International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

TEACHING PRACTICES AND ADAPTATION CHALLENGES AMONG FILIPINO EDUCATORS IN UNITED STATES-BASED INSTITUTIONS

MARY ROSE C. LUMACANG
University of Perpetual Help Dalta System

Publication Date: 03/31/2026

ABSTRACT

This study examined the teaching practices and adaptation challenges of Filipino educators working in United States public schools, with particular focus on Unified School District 457 in Garden City, Kansas. Amid the ongoing teacher shortage in the United States, Filipino educators have been actively recruited due to their strong professional backgrounds and English proficiency. However, transitioning into a new educational system presents significant pedagogical, cultural, and institutional challenges. Anchored in constructivist learning theory, culturally relevant pedagogy, and adaptive expertise theory, this research aimed to determine the level of effectiveness in teaching practices among Filipino educators, identify the extent of adaptation challenges they encounter, and examine differences based on selected demographic variables. Employing a descriptive quantitative research design, data were collected from 101 Filipino educators who arrived in the United States in July 2024 under H-1B visas and were assigned to elementary, middle, and high school levels. A researcher-made and validated survey questionnaire was used to measure teaching effectiveness in terms of instructional planning and content delivery, differentiation for diverse learners, integration of culturally responsive teaching strategies, and assessment and feedback practices. The instrument also assessed adaptation challenges related to language and cultural barriers, student behavior and engagement, curriculum alignment, parent communication, and school administration and governance. Data were analyzed using descriptive statistics, t-tests, and analysis of variance (ANOVA). Results indicated that Filipino educators demonstrated generally effective teaching practices but experienced moderate to high levels of adaptation challenges, particularly in classroom management, curriculum alignment, and navigating cultural and systemic differences in U.S. schools. Significant differences in teaching practices and adaptation challenges were observed when respondents were grouped according to selected demographic characteristics. These findings highlight the complex relationship between instructional effectiveness and professional adaptation in culturally diverse educational settings.

Based on the findings, the study proposed a strategic adaptation toolkit to enhance instructional readiness and support Filipino educators during their transition into U.S. classrooms. The results have important implications for school administrators, policymakers, and teacher education institutions in designing targeted professional development, mentoring, and support systems for internationally recruited teachers.

Keywords: *Adaptation challenges, Culturally responsive teaching, Diverse classrooms, Filipino educators, Teacher Readiness, Teaching practices, U.S. public schools*

Received: 01/2/2026 **Revised:** 2/2/2026 **Accepted:** 3/28/2026 **Published:** 3/31/2026

ISSN:3116-2991

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

I. INTRODUCTION

Education is widely recognized as a driver of social change and national development. In the Philippines, teachers are central to this mission because they shape learners' knowledge, skills, and values. Yet teacher effectiveness depends not only on pedagogy and content mastery, but also on the ability to adapt to shifting curricula, policy reforms, cultural and linguistic diversity, and changing patterns of student engagement.

Teaching practices include instructional planning, delivery, differentiation, culturally responsive strategies, and assessment aligned with national standards such as the Philippine Professional Standards for Teachers (PPST). However, implementation varies across contexts due to resource constraints, learner readiness, and local realities. Teachers also face persistent adaptation challenges: language and cultural barriers, policy disruptions (e.g., changes in language-in-education), student behavior and motivation influenced by digital exposure and pandemic effects, curriculum alignment issues under K to 12, parent expectations, and heavy administrative workloads. While DepEd initiatives like Learning Action Cells (LACs) aim to support teachers through collaboration, their impact depends on leadership and resources.

Despite extensive work on teaching effectiveness, fewer studies examine how teaching practices are shaped by these adaptation pressures and whether policy frameworks sufficiently support teachers' dual role as competent practitioners and adaptive professionals. This study addresses that gap by investigating how Filipino teachers enact teaching practices while navigating challenges across language and culture, student engagement, curriculum demands, parent communication, and school governance.

In the U.S., teacher shortages have increased international recruitment, with Filipino teachers frequently hired because of their preparation and English proficiency. However, they often encounter cultural adjustment, classroom management differences, and alignment issues with U.S. school expectations. This study focuses on Filipino educators in USD 457 (Garden City, Kansas), examining their teaching practices, classroom management experiences, and adaptation challenges to inform school support systems and professional development.

The study is guided by three complementary theories. Constructivist learning theory explains learner-centered, scaffolded, and contextualized instruction. Culturally relevant pedagogy highlights practices that affirm students' identities and respond to linguistic and cultural diversity. Adaptive expertise theory frames teachers as flexible problem-solvers who refine practice in complex, changing conditions. Together, these theories provide a lens for analyzing how teaching practices and adaptation challenges interact in real school settings.

Statement of the Problem

This study aimed to quantitatively assess the effectiveness of implementing SFP and its influence on learners' character development in ACISC by examining the relationships between the challenges encountered and the opportunities available in implementing spiritual formation programs. Specifically, this research seeks to answer the following questions:

1. What is the level of implementation of the SFP in ACISC terms of the following dimensions?

1..1 Program Content – relevance, inclusivity, and alignment with
learners' needs.

1.2 Program Delivery – methods, frequency, and accessibility.

1.3 Stakeholder Involvement– participation of teachers, parents, and
religious leaders.

1.4 Learners' Outcome – observed changes in values, behavior, and
spiritual awareness.

2. What is the extent of influence on the character development among SPED learners in terms of?

2.1 Self-Awareness and Identity

2.2 Interpersonal relationships

2.3 Moral reasoning and decision-making

2.4 Motivation and academic engagement

3. Is there a significant difference in the level of implementation of the SFP when grouped according to profile?

4. Is there a significant difference in the extent of challenges in the implementation of the SFP when grouped

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

according to profile?
5. Is there a significant relationship between the level of implementation of the SFP and the extent of challenges?

Hypotheses
Hypothesis 1: There is no significant relationship between the effectiveness
of the implementation of SFP and the respondents' profiles.
Hypothesis 2: There is no significant difference between the effectiveness
of the implementation of SFP and the level of challenges in its
implementation.

Methodology

Research Design
The study employed a descriptive quantitative research design to examine the teaching practices, adaptation challenges, and classroom management strategies of Filipino educators in Unified School District 457, Garden City, Kansas. A structured researcher-made survey questionnaire was used as the primary data collection tool. The quantitative approach enabled the systematic collection of numerical data to identify patterns and trends across demographic variables, teaching levels, and professional experiences. A total enumeration approach ensured comprehensive coverage of Filipino educators in the district.

Population, Sampling, and Respondents
The population consisted of 101 Filipino educators employed under H-1B visas in Unified School District 457. All respondents had at least five years of teaching experience in the Philippines and were assigned to elementary, middle, or high school levels. Purposive sampling was applied to ensure that participants met the study criteria and possessed relevant professional experiences. Inclusion was limited to educators who voluntarily consented to participate.

Research Instrumentation
A researcher-developed survey questionnaire was used toto gather demographic data and quantitative measures of teaching practices, adaptation challenges, and classroom management strategies. The instrument comprised four sections: demographic profile; effectiveness of teaching practices; extent of adaptation challenges; and classroom management performance. A four-point Likert scale was utilized for all non-demographic items.

Validation and Reliability
The instrument underwent expert validation by three education professionals with experience in multicultural and international teaching contexts. A pilot test was conducted among Filipino educators outside the study district to assess clarity and reliability. Internal consistency was established using Cronbach's alpha, and necessary revisions were made prior to final administration.

Data Gathering Procedure
Formal approval was secured from the school district administration. Respondents were contacted through email or personal invitation and were provided with informed consent forms. The validated questionnaire was distributed through online platforms and printed copies when necessary. Completed responses were compiled, coded, and securely stored for analysis.

Statistical Treatment of Data
Data were analyzed using SPSS. Descriptive statistics including frequency, percentage, mean, standard deviation, and weighted mean were used to summarize respondent profiles and teaching practices. Inferential statistics, specifically Independent Samples t-tests and One-Way ANOVA, were applied to determine significant differences across groups. All analyses were conducted at a 0.05 level of significance.

Ethical Considerations
The study strictly adhered to ethical research standards. Informed consent, voluntary participation, confidentiality, and anonymity were ensured throughout the research process. Data were securely stored and reported in aggregate form. The study minimized any potential risk or discomfort to participants and upheld transparency and integrity in data collection, analysis, and reporting. Approval was obtained from the university and the participating school district prior to data collection.

Presentation, Interpretation, and Analysis of Data

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

Level of effectiveness in teaching practices among Filipino educators

Table 1.1.Level of Effectiveness in Teaching Practices among Filipino educators in terms of Instructional Planning and Content Delivery

Item Statements	Mean	SD	Interpretation
I prepare lesson plans that meet diverse student needs.	1.27	.446	Strongly Disagree
Use varied instructional strategies, such as visual, auditory, and kinesthetic approaches, to engage students.	1.32	.469	Strongly Disagree
I integrate culturally responsive teaching methods in my lessons.	1.27	.446	Strongly Disagree
I regularly assess student understanding and adjust instruction accordingly.	1.26	.441	Strongly Disagree
I use engaging and interactive delivery promoting student participation , discussion and critical thinking	1.18	.386	Strongly Disagree
Instructional Planning and Content Delivery	1.260	.3108	Strongly Disagree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Moderately Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

Table 1.1 shows a very low perceived level of effectiveness in instructional planning and content delivery among Filipino educators in U.S. classrooms, with a composite mean of 1.26 (SD = 0.31), interpreted as strongly disagree. Consistently low mean scores across all indicators indicate widespread difficulty in planning instruction and delivering content within the U.S. educational context.

The lowest rating was for interactive and engaging instructional delivery (M = 1.18, SD = 0.39), suggesting challenges in implementing learner-centered strategies that promote discussion, critical thinking, and active participation. Similar difficulties were observed in adjusting instruction based on assessment (M = 1.26, SD = 0.44) and preparing lessons responsive to diverse learner needs (M = 1.27, SD = 0.45). Low ratings were also reported for integrating culturally responsive teaching (M = 1.27, SD = 0.45) and using varied instructional strategies (M = 1.32, SD = 0.47).

These findings suggest that, despite strong professional preparation, Filipino educators experience challenges adapting to U.S. pedagogical expectations emphasizing autonomy, differentiation, cultural responsiveness, and interactive learning. The narrow range of standard deviations indicates a shared perception of difficulty, pointing to systemic rather than individual issues.

Overall, the results highlight the need for targeted professional development focused on learner-centered pedagogy, differentiated instruction, and culturally responsive teaching to support Filipino educators' instructional effectiveness in diverse U.S. classrooms.

Table 1.2 Level of effectiveness in teaching practices among Filipino educators in terms of Differentiation for diverse students

Item Statements	Mean	SD	Strongly Disagree
I use differentiated instruction strategies to support all learners.	1.33	.473	Strongly Disagree
I tailor my instructional strategies to meet the diverse needs of my students such as visual, auditory and kinesthetic learning.	1.40	.492	Strongly Disagree

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

I give tiered assignments to cater to different learning levels	1.41	.494	Strongly Disagree
I utilize or refer students to learning centers to provide them with choices and opportunities for hands-on learning	1.49	.541	Strongly Disagree
I always consider technology integration to support differentiated instruction such as online resources, multimedia presentations and adaptive software.	1.22	.416	Strongly Disagree
Differentiation for diverse students	1.370	.3839	Strongly Disagree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Moderately Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

Table 1.2 shows a very low perceived level of effectiveness in differentiation for diverse students among Filipino educators in U.S. classrooms, with a composite mean of 1.37 (SD = 0.38), interpreted as *strongly disagree*. The uniformly low mean scores across all indicators indicate persistent difficulty in adapting instruction to varied learning styles, abilities, and cultural backgrounds.

The lowest rating was for technology-supported differentiation (M = 1.22, SD = 0.42), suggesting limited use of digital tools to personalize instruction. Given the central role of technology in differentiated learning in U.S. classrooms, this finding points to possible gaps in digital literacy, access to resources, or professional development. Low ratings were also observed for tailoring instruction to learner preferences (M = 1.40, SD = 0.49) and using differentiated strategies to support all learners (M = 1.33, SD = 0.47), indicating challenges in shifting from more standardized, teacher-centered approaches to flexible, learner-centered practices.

Items related to tiered assignments (M = 1.41, SD = 0.49) and learning centers (M = 1.49, SD = 0.54) received slightly higher means but remained within the lowest effectiveness range, suggesting minimal and inconsistent application. The small standard deviations across items indicate a shared perception of difficulty, implying systemic rather than individual challenges.

Table 1.3. Level of effectiveness in teaching practices among Filipino educators in terms of Integration of culturally responsive teaching strategies

Item Statements	**Mean**	**SD**	**Strongly Disagree**
I utilize curriculum materials and resources that reflect the diversity of students' backgrounds and experiences.	1.19	.394	Strongly Disagree
I use Instructional Materials and activities incorporate students' lives, experiences, and interests.	1.24	.429	Strongly Disagree
I include Instructions that encourage critical thinking and reflection about cultural differences and social justice issues.	1.26	.441	Strongly Disagree
I use Instructional materials and activities that present diverse perspectives and viewpoints.	1.31	.465	Strongly Disagree
I use Instructions that encourage critical thinking and reflection about cultural differences and social justice issues.	1.21	.409	Strongly Disagree
Integration of culturally responsive teaching strategies	1.242	.3666	Strongly Disagree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Moderately Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

Based on Table 1.3, Filipino educators in the United States reported a very low level of effectiveness in integrating culturally responsive teaching strategies, with an overall mean of 1.24 (SD = 0.37), interpreted as

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

Strongly Disagree. This indicates limited incorporation of culturally inclusive practices despite the multicultural nature of U.S. classrooms.

The highest mean was observed for presenting diverse perspectives in instructional materials (M = 1.31, SD = 0.47), suggesting minimal but emerging awareness of diversity. In contrast, the lowest rating concerned the use of curriculum resources reflecting students' backgrounds (M = 1.19, SD = 0.39), indicating limited access to or familiarity with culturally diverse materials. Similarly low ratings were found for incorporating students' experiences (M = 1.24, SD = 0.43) and encouraging critical reflection on cultural and social justice issues (M = 1.26, SD = 0.44).

The consistently small standard deviations indicate shared perceptions of difficulty, pointing to systemic rather than individual constraints. Overall, the findings highlight significant challenges in adopting culturally responsive pedagogy and underscore the need for targeted professional development focused on cross-cultural competence, inclusive curriculum design, and institutional support to better prepare Filipino educators for diverse U.S. classrooms.

Table 1.4.Level of effectiveness in teaching practices among Filipino educators in terms of Assessment and feedback practices

Item Statements	Mean	SD	Strongly Disagree
Assessments are aligned with clear, specific, and measurable learning objectives.	1.44	.608	Strongly Disagree
Assessments used vary from a range of methods, such as quizzes, tests, projects, and presentations.	1.43	.573	Strongly Disagree
Feedback is provided regularly and in a timely manner, allowing students to adjust their learning.	1.45	.539	Strongly Disagree
Feedback is specific, constructive, and actionable, providing students with clear guidance for improvement.	1.37	.525	Strongly Disagree
Assessment and feedback are both anchored on the holistic development of students.	1.44	.538	Strongly Disagree
Assessment and feedback practices	1.426	.5050	Strongly Disagree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Moderately Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

As shown in Table 1.4, Filipino educators in the United States reported a very low level of effectiveness in assessment and feedback practices, with an overall mean of 1.43 (SD = 0.51), interpreted as *Strongly Disagree*. This indicates minimal use of student-centered, standards-aligned assessment and feedback approaches commonly expected in U.S. classrooms.

All indicators