



IMPLEMENTATION OF THE INSTRUCTIONAL PRINCIPLES TO SUPPORT DIVERSE LEARNERS

ANNELLE G. RITUALO
TEACHER

PATAR ELEMENTARY SCHOOL
BOLINAO, PANGASINAN, PHILIPPINES

Abstract : The implementation of instructional principles is vital for fostering inclusive and effective learning environments, particularly for diverse learners in the context of the MATATAG Curriculum. This study focuses on Grade 3 teachers from Bolinao District Cluster II to evaluate their adherence to instructional principles and identify challenges in supporting diverse learners. The study aims to assess the implementation of instructional principles under four dimensions—Inclusive, Ideational, Integrative, and Innovation—while examining the relationship between these practices and the teachers' profiles. It also seeks to identify challenges faced during implementation and provide actionable recommendations. A descriptive-correlational research design was employed, involving 19 Grade 3 teachers as respondents. Data were collected through a structured questionnaire and analyzed using descriptive and inferential statistical methods. Findings revealed that instructional principles were consistently rated as "Highly Implemented" across all dimensions. However, significant challenges included adapting teaching materials, integrating technology, and balancing curriculum flexibility with diverse learner needs. Marital status was the only profile variable significantly related to the implementation of integrative principles. Recommendations include expanding access to professional development, improving resource allocation, fostering technological integration, and providing systemic support to address challenges and resistance to change. These strategies aim to enhance the capacity of educators to deliver equitable and effective education

IndexTerms - Implementation, instructional principles, support, diverse learners, inclusive, ideational, integrative, innovative

I. INTRODUCTION

1.1 Rationale

An increasing amount of diversity distinguishes today's classrooms. Students with impairments, gifted students, English language learners, and students from varied cultural and linguistic backgrounds all learn alongside one another in the same instructional setting (Ewe & Galvin, 2023).

Today, teachers are faced with a challenge because of growing diversity in the classroom, which guarantees that every student, regardless of background or learning style, has an equal chance to succeed. Around the world, the need to help different learners has grown dramatically. In classrooms, there are kids with a variety of disabilities, cultural backgrounds, and learning preferences. Because of this variability, a varied learner group must effectively receive instructional principles. Nevertheless, several studies show that teachers may run into several issues while trying to accomplish this (Ainscow, 2020).

According to Gibbs & McKay (2021), the study carried out on differentiated instruction among classrooms found that despite the understanding teachers give towards adaptable strategies of teaching the instructional approach, they often feel unprepared due to the lack of preparedness offered by training and resources in the subject. The same issues are noticed across distinct educational settings, as most developed areas have pointed out the huge gap in teacher training in differentiated instruction and inclusive practices in teaching.

Moreover, a systematic review by Griful-Freixenet et al. (2020) was conducted on the convergence points of Universal Design for Learning and differentiated instruction. They concluded that although both principles have the potential to address the needs of diverse learners, the real-world application of these approaches puts teachers under considerable pressure, particularly with large class sizes and conflicts in curriculum curricula. Similarly, Deunk et al. noted that differentiated instruction lacks a cohesive understanding and is not properly practiced, which only makes it more difficult to execute. While the literature has been good and fair for students when the principles of instructional instruction are carried out appropriately, inconsistency in practice does this a disservice overall.

The Department of Education in the Philippines has introduced the Matatag Curriculum. This ground-breaking educational framework aims to develop the whole person in young Filipino learners from kindergarten to Grade 10. The four instructional principles (4Is) for basic education are inclusive, ideational, integrative, and innovative. These principles are intended to support holistic learning, the pursuit of lifelong learning, and the development of learners into knowledgeable decision-makers and productive workforce members (ILoveDepEd, 2023).

This study aimed to determine the extent of implementing the Instructional Principles to support diverse learners under the MATATAG Curriculum of Grade 3 Teachers of Bolinao District Cluster II. To determine the perceived level of implementation of the instructional principles in terms of inclusive, ideational, integrative, and innovative. The findings of the study can be used to enhance the implementation of Instructional Principles and support teachers in the implementation of the MATATAG Curriculum.

Furthermore, this study's findings contribute to the development of research-based instructional strategies and policies that accommodate a variety of student backgrounds. Identifying the most effective forms of instruction and combining those tactics with other instructional concepts can help policymakers, educators, and school administrators create more equal and inclusive learning environments.

Moreover, the result of the study could improve academic achievement for diverse learners, increase motivation and engagement from students, enhance the effectiveness of teachers, decrease achievement gaps and disparities, and enhance cultural awareness and social cohesion. Equal learning opportunities for all students in an equitable setting are supported by research on successful teaching ideas and practices.

1.2 Theoretical framework

In developing the theoretical framework for this study, three prominent theories provide foundational support: Differentiated Instruction Theory, Universal Design for Learning (UDL), and Constructivist Learning Theory. Each theory contributes insights into creating an inclusive and effective educational approach for diverse learners.

