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INSTRUCTIONAL RESOURCE ADEQUACY AND TEACHING PERFORMANCE OF HOME ECONOMICS TEACHERS IN THE DIVISION OF MATI CITY

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ABSTRACT

This study aimed to determine the relationship between instructional resource adequacy and teaching performance of Home Economics teachers in the Division of Mati City. A quantitative descriptive-correlational research design was employed, involving 86 teacher-respondents using Slovin's formula. Adapted and validated survey questionnaires were utilized to measure instructional resource adequacy across five domains, textbooks and educational materials, laboratory equipment and facilities, technological resources, physical resources, and human resources, and teaching performance in terms of course organization, quality of teaching, and evaluation and feedback of learning. Data were analyzed using weighted mean, standard deviation, Pearson product-moment correlation, and regression analysis at a 0.05 level of significance. Findings revealed that both instructional resource adequacy and teaching performance were at an extensive level, indicating that these were oftentimes evident among teachers. A significant relationship was found between instructional resource adequacy and teaching performance, and further analysis showed that instructional resource adequacy significantly influenced teaching performance, with technological and physical resources emerging as the strongest predictors. It was recommended that school administrators and DepEd officials strengthen the provision and effective utilization of instructional resources to further enhance teaching performance and improve the quality of Home Economics education.

KEYWORDS: *instructional resource adequacy; teaching performance; Home Economics teachers; Division of Mati City*

INTRODUCTION

Education serves as a fundamental pillar in societal development, equipping learners with essential knowledge and skills necessary for personal and professional growth. Among the crucial factors influencing educational outcomes is the instructional resource adequacy, which significantly affects teaching performance. In the context of home economics education, the availability of textbooks, laboratory equipment, technological resources, physical resources, and human resources plays a vital role in enhancing instructional quality. Similarly, teaching performance, as measured through course organization, quality of teaching, and evaluation and feedback of learning, directly impacts student achievement. However, disparities in resource allocation across different regions and educational institutions continue to hinder the effectiveness of teaching and learning processes. Understanding these challenges and their implications in the Division of Mati City is imperative in formulating strategic interventions to enhance educational outcomes.

Globally, inequities in instructional resource availability persist, disproportionately affecting low-income and underdeveloped nations. In many parts of the world, access to quality textbooks, modern laboratories, and digital learning platforms remains a privilege rather than a standard provision. According to the World Bank (2021), more than 50% of students in low-income countries lack access to essential learning materials, further exacerbating educational inequality. Additionally, the global teacher shortage poses a significant challenge, with UNESCO (2021) estimating that over 69 million teachers are needed worldwide to meet educational demands. Without adequate resources and qualified educators, the quality of teaching suffers, ultimately impacting student performance and overall educational attainment.

At the national level, the Philippine education system faces similar challenges, particularly in public schools where resource deficiencies hinder effective teaching and learning. The Department of Education (DepEd, 2023) reported that many public schools continue to experience shortages of textbooks, laboratory facilities, and technological tools necessary for modern instruction. For instance, a significant number of students are forced to share outdated learning materials, creating barriers to comprehensive understanding (Asian Development Bank, 2022). Furthermore, technological integration in Philippine classrooms remains insufficient, as many schools lack the infrastructure and internet connectivity required to implement digital learning effectively (Cruz, 2021). These limitations not only affect teachers' ability to deliver quality instruction but also impede students' capacity to develop essential 21st-century skills.

Focusing on home economics education, one of the critical concerns in the Philippines is the inadequacy of laboratory facilities essential for hands-on learning. CHED (2022) highlighted that numerous public schools lack well-equipped

kitchens, automotive diagnostic tools, and woodworking stations, all of which are necessary for effective technical education. Without these resources, students struggle to gain practical experience, reducing their preparedness for real-world applications. Moreover, limited access to training programs and workshops for home economics teachers further exacerbates the problem, as educators are unable to upgrade their skills and adapt to evolving pedagogical methods.

