

“THE HUMAN SIDE OF TEACHING: HOW LIMITED SUPPORT AND RESOURCES AFFECT INSTRUCTIONAL COMPETENCE”

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Teachers have been seen as both professional artists and scientists in the same breath. Thus, besides the expertise in the field, they should also be able to demonstrate flexibility, devise innovative approaches, and respond to the learners' needs. Sadly, teachers' professional growth is often limited due to the improper distribution of resources, a lack of guidance, and inadequate support from parents and the community. Such limitations can substantially lower the instructional competence level. As a result, it becomes difficult for teachers not only to implement effective strategies but also to motivate learners to participate in learning. Acknowledging the human facet of teaching, the manner in which educators overcome these obstacles, is a step towards recognizing which factors can be a vehicle for or a barrier to their professional development.

Effective professional development (PD) is a prerequisite for a teacher's instructional competency. Seven key elements of effective professional development were identified by Darling-Hammond et al. (2017): sustained duration, coaching, modeling, feedback, active learning, collaboration, and topic focus. These characteristics influence how teachers modify their lessons and enhance student performance.

Moreover, the role of administrative support is equally vital to the effectiveness of teachers' instruction. Nagdapan and Nagdapan (2025) discovered that the school administrators' concerted involvement in staffing and resource allocation had a positive impact on teachers' teaching approaches and cognitive skills. Their research highlights the importance of aligning personnel planning with the organization's objectives to enhance instructional quality.

Besides, teachers in resource-constrained schools often struggle to implement effective instructional strategies. A study by Mulalic (2024) highlighted that limited access to teaching materials and professional development opportunities hindered teachers' ability to adopt innovative teaching methods. This underscores the need for systemic support to empower educators in such settings.

Community and parents' involvement are vital for student success. Epstein (2018) emphasized that strong school-family-community partnerships lead to improved student achievement and teacher satisfaction. Collaborative efforts between educators and families create a supportive learning environment that fosters student engagement and academic growth.

Thus, there are advantages and disadvantages to teaching with limited resources. Initial stress, the possibility of less engaging lectures, and the desire for excessive teacher talking time, which impedes student participation and learning, are among the difficulties. However, by requiring the creation of fresh, innovative teaching strategies and the clever use of already-existing materials, resource constraints can promote teacher development. Techniques, including assigning students to groups for various tasks, utilizing magazine visual aids, and emphasizing low-resource language abilities such as speaking (through debates and role-plays), are recommended. Ultimately, this method fosters innovation and enhances teachers' creativity and resourcefulness. In the end, the support system coming from colleagues, superiors, parents, and even the community is indeed essential to improve the instructional competence of the teachers because it not only improves their teaching skills and teaching and learning materials, but also boosts their confidence, gives motivation every day, and develops their fire and passion to teach every day.

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