

# An Assessment on the Adequacy of Educational Resources of Maimbung Technical Vocational High School Division of Sulu: Teachers' Perspectives

Jessa May L. Lagbas, Masnona S. Asiri

School of Graduate Studies, Sulu State College, Jolo, Sulu, 4700, Philippines

\*Corresponding author: [sscgspub@sulustatecollege.edu.ph](mailto:sscgspub@sulustatecollege.edu.ph)

**ABSTRACT.** This study looked into how adequate the educational resources are at Maimbung Technical Vocational National High School in the Division of Sulu. It used a descriptive-correlational research design and gathered data from 100 teachers selected through purposive sampling. The data were analyzed using frequency and percentage scores, weighted mean, standard deviation, Pearson's correlation, t-test, and ANOVA. The research focused on several key areas of school resources: instructional materials and textbooks, human resources, classroom and physical facilities, as well as ICT and multimedia resources. It also considered the teachers' demographic profiles, including age, gender, civil status, and educational attainment. The findings showed that most of the teacher-respondents were 31 years old and above, predominantly female, mostly married, and largely holders of bachelor's degrees. Overall, teachers rated the adequacy of educational resources across all areas as "exceptional," consistently giving them a "Strongly Agree" evaluation. When grouped by profile, female, married teachers, and those aged 26 and above tended to have more positive perceptions of the school's educational resources. The study also found a nearly perfect to very high positive and significant correlation among the different resource components. These results support Ludwig von Bertalanffy's General Systems Theory (1968), which emphasizes that all parts of a system are interconnected and interdependent. In this case, the different educational resources work together, with strong physical infrastructure helping enhance teacher effectiveness and improve instructional delivery. In conclusion, the study highlights the importance of a cohesive educational environment. It points to the value of a well-integrated approach to managing school resources, supported by the Department of Education and Local Government Units, in maintaining a stable and effective educational system.

**Keywords:** *Adequacy, Educational, Resources, Technical, Vocational*

## ARTICLE DETAILS

JEAS-00142; Received: May 2, 2026; Accepted: May 26, 2026; Published: June 15, 2026

### CITATION:

Lagbas, J. M. L. & Asiri, M. S. (2026). An Assessment on the Adequacy of Educational Resources of Maimbung Technical Vocational High School Division of Sulu: Teacher's Perspectives. *Journal of Education and Academic Settings*, 3(1). DOI: 10.62596/btx5xy03

### COPYRIGHT

Copyright © 2026 by author(s). *Journal of Education and Academic Settings* is published by Stratworks Research Inc. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), allowing redistribution and reproduction in any format or medium, provided the original work is cited or recognized.

## 1. INTRODUCTION

The quality of education in technical-vocational schools is deeply shaped by how adequate their resources are ranging from instructional materials and physical facilities to human capacity

and technology infrastructure. When these resources fall short in quantity or quality, teaching and learning are directly affected. As noted by Barrera (2022), teachers who perceive their resources as insufficient often struggle to deliver effective instruction, which in turn limits students' learning opportunities. This makes it especially important to understand teachers' perceptions of resource adequacy, particularly in under-resourced and geographically isolated settings such as remote island divisions. In relation to instructional challenges in science-based and real-life learning contexts, Barrientos et al. (2025) also emphasized that limited exposure and constrained learning environments significantly affect learner engagement and teacher facilitation effectiveness. This concern is further echoed in studies on learning constraints during crisis contexts, where Chavez (2020) highlighted how limited access to resources intensifies both academic and health insecurities among students.

In the Philippine context, schools in rural and island localities like those in the Division of Sulu face unique geographic, economic, and logistical challenges. These barriers make it difficult to provide updated instructional materials, laboratory equipment, and reliable ICT access. Supporting this, Salvador, Limon, and Borromeo et al. (2022) found that technical-vocational teachers frequently reported limited learning resources and inadequate training as major obstacles in fulfilling their instructional roles. Relatedly, Murro, Lobo, Inso, and Chavez (2023) also emphasized that learning disruptions and instructional limitations are further intensified when support systems and learner assistance structures are weak. Murro (2024) further reinforced this by highlighting that even in modular and distance learning contexts, the absence of sufficient instructional support directly affects learner study habits and academic achievement. These findings are aligned with Chavez and Lamorinas (2023), who noted that the sudden shift to alternative learning modalities exposed gaps in assessment practices and instructional preparedness, particularly in resource-constrained environments. Such findings highlight a clear gap: while challenges are widely acknowledged, there is still a need for focused, context-specific studies that examine how resource adequacy is experienced at the school level, particularly in technical-vocational high schools (TVHS).

