

Instructional Resource Availability and Teaching Effectiveness of Secondary Home Economics Teachers

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Abstract. This study investigated the relationship between instructional resource availability and teaching effectiveness among 94 public secondary Home Economics teachers in Cluster 13, Division of Davao City. It specifically aimed to evaluate the levels of available facilities, materials, and technological support while determining which resource indicators significantly influence instructional quality. A quantitative correlational research design was employed, utilizing a descriptive survey approach to systematically gather data from the respondents. A validated five-point Likert scale questionnaire served as the primary data collection instrument. The gathered data were analyzed using mean scores to describe the level of variables, Pearson's r correlation to identify relationships, and multiple linear regression to determine the significant predictors of teaching effectiveness. The findings revealed that overall instructional resource availability was rated High, indicating that most schools possess adequate materials and support for instruction. However, the adequacy of facilities and equipment was only rated Moderate, with notable shortages in essential tools such as sewing machines and other specialized equipment necessary for skill-based activities. Despite these gaps, teaching effectiveness remained consistently High across all domains, particularly in lesson delivery and content mastery. Statistical analysis confirmed a significant relationship between variables, identifying technological support and resource accessibility/utilization as the only significant predictors of effectiveness. To improve Home Economics education, it is recommended that the Department of Education prioritize funding for specialized equipment and technological infrastructure. School administrators may implement better resource management systems to ensure accessibility. Furthermore, teachers may engage in professional development focused on technology integration to maximize the impact of available digital tools on student learning.

KEY WORDS

1. instructional resource availability 2. teaching effectiveness 3. secondary
home economics teachers

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1. Introduction

Teaching effectiveness in Home Economics is essential for ensuring that learners acquire practical, life-ready skills such as food preparation, financial management, and livelihood competencies, ultimately fostering engagement, mastery, and real-life application. Central to achieving this effectiveness is the availability of adequate instructional resources, as access to appropriate tools, equipment, and materials enables teachers to deliver meaningful, hands-on learning experiences. When resources are sufficient and accessible, teachers are better positioned to implement diverse instructional strategies that enhance learner participation and skill development. However, a persistent challenge exists in many public secondary schools offering Home Economics wherein the lack of adequate instructional resources, ranging from specialized laboratory equipment and consumable materials to updated teaching aids and digital tools. This shortage not only limits teachers' capacity to deliver experiential learning but also forces them to rely heavily on theoretical instruction which reduces opportunities for students to engage in real-world practice.

Consequently, learners struggle to develop technical proficiency, creativity, and problem-solving skills that are central to the goals of Home Economics discipline. Over time, this resource gap contributes to declining instructional quality, teacher burnout due to improvisation demands, and diminished student motivation which ultimately weakening the overall effectiveness and sustainability of Home Economics education in public schools.

Globally, the scarcity of instructional resources in Home Economics continues to undermine the quality of teaching, as teachers are often forced to rely on theoretical lectures instead of practical demonstrations. When equipment, laboratories, and updated materials are lacking, learners are deprived of essen-

tial hands-on learning experiences, leading to poor skill acquisition and lower engagement. In Kenya, Mwangi and Wanjiku (2021) found that the absence of fully functional Home Economics laboratories and outdated equipment led teachers to rely on theoretical instruction, limiting learners' practical skill development. In Indonesia, a study by Suryani and Lestari (2020) revealed that rural schools' lack of cooking and textile equipment resulted in lower learner performance in skill-based assessments. Moreover, in Ghana, Akoto-Nunoo and Owusu (2019) demonstrated that insufficient allocation of teaching materials forced Home Economics teachers to improvise demonstrations, leading to reduced learner engagement and mastery.

In the Philippine context, similar patterns are evident. Department of Education (DepEd) reports (2022) indicate that many schools under the Technology and Livelihood Education (TLE) program lack essential Home Economics equipment such as sewing machines and kitchen sets impairing lesson delivery. As a result, teachers are often forced to improvise or use personal funds, negatively affecting both teaching quality and morale. These limitations reduce opportunities for hands-on learning and shift instruction toward theory-based approaches. Inadequate provision of sewing machines, kitchen equipment, and consumables forces many teachers to improvise or spend personal funds, which compromises both teaching effectiveness and teacher morale (Reyes & Cruz, 2021; Gonzales, 2023). Such resource gaps create inequitable learning environments, placing students in under-resourced schools at a disadvantage compared to those in better-equipped institutions. At the University of the Philippines, a study on Home Economics Learning Commons (HELC) showed that schools with well-equipped learning commons delivered more effective instruction, as teachers could better integrate hands-on learning (Endaya et al., 2022). Meanwhile, a national survey of TLE programs

by Reyes and Cruz (2021) revealed that textbook and module shortages across multiple regions significantly limited teachers' ability to implement competency-based instruction.

Locally, the problem becomes even more pressing in the secondary schools in Cluster 13 in DepEd Davao City Division. Many public secondary schools struggle with inadequate instructional resources for Home Economics, forcing teachers to shoulder the financial burden of purchasing basic supplies such as fabric, sewing materials, cooking utensils, and kitchen ingredients just to deliver hands-on lessons. This practice not only strains teachers' personal finances but also limits the scope and quality of learning activities students can access. Although some interventions such as NGO-supported equipment provisions in selected Mindanao schools, have demonstrated improvements in teaching quality, these efforts remain fragmented and unsustainable, leaving most schools without consistent support. Such disparities deepen inequities across classrooms, where resource-rich schools can offer more practical training, while others are left with limited demonstrations or purely theoretical instruction, ultimately undermining the overall effectiveness of Home Economics education in the division.

Despite these global, national, and local insights, there remains a shortage of quantitative empirical research in the Philippines that specifically measures the effect of instructional resource availability on the teaching effectiveness of Home Economics teachers. Most existing studies are primarily descriptive or anecdotal, focusing on general challenges in the implementation of Technology and Livelihood Education (TLE) and Home Economics programs rather than on measurable cause-and-effect relationships (Aguinaldo et al., 2022; Bañas, 2020). Without robust statistical evidence, education stakeholders cannot confidently prioritize investments or interventions aimed at enhancing instructional delivery. Therefore, this study ad-

dresses that gap by quantitatively examining the influence of resource availability on teaching effectiveness, providing empirical data that can inform policy, strengthen curriculum implementation, and improve teacher support in Home Economics education (DepEd, 2022; UNESCO, 2021).

1.1. Theoretical/Conceptual Framework of the Study—This study is primarily anchored on the Resource-Based Theory (RBT). The idea was founded by Edith Penrose which posits that access to and utilization of resources directly influence the capacity of organizations or individuals to achieve desired outcomes, particularly performance and effectiveness (Barney, 2020). In the context of Home Economics education, instructional resources such as teaching materials, laboratory equipment, and technology integration are strategic assets that enhance teachers' instructional quality. Studies highlight that adequate and well-managed resources improve teaching effectiveness by supporting diverse instructional strategies and engaging learners in experiential learning (Wekesa & Maithya, 2022). Thus, RBT strongly justifies the central argument that instructional resource availability is a determinant of teaching effectiveness.