Differentiated Instruction (DI) emphasizes tailoring teaching methods, materials, and assessments to address the varying needs, readiness levels, and interests of students. By utilizing diverse instructional strategies, teachers can ensure equitable learning opportunities, fostering academic growth for all learners, including those with disabilities and advanced abilities. Studies underscore the importance of flexible grouping, varied assessments, and instructional adjustments to meet individual learning needs effectively (Stanford Center for Teaching and Learning, 2019). DI is particularly relevant in the MATATAG curriculum, as it promotes inclusive practices and accommodates the diversity of learners in mainstream classrooms.

Universal Design for Learning (UDL) focuses on designing instructional environments that cater to a broad spectrum of learners, regardless of their abilities or backgrounds. It advocates for multiple means of engagement, representation, and expression, enabling all students to access and participate in the learning process. Research highlights UDL's effectiveness in creating inclusive classrooms by addressing barriers to learning and supporting diverse cultural, linguistic, and cognitive profiles (Cornell Center for Teaching Innovation, 2019). In the context of the MATATAG curriculum, UDL principles can help Grade 3 teachers implement adaptable instructional strategies, fostering equitable participation and outcomes.

Constructivist Learning Theory posits that learners construct knowledge through experiences and interactions within their environment. This theory supports the idea of active, student-centered learning, where educators guide and facilitate rather than directly instruct. The approach encourages problem-solving, critical thinking, and collaboration, making it particularly valuable for diverse classrooms. When integrated into the MATATAG curriculum, constructivist strategies empower students to connect new knowledge with prior experiences, enhancing engagement and comprehension (Shareefa et al., 2019).

1.3 Conceptual Framework

The conceptual framework for this study highlights the interconnected relationship between teacher profile, instructional strategies, and the challenges encountered during implementation. It examines how educators' profiles—such as age, sex, marital status, length of service, and the number of relevant training programs attended—influence their ability to apply instructional principles designed to cater to diverse learners. These characteristics serve as independent variables that shape the capacity of teachers to respond effectively to varied learning needs within their classrooms.

The dependent variables in this framework focus on the degree to which the instructional principles—namely inclusivity, ideational creativity, integration, and innovation—are applied in the teaching-learning process. These principles align with the MATATAG curriculum's vision of fostering a dynamic and equitable educational environment. Their successful implementation requires not only the personal and professional readiness of teachers but also the availability of systemic support, such as access to quality resources and opportunities for professional development. Teachers' effectiveness in implementing these strategies can have a profound impact on student outcomes, particularly for learners with unique needs and diverse cultural or linguistic backgrounds.

At the intersection of these variables are the challenges that mediate implementation, which can include limited access to resources, insufficient training, and systemic issues within the school environment. For example, teachers may face difficulties adapting innovative instructional strategies due to inadequate access to technology or professional guidance. Similarly, addressing cultural and linguistic diversity in classrooms requires tailored approaches like differentiated instruction and the Universal Design for Learning (UDL) framework, which promotes flexible methods of teaching and assessment to accommodate diverse learners (Cornell CTI, 2019; Ginsberg & Wlodkowski, 2009).

1.4 Statement of the Problem

This study aimed to determine the perceived level of integration of 4Cs in the instructional design of Grade 5 English teachers of Bolinao District Cluster II. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Marital Status;
 - 1.4 Length of Service; and

- 1.5 Number of Relevant Training and Seminars?
2. What is the perceived level of implementation of the instructional principles in terms of:
 - 2.1 Inclusive;
 - 2.2 Ideational;
 - 2.3 Integrative; and
 - 2.4 Innovative?
3. Is there a significant relationship between the perceived level of implementation of the instructional principles and the profile of the respondents?
4. What are the challenges encountered while implementing the instructional principles?
5. What program of activity can be proposed based on the findings of the study?

1.5 Null Hypothesis

In line with the sub-problems, this study tested the hypothesis in its null form at alpha level 0.05.

There is no significant relationship between the perceived level of implementation of the instructional principles and the profile of the respondents.

1.6 Scope and Delimitation of the Study

The scope of this study is centered on evaluating the extent of implementing the instructional principles designed to support diverse learners under the MATATAG Curriculum, specifically among Grade 3 teachers of Bolinao District Cluster II. This research focuses on the study period spanning the summer of 2023 to the first semester of the school year 2024–2025, ensuring that the findings reflect both the preparatory and active phases of curriculum implementation within this timeline. The primary goal is to assess how well teachers integrate principles that emphasize inclusivity, ideation, integration, and innovation in their instructional practices, thereby fostering equitable learning opportunities for diverse students.