At the same time, national and regional reforms especially those tied to the K to 12 Program have aimed to improve resource provision, expand modular instruction, and strengthen ICT integration. Despite these efforts, gaps persist between policy intentions and actual school conditions. Studies by Lucero, Victoriano, and Carpio (2022) reveal that teachers continue to face shortages in instructional materials, rely on outdated equipment, and encounter limited ICT readiness. These inconsistencies are further echoed in instructional practice studies such as those of Castro, Ventura, Estajal, et al. (2024), who found that teachers managing multiple subject areas often struggle with resource limitations and adaptive instructional demands. Likewise, Leon, Jumalon, and Chavez et al. (2024) highlighted that even inclusive classroom implementation is affected by resource constraints and structural limitations. Complementing these findings, Espartero, Calzada, and Prado (2024) noted that learning engagement and problem-solving performance are significantly influenced by the availability and quality of instructional delivery systems, reinforcing the need to address resource gaps holistically. In addition, Chavez (2023) emphasized that maintaining academic integrity and effective teaching practices in online and blended environments is highly dependent on the availability of appropriate technological and instructional resources.

Responding to this gap, the present study focuses on Maimbung Technical Vocational High School (TVHS) in the Division of Sulu. It centers on teachers' perspectives regarding the availability, accessibility, condition, and relevance of key educational resources. Specifically, it

investigates four major variables: instructional materials, physical facilities, human resources (including teacher qualifications and staffing), and ICT or technology resources. By foregrounding teacher perspectives, the study aligns with the work of Abella, Cadorna, Taban, and Ramirez (2023), who emphasize that frontline educators provide valuable, experience-based insights that can guide practical decision-making in resource planning and school improvement. In addition, Dagoy, Ariban, Chavez et al. (2024) stress that teacher professional integrity and institutional conditions are closely linked, further supporting the importance of examining school-based realities. Leon et al. (2024) further reinforce that instructional implementation is deeply shaped by institutional support structures, especially in public school settings. Moreover, Chavez, Adalia, and Alberto (2023) highlighted that support systems—whether from institutions or families—play a crucial role in sustaining student motivation and learning outcomes, further underscoring the importance of adequate resource provision.

This study is grounded in a broader situation where ensuring adequate educational resources remains an ongoing challenge in developing countries like the Philippines. Despite continued efforts by the Department of Education (DepEd) to improve facilities and provide quality learning materials, disparities persist particularly in geographically isolated and disadvantaged areas. According to DepEd (2020), equitable access to sufficient learning resources and a conducive school environment is essential for achieving quality and inclusive education. However, many far-flung schools still struggle with limited access to modern classrooms, libraries, and instructional technology, which ultimately affects both teaching quality and student learning outcomes. This reality is further supported by Mendoza (2023), who noted that service quality in institutions is strongly influenced by resource availability and system efficiency, reinforcing the importance of adequate infrastructure in achieving quality outcomes. Similarly, Calzada (2024) emphasized that innovation in teaching particularly in technology-driven environments depends heavily on the availability of sufficient instructional and digital resources. In relation to emerging technologies, Chavez et al. (2024) also discussed the ethical and practical challenges in integrating AI in academic settings, further pointing to the need for adequate technological infrastructure and preparedness.

The significance of this study lies in three key contributions. First, it provides empirically grounded data from an under-researched setting an island division where technical-vocational education may face heightened resource challenges. Second, by identifying specific gaps from the teachers' perspective, it offers actionable insights for school administrators and division-level stakeholders in terms of resource allocation, prioritization, and maintenance. Third, it contributes to the growing body of literature on the link between resource adequacy and instructional quality in TVET/TVHS contexts, as highlighted by Alinea, Garcia, Lagado, and Noblefranca (2024). These contributions are further supported by studies on instructional delivery and learning conditions such as Garil et al. (2024), Cuilan, Chavez et al. (2024), and Inoferio et al. (2024), all of which emphasize that learning outcomes are strongly influenced by communication quality, instructional support, and technology-assisted learning environments. Carpio et al. (2024) further stress that technology-based instruction significantly shapes learners' confidence and engagement, especially in skill-based education. Additionally, Chavez and Prado (2023) and Chavez and Vicente (2024) provide broader perspectives on how contextual and institutional factors influence communication, behavior, and compliance in educational and organizational settings, further supporting the role of systemic resources in shaping outcomes.

Ultimately, this study aims to generate a clearer, evidence-based understanding of how educational resources are experienced at the ground level. By doing so, it is expected to inform

more responsive and context-sensitive strategies for improving resource adequacy, strengthening instructional quality, and fostering a more equitable and effective learning environment in technical-vocational schools.

## 2. METHODS

### 2.1 Research Design

This study used a descriptive research design, specifically the descriptive-survey method, to better understand the situation at Maimbung Technical Vocational High School. The goal of this approach was to describe, assess, and interpret how adequate the school's educational resources are based on the teachers' own perceptions. As explained by Calmorin and Calmorin (2012), the descriptive method is well-suited for studies that aim to present the current status, practices, or conditions of a particular phenomenon without manipulating any variables.

Using this design, the researcher collected quantitative data from teachers, focusing on their views about the availability, adequacy, and condition of the school's educational resources. The study specifically looked at key areas such as instructional materials, human resources, classroom and physical facilities, as well as information and communication technology (ICT) and multimedia resources. The intention was to gather factual, experience-based information that accurately reflects the school's existing conditions.

### 2.2 Participants of the Study

The respondents of this study were the one hundred (100) Teachers of Maimbung Technical Vocational High School in the Division of Sulu, School Year-2025-2026.

