

Assessing Instructional Resources of Public Elementary School Teachers in Jolo IV District, Division of Sulu

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ABSTRACT. This study examined the extent of instructional resources available to public elementary school teachers in Jolo IV District, Division of Sulu. A descriptive research design was used, involving 100 teacher-respondents selected through purposive sampling. Data were analyzed using frequency, percentage, weighted mean, standard deviation, Pearson's correlation, t-test, and analysis of variance (ANOVA). The study focused on instructional resources in terms of availability, adequacy, and utilization, while also considering respondents' demographic characteristics such as age, gender, civil status, length of service, and educational attainment. The findings showed that most respondents were female, aged 36 years and above, married, with more than 16 years of teaching experience, and holding a bachelor's degree. Results further revealed that instructional resources were generally perceived as favorable across all domains. Teachers with 6–10 years of service demonstrated a higher level of perception regarding the use of instructional materials. In addition, a significant positive relationship was found between instructional resources and the learning environment. These findings support the idea that instructional materials serve as important tools in enhancing teaching and learning processes. Furthermore, the results are consistent with existing theories, suggesting that a supportive learning environment can improve teachers' confidence and motivation in using instructional resources effectively. Overall, the study highlights the importance of teachers' active role in utilizing available resources to meet the diverse learning needs of students.

KEYWORDS: *instructional resources, availability, adequacy, utilization, elementary education, public schools, Jolo IV District, Sulu*

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1. INTRODUCTION

The pursuit of quality and inclusive education highlights the critical role of instructional resources in facilitating effective teaching and meaningful learning, particularly in geographically isolated and resource-constrained areas such as the province of Sulu. Instructional resources serve as essential tools that support curriculum delivery, enhance teacher creativity, and promote learner

engagement (UNESCO, 2015; Darling-Hammond, 2019). However, despite their importance, many rural and remote schools in the Philippines continue to experience challenges related to limited availability, uneven distribution, and underutilization of instructional materials, which may hinder effective pedagogical practices (Llego, 2021; Manalo & Dela Cruz, 2022).

Instructional resources—including textbooks, visual aids, manipulatives, and digital learning tools—play a crucial role in improving teaching effectiveness and student engagement. These materials support the delivery of curriculum content and make abstract concepts more concrete and accessible, enabling learners to actively construct knowledge. Empirical studies have shown that adequate instructional resources contribute to improved lesson preparation, classroom organization, and student participation, ultimately enhancing the quality of instruction (Mwangi et al., 2020).

The availability and adequacy of instructional resources remain key concerns, particularly in geographically isolated and disadvantaged areas. While policies such as the Department of Education’s Learning Resource Management and Development System aim to ensure equitable distribution, disparities in access persist (DepEd, 2019). Studies have reported that insufficient and unevenly distributed resources limit instructional effectiveness and hinder curriculum implementation (Dhakal, 2017; Adu & G2019; Lapeña et al., 2023; Dano et al., 2023). In remote contexts such as Jolo IV District, logistical and infrastructural challenges further constrain access to updated instructional materials and technologies (Jawali & Jumlain, 2024).

Beyond availability, the effectiveness of instructional resources depends largely on their utilization in classroom instruction. Utilization is influenced by teachers’ competence, training, and perceptions regarding instructional materials (Bandura, 1977). Research indicates that teachers with adequate training and skills are more likely to integrate instructional resources effectively into their teaching practices (Yilmaz & Keser, 2021). However, in resource-constrained environments, teachers often rely on improvised materials, reflecting both creativity and systemic limitations (Dhakal, 2017; Chigona & Chigona, 2022).

A growing body of research further highlights the relationship between instructional resources and learning outcomes. Adequate and well-utilized materials have been associated with improved academic performance, increased student engagement, and better conceptual understanding (Wong et al., 2023; Ladion & Baguio, 2025; Bartolaba & Baguio, 2025). Nevertheless, challenges such as insufficient funding, lack of training, and limited infrastructure continue to affect effective resource implementation (Dinc, 2019; Ondong, 2024; Frianeza, 2023).

