

Senior and Junior High School Teachers' Challenges and Difficulties in the Availability of Teaching and Learning Resources

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Abstract— Teaching and learning resources play a vital role in supporting effective instruction and enhancing students' learning experiences. These resources enable teachers to deliver lessons efficiently, apply diverse teaching strategies, and address different learning styles. However, many teachers encounter difficulties in utilizing such resources due to limited availability, inadequate infrastructure, and financial constraints. In many cases, teachers are compelled to spend their own money to purchase classroom materials, which adds to their financial burden and may contribute to increased stress in fulfilling instructional responsibilities. This study aimed to identify the challenges and difficulties encountered by Senior and Junior High School teachers in utilizing teaching and learning resources at Martin M. Salimbangon National High School. The study employed a descriptive research design using a checklist questionnaire to gather data from the respondents. The collected data were analyzed using frequency and percentage to determine the common challenges experienced by teachers. The results revealed that the major barriers to effective utilization of teaching and learning resources include the lack of physical instructional materials and inadequate technological infrastructure within the school. These limitations affect teachers' ability to implement various instructional strategies and maximize the use of available resources in the classroom. Based on the findings, the researchers recommend conducting a seminar on the improvisation and localization of teaching materials. The proposed seminar aims to equip teachers with practical skills in designing instructional materials using recycled, indigenous, and readily available resources. Furthermore, it will encourage teachers to contextualize their lessons to better suit the needs and realities of the local community despite resource limitations.

Keywords— Availability, Challenges, Difficulties, Teaching and Learning Resources

I. INTRODUCTION

Resources were crucial to a teacher, as they provided the tools to deliver lessons and engage students in effective learning styles. Resources helped structure lessons and incorporate many different ways of learning. Without them, the teacher might have found it challenging to apply their strategies. This study focused on the lack of adequate teaching resources, a serious problem with far-reaching consequences. It brought many difficulties and challenges for teachers, merely increasing their financial burden, as they often spent their own money on classroom supplies. Teachers also struggled due to limited resources, which might have led to increased stress.

According to Parry and Metzger (2023), educators from diverse backgrounds and regions worldwide consistently highlighted similar challenges in implementing effective multidisciplinary sustainability education that prioritized learners' needs, fostered engagement, and put students at the forefront of the learning process. Teachers had to teach students different subjects. However, the lack of resources at school might have been the problem. The wicked problem at hand was the lack of classroom resources. This problem affected students and teachers, which, in turn, could have affected the parents of those children. The lack of classroom resources caused extreme distress to the students and teachers.

Not only were the students and teachers in distress, but they could not learn to their fullest potential because they were not given the proper resources (Maffea, 2020).

Teachers try their hardest to teach their students what they are given, but it is not enough (Maffea, 2020). Teachers' performance is negatively influenced by various stressors, both within and outside the educational institution, that impede performance, resulting in lower individual and institutional productivity. A widespread challenge is the persistent shortage of essential resources, including inadequate facilities, limited and outdated teaching materials, and teachers who lack the training, support, and infrastructure to deliver high-quality education (Tibane et al., 2024). Furthermore, the Department of Education (DepEd) research confirmed that one of the significant challenges teachers face is the lack of instructional materials and resources, which hampers lesson preparation and implementation (Marquez, 2023). The study identified time constraints, rigorous quality assurance processes, limited funds, and heavy workloads as key challenges teachers face in developing and using learning resources within DepEd's LRMDs framework (Velasquez & Carbonell, 2025). In addition, despite the promising results of this research, many schools lack adequate classrooms, textbooks, and teaching materials, making it challenging for students to learn effectively. According to Bai (2023), difficulties in the lack of resources for teachers in the learning environment were identified. Teachers stand in front of a class of around 20-30 students a day and have to deal with the children themselves, the lesson plan, and the lack of resources (Dsli et al., 2019), because they do not have the means for a better education.

Lastly, the teachers' perspectives showed that Senior and Junior High School Teachers reported non-uniform access to learning materials and difficulties in accessing adequate reference and instructional resources, which impacted teaching delivery and resource utilization (Janiola, Argate & Ferrater, 2025). Findings indicated that teachers faced limited materials and resources, hindering effective teaching and the practical use of instructional resources (Bejasa, 2025). Conducting this study was essential to address the challenges and difficulties regarding the use of teachers' learning environments and teaching strategies. This study was conducted to identify the challenges and difficulties that Senior and Junior High School Teachers faced in their students' learning environment and to develop relevant courses of action to help teachers improve their teaching skills by building a better learning community and fostering growth and achievement

II. STATEMENT OF THE PROBLEM

This study aimed to identify the challenges and difficulties in the availability of teaching and learning resources at Martin M. Salimbangon National High School.

