Availability and Mobilization of Resources in Far-Flung Schools in Selected PALMA Areas

Mary Jean J. Clarito, Sergio D. Mahinay, Jr., Ira Adrian B. Largonio, Maricel G. Manuang, Manilyn A. Caybo, Kristine B. Borja, Jevalen B. Pis-an

College of Education, Notre Dame of Midsayap College, Midsayap, Cotabato, Philippines

DOI: https://dx.doi.org/10.47772/IJRISS.2025.914MG0038

Received: 08 February 2025; Accepted: 12 February 2025; Published: 29 March 2025

ABSTRACT

This study had focused on the mobilization of available school resources in far flung schools in PALMA area. It made use of the descriptive-causal-comparative and correlation research designs to characterize the respondents in terms of age, sex. status, years in teaching, and name and address of their schools; determine whether the variations on their demographic profile cause difference on the availability and utilization of their resources; and establish the strength and direction of the relationship between the availability and the mobilization of resources. It completely included as respondents sixty-eight public school teachers in far-flung schools in PALMA area. Findings showed that the there was a high availability of resources especially in terms of community support. There was great extent of mobilization of these resources especially in terms of their utilization. Results revealed that there is no significant difference on the availability and mobilization of school resources when the respondents were grouped according to their demographic characteristics. This signifies that the observed differences on the availability and mobilization of resources were not caused by the said variables. This further suggests that the resources in far-flung areas are commonly available among public school teachers and are equitably mobilized among them. There is a strong and direct relationship between the availability of resources and their mobilization, and that relationship is highly significant. This suggests that whatever available resources their schools have, teachers in far-flung areas are able to optimize their mobilization.

Keywords: Availability and mobilization, resources, far-flung schools.

INTRODUCTION

Background of the Study

Education in far-flung or remote places in certain PALMA areas presents a unique set of challenges and opportunities. Challenges related to limited funding, inadequate infrastructure, and uneven access to educational materials remain prevalent (Xian, n.d.; Olabiyi et al., 2025). In the Philippines, common resource limitations in far-flung schools include a lack of adequate classroom facilities, insufficient instructional materials like textbooks, limited access to technology, a shortage of qualified teachers, and often poor infrastructure (Alcontin & Concepcion, 2024).

Despite efforts to improve educational facilities and resources, far-flung schools in PALMA areas often face material, financial, social, economic and technological constraints that might hinder their ability to provide quality education. These depictable conditions make it difficult to deliver quality education in remote areas. The life of a teacher who choose to teach in far-flung area can truly be challenging (Leocadio, 2023).

Educational resource mobilization in remote areas often lacks a comprehensive understanding of the specific challenges and contextual nuances faced by far-flung schools. Previous studies were conducted but mostly used qualitative-narrative design (Sonza, 2022; Zamora, 2023; Uca et al., 2024; Olabiyi et al., 2025). To the

knowledge of the researchers, there are limited studies that employed quantitative research method conducted in the local setting.

This study seeks to explore how educational institutions in remote areas of PALMA manage, organize, and utilize their existing resources to overcome challenges and optimize student learning opportunities. The study delves into the various aspects of resource utilization, encompassing financial, educational, technological, and infrastructural resources, to identify best practices and avenues for improvement.

Research Questions

1. What is the demographic profile of the respondents in terms of age, sex, civil status, name of school, address of school, number of years in the service, and teaching position?
2. What is the level of availability of resources in far-flung schools in terms of community support, financial, human resources, infrastructure, learning materials, and technological tools?
3. What is the extent of mobilization of available resources in far-flung schools in terms of: management; organization; and utilization?
4. Is there a significant difference on the availability of the resources when the respondents are grouped according to their demographic profile?
5. Is there a significant difference on the mobilization of resources when the respondents are grouped according to their demographic profile?
6. Is there a significant relationship between the availability of resources in far-flung schools and their mobilization?

Scope and Delimitation

This study had focused on the mobilization of available resources among elementary public schools. This covered resources such as community support, financial, human resources, infrastructure, and learning materials and technological tools as well as their mobilization in terms of management, organization and utilization. It only covered the public schools in far-flung schools in Pigcawayan, Alamada, Libungan, Midsayap and Aleosan (PALMA) areas. This included schools that are far from the town proper where transportation, electricity, communication and internet connection are challenging for the residents and visitors.

LITERATURE REVIEW

Resources in Far-Flung Schools

Resources refer to assets, materials, or capabilities that can be utilized to achieve a particular goal or address a need. These can encompass a wide range of elements, including natural resources such as water, minerals, and energy sources, as well as human resources in the form of skills, knowledge, and labor. Financial assets, technological tools, and organizational structures are also considered resources. Effectively managing and leveraging resources is crucial in various contexts, such as business, economics, and environmental sustainability, as it involves optimizing the allocation and utilization of available means to meet objectives and enhance overall efficiency.

Availability of Resources

Community Support. Community support emerges as an indispensable force, serving as a catalyst for resource mobilization, fostering engagement, and nurturing an environment conducive to holistic education and growth for students in these remote locales. Shikalepo (2020) noted that community support serves as a catalyst for advocacy and awareness. Community support acts as a reservoir of resources and expertise. The collective support of local communities, businesses, non-profit organizations, and stakeholders becomes instrumental in bridging the resource gap. Bingco et al. (2022) stated that collaboration and active

involvement of communities hold profound significance, particularly for far-flung schools nestled within area.

Financial Resources. Financial support serves as a catalyst, propelling these schools towards offering quality education, overcoming obstacles, and fostering an environment conducive to learning. According to the study of Larioisa et al. (2020), financial resources act as the cornerstone upon which educational endeavors are built. They provide the means to procure essential educational materials such as textbooks, workbooks, teaching aids, and technological tools, empowering educators to deliver comprehensive and impactful lessons.

Learning Materials. The study of Kurniawati (2021) found that learning materials serve as vehicles for equity and inclusivity in education. In remote areas, where access to educational resources is limited, the availability of comprehensive and diverse learning materials levels the educational playing field. Adequate provision and utilization of diverse and comprehensive learning materials not only enhance educational outcomes but also cultivate a thriving learning environment that nurtures curiosity, critical thinking, and inclusivity among students in these remote areas.