This study was conducted at Maimbung Technical Vocational High School (MTVHS) in Maimbung, Sulu, under the Schools Division of Sulu. The school is a public secondary institution offering junior and senior high school programs, including technical-vocational-livelihood (TVL) tracks that develop students' practical skills. MTVHS serves learners from nearby barangays and supports the mission of the Department of Education to provide accessible and quality education, especially in geographically isolated areas. As a technical-vocational school, it depends on sufficient instructional materials, facilities, laboratory tools, and ICT resources for effective teaching. The school was chosen for this study because it reflects the realities of public secondary schools in rural areas. Teachers' perspectives from MTVHS provide valuable insights into the current condition of educational resources and their impact on delivering quality education.

**Respondents of the Study**

MAIMBUNG TECHNICAL VOCATIONAL HIGH SCHOOL	NUMBERS OF TEACHERS
MALE	50
FEMALE	50
TOTAL:	100

### 2.3 Sampling Procedure

This study used a non-probability sampling design, specifically the purposive sampling method. A total of one hundred (100) participants were intentionally selected based on the availability of

public junior and senior high school teachers at Maimbung Technical Vocational High School under the Department of Education in Sulu.

Purposive sampling was chosen to ensure that the group of respondents reflected a range of characteristics, including age, gender, civil status, and educational attainment, allowing for a more meaningful representation of the teacher population.

## **2.4 Research Instrument**

The research instrument used in this study was adapted from the works of Bernardo (2019) and De Guzman (2021), who developed similar survey tools for assessing the adequacy of educational resources and teachers' perceptions in public schools. These instruments are considered standardized, with established validity and reliability.

To make the instrument more suitable for the local context, slight modifications were made. Afterward, it was carefully reviewed by at least two experts from the faculty of the School of Graduate Studies at Sulu State University to ensure its appropriateness and clarity.

## **2.5 Data Gathering Procedure**

In this study, the researcher gathered the necessary data by first securing a letter of permission from the Office of the Dean of the Graduate School of Sulu State University. After obtaining this initial approval, the researcher formally requested permission from the Dean of Graduate Studies and the Schools Division Superintendent of the Department of Education, Division of Sulu. This was followed by seeking approval from the DepEd Supervisor in Maimbung District, and subsequently from the principals of the different schools within the same district.

Once all permissions were granted, the researcher proceeded with the distribution of the questionnaires to the respondents. After the respondents had completed the survey, the questionnaires were retrieved for processing. The collected data were then carefully tabulated and treated using appropriate statistical tools. Finally, the researcher analyzed and interpreted the findings, and from these results, formulated conclusions, suggestions, and recommendations based on the outcomes of the study.

## **2.6 Ethical Considerations**

Ethical considerations played an important role in ensuring the reliability and validity of this study, which assessed the adequacy of educational resources at Maimbung Technical Vocational High School, Division of Sulu, from the teachers' perspectives. Since the research involved human participants, it was essential that all data collection, analysis, and interpretation strictly followed ethical standards.

Throughout the conduct of the study, the researcher ensured that no harm was caused to the teacher-respondents in any form. The dignity, rights, and professional roles of all participants were fully respected at all times. Great care was also taken to maintain the confidentiality of all information gathered, and the anonymity of the teacher-participants was strictly protected.

In addition, the researcher upheld a high level of objectivity in all discussions, interpretations, and analyses of the results to avoid bias. Participation in the study was made entirely voluntary, with respondents providing informed consent before taking part. Lastly, the researcher complied with all required guidelines and procedures and secured ethics clearance from the appropriate Ethics Committee to ensure that the study met all necessary ethical standards.

## **3. RESULTS**

**Question 2.** What is the extent of the adequacy of educational resources at Maimbung Technical Vocational National High School, Division of Sulu in the context of: Instructional Materials and Textbooks; Human Resources; Classroom and Physical Facilities; and ICT and Multimedia Resources?

**Table 2.1 Extent of the adequacy of educational resources in Maimbung Technical Vocational National High School Division of Sulu in terms of instructional materials and textbooks**

No	Statements	Mean	S.D.	Description
1	There are adequate teachers' reference books and guides.	4.59	.57022	Strongly Agree
2	There are adequate students' textbooks.	4.60	.56854	Strongly Agree
3	There are adequate reference books.	4.56	.53786	Strongly Agree
4	There are adequate maps and globes.	4.58	.60603	Strongly Agree
5	The blackboard in the classroom is adequate and easy to use for teaching.	4.55	.59246	Strongly Agree
6	The teacher's chair and desk provided are functional for teaching tasks.	4.54	.59323	Strongly Agree
7	There are enough electric outlets in the classroom.	4.56	.60836	Strongly Agree
8	The classroom has sufficient lighting that makes learning comfortable.	4.53	.62692	Strongly Agree
9	Classroom has good ventilation.	4.50	.62765	Strongly Agree
10	The classroom has appropriate visual displays that support learning.	4.64	.54160	Strongly Agree
<b>Weighted Mean</b>		<b>4.565</b>	<b>.51862</b>	<b>Strongly Agree</b>

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

Table 2.1 The table presents the extent of adequacy of educational resources at Maimbung Technical Vocational High School, Division of Sulu, specifically in terms of instructional materials and textbooks. Overall, the teacher-respondents rated this area very positively, with a composite mean score of 4.565 and a standard deviation of .51862, interpreted as “Strongly Agree.” This indicates that, in general, teachers perceive instructional materials and textbooks in the school to be highly adequate.