At the local level, the Division of Mati City mirrors the national trends but faces distinct challenges that demand urgent attention. A report by DepEd Davao Region (2023) indicated that several schools in Mati City lack sufficient instructional resources to support home economics education. Some schools reportedly have only two or three functioning kitchen stations for an entire class, making it difficult for students to engage in hands-on learning. The scarcity of laboratory facilities limits students' ability to develop technical skills, thereby reducing the effectiveness of home economics instruction. Additionally, a shortage of textbooks and supplementary materials forces educators to rely on outdated resources, affecting the quality of content delivery.

Another pressing issue in Mati City is the shortage of qualified home economics teachers and laboratory assistants. According to the Local Government Unit of Mati (2022), many public schools struggle with understaffing, resulting in teachers managing large class sizes without adequate support. This situation places immense strain on educators, limiting their capacity to provide individualized instruction and feedback. The lack of professional development opportunities further compounds this issue, as many teachers are unable to enhance their expertise in emerging teaching strategies and technological integration. As a result, the overall quality of teaching performance in home economics suffers, impacting student engagement and learning outcomes.

The primary gap in the current educational landscape of Mati City lies in the alignment between instructional resource adequacy and teaching performance. While efforts have been made to improve educational facilities, the persistent lack of textbooks, laboratory equipment, and technological resources continues to impede effective teaching. Based on the research instrument, significant concerns include the availability of well-equipped laboratories, access to modern educational materials, and the presence of trained personnel to support practical learning. Addressing these issues requires targeted interventions that focus on resource allocation, teacher training, and infrastructure development.

This study is significant as it aims to provide empirical data on the correlation between instructional resource adequacy and teaching performance in home economics education. The findings will serve as a basis for policymakers, educators, and school administrators to develop strategies for improving resource distribution and teacher support. By addressing the identified gaps, this research can contribute to enhancing the quality of teaching in Mati City, ensuring that students receive the necessary tools and guidance to succeed in their academic and professional endeavors. Furthermore, the study underscores the importance of investing in educational resources and teacher development as fundamental components of a robust and effective education system.

Improving instructional resource adequacy is a critical step toward enhancing teaching performance and overall student achievement. As educational institutions in Mati City continue to navigate resource-related challenges, it is imperative to prioritize sustainable solutions that address both short-term and long-term needs. Through this study, stakeholders will gain valuable insights into the specific areas requiring improvement, ultimately leading to the development of policies that foster a more equitable and effective educational environment. By bridging the existing gaps in instructional resources, this research aims to contribute to the broader goal of elevating the standards of home economics education in the Division of Mati City.

THE STUDY'S OBJECTIVES

1. Determine the extent of the instructional resource adequacy in terms of:
    1.1. Textbooks and educational materials,
    1.2. Laboratory equipment and facilities,
    1.3. Technological resources,
    1.4. Physical resources, and
    1.5. Human resources.
2. Determine the extent of teacher teaching performance in terms of:
    2.1. Course organization,
    2.2. Quality of teaching, and
    2.3. Evaluation and feedback of learning.
3. Establish whether there is a significant relationship between the instructional resource adequacy and teaching performance.
4. Identify which of the domains of the instructional resource adequacy significantly influence teaching performance.

METHODOLOGY

This chapter presents the methodological framework of the study. It outlines the research design, the respondents who provided the data, and the instruments used for data collection. It also describes the procedures undertaken to ensure accurate, reliable, and ethical data gathering, as well as the techniques used in analyzing the data to answer the research questions. The major sections of this chapter include research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis.

Method Used

This study employed a quantitative research approach, specifically utilizing a descriptive correlational research design. Quantitative research involves the systematic collection and statistical analysis of numerical data to identify patterns, relationships, and trends (Creswell & Creswell, 2020). The descriptive correlational method allows for the examination of naturally occurring relationships between variables without manipulation, making it suitable for investigating the association between instructional resource adequacy and teaching performance (Saunders et al., 2019). By using this approach, the study aims to provide empirical evidence on how instructional resources impact teaching effectiveness in public schools.

Descriptive research is characterized by its focus on detailing the characteristics of variables within a given population, ensuring a comprehensive understanding of their nature (Babbie, 2020). In contrast, correlational research seeks to determine whether a relationship exists between two or more variables, indicating the strength and direction of their association (Bell, 2022). In this study, the descriptive component facilitated an in-depth exploration of the instructional resource adequacy, while the correlational aspect assessed whether variations in these resources influence teaching performance. This design is particularly beneficial in educational research, where variables cannot always be manipulated but need to be observed in their natural settings (Gay et al., 2021).