Specifically, this centers on the following:

1. What is the professional background of the Senior & Junior High School teachers at Martin M. Salimbangon National High School?
 - 1.1. Years of teaching;
 - 1.2. Educational background; and

1.3. Professional development?

2. What resources are available for Senior & Junior High School Teachers at Martin M. Salimbangon National High School?
3. What challenges and difficulties do Senior & Junior High School Teachers face in the availability of the teaching and learning resources at Martin M. Salimbangon National High School?
4. Based on the findings, what relevant course of action can be implemented?

III. SIGNIFICANCE OF THE STUDY

The outcome of this study benefited Senior & Junior High School Teachers. Through this study, the researchers identified the difficulties and challenges teachers faced. Identifying resource shortages also helped improve strategies to support teachers' well-being and job satisfaction. Moreover, teachers with complete instructional materials at Martin M. Salimbangon National High School were able to provide a high-quality education to students. Non-Government Organizations played a crucial role by identifying the specific educational needs of individuals within a given educational community through collaboration. Local Government Units (LGUs) could have helped teachers by establishing resource centers that provided educational materials. LGUs could also have offered a training program for teachers that focused solely on the practical use of educational resources. Furthermore, this study examined the significant impacts of resource scarcity in the learning environment. Lastly, the results of this study improved teachers' understanding of the challenges posed by the lack of teaching and learning resources.

IV. REVIEW OF RELATED LITERATURE

This chapter highlighted the collection of literature and studies considered relevant to the discussion of the current study. This part provided information based on existing studies concerning challenges and difficulties utilizing teaching and learning resources at Martin M. Salimbangon National High School.

Teachers' Challenges in Accessing Teaching and Learning Resources

This research investigated that one of the major challenges that teachers faced in accessing resources was the lack of funds. Teachers often resorted to spending their own money to print modules, buy materials, or develop visual aids (Tadle and Mendoza, 2015). Access to information resources was crucial to ensure effective teaching, particularly for teachers to utilize diverse resources related to their specialized fields (Odunlade, 2017). Integrating educational technology in the classroom was hindered when schools lacked sufficient computers and reliable internet access (Johnson, 2016). This created an inequitable learning environment where students from low-income or rural areas might have lacked the resources necessary to participate fully in digital learning. Without adequate computer access and reliable internet connectivity, the potential of educational technology in the

classroom remained largely untapped. Inconsistent computer access posed a significant obstacle to teachers' integrating technology into their lesson plans. Routine access to hardware (such as laptops or tablets), software (including reading and writing software, internet browsers), and a reliable internet connection was essential. Mostly, public school teachers were forced to improvise due to insufficient learning materials such as textbooks, instructional materials, and visual aids, especially in rural areas (Sevilla and Tarrayo, 2018). Technology offered educators innovative tools and strategies to enhance classroom instruction and foster deeper student understanding; realizing the full potential of these tools required addressing challenges related to access, equity, and teacher professional development. According to Aquino and Mejia (2016), teachers' inadequate training on where and how to access appropriate teaching and learning resources was one of the roots of the challenges, especially in digital educational sources. However, the constantly changing nature of technology necessitated a continued commitment from educators to stay current with their technological knowledge. Difficulties in Utilizing Teaching and Learning Resources.

This study determined that teachers struggled with integrating educational resources effectively due to insufficient training and professional development programs focused on the utilization of resources (Tondeur et al., 2017). The insufficient educational resources, such as computers, textbooks, and internet access, hindered schools' effective teaching strategies and the learning process (Dasli, 2019). According to Hard and Ottenbreit (2020), despite the availability of innovative educational resources, many teachers depended on outdated textbooks and chalkboard methods due to resistance to change in utilizing teaching resources. Poverty and inequality were socio-economic factors affecting teachers' ability to effectively utilize teaching and learning resources in education (King et al., 2019). At that time, technology spread throughout every aspect of life, transforming how people lived and learned. Traditional learning theories struggled to fully account for how technology and the abundance of information could be effectively harnessed for learning. Connectivism theory emerged to address this inadequacy. Across the globe, nations actively reformed their curriculum to address the challenges of the modern era (Mampota, 2023). This study was guided by the principles of connectivism theory, emphasizing the importance of interconnected networks, contemporary knowledge, and the interconnectedness of information within digital higher education learning environments. Connectivism learning theory was paramount to modern education, aligning seamlessly with educational technology that fostered connectivity and collaboration. By addressing educators' training and support needs, they could overcome integration challenges and facilitate the widespread adoption of technology in educational settings. These insights were crucial for advancing technology-enhanced education (Plueger, 2024). Although Constructivism had gained significant traction in recent years, the concept itself had been interpreted and defined in diverse ways by various scholars, including sociologists, psychologists, applied linguists, and