Despite the recognized importance of instructional resources, there remains limited empirical research focusing on their status in remote elementary school settings in the Philippines, particularly in Jolo IV District, Division of Sulu. This gap highlights the need to examine how instructional resources are made available, assessed in terms of adequacy, and utilized in classroom instruction within this specific context.

2. METHODS

2.1. Research Design

This study utilized a descriptive research design to examine the availability, adequacy, and utilization of instructional resources among public elementary school teachers in Jolo IV District, Division of Sulu. Descriptive research is appropriate for describing existing conditions and identifying relationships among variables without manipulating them. As explained by Bless and Higson-Smith (1995), research design provides a structured framework that guides the processes of data collection, analysis, and interpretation. Similarly, Babbie and Mouton (2001) described it as a plan that directs the overall research process toward achieving its objectives. In this study, the chosen design facilitated the systematic assessment of instructional resources and the examination of relationships among the identified variables.

2.2. Research Locale

The study was conducted in the Division of Sulu, specifically in selected public elementary schools within Jolo IV District during the School Year 2025–2026. The Division of Sulu, under the Department of Education (DepEd), supervises multiple districts that serve diverse communities in both urban and rural settings. Jolo IV District was selected as the research locale due to its representation of varying levels of access to instructional resources across schools. This setting provides a relevant context for examining how instructional materials are made available, assessed in terms of adequacy, and utilized in classroom instruction.

2.3. Participants of the Study

The study involved one hundred (100) public elementary school teachers from selected schools in Jolo IV District during the School Year 2025–2026. These participants were actively engaged in classroom instruction and were considered capable of providing relevant information regarding instructional resources. The respondents were distributed across the selected schools to ensure proper representation of the teaching population. The distribution of respondents according to school is presented in Table 1.

Table 1. Distribution Of Respondents According to School

Public Elementary Schools in Jolo IV District	Teacher-Respondents
Hji. Butu Elementary School	15
Hadji Hassiman Elementary School–Higad	15
Hadji Hassiman Elementary School–Laud	15
Hja. Taiba Abubakar Schuck Elementary School	15
Imam Esmi Elementary School	15
Rasul Elementary School	15
Serantes Elementary School	10
Total	100

2.4. Sampling Procedure

The study applied a non-probability sampling approach, specifically purposive sampling. A total of one hundred (100) teachers were selected based on their accessibility and relevance to the objectives of the study. This method allows the inclusion of participants who possess sufficient knowledge and experience related to the research topic. As noted by Etikan and Bala (2017), purposive sampling is useful in selecting information-rich participants who can provide valuable insights into the phenomenon being investigated.

2.5. Research Instrument

Data were gathered using a carefully designed survey questionnaire based on established frameworks related to instructional resources, including UNESCO (2015), the DepEd Learning Resource Management Guidelines (2017), and the OECD TALIS Framework (2018). The instrument was modified to suit the local context of public elementary schools in Jolo IV District. The questionnaire focused on three key dimensions: the availability, adequacy, and use of instructional materials. It was developed to capture teachers' perceptions of these aspects in relation to their classroom practices.

Table 2. Scale Used for Interpreting Responses

Point	Scale Value	Interpretation
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Moderately Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

2.6 Data Gathering Procedure

Before the data collection began, formal approval to conduct the study was secured from the Office of the Dean of Graduate Studies and from the school heads in Jolo IV District. After obtaining permission, the researcher personally distributed the questionnaires to the respondents. Clear instructions were provided to ensure proper understanding of the instrument. Once completed, the questionnaires were retrieved, organized, and prepared for data encoding and statistical analysis. This procedure helped maintain the accuracy, consistency, and reliability of the collected data.

2.7 Ethical Considerations

Ethical principles were observed throughout the entire conduct of the study. Participation was voluntary, and informed consent was obtained from all respondents after explaining the purpose and procedures of the research. The confidentiality and anonymity of participants were protected by ensuring that no identifying information was collected.