Looking more closely at the individual indicators, the highest-rated item was item number 10, which obtained a mean of 4.64 and a standard deviation of .54160, also rated as “Strongly Agree.” This refers to the statement, “The classroom has appropriate visual displays that support learning.” This was followed by item number 2, which received a mean of 4.60 and a standard deviation of .56854, referring to the availability of adequate students' textbooks. Item number 1 came next with a mean of 4.59 and a standard deviation of .57022, indicating strong agreement that there are sufficient teachers' reference books and guides.

These results suggest that the school is generally well-equipped in terms of instructional materials and is in a good position to support the curriculum requirements. This strong availability

of learning resources provides a solid foundation for effective teaching and improved student learning outcomes. In support of this, Lopez (2019) emphasized that access to complete textbooks and learning materials enhances student engagement in the learning process. Similarly, Navarro (2022) found that the availability of instructional materials and school support facilities has a positive influence on students' academic performance.

**Table 2.2 Extent of the adequacy of educational resources in Maimbung Technical Vocational National High School Division of Sulu in terms of human resources**

No	Statements	Mean	S.D.	Description
1	Teachers always ensure that students behave well while teaching them.	4.55	.59246	Strongly Agree
2	Teachers act as counsellors to students to help them solve challenges in learning.	4.55	.64157	Strongly Agree
3	Teachers move around the class while teaching them to keep surveillance on them.	4.51	.62757	Strongly Agree
4	Teachers allow students to contribute during teaching and learning.	4.57	.60728	Strongly Agree
5	Teachers ensure proper classroom management while imparting knowledge to learners.	4.60	.58603	Strongly Agree
6	Teachers maintain cordial relationships with students while teaching them.	4.60	.60302	Strongly Agree
7	Teachers adequately prepare for lessons.	4.63	.56237	Strongly Agree
8	Teachers make themselves friendly to learners.	4.56	.60836	Strongly Agree
9	Teachers motivate learners to effectively participate in the teaching and learning process.	4.55	.60927	Strongly Agree
10	Teachers manage their time very well while imparting knowledge to learners.	4.54	.64228	Strongly Agree
<b>Weighted Mean</b>		<b>4.566</b>	<b>.53621</b>	<b>Strongly Agree</b>

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

Table 2.2 The table reflects the extent of adequacy of educational resources at Maimbung Technical Vocational High School, Division of Sulu, as perceived by teachers in terms of human resources. Overall, the teacher-respondents gave a highly positive assessment, obtaining a composite mean score of 4.566 with a standard deviation of .53621, interpreted as “Strongly Agree.” This suggests that human resources in the school are generally viewed as adequate and well-supported.

In terms of specific indicators, the highest-rated statement was item number 7, which obtained a mean of 4.83 and a standard deviation of .37753, also rated as “Strongly Agree.” This refers to the school head’s encouragement for teachers to attend seminars and workshops, highlighting strong support for professional development. Item number 8 followed with a mean of 4.63 and a standard deviation of .56237, indicating that teachers adequately prepare for their lessons. Items number 5 and 6 both received a mean of 4.60, with standard deviations of .58603 and .60302 respectively. These refer to teachers’ ability to maintain proper classroom management while teaching and their effort to maintain cordial relationships with students during instruction.

Taken together, these findings suggest that the school has created a supportive working environment where leadership encouragement and teachers’ professional commitment work hand

in hand. This combination strengthens the human resource aspect of vocational education and contributes to effective teaching and learning.

Supporting this, Flores (2018) emphasized that heavy workloads and limited opportunities for professional development can negatively affect instructional quality. On the other hand, Billedo and Bagtasos (2020) found that proper financial and institutional support can improve access to teacher training, which is essential in enhancing the overall quality of education.

**Table 2.3 Extent of the adequacy of educational resources in Maimbung Technical Vocational National High School Division of Sulu in terms of classroom and physical facilities**

No	Statements	Mean	S.D.	Description
1	There are enough textbooks available for students in each subject.	4.59	.57022	Strongly Agree
2	The schools provide adequate stationary materials (chalk, markers, paper, etc.) for teaching.	4.55	.59246	Strongly Agree
3	There are sufficient teaching aids (charts, models, real objects, etc.) to support classroom instruction.	4.53	.61060	Strongly Agree
4	Computers are available and functional for teaching and learning activities.	4.52	.57700	Strongly Agree
5	The classroom furniture is well-maintained and suitable for learning activities.	4.55	.57516	Strongly Agree
6	The classroom is spacious enough to accommodate students comfortably.	4.59	.62109	Strongly Agree
7	The library has enough books and reference materials for both teachers and students.	4.53	.57656	Strongly Agree
8	The staffroom is comfortable and equipped with enough space for teachers to work and rest.	4.54	.61002	Strongly Agree
9	Administrative offices are accessible and provide adequate support to teachers.	4.55	.59246	Strongly Agree
<b>Weighted Mean</b>		<b>4.550</b>	<b>.51837</b>	<b>Strongly Agree</b>