The descriptive correlational design is appropriate for this study as it allows for a thorough investigation of the extent to which instructional resource adequacy is linked to teaching performance without altering the existing educational environment (McMillan & Schumacher, 2020). This method enables the use of statistical tools, such as Pearson's correlation, to determine the strength of relationships between variables (Fraenkel et al., 2019). Given its ability to provide valuable insights into real-world educational settings, this research design supports evidence-based decision-making for improving resource allocation and teaching effectiveness in public schools.

Sources of Data

This study focuses on teachers Teaching home economics (also considers teachers teaching Technology and Livelihood Education subjects) including junior and senior high school in the Division of Mati City, with a total population of 110 educators. To determine the appropriate number of respondents, Slovin's formula was utilized, a widely accepted method for calculating sample size when the population behavior is not entirely known (Adam, 2020). Slovin's formula enables the researcher to determine an adequate sample size based on a given margin of error (Tejada & Punzalan, 2012). Applying a 5% margin of error, the computed sample size for this study is approximately 86 respondents, ensuring that the sample is representative of the total population while maintaining statistical reliability (Raosoft, Inc., 2023).

To ensure that the gathered data are relevant and reliable, specific inclusion criteria were established. First, only teachers currently teaching home economics and/or technology and livelihood education subjects were included, as they possess the necessary firsthand experience and expertise relevant to the study's objectives (Saunders et al., 2019). Second, participants must have one to three years in teaching junior and senior high schools teaching TLE (Home Economics) within the Division of Mati City, as full-time employment ensures consistent exposure to the challenges and instructional strategies within these subject areas (Bernard, 2019). Lastly, teachers with at least one year of teaching experience in these fields were considered eligible, as this timeframe allows for sufficient familiarity with instructional resource adequacy and its impact on teaching performance (Creswell & Creswell, 2020).

By adhering to these inclusion criteria, the study ensures that only those with relevant professional experiences contribute to the findings, thereby enhancing the study's validity and applicability to educational policy and practice. Selecting an appropriate sample size based on Slovin's formula further strengthens the reliability of the results, as it minimizes sampling bias and enhances generalizability (Taherdoost, 2019). The inclusion of these considerations aligns with best practices in educational research and ethical study design, ensuring that the insights generated are both meaningful and applicable to improving instructional resource adequacy and teaching performance in home economics and/ or technology and livelihood education subjects.

Data Gathering Instrument

The primary instrument for data collection was a structured questionnaire designed to measure both, the instructional resource adequacy and teaching performance. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of the instructional resource adequacy. The second set focused on the extent of teacher teaching performance.

The instructional resource adequacy questionnaire was adapted from Albarico, et al., (2019). The instrument consisted of 17 items. It had five indicators, namely, textbooks and educational materials (1-4), laboratory equipment and facilities (1-4), technological resources (1-3), physical resources (1-3), and human resources (1-3).

The instructional resource adequacy questionnaire was subjected to pilot testing, yielding a Cronbach's alpha coefficient of 0.86, suggesting that the items have a relatively high internal consistency. This result indicates that the questionnaire is a reliable instrument for assessing the instructional resource adequacy across the five indicators. A high internal consistency means that the survey items are measuring the intended construct in a cohesive manner, ensuring that the responses accurately reflect the participants' perceptions. This reliability is essential for producing valid conclusions regarding the sufficiency of instructional resources and their impact on teaching effectiveness. Below was the grading scale of the extent of the instructional resource adequacy.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The instructional resource adequacy is always evident.
3.40 - 4.19	Extensive	The instructional resource adequacy is oftentimes evident.
2.60 - 3.39	Moderately Extensive	The instructional resource adequacy is occasionally evident.
1.80 - 2.59	Less Extensive	The instructional resource adequacy is seldom evident.
1.00 – 1.79	Not Extensive	The instructional resource adequacy is never evident.

The teacher teaching performance questionnaire was adapted from Henríquez, et al., (2023). The instrument consisted of 23 items. It had three indicators namely; course organization (1-9), quality of teaching (1-7), evaluation and feedback of learning (1-7).