Another theory that supports the main theory is the Constructivist Learning Theory, which emphasizes that learners construct knowledge actively through interaction with their environment and resources. Constructivism suggests that meaningful learning occurs when learners manipulate tools, materials, and real-life experiences to connect theory with practice (Fosnot & Perry, 2020). In Home Economics, where hands-on activities in cooking, sewing, and financial literacy are central, the availability of instructional resources plays a crucial role in facilitating experiential learning. Recent studies confirm that teaching effectiveness is strengthened when educators provide resource-rich environments that enable collaborative and practical learning opportunities (Tin-

downen, 2020). Therefore, constructivism underscores the importance of resources in shaping effective, learner-centered Home Economics instruction.

Another relevant theory is the Systems Theory of Education, which views teaching and learning as a dynamic process influenced by the interaction of various components such as teachers, learners, curriculum, and instructional resources. According to this perspective, resources serve as essential inputs that contribute to the efficiency and productivity of the educational process (Luhmann, 2020). When one component, such as instructional resources, is insufficient, it disrupts the system and limits teaching effectiveness. Empirical research shows that schools with adequate resources produce higher learner achievement and teacher efficiency, reinforcing the systemic interdependence in education (Abdulrasheed & Bello, 2022). Hence, this theory supports the argument that instructional resource availability is not an isolated factor but a critical part of the educational system that ensures the effectiveness of Home Economics teachers.

To sum up, the three discussed theories collectively provide a strong foundation for this study. The Resource-Based Theory highlights, that resources are strategic assets directly influ-

encing performance, while Constructivist Learning Theory highlights how these resources enable experiential and learner-centered learning. Complementing these, the Systems Theory of Education emphasizes the interdependence of resources with other educational components in ensuring efficiency and effectiveness. Together, these theories reinforce the argument that adequate instructional resource availability is not only essential but also transformative in enhancing teaching effectiveness and improving the overall quality of Home Economics education.

Relatively, the conceptual framework of the study is shown in Figure 1. The independent variable is the instructional resource availability of public secondary Home Economics teachers in Cluster 13, Division of Davao City in terms of adequacy of facilities and equipment, provision of instructional materials, technological support, and accessibility and utilization of resources. On the other hand, the dependent variable is the teaching effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City in terms of lesson delivery and content mastery, instructional strategies and innovation, learner engagement and participation, and achievement of learning outcomes.

2. Methodology

This chapter discusses the research methods in conducting the study which are considered strategies or techniques utilized in the collection of data evidence for analysis in order to uncover new information or create better understanding of a topic. Contents of this chapter include the research design, research respondents of the study, research instrument and the data gathering procedures.

2.1. Research Design—This study employed the quantitative correlational research design to determine the relationship between instructional resource availability and teaching effectiveness of secondary Home Economics teachers. Correlational design is appropriate

when the objective is to identify the degree of association between two or more variables without manipulating them (Creswell & Creswell, 2023). This design fits the study's purpose since it aimed to measure the level of resource availability and teaching effectiveness and ana-

Conceptual Framework Showing the Variables of the Study

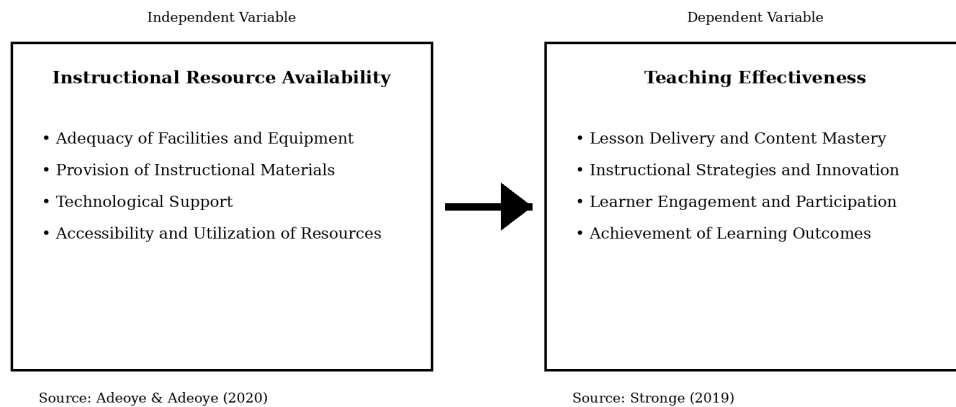


Fig. 1. Conceptual Paradigm Showing the Variables of the Study

lyze whether these variables significantly relate to one another. According to Saunders et al. (2019), correlational research provides empirical evidence for identifying patterns, testing hypotheses, and supporting decision-making in educational contexts. Thus, this design enabled the study to generate statistical findings that are both reliable and generalizable to the population of secondary Home Economics teachers in Cluster 13, Division of Davao City.

To address the first two objectives, the study integrated the descriptive survey approach within the correlational design. Descriptive research is useful for examining the current status of phenomena by quantifying perceptions, practices, and conditions (Kumar, 2019). Through survey questionnaires, the study gathered the data on the availability of instructional resources in terms of adequacy of facilities, provision of materials, technological support, and accessibility, as well as on the teachers' effectiveness in lesson delivery, instructional strategies, learner engagement, and achievement of learning outcomes. This approach is widely applied in education because it allows for the systematic collection of data from a large group of respondents, enabling researchers to describe prevailing trends and challenges in teaching and

learning (Cohen et al., 2021). Consequently, the descriptive component provided the foundation for analyzing the broader relationship between the study variables.

For objectives three and four, the correlational design was used in complement with inferential statistical analyses to determine the strength of the relationship between instructional resource availability and teaching effectiveness. Specifically, a correlation analysis was used to measure the significance and direction of relationships, while regression analysis will identify which indicator of instructional resource availability significantly influences teaching effectiveness. As emphasized by Pandey and Pandey (2021). This analysis provides predictive insights that move beyond correlation by identifying the extent to which independent variables affect dependent variables. The combination of descriptive, correlational, and regression approaches provided the assurance that the study not only documents current conditions but also explains how resource factors contribute to the effectiveness of Home Economics instruction.

2.2. Ethical Considerations—This study adhered strictly to the established protocols and standard guidelines required for conducting re-

search, particularly in managing respondents' data. The survey questionnaire, along with supporting documentation from the authors, was submitted for thorough evaluation to ensure its validity and appropriateness for the study. Following approval from the Ethics Committee, the researcher proceeded with the study and carried out the data collection process in accordance with the approved ethical procedures.