educators. This diversity of perspectives reflected the multifaceted nature of Constructivism and its application across multiple disciplines (Amineh, 2015). Social Constructivism, a branch of cognitive Constructivism, underscored the collaborative nature of learning. It posited that individuals constructed knowledge through social interaction and collaboration with others. This theory was introduced by Lev Vygotsky, a prominent Soviet psychologist who emerged after the Russian Revolution. Social constructivism was a collaborative learning theory that highlighted active student participation, dialogue, and knowledge sharing, influencing teaching methods, student motivation, and the overall teaching-learning process (Saleem et al., 2021).

This research believed that socioeconomic factors affecting inequality impacted teachers' ability to utilize teaching and learning resources in schools efficiently (OECD, 2019). A lack of computers, internet access, and other resources posed difficulties for teachers in the Philippines in utilizing learning materials (Tinio, 2019). Moreover, inadequate educational materials hindered the country's effective learning environment (Pascasio, 2018). Libraries and laboratories contributed significantly to schools, but the absence of these resources created obstacles to an effective learning environment (Gonzales, 2018). However, the Department of Education should have prioritized providing resources, including technology, to support educators in improving teaching and learning, particularly in public schools (Torneo, 2020).

Impact of Challenges and Difficulties on Teaching Effectiveness and Students' Learning Outcomes

Teachers who experienced significant stress and burnout demonstrated lower teaching effectiveness, as evidenced by less thorough lesson planning, decreased student engagement, and poorer student performance (Kaffenberger, 2017). Furthermore, they were less likely to spend adequate time preparing engaging and well-structured lessons, resulting in students taught by these teachers performing worse academically than those taught by less stressed and burned-out educators. Insufficient resources and support hampered effective curriculum implementation, leading to adverse student outcomes such as low test scores and decreased motivation (Hardman et al., 2016). Hardman et al.'s (2016) research underscored the crucial role of resources and support in ensuring successful curriculum implementation and student learning. Their findings indicated that when teachers lacked adequate resources and support, their ability to deliver the curriculum effectively was compromised, resulting in detrimental consequences for students. According to Olaniyan (2015), limited access to learning materials such as textbooks, technological tools, and science laboratory equipment hindered effective instruction and limited teachers' ability to implement student-centered approaches. However, the study emphasized that technology's impact relied on adequate teacher training and support. Insufficient qualified teachers, infrastructure, and resources resulted in poor-quality education and weak student learning outcomes (Dasli, 2019). The UNESCO report (2020) highlighted the

interconnectedness of several factors contributing to poor-quality education and weak student learning outcomes. This encompassed a wide range of materials, tools, and support teachers needed to deliver the curriculum effectively. Insufficient funding and inadequate resource allocation limited teachers' ability to provide engaging and practical instruction. Effective technology integration in education required adequate teacher preparation to maximize its impact on teaching and learning (Flores, 2017). It highlighted the importance of proper teacher preparation for successful technology integration in education, emphasizing that simply providing classroom technology was not enough to ensure its effectiveness. This referred to the need for teachers to possess the necessary skills, knowledge, and support to effectively use technology in their classrooms. According to Ertmer and Ottenbreit (2020), many teachers faced challenges not only in acquiring the technical skills required to operate educational technology tools but also in developing the pedagogical understanding necessary to select appropriate tools and integrate them effectively into their teaching practices. This theory gained significant attention in modern education due to its focus on collaborative learning, enhancement of critical thinking abilities, and encouragement of student-centered teaching methods (Kurniawati, 2024). Moreover, the statement highlighted the direct link between a teacher's technological proficiency and its impact on student learning and engagement. It emphasized that when teachers lacked the necessary skills and knowledge to effectively integrate technology into their teaching practices, students ultimately suffered. Hence, teachers needed to confidently use the various technologies available to them, such as online learning platforms, interactive whiteboards, and educational software.