The teaching performance questionnaire also underwent pilot testing, resulting in a Cronbach's alpha coefficient of 0.93, indicating a strong level of internal consistency among the items. This suggests that the instrument is dependable for evaluating teaching performance in terms of course organization, quality of teaching, and evaluation and feedback of learning. A high Cronbach's alpha value implies that the questionnaire items effectively capture the various dimensions of teaching performance, allowing for meaningful and consistent data collection. The strong reliability of this instrument ensures that the findings derived from the responses can be used to make informed assessments about teachers' instructional effectiveness and areas for improvement. Below was the grading scale of the extent of teacher teaching performance.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Teacher teaching performance is always evident.
3.40 - 4.19	Extensive	Teacher teaching performance is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Teacher teaching performance is occasionally evident.
1.80 - 2.59	Less Extensive	Teacher teaching performance is seldom evident.
1.00 – 1.79	Not Extensive	Teacher teaching performance is never evident.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Sampling Technique

The study employed a simple random sampling technique, wherein respondents were selected from the target population through a probability sampling method that gave every member an equal chance of being included in the study. The population consisted of one hundred ten (110) teachers handling Home Economics and Technology and Livelihood Education subjects in public schools in the Division of Mati City. Using Slovin's formula at a 0.05 margin of error, a sample size of eighty-six (86) teacher-respondents was determined. Simple random sampling was appropriate for this study because it minimized selection bias, promoted representativeness, and ensured that the sample accurately reflected the characteristics of the population (Taherdoost, 2016; Sharma, 2017).

This approach was particularly suitable for the present study because it allowed the researcher to obtain a representative sample of Home Economics and TLE teachers while maintaining manageability in data collection. Through random selection, each eligible teacher had an equal opportunity to participate, thereby reducing researcher bias and increasing the validity of the findings. This method also strengthened the reliability of the study in determining the relationship between instructional resource adequacy and teaching performance, as the sample was expected to provide a balanced representation of the perspectives and experiences of the target population.

The use of simple random sampling was further supported by the application of clear inclusion and exclusion criteria. Participants were required to be currently assigned as Home Economics or TLE teachers in public schools within the

Division of Mati City, have at least one to three years of teaching experience, be actively teaching during the conduct of the study, and voluntarily consent to participate. Teachers who were on long-term leave, assigned to non-teaching duties, or did not meet the inclusion criteria were excluded to maintain the relevance and validity of the data collected.

To highlight, the sampling technique ensured that the study captured credible and representative information, strengthening the reliability of the findings regarding the relationship between instructional resource adequacy and teaching performance among Home Economics teachers.

Procedure of the Study

The data gathering procedure for this study follows a systematic and ethically guided process to ensure the accuracy, reliability, and integrity of the research results. The procedure includes securing the ethics compliance certificate, obtaining the endorsement letter from the dean, requesting the permit to conduct the study from the Schools Division Superintendent (SDS), sending letters to the school principals, and validating the research instruments prior to the administration of the questionnaires. The data collection is conducted among respondents in Mati City Division.

Ethics Review

Prior to the conduct of the study, the researcher secures an Ethics Compliance Certificate on August 19, 2025. This process ensures that the study adheres to the ethical standards required for research involving human participants. The ethics review confirms that the rights, dignity, and welfare of the respondents are protected throughout the research process. Ethical principles such as voluntary participation, informed consent, confidentiality of responses, and proper handling of collected data are strictly observed in accordance with the provisions of the Data Privacy Act of 2012. The issuance of the certificate signifies that the study meets the required ethical guidelines and is permitted to proceed with the subsequent stages of the research.

Validation of the Instrument

Prior to the actual administration of the research instruments, the questionnaire undergoes expert validation on November 12, 13 and 15, 2025. The researcher provides validation sheets to selected experts who evaluate the research instruments in terms of clarity, relevance, appropriateness of content, and alignment with the research variables. The experts record their comments and suggestions in the validation sheets, which are carefully reviewed by the researcher. Necessary revisions are incorporated to improve the quality of the questionnaire before the final administration to the respondents. This process ensures that the instrument is valid, reliable, and capable of accurately measuring the variables included in the study.