Human Resources. Javilla and Fabella (2019) look at human resources stand as the heart and soul, particularly for far-flung schools. Human capital plays a pivotal role in the mobilization, allocation, and optimization of available resources, serving as the driving force behind educational endeavors in remote locales. Professional development initiatives, mentorship programs, and capacity-building efforts among educators and support staff promote a culture of lifelong learning. These practices enable staff to stay updated with modern teaching methodologies, technological advancements, and enhance their ability to maximize resource utilization.

Infrastructure. In regions where educational institutions grapple with limited resources, adequate infrastructure serves as the bedrock for a safe, comfortable, and functional educational setting. It covers school buildings, classrooms, laboratories, libraries, and essential amenities, providing students with an environment conducive to learning and exploration (Stefie Marie et al.). The study of Neubauer, et al (2020) found that infrastructure development directly impacts resource utilization. Well-equipped classrooms, libraries stocked with educational materials, and laboratories furnished with scientific equipment create an ecosystem where available resources can be optimally utilized.

Technological Tools. Technological tools empower educators to deliver enhanced and personalized learning experiences. Interactive whiteboards, educational software, and multimedia resources facilitate diverse teaching methodologies, catering to various learning styles and needs. These tools serve as catalysts for resource mobilization, innovation, and bridging the gap between educational limitations and possibilities in remote locales. It acts as enablers of access and learning. They provide students and educators in far-flung schools with access to a world of knowledge, offering digital libraries, interactive educational content, and online learning platforms that transcend geographical constraints (Bugnos et al (2022).

Mobilization of Resources

Management of Resources. Effective management optimizes the distribution of resources, ensuring that they are directed toward initiatives that maximize their impact on student learning outcomes (Tacogue et al, 2020). Moreover, resource management is integral to enhancing educational quality. Proper management practices enable the procurement of relevant and high-quality educational materials, ensuring that far-flung schools have access to updated textbooks, teaching aids, and digital resources that align with curriculum standards. Additionally, effective management of infrastructure development projects ensures the creation of safe, conducive, and technologically equipped learning environments.

Organization of Resources. Sonza et al. (2020) state that the organization of resources is a fundamental pillar, particularly for far-flung schools. This involves categorizing, prioritizing, and allocating resources

such as financial funds, educational materials, technological tools, infrastructure, and personnel according to the specific needs and objectives of these remote educational institutions. A well-organized educational setup ensures that resources are readily accessible and efficiently utilized. Clearly defined organizational structures and resource management frameworks promote accountability among stakeholders.

Utilization of Resources. The effective and purposeful utilization of available resources serves as a catalyst for maximizing their potential, ensuring equitable access to quality education, and fostering holistic development in remote locales resource utilization ensures effective application and maximization of available resources (Bilbao, 2018). Study by Lees et al. (2016) affirmed that resource utilization fosters efficiency and optimization. It involves judicious allocation and management of resources to achieve maximum impact.

Theoretical Framework

This study is anchored on the **Resource Dependency Theory** of Jeffrey Pfeffer and Gerald R. Salancik (as cited in HR Zone, 2024). Resources that the organization needs may be scarce, not always readily obtainable, or under the control of uncooperative actors. The resulting unequal exchanges generate differences in power, authority, and access to further resources. To avoid such dependencies, organizations develop strategies (as well as internal structures) designed to enhance their bargaining position in resource-related transactions. Such strategies include taking political action, diversifying and developing connection with others.

Conceptual framework

The study postulates that the mobilization of available resources in far-flung schools in PALMA areas, as perceived by the respondents, varies according to their age, sex, number of years in teaching, and teaching position. This study further presumes that the mobilization of school resources is correlated to their availability. These relationships are shown in Figure 1.

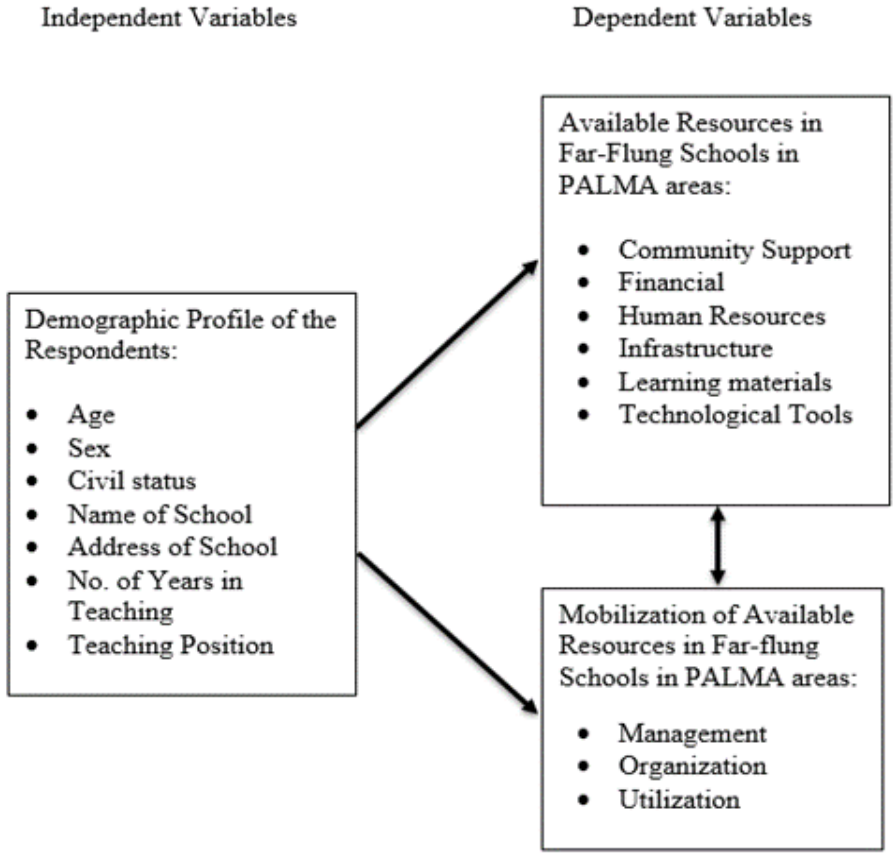

Figure 1:- Schematic Diagram of Conceptual Framework

As shown in Figure 1, there are two main variables being considered: Independent Variable and Dependent Variables. The first box contains the specific variables of the demographic profile of the respondents. The other two boxes contain the specific variables of availability and mobilization of resources. The one-way arrows that point from the first box to the other boxes indicate the difference on the demographic profile of the respondents cause difference on the availability and mobilization of resources. The two-way arrow that connects the other two boxes indicates that the two variables are correlated with each other.

