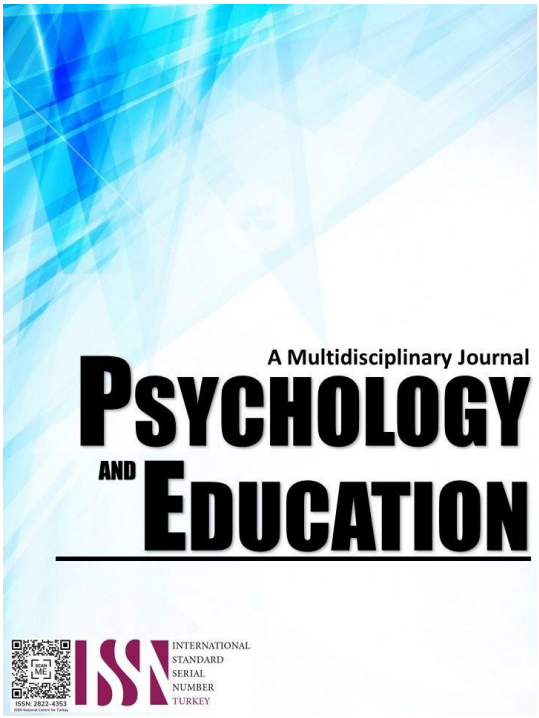
TEACHERS' DEMOGRAPHIC PROFILE AND LEARNING RESOURCE MANAGEMENT SKILLS



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Research Article

Teachers' Demographic Profile and Learning Resource Management Skills

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Abstract

The study determined the teachers' demographic profile and learning resource management skills among the 125 elementary teachers of District II in the Division of Valencia City. Mainly, it determined the elementary school teachers' demographic profile in terms of age, sex, position, length of service, highest educational attainment, level of learning resource management skills, and the significant difference in the participants' learning resource management skills when grouped according to demographics. This study used the quantitative correlation method as the research design. Furthermore, the study adopted a survey questionnaire to measure the participant's level of learning resource management skills. Statistical tools such as frequency, percentage, mean, standard deviation, and regression analysis were used to interpret the data gathered. The study results revealed that most respondents are 31 to 40 years old, primarily females, hold Teacher I-III positions, have been in the teaching profession for less than ten years, and have bachelor's degree holders. Furthermore, elementary teachers have a very high level of resource management skills, particularly in aligning learning resources with learning competencies, using digital tools, and promoting critical thinking skills in designing the materials. Lastly, the study confirmed that the participants' learning resource management skills were at the same level when grouped according to demographics.

Keywords: *demographic profile, learning resource, management skills, teachers*

Introduction

The multifaceted roles of teachers in the classroom include not only delivering lessons but also the construction and management of learning resources that aid the teaching and learning process. This role becomes heavier during and after the pandemic when teachers need to revisit and modify their learning resources to fit the needs and challenges of the situation. In addition, teachers face various other obstacles in designing and managing these learning resources.

One significant challenge is the need for adaptability, as the educational landscape is constantly evolving with advancements in technology and changes in curriculum standards. Teachers must stay abreast of these developments to ensure their learning resources remain relevant and practical. One crucial factor affecting the teacher's skill in managing learning resources is their demographics.

A teacher's demographic profile encompasses various characteristics, such as age, gender, years of teaching experience, and educational background. These factors may influence how teachers approach their work, their strategies, and their adaptability in addressing the diverse needs of their students (Francisco, 2020; Salvan & Hambre, 2020). Existing research has suggested that demographic attributes can impact teaching styles and effectiveness, but their specific relationship with the development of learning resources remains a relatively unexplored territory.

Previous studies and literature, such as that of Wahyuningsih et al. (2022) and Mahdi and Al-Dera (2013), found that the technical ability to use tools and devices to create digital learning resources, the strategy of organizing learning materials to be applied to learning resources, and the lack of skills in managing learning materials to be applied are among the challenges that teachers faced in managing learning resources. These challenges were directly related to age, teachers' length of service, and educational attainment.