Social Value. This study carried significant social value as it addresses issues directly affecting the quality of education in public secondary schools. By investigating the availability of facilities, materials, and technological support, the study aimed to generate evidence that can guide policy reforms, resource allocation, and teacher support systems within the Department of Education. Research with strong social value is considered ethically justifiable because it contributes to improving educational outcomes, reducing inequities, and enhancing the professional development of teachers (Emanuel et al., 2021). Thus, the findings of this study had practical implications for ensuring that learners acquire both theoretical knowledge and practical skills, ultimately contributing to the broader goal of producing responsible and competent citizens.

Informed Consent. Informed consent was a cornerstone of the study to ensure that participants which are the secondary Home Economics teachers to freely decide whether to take part after fully understanding the research objectives, procedures, potential risks, and benefits. The process involved the provision of the participants with a written consent form outlining the nature of the study, their voluntary role, and the right to withdraw at any time without penalty. According to the American Educational Research Association (AERA, 2019), informed consent upholds participant autonomy and respects their dignity as individuals. By ensuring clear communication and understanding, the study minimized any risk of coercion

and reinforced ethical standards of voluntary participation.

Vulnerability of Research Participants. Although Home Economics teachers are professionals, the study acknowledged that they may still face vulnerabilities related to their employment status, workload, or possible perceptions of evaluation. To mitigate these vulnerabilities, the researcher provided clarification that the study is not an assessment of individual performance but rather an investigation into systemic resource issues and teaching practices. Safeguards were put in place to prevent undue pressure from administrators or supervisors, ensuring that participation is entirely voluntary. Ethical research must protect participants from any exploitation or harm, especially when power dynamics could affect their willingness to provide honest responses (Resnik, 2020). Hence, the study was designed to uphold fairness and respect to protect teachers' professional integrity.

Privacy and Confidentiality. Protecting the privacy and confidentiality of participants is a key ethical principle that was strictly observed in this study. Data gathered through surveys and interviews were coded and anonymized so that no individual teacher can be identified in the final report. Access to raw data was restricted to the researcher only, and digital files were stored securely with password protection. The researcher of this study gave assurance that any publication of results does not allow for the identification of individual participants, which further enhanced their willingness to share honest and candid insights. According to Cohen et al. (2021), confidentiality enhances trust and encourages participants to provide candid and reliable information. In this study, ensuring anonymity not only fulfills ethical obligations but also strengthens the accuracy and validity of the findings.

The Risk, Benefits & Safety. This study involved minimal risk since it focused on teachers' perceptions of resource availability and teaching

effectiveness; however, minimal psychological discomfort arose due to instances that participants felt that their responses could be linked to their professional standing. To address this, the researcher provided assurance to the participants that responses are confidential and used solely for academic purposes. On the other hand, the benefits of the study were substantial, as results may improve the allocation of instructional resources, enhanced teaching effectiveness, and ultimately elevate learner learning experiences. The principle of beneficence requires that the benefits outweigh the risks (Emanuel et al., 2021), and in this case, the study's positive implications for education justify its implementation.

Justice. Justice in research requires that the selection of participants is fair and equitable, ensuring that the burdens and benefits of the study are distributed appropriately. In this study, all secondary Home Economics teachers in Cluster 13, Division of Davao City were given equal opportunity to participate, preventing favoritism or bias. This ensures that the voices of teachers across different schools and contexts are represented in the findings. As articulated by Resnik (2020), the principle of justice requires avoiding exploitation and ensuring that no group is unfairly excluded from potential benefits of the research. Thus, the study promoted fairness in both participant recruitment and dissemination of results.

Transparency. Transparency was maintained throughout the research process to uphold ethical credibility and accountability. Participants were informed of the study's goals, methodology, data handling procedures, and intended dissemination of findings. Progress updates were shared, and final results were made available to interested stakeholders, such as schools and education officials. Transparent research practices build trust between the researcher and participants and ensure that the research community and policymakers can rely

on the validity of the findings (Saunders et al., 2019). This openness enhanced the study's contribution to evidence-based decision-making.

Qualification of the Researcher. The ethical integrity and overall quality of the study were firmly anchored in the advanced qualifications and demonstrated competence of the researcher. As a faculty member, licensed professional teacher, and academic leader, the researcher possesses extensive training in research methodology, statistical analysis, and ethical standards in educational inquiry, strengthened by ongoing doctoral studies in Technology Education Management. In addition, the researcher has actively participated in various division-initiated upskilling programs and training activities for Technology and Livelihood Education (TLE) teachers, which further deepened instructional competence, curriculum implementation skills, and alignment with Department of Education standards and priorities. Beyond fulfilling all institutional prerequisites for thesis writing, the researcher has substantial experience in conducting, evaluating, and presenting research at both local and international levels, including recognition for research excellence. This depth of academic and professional engagement ensures a high level of rigor in research design, precision in data collection and analysis, and strict adherence to ethical protocols.

Moreover, the researcher's background in quality assurance, accreditation processes, and institutional evaluation further reinforces the credibility of the study, as these roles demand meticulous attention to standards, evidence-based decision-making, and compliance with ethical guidelines. Researcher competence not only safeguards the rights and welfare of participants but also strengthens the trustworthiness and validity of the findings. As emphasized by Creswell and Creswell (2023), researcher expertise is critical in ensuring methodological soundness and ethical responsibility throughout the research process. Through the integration of

academic expertise, professional practice, and ethical commitment, the researcher consistently upheld accountability, objectivity, and professionalism in the conduct of the study.

Community Involvement. Community involvement is essential to ensure that the study is responsive to the needs of stakeholders, particularly the teaching and learning community. The researcher engaged school administrators and education officials in the dissemination of findings to ensure that the results of the study are contextualized and actionable. Furthermore, sharing outcomes with the broader educational community promotes collective responsibility for addressing resource shortages in Home Economics education. Ethical guidelines highlight that involving the community enhances the relevance, social value, and sustainability of research outcomes (Emanuel et al., 2021). In this way, the study aligned not only with academic goals but also with the broader mission of improving education systems for teachers and learners.

2.3. Research Respondents—The respondents of this study were consisted of Home Economics and Technology and Livelihood Education (HE/TLE) public secondary school teachers within Cluster 13, Division of Davao City. Out of the total population of 123 teachers, 94 participants were selected as respondents using Slovin's formula, which provided a statistical method for determining an appropriate sample size while minimizing sampling error (Tejada & Punzalan, 2019). The use of random sampling ensures that each teacher has an equal chance of being included in the study, thereby increasing the representativeness and validity of the findings (Etikan & Bala, 2019).