Endorsement from the Dean

After securing the ethics compliance certificate, the researcher requests an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges, Inc. on August 23, 2025. The endorsement confirms that the research has undergone proper academic review and is aligned with the requirements of the graduate program. It also verifies that the study is legitimate, academically sound, and appropriate for implementation in the identified research setting. This endorsement serves as an official institutional support that allows the researcher to formally request permission from the Schools Division Office to conduct the study.

Permit to Conduct the Study

With the endorsement letter from the dean, the researcher submits a formal request for a Permit to Conduct the Study addressed to the Schools Division Superintendent (SDS) of Mati City on September 22, 2025. The request includes the research title, objectives of the study, the target respondents, and the procedures for data collection. Supporting documents such as the endorsement letter, research instruments, and other required attachments are also submitted for review. Upon approval, the permit grants the researcher official authorization to conduct the study within the schools under the jurisdiction of the said division.

Letter to the Principals

After receiving the permit from the Schools Division Superintendent, the researcher prepares and sends letters to the school principals of the identified schools in Mati City Division on December 9, 2025, January 19-20, 2026. The letter informs the school heads about the purpose of the research, the respondents involved, and the procedures for administering the research instruments. Coordination with the principals is conducted to schedule the appropriate time for the distribution and retrieval of the questionnaires while ensuring that the regular school activities will not be disrupted. Their cooperation is essential in facilitating smooth communication with the respondents and ensuring an organized data collection process.

Statistical Treatment

To address the research questions and test the hypotheses, various statistical tools were employed for data analysis. These statistical methods ensured an accurate interpretation of the relationships between instructional resource adequacy and teaching performance:

To analyze Research Question 1 and 2, which examines the extent of instructional resource adequacy across different domains (textbooks and educational materials, laboratory equipment and facilities, technological resources, physical resources, and human resources), and the extent of teaching performance in terms of course organization, quality of teaching, and evaluation and feedback of learning, weighted mean and standard deviation were computed to determine the overall instructional resource adequacy as perceived by the respondents and measures a quantitative summary of how teachers assessed their teaching performance.

To address Research Question 3, which investigates the significant relationship between instructional resource adequacy and teaching performance, Pearson's Product-Moment Correlation Coefficient (r) was utilized. This statistical tool measured the strength and direction of the relationship between the two variables. A significance level of 0.05 was set to determine whether the relationship was statistically significant.

For Research Question 4, which identifies the specific domains of instructional resource adequacy that significantly influence teaching performance, Multiple Linear Regression Analysis was employed. This analysis determined which among the five domains of instructional resource adequacy had the most substantial predictive effect on teaching performance. The regression model allowed for the identification of the most critical factors contributing to teacher effectiveness.

Ethical Consideration

The ethical considerations of this research were guided by the principles of respect for persons, beneficence, and justice, as outlined in national and institutional research ethics standards. The study aimed to assess the relationship between instructional resource adequacy and teaching performance among Technology and Livelihood Education and Home Economics teachers in the Division of Mati City. The protection of the rights and welfare of teacher-respondents was considered paramount throughout the research process, including the collection, handling, and reporting of data.

Social Value

This study was designed to provide meaningful contributions to the improvement of public education, particularly in Technology and Livelihood Education and Home Economics. The findings helped inform DepEd policies and school leadership decisions regarding the allocation and enhancement of instructional resources in Mati City. By identifying which instructional domains most significantly influenced teaching performance, the study promoted a more efficient and equitable distribution of resources. Ultimately, this had implications for better teaching quality and student outcomes, reinforcing the social relevance and practical value of the research for local and national education sectors.

Informed Consent

Teacher-respondents were provided with an informed consent form that clearly outlined the study's objectives, procedures, duration, risks, and benefits. This form used plain and professional language to ensure full understanding. Participation was entirely voluntary, and respondents were allowed to withdraw at any point without penalty. Consent was obtained in writing, and a copy was given to each participant for their records. Prior to signing, respondents were encouraged to ask questions for clarification. Since the study involved adults, assent was not required; however, respect for their autonomy remained central throughout the research process.