The demands placed upon teachers' roles and responsibilities in the Philippines are manifold and intricate. Educators are tasked not only with the mere conveyance of information but with the responsibility of ensuring that every student acquires the knowledge, abilities, and outlook necessary to emerge as capable and accomplished citizens capable of addressing the challenges posed by the 21st century (Guerriero, 2017; Mercado & Ching, 2016). Developing and creating learning resources is one of the many ways teachers can effectively ensure students acquire knowledge and skills. However, the teacher's ability to create and manage learning resources has often been neglected, resulting in the use of uniform materials, which may not have a desirable effect on the students' different learning styles and learning outcomes (Santiago et al., 2022; Dela Cruz, 2021). These occurrences have prompted discussions about how their background and setting affect teachers' learning resource management skills and how school administrators can best assist them.

In light of these circumstances, it becomes evident that understanding the connections between teachers' roles and responsibilities based on their diverse backgrounds is crucial. The present study, therefore, aimed to examine the possible relationships between teachers' demographic characteristics and their learning resource management skills. As the research topic suggests, exploring these relationships can provide valuable insights into how demographic factors influence a teacher's ability to develop practical learning resources.

Research Questions

This study determined the elementary school teachers' demographic profile and learning resource management skills. Specifically, it answered the following research problems:

1. What is the elementary school teachers' demographic profile regarding age, sex, position, length of service, and highest educational attainment?
2. What is the elementary school teachers' learning resource management skills level?
3. When grouped according to demographics, Is there a significant difference in the participant's learning resource management skills level?

Methodology

Research Design

This study used the quantitative correlational method as the research design. A quantitative correlational research design is a methodology that investigates the relationships or associations between two or more variables. In this approach, researchers collect numerical data from participants and analyze it to determine whether there is a statistical correlation between the variables. This study determined the relationship between elementary teachers' demographic profile and learning development skills.

Respondents

The total number of elementary teachers in District II was 125. The researcher recruited all the elementary teachers in the district for the study's respondents. Table 1 presents the distribution of participants from the different schools.

Table 1. *Distribution of Participants*

Schools	*Teachers*
Bagontaas Central Elementary School	51
Kilangi Integrated School	9
Lurugan Elementary School	37
New Visayas Integrated School	10
San Carlos Integrated School	14
Ulaligan Elementary School	4
Total	125

Instrument

This study adopted a survey questionnaire from the study of Jimenez (2021) to measure the participants' learning resource management skills. The questionnaire contained 20 statements about the teachers' skills and factors considered in developing learning resources for their classrooms. The participants had to check the statement that best described their perspectives using a 4-point Likert Scale. Below is the scoring scheme to assess the teacher's learning resource management skills.

Data Analysis

In analyzing the data that were gathered in this study, the following statistical tools were used:

In identifying the elementary teacher's demographic profile, frequency, and percentage were used as statistical treatments.

This study used mean and standard deviation to determine the elementary teacher's level of learning resource management skills.

Finally, Regression Analysis was used as a statistical tool to identify the significant difference in the participants' learning resource management skills when grouped according to demographics.

Results and Discussion

This section presents the results and discussion of the data gathered to analyze the teacher's demographic profile and learning resource management skills.

This study determined the elementary school teachers' demographic profile and learning resource management skills. Specifically, it described the teachers' demographic profile regarding age, sex, position, length of service, and highest educational attainment. It also determined the teachers' level of learning resource management skills. The following sections present and discuss the demographic profile of elementary school teachers in terms of age, sex, position, length of service, and highest educational attainment.

Table 2 presents the teacher respondent's demographic profile in terms of age.

Table 2. *Demographic Profile of Respondents in terms of Age*

Age	*Frequency*	*Percent*
21 - 30 years old	16	12.8
31 - 40 years old	51	40.8
41 - 50 years old	33	26.4
51 - 60 years old	25	20.0
Total	125	100.0

As shown in Table 2, the majority of teachers, 40.8%, fall within the age range of 31 to 40 years old, with a frequency of 51 individuals. This is followed by the age range of 41 to 50, representing 26.4% of the teachers (n = 33). Teachers aged 51 to 60 comprise 20.0% of the sample, accounting for 25 individuals. The age group of 21 to 30 is the lowest population, with only 12.8% of the respondents or 16 individuals falling within this category.