The participants consisted of both male and female teachers aged between 25 to 55 years, with a minimum teaching experience of one year, most of whom held bachelor's degrees in secondary education, while a few possessed graduate units or master's degrees in related

fields. The declared sample size was determined to be adequate for attaining statistical power, ensuring the reliability and generalizability of the study's findings, and enabling the inclusion of teachers from various public high schools to capture a broad range of perspectives and practices. To preserve the integrity of the research, respondents were selected based on specific inclusion criteria: they were currently assigned to handle Home Economics subjects in public secondary schools within Cluster 13, they were all at least one year teaching experience in Home Economics to ensure familiarity with both theoretical and practical instructional demands, they were all full-time teachers during the conduct of the study to minimize variability caused by part-time teaching arrangements, and they were all willing to provide informed consent and participate in the survey process. Applying these inclusion criteria, the study ensures that the sample accurately represents the realities of Home Economics instruction in Cluster 13, reflecting diverse perspectives while maintaining consistency in professional background and teaching context, thereby strengthening the credibility and applicability of the study's outcomes.

The selection of respondents was facilitated through purposive sampling, which represents a prevalent method of selection not contingent upon probability. Purposive sampling, being a non-probability sampling technique, is chosen for its practicality and expediency in gathering data from readily available participants within the specified context. In employing purposive sampling, the researcher purposefully selected public secondary Home Economics teachers from targeted schools within the second District of Davao City based on their relevance to the study's objectives. This method allows for a focused exploration of the perceptions and practices of teachers regarding instructional resource availability and teaching effectiveness in secondary Home Economics education (Pandey & Pandey, 2021). Moreover, purposive sam-

Gathering Data on the Level of Instructional Resource Availability of Public Secondary Home Economics Teachers in Cluster 13

Range	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	The Instructional Resource Availability of public secondary Home Economics teachers are always evident.
3.40-4.19	High	The Instructional Resource Availability of public secondary Home Economics teachers are often evident.
2.60-3.39	Moderate	The Instructional Resource Availability of public secondary Home Economics teachers are sometimes evident.
1.80-2.59	Low	The Instructional Resource Availability of public secondary Home Economics teachers are seldom evident.
1.00-1.79	Very Low	The Instructional Resource Availability of public secondary Home Economics teachers are not evident.

pling aligns with the research objectives by ensuring that participants selected have direct experience and insights relevant to the study's focus, thereby enhancing the depth and relevance of the findings (Saunders et. al., 2019).

2.4. Research Instruments—Crafting research instruments is a crucial phase in the research process as they facilitate data collection and information gathering from participants. These instruments are essential for ensuring the quality and validity of research outcomes. Properly designed research instruments enable accurate measurement of variables, yielding reliable data (Huck, 2019). Additionally, they standardize data collection, allowing for the replication of studies and comparison of results across various contexts (Cohen et al., 2021). In this study, the researcher employed a survey questionnaire as the primary tool for data collection. The survey was consisting of two parts, addressing the two variables under investigation.

For the second part of the questionnaire, this will determine the level of Teaching Effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City in terms of lesson delivery and content mastery, instructional strategies and innovation, learner

For the first part of the survey instrument, this provided data on the level of Instructional Resource Availability of public secondary Home Economics teachers in Cluster 13, Division of Davao City in terms of adequacy of facilities and equipment, provision of instructional materials, technological support, and accessibility and utilization of resources. Questions from this part of the instrument was adopted with modification from the study of Adeoye & Adeoye (2020) which is the Availability, adequacy and utilization of instructional materials as predictors of learners' learning outcomes in secondary schools. In the process of interpreting its data, a five-point Likert Scale of the survey having five (5) as the highest and one (1) as the lowest. The scale with description and interpretation was shown below. The following five order gradations with their respective range of means and description were considered:

engagement and participation, and achievement of learning outcomes. Questions from this part of the instrument was adopted with modifications from the Qualities of effective teachers by Stronge (2019). The same with the first part of the survey questionnaire, a five-point Likert

Scale to Determine the Level of Teaching Effectiveness of Public Secondary Home Economics teachers in Cluster 13

Range	Descriptive Level	Interpretation
4.20-5.00	Very High	The Teaching Effectiveness of public secondary Home Economics teachers are always evident.
3.40-4.19	High	The Teaching Effectiveness of public secondary Home Economics teachers are often evident.
2.60-3.39	Moderate	The Teaching Effectiveness of public secondary Home Economics teachers are sometimes evident.
1.80-2.59	Low	The Teaching Effectiveness of public secondary Home Economics teachers are seldom evident.
1.00-1.79	Very Low	The Teaching Effectiveness of public secondary Home Economics teachers are not evident.

Scale of the survey having five (5) as the highest and one (1) as the lowest in interpreting its data. The scale with description and interpretation is

shown below. The following five order gradations with their respective range of means and description were considered:

Moreover, thorough development of research instruments enhances construct validity by ensuring that the items or questions included correspond with the intended constructs or concepts under investigation (Huck, 2019). Additionally, clear and concise research instruments improve participants' comprehension and cooperation, which is crucial for obtaining high-quality data. Ultimately, the development of research instruments bolsters the credibility and rigor of research findings, making it a vital part of the research process. Specifically, the instrument's validity was confirmed by research experts and panel committee members of this study. Lastly, the survey instrument undergone pilot testing to determine its reliability with a Cronbach's alpha of 0.870 across 40 items which means that developed survey instrument demonstrated high internal consistency. This level of reliability suggests that the questionnaire is acceptable and suitable for research purposes

2.5. Data Gathering Procedure—In the preliminary stage of the data collection process,

the researcher first prepared and submitted the formal communication addressed to the Dean of the Graduate School to secure authorization for the conduct of the proposed research undertaking. This step was deemed necessary as it establishes the institutional approval that legitimizes the research process. Once this initial approval was granted, the researcher prepared the subsequent letter addressed to the Schools Division Superintendent of the Division of Davao City. This letter of request was coursed through the proper channels, specifically the Office of the Public Schools District Supervisors (PSDS) who have jurisdiction over the participating schools. By adhering to these protocols, the researcher ensured that the research was formally recognized and supported at the administrative level, thereby facilitating access to the intended research sites. Upon receipt of the necessary permits and clearances, the researcher proceeded to finalize the survey instrument, ensuring that it is fully aligned with the objectives of the study and ready for field administration.

During the actual data collection, the researcher personally visited the identified schools and distributed the survey questionnaires directly to the target respondents. This process was carried out in close coordination with the school principals, whose permission and guidance were sought to ensure that the administration of the survey adhered to institutional protocols and did not interfere with the regular teaching schedules. The researcher also provided clear instructions to the respondents on how to accomplish the survey, thereby promoting accuracy and consistency in their responses. Once the respondents have completed the questionnaires, the researcher personally retrieved the accomplished forms in a timely manner to prevent loss or damage to the data. This systematic distribution and retrieval process is intended to strengthen the reliability of the data collection phase and minimize possible sources of error.