To provide a comprehensive analysis, the study addresses specific variables and questions. It investigates the profile of the respondents, which includes their age, sex, marital status, length of service, and the number of relevant training and seminars they have attended. These demographic and professional characteristics are essential in understanding the factors that may influence teachers' ability to implement instructional principles effectively. Furthermore, the study explores the perceived level of implementation of instructional principles across four critical dimensions: inclusivity, ideational strategies, integrative teaching methods, and innovation in instruction. These dimensions reflect the core principles of the MATATAG Curriculum aimed at addressing the unique needs of a diverse student population.

The research also examines whether there is a significant relationship between the perceived level of implementation of these instructional principles and the profile of the respondents. By identifying correlations, the study seeks to determine how teacher characteristics may impact their ability to adopt and apply these principles. Additionally, the challenges encountered during the implementation process are a central focus of this research, aiming to uncover barriers and areas that need improvement to enhance the success of the curriculum.

However, the study is delimited in several ways. First, it is geographically restricted to Bolinao District Cluster II, meaning that the findings may not necessarily represent the broader experiences of Grade 3 teachers in other districts or regions. Second, the study focuses solely on Grade 3 teachers, limiting its application to other grade levels where different instructional dynamics and challenges may arise. Third, it considers only the implementation of instructional principles under the MATATAG Curriculum, excluding other aspects of the curriculum or teaching practices not directly related to these principles.

1.7 Significance of the Study

The following shows how the results of the study are beneficial to the participants and the stakeholders.

School Administrators. The result of the study equips school administrators with actionable data on how teachers implement instructional principles under the MATATAG Curriculum. This understanding enables them to design targeted programs that address gaps in training and resource allocation. Administrators can use the findings to improve their leadership strategies, ensuring that teachers receive the necessary support to effectively implement inclusive, integrative, ideational, and innovative approaches in their classroom.

Teachers. The result of the study serves as a valuable reference for teachers to reflect on their practices and assess their level of alignment with the instructional principles. By identifying specific areas for improvement, teachers can refine their methods to address the needs of diverse learners better. The study also underscores the importance of continuous professional development, inspiring teachers to seek opportunities that enhance their skills in delivering innovative and equitable instruction.

Learners. The result of the study directly benefits learners by promoting teaching practices that are tailored to their unique needs and abilities. With the instructional principles implemented effectively, learners are provided with an equitable, engaging, and supportive environment that fosters their holistic development. This ensures that every child, regardless of their background or challenges, is given the opportunity to succeed and thrive within the MATATAG Curriculum framework.

Researchers. The study provides a robust framework for researchers who wish to explore the implementation of instructional principles in different educational contexts. It serves as a benchmark for future studies, offering empirical data that can be analyzed or expanded upon. Researchers can also use the findings to develop new theories or methodologies for addressing the challenges of diverse learners.

Stakeholders. The results of the study offer stakeholders, such as policymakers and educational organizations, evidence-based recommendations to support decision-making processes. By understanding the factors influencing the implementation of instructional principles, stakeholders can advocate for systemic changes that strengthen the education system. This includes policies that promote inclusivity, equity, and innovation in teaching and learning.

Parents. The result of the study reassures parents that the MATATAG Curriculum prioritizes the unique needs of learners, ensuring that their children are taught in an inclusive and supportive environment. It also highlights the role of parents as partners in their children's education, encouraging collaboration between families and schools to maximize learning outcomes.

Future Researchers. The result of the study lays the groundwork for future researchers interested in exploring similar topics. It provides a clear structure and reference for conducting studies on instructional practices, curriculum implementation, and challenges in diverse educational settings. The findings can inspire further research aimed at refining instructional principles and addressing emerging issues in the education sector.

1.8 Definition of Terms

Implementation. It refers to the process of putting a plan, decision, or policy into effect to achieve a specific goal or outcome (Merriam-Webster, 2023). In education, it is often associated with the execution of teaching strategies, policies, or curriculum frameworks. In this study, it refers to the extent to which Grade 3 teachers of Bolinao District Cluster II apply the instructional principles of the MATATAG Curriculum in their teaching practices to support diverse learners during the study period.

Four Principles. It refers to foundational guidelines or concepts that serve as the basis for a system or practice. In the context of education, principles often define the approaches or values guiding teaching methods (Oxford Languages, 2023). In this study, it refers to the four instructional principles of the MATATAG Curriculum—Inclusivity, Ideational Creativity, Integration, and Innovation—used by Grade 3 teachers to enhance learning experiences for diverse learners.

Support. It refers to assistance or resources provided to help individuals achieve their goals or overcome challenges (Cambridge Dictionary, 2023). Education involves providing tools, strategies, and encouragement to foster learning. In this study, it refers to the specific strategies, resources, and interventions employed by Grade 3 teachers in Bolinao District Cluster II to address the needs of diverse learners and ensure effective learning under the MATATAG Curriculum.

