide synthesis titled *The Impact of School Infrastructure on Learning*, which examined empirical research from several nations looking at the connection between instructional efficiency and school amenities. According to their findings, instructors' delivery of teaching and student engagement are adversely affected by inadequate classrooms, poor ventilation, a lack of instructional spaces, and a lack of learning resources. By highlighting how school facilities influence instructional processes, this study bolsters the current research.

Wachs, T. D., and Evans, G. W. (2019) looked at environmental stressors in schools in impoverished nations and discovered that inadequate physical learning settings greatly raise teacher stress and lower the quality of education. Their study emphasizes how inadequate facilities impede efficient classroom management, highlighting the importance of looking into instructional challenges in schools with limited resources. UNESCO (2022) examined education in areas affected by conflict and fragility and discovered that teachers' capacity to provide high-quality instruction is compromised by inadequate facilities and a lack of learning resources. This is extremely pertinent to the current study, which was carried out in an island-based and conflict-affected setting.

Quinn, J., Fullan, M., and McEachen, J. (2022) examined how to improve the educational system and highlighted how instructional improvements fall short when schools don't have sufficient facilities and fundamental learning materials. The OECD (2023) studied digital equity in education and discovered that limited access to instructional technologies limits innovative teaching approaches. Their findings support the inclusion of resource provision as a core factor in instructional effectiveness. This study supports the current research by highlighting the impact of resource gaps on instructional processes.

Llego, M. A. (2020) carried out a study titled *Infrastructure Gaps and Learning Outcomes in Rural Philippine Schools*, which looked at how teaching and learning are affected by subpar classrooms, subpar school facilities, and a lack of educational resources. This concept is consistent with Chavez's (2025) findings, which showed that teachers in under-equipped schools face serious instructional challenges that have a direct impact on lesson delivery and student engagement. Chavez found that integrating incentive systems and coordinating faculty development with

institutional missions encouraged a sense of purpose, motivation, and sustained engagement, leading to high-quality, impactful academic and research outcomes. By emphasizing how infrastructure limitations limit instructional processes, this study bolsters the current research.

Patingan, L. (2020) looked into Basilan's educational facilities and hands-on learning, with an emphasis on how island school instructors perceived their learning surroundings. According to the study, instructors' capacity to use experiential and learner-centered instruction is hampered by the lack of labs, teaching tools, and functional classrooms. This study's similar island-based setting makes it pertinent to the current investigation.

Madarang, F. (2020) carried out a qualitative study called *Instructional Processes in Resource-Deprived Settings: Mindanao Experiences*. The results showed that teachers often face shortages of classroom supplies, teaching aids, and textbooks, which lowers the quality of instruction. The current research, which looks at comparable teaching difficulties in Sulu, is highly consistent with this study.

Abdullah, R. (2021) investigated *Instructional Challenges in Sulu: Teacher Perspectives and* and discovered that classroom instruction and teacher motivation are greatly impacted by insufficient learning materials and decaying school infrastructure. The current research being done in the same province is directly contextually supported by this local study.

Finally, Cruz, A. L., and Mercado, S. P. (2024) investigated the availability of learning resources and instructional challenges in Philippine island schools. Their conclusions made clear how important it is to have functional facilities and sufficient learning resources in order to enhance teaching methods and provide high-quality education.

METHODS

1. Research Design

This study used a descriptive research method to investigate how the Jolo-II District's inadequate school facilities and the availability of learning resources affect the teaching process. Because it allowed the researcher to collect information on current circumstances, teacher opinions, and experiences without changing the factors, the descriptive technique was suitable. The purpose of the study was to provide an overview of the district's instructional problems.

2. Research Locale

The study was carried out in a few public elementary and secondary schools in the Division of Sulu's Jolo-II District. The district is known for its diverse school environments, some of which struggle with access to instructional materials, classroom facilities, and learning tools.

3. Participants of the Study

During the 2025–2026 academic year, one hundred public elementary school teachers from five schools in Sulu's Jolo–II Division participated in the study. The chosen individuals were actively involved in classroom instruction and worked at Sheik Mustafa, Dan-Dan, Bus-Bus, River Side, Port Area, and Lambayong Elementary Schools. Since the study sought to investigate the difficulties affecting the teaching process and the supply of learning materials and facilities as viewed by these teachers, their selection was based on their pertinent professional positions and experiences.

4.