The researcher-maintained honesty and accuracy during data collection, analysis, and reporting, avoiding any form of data manipulation or misrepresentation. The rights, dignity, and well-being of the participants were respected at all times. In addition, ethical approval was obtained from the appropriate review committee of the School of Graduate Studies, Sulu State College, to ensure compliance with institutional research standards.

3. RESULTS

Table 3. Demographic Profile of Respondents

Variable	Category	Frequency	Percentage
Age	25 years old and below	5	5%
	26–35 years old	22	22%
	36 years old and above	73	73%
Gender	Male	11	11%
	Female	89	89%
Civil Status	Single	16	16%
	Married	74	74%
	Widowed/Separated	10	10%
Length of Service	5 years and below	15	15%
	6–10 years	23	23%
	11–15 years	21	21%
	16 years and above	41	41%
Educational Attainment	Bachelor’s Degree	44	44%
	Bachelor’s w/ Master’s	32	32%
	Units		
	Master’s Degree	20	20%
	Master’s w/ Doctoral Units	1	1%
	Doctorate Degree	3	3%

The data show that most respondents are 36 years old and above, predominantly female, and married, with the majority having long years of teaching experience. Most respondents are bachelor’s degree holders, with a considerable number pursuing graduate studies.

Table 4. Level of Instructional Resources

Dimension	Mean	SD	Description
Availability of Instructional Materials	3.761	0.610	Agree
Adequacy of Instructional Materials	3.704	0.595	Agree
Utilization of Instructional Materials	3.861	0.546	Agree

The results indicate that instructional resources are generally available, adequate, and utilized in classroom instruction, as reflected by the overall “Agree” ratings across all dimensions.

Table 5. Differences in Instructional Resources According to Profile Variables

Variable	Dimension	Test Value	p-value	Decision
Age	Availability	F = 0.349	0.706	Not Significant
	Adequacy	F = 0.050	0.951	Not Significant
	Utilization	F = 0.220	0.803	Not Significant
Gender	Availability	t = 0.276	0.783	Not Significant
	Adequacy	t = 0.835	0.406	Not Significant
	Utilization	t = 0.308	0.759	Not Significant
Civil Status	Availability	F = 1.002	0.371	Not Significant
	Adequacy	F = 0.082	0.921	Not Significant
	Utilization	F = 0.332	0.718	Not Significant
Length of Service	Availability	F = 4.554	0.005	Significant
	Adequacy	F = 4.220	0.008	Significant
	Utilization	F = 4.076	0.009	Significant
Educational Attainment	Availability	F = 1.006	0.408	Not Significant
	Adequacy	F = 0.254	0.907	Not Significant
	Utilization	F = 0.728	0.575	Not Significant

The findings suggest that variables such as age, gender, civil status, and educational attainment do not significantly influence the results. In contrast, differences were evident when respondents were grouped according to their length of service.

Table 6. Post Hoc (Tukey HSD) Results

Dimension	Comparison	Mean Difference	p-value
Availability	6–10 yrs vs 11–15 yrs	0.59151	0.006
Adequacy	6–10 yrs vs 5 yrs & below	0.54348	0.025
	6–10 yrs vs 11–15 yrs	0.53395	0.013
Utilization	6–10 yrs vs 5 yrs & below	0.47101	0.038
	6–10 yrs vs 11–15 yrs	0.46625	0.020

The post hoc results indicate that teachers with 6–10 years of service exhibit significantly higher perceptions compared to selected groups across the three dimensions.

Table 7. Correlation Analysis

Variables	r-value	p-value	Description
Availability & Adequacy	0.828	0.000	Very High Correlation
Availability & Utilization	0.699	0.000	High Correlation
Adequacy & Utilization	0.779	0.000	Very High Correlation

The results reveal strong positive relationships among availability, adequacy, and utilization of instructional materials, indicating that these dimensions are closely associated.

4. DISCUSSION

The findings of the study indicate that instructional resources in Jolo IV District are generally available, adequate, and utilized in classroom instruction, as reflected by the overall “Agree” ratings across all dimensions. This suggests that schools are able to provide essential materials that support teaching and learning processes. The presence of these resources reflects institutional efforts to ensure access to instructional materials, which are critical in facilitating effective curriculum delivery and learner engagement. This is consistent with the Department of Education framework on resource provision (DepEd, 2019) and supports the view that instructional materials function as essential tools in enhancing teaching effectiveness.

Despite these favorable findings, the results also suggest that the effectiveness of instructional resources depends not only on their availability but also on their adequacy and actual use in the classroom. The consistency across the three dimensions indicates that availability, adequacy, and utilization operate as interconnected components of instructional practice. This finding aligns with Adu and Galloway (2019), who emphasized that adequacy—defined as the relevance and sufficiency of materials—is a stronger predictor of instructional effectiveness than mere availability. Similarly, Dhakal (2017) highlighted that insufficient or poorly distributed resources may limit teachers’ ability to deliver effective instruction even when materials are present.

The analysis further revealed that age, gender, civil status, and educational attainment do not significantly influence teachers’ perceptions of instructional resources. This suggests that teachers across different demographic groups share relatively similar experiences regarding the availability and use of instructional materials. Such uniformity may reflect standardized policies

and systems governing resource allocation in schools. This finding is supported by studies indicating that institutional structures and resource distribution mechanisms often minimize disparities across teacher groups (Eickelmann & Vennemann, 2017; DeCoito & Richardson, 2018).

In contrast, a significant difference was observed when teachers were grouped according to length of service. Teachers with 6–10 years of experience demonstrated more favorable perceptions across availability, adequacy, and utilization. This suggests that mid-career teachers may be more adaptable and effective in utilizing instructional resources. Their level of experience may enable them to balance pedagogical knowledge with practical classroom application. This finding supports the work of Barton and Dexter (2020), who noted that teachers' professional experience influences their ability to integrate resources effectively. Similarly, Muhtarom et al. (2025) emphasized that teaching experience contributes to stronger pedagogical decision-making, particularly in resource utilization.

The results of the correlation analysis indicate strong positive relationships among the key dimensions of instructional resources, namely availability, adequacy, and utilization. The high correlation values suggest that improvements in one aspect are closely associated with improvements in the others.

These findings imply that instructional effectiveness is influenced by the combined presence, sufficiency, and actual use of learning resources. Moreover, the results support the study of Yaniawati et al. (2020), which highlighted that the effective use of instructional materials enhances both teaching practices and student learning outcomes.

Overall, the findings reinforce the view that instructional resources are essential components of effective teaching and learning. The alignment among availability, adequacy, and utilization reflects a system in which resource provision and classroom practice are closely interconnected. Strengthening these dimensions simultaneously may lead to improved instructional delivery and better learning outcomes. These results highlight the importance of continued investment in instructional materials, as well as teacher development programs that enhance the effective use of available resources in classroom instruction.

5. CONCLUSION

This study found that instructional resources in public elementary schools in Jolo IV District are generally available, adequate, and utilized in classroom instruction. Teachers demonstrated consistent perceptions across most demographic variables, indicating a relatively uniform experience in resource access and use. However, differences were observed based on length of service, with mid-career teachers exhibiting more favorable perceptions of instructional resources. The significant positive relationships among availability, adequacy, and utilization further indicate that these dimensions function as interconnected components of effective instructional practice. Overall, the findings highlight the importance of ensuring not only the presence of instructional materials but also their adequacy and effective utilization to support teaching and learning in resource-constrained contexts.

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The author confirms that this research is the result of independent academic work and personal analysis. All ideas, interpretations, and written discussions in this study were developed by the author. Artificial intelligence tools were used only in a limited way for minor grammar checking and language improvement. They were not used to create the research content, generate ideas, perform the analysis, interpret the results, or write the main parts of the paper. The author takes full responsibility for the accuracy, originality, and integrity of this study, including its analysis, discussion, and conclusions.

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