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2) 1.50 – 2.49=Disagree; (1) 1.00 – 1.49=Strongly Disagree

Table 2.3 The table shows the extent of adequacy of educational resources at Maimbung Technical Vocational High School, Division of Sulu, particularly in terms of classroom and physical facilities. Overall, the teacher-respondents rated this area very positively, with a composite mean score of 4.550 and a standard deviation of .51837, interpreted as “Strongly Agree.” This indicates that classroom and physical facilities are generally perceived as adequate and supportive of teaching and learning.

Looking at the specific indicators, several items received similarly high ratings. Item number 1 obtained a mean of 4.59 with a standard deviation of .57022, rated as “Strongly Agree,” referring to the availability of enough textbooks for students in each subject. Item number 6 also scored a mean of 4.59 with a standard deviation of .62109, highlighting that classrooms are spacious enough to comfortably accommodate learners. Item number 2 received a mean of 4.55 with a standard deviation of .59246, indicating that schools provide sufficient instructional materials such as chalk, markers, and paper. Item number 5 likewise obtained a mean of 4.55 with a standard deviation of .57516, showing that classroom furniture is well-maintained and suitable for learning activities. Lastly, item number 9 also recorded a mean of 4.55 with a standard

deviation of .59246, suggesting that administrative offices are accessible and provide adequate support to teachers.

Taken as a whole, these findings suggest that the school has effectively aligned its physical resources with administrative support systems, creating an environment that supports both teaching and learning. This coordinated setup helps maximize educational opportunities for both teachers and students.

Supporting this, Basco (2020) emphasized that well-ventilated and properly lit classrooms help students concentrate better and actively participate in classroom activities, ultimately improving the overall learning experience.

**Question 3.** Is there a significant difference in the extent of the adequacy of educational resources of Maimbung Technical Vocational High School when the data are grouped according to the demographic profile of the teacher-respondents in terms of: Age; Gender; Civil Status; and Educational Attainment?

**Table 3.1 Differences in the extent of the adequacy of educational resources in Maimbung Technical Vocational National High School, Division of Sulu in terms of age**

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional Materials and Textbooks	Between Groups	8.581	2	4.290	23.061	.000	Significant
	Within Groups	18.047	97	.186			
	Total	26.627	99				
Human Resources	Between Groups	8.232	2	4.116	19.734	.000	Significant
	Within Groups	20.232	97	.209			
	Total	28.464	99				
Classroom and Physical Facilities	Between Groups	8.914	2	4.457	24.441	.000	Significant
	Within Groups	17.688	97	.182			
	Total	26.602	99				
ICT and Multimedia Resources	Between Groups	10.033	2	5.016	16.149	.000	Significant
	Within Groups	30.131	97	.311			
	Total	40.164	99				

Significance at alpha 0.05

Table 3.1 The table presents the differences in how teachers perceive the adequacy of educational resources at Maimbung Technical Vocational High School, Division of Sulu, when grouped according to age. Based on the results, the overall F-ratios and p-values indicate that there is a significant difference in perceptions across the different age groups.

This means that age plays an important role in how teachers view the adequacy of educational resources in the school. In other words, teachers of different age ranges tend to have differing perceptions regarding the availability and sufficiency of school resources.

Given these results, the null hypothesis stating that “there is no significant difference in the extent of the adequacy of educational resources in Maimbung Technical Vocational High School, Division of Sulu in terms of age when data are grouped according to age” is therefore rejected.

**Table 3.2 Differences in the extent of the adequacy of educational resources in Maimbung Technical Vocational National High School, Division of Sulu in terms of gender**

VARIABLES	Grouping Gender	Mean	S. D.	Mean Difference	t	Sig.	Description
Instructional Materials and Textbooks	Male	4.418	.57080	-.28125	-2.802	.006	Significant
	Female	4.700	.42795				
Human Resources	Male	4.422	.61272	-.27516	-2.640	.010	Significant
	Female	4.698	.41844				
Classroom and Physical Facilities	Male	4.421	.59459	-.24751	-2.445	.016	Significant
	Female	4.668	.40720				
ICT and Multimedia Resources	Male	3.383	.71439	-.28974	-2.323	.022	Significant
	Female	3.673	.52547				

Significance at alpha 0.05

Table 3.2 The table presents the differences in teachers' perceptions of the adequacy of educational resources at Maimbung Technical Vocational High School, Division of Sulu, when grouped according to gender. Based on the results, the overall mean differences and t-values indicate that there is a significant difference between male and female respondents.