Diverse Learners. It refers to students who come from various cultural, linguistic, socioeconomic, or ability backgrounds, each with unique learning needs and preferences (Tomlinson, 2019). In this study, it refers to Grade 3 students in Bolinao District Cluster II with varying needs, including those with different cultural or linguistic backgrounds, learning styles, or abilities, who are the primary focus of the instructional strategies being assessed.

Inclusive. It refers to practices or policies that ensure all individuals, regardless of background or ability, are provided equitable access and opportunities to participate fully (UNESCO, 2020). In this study, it refers to teaching strategies employed by Grade 3 teachers in Bolinao District Cluster II to create equitable and accessible learning environments for all students under the MATATAG Curriculum.

Ideational. It refers to the process of forming or relating to ideas, particularly in creative or innovative ways (APA Dictionary of Psychology, 2023). In this study, it refers to the creative approaches employed by teachers to foster critical thinking, problem-solving, and idea generation in their students under the MATATAG Curriculum.

Integrative. It refers to combining or coordinating separate elements into a unified whole, particularly in contexts such as education where subjects or concepts are linked to enhance understanding (Oxford Languages, 2023). In this study, it refers to teaching practices that connect various disciplines, themes, or learning objectives to create a cohesive and meaningful educational experience for Grade 3 learners under the MATATAG Curriculum.

Innovative. It refers to introducing new methods, ideas, or products that improve efficiency or outcomes, especially in problem-solving or creative contexts (Merriam-Webster, 2023). In this study, it refers to the use of modern, creative, and effective teaching strategies by Grade 3 teachers in Bolinao District Cluster II to enhance student engagement and learning under the MATATAG Curriculum.

II. RESEARCH METHODOLOGY

This chapter discusses research methodology, which includes research design and the procedures used to solve research problems. Similarly, it discusses the data collection tools as well as the statistical treatments that will be used to analyze the data.

2.1 Research Design

This study employs a descriptive-correlational research design to examine the implementation of instructional principles to support diverse learners under the MATATAG Curriculum by Grade 3 teachers of Bolinao District Cluster II. This design is appropriate as it allows the researcher to describe and analyze the current practices and experiences of teachers in implementing instructional principles while identifying relationships between the variables of interest. Specifically, it explores the relationship between the teachers' profile (age, sex, marital status, length of service, and relevant training) and their perceived level of implementation of instructional principles, including inclusivity, ideation, integration, and innovation.

The descriptive component of the design focuses on summarizing and characterizing the respondents' profiles and the extent to which they implement the instructional principles. This aligns with the study's goal of presenting a clear picture of the practices and challenges faced by Grade 3 teachers in supporting diverse learners. Descriptive research is particularly valuable for studies that aim to document and understand phenomena as they naturally occur in specific contexts (Creswell & Creswell, 2021).

The correlational aspect of the design investigates potential relationships between the teachers' profiles and their implementation of the principles. For example, it seeks to determine whether factors such as experience or the number of training sessions attended influence how effectively teachers adopt inclusive and innovative practices. Correlational research is essential in identifying and quantifying the strength and direction of relationships between variables (Fraenkel & Wallen, 2020). This provides a deeper understanding of how individual and contextual factors contribute to the implementation of the MATATAG Curriculum.

This research design is appropriate for the study because it allows the researcher to achieve the study's objectives comprehensively. It enables the identification of trends, relationships, and challenges in the implementation process without manipulating variables, making it suitable for educational settings where ethical considerations and practicality are paramount. Moreover, the descriptive-correlational design aligns with the nature of the study, which aims to provide actionable insights rather than test causal hypotheses.

2.2 Sources Data

The locale of the study is Bolinao District Cluster II, a geographic and administrative unit located in Bolinao, Pangasinan, Philippines. This area consists of several elementary schools under the supervision of the Department of Education (DepEd) and is notable for its implementation of the MATATAG Curriculum. The district comprises diverse learners, with students coming from

various cultural, linguistic, and socioeconomic backgrounds. These characteristics make it an ideal setting for exploring how Grade 3 teachers implement instructional principles designed to support a wide range of learners effectively.

The schools within Cluster II operate under the MATATAG Curriculum, which emphasizes inclusivity, innovation, integration, and ideation in teaching. Teachers in this district face the challenge of addressing the individual needs of students while adhering to DepEd's standards for quality education. The diversity in learners' profiles — including differences in academic abilities, cultural contexts, and access to resources — adds a layer of complexity to the teaching process. These factors make the locale a compelling context for studying the practical application of instructional principles aimed at equitable and effective education.

Moreover, Bolinao District Cluster II is part of a rural area where educational resources and teacher training opportunities may differ significantly from urban settings. This unique context allows for an in-depth analysis of the challenges and successes encountered by teachers in implementing curriculum reforms tailored to the needs of diverse learners. By focusing on this locale, the study aims to generate insights that are not only relevant to the immediate community but also applicable to similar educational settings across the country.