V. RESEARCH METHODOLOGY

This chapter discussed the research design, research environment, research respondents, research instrument, data-gathering procedure, data analysis, and ethical considerations in Senior & Junior High School Teacher's Challenges and Difficulties in Utilizing Teaching and Learning Resources at Martin M. Salimbangon National High School, Curva, Medellin, Cebu.

Research Design

This study was a quantitative research method following a statistical descriptive design. Descriptive research is a research approach that aimed to accurately describe and summarize the main features, characteristics, and patterns of a particular group, situation, or phenomenon (Shinija, 2024). This design is utilized to identify the challenges and difficulties in the utilization of teaching and learning resources at Martin M. Salimbangon National High School.

Research Environment

The study was conducted in one of the public schools in Medellin, Cebu, Martin M. Salimbangon National High School, located at Curva, Medellin, Cebu, which was founded on June 6, 1990, by Mr. Antonio P. Torrevillas. The current principal Mrs. Cirila M. Monleon, together with the Guidance Counselor, Mrs. Jomae Sta. Rita and the SSLG Moderator,

Mr. Jilmore Cantal. There are twenty-six (26) classrooms, with six (6) facility rooms, including the Guidance Office, Cookery Laboratory, and Science and Computer Laboratory. MMNHS offered Technological Vocational Livelihood (TVL) and Humanities and Social Sciences (HUMSS) Strand, one (1) Principal, one (1) ADOF, one (1) ADAS. There were 39 personnel, 3 of whom were non-teaching personnel, and 36 of whom were teaching personnel, who were actively handling classes. Twenty-five (25) Junior High School Teachers, and fourteen (14) Senior High School Teachers. Overall, there are thirty-nine teachers (39). There are five hundred sixty-seven (567) Junior High and three hundred forty-two (342) Senior High School students. There are eight hundred fifty-four (854) students this S.Y. 2025-2026.

Research Respondents

The respondents who participated in this study were thirty-six (36) Senior and Junior High School Teachers at Martin M. Salimbangon National High School, a public school in Medellin, Cebu. The respondents were selected using purposive sampling. Purposive sampling was a sampling technique used when the goal was to select individuals who had specific characteristics or experiences that were relevant to the research question or objectives. Twenty-five (25) Junior High School Teachers, and fourteen (14) Senior High School Teachers. Overall, there are thirty-nine teachers (39). There were 39 personnel, 3 of whom were non-teaching personnel, and 36 of whom were teaching personnel, who were actively handling classes.

Research Instrument

The researchers used two survey questionnaires: a researcher-made questionnaire to gather data on the participants' professional backgrounds and adapted questionnaires by Neuman et al. (2016), UNESCO (2020), and the TPACK Self-Assessment Scale (TPACK-SAS) developed by Kartal et al. (2016) to identify the challenges and difficulties in utilizing learning resources of the Senior & Junior High School Teachers.

The first survey questionnaire was a researcher-made one. It addressed the teachers' professional background, educational background, and professional development.

The second survey questionnaire, adapted from Neuman et al. (2016), comprised six (6) items tackling the Availability of Teaching and Learning Resources by Senior & Junior High School Teachers. There were eight (8) items regarding the Challenges and Difficulties in the Utilization of Teaching and Learning Resources, as adapted by Kartal and Uluay (2016).

Data-Gathering Procedure

This study was a statistical-descriptive research utilizing survey questionnaires to arrive at the data.

The researchers submitted to the research teacher, Mr. Keth A. Villanueva, the necessary documents for the conduct of this study. The research teacher validated these documents and released their approval, and the researcher started to conduct the data-gathering process.

The researchers sent a letter for approval to conduct this study to the school principal, Mrs. Cirila M. Monleon in one

of the public schools at Martin M. Salimbangon NHS. The researcher then sent a consent letter to the respondents to seek their consent letter contain the important details of the procedure, such as the time, venue, and mode of survey. The consent and approval of the respondents in the study were sought to their willingness to participate and abide by the ethical considerations. The study was set to conducted as soon as the mentioned procedure is accomplished.

On the day of the survey, the respondents were informed that their participation in this study was purely voluntary and that the private pieces of information that they were to put in the questionnaires are treated with utmost confidentiality.