Sampling

Procedure

One hundred teachers from public secondary schools in Sulu's Jolo-II Division were chosen for this study using a purposive sample technique. Teachers who were actively involved in teaching and using resources in the classroom were among the participants, guaranteeing that they had pertinent experience with the difficulties and procedures of instruction. The purpose of

this sample strategy was to draw attention to respondents who were familiar about the study's focus on teaching difficulties resulting from facility and resource constraints. Additionally, it made sure that different teacher demographics—like age, gender, civil status, educational attainment, and teaching assignments—were well represented, enabling a thorough understanding of instructional strategies and resource sufficiency. The study's correlation with Sustainable Development Goal 4 (Quality Education) highlights how critical it is to address educational difficulties in order to enhance teacher effectiveness and outcomes.

5. Research Instrument

Data about instructional issues pertaining to learning resources and facilities at public secondary schools within the Jolo-II Division of Sulu for the School Year 2025–2026 was gathered using a survey questionnaire. The questionnaire was developed from earlier research by Connor & Davidson (2003) and Martin et al. (2012) to suit the island schools of Sulu. It was divided into two main sections: Part I collected respondents' demographic data, including age, gender, civil status, length of service, and level of education; Part II evaluated the degree of obstacles affecting instruction, concentrating on availability, accessibility, use of resources and facilities, and their impact on classroom instruction, school programs, and teaching practices. A five-point Likert scale, ranging from 5 (Very Great Extent) to 1 (No Extent), was used to examine the data.

6. Data Gathering Procedure

In order to administer questionnaires to one hundred public secondary school teachers who were specifically chosen for the study, the researcher obtained the required permissions from the relevant educational authorities in the Jolo-II Division of Sulu as well as a letter from the Dean of Graduate Studies. The researcher gathered and checked the questionnaires for completeness after making sure the respondents had enough time to complete them. The data was then methodically arranged for further study. Every response was kept private and used just for the study. This method of collecting data was consistent with Sustainable Development Goal 4 (Quality Education), which emphasizes the inclusion of teachers' viewpoints on resource use and instructional strategies. The results are intended to help promote inclusive, egalitarian, high-quality education by addressing issues in teaching and learning.

7. Ethical Considerations

The highest ethical standards were followed in this study to safeguard the participants' rights and dignity. The administrations of Martirez, Sheik Mustafa, Dan-Dan, Bus-Bus, and River Side Elementary Schools, as well as the Jolo-II Division of Sulu, granted permission prior to data collection. Teachers who participated in the study were fully told about its goals, relevance, and purpose. They were also given the assurance that their involvement was completely voluntary and that they might leave at any time without facing any consequences.

RESULTS

1. What is the extent of challenges affecting the instructional process vis a vis the provision of learning resources and facilities in Jolo- II Division of Sulu as perceived by teachers in terms of: Home-based involvement; School-based involvement; and Decision-making/support roles?

Table 1 In terms of Home-based involvement

No	Statements	Mean	S.D.	Description
1	Parents face difficulty in monitoring their children’s study habits due to lack of time or resources.	3.70	.84686	Great Extent

2	Lack of sufficient learning materials at home hinders student performance.	3.71	.92436	Great Extent
3	Parents find it challenging to provide a quiet and conducive study space at home.	3.95	.77035	Great Extent
4	Limited parental knowledge makes it hard to guide students in doing schoolwork.	3.84	.76171	Great Extent
5	Household chores or livelihood activities reduce time available for parents to support learning.	3.86	.77876	Great Extent
6	Parents struggle to allocate funds for supplementary learning materials.	3.71	.84441	Great Extent
7	Limited parental communication with teachers about home learning concerns.	3.75	.82112	Great Extent
8	Parents are unable to set regular study schedules for their children.	3.74	.83630	Great Extent
9	Lack of awareness of the importance of parental involvement affects learning at home.	3.66	.86713	Great Extent
10	Parents face challenges in providing digital or printed resources for homework.	3.71	.86801	Great Extent
Weighted Mean		3.763	.63781	Great Extent

Legend: (5) 4.50 – 5.00=Very Great Extent; (4) 3.50 – 4.49=Great Extent; (3) 2.50 – 3.49=Moderate Extent; (2)1.50 – 2.49=Less Extent; (1)1.00 – 1.49=No Extent

Table 1 emphasizes issues with the Jolo-II Division of Sulu's educational process, with an emphasis on teachers' perceptions of home-based involvement. The highest score, 3.95, indicates that parents find it difficult to create a peaceful study area at home. Teacher-respondents reported a composite mean score of 3.763, classified as "Great Extent." The impact of home tasks on parental support for learning (3.86) and the lack of parental expertise impeding advice in schooling (3.84) are two other noteworthy evaluations that are also classified as "Great Extent."