Hypothesis

H_{01}: There is no significant difference on the availability of resources of the schools as perceived by the respondents when they are grouped according to age, sex, number of years in teaching, teaching position, and name and address of their schools.

H_{02}: There is no significant difference on the mobilization of available resource of the school as perceived by the respondents when they are grouped according to age, sex, number of years in teaching, teaching position, and name and address of their schools.

H_{03}: There is no significant relationship between the availability of resources of the far-flung schools and their mobilization.

METHODOLOGY

Research Design

This study employed a descriptive causal-comparative and correlational research designs. It described the profile of the respondents in terms of age, sex, number of years in teaching and teaching position; the available resources of their schools and their mobilization (McCombes, 2023). Moreover, it determined if there is significance difference on the availability and mobilization of resources as perceived by the respondents when they are grouped according to their profile (Costello, 2023). Finally, it established the strength and direction of the relationship between availability and mobilization of resources (Yeshaswi, 2024).

Locale and Respondents of the Study

The study was conducted in far-flung Schools in PALMA (Pigcawayan, Alamada, Libungan, Midsayap and Aleosan). The respondents were the sixty-eight (68) teachers of the identified far-flung schools in the said municipalities.

Sampling Technique

This study used a complete enumeration technique. Complete enumeration is a study of every unit in a population. Teachers in the master list of the school from the office of the supervisors in far-flung Schools in the PALMA area (Pigcawayan, Alamada, Libungan, Midsayap, and Aleosan) were surveyed. They were reached through the assistance of the school heads.

Instrumentation

The instrument used in this study was a researcher-made questionnaire. This was composed of three parts: the first part contains the demographic profile of the respondents, the second part contains the available resources in schools, and the third part contains the mobilization of these available resources. The responses of the respondents in Part I were expressed by them through putting check marks and writing the information that correspond to their personal circumstances. The responses for part II and III were expressed by them through the following Likert Scale descriptions: 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Moderately Agree, 2 –Disagree (D), and 1 – Strongly Disagree (SD).

Validity and Reliability of the Instrument

To enhance the validity of the instrument, the questionnaire was initially checked by the adviser. This was further validated by the panelists, proofreader, and the BEED program head of the Notre Dame of Midsayap College. To establish the the reliability of the instrument, it was pilot-tested to 15 teachers who were non-respondents of the study. The Cronbach Alpha was utilized to establish the reliability of the instrument which, after mathematical computation, yielded a reliability coefficient of 0.971, indicating the instrument is highly reliable.

Data Gathering Procedure

Data were gathered through survey. A letter of permission was sought from the office of the Dean of College of Education to allow the researcher to gather data from the respondents. After the approval, arrangement with the supervisors and school heads were made. Teacher-respondents were reached their cellphones through their messengers account where researchers informed the respondents' participation to the study. The actual data gathering of data was through a Google form made by the researchers.

Statistical Tools and Treatment of Data

Data in this study were analyzed and interpreted using the descriptive and inferential statistical tools. The profile of the respondents was analyzed through the use of frequency count and percentage distribution. The level of availability and extent of mobilization of resources were dealt with weighted means and standard deviation. The significant difference on the availability and mobilization of resources when respondents were grouped according to their profile and other criteria were run through t-test for two groups and Analysis of Variance (ANOVA) for more than two groups. The relationship between availability and mobilization of resources was analyzed by using Pearson Product Moment Correlation (Pearson-r). The statistical tool was used upon the assumption that the responses of the respondents on the availability of resources and their mobility are normally distributed, as shown by the box plot, with the responses accumulated along the median with very few outliers.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 1 Profile of Respondents

Characteristics of Respondents	n	%
Sex		
Male	10	14.7
Female	58	85.3
Age		
27-32	28	41.4
33-38	11	16
39-44	17	25
45-50	5	7.3
51-56	5	7.3
57-62	2	3
Civil Status		
Single	13	19.1
Married	55	80.9

Name of School		
A	7	10.3
B	11	16.2
C	8	11.8
D	6	8.8
E	4	5.9
F	4	5.9
G	8	11.8
H	11	16.2
I	9	13.2
Address of School		
Pigcawayan	7	10.3
Alamada	24	35.3
Libungan	8	11.8
Midsayap	9	13.2
Aleosan	20	29.4
Years in Teaching		
4 years and below	4	5.9
5 – 9 years	36	52.9
10-14 years	14	20.6
15–19 years	5	7.3
20–24 years	4	5.9
25-29 years	3	4.5
30–35 years	2	2.9
Position		
Teacher 1	47	69.1
Teacher 2	2	2.9
Teacher 3	14	20.6
Master Teacher 1	5	7.4

Table 1 shows that the greatest number (85.3%) of the respondents are females, while the lesser number (14.7%) of them are males. Most (41.4%) of them are aged 27-32, while the least number (3.0%) are 57–62 years old. Most (80.9%) of the respondents are married while the lesser (19.1%) number of them are single. The bigger number (16.2%) of them are from School B, and the same number (16.2%) are from School H. The lowest number (5.9%) of them are from School E with the same number (5.9%) from School F. Most (35.3%) of them are from the Municipality of Alamada. The least number (10.3%) of them are from the municipality of Pigcawayan. Most (52.9%) of them have been teaching for 5 to 10 years, while the least number (2.9%) have been teaching for 30 to 35 years. Most (69.1%) of them are teachers 1, 2 and 3. This implies that the majority of respondents are early-career, young, and female teachers, with a concentration in certain geographic areas and lower-level positions.