If they do not hear any questions regarding the survey, they are given the survey questionnaires hand in their answered survey questionnaires to the researchers.

Data Analysis

This study utilized quantitative data. The data for the professional background and for the challenges and difficulties of the Senior & Junior High School Teachers were analyzed by utilizing frequency, percentage.

Ethical Consideration

Ethical considerations were principles that guided the researchers' research design and practices and adhered to a specific code of conduct in collecting data from the respondents. This study allowed the researchers to ensure the protection and privacy of the respondents. Only after the study received approval from the school principal was it carried out. To ensure the privacy of the respondents, the three ethical principles were followed and conducted.

Respect for Person and Autonomy

The researchers ensured that the participation of the respondents in the study was voluntary and that they had the right to terminate their involvement, considering their autonomy, rights, and dignity as humans. This also allowed the researchers to provide consent letters to the respondents before conducting the study to obtain approval from the respondents regarding their decision to participate or withdraw from the study.

Beneficence

The findings of this study helped the teachers to developed their teaching skills to address their challenges and difficulties in the utilization of teaching and learning resources and to improved student learning outcomes.

Confidentiality

The researchers ensured the confidentiality and data protection of each respondent participating in the study. They provided the adapted survey questionnaires beforehand and presented them to the recommended validation experts to check the validity and reliability of the instrument. The researchers assured that they would not present the respondents' personal data to the public. All information supplied by the key respondents was handled with the strictest confidentiality.

VI. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Analysis of the Professional Background-Years of teaching

This table showed the professional background of the respondents based on their years of teaching experienced. It listed the number and percentage for each group.

TABLE 1.1 *Professional Background- Years of teaching*

Years of Teaching	Frequency	Percentage
Less than 1 year	3	8.33%
1-5 years	9	25.00%
6-10 years	8	22.22%
11-15 years	11	30.56%
16-20 years	1	2.78%
21-30 years	0	0%
More than 30 years	4	11.11%
Total	36	100%

The table showed how respondents were distributed by years of teaching experience. Most were experienced professionals, with the largest group having 30.56% with 11-15 years of experience. Teachers with 1-5 years made up 25%, and those with 6-10 years accounted for 22.22%. According to Kini and Podolsky (2016), teachers with over ten years of experience were more effective, as professional growth continued into the second decade of teaching.

There was also a mix of newly hired teachers. About 25% had been teaching for 1 to 5 years, and had less tha 8.33% a year of experience. The OECD (2019) noted that tracking the numbers of teachers with less than one year and one to five years of experience helped analyze the balance between new and experienced staff. Having both groups was important for this study, as the challenges identified affected teachers at all career stages.

Analysis of the Professional Background- Educational Background

This table presented each respondent's educational background. It lists how many have earned a Bachelor's Degree, a Master's Degree, or a Doctorate Degree.

TABLE 1.2 *Professional Background- Educational Background*

Educational Background	Frequency	Percentage
Bachelor's Degree	26	72.22%
Master's Degree	9	25.00%
Doctorate Degree	1	2.78%
TOTAL	36	100%

This table showed the educational attainment of Senior and Junior High School teachers. Most respondents (72.22%) held a Bachelor's Degree. This matched national statistics, as most secondary teachers had at least a Bachelor's Degree, which was a standard requirement worldwide. For instance, education reports indicated that over 90% of secondary school teachers met this qualification (kumparan.com, 2024). Meanwhile, 25% held a Master's Degree, and 2.78% held a Doctorate Degree. According to Ahmad & Khan (2025), it was found that most advanced degree holders possessed master's degrees, while those with doctorates were rare.

These results indicated that all respondents met the minimum teaching requirements, but only some pursued postgraduate education. In this research, educational background was important for resource use. Teachers with higher degrees had likely learned about advanced research and instructional technologies, which could help them handle challenges with teaching resources. Studies by Sumanga et al. (2022) and Balanquit, Ladia, & Nool (2023) found that teachers with higher education tended to be more competent and better prepared for professional challenges. Their educational attainment affected how they taught, planned, and used classroom resources.

Analysis of the Professional Background-Educational Development.

This table listed the Professional Activities respondents have joined, such as Seminars or Workshops. It shows how often each activity occurs, ranked from most to least frequent.