Vulnerability of Research Respondents

While the respondents were professionals, the study acknowledged potential vulnerabilities, such as fear of performance judgment or administrative repercussions. To address this, the researcher assured participants that the study was purely academic and that the data would not be used for teacher evaluations or performance appraisals. No identifying information was linked to their responses. Additionally, school heads were informed that participation was voluntary and confidential, preventing undue influence on teachers. This approach promoted a supportive environment for honest participation.

Privacy and Confidentiality

In compliance with the Data Privacy Act of 2012, the researcher ensured that all collected data were stored securely in password-protected digital files and locked physical storage. Respondents' identities were anonymized using codes or pseudonyms in all data analysis and reporting. Only the researcher and authorized thesis advisers had access to the raw data. No personal identifiers were included in publications or presentations. Teachers were also briefed on how their data would be used, stored, and protected to maintain transparency and trust.

Risk, Benefits and Safety

This study involved minimal risk; however, it might have raised concerns related to perceived resource gaps or administrative shortcomings. To minimize discomfort, questions were framed neutrally, and the data collection setting was non-threatening. Participants completed the questionnaire at their convenience in a safe and private space. The benefits of the research included the potential improvement of educational conditions and informed policy recommendations in the

Division of Mati City. Safety protocols, including respectful communication and proper storage of data, were implemented throughout the study.

Justice
The principle of justice was upheld by ensuring fair inclusion of participants from various schools within Mati City, regardless of school size, location, or performance ranking. Stratified random sampling was utilized to provide equitable representation among Technology and Livelihood Education and Home Economics teachers. The research outcomes were intended to propose educational improvements accessible to all teachers, particularly those in resource-challenged areas. No group was unjustly burdened or excluded from the potential benefits of the study.

Transparency
The study was conducted with complete transparency. Respondents were fully informed about the nature and scope of the research, including its purpose, expected duration, and methodology. Research findings, once finalized, were shared with participating schools and the Schools Division Office of Mati City. Upon request, a summary of the findings was provided to respondents. This open flow of information fostered trust and accountability between the researcher and all stakeholders involved.

Qualification of the Researcher
The researcher was a licensed educator who had gained relevant professional and academic experiences in conducting educational research and quantitative analysis. Prior to the conduct of this study, the researcher had actively participated in various seminars, workshops, and training sessions related to research writing, data analysis, and ethical research practices. These included attendance in research colloquia, capability-building seminars on thesis writing, and school-based training programs focused on improving instructional practices and research competencies. Such engagements had strengthened the researcher's knowledge in designing research instruments, analyzing data using statistical tools, and interpreting findings accurately.

Further, the researcher had been involved in academic activities such as research presentations and consultations with advisers and panel members, which contributed to refining the study and ensuring methodological rigor. The researcher had also completed coursework in research and statistics as part of academic preparation, which provided a strong foundation in conducting quantitative studies. During the conduct of the research, ethical guidance and clearance were sought from the Rizal Memorial Colleges (RMC) ethics committee to ensure compliance with established standards. With these experiences, training, and institutional support, the researcher was adequately prepared to carry out the study in an ethical, systematic, and professional manner.

Conflict of Interest
To maintain objectivity, any potential conflicts of interest were disclosed. For instance, if the researcher was employed within the same division as the respondents, this was clearly communicated. To prevent undue influence, the researcher refrained from including direct colleagues or supervisees in the sample. The study was not funded by any third party and was carried out solely as an academic requirement, minimizing conflicts. Any secondary interests were monitored to ensure that findings remained unbiased.

Adequacy of Facilities
Data collection was facilitated using printed questionnaires distributed across participating schools or digital forms such as Google Forms, where feasible. The researcher utilized a secure laptop with licensed software, including SPSS and MS Excel, for data encoding and analysis. Internet access, computer laboratories, and consultation spaces at the researcher's university and local school sites supported the research process. These facilities ensured secure and efficient data collection, analysis, and reporting without compromising respondent comfort or confidentiality.

Community Involvement
The study involved consultation with school principals and the Schools Division Superintendent of Mati City. Before data collection, a courtesy letter was sent to school heads to inform them of the study's goals and procedures. Their feedback was taken into consideration to ensure that the research aligned with local needs and sensitivities. After the study, a research briefing or presentation of findings was offered to school stakeholders to discuss practical implications and foster collaborative improvements in instructional support systems.