The results indicate that most teacher respondents in District II of the Division of Valencia City fall within the middle-aged demographic, which suggests that a significant portion of teachers in the city are likely experienced educators who have been in the profession for a considerable amount of time. Additionally, the data show that the older age groups, specifically those aged 21-30, are the least represented among the respondents. This suggests that fewer teachers belong to this generation who are assigned to the district or fewer graduates join the teaching force.

The demographic profile of teachers in District II of the Division of Valencia City, particularly the prevalence of middle-aged educators, reflects a common trend observed in other cities in the Philippines (Rudio et al., 2020; Santiago et al., 2022). This trend is often attributed to factors such as job stability, career progression, and the accumulation of experience over time, which tend to attract individuals to the teaching profession and encourage longevity in their careers.

Meanwhile, the lesser number of fresh graduates who enter the teaching profession aligns with the latest report of the Organization for Economic Cooperation and Development (OECD, 2020), which shows that in upper secondary education, only 66% of Teachers chose teaching as their first career choice, with variations Between countries. Hence, motivation to join the teaching profession is also a crucial factor.

Moreover, Tarraya (2023) explained the teachers' situations in the Philippines, where many complained about the heavy workloads, inadequate resources, and insufficient support, impacting the declining number of graduates joining the teaching force. Additionally, issues like imbalanced teacher-student ratios, underfunding, and inequalities in education exacerbate the challenges faced by teachers in the country.

On the other hand, Table 3 reflects the respondent's sex.

Table 3. *Demographic Profile of Respondents in terms of Sex*

Gender	*Frequency*	*Percent*
Male	21	16.8
Female	104	83.2
Total	125	100.0

As shown in Table 3, the % of teacher respondents, 83.2%, identified as female, with a frequency of 104 individuals, while the male respondents accounted for 16.8% of the total sample, comprising 21 individuals. The results indicate that there are still more female teachers than male teachers, which could be attributed to the history of the teaching profession being associated with femininity, particularly evident in elementary education, where it is often labeled as "women's work." Worries over the diminishing presence of men in this domain have spurred demands for more excellent male representation among educators (Salvan & Hambre, 2020).

The results also support national education reports on the scarcity of male teachers in the Philippines and broader concerns regarding recruiting and retaining male educators, as reported by the National Center for Education Statistics (NCES, 2022).

On the contrary, Santiago et al. (2022) see the disparity between male and female teachers as a sign that other genders are already in the teaching profession in response to the government's gender quality thrusts. This could contribute to tearing down gender stereotypes regarding the roles and career opportunities for women, as students seem to attribute more value to teachers' practices rather than to their gender.

Meanwhile, Table 4 reflects the respondent's demographic profile regarding their positions in the school.

Table 4. *Demographic Profile of Respondents in terms of Positions*

Position	*Frequency*	*Percent*
Teacher I - Teacher III	115	92.0
Master Teacher I - Master Teacher IV	6	5.0
Elementary School Head Teacher I - IV	2	1.5
Substitute Teacher	2	1.5
Total	125	100.0

As presented in Table 4, most respondents, accounting for 92.0%, hold positions ranging from Teacher I to Teacher III. This is followed by Master Teachers I to IV, comprising 5.0% of the respondents. Elementary School Head Teachers I to IV and Substitute Teachers represent 1.5% of respondents.

The data shows that most of the district's teachers still hold the Teachers I and II positions despite being in the service for at least ten years. The gap between the number of teachers in the Teacher I-II and Master Teacher positions is quite broad, which can be attributed to the promotion system in the Department of Education.

Previous researchers (NCES, 2023; Llego, 2023) claim that the reason there are more teachers in DepEd at levels I-III compared to Master Teachers is due to the hierarchical structure and progression within the education system. Teachers at levels I-III are entry-level and mid-level teaching positions, while Master Teachers represent a higher rank that requires more experience, qualifications, and expertise. The distribution reflects the natural progression of teachers as they gain experience and meet the criteria for advancement.

Additionally, Malipot (2023) reported that items such as master teacher and head teacher are very limited in the Department of Education. Hence, many stay in the Teacher I-III positions long and even retire as Teacher I (Llego, 2023). Similarly, Pagayanan (2021) claimed that teacher promotion and advancement opportunities, based on years of service or additional education, are crucial aspects of their professional lives, akin to other formal employees. These avenues for advancement serve as significant motivators for diligence and enhanced productivity among educators.