TABLE 1.3. Professional Background – Educational Development

Professional Background	Frequency	Percentage	Rank
Seminar/Workshops	35	97.22%	1
Teacher-student Collaboration	13	36.11%	2
Peer Mentoring	11	30.55%	3
Organization	7	19.44%	4

The data showed that Seminars and Workshops were the most common form of professional development, with a frequency of 35. According to Abakah (2023), teachers were more likely to join short-term, structured activities like seminars than long-term, organization-based learning. This suggested that formal professional memberships were less common or less accessible than short-term training. More than half of the respondents relied on formal training sessions for their professional growth. Participation in organizations was the lowest at 19.44%, indicating that formal memberships were less common than short-term events.

The results also indicated a strong focus on collaborative and peer-based learning. Teacher-student collaboration (13) and peer mentoring (11) together made up over a third of the professional activities. According to Wango (2025), peer mentoring helped teachers share knowledge and build confidence and skills beyond what formal training offered. This meant that while formal workshops were most common, there was also a strong culture of sharing and professional growth among teachers. Overall, teachers preferred direct training and collaboration over administrative or organizational activities for their development.

Analysis of the Availability of Teaching Resources for Senior and Junior High School Teachers

The table below showed the Availability of Teaching Resources for Senior and Junior High School Teachers. It lists each resource type along with how often and how widely it is available.

The data presented indicated that the availability and use of teaching resources varied among respondents. The table showed that textbooks and modules were not always sufficient

in schools. Only 33.33% of respondents stated that these resources were available and sufficient, while 41.67% reported that they were available but not enough. About 25% indicated that textbooks and modules were not available at all, which may have affected lesson delivery. According to Muralidharan and Sundararaman (2016), students learn better when textbooks are widely available and used in teaching.

TABLE 2. The availability of resources of the Senior and Junior High School Teachers

Teaching and Learning Resources	Availability and Sufficient		Available but Insufficient		Not Available	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Text books and Modules	12	33.33%	15	41.67%	9	25.00%
Audio-visual (e.g., projectors, speakers)	9	25.00%	24	66.67%	3	8.33%
Laboratory Equipment	8	22.22%	26	72.25%	2	5.56%
ICT Equipment (e.g., computers, tablets)	9	25.00%	27	75.00%	0	0%
Internet Connectivity	11	30.56%	24	66.67%	1	2.78%
Teaching Guides and Manuals	20	55.56%	13	36.11%	3	8.33%

Audio-visual resources, such as projectors, were also limited. Only 25% of respondents stated that these resources were available and sufficient, while 66.67% reported that they were available but not enough. According to Akyeampong et al. (2016), the limited technology made it difficult for teachers to employ different teaching methods and engage students. Only 8.33% indicated that these resources were not available at all, but the high rate of insufficiency suggested that the current equipment did not meet needs. Waqas & Choudhary (2022) also found that the lack of audio-visual aids hindered teachers' ability to use them effectively in class.

Analysis on the Challenges and Difficulties Encountered by Senior & Junior High School Teachers in the Availability of Teaching and Learning Resources

The table below highlighted the primary challenges and difficulties faced by Senior and Junior High School Teachers regarding the utilization of teaching and learning resources. The data is organized by frequency and rank to identify the most common obstacles that hinder the effective use of these resources in the classroom.

The table revealed that an insufficient number of teaching materials had the highest frequency at 24. Budget constraints in acquiring teaching materials ranked second with a frequency of 21, followed by poor internet connectivity at 21. These findings aligned with recent literature, which noted that equipment and connectivity shortfalls commonly limited digital and blended teaching initiatives. Additionally, budgetary constraints frequently drove shortages of both physical and digital materials (UNESCO, 2020). Moderate concerns included limited use of ICT resources, which

registered a frequency of 19, and a lack of technical support for ICT equipment, which received a frequency of 17. According to Espinosa (2024), his study found that even when teachers were trained, digital learning in remote Philippine schools still faced challenges due to the lack of necessary working equipment.