2.3 Population Sampling

This study utilized cluster sampling to select respondents from the Grade 3 teachers in Bolinao District Cluster II. Cluster sampling involves dividing the population into distinct groups, or clusters, and randomly selecting some clusters for inclusion in the study. In this context, the clusters were the schools within Bolinao District Cluster II, where each school served as a distinct cluster. All Grade 3 teachers within the selected schools were included as respondents. This method is ideal for research that covers geographically dispersed populations, such as the schools in the district, as it reduces logistical challenges and resource constraints (Creswell & Creswell, 2021).

The appropriateness of cluster sampling for this thesis lies in its efficiency and practicality. Given the broad scope of the study, which involves multiple schools in a rural district, cluster sampling minimized the time and cost required to conduct the research. Instead of individually selecting teachers from the entire district, grouping them by school streamlined the process while still ensuring a representative sample. Additionally, cluster sampling provided a practical way to capture the variability in teaching practices and challenges across different schools, aligning with the study's goal of exploring the implementation of instructional principles in diverse contexts (Fraenkel & Wallen, 2020).

This method also ensured that the sample size was manageable while maintaining a high level of representation. By including all Grade 3 teachers from the selected clusters, the study gathered comprehensive data on the implementation of the MATATAG Curriculum in diverse school environments. Moreover, cluster sampling is particularly suitable for educational research, where populations are naturally grouped into clusters, such as schools or classrooms, making it both logical and effective (Lodico et al., 2019).

2.4 Instrumentation and Data Collection

A self-made questionnaire was utilized to gather data for this study, meticulously designed to align with the MATATAG Curriculum Shaping Paper to ensure relevance and alignment with the curriculum's instructional principles. The questionnaire aimed to capture the perceptions and practices of Grade 3 teachers in Bolinao District Cluster II concerning inclusivity, ideational approaches, integration, and innovation in their teaching strategies. A digital version of the questionnaire was administered using Google Forms, making it accessible and efficient for respondents to complete.

The development process of the questionnaire began with a thorough review of the MATATAG Shaping Paper to ensure that each question directly reflected the instructional principles emphasized in the curriculum. The questionnaire comprised sections covering demographic profiles, the level of implementation of the instructional principles, and the challenges encountered. Care was taken to construct items that were clear, concise, and measurable, adhering to best practices in educational research (Creswell & Creswell, 2021).

A 10-item validation tool was developed and utilized by three experts in education and curriculum development to validate the questionnaire. These experts evaluated the questionnaire based on its clarity, relevance, alignment with the study objectives, and appropriateness for the target respondents. This rigorous validation process ensured that the instrument met high standards of reliability and validity. Revisions were made based on the feedback provided, enhancing the questionnaire's overall quality and applicability.

The use of Google Forms to administer the questionnaire offered several advantages. It allowed for seamless distribution of the instrument to teachers across Bolinao District Cluster II, overcoming geographic limitations and ensuring timely responses. Additionally, the digital format facilitated the collection and organization of data, reducing the risk of errors associated with manual data entry and enabling efficient analysis. Below shows the 5-Likert scale used in validating the research instrument.

Numerical value	Score Range	Description
5	4.51 – 5.00	Very High (VH)
4	3.51 – 4.50	High (H)
3	2.51 – 3.50	Moderate (M)
2	1.51 – 2.50	Low (L)
1	1.00 – 1.50	Very low (VL)

2.5 Tools for Data Analysis

To derive valuable insights and make significant discoveries, the data underwent a rigorous analysis employing appropriate statistical methods through IBM SPSS Statistics 20. This process ensured the precision of the results in accurately portraying the real situation and providing solutions to the research's addressed concerns.

To answer sub-problem 1, the profile of the respondents, frequency counts, and percentages were used.

To answer sub-problems 2, the perceived level of implementation of the instructional principles, the weighted mean was computed and described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Very Highly Implemented (VHI)
4	3.51 – 4.49	Highly Implemented (HI)
3	2.51 – 3.49	Implemented (I)
2	1.51 – 2.49	Slightly Implemented (SI)
1	1.00 – 1.49	Not Implemented (NI)

To answer sub-problem 4 and to test if there is a significant relationship between the perceived level of implementation of the instructional principles and the profile of the respondents, Pearson-R, Point Biserial, and Spearman-rho were utilized.

To answer sub-problem number 5, the challenges encountered while implementing the instructional principles, the weighted mean was computed; Mean and Rank are described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Very Highly Serious (ES)
4	3.51 – 4.50	Very Serious (VS)
3	2.51 – 3.50	Serious (S)
2	1.51 – 2.50	Slightly Serious (SS)
1	1.00 – 1.50	Not Serious (NS)

To answer sub-problem number 6, recommendations and a plan of action were proposed.