Given that the teaching profession revolves around students, Alciso et al. (2023) reiterated the possible repercussions of career stagnation that can adversely affect both the individual employee and the organization. These effects encompass Various aspects, such as job performance, students' academic achievements, and the overall quality of education.

Another category of the respondents' profiles investigated in this study was the length of service provided by the teachers, as reflected in Table 5.

Table 5. *Demographic Profile of Respondents in terms of Length of Service*

Position	*Frequency*	*Percent*
1 - 10 years	60	49.8
11 - 20 years	40	33.5
21 - 30 years	15	12.4
31 - 40 years	4	3.3
1 - 12 months	2	1.0
Total	125	100.0

As presented in Table 5, in this study, the length of service among respondents was analyzed to understand the distribution of experience within the sample. A total of 125 respondents provided data on their length of service. Most respondents, constituting 49.8%, reported having served between 1 to 10 years. Following this, 33.5% of respondents had tenures ranging from 11 to 20 years, indicating that a substantial portion of the sample possessed moderate experience levels. Meanwhile, the fewest respondents have been on the service for less than a year, comprising only two individuals or 1.0% of the total population.

The respondent's length of service in the teaching profession indicates that most have gained sufficient experience and expertise to become more established in their roles. However, they still need to be nearing retirement. This cohort of teachers represents a critical demographic for mentorship (Batanero et al., 2021; Asio & Jimenez, 2020), leadership development (Bordia, 2022), and retention efforts (Pardillo et al., 2021) within the educational institution.

Moreover, the lowest proportion of respondents with less than a year in the service highlights the prevalence of early-career teachers within the surveyed cohort. These teachers require targeted support and professional development initiatives to facilitate their transition into the teaching profession, establish effective instructional practices, and navigate the challenges inherent in the early stages of their careers.

Tummers and Bakker (2021) and Waigera et al. (2020) also highlighted targeted support and professional development, arguing that high-quality educators require the knowledge and skills relevant to their instructional field. These competencies are acquired through Professional Development (PD) programs, which play a crucial role in shaping educators' future professional growth and development. Educators must be provided opportunities to enhance their knowledge and skills, sustain motivation, and foster collaboration with peers throughout their careers.

On the other hand, the respondents' highest educational attainment is shown in Table 6.

Table 6. *Demographic Profile of Respondents in terms of Highest Educational Attainment*

Position	*Frequency*	*Percent*
PhD Degree	1	0.81
PhD units	5	4.09
Master's Degree	26	20.8
Master's units	35	28.0
College Degree	58	46.4
Total	125	100.0

Table 6 presents the respondents' educational attainment, which was examined to discern the distribution of academic qualifications within the sample. Out of 125 respondents, the majority, 46.4% or 58 individuals, hold a college degree, indicating a substantial representation of individuals with undergraduate education. Following this is the 35 teachers, or 28.0 of respondents, who have earned

units in master's degrees, suggesting a significant cohort of individuals who have pursued advanced coursework but have not obtained a master's degree.

In comparison, only 26 teachers, or 20.7% of the respondents, possessed a master's degree, indicating a notable proportion of individuals with postgraduate qualifications. Interestingly, a small fraction, representing 4.09% of the respondents, have earned doctorate PhD units. In comparison, a mere 0.81% of respondents reported holding a PhD degree, indicating a minimal number of individuals with the highest academic qualification.

The presence of individuals with master's degrees and completed Master's units signifies a substantial representation of individuals with advanced academic qualifications, demonstrating a commitment to further education and professional development. However, the limited number of respondents with PhD degrees suggests a smaller cohort of individuals with the highest level of academic achievement within the sample. Understanding the distribution of educational attainment provides valuable insights into the educational diversity and qualifications present among the respondents, contributing to a comprehensive understanding of the sample composition.