Following the completion of data gathering, the collected information was organized, encoded, and prepared for analysis. A professional statistician has undertaken the analysis of the data using appropriate statistical techniques and methodologies as outlined in the earlier chapters of the study. These methods were carefully selected to ensure that the findings accurately reflect the responses of the participants and that the results are both statistically valid and reliable. When the analysis was completed, the outcomes were thoroughly interpreted by the researcher, with careful attention to how the results corresponded to the objectives and research questions of the study. The interpretations not only provide clarity on the identified trends and relationships but also generated insights that are valuable for understanding the broader implications of the study in the context of Home Economics education within the Division of Davao City.

2.6. Statistical Treatment—The study used the respondents' collected data for analysis. The

following statistical tools were used in the analysis and interpretation of the responses in this study to uncover meaningful insights from collected data.

Mean. The mean was used in this study to determine the level of instructional resource availability and teaching effectiveness of secondary Home Economics teachers in Cluster 13, Division of Davao City. By computing the average responses to survey items, the mean provides a clear summary of teachers' perceptions regarding the adequacy of facilities, provision of materials, technological support, accessibility of resources, and their teaching practices in terms of lesson delivery, strategies, engagement, and achievement of outcomes. As a measure of central tendency, the mean is widely applied in educational research to describe prevailing conditions and interpret Likert-scale responses in a concise manner (Cohen et al., 2021). According to Kumar (2019), using the mean allows researchers to quantify subjective perceptions and identify trends that reflect the overall condition of the educational environment. Thus, the mean served as an essential descriptive tool in addressing the first two objectives of the study.

Pearson R Correlation. To answer the third objective, the study employed the Pearson r correlation coefficient, which measures the strength and direction of the linear relationship between instructional resource availability and teaching effectiveness. Pearson r is appropriate because both variables are continuous and measured using interval data derived from the survey instrument. According to Creswell and Creswell (2023), correlational analysis helps determine whether improvements in one variable (such as resource availability) are associated with changes in another (such as teaching effectiveness). Previous educational studies have successfully used Pearson r to examine relationships between resource factors and instructional performance, emphasizing its relevance in quantifying associations in school-based research

(Pandey & Pandey, 2021). Therefore, Pearson r is the most suitable statistical test to establish whether significant relationships exist between the independent and dependent variables.

Multiple Linear Regression. For the fourth objective, Multiple Linear Regression (MLR) was used to identify which indicators of instructional resource availability presented in this study such as the facilities and equipment, instructional materials, technological support, or accessibility will significantly influence teaching effectiveness. MLR is a predictive statistical technique that examines the effect of multiple independent variables on a single dependent

variable (Saunders et al., 2019). By using this method, the study went beyond simple correlation to determine the relative contribution of each resource factor in explaining variations in teaching effectiveness. Creswell and Creswell (2023) highlight that regression analysis is valuable in education research because it informs policy and practice by identifying priority areas for intervention. Hence, MLR provided actionable insights by highlighting which resource dimensions are most critical in enhancing the teaching effectiveness of secondary Home Economics teachers.

3. Results and Discussion

This chapter presents the results and discussions based on the data gathered after the conduct of this study. This includes the interpretation of the data and the repercussions of the findings of the study. The deliberations presented in this chapter are aligned to the statement of the problem cited in the previous chapters of this study.

3.1. Level of Instructional Resource Availability of Public Secondary Home Economics Teachers—Summary of the Level of Instructional Resource Availability of Public Secondary Home Economics Teachers. Shown in Table 1 is the summary of the level of instructional resource availability of public secondary Home Economics teachers in Cluster 13, Division of Davao City across four key indicators such as adequacy of facilities and equipment, provision of instructional materials, technological support, and accessibility and utilization of resources.

The overall level of instructional resource availability of public secondary Home Economics teachers in Cluster 13, Division of Davao City obtained a mean score of 3.53, a standard deviation (SD) of 0.49, and interpreted as High. This means that the instructional resource availability of public secondary HE teachers in Cluster 13, Division of Davao City is often evident. This indicates that in-

structional resources are generally available and accessible to support teaching and learning in Home Economics education. This further suggests that schools in the said cluster have established mechanisms for providing instructional support, although certain areas may still require improvement. Adequate instructional resources are widely recognized as essential components of effective teaching environments because they enable teachers to implement diverse instructional strategies and facilitate meaningful learning experiences for students (DepEd, 2022).

Among the indicators, technological support obtained the highest mean score of 3.78 with an SD equal to 0.59, and interpreted as High. This means that the instructional resource availability of public secondary HE teachers in terms of technological support in Cluster 13, Division of Davao City is often evident. This result indicates that teachers perceive the availability and support of technological resources as relatively strong within their schools. Technological tools

Table 1. Summary of the Level of Instructional Resource Availability of Public Secondary Home Economics Teachers

Indicators	Mean	SD	Descriptive Level
Adequacy of Facilities and Equipment	3.06	0.87	Moderate
Provision of Instructional Materials	3.54	0.90	High
Technological Support	3.78	0.59	High
Accessibility and Utilization of Resources	3.73	0.58	High
Overall	3.53	0.49	High

Note. Scale interpretation follows the manuscript: 1.00–1.79 = Very Low; 1.80–2.59 = Low; 2.60–3.39 = Moderate; 3.40–4.19 = High; 4.20–5.00 = Very High, unless otherwise indicated.

such as digital platforms, multimedia resources, and online instructional materials play a crucial role in enhancing teaching practices and promoting interactive learning environments. Recent educational research highlights that technology integration supports innovative teaching strategies, improves student engagement, and enables teachers to deliver content more effectively in modern classrooms (UNESCO, 2023).

Similarly, accessibility and utilization of resources recorded a high mean score of 3.73 with a standard deviation (SD) of 0.58. This means that the instructional resource availability of public secondary HE teachers in terms of accessibility and utilization of resources in Cluster 13, Division of Davao City is often ev-

ident. This indicates that the said HE teachers are generally able to access and use available instructional resources in their teaching practices. This implies that instructional materials, learning facilities, and technological tools are not only present but are also utilized to support instructional activities. Effective resource utilization is critical in maximizing the impact of available teaching tools because it allows teachers to implement varied instructional approaches and create engaging learning environments. Studies emphasize that the effective use of instructional resources significantly contributes to improved teaching performance and enhances student learning outcomes (Netshidzivhani & Molaudzi, 2024).

The provision of instructional materials also received a high rating with a mean score of 3.54 and a standard deviation (SD) of 0.90. This means that the instructional resource availability of public secondary HE teachers in terms of provision of instructional materials in Cluster 13, Division of Davao City is often evident. This indicates that said HE teachers generally have access to learning materials such as textbooks, modules, and instructional references needed for teaching Home Economics subjects. Instructional materials are essential in supporting lesson delivery, reinforcing conceptual understand-

ing, and facilitating practical learning activities. Educational literature suggests that the availability of updated and relevant instructional materials enhances teachers' ability to implement curriculum standards effectively and provides students with opportunities to engage in meaningful learning tasks (Ameen et al., 2024).