III. RESULTS AND DISCUSSION

This chapter presents the results of the study based on the gathered, analyzed, and interpreted data. The results are arranged according to the order of the problems stated in the previous chapter.

Test of Relationship between the Implementation of Instructional Principles to Support Diverse Learners between the Profile Variable of Grade 3 Teachers

Profile		Inclusive	Ideational	Integrative	Innovation	Instructional Principle
Age ^a	r	0.108	-0.066	-0.085	-0.043	-0.148
	Sig.	0.660	0.787	0.731	0.862	0.547
Sex ^b	r	0.355	0.436	0.312	0.436	0.308
	Sig.	0.136	0.062	0.193	0.062	0.200
Marital Status ^c	r	0.197	0.351	0.568*	0.389	0.466*
	Sig.	0.419	0.140	0.011	0.100	0.044
Length of Service ^a	r	0.145	0.031	-0.123	-0.084	-0.263
	Sig.	0.553	0.898	0.615	0.733	0.277
Relevant Training ^a	r	0.343	0.236	0.066	0.172	0.127
	Sig.	0.150	0.330	0.790	0.482	0.604

*Significant at 0.05

^aPearson-r; ^bPoint Biserial Correlation; ^cSpearman – Rho

This table illustrates the relationship between the demographic profiles of Grade 3 teachers in the Bolinao District Cluster II and the implementation of instructional principles to support diverse learners under the MATATAG Curriculum. The table presents the correlation between various profile variables—age, sex, marital status, length of service, and relevant training—and the four instructional principles: Inclusive, Ideational, Integrative, and Innovative.

The findings suggest that most demographic factors do not have a strong influence on the implementation of instructional principles. Specifically, age, length of service, and relevant training showed weak or statistically insignificant correlations across all the instructional principles. This implies that these factors alone do not significantly affect how teachers implement the principles in their classrooms. For instance, age had very low correlation values with the principles (ranging from -0.148 to 0.108, all non-significant). At the same time, the length of service did not appear to affect the teachers' use of instructional strategies either.

In contrast, marital status demonstrated a more notable impact. Statistically significant positive correlations were observed with the Integrative ($r = 0.568$, $p = 0.011$) and overall Instructional Principle ($r = 0.466$, $p = 0.044$). This suggests that married teachers might be more likely to implement integrative and holistic instructional strategies, possibly due to greater life experiences or support networks. These results are consistent with studies such as Gheysens et al. (2020), which found that marital status could influence the perception of teaching effectiveness, possibly through enhanced personal and social support structures.

Sex also showed moderate correlations with the Ideational and Innovation principles ($r = 0.436$ and $r = 0.436$, respectively), though these were not statistically significant. These findings hint at potential differences between male and female teachers in implementing creative and innovative teaching methods, a point that warrants further investigation.

Relevant training, despite showing some positive correlations, did not reach significance in its relationship with any of the instructional principles. This aligns with the findings of Dixon et al. (2021), who suggested that while teachers recognize the importance of training for differentiated instruction, a lack of comprehensive and ongoing professional development remains a barrier to effective practice.

Overall, these results indicate that the implementation of instructional principles in the MATATAG Curriculum may be influenced by personal factors like marital status and, to a lesser degree, sex. However, demographic factors such as age, service length, and training appear to have a limited impact on the teachers' ability to implement these principles effectively. This suggests that further attention may need to be directed at systemic factors, such as professional development, institutional support, and resources, to enhance the effectiveness of these instructional strategies in the classroom.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations based on the gathered, analyzed, and interpreted results.

4.1 Summary

The primary objective of this research is to evaluate the extent to which Grade 3 teachers in Bolinao District Cluster II implement the instructional principles—inclusive, ideational, integrative, and innovative—to support diverse learners under the MATATAG Curriculum. The study aims to identify challenges and propose strategies for enhancing inclusive teaching practices. Set at 0.05 alpha level; the study assumes a null hypothesis that there is no significant relationship between the level of implementation of instructional principles and selected variables of teacher demographics.

The study employs a descriptive-correlational research design to examine the current practices of teachers and their relationship with the perceived challenges and support systems in implementing the instructional principles.

A cluster sampling technique was used, targeting Grade 3 teachers in Bolinao District Cluster II. This method ensures that participants are directly involved in implementing the MATATAG Curriculum and are well-positioned to provide relevant data.

The primary data-gathering tool was a structured questionnaire designed to measure the level of implementation of instructional principles aligned with the MATATAG shaping paper and the challenges encountered. The questionnaire was divided into sections addressing the four instructional principles and related factors. It is also administered through Google Forms.

The study utilized statistical tools such as weighted mean to determine the extent of implementation and ranking of challenges and correlation analysis to examine the relationships between the variables. This approach provided a comprehensive analysis of the data to support the study's objectives.