RESULTS
The study revealed that instructional resource adequacy among Home Economics teachers in the Division of Mati City was generally **extensive**. The overall mean was **4.00** with a standard deviation of **0.887**, indicating that instructional resources were oftentimes available and consistently perceived by the respondents. Among the indicators, **textbooks and educational materials** obtained the highest mean (**M = 4.03, SD = 0.810**), followed by **human resources** (**M = 4.01, SD = 0.924**), **technological resources** (**M = 4.00, SD = 0.920**), **physical resources** (**M = 3.99, SD = 0.938**), and **laboratory**

equipment and facilities (**M = 3.97, SD = 0.842**). These results suggest that teachers generally had access to learning materials, facilities, technology, physical spaces, and personnel support needed for effective Home Economics instruction. Teaching performance was also found to be **extensive**, with an overall mean of **4.03** and a standard deviation of **0.927**. Among the dimensions, **quality of teaching** recorded the highest mean (**M = 4.04, SD = 0.964**), followed by **course organization** (**M = 4.03, SD = 0.846**) and **evaluation and feedback of learning** (**M = 4.02, SD = 0.971**). These findings indicate that teachers were able to organize lessons, deliver meaningful instruction, encourage student participation, connect lessons to real-life situations, and provide feedback that supported student learning.

The correlation analysis showed a **significant positive relationship** between instructional resource adequacy and teaching performance. All p-values were **0.000**, leading to the rejection of the null hypothesis. The overall correlation was strongest between instructional resources and **evaluation and feedback of learning** (**r = 0.8235**), followed by **course organization** (**r = 0.8112**) and **quality of teaching** (**r = 0.7475**). These results imply that better access to instructional resources is associated with stronger teaching performance, particularly in assessment, feedback, and lesson organization.

The regression analysis further showed that instructional resource adequacy significantly influenced teaching performance, with **R = 0.879**, **R^2 = 0.772**, **F = 54.161**, and **p < 0.001**. This means that **77.2% of the variance in teaching performance** was explained by the combined instructional resource indicators. Among the predictors, **technological resources** had a significant effect (**β = 0.301, B = 0.222, p = 0.006**), followed by **physical resources** (**β = 0.240, B = 0.193, p = 0.044**). Meanwhile, textbooks and educational materials, laboratory equipment and facilities, and human resources showed positive but non-significant effects when analyzed together with the other variables.

These findings suggest that while all instructional resources are important, **technology and physical learning environments are the strongest predictors of teaching performance**. Access to computers, online platforms, digital materials, well-equipped classrooms, workstations, and safety resources helps teachers organize lessons, improve classroom interaction, and provide better evaluation and feedback. Thus, schools should prioritize the continuous improvement of technological infrastructure and physical facilities to strengthen teaching effectiveness in Home Economics.

Overall, the findings confirm that instructional resource adequacy plays a significant role in improving teaching performance. Adequate resources support teachers in delivering organized, engaging, and learner-centered instruction. The results highlight the need for sustained school investment in instructional materials, laboratory facilities, technology, safe physical spaces, and professional support to improve the quality of Home Economics education.

SUMMARY

The main focus of the study was to determine the significance of the relationship between multicultural competence and teaching engagement. The study was conducted with the selected teachers from the Division of Mati City. There were eighty six (86) teachers who participated in this study. A descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted Mean, Pearson Product Moment Correlation, and Regression Analysis were statistical tools used in analyzing the data. The hypotheses in this study were tested at a 0.05 level of significance.

The major findings of the study were the following: (1) the extent of the multicultural competence of the teachers is extensive. (2) Meanwhile, the extent of the teaching engagement of the teachers is also extensive. (3) It was found that there is a significant relationship between multicultural competence and the teaching engagement of teachers. (4) The hypotheses of no significant relationship between multicultural competence and teaching engagement of teachers and none of the domains of multicultural competence significantly influence the teaching engagement of teachers were rejected.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

(1) The extent of instructional resource adequacy is extensive, which implies that it is oftentimes evident in the schools included in the study. All domains of instructional resource adequacy, textbooks and educational materials, laboratory equipment and facilities, technological resources, physical resources, and human resources, were found to be at an extensive level, indicating that these resources are generally available and sufficient to support instruction.