In contrast, adequacy of facilities and equipment obtained the lowest mean score of 3.06 with an SD equal to 0.87, interpreted as Moderate. This means that the instructional resource availability of public secondary HE teachers in terms of adequacy of facilities and equip-

ment in Cluster 13, Division of Davao City is sometimes evident. This suggests that although some facilities and equipment are available, they may not be sufficient to fully support the practical and skill-based requirements of Home Economics education. Facilities such as sewing machines, kitchen laboratories, and specialized tools are essential for hands-on learning experiences, which are central to the subject area. Limited facilities may restrict the extent to which teachers can implement experiential learning activities. Research indicates that adequate learning facilities and specialized equipment are important in technical and vocational education because they allow students to develop practical competencies and apply theoretical knowledge in real-life contexts (Paderanga et al., 2024).

Overall, the findings highlight that while instructional resource availability is generally strong, disparities among specific indicators suggest the need for targeted improvements. Strengthening the adequacy of facilities and equipment should be prioritized to complement the already high levels of technological support and resource utilization. Addressing these gaps will enable a more balanced and holistic instructional environment, ensuring that both theoretical knowledge and practical skills are effectively developed among learners. Moreover, the results highlight the importance of sustained investment and strategic resource management in Home Economics education. Continuous monitoring, upgrading of facilities, and equitable distribution of resources are necessary to maintain and enhance the quality of instruction. Schools can further empower teachers to deliver effective, engaging, and relevant by aligning re-

source provision with the evolving demands of competency-based education.

3.2. Level of Teaching Effectiveness of Public Secondary Home Economics Teachers—Summary of the Level of Teaching Effectiveness of Public Secondary Home Economics Teachers. Shown in Table 2 is the summary of the level of teaching effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City across four key indicators such as the lesson delivery and content mastery, instructional strategies and innovation, learner engagement and participation, and achievement of learning outcomes.

The level of teaching effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City across four key instructional domains garnered an overall mean score of 4.03, an SD of 0.54, and interpreted as high. This means that teaching effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City are often evident. This analysis indicates that said HE teachers consistently demonstrate strong teaching performance across content mastery, instructional strategies, learner engagement, and achievement of learning outcomes. The relatively low standard deviation suggests a high degree of consistency among respondents, reflecting shared perceptions of instructional effectiveness. This finding supports contemporary views that effective teaching is a multidimensional construct requiring the integration of pedagogical knowledge, instructional design, and learner-centered practices (Kyriakides et al., 2020).

A closer examination of the indicators reveals that Lesson Delivery and Content Mastery obtained the highest mean score of 4.15 with SD of 0.57, and interpreted as high. This means that teaching effectiveness of public secondary

Home Economics teachers in Cluster 13, Division of Davao City in terms of lesson delivery and content mastery are often evident. This indicates that said HE teachers demonstrate strong command of subject matter and are effective in

Table 2. Summary of the Level of Teaching Effectiveness of Public Secondary Home Economics Teachers

Indicators	Mean	SD	Descriptive Level
Lesson Delivery and Content Mastery	4.15	0.57	High
Instructional Strategies and Innovation	4.02	0.67	High
Learner Engagement and Participation	3.96	0.62	High
Achievement of Learning Outcomes	3.97	0.62	High
Overall	4.03	0.54	High

Note. Scale interpretation follows the manuscript: 1.00–1.79 = Very Low; 1.80–2.59 = Low; 2.60–3.39 = Moderate; 3.40–4.19 = High; 4.20–5.00 = Very High, unless otherwise indicated.

organizing and delivering lessons. Such competence is essential in ensuring that students develop a clear understanding of concepts and are able to connect theoretical knowledge with practical applications. The finding further suggests that teachers in the cluster possess the necessary pedagogical content knowledge to support meaningful learning. Research highlights that teacher expertise in content and clarity in lesson delivery are among the most significant predictors of student achievement and instructional quality (Gore et al., 2021).

In terms of Instructional Strategies and Innovation, the mean score of 4.02 with SD of 0.67), and also interpreted as high, reflects teachers' ability to utilize varied and adaptive teaching approaches. This means that teaching effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City in terms of instructional strategies and innovation are often evident. This suggests that said HE teachers are incorporating innovative strategies to address diverse learning needs, although further enhancement may elevate this dimension to a very high level. The use of innovative and flexible instructional strategies is critical in modern education, as it promotes critical thinking, creativity, and active learning among students (Redecker, 2021). The findings further indicate that teachers are responsive to evolving educa-

tional demands and are integrating contemporary pedagogical approaches into their teaching practice.

Meanwhile, Achievement of Learning Outcomes with a mean score of 3.97, an SD of 0.62, and also registered a high level, indicating that students are generally able to meet the intended learning outcomes of the subject. This means that teaching effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City in terms of achievement of learning outcomes are often evident. This suggests that instructional practices are effectively aligned with assessment and learning objectives, enabling students to demonstrate competencies and skills. The alignment of teaching, learning activities, and assessment is a key principle in ensuring successful learning outcomes, as emphasized in current educational frameworks (Biggs & Tang, 2020). The findings further imply that said HE teachers are capable of facilitating outcome-based instruction that supports student performance and achievement.

On the other hand, Learner Engagement and Participation obtained the lowest mean score of 3.96, with SD of 0.62, although still interpreted as high. This means that teaching effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City in terms of learner engagement and participation are often

evident. This indicates that while said HE teachers are effective in engaging students, this area presents the greatest opportunity for improvement among the indicators. Active engagement is crucial for deep learning, as it enhances students' motivation, participation, and retention of knowledge. Recent studies emphasize that fostering meaningful engagement requires interactive teaching methods, collaborative learning environments, and continuous feedback mechanisms (Fredricks et al., 2022).

3.3. Significant Relationship between the Instructional Resource Availability and the Teaching Effectiveness of Public Secondary Home Economics Teachers—Shown in Table 3 is the statistical analysis using Pearson correlation coefficient (r) on the significant relationship between the instructional resource availability and the teaching effectiveness of public secondary HE Teachers in Cluster 13, Division of Davao City. This analysis aims to determine whether the level of instructional resource availability among teachers is associated with their effectiveness in delivering instruction and facilitating student learning. The correlation coefficients (r -values) indicate the strength and direction of the relationships, while the p -values reveal the statistical significance of these relationships.