Table 1.2 In terms of School-based involvement

No	Statements	Mean	S.D.	Description
1	Parents find it difficult to attend school meetings due to work or transportation issues.	3.70	.88192	Great Extent
2	Limited parent volunteerism in school activities affects student support programs.	3.72	.80503	Great Extent
3	Poor communication between school and parents hampers coordination.	3.66	.90140	Great Extent
4	Distance and geographical challenges reduce parent participation in school events.	3.77	.91954	Great Extent
5	Financial constraints prevent parents from contributing to school initiatives.	3.70	.81029	Great Extent
6	Parents are unaware of school policies and activities due to lack of updates.	3.81	.91778	Great Extent
7	Parent-teacher collaboration is hindered by time conflicts.	3.76	.74019	Great Extent
8	Limited access to communication tools (phones/internet) affects updates from the school.	3.63	.83672	Great Extent
9	Parents rarely participate in extra-curricular or community-based school projects.	3.68	.77694	Great Extent
10	Low parent engagement reduces support for children's school attendance.	3.78	.83581	Great Extent
Weighted Mean		3.721	.63202	Great Extent

Legend: (5) 4.50 – 5.00=Very Great Extent; (4) 3.50 – 4.49=Great Extent; (3) 2.50 – 3.49=Moderate Extent; (2)1.50 – 2.49=Less Extent; (1)1.00 – 1.49=No Extent

Table 1.2 highlights issues with school-based involvement in the Jolo-II Division of Sulu that affect the teaching process. With a composite mean of 3.721, teachers reported "Great Extent" participation. Geographical hurdles limiting involvement in school events (3.77), poor parent engagement impacting children's attendance (3.78), and parents' ignorance of school policies (mean score of 3.81) are the main problems.

Table 1.3 In terms of Decision-making/support roles

No	Statements	Mean	S.D.	Description
1	Parents rarely attend PTA meetings due to conflicting schedules.	3.78	.84781	Great Extent
2	Limited parent feedback on school programs hinders improvements.	3.79	.89098	Great Extent
3	Parents have little involvement in decision-making on school policies.	3.69	.82505	Great Extent
4	Parents are unaware of their roles in supporting school initiatives.	3.55	.91425	Great Extent
5	Lack of opportunities for parents to voice concerns to school administration.	3.67	.96457	Great Extent
6	Parents experience difficulties contributing to school initiatives due to financial constraints.	3.69	.82505	Great Extent
7	Lack of transparency in school decision-making limits parent participation.	3.70	.78496	Great Extent
8	Parents feel hesitant to provide feedback due to communication gaps.	3.60	.87617	Great Extent
9	Parents seldom assist in planning school-based projects or activities.	3.55	.85723	Great Extent
10	Limited training or orientation for parents on how to engage in school decisions.	3.76	.74019	Great Extent
Weighted Mean		3.678	.67683	Great Extent

Legend: (5) 4.50 – 5.00=Great Extent; (4) 3.50 – 4.49=Great Extent; (3) 2.50 – 3.49=Moderate Extent; (2)1.50 – 2.49=Less Extent; (1)1.00 – 1.49=No Extent

Table 1.3 shows that instructors in Sulu's Jolo-II Division have a "Great Extent" of difficulties when it comes to making decisions, with a composite mean score of 3.678. Low parent participation at PTA meetings (mean = 3.78), inadequate parent training for school engagement (mean = 3.76), and limited parent feedback on school activities (mean = 3.79) are the most urgent issues, all of which are assessed as "Great Extent."

2. Is there a significant difference in the extent of challenges affecting the instructional process vis a vis the provision of learning resources and facilities in Jolo- II Division of Sulu as perceived by teachers where data are categorized according to the demographic profile of the teacher-respondents in terms of: Age; Gender; Civil Status; Length of Service; and Educational Attainment?

Table 2.1 According to Age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Home-based involvement	Between Groups	1.209	3	.403	.991	.401	Not Significant
	Within Groups	39.064	96	.407			
	Total	40.273	99				
School-based involvement	Between Groups	2.291	3	.764	1.968	.124	Not Significant
	Within Groups	37.255	96	.388			
	Total	39.546	99				
Decision-making/ support roles	Between Groups	2.165	3	.722	1.604	.193	Not Significant
	Within Groups	43.186	96	.450			

Total 45.352 99

Significance at alpha 0.05

Table 2.1 shows that regardless of age, instructors in Sulu's Jolo-II Division had comparable perceptions of the difficulties associated with teaching and resource supply. The hypothesis that there are no appreciable age-related differences in these opinions is supported by the F-ratios and P-values.