(2) Likewise, the extent of teaching performance is also extensive, signifying that effective teaching practices are oftentimes evident among home economics and technology and livelihood education teachers in the Division of Mati City. All dimensions of teaching performance, namely course organization, quality of teaching, and evaluation and feedback of learning, were consistently demonstrated at a high level. These results suggest that the presence of adequate instructional resources contributes to a teaching environment where teachers are able to plan, implement, and evaluate instruction effectively. Both variables highlight the shared responsibility of school administrators, teachers, and stakeholders to sustain and further enhance instructional resource provision and teaching performance to maintain instructional quality.

(3) Based on the findings, instructional resource adequacy and teaching performance are significantly correlated. Moreover, instructional resource adequacy significantly influences teaching performance. (4) All domains of instructional resource adequacy, textbooks and educational materials, laboratory equipment and facilities, technological resources, physical resources, and human resources, were found to significantly influence teaching performance, as evidenced by p-values lower than the 0.05 level of significance. This resulted in the rejection of the null hypotheses. The findings further indicate that as the adequacy of instructional resources increases, teaching performance likewise improves. This underscores the conclusion that adequate and well-utilized instructional resources are essential determinants of effective teaching performance, reinforcing the need for continuous investment in instructional materials, facilities, technology, and human support to sustain and enhance educational outcomes.

Recommendations

In the light of the foregoing findings and conclusions, the following recommendations are offered:

It is strongly recommended that sustained and prioritized funding be allocated for the continuous improvement of instructional resources across schools. The significant influence of instructional resource adequacy on teaching performance underscores the need for policies that ensure equitable distribution of textbooks, laboratory equipment, technological tools, and physical facilities, especially in schools with limited access. DepEd officials may also consider strengthening monitoring and evaluation mechanisms to ensure that provided resources are not only available but are effectively utilized. Additionally, institutionalizing regular capacity-building programs focused on the optimal use of instructional and technological resources can further enhance teaching performance and instructional quality.

It is recommended that they actively support and manage the effective utilization of available instructional resources within their respective schools. School leaders should conduct regular resource audits to identify gaps and prioritize needs aligned with instructional goals. Creating a supportive school environment that encourages innovation, collaboration, and resource-sharing among teachers can further maximize the impact of existing materials. Principals are also encouraged to initiate school-based training and mentoring activities that focus on integrating technological, physical, and instructional resources into daily teaching practices, thereby reinforcing high levels of teaching performance.

Educational policymakers may design policies that prioritize teacher well-being and resilience as key components of quality education. They may allocate resources to support professional development programs that enhance teachers' work attitudes and occupational resilience. Policymakers may also integrate resilience-building frameworks into national education initiatives to strengthen teacher retention and instructional quality in special education settings.

It is recommended that they continue to maximize the use of available instructional resources to enhance course organization, quality of teaching, and evaluation and feedback of learning. Teachers are encouraged to engage in continuous professional development to strengthen their competence in utilizing technological tools, laboratory facilities, and instructional materials effectively. Being reflective practitioners, teachers may also explore innovative and learner-centered strategies that integrate resources meaningfully into instruction, ensuring that lessons remain engaging, relevant, and responsive to diverse student needs. Active collaboration with colleagues can further promote best practices in resource utilization and instructional delivery.

It is recommended that similar studies be conducted in other divisions, regions, or subject areas to validate and expand the findings of this research. Future studies may explore additional variables that could mediate or moderate the relationship between instructional resource adequacy and teaching performance, such as leadership styles, teacher motivation, or student learning outcomes. Employing qualitative or mixed-method approaches may also provide deeper insights into how teachers experience and utilize instructional resources in actual classroom contexts. Longitudinal studies are likewise encouraged to examine how changes in resource provision over time influence teaching performance and educational quality.

These aim to support evidence-based decision-making and collaborative efforts among educational stakeholders to ensure that instructional resource adequacy continues to serve as a strong foundation for effective teaching performance and improved educational outcomes.

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