Availability of School Resources

Table 2:- Availability of School Resources

Resources		Mean	Standard Deviation	Description
Community Support		3.91	0.71	Agree
Financial Resources		3.69	0.82	Agree
Human Resources		3.38	0.91	Moderately Agree
Infrastructure		3.26	0.97	Moderately Agree
Learning Materials		3.26	0.97	Moderately Agree
Technological Tools		3.08	0.90	Moderately Agree
Grand Mean		3.43	0.90	Agree
Scale	Range	Description	Interpretation	
1	1.00 to less than 1.80	Strongly Disagree	Very Low Availability	
2	1.80 to less than 2.60	Disagree	Low Availability	
3	2.60 to less than 3.40	Moderately Agree	Moderate Availability	
4	3.40 to less than 4.20	Agree	High Availability	
5	4.20 to 5.00	Strongly Agree	Very High Availability	

Table 2 shows that the community support manifests a highest availability with the mean of 3.91, followed by the financial resources with 3.69, then, with the human resources with 3.38, infrastructure and learning materials with 3.26. It is the technological tools that show the lowest technological tools with the mean of 3.08. The availability of resources is generally high with the grand mean of 3.43. This implies that community support and financial resources are the most available, while technological tools are the least. Similarly, Rafiq et al. (2024) found that community and financial support are crucial for educational success, while technological tools often remain a challenge in many school settings.

Mobilization of School Resources

Table 3:- Mobilization of School Resources

Mobilization		Mean	Standard Deviation	Description
Management		3.66	0.74	Agree
Organization		3.82	0.67	Agree
Utilization		4.14	0.67	Agree
Grand Mean		3.87	0.69	Agree
Scale	Range	Description	Interpretation	
1	1.00 to less than 1.80	Strongly Disagree	Very Limited Extent of Mobilization	
2	1.80 to less than 2.60	Disagree	Limited Extent of Mobilization	
3	2.60 to less than 3.40	Moderately Agree	Moderate Extent of Mobilization	
4	3.40 to less than 4.20	Agree	Great Extent of Mobilization	
5	4.20 to 5.00	Strongly Agree	Very Great Extent Mobilization	

Table 3 shows that the utilization manifests a highest mobilization of resources with the mean of 4.14 and followed by organization with the mean of 3.82. The lowest among all is the management with the mean of 3.66. This finding can be explained by the fact that schools with limited resources need to prioritize resource allocation and develop inventive methods to maximize their resources (Ondong, 2024). Nonetheless, this finding reveals that need for better resource management.

Difference on the Availability of School Resources

Table 4.a :- Difference on Availability of Resources Based on Sex

Groups	N	Mean	Mean Difference	p-value	Indication	Decision
Male	58	3.43	.01	.95	Difference is not significant	Do not reject H_o
Female	10	3.44				

Significant at p-value < 0.05

Result shows that with respect to availability of resources, the mean for male was 3.43 while the mean for female was 3.44, with a mean difference of .01. The computed p-value for the said difference is .95 which is greater than the set p-value of 0.05. This indicates that the difference is not significant. The null hypothesis is not rejected. That is to say, there is no significant difference on the availability resources in far-flung school as perceived by the respondents when they are grouped according to their sex. This finding lends support to the contention of Kuteesa et al. (2024) that gender equity in education stands as a cornerstone for fostering social empowerment and advancing towards a more inclusive society.

Table 4.b :- Difference on Availability of Resources Based on Age

Groups	N	Mean	p-value	Indication	Decision
27	1	3.03			
28	3	3.32			
29	6	3.67			
30	9	3.48			
31	3	3.43			
32	6	3.50			
33	3	3.60			
35	1	4.86			
36	3	3.37			
37	2	3.46			
38	2	3.11			
40	6	3.13			
41	3	3.77	0.39	Difference is not significant	Do not reject H_o
42	1	3.53			
43	3	3.28			
44	4	3.47			
46	1	2.93			
48	2	2.75			
49	2	3.21			
51	1	3.43			
52	1	3.93			
53	2	3.53			
55	1	2.90			
58	1	3.56			
60	1	3.80			

Significant at p-value < 0.05

Result shows that based on age, the highest availability of resources is the 35 years old with a mean of 4.86 and while the lowest is 48 years old with a mean of 2.75. The computed p-value for the said difference is 0.39 which is greater than the set p-value of 0.05. This indicates the difference is not significant. The null

hypothesis is not rejected. That is to say, there is no significant difference in the availability of resources in far-flung schools as perceived by the respondents when they are grouped according to their age. This finding negates the belief that as teachers advance in age, they have better mastery of content, better utilization of educational resources, motivational techniques and effective content delivery (Effiom & Okeke, 2020).

Table 4.c :- Difference on Availability of Resources Based on Civil Status

Groups	N	Mean	p-value	Indication	Decision
Married	55	3.39	.107		
Single	12	3.64		Difference is not significant	Do not reject H_o
No response	1				

Significant at p-value < 0.05

Result shows that with respect to availability of resources base on Civil Status, the married for mean 3.32 while for the single 3.64. The computed p-value for the said difference is .107 which is greater than the set p-value of. 0.05. This indicates that the difference is not significant. The null hypothesis is not rejected. That is to say, there is no significant difference on the availability resources in far-flung school as perceived by the respondents when they are grouped according to their Civil Status. By analogy, the finding of this study is opposite to the observation that teachers who are married show a more positive state of learning performance of their students than teachers who are not married (Hoque & Razak, 2024).

Table 4.d :- Difference on Availability of Resources Based on Name of Schools

Group	N	Mean	p-value	Indication	Decision
School A	7	3.12			
School B	11	3.25			
School C	8	3.29			
School D	6	3.57			
School E	4	3.58	0.24	Difference is not significant	Do not reject H_o
School F	4	3.79			
School G	8	3.55			
School H	11	3.62			
School I	9	3.38			

Significant at p-value < 0.05

Result shows that with respect to availability of resources, the group 1 has highest difference for mean 33.12 while for the lowest with the group 2 with a mean of 3.25. The computed p-value for the said difference is 0.24 which is greater than the set p-value of 0.05. This indicates that the difference is not significant. The null hypothesis is not rejected. That is to say, there is no significant difference in the availability of resources in far-flung schools as perceived by the respondents when they are grouped based on the names of schools.