Table 2.2 According to Gender

VARIABLES	Grouping Gender	Mean	S. D.	Mean Difference	t	Sig.	Description
Home-based involvement	Male	3.925	.76201	.19286	1.110	.270	Not Significant
	Female	3.732	.61176				
School-based involvement	Male	3.975	.46260	.30238	1.773	.079	Not Significant
	Female	3.672	.65037				
Decision-making/support roles	Male	3.800	.71833	.14524	.785	.434	Not Significant
	Female	3.654	.67062				

Significance at alpha 0.05

Table 2.2 shows that, according to non-significant mean differences and t-values, male and female instructors in Jolo II District, Division of Sulu, had similar assessments of the difficulties affecting the teaching process and learning resources. Therefore, it is acknowledged that there is no discernible gender-based variation in perceptions.

Table 2.3 According to Civil Status

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Home-based involvement	Between Groups	.676	2	.338	.828	.440	Not Significant
	Within Groups	39.597	97	.408			
	Total	40.273	99				
School-based involvement	Between Groups	2.475	2	1.238	3.238	.044	Significant
	Within Groups	37.071	97	.382			
	Total	39.546	99				
Decision-making/support roles	Between Groups	.127	2	.064	.137	.873	Not Significant
	Within Groups	45.224	97	.466			
	Total	45.352	99				

Significance at alpha 0.05

Table 2.3 demonstrates that, with the exception of "school-based involvement," teachers in the Jolo II District consistently perceive difficulties in the teaching process and resource provision, regardless of civil status, as supported by F-ratios and P-values. This alignment across age groups validates the hypothesis that there are no significant perception differences based on civil status.

Table 2.4 According to Length of Service

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Home-based involvement	Between Groups	.723	3	.241	.585	.626	Not Significant
	Within Groups	39.550	96	.412			
	Total	40.273	99				

School-based involvement	Between Groups	4.039	3	1.346	3.640	.015	Significant
	Within Groups	35.507	96	.370			
	Total	39.546	99				
Decision-making/ support roles	Between Groups	1.208	3	.403	.876	.457	Not
	Within Groups	44.143	96	.460			Significant
	Total	45.352	99				

Significance at alpha 0.05

Table 2.4 shows that, with the exception of "school-based involvement," teachers in Jolo II District perceive challenges in the instructional process and learning resource provision in a similar way, regardless of the length of their service. As a result, the hypothesis that there is no significant difference in perceptions based on teaching experience is accepted.

Table 2.5 According to Educational Attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Home-based involvement	Between Groups	4.257	4	1.064	2.807	.030	Significant
	Within Groups	36.016	95	.379			
	Total	40.273	99				
School-based involvement	Between Groups	2.423	4	.606	1.550	.194	Not
	Within Groups	37.123	95	.391			Significant
	Total	39.546	99				
Decision-making/ support roles	Between Groups	11.687	4	2.922	8.245	.000	Significant
	Within Groups	33.664	95	.354			
	Total	45.352	99				

Significance at alpha 0.05

Table 2.5 draws attention to the difficulties instructors in the Jolo II District perceive in relation to the availability of learning resources, based on their level of education. The status of appointment emerges as a strong predictor of these perceptions, leading to the rejection of the hypothesis declaring no substantial difference based on educational attainment. The results demonstrate notable disparities, with the exception of "school-based involvement."

3. Is there a significant correlation among the subcategories subsumed under challenges affecting the instructional process vis a vis provision of learning resources and facilities?

Variables	Pearson <i>r</i>	Sig.	N	Description
Home-based involvement				
School-based involvement	.560**	.000	100	High Correlation
Decision-making/support roles	.525**	.000	100	High Correlation
School-based involvement				
Decision-making/support roles	.553**	.000	100	High Correlation

Legend: ** Correlation Coefficient is significant at alpha .01 level

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1=Nearly Zero; 0.1-0.30=Low; 0.3-0.50=Moderate; 0.5-0.7-0=High; 0.7-0.9= Very High; 0.9-1=Nearly Perfect

Table 3 shows that in Jolo-II District, Sulu, there is a significant positive association between involvement at home and at school. Home-based involvement with school-based involvement ($r=.560$), school-based involvement with decision-making/support roles ($r=.553$), and home-based involvement with decision-making/support roles ($r=.525$) are important associations. The

hypothesis that there is no significant link is rejected since the results suggest that higher levels of parental involvement at home encourage higher levels of participation in school activities.