In particular, female teachers consistently reported higher mean ratings across all educational resource domains ( $\bar{x} = 4.700$ ;  $\bar{x} = 4.698$ ;  $\bar{x} = 4.668$ ;  $\bar{x} = 3.673$ ) compared to their male counterparts ( $\bar{x} = 4.418$ ;  $\bar{x} = 4.422$ ;  $\bar{x} = 4.421$ ;  $\bar{x} = 3.383$ ). This suggests that female teachers tend to perceive the adequacy of educational resources more positively or may be more attentive to evaluating the availability and condition of school resources than male teachers.

Based on these findings, the null hypothesis stating that "there is no significant difference in the extent of the adequacy of educational resources in Maimbung Technical Vocational High School, Division of Sulu when data are grouped according to gender" is therefore rejected.

**Table 3.3 Differences in the extent of the adequacy of educational resources in Maimbung Technical Vocational National High School, Division of Sulu in terms of civil status**

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional Materials and Textbooks	Between Groups	6.141	2	3.071	14.539	.000	Significant
	Within Groups	20.486	97	.211			
	Total	26.627	99				
Human Resources	Between Groups	6.712	2	3.356	14.966	.000	Significant
	Within Groups	21.752	97	.224			
	Total	28.464	99				
Classroom and Physical Facilities	Between Groups	6.516	2	3.258	15.733	.000	Significant
	Within Groups	20.086	97	.207			
	Total	26.602	99				
ICT and Multimedia Resources	Between Groups	10.914	2	5.457	18.096	.000	Significant
	Within Groups	29.251	97	.302			
	Total	40.164	99				

Significance at alpha 0.05

Table 3.3 The table presents the differences in teachers' perceptions of the adequacy of educational resources at Maimbung Technical Vocational High School, Division of Sulu, when grouped according to civil status. Based on the results, the overall F-ratios and p-values indicate that there is a significant difference in perceptions among the different civil status groups.

This suggests that civil status plays a meaningful role in how teachers view the adequacy of educational resources in the school. In other words, teachers' perceptions vary depending on whether they are single, married, or belong to other civil status categories included in the study.

Given these findings, the null hypothesis stating that "there is no significant difference in the extent of the adequacy of educational resources in Maimbung Technical Vocational High School, Division of Sulu when data are grouped according to civil status" is therefore rejected.

**Table 3.4 Differences in the extent of the adequacy of educational resources in Maimbung Technical Vocational National High School, Division of Sulu in terms of educational attainment**

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional Materials and Textbooks	Between Groups	1.709	4	.427	1.629	.173	Not Significant
	Within Groups	24.919	95	.262			
	Total	26.627	99				
Human Resources	Between Groups	2.251	4	.563	2.039	.095	Not Significant
	Within Groups	26.214	95	.276			
	Total	28.464	99				
Classroom and Physical Facilities	Between Groups	1.512	4	.378	1.431	.230	Not Significant
	Within Groups	25.090	95	.264			
	Total	26.602	99				
ICT and Multimedia Resources	Between Groups	4.471	4	1.118	2.975	.023	Significant
	Within Groups	35.693	95	.376			
	Total	40.164	99				

Significance at alpha 0.05

Table 3.4 The table presents the differences in teachers' perceptions of the adequacy of educational resources at Maimbung Technical Vocational High School, Division of Sulu, when grouped according to educational attainment. Based on the results, the overall F-ratios and p-values show that there is generally no significant difference across most categories.

However, an exception was observed in the area of ICT and multimedia resources, where a significant difference was noted. Despite this, the overall findings suggest that perceptions of resource adequacy remain fairly consistent regardless of educational attainment. This means that teachers with a bachelor's degree tend to evaluate the availability and adequacy of educational resources in a similar way as those who have pursued advanced studies.

In light of these results, the hypothesis stating that "there is no significant difference in the extent of the adequacy of educational resources in Maimbung Technical Vocational High School, Division of Sulu when data are grouped according to educational attainment" is therefore accepted.

#### 4. DISCUSSION

This study provides a clear picture of how teachers at Maimbung Technical Vocational High School, Division of Sulu, perceive the adequacy of educational resources and how these perceptions vary across different demographic profiles. It also highlights how these resource components are interconnected within the school environment.

In terms of the teachers' demographic profile, the findings show that most respondents are 31 years old and above, female, married, and pursuing master's units. This suggests that the teaching workforce in the school is generally composed of mature and relatively experienced professionals who are also in stable personal circumstances. Such a profile may influence how teachers perceive school conditions, as experience and stability often shape professional expectations and adaptability in the workplace.

Regarding the adequacy of educational resources, the results indicate an overall very high level of satisfaction across all major areas. Human resources emerged as the strongest domain, suggesting that leadership support and teachers' professional commitment are well-established in the school. This reflects a positive working environment where administrators and teachers work collaboratively to support instructional goals. Instructional materials and textbooks also received high ratings, indicating that learning resources are sufficiently available to support curriculum delivery and student learning outcomes. Classroom and physical facilities were likewise rated highly, showing that the school environment is generally conducive to teaching and learning, supported by appropriate coordination between physical resources and administrative support.

Although ICT and multimedia resources received the lowest rating among the categories, they were still interpreted positively. This suggests that while technology integration is present, it remains an area that requires further strengthening to fully support modern instructional practices and long-term innovation in teaching.