Table 4.e :- Difference on Availability of Resources Based on Address of Schools

Group	f	Mean	P-value	Indication	Decision
Pigcawayan	7	3.12			
Alamada	24	3.36			
Libungan	8	3.68	0.176	Difference is not significant	Do not reject H_o
Midsayap	9	3.48			
Aleosan	20	3.51			

Significant at p-value < 0.05

Result shows that with respect to availability of resources, the most of the group 3 for mean 3.68 while for the lesser group 1 with a mean of 3.12. The computed p-value for the said difference is 0.176 which is greater than the set p-value of. 0.05. This indicates that the difference is not significant. The null hypothesis is not rejected. That is to say, there is no significant difference on the availability resources in far-flung school as perceived by the respondents when they are grouped according to their address of school. The finding of this study contradicts with that of Ajayi and Faremi (2022) which found out that there is significant difference on the availability of resources between schools of varied locations, e.g. rural and urban.

Table 4.f :- Difference on Availability of Resources Based on Years of Teaching

Group	f	Mean	p-value	Indication	Decision
1	2	3.78	0.95	Difference is not significant	Do not reject H_o
2	1	3.93			
3	1	4.23			
5	14	3.45			
6	4	3.30			
7	9	3.62			
7	1	3.66			
8	5	3.32			
9	3	3.46			
10	9	3.43			
11	1	3.10			
14	4	3.31			
16	2	3.25			
17	2	3.46			
19	1	3.13			
23	3	3.20			
24	1	3.10			
25	1	3.03			
26	1	3.56			
27	1	3.23			
32	1	2.90			
33	1	3.83			

Significant at p-value < 0.05

Results show that with respect to the availability of resources, group 3 has the greatest mean of 4.26, while group, 32 the least mean of 2.90. The computed p-value for the said difference is 0.95 which is greater than the set p-value of. 0.05. This indicates the difference is not significant. The null hypothesis is not rejected. That is to say, there is no significant difference in the availability of resources in far-flung school as perceived by the respondents when they are grouped according to their years of teaching. This can be explained by the fact that teachers have networks with other educators which can facilitate the sharing of resources and knowledge about accessing additional materials.

Table 4.g :- Difference on Availability of Resources Based on Teaching Position

Group	f	Mean	p-value	Indication	Decision
Teacher 1	47	3.46	.732	Difference is not significant	Do not reject H_o
Teacher 2	2	3.70			
Master T1	14	3.34			
Master T2	5	3.36			

Significant at p-value < 0.05

Result shows that with respect to availability of resources, group 2 has greatest for mean 3.70 while for the lesser group 4 for mean is 3.36. The computed p-value for the said difference is .732 which is greater than the set p-value of. 0.05. This indicates the difference is not significant. The null hypothesis is not rejected. That is to say, there is no significant difference in the availability of resources in far-flung school as perceived by the respondents when they are grouped according to their teaching position. This implies that higher-ranked and lower-ranked teachers have the same access to and influence over the allocation of resources within a school.Top of FormBottom of Form

Difference in the Mobilization of School Resources

Table 5.a :- Difference on Mobilization of Resources Based on Sex

Groups	f	Mean	Mean Difference	p-value	Indication	Decision
Male Female	58 10	3.95 3.87	.08	.63	Difference is not significant	Do not reject H_o

Significant at p-value < 0.05

Result shows that with respect to mobilization of resources, the mean for male is 3.95 while for the female is 3.87 with a mean difference of .08. The computed p-value for the said difference is .63 which is greater than the set p-value of. 0.05. This indicates the difference is not significant. The null hypothesis is not rejected. That is to say, there is no significant difference in the mobilized resources in far-flung school as perceived by the respondents when they are grouped according to their sex. This finding affirms the observation of Achufusi & Ogechukwu (2024) that there is no significant difference in the mean ratings of male and female teachers in the utilization of instructional resources for teaching a certain subject.

Table 5.b :- Difference on Mobilization of Resources Based on Age

Groups	f	Mean	p-value	Indication	Decision
27	1	3.80	0.58	Difference is not significant	Do not reject H_o
28	3	3.91			
29	6	4.24			
30	9	3.89			
31	3	3.80			
32	6	4.06			
33	3	4.02			
35	1	4.00			
36	3	3.82			
37	2	4.23			
38	2	3.33			
40	6	3.58			
41	3	4.15			
42	1	3.86			
43	3	3.93			
44	4	3.88			
46	1	3.06			
48	2	3.26			
49	2	3.60			
51	1	3.93			
52	1	3.93			
53	2	3.90			

55 58 60	1 1 1	3.20 4.53 4.20			

Significant at p-value < 0.05

Result shows that with respect to mobilization of resources the computed p-value for the difference in mean is .58 which is greater than the set p-value of. 0.05. This indicates the difference is not significant. The null hypothesis is not rejected. That is to say, there is no significant difference in the mobilize resources in far-flung school as perceived by the respondents when they are grouped according to their age. While younger teachers may be more technology adept, older teachers often possess extensive pedagogical knowledge that can be valuable in resource utilization.

Table 5.c :- Difference on Mobilization of Resources Based on Civil Status

Groups	F	Mean	p-value	Indication	Decision
Married Single No response	55 12 1	3.83 4.09	.09	Difference is not significant	Do not reject H_o

Significant at p-value < 0.05

Result shows that with respect to mobilization of resources, the married for mean 3.83 while for the single 4.09. The computed p-value for the said difference is .09 which is greater than the set p-value of. 0.05. This indicates the difference is not significant. The null hypothesis is not rejected. That is to say, there is no significant difference in the mobilized resources in far-flung school as perceived by the respondents when they are grouped according to their civil status. This finding agrees with the result of the test of difference of the study of Oselumese et al. (2016) that found out that marital statuses of teachers had no relationship to teaching performance.