The idea of continuous professional development, particularly in pursuing graduate studies, was highlighted by previous researchers (Ma, 2022; Zhang et al., 2021; Wahyuningsih et al., 2022) not only as a means of achieving personal goals but also as a demonstration of their dedication to professional growth and excellence. Engaging in graduate studies allows teachers to deepen their understanding of subject matter content, refine their pedagogical skills, and stay abreast of current research and best practices in education. This continuous learning process enables educators to enhance their effectiveness in the classroom, cater to the diverse needs of their students, and adapt to the ever-evolving landscape of education.

On the other hand, the minimal number of respondents with units in Ph.D. or full-fledge PhDs support the claims of Arnesto (2020) that factors such as workloads and expenses are the primary reasons teachers shy away from pursuing graduate studies. Pursuing a Ph.D. while maintaining a career in education is demanding in terms of time and energy, given the rigorous academic requirements and research obligations typically associated with doctoral studies. Additionally, the financial costs involved, including tuition and research expenses, can pose significant barriers for educators, especially those with familial responsibilities or limited financial resources.

The subsequent parts will show the presentation and discussion on the elementary school teacher's level of learning resource management skills.

Table 7 presents the teachers' level of learning resource management skills.

Table 7. *Teachers' Level of Resource Management Skills*

Indicators	*Mean*	*Std. Deviation*	*Qualitative Description*
…the materials I developed assisted me in properly delivering my lessons.	4.55	0.64	Very Highly Managed
…the level of materials I developed is within the target needs of the learners	4.54	0.64	Very Highly Managed
…the learning activities provided in the materials are user-friendly	4.54	0.63	Very Highly Managed
…I provide clear instructions and guidelines within the learning resources to facilitate independent learning among students.	4.52	0.68	Very Highly Managed
…I integrate real-world examples and applications in the learning resources to connect theoretical concepts with practical experiences.	4.51	0.68	Very Highly Managed
…the learning resources I develop encourage student engagement and active participation in the learning process.	4.51	0.69	Very Highly Managed
…I make sure that the LRs I developed are accessible to my learners	4.48	0.66	Very Highly Managed
…I explore and incorporate innovative teaching methodologies and pedagogical approaches in designing and implementing learning resources.	4.48	0.66	Very Highly Managed
…I use formative assessments and checkpoints within the learning resources to monitor student progress and adjust teaching strategies accordingly.	4.47	0.69	Very Highly Managed
…the LRs I developed help the learners to master the most essential learning competencies effectively.	4.41	0.71	Very Highly Managed
…I align the learning resources with the varied learning styles and preferences of the students in the classroom.	4.39	0.70	Very Highly Managed
…the Learning Resources (LRs) I developed are anchored to DepEd Learning Competencies	4.37	0.81	Very Highly Managed
…the LRs I developed make use of appropriate digital tools	4.36	0.74	Very Highly Managed
…I collaborate with fellow educators and subject teachers to enhance the quality and depth of the learning resources.	4.35	0.74	Very Highly Managed
…I conduct a needs analysis before designing an LR to ensure I know my learner's needs.	4.31	0.70	Very Highly Managed
…the learning resources I create promote critical thinking, problem-solving, and 21st-century skills.	4.33	0.69	Very Highly Managed
…I incorporate diverse perspectives and cultural sensitivity in the learning resources to make them inclusive and reflect the learners' backgrounds.	4.33	0.72	Very Highly Managed
…I continuously update and revise the learning resources based on feedback, changing	4.29	0.77	Very Highly Managed

educational trends, and emerging content to ensure relevance.				
…I conduct content validation to ensure that the LRs I developed are error-free.		4.14	0.92	Highly Managed
…I ask my learners to provide feedback after using the LRs I developed.		3.95	0.90	Highly Managed
	Total	4.36	0.049	Very Highly Managed

Legend: 4.21 – 5.00 = Very Highly Managed (5 out of 5 indicators) | 3.41 – 4.20 = Highly Managed (4 out of 5 indicators) | 2.61 – 3.40 = Moderately Managed (3 out of 5 indicators) | 1.81 – 2.60 = Slightly Managed (2 out of 5 indicators) | 1.00 – 1.80 = Very Slightly Managed (1 out of 5 indicators)

Presented in Table 7 are the mean scores and standard deviations for twenty indicators related to the development and effectiveness of learning resources as perceived by teachers. It can be seen that the total mean of the teachers' perceived level of resource management skills is 4.36, with a standard deviation of 0.049, and the interpretation of Very Highly Managed of resources management skills. In particular, the highest indicator is "…the materials I developed assisted me in properly delivering my lessons," which got a mean score of 4.55, a standard deviation of 0.64, and the interpretation of a Very Highly Managed resource management skills. On the other hand, the indicator, "…I ask my learners to provide feedback after using the LRs I developed," got the lowest mean of 3.95, the standard deviation of 0.90, and the interpretation of Highly Managed resource management skills.