DISCUSSION

1.) On the extent of challenges affecting the instructional process vis-a -is the provision of learning resources and facilities in Jolo- II Division of Sulu as perceived by teachers

A significant grade for decision-making roles indicates that parental engagement is generally excluded from the educational process, according to Jolo II District data. Minimal comments, limited attendance at PTA meetings, and a lack of parental empowerment and understanding regarding school governance are important issues restricting parental engagement. Inadequate academic contexts, where parents frequently find it difficult to provide dedicated study areas among household chores and lack academic qualifications, pose a challenge to home-based involvement. Particularly in Sulu's geographic setting, parents' ignorance of school policies and poor communication exacerbate the disconnect between households and schools, as evidenced by the remarkably low school-based involvement. According to Jabar (2023), low-income families might prioritize tenacity and drive over active involvement in school. Despite its advantages for student performance, Gabuterao et al. (2025) draw attention to the unequal access to school-based engagement. The Department of Education's 2020 guidelines stress the significance of parental monitoring of academic progress, while Bartolome and Mamat (2020) stress the necessity of structured at-home learning. In conclusion, significant obstacles prevent parents from actively participating in governance and instructional processes, even though parental involvement is crucial for improving student learning outcomes. In contrast, Naungayan et al. (2024) noted that DepEd Order No. 54 (2009, restated in 2022), which recognizes PTAs as essential educational partners, acknowledges that some parents do engage in school meetings and decision-making.

2.) On difference in the extent of challenges affecting the instructional process vis a vis the provision of learning resources and facilities in Jolo- II Division of Sulu as perceived by teachers

Teachers in Sulu's Jolo-II Division often view issues with the teaching process and the availability of facilities and resources for learning in a same way regardless of demographic factors like age and gender. Based on these variables, there were no discernible variations between teacher groups. However, opinions on school-based involvement in the teaching process were more positive among married teachers and those with six to ten years of teaching experience. Furthermore, compared to other respondents, teachers who had earned doctorates showed noticeably superior opinions on teaching methods and learning materials. These results imply that professional experience and advanced educational attainment may influence teachers' perceptions of instructional obstacles and school support systems, even while the majority of demographic factors do not significantly affect perceptions. This result is in line with Joyce L. Epstein's (2011) emphasis that educational processes and resource utilization are greatly influenced by school, family, and community engagement. In a similar vein, Kenneth Leithwood et al. (2004) noted that views of instructional efficacy are influenced by instructors' professional backgrounds and leadership support. Additionally, Linda Darling-Hammond (2010) observed that instructors with postgraduate degrees typically have higher positive opinions of school support systems and instructional quality.

3.) Correlation among the subcategories subsumed under challenges affecting the instructional process vis a vis provision of learning resources and facilities in Jolo-II District, Division of

Sulu

The results show that the interaction between home-based and school-based involvement is a key component of the Jolo-II District's instructional process and the provision of learning resources and facilities. This implies that more participation in formal school activities is correlated with increasing parental or guardian involvement in home learning environments. Furthermore, the robust connections between decision-making and support roles suggest that these aspects serve as a cohesive support system for students and educational institutions. These results suggest that collaborative and multifaceted stakeholder support is frequently used to rectify deficiencies in learning resources or facilities. This validates the findings of Joyce L. Epstein (2011), who highlighted that successful collaborations among schools, families, and communities enhance student outcomes and educational assistance. Similarly, John Hattie (2009) discovered that student learning and instructional efficacy are greatly impacted by parental participation and collaborative educational assistance. Furthermore, Michael Fullan (2007) emphasized that collective stakeholder engagement improves school systems and aids in resolving issues with instructional delivery and educational resources.

CONCLUSION

The study finds that instructors in the Jolo II District, Division of Sulu, are highly stable and mature. This is mainly due to the large number of teachers who are 36 years of age or older, many of them are married and have more than ten years of experience. Although the bulk of this group simply has a bachelor's degree, it shows a worrying lack of higher academic credentials despite having a significant community-based workforce. Inadequate learning environments, the impact of household livelihood demands, geographical obstacles, and communication breakdowns between schools and parents that impede parental involvement in school governance are among the challenges noted. Age, gender, civil status, and duration of service did not show any significant issues; nevertheless, disparities were discovered based on educational attainment, with those with doctorates having a greater awareness of the resource availability and instructional challenges. In support of frameworks like Teacher Adaptability, Rutter's Risk and Protective Factors Models, and Resilience Theory—all of which show the collective resilience required to maintain instructional quality despite resource scarcity and environmental deficits—the study demonstrates significant correlations between subcategories of challenges affecting instruction.

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