Table 5.d :- Difference on Mobilization of Resources Based on Name of School

Group	N	Mean	p-value	Indication	Decision
School A	f	3.68			
School B	11	3.89			
School C	8	3.86			
School D	6	3.94			
School E	4	4.21	0.79	Difference is not significant	Do not reject H_o
School F	4	4.13			
School G	8	3.92			
School H	11	3.78			
School I	9	3.82			

Significant at p-value < 0.05

Result shows that with respect to mobilization of resources, the computed p-value for the said difference is .79 which is greater than the set p-value of. 0.05. This indicates the difference is not significant. The null hypothesis is not rejected. This indicates there is no significant difference in the mobilization of resources in far-flung school as perceived by the respondents when they are grouped according to the name of their school. This finding deviates from the observation of Fu and Hashim (2024) that there is an unbalanced distribution of educational resources between urban and rural regions.

Table 5.e :- Difference on Mobilization of Resources Based on Address of School

Group	F	Mean	P-value	Indication	Decision
Pigcawayan	7	3.68			
Alamada	24	3.91			
Libungan	8	4.17	0.32	Difference is not significant	Do not reject H_o
Midsayap	9	3.86			
Aleosan	20	3.80			

Significant at p-value < 0.05

Table shows that with respect to mobilization of resources, Libungan group has the greatest mean 4.17, while the Pigcawayan group has the lesser mean 3.68. Moreover, the computed p-value for the said difference is .32 which is greater than the set p-value of. 0.05. This indicates that the difference is not significant. The null hypothesis is not rejected. That is to say, there is no significance difference on the mobilization of resources in far-flung school as perceived by the respondents when they are grouped according to their address of school.

Table 5.f :- Difference on Mobilization of Resources Based on Years of Teaching

Years of Teaching	f	Mean	p-value	Indication	Decision
1	2	4.36			
2.	1	4.13			
3	1	5.00			
5	14	3.93			
6	4	3.81			
7	9	3.94			
7	1	4.66			
8	5	4.16			
9	3	3.57			
10	9	3.74			
11	1	3.20			
14	4	3.76	0.16	Difference is not significant	Do not reject H_o
16	2	3.43			
17	2	4.10			
19	1	3.60			
23	3	3.55			
24	1	3.53			
25	1	3.73			
26	1	4.53			
27	1	3.46			
32	1	3.20			
33	1	4.33			

Significant at p-value < 0.05

Table 5.f shows that with respect to mobilization of resources, the computed p-value for the difference in mean is .16 which is greater than the set p-value of. 0.05. This indicates the difference is not significance. The null hypothesis is not rejected. That is to say, there is no significant difference in the mobilized resources in far-flung school as perceived by the respondents when they are grouped according to their years of teaching. This finding contradicts the results of the study of Belayneh (2008) which found out that years

of teaching experience has a statistically significant difference in the teachers' utilization behavior of instructional materials.

Table 5.g :- Difference on Mobilization of Resources Based on Teaching Position

Group	F	Mean	p-value	Indication	Decision
Teacher 1 Teacher 2 Master T1 Master T2	47 2 14 5	3.90 4.10 3.77 3.90	0.76	Difference is not significant	Do not reject H_o

Significant at p-value < 0.05

Table 5.g shows that with respect to mobilization of resources, the group 2 has greatest for mean 4.10 while for the lesser is group 3 with a mean 3.77 with a mean difference of .08. The computed p-value for the said difference is .63 which is greater than the set p-value of. 0.05. This indicates the difference is not significant. The null hypothesis is not rejected. That is to say, there is no significant difference in the mobilized resources in far-flung school as perceived by the respondents when they are grouped according to their teaching position. This finding contradicts the results of the study of Belayneh (2008) which found out that teachers' qualification has a statistically significant difference in the teachers' utilization behavior of instructional materials.

Relationship Between Availability and Mobilization of Resources

Table 6 :- Relationship Between Availability and Mobilization of School Resources

Variables	Correlation Coefficient (r-value)	Indication	p-value	Indication	Decision
Availability of Resources Utilization of Resources	0.66	Strong (high) positive (direct) correlation	0.000	Relationship is highly significant	Reject null hypothesis

*r-value	Indication
I r I = 0.00	No correlation
0.00 < I r I < 0.20	Very Weak Positive/Negative Correlation
0.20 ≤ I r I < 0.40	Weak Positive/Negative Correlation
0.40 ≤ I r I < 0.60	Moderately Strong Positive/Negative Correlation
0.60 ≤ I r I < 0.80	Strong Positive/Negative Correlation
0.80 ≤ I r I < 1.00	Very Strong Positive/Negative Correlation
I r I = 1.00	Perfect Negative/Positive Correlation

**Significant at p-value < 0.01

Table 6 shows that the correlation coefficient (r-value) for the variable availability of resources in relation to the variable mobilization of resources is 0.66 which indicates that there exists a strong and positive relationship between the said variables. Moreover, the computed p-value for the said relationship is 0.000 which is less than the set p-value of 0.01. This indicates a highly significant relationship between the variables. The null hypothesis, therefore, is rejected. It means that the more resources a school has available, the greater the potential for those resources to be used effectively in the learning process, leading to improved student outcomes.

CONCLUSION

Findings reveal a significant insight into the perceptions of resource availability and mobilization in far-flung schools. Across various demographic categories including gender, age, civil status, school name, school address, years in teaching, and position within the educational system, no significant differences were found within these schools. This suggests a remarkable consensus among respondents, indicating that regardless of individual characteristics or affiliations, there is a shared perception regarding the availability and utilization in far-flung schools.

Such uniformity in perception underscores the resilience and adaptability of far-flung schools in addressing their resource needs, despite the challenges posed by remote locations and limited access to resources. It suggests that efforts towards resource mobilization and management in these schools have been broadly perceived as equitable and effective across diverse stakeholder groups. This finding substantiates the Resource Dependence Theory which proposes that limitation in resources can be dealt with by establishing connection with others.