The results imply that the indicators related to conducting content validation and seeking learner feedback, which received slightly lower mean scores, still reflect a positive perception; the lower scores suggest areas where educators may further improve their practices. However, it is essential to note that even Highly Managed indicators still indicate a generally favorable perception among teachers.

On the other hand, the standard deviations for each indicator provide insights into the variability of responses around the mean scores. Lower standard deviations suggest less variability, indicating a higher level of agreement among respondents Regarding the effectiveness of specific practices. Meanwhile, higher standard deviations suggest more significant variability in perceptions, potentially highlighting areas where opinions diverge among educators.

The quantitative results, where the teachers perceived their resource management skills as high, particularly in the materials they developed, which assisted them in properly delivering their lessons, align with the mandate of the Department of Education to encourage teachers to build, contextualize, and implement their materials in the classroom. According to Dela Fuente (2021), the Department of Education (DepEd) has mandated the development, quality assurance, production, and distribution of learning resources in the classroom through various initiatives and policies. The development process involves evaluating and selecting education resources and textbook providers, quality-assuring the produced resources/textbooks, and distributing them to public schools.

The results also align with Jimenez et al.'s (2020) claim that developing instructional materials can yield improvements in student learning outcomes equal to or greater than many interventions that are often more costly. They can provide a common foundation for educators within and across a school system to organize their work at the classroom level and collaborate to develop together.

Similarly, Bordia (2022) explained that high-quality instructional materials provide a clear and coherent vision of an approach in practice, supporting teachers and students in bringing that vision to life in the classroom. They can also help teachers adopt new standards by better connecting them with curriculum developers and professional learning providers.

Hence, Mercado and Ching (2019) and Padillo et al. (2021) asserted that institutions like the Department of Education can provide training programs that focus on developing instructional materials. These training programs can cover various aspects of material design, such as content selection, lesson planning, and assessment strategies. Wahyuningsih et al. (2022) posited that by equipping teachers with the necessary skills and knowledge, they can create effective and engaging instructional materials that cater to the needs of their students.

The subsequent sections present and discuss the significant relationship between the participant's level of learning resource management skills when grouped according to demographics.

This study also evaluated the possible effect of teachers' demographics on their resource management skills. Table 8 presents the statistical data on the regression analysis conducted to ascertain the respondent's learning resource management skills level when grouped according to demographics.

Table 8. *Regression Analysis on the Respondent's Level of Learning Resource Management Skills when Grouped According to Demographics*

Indicators of Learning Resource Management Skills	*P value*	*r*	*Qualitative Interpretation*
Length of service in years	0.023	0.801	Not Significant
Highest Educational Attainment	0.163	0.084	Not Significant
Gender	0.114	0.215	Not Significant
Age	0.069	0.451	Not Significant
Position	0.027	0.769	Not Significant

Table 8 shows that each demographic factor, including length of service, highest educational attainment, gender, age, and position, is assessed for its association with Learning Resource Management Systems (LRMS) skills, with p-values and correlation coefficients (r) provided.

Notably, all indicators exhibit p-values exceeding the conventional significance threshold of 0.05, indicating a lack of statistically significant associations between these demographic factors and Learning Resource Management Systems (LRMS) skills among educators. Hence, this study accepts the null hypothesis that no significant difference exists in the participants' learning resource management skills level when grouped according to demographics.

Among the demographic factors examined, length of service demonstrates the lowest p-value at 0.023, suggesting a relatively stronger but non-significant association with Learning Resource Management Systems (LRMS) skills. However, with a correlation coefficient of 0.801, the relationship between the length of service and Learning Resource Management Systems (LRMS) skills is not considered statistically significant.