4.2 Conclusions

From the presented results, the following conclusions are drawn:

1. Grade 3 teachers in Bolinao District Cluster II are predominantly middle-aged, female, and married. They possess varying lengths of service, with the majority having 9 to 14 years of experience, and most have undergone district- or division-level training. However, access to international or national-level training remains limited.
2. Teachers have consistently and effectively implemented inclusive, ideational, integrative, and innovative instructional principles, with all dimensions rated as "Highly Implemented." This reflects their commitment to addressing the diverse needs of learners under the MATATAG curriculum.
3. While most demographic factors, such as age, length of service, and training, do not significantly affect the application of instructional principles, marital status shows a significant relationship with integrative principles and overall instructional implementation.
4. Teachers face significant challenges, such as adapting teaching materials, integrating technology effectively, maintaining student engagement, and balancing curriculum requirements with flexibility. These issues indicate the complexity of managing a diverse classroom environment while meeting academic standards.
5. Limited resources and funding, as well as insufficient teacher training and support, hinder the consistent application of inclusive practices and innovation in classrooms. Addressing these constraints is essential for improved instructional delivery.
6. Resistance to change from educators and students, along with the difficulty in evaluating the effectiveness of new strategies, were noted as less pressing but still relevant challenges that need attention to foster continuous improvement.

4.3 Recommendations

Based on the results of the study, the following recommendations are hereby presented:

1. Provide access to more regional, national, and international training programs to expose teachers to advanced instructional techniques and broaden their professional knowledge base.
2. Allocate sufficient resources, including teaching materials, technological tools, and funding, to support the diverse needs of learners and ease the burden on teachers.
3. Conduct targeted workshops focusing on adapting teaching methods and materials to accommodate students with varying readiness levels and learning styles, ensuring inclusivity.
4. Develop strategies for effectively integrating technology into the classroom without overwhelming teachers or students. This can include user-friendly tools and ongoing technical support.
5. Organize change management sessions for teachers and students to foster openness to innovative teaching approaches and overcome reluctance to adopt new methods.
6. Implement regular evaluations of instructional strategies to assess their effectiveness and provide actionable feedback to teachers. This can help refine approaches and ensure alignment with curriculum goals.

REFERENCES

- [1] Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1). Doi: 10.1080/20020317.2020.1729587