These findings have significant implications for policymakers, educators, and community leaders involved in the governance and support of far-flung schools. They underscore the importance of continuing efforts to ensure equitable access to resources, promote effective resource management practices, and foster a collaborative approach to addressing the unique needs of these schools. Stakeholders can work together to further enhance the quality of education and opportunities for students in far-flung areas.

LIMITATIONS AND RECOMMENDATIONS

The major limitations of this study were that it covered small number of schools in far-flung areas and included a relatively small sample size.

For Possible Courses of Action. The Department of Education may extend support to teachers in all their basic needs for teaching among far flung areas. The school administration may send teachers to trainings which will focus on technological and professional enhancement. The government through the Department of Public Works and Highways may provide infrastructure among far flung schools to ensure conducive of learning as well as their learning development.

For Possible Policy Formulation. The Department of Education may formulate prioritization policy on the schools and teachers of far-flung areas. The department offices of the public schools may formulate allocation of financial resources for the effective mobilization of available resources in school.

For Future Research Direction. To have a study on the Availability and Mobilization of Resources but will include a wider scope or locale. To conduct a qualitative study on the Availability and Mobilization Resources through a Focus Group Discussion (FGD).

REFERENCES

1. Alcontin, P.C.S. & Concepcion, K.M.D. (2024). The learning environment of a far-flung national high school: Stakeholders' perspective. https://oapub.org/edu/index.php/ejes/article/view/5213#:~:text=Results%20revealed%20the%20following%20emergent,school%2C%20community%2C%20and%20LGU.
2. Achufusi, N. & Ogechukwu, E.G. (2024). Gender and extent of utilization of available instructional resources by biology teachers for teaching secondary school biology in Enugu State, Nigeria. https://www.seahipublications.org/wp-content/uploads/2024/04/IJISSER-J-18-2024.pdf
3. Arande, S., Saud M., & Ashfaq, A. (2018). Exploring the role of NGOs' health programs in promoting sustainable development in Pakistan. https://www.researchgate.net/profile/Muhammad-Saud/publication/329500115_Exploring_the_Role_of_NGOs'_Health_Programs_in_Promoting_Sustai

nable_Development_in_Pakistan/links/5c27bc4292851c22a34e78ff/Exploring-the-Role-of-NGOs-Health-Programs-in-Promoting-Sustainable-Development-in-Pakistan.pdf?__cf_chl_tk=1Le76BGHaIWP2mjPMjQGMwBVRyPs8w1DKe2.yNLD2xQ-1740636524-1.0.1.1-EJyCr0j_953frFUAqQTnJ1o28gjj.bfOb1MvSJbpLfY

4. Ajayi, I.A. and Faremi, M.F. (2022). The influence of school type and location on resource
5. availability and pupils' learning outcome in primary schools in Ekiti State, Nigeria. https://www.researchgate.net/publication/361137219_The_Influence_of_School_Type_and_Location_on_Resource_Availability_and_Pupils'_Learning_Outcome_in_Primary_Schools_in_Ekiti_State_Nigeria
6. Belayneh, A.S. (2008). Teachers' Differences on the Utilization of Instructional Materials as the
7. Function of their Years of Teaching Experiences, Level of Academic Qualifications and School Contexts in Bahir Dar Town Schools. https://www.researchgate.net/publication/345607783_Teachers'_Differences_on_the_Utilization_of_Instructional_Materials_as_the_Function_of_their_Years_of_Teaching_Experiences_Level_of_Academic_Qualifications_and_School_Contexts_in_Bahir_Dar_Town_School
8. Bilbao, P. P., Corpuz, B.B., Llagas, A.T., & Salandaan, G.G. (2018). The teaching profession. Lorimar Publishing Inc. https://www.studocu.com/ph/document/university-of-southeastern-philippines/facilitating-learning-centered-teaching/teaching-profession/73776078
9. Bingco, K., Protacio, A., Escanillan, P.P., Dalde, N., & Gonzales, J.A. (2022). Face-to-face to online teaching: English teachers' lived experiences. *Globus Journal of Progressive Education*. https://globusedujournal.in/wp-content/uploads/2022/05/GE-121-JJ22-11-Kimwell-L.-Bingco.pdf
10. Bugnos, J., Protacio, A., Billanes, E., Caman, K., Diego, S., Formacion, C., Galamay, N., and Molato, M. (2022). Traditionalist to progressivist: Lived experiences of generation X teachers in the new normal. *Globus Journal of Progressive Education.* https://globusedujournal.in/wp-content/uploads/2022/05/GE-121-JJ22-12-JezelleD.-Bugnos.pdf
11. Costello, D. (2023). Causal comparative research: Insights and implications. https://www.servicescape.com/blog/causal-comparative-research-insights-and-implications
12. Effiom, V.N. & Okeke, S.U. (2020). Influence of Teachers' Demographics on Academic Achievement of Students in Economics. https://www.researchgate.net/publication/351984393_Influence_of_Teachers'_Demographics_on_Academic_Achievement_of_Students_in_Economics
13. Fu, W. & Hashim, A.T.M. (2024). Research on the Relationship between Urban and Rural Educational Resources Allocation and Educational Equity. DOI:10.26689/ief.v2i8.8329
14. Hoque. Y.Q.K.E. & Razak, A.A.Z. (2024). Exploring the relationship between teachers' marital status and teaching ability: A systematic review (2010-2022). https://myjms.mohe.gov.my/index.php/ajress/article/view/27572
15. HR Zone. (2024). What is Resource Dependence Theory (RDT)? https://hrzone.com/glossary/what-is-resource-dependence-theory-rdt/
16. Javilla, M.A., and Fabella, F. E. (2019). Lived experience of mobile teachers in far-flung schools in Antipolo City. *Social Science Research Network*. https://www.ssrn.com
17. Kurniawati, F. (2021). Exploring teachers' inclusive education strategies in rural Indonesian primary schools (EJ1303237). *ERIC*. https://eric.ed.gov/?id=EJ1303237
18. Kuteesa, K.N., Akpuokwe, C.U. & Udeh, C.A. (2024). gender equity in education: Addressing challenges and promoting opportunities for social empowerment. https://www.researchgate.net/publication/379904113_GENDER_EQUITY_IN_EDUCATION_ADDRESSING_CHALLENGES_AND_PROMOTING_OPPORTUNITIES_FOR_SOCIAL_EMPOWERMENT
19. Lariosa, E. J., Diendo, M., & Espinosa, F. (2022). Lived Experiences Of Teachers In Far-Flung Schools. https://www.noveltyjournals.com/upload/paper/LIVED%20EXPERIENCES%20OF%20TEACHERS-15092022-10.pdf