Similarly, the remaining demographic factors, including highest educational attainment, gender, age, and position, all exhibit p-values exceeding 0.05, indicating no significant associations with Learning Resource Management Systems (LRMS) skills. These findings suggest that Learning Resource Management Systems (LRMS) skills among teachers are not significantly influenced by demographic characteristics such as length of service, educational background, gender, age, or position within the academic hierarchy.

While the absence of statistically significant associations may imply that demographic factors do not directly impact Learning Resource Management Systems (LRMS) skills among educators, it is essential to acknowledge that other unexplored variables or contextual factors may influence the development and acquisition of Learning Resource Management Systems (LRMS) skills. Moreover, the non-significant correlations observed in this study reflect the complexity of educators' skill development processes and the multifaceted nature of factors influencing technology proficiency in educational settings.

These results support Alciso et al.'s (2023) conclusion that the effectiveness of instructional material design is primarily linked to teachers' motivation to enhance student performance rather than solely determined by their backgrounds. This suggests that while demographic factors may contribute to a teacher's perspective and approach, their dedication to improving student outcomes plays a central role in the quality of instructional materials they create.

Similarly, Mbaegbu et al. (2021) posited that other than demographics, factors such as professional development opportunities, access to resources, and support from school leadership can significantly impact teachers' ability and willingness to create effective materials. Collaboration with colleagues and student feedback also play crucial roles, providing opportunities for peer learning and continuous improvement. Furthermore, Mercado and Ching (2019) posited that intrinsic factors such as passion for teaching, creativity, and a genuine desire to meet students' diverse needs can drive teachers to innovate and excel in resource management skills.

On the contrary, Jimenez et al. (2022) claimed that teachers' demographics play a role in shaping their skills in designing instructional materials, as different backgrounds, experiences, and perspectives can significantly influence the content and approach of educational materials. For instance, Kerzic et al. (2021) explained that teachers from diverse cultural backgrounds might incorporate a broader range of cultural references and examples into their materials, making them more relatable and engaging for a diverse student body.

Similarly, Mahdi and Al-Dera (2013) claimed that teachers' age demographics can influence the technological proficiency and digital literacy skills they bring to instructional material design. Younger teachers who grew up in the digital age may be more adept at integrating multimedia elements, interactive features, and online resources into their materials, enhancing students' overall learning experience.

However, the most important implication of the findings is the importance of considering a diverse array of factors beyond demographic characteristics when designing initiatives to foster Learning Resource Management Systems (LRMS) skills and technology proficiency among teachers.

Conclusions

Based on the key findings of the study, the following are the conclusions formulated:

The teaching force comprises varied individuals from different age groups, genders, positions, length of service, and educational backgrounds, which could contribute to a rich pool of perspectives, experiences, and expertise when developing resource materials. Leveraging this diversity can result in the creation of more comprehensive and inclusive materials that cater to the needs of a diverse student body.

The teachers' high resource management skills can facilitate the effective utilization of available resources in developing instructional materials. It can help the goals and objectives of the school and the institution in general.

Regardless of demographic background, teachers have the skills to develop, design, and manage the different school resources contributing to student learning. The school and the institution can tap into these skills to produce more quality, needs-based materials.

Based on the relevant findings and conclusions, this study proposed the following recommendations:

Further research exploring additional variables or contextual factors may offer a more advanced understanding of the determinants of learning resource management skills among educators, facilitating the design of targeted interventions and strategies to enhance

technology integration in education more effectively.

Schools may design professional development programs that enhance the resource management skills of teachers, particularly those who are still new to the service. It can be instrumental in maximizing the effectiveness of instructional material development. These programs could include workshops, seminars, and hands-on training sessions focused on budgeting, procurement strategies, and creative utilization of available resources.

Policymakers may also investigate the challenges teachers encounter in designing and managing school resources. Conducting thorough assessments and gathering feedback from educators can help policymakers gain valuable insights into the specific obstacles teachers encounter in resource management. This can then inform the development of targeted policies and initiatives aimed at providing support, resources, and training to address these challenges effectively.

Future researchers interested in exploring the intersection of teacher demographics and resource management skills in instructional material design may conduct qualitative studies such as interviews and focus groups that can provide deeper insights into teachers' specific challenges and strategies in managing resources.

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