- [2] Alsaeed, H. (2022). The Role of Public Education Schools in Developing Social Responsibility in the Light of Contemporary Global Trends. *Creative Education*, 13, 2754-2780. Doi: 10.4236/ce.2022.139174.
- [3] Amzaleg, M., & Masry-Herzallah, A. (2021). Cultural dimensions and skills in the 21st century: The Israeli education system as a case study. *Pedagogy, Culture and Society*, 1–21. Doi: 10.1080/14681366.2021.1873170
- [4] Barber, J. P. (2020). Facilitating the integration of learning: Five research-based practices to help college students connect learning across disciplines and lived experience. *Stylus*. Doi: 10.4324/9781003444770
- [5] Blanchet, M. (2024). Supporting Teachers in Implementing Professional Learning. *Edutopia*. Retrieved from <https://www.edutopia.org/article/supporting-teachers-implementing-professional-learning/>
- [6] Budwig, N. & Alexander, A. J. (2020). A Transdisciplinary Approach to Student Learning and Development in University Settings. *Frontiers in Psychology*, 11. Doi: 10.3389/fpsyg.2020.576250
- [7] Coubergs, C., et al. (2020). Differentiated instruction in inclusive classrooms. SpringerLink. Retrieved from <https://link.springer.com/chapter/10.1007/978-3-031-31678-4>
- [8] DepEd. (2023). General Shaping Paper. Republic of the Philippines. Department of Education. BUREAU OF CURRICULUM DEVELOPMENT. Retrieved from <https://www.deped.gov.ph/wp-content/uploads/GENERAL-SHAPING-PAPER-2023.pdf>
- [9] Deunk, M. I., Smale-Jacobse, A. E., de Boer, H. Dooland, S., & Bosker, R. J. (2019). Effective differentiation practices: A systematic review and meta-analysis of cognitive effects in primary education. *Educational Research Review*, 24, 31-54. Doi: 10.1016/j.edurev.2018.02.002
- [10] Dixon, F. A., Yssel, N., McConnell, J. M., & Hardin, T. (2021). Differentiated instruction, professional development, and teacher efficacy. *Journal for the Education of the Gifted*, 37, 111–127. Doi: 10.1177/0162353214529042
- [11] Ewe, L. P. & Galvin, T. (2023). Universal Design for Learning across Formal School Structures in Europe—A Systematic Review. *Education Sciences*, 13(9). Doi: 10.3390/educsci13090867
- [12] Gheysens, E., Griful-Freixenet, J., Struyven, K. (2023). Differentiated Instruction as an Approach to Establish Effective Teaching in Inclusive Classrooms. In: Maulana, R., Helms-Lorenz, M., Klassen, R.M. (eds) *Effective Teaching Around the World*. Springer, Cham. Doi: 10.1007/978-3-031-31678-4_30
- [13] Gibbs, K., & McKay, L. (2021). Differentiated teaching practices of Australian mainstream classroom teachers: A systematic review and thematic analysis. *International Journal of Educational Research*, 109, 101799. Doi: 10.1016/j.ijer.2021.101799
- [14] Griful-Freixenet, J., Struyven, K., Vantieghem, W., & Gheysens, E. (2020). Exploring the interrelationship between Universal Design for Learning (UDL) and Differentiated Instruction (DI): A systematic review. *Educational Research Review*, 29, 100306. Doi: 10.1016/j.edurev.2019.100306
- [15] Hayati, A., Mistima, M., & Mahmud, M. S.. (2022). Factors influencing teachers' creative teaching: A systematic review. *Cypriot Journal of Educational Sciences*. 17. 250-264. Doi: 10.18844/cjes.v17i1.6696.
- [16] ILoveDepEd. (2023). The Four Instructional Principles of the Matatag Curriculum. Retrieved from <https://www.ilovedeped.net/2024/05/the-four-instructional-principles-of.html#:~:text=It%20is%20designed%20to%20foster%20holistic%20development%20in%20young%20Filipino>
- [17] Kindelan, N. (2022). Enhancing Learning Through Integrative Education: On the Road. In: *STEM, Theatre Arts, and Interdisciplinary Integrative Learning. The Arts in Higher Education*. Palgrave Macmillan, Cham. Doi: 10.1007/978-3-031-08907-7_4
- [18] Mahmoud Alali, R. (2020). Developing a Scale for Creative Teaching Practices of Faculty Members at King Faisal University. *Universal Journal of Educational Research*, 8(5), 2129 - 2142. Doi: 10.13189/ujer.2020.080552.
- [19] Mijares, A. D., Carter, E., Froy, C. A., & Molina, E. (2023). Measuring inclusive teaching practices that support learning for all. *World Bank Blogs*. Retrieved from <https://blogs.worldbank.org/en/education/measuring-inclusive-teaching-practices-support-learning-all>
- [20] NemerAitski, S., & Heinla, E. (2020). Teachers' creative self-efficacy, self-esteem, and creative teaching in estonia: A framework for understanding teachers' creativity-supportive behaviour. *Creativity*, 7(1), 183–207. Doi: 10.2478/ctra-2020-0011
- [21] Olayvar, S. R. (2022). Effects of Teachers' Demographic Characteristics and Self-Perceived Competencies on Their Self-Efficacy in Implementing Inclusive Education. *International Journal of Instruction*, 15(4). Retrieved from https://www.e-iji.net/dosyalar/iji_2022_4_21.pdf
- [22] Rasmitadila, R., Yahya, W., Prasetyo, T., & Putri, A. (2022). CHALLENGES IN THE IMPLEMENTATION OF INSTRUCTIONAL STRATEGY MODEL BASED ON THE BRAIN NATURAL LEARNING SYSTEMS FOR INCLUSIVE CLASSROOM. *PUPIL: International Journal of Teaching, Education and Learning*. 5. 112-128. Doi: 10.20319/pijtel.2022.53.112128.
- [23] Saunders, L. & Wong, M. A. (2020). *Learning Theories: Understanding How People Learn*. Illinois. Retrieved from <https://iopen.library.illinois.edu/pressbooks/instructioninlibraries/chapter/learning-theories-understanding-how-people-learn/>
- [23] Selznick, B.S., Dahl, L.S., Youngerman, E., & Mayhew, M. J. (2022). Equitably Linking Integrative Learning and Students' Innovation Capacities. *Innov High Educ* 47, 1–21. Doi: 10.1007/s10755-021-09570-w
- [24] Suryati, I., Ratih, K., & Maryadi, M. (2023). Teachers' Challenges in Implementing Differentiated Instruction in Teaching English at Junior High School. *Eduvest - Journal of Universal Studies*. 3. 1693-1708. Doi: 10.59188/eduvest.v3i9.871.
- [25] *Teaching Principles*. (2022). Eberly Center - Carnegie Mellon University. Retrieved from <https://www.cmu.edu/teaching/principles/teaching.html>
- [26] UNESCO. (2020). Inclusive teaching: preparing all teachers to teach all students. *Global Education Monitoring Report*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000374447>
- [27] Wang, G., Zhang, D., Kang, Y., Zhang, N., Shen, J., & Li, F. (2022). The Influence of Demographic Factors on the Ability to Research and Innovate among Primary and Secondary School Teachers. *Universal Journal of Educational Research*. 10. 553-569. Doi: 10.13189/ujer.2022.101002.