Challenges and Difficulties in the utilization of Teaching and Learning Resources	Frequency	Percentage	Rank
Insufficient number of teaching materials	24	66.66%	1
Budget constraints in acquiring teaching materials	21	58.33%	2
Poor internet connectivity	21	58.33%	3
Limited utilization ICT resources	19	52.77%	4
Lack of technical support for ICT equipment	17	47.22%	5
Lack of proper training on resource utilization	15	41.66%	6
Difficulty in integrating resources into lesson plans	4	11.11%	7
Other (please specify):	0	0%	8

Moreover, fewer respondents identified a lack of training on resource utilization, which had a frequency of 15, while difficulty integrating resources into lesson plans received a frequency of 4. A survey of science teachers indicated that the lack of training, especially concerning digital resource use, was a factor influencing teachers' ability to integrate digital resources into their teaching practices (Muhaimin et al., 2020). Notably, no respondents selected "Other." These findings indicated that shortages of resources, connectivity issues, and funding limitations were the main systemic barriers, while technical support and training also significantly contributed to the underuse of available resources

VII. SUMMARY OF FINDINGS, CONCLUSION & RECOMMENDATION

Findings

The study's data led to the following key insights:

1. Most teachers have 11-15 years of experience, showing the highest percentage of 30.56% that the group is generally experienced. The majority hold bachelor's degrees, indicating 72.22% showing that the teaching staff is well-qualified. Teachers with more education may use teaching and learning resources differently. Seminar and workshop participation is the most common form of professional development implying 97.22%.
2. ICT Equipment (e.g., computers, tablets) are available but insufficient in schools with a percentage of 75.00%. Few respondents said ICT equipment are available and enough with 25.00%, while no one said they are available but not sufficient with a percentage of 0%.

3. The main challenges included available but insufficient teaching materials has the highest percentage of 66.66%, poor internet connectivity with 58.33%, budget constraints for acquiring materials with 58.33%, limited use of ICT resources with 52.77%, and lack of technical support for ICT equipment with 47.22%. Fewer respondents mentioned lack of training on resource use with a percentage of 41.66% and difficulty integrating resources into lesson plans with 11.11%.
4. Researchers' offered Seminar on Improvisation and Localization of Teaching Materials. The purpose of this is to train Senior and Junior High School Teachers on how to create improvised, low-cost, and locally available teaching and learning resources. Teachers will become more resourceful, creative and less dependent on commercially produced materials.

Conclusion

The data showed that the main barriers to effective teaching are a lack of physical materials and weak technology infrastructure.

Recommendations

Based on the findings and conclusion of the study, the following are recommended.

Based on the study's findings and conclusions, the following recommendations are made:

1. Since teachers lack enough audio-visual equipment and face budget constraints, school administrators should do a needs-gap analysis to prioritize buying essential tools like projectors and updated textbooks. To help with funding, the school should seek partnerships with local government, private groups, and Adopt-a-School programs. To address frequent connectivity issues, the school should set up an Offline Learning Hub where teachers can access digital modules and e-books without needing a stable internet connection.
2. Because lack of technical support and poor connectivity are major barriers, the school should create a local IT support system or a Teacher-Tech Lead program. This means choosing ICT-proficient staff and giving them lighter teaching loads or incentives to help their peers with technical issues. The school should also push for better infrastructure and dedicated internet bandwidth for faculty areas so teachers can prepare materials and use digital resources without problems.
3. Although many teachers attend seminars, there is a need to move from one-time workshops to more interactive and ongoing learning. The school should set up Professional Learning Communities (PLCs) to build on peer mentoring and collaboration. These groups should focus on low-bandwidth teaching strategies and practical ICT training to help staff use limited resources and handle technical challenges in their classrooms.
4. Since only a few staff members have postgraduate degrees, the administration should support professional growth to improve how resources are used. This can include flexible teaching schedules, service credits, or scholarships for teachers working toward Master's or Doctorate degrees.

Higher education helps teachers learn advanced teaching methods and strategies to address the challenges found in this study.

5. To solve the lack of standardized teaching materials, teachers should work together to create localized instructional resources. By developing homegrown modules that fit students' environments, teachers can rely less on costly external resources and technology. This also builds a stronger culture of collaboration and knowledge-sharing among teachers and students.
6. To improve engagement and make better use of available resources, the school should create a local Resource Utilization Manual. This guide should give clear, subject-specific instructions on how to use existing materials, like using one textbook for different grade levels or making the most of audio-visual tools in large classes. Standardizing these practices will help all teachers use resources more effectively.
7. Finally, school leaders should set up a quarterly Resource Status and Utilization Review. This process lets teachers regularly share feedback about which resources are outdated, which work best, and where shortages exist. By keeping this feedback loop open, the school can respond to challenges as they arise and make ongoing improvements to address issues like connectivity and budget.

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