The overall statistical significance between the relationship of instructional resource availability and teaching effectiveness of public secondary Home Economics teachers garnered a correlation coefficient (r) of 0.266 with a p -value of 0.009, leading to the rejection of the null hypothesis. This suggests that, in general, the availability and utilization of instructional resources moderately influence teaching effectiveness. Although the correlation is low, it remains significant, implying that improvements in resource availability can contribute to enhanced teaching outcomes. This finding is consistent with contemporary educational research emphasizing that adequate instructional

resources serve as enabling factors that support effective pedagogy, classroom interaction, and student learning (Tamrat, 2020; World Bank, 2021).

When examining specific components Technological Support demonstrates a moderate and statistically significant relationship with teaching effectiveness garnering a correlation coefficient (r) of 0.419 with a p -value of 0.000. Table 1 showed a high level of technological support ($M = 3.78$), including access to multimedia tools, ICT resources, and educational software. The significant correlation suggests that technology plays a critical role in enhancing instructional delivery, enabling innovative teaching strategies, and improving student engagement. This finding is consistent with recent literature emphasizing the transformative impact of educational technology on teaching effectiveness, particularly in facilitating interactive and learner-centered environments (Howard et al., 2021). Technology integration allows public secondary Home Economics teachers in Cluster 13, Division of Davao City to diversify instructional approaches, thereby strengthening overall teaching performance.

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Table 3. Significant Relationship between the Instructional Resource Availability and the Teaching Effectiveness of Public Secondary Home Economics Teachers

Instructional Resource Availability	r	p-value	Decision on Ho
Adequacy of Facilities and Equipment	0.007	0.945	Failed to Reject
Provision of Instructional Materials	0.028	0.789	Failed to Reject
Technological Support	0.419	0.000	Reject
Accessibility and Utilization of Resources	0.420	0.000	Reject
Overall	0.266	0.009	Reject

Note. Correlation is significant at the 0.05 level.

public secondary Home Economics teachers in Cluster 13, Division of Davao City to diversify instructional approaches, thereby strengthening overall teaching performance.

Accessibility and Utilization of Resources also show a moderate and significant relationship with teaching effectiveness garnering a correlation coefficient (r) of 0.420 with a p -value of 0.000. The descriptive summary in Table 1 indicates a high level ($M = 3.73$), suggesting that public secondary Home Economics teachers in Cluster 13, Division of Davao City can readily access and effectively use available resources. This implies that not only the presence of resources but also their accessibility and efficient utilization are critical factors influencing teaching effectiveness. Research supports this finding by highlighting that resource accessibility enhances instructional planning, supports differentiated instruction, and enables teachers to respond more effectively to learners' needs (Hattie, 2023).

In contrast, Adequacy of Facilities and Equipment shows a negligible and non-significant relationship with teaching effectiveness garnering a correlation coefficient (r) of 0.007 with a p -value of 0.945. This finding can be explained by the descriptive summary in Table 1, which revealed an overall moderate level ($M = 3.06$), with notable deficiencies such as the very low availability of sewing machines ($M = 1.56$). Despite these limitations, public

secondary Home Economics teachers in Cluster 13, Division of Davao City still maintained effective teaching performance, suggesting a level of adaptability and resilience. This aligns with studies indicating that while facilities are important, teacher competence and pedagogical skills can mitigate the negative effects of limited physical resources (Uerz et al., 2021).

Similarly, the Provision of Instructional Materials also shows a negligible and non-significant relationship with teaching effectiveness garnering a correlation coefficient (r) of 0.028 with a p -value of 0.789. This is noteworthy given that Table 1 reported a generally high level of material availability ($M = 3.54$), suggesting that instructional materials are relatively accessible. The lack of significant correlation may indicate that once a basic threshold of material availability is met, additional materials do not necessarily lead to substantial improvements in teaching effectiveness. This supports the argument that the quality and utilization of materials, rather than mere availability, are more critical in influencing instructional outcomes (OECD, 2020).

3.4. Regression Analysis of Instructional Resource Availability on the Teaching Effectiveness of Public Secondary Home Economics

Teachers—The regression results presented in Table 4 examine the predictive influence of instructional resource availability on the teaching effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City. The model yielded a statistically significant result ($F = 6.589$, $p = 0.000$), indicating that the combined set of resource variables significantly predicts teaching effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City. The coefficient of determination ($R^2 = 0.228$) suggests that approximately 22.8% of the variance in teaching effectiveness can be explained by the four indicators of instructional resource availability included in this study.

This implies that while instructional resources are important predictors, a substantial portion of teaching effectiveness is may still be influenced by other factors. This finding is consistent with contemporary research asserting that teaching effectiveness is a multifactorial construct influenced by both contextual and teacher-related variables (Kunter et al., 2021; OECD, 2020). Furthermore, two out of the four indicators of Instructional Resource Availability significantly influence the teaching effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City, leading to the rejection of the null hypothesis.

Examining said individual indicators, Technological Support emerged as a significant positive predictor of teaching effectiveness ($B = 0.253$, $\beta = 0.276$, $t = 2.238$, $p = 0.028$). This indicates that improvements in access to and

use of technological resources are associated with increases in teaching effectiveness. The positive beta coefficient suggests that technological integration enhances instructional delivery, supports innovative teaching strategies, and facilitates interactive learning environments. This finding aligns with recent studies highlighting the critical role of educational technology in improving teaching quality, particularly in enabling flexible, engaging, and student-centered instruction (Trust & Whalen, 2021). The result underscores the importance of investing in ICT infrastructure and training to strengthen teaching practices.

Similarly, Accessibility and Utilization of Resources was found to be a significant positive predictor ($B = 0.260$, $\beta = 0.275$, $t = 2.234$, $p = 0.028$). This suggests that the ease with which teachers can access and effectively use instructional resources significantly contributes to their teaching effectiveness. The nearly comparable beta value to technological support indicates that both factors have similar levels of influence. This finding reinforces the notion that resource availability alone is insufficient; rather, effective utilization and accessibility are crucial in maximizing the impact of instructional resources. Research supports this perspective, emphasizing that teachers' ability to efficiently use available resources enhances instructional planning, differentiation, and responsiveness to student needs (Scherer et al., 2021). Thus, improving systems that facilitate resource access and usage can lead to better teaching outcomes.