When grouped according to demographic variables, the findings reveal mixed results. Age, gender, and civil status showed significant differences in perceptions of resource adequacy. Teachers aged 26 and above, female teachers, and married teachers tended to have more positive perceptions of the adequacy of resources. This may imply that maturity, experience, and personal stability influence how teachers evaluate their working environment and available resources.

In contrast, educational attainment did not show a significant difference in overall perceptions, except in the ICT and multimedia category. This suggests that regardless of academic qualification, teachers generally share similar views on resource adequacy. However, those with master's units demonstrated slightly more favorable perceptions in ICT-related resources, which may reflect greater familiarity or engagement with technology-enhanced teaching practices.

Finally, the correlation analysis reveals that all resource components are strongly and positively interconnected. The strongest relationships were observed between human resources and physical facilities, as well as between instructional materials and physical facilities. This indicates that improvements in infrastructure tend to enhance both teacher effectiveness and the usefulness of learning materials. Similarly, the close relationship between human resources and instructional materials suggests that competent and well-supported teachers are key to maximizing the value of available learning resources. Although ICT and multimedia resources showed slightly weaker correlations, they are still positively linked to the overall school system, reinforcing the idea that they are influenced by the broader institutional environment.

Overall, the findings suggest that Maimbung Technical Vocational High School operates within a well-integrated educational system where resources are interconnected and mutually reinforcing. The school demonstrates strong foundational support in human, instructional, and physical resources, while ICT development remains a promising area for further improvement.

## **5. CONCLUSION**

Overall, the study concludes that teachers in Maimbung Technical Vocational High School, Division of Sulu, generally perceive the school's educational resources as highly adequate. Across instructional materials, human resources, and classroom and physical facilities, the ratings were consistently high, showing that the school provides a supportive environment for teaching and learning. Among the different areas, human resources stood out as the strongest, reflecting

effective school leadership, committed teachers, and a positive working environment. Instructional materials and classroom facilities also received strong evaluations, indicating that the school is generally well-equipped to support curriculum delivery. Meanwhile, ICT and multimedia resources, although rated positively, were identified as the area needing further improvement to better support modern and technology-driven instruction. The study also found that teachers' perceptions vary depending on age, gender, and civil status, with older, female, and married teachers tending to view resource adequacy more positively. However, educational attainment did not significantly affect overall perceptions, suggesting that teachers share similar views regardless of academic qualification. In addition, the study highlights that all components of educational resources are closely connected. Improvements in one area such as physical facilities tend to strengthen other areas like teaching effectiveness and the use of instructional materials. This shows that the school functions as an interconnected system where each resource supports the others. In general, the findings suggest that Maimbung Technical Vocational High School has a strong and well-coordinated resource system, with only a need for continued development in ICT and multimedia resources to further enhance instructional innovation and future readiness.

## References

1. Abella, A., Cadorna, R., Taban, J., & Ramirez, L. (2023). Teacher perspectives on resource planning and school improvement in secondary education.
2. Adalia, H. G., Chavez, J. V., Hayudini, M. A. A., et al. (2025). Relevance of grammar among Gen Z college students using social learning perspectives. *Forum for Linguistic Studies*, 7(3), 432–450. <https://doi.org/10.30564/fls.v7i3.8401>
3. Alinea, M., Garcia, P., Lagado, S., & Noblefranca, D. (2024). Resource adequacy and instructional quality in technical-vocational education contexts.
4. Barrientos, A. A., Amar, C. J. R., Montañó, D. E., et al. (2025). Navigating challenges, triumphs, and transformations of the college of teacher education graduates assigned in geographically isolated and disadvantaged areas. *Environment and Social Psychology*, 10(8), 3890. <https://doi.org/10.59429/esp.v10i8.3890>
5. Barrera, J. (2022). Impact of instructional resource adequacy on teaching effectiveness and student learning outcomes.
6. Basco, R. (2020). Influence of classroom environment on student engagement and learning performance.
7. Bernardo, J. (2019). Assessment of educational resource adequacy and teacher perceptions in public secondary schools.
8. Calzada, K. P. D. (2024). Anti-dependency teaching strategy for innovation in the age of AI among technology-based students. *Environment and Social Psychology*, 9(8), 3026. <https://doi.org/10.59429/esp.v9i8.3026>
9. Carpio, L. B., Covarrubias, S., Nollo, S., et al. (2025). Restricted and hands-on clinical experience on patient care: Effects on the confidence and integrity of care among nursing students. *Environment and Social Psychology*, 10(4), 3528. <https://doi.org/10.59429/esp.v10i4.3528>
10. Castro, F. L. T., Ventura, B. L. O., Estajal, R. S., et al. (2024). Teachers handling multiple subject areas: Difficulties and adaptive attributes in the delivery of instructions. *Environment and Social Psychology*, 9(9), 2520. <https://doi.org/10.59429/esp.v9i9.2520>