20. Lees, S. D., Jenkins, B. N., and Moskowitz, J. T. (2016). Positive affect and health: What do we know and where next should we go? *Annu. Rev. Psychol.* https://pubmed.ncbi.nlm.nih.gov/30260746/
21. Leocadio. M.A. (2023). Life of teachers in far-flung areas. https://www.gurupress-cordillera.com/post/life-of-teachers-in-far-flung-areas
22. McCombes, S. (2023). Descriptive research | Definition, types, methods & examples. https://www.scribbr.com/methodology/descriptive-research/
23. Neubauer, B. E., Witkop, C. T. & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *National Library of Medicine*. https://pubmed.ncbi.nlm.nih.gov/30953335/
24. Olabiyi, W., Samad, S. & Selim, H. (2025). Challenges faced by philippine elementary schools in teaching literacy in remote areas. https://www.researchgate.net/publication/388631101_Challenges_Faced_By_Philippine_Elementary_Schools_In_Teaching_Literacy_In_Remote_Areas
25. Ondong, J.C. (2024). Utilization of School Resources in Basic Education: A Multiple Case. https://ejournals.ph/article.php?id=23356
26. Oselumese, I.B., Blessing, O. & Vinnela, O. (2016). Marital status and teachers' job performance in public secondary schools in Edo State. https://ijournals.in/wp content/uploads/2017/06/5.4902-Blessing.compressed.pdf
27. Shahid Rafiq, S., Iqbal, S. & Afzal, A. (2024). The Impact of Digital Tools and Online Learning Platforms on Higher Education Learning Outcomes. https://www.researchgate.net/publication/380734414_The_Impact_of_Digital_Tools_and_Online_Learning_Platforms_on_Higher_Education_Learning_Outcomes/link/664c648e479366623a0184a7/download?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19
28. Shikalepo, E. E. (2020). Challenges facing learning at rural schools: A review of related literature. *International Journal of Research and Innovation in Social Science (IJRISS), 4*(3), 128-132. https://www.researchgate.net/publication/340272978_Challenges_Facing_Learning_at_Rural_Schools_A_Review_of_Related_Literature
29. Sonza, S.J.A., Protacio, A.V., Padojinog, W.M.E., Peñafiel, N.Q., Javier, B.A.H., Dolojo, R.D., Magtulis, C.S. & Barcelona, C.K. (2022). Facilitators and barriers of students' modular distance. https://www.researchgate.net/publication/359864051_Facilitators_and_barriers_of_students'_modular_distance_learning_in_English_A_phenomenological_inquiry
30. Stefie, et al. (2019). Student perceptions of resource mobilization in far-flung schools. *Journal of Education in Remote Areas*. https://www.researchgate.net/publication/356578368_Students'_Perceptions_on_Participating_in_Remote_Learning_Activities_in_the_Time_of_Covid-19_Pandemic
31. Tacogue, S., Protacio, A., Alocada, J.J., Gevero, G.A., Diama, B.G., Denoy, D., Lumasag, J.R., & Oronce Jr., R. (2022). Learning in isolation: Exploring the lived experiences of students in self-directed learning in English. *Globus Journal of Progressive Education.* https://www.researchgate.net/publication/359864519_Learning_in_isolation_Exploring_the_lived_experiences_of_students_in_self-directed_learning_in_English
32. Ucag, M.S., Gerodias, E.G., Medel, A.F.S. & Chua, J.S. (2024). Navigating educational frontiers: unweaving the challenges faced by teachers in far-flung schools on negros island. https://www.researchgate.net/publication/381114574_NAVIGATING_EDUCATIONAL_FRONTIERS_UNWEAVING_THE_CHALLENGES_FACEDBY_TEACHERS_IN_FAR-FLUNG_SCHOOLS_ON_NEGROS_ISLAND_PSYCHOLOGY_AND_EDUCATION_A_MULTIDISCIPLINARY_JOURNAL_Navigating_Educational_Frontiers_U
33. Xian, S. (n.d.). Bridging the gap: Limited education funding in p\Philippine rural areas. https://www.childrenofthemekong.org/bridging-the-gap-limited-education-funding-in-philippine-rural-areas/
34. Yeshaswi, G. (2024). What is correlational research? https://www.entropik.io/blogs/what-is-correlational-

research#:~:text=Correlational%20research%2C%20also%20known%20as%20correlational%20study%2C%20is%20a%20type,for%20accurate%20analysis%20and%20interpretation

35. Zamora, R.A. (2023). Lived experiences of teachers in far flung teaching community in West Malungon District, Sarangani Division. https://ijisrt.com/assets/upload/files/IJISRT23FEB692.pdf

ABOUT THE AUTHORS

Mary Jean J. Clarito is the program head of the Bachelor of Elementary Education of Notre Dame of Midsayap College, Midsayap, Cotabato, Philippines.

Sergio D. Mahinay, Jr. is a faculty member of the College of Education of Notre Dame of Midsayap College, Midsayap, Cotabato, Philippines.

Ira Adrian B. Largonio is a student-researcher and enrolled in the program Bachelor of Elementary Education at Notre Dame of Midsayap College, Philippines.

Maricel G. Manuang is a student-researcher and enrolled in the program Bachelor of Elementary Education at Notre Dame of Midsayap College, Philippines.

Manilyn A. Caybo is a student-researcher and enrolled in the program Bachelor of Elementary Education at Notre Dame of Midsayap College, Philippines.

Kristine B. Borja is a student-researcher and enrolled in the program Bachelor of Elementary Education at Notre Dame of Midsayap College, Philippines.

Jerden B. Pis-an is a student-researcher and enrolled in the program Bachelor of Elementary Education at Notre Dame of Midsayap College, Philippines.