Adequacy of Facilities and Equipment ($B = -0.058$, $\beta = -0.092$, $p = 0.344$) and Provision of Instructional Materials ($B = -0.043$, $\beta = -0.070$, $p = 0.471$) were found to be non-significant predictors of teaching effectiveness, leading to the failure to reject the null hypothesis for these variables. The negative but insignificant coeffi-

cients suggest that these factors do not meaningfully contribute to variations in teaching effectiveness within the context of this study. This may indicate that teachers are able to adapt and maintain effective instruction despite limitations in physical facilities and materials. Such findings are supported by literature indicating that

Table 4. Regression Analysis of Instructional Resource Availability on the Teaching Effectiveness of Public Secondary Home Economics Teachers

Predictors	B	Std. Error	Beta	t	Sig.	Decision on H0
(Constant)	2.429	.391		6.215	.000	
Adequacy of Facilities and Equipment	-.058	.061	-.092	-.951	.344	Failed to Reject
Provision of Instructional Materials	-.043	.059	-.070	-.723	.471	Failed to Reject
Technological Support	.253	.113	.276	2.238	.028	Reject
Accessibility and Utilization of Resources	.260	.116	.275	2.234	.028	Reject

Note. Dependent variable: Teaching Effectiveness.

teacher quality and instructional practices often have a stronger impact on student learning than physical resource availability alone (Hanushek & Woessmann, 2020). The findings also suggest

that once a minimum level of resources is met, additional improvements in facilities or materials may yield diminishing returns in terms of teaching effectiveness.

4. Summary of Findings, Conclusions and Recommendations

Presented in this chapter are the findings of the study based on the outcome of the gathered data. The conclusions drawn from the findings of the study are likewise outlined in this section. To maximize the significant contribution of this study, the researcher laid down recommendations in this chapter.

4.1. Summary of Findings—Home Economics is a discipline that combines academic knowledge with practical life skills to prepare learners for independent and responsible living, emphasizing the integration of theory and hands-on application. However, many public secondary schools face challenges due to insufficient instructional resources which limits experiential learning and leads teachers to rely more on theoretical instruction, thereby reducing students' opportunities for real-world practice. This study examines the relationship between instructional resource availability and the teaching effectiveness of public secondary Home Economics teachers in Cluster 13, Division of Davao City. The research identifies a persistent gap in existing literature, particularly

in the Philippine context, where most studies remain descriptive and lack empirical evidence on how resource availability directly influences teaching effectiveness.

Methodologically, this study utilized a quantitative correlational research design, complemented by a descriptive survey approach, to assess both the level of instructional resource availability and teaching effectiveness among ninety-four selected Home Economics teachers. The variables of instructional resource availability were measured in terms of adequacy of facilities and equipment, provision of instructional materials, technological support, and accessibility and utilization of resources, while teaching effectiveness was assessed through lesson delivery and content mastery, instructional strategies

and innovation, learner engagement and participation, and achievement of learning outcomes. Data were collected through a validated survey instrument with high reliability, and analyzed using mean, Pearson correlation, and multiple regression analysis to determine both relationships and predictive influences among variables.

The findings revealed that instructional resource availability is generally high, while adequacy of facilities and equipment remains moderate, indicating persistent gaps in critical resources such as sewing machines and laboratory tools. Teaching effectiveness was consistently high across all domains, with strong performance in lesson delivery and content mastery. Correlation and regression analyses further showed that while overall resource availability significantly relates to teaching effectiveness, only technological support and accessibility/utilization of resources significantly influence it. This suggests that the effective use and accessibility of resources, rather than mere availability, are key drivers of teaching performance.

4.2. Conclusions—Based on the findings of this study, the following conclusions were offered:

Public secondary HE teachers in Cluster 13, Division of Davao City generally experience a high level of instructional resource availability, particularly in terms of technological support, provision of instructional materials, and accessibility and utilization of resources. However, adequacy of facilities and equipment remains only moderate, with critical shortages in essential tools such as sewing machines. This indicates that while schools have made progress in providing instructional support, disparities in physical resources persist and may limit the full implementation of skill-based and experiential learning activities required in Home Economics education.

Similarly, said public secondary HE teachers demonstrate a consistently high level of teaching effectiveness across all indicators, in-

cluding lesson delivery and content mastery, instructional strategies and innovation, learner engagement and participation, and achievement of learning outcomes. Among these, lesson delivery and content mastery emerged as the strongest area, while learner engagement showed comparatively lower, though still high, performance. This suggests that teachers possess strong pedagogical competence and are capable of delivering effective instruction, even in the presence of certain resource limitations.

There is a statistically significant relationship between the two variables of instructional resource availability (technological support & accessibility and utilization of resources) and teaching effectiveness among public secondary Home Economics teachers in Cluster 13, Division of Davao City. Although the strength of the relationship is relatively low, this implies that instructional resources contribute to teaching effectiveness, but they are not the sole determinants. The findings indicate that while improvements in resource availability can enhance instructional quality, other factors may also play critical roles in influencing teaching effectiveness.

Technological support, and accessibility and utilization of resources indicators of instructional resource availability significantly predict teaching effectiveness. In contrast, adequacy of facilities and equipment and provision of instructional materials do not significantly influence teaching outcomes. This suggests that the effective use and accessibility of resources particularly digital and technological tools are more critical than mere availability. The findings emphasize that strategic investment in technology and efficient resource management systems are essential for enhancing teaching effectiveness in Home Economics education particularly in Cluster 13, Division of Davao City.

4.3. Recommendations—The following interventions were offered based on the conclusions of the study:

Home Economics teachers in Cluster 13, Division of Davao City may continuously enhance their competence in integrating technological tools and maximizing available resources to improve instructional delivery. Given that technological support and resource utilization significantly influence teaching effectiveness, teachers may engage in ongoing professional development, adopt innovative teaching strategies, and explore alternative approaches to compensate for limitations in facilities and equipment. Strengthening learner engagement strategies may also be prioritized to further improve student participation and learning outcomes.

For Home Economics learners in Cluster 13, Division of Davao City, they may actively participate in classroom activities and take initiative in utilizing available instructional resources, particularly digital tools, to enhance their learning experiences. Students may develop self-directed learning habits and adaptability, especially in situations where physical resources are limited. By maximizing available learning opportunities and engaging in hands-on and technology-assisted activities, learners can further improve their competencies and readiness for real-life applications.

The Department of Education (DepEd) officials in the Division of Davao City may consider prioritizing policies and funding initiatives that strengthen technological infrastructure and ensure equitable access to instructional resources

across schools. While improvements have been observed, the moderate level of facilities and equipment highlights the need for targeted interventions, particularly in providing specialized tools for Home Economics. DepEd may also support capacity-building programs that enhance teachers' skills in resource utilization and technology integration to sustain high levels of teaching effectiveness.

School administrators in Cluster 13, Division of Davao City are encouraged to implement strategic resource management practices that ensure efficient allocation, accessibility, and utilization of instructional materials and technological tools. Administrators may also advocate for the procurement of essential facilities and equipment, while fostering a supportive environment that encourages innovation and collaboration among teachers.

Finally, for future researchers, researchers may explore additional variables that may influence teaching effectiveness, such as teacher motivation, leadership support, and student-related factors, to provide a more comprehensive understanding of instructional quality. Further studies may also employ mixed-methods or experimental designs to validate and expand the findings of this study. Replication of the study in different contexts or subject areas may be conducted to enhance generalizability and contribute to the development of evidence-based educational policies and practices.

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