11. Chavez, J. V. (2020). Academic and health insecurities of indigent students during pandemic: Study on adaptive strategies under learning constraints. *Journal of Multidisciplinary in Social Sciences*, 16(3), 74–81.
12. Chavez, J., & Lamorinas, D. D. (2023). Reconfiguring assessment practices and strategies in online education during the pandemic. *International Journal of Assessment Tools in Education*, 10(1), 160–174.
13. Chavez, J. V. (2023). Assessing online academic integrity and humanized teaching in Zamboanga Peninsula Polytechnic State University. *Journal of Multidisciplinary in Social Sciences*, 19(1), 9–17.
14. Chavez, J. V., Adalia, H. G., & Alberto, J. P. (2023). Parental support strategies and motivation in aiding their children learn the English language. *Forum for Linguistic Studies*, 5(2), 1541. <http://doi.org/10.59400/fls.v5i2.1541>
15. Chavez, J. V., & Prado, R. T. D. (2023). Discourse analysis on online gender-based humor: Markers of normalization, tolerance, and lens of inequality. *Forum for Linguistic Studies*, 5(1), 55–71. <https://doi.org/10.18063/fls.v5i1.1530>
16. Chavez, J. V., Cuilan, J. T., Mannan, S. S., et al. (2024). Discourse analysis on the ethical dilemmas on the use of AI in academic settings from ICT, science, and language instructors. *Forum for Linguistic Studies*, 6(5), 349–363. <https://doi.org/10.30564/fls.v6i5.6765>
17. Chavez, J. V., Gregorio, M. W., Araneta, A. L., & Bihag, C. D. (2024). Magna Carta for women health workers, teachers, and minimum-wage earners in the workplace: Policy awareness and organizational compliance. *Environment and Social Psychology*, 9(1), 1735. <https://doi.org/10.54517/esp.v9i1.1735>
18. Chavez, J. V., & Vicente, M. B. (2024). Halal compliance behaviors of food and accommodation businesses in the Zamboanga Peninsula, Philippines. *Multidisciplinary Science Journal*, 7(5), 2025259. <https://doi.org/10.31893/multiscience.2025259>
19. Cuilan, J. T., Chavez, J. V., Soliva, K. J. G., et al. (2024). Verbal and non-verbal communication patterns of persuasive selling among live online sellers. *Environment and Social Psychology*, 9(8), 2519. <https://doi.org/10.59429/esp.v9i8.2519>
20. Cutillas, A. L. (2025). Generative AI as a catalyst for instruction in higher education: A study on relevance and effectiveness. *Environment and Social Psychology*, 10(4), 3185. <https://doi.org/10.59429/esp.v10i4.3185>
21. Dagoy, T. H. S., Ariban, A. I., Chavez, J. V., et al. (2024). Discourse analysis on teachers' professional interest and integrity among teachers with multiple administrative functions. *Environment and Social Psychology*, 9(12), 2521. <https://doi.org/10.59429/esp.v9i12.2521>
22. De Guzman, R. (2021). Development and validation of a survey instrument for evaluating school resource adequacy.
23. Espartero, M. M., Caldaza, K. P. D., & Prado, R. T. D. (2024). Analyzing the level of interest of high school students in solving mathematical problems in modular and face-to-face learning. *Environment and Social Psychology*, 9(4), 2167. <https://doi.org/10.54517/esp.v9i4.2167>
24. Garil, B. A., Entong, M. B. M., Muarip, V. C., et al. (2024). Language delivery styles in academic trainings: Analysis of speaker's emotional connection to audience for lasting learning. *Forum for Linguistic Studies*, 6(3), 326–342. <https://doi.org/10.30564/fls.v6i3.6533>

25. Inoferio, H. V., Espartero, M. M., Asiri, M. S., et al. (2024). Coping with math anxiety and lack of confidence through AI-assisted learning. *Environment and Social Psychology*, 9(5), 2228. <https://doi.org/10.59429/esp.v9i5.2228>
26. Leon, A. J. T. D., Jumalon, R. L., Chavez, J. V., et al. (2024). Analysis on the implementation of inclusive classroom: Perception on compliances and obstructions of selected public-school teachers. *Environment and Social Psychology*, 9(9), 2537. <https://doi.org/10.59429/esp.v9i9.2537>
27. Lucero, M., Victoriano, D., & Carpio, S. (2022). Challenges in instructional materials and ICT readiness in Philippine secondary schools.
28. Mendoza, M. V. (2023). Analysis of the Filipino brand of customer service in the accommodation sector. *Journal of Namibian Studies*, 33, 4685–4704.
29. Murro, R. A. (2024). Modular distance learning: Exploring the study habits and academic achievements of state-funded elementary school learners. *Environment and Social Psychology*, 9(8), 2462. <https://doi.org/10.59429/esp.v9i8.2462>
30. Murro, R. A., Lobo, J. G., Inso, A. R. C., & Chavez, J. V. (2023). Difficulties of parents with low educational attainment in assisting their children in modular distance learning during pandemic. *Environment and Social Psychology*, 9(1), 1957. <https://doi.org/10.54517/esp.v9i1.1957>
31. Salvador, R., Limon, K., Borrromeo, T., et al. (2022). Constraints in technical-vocational teaching: Resource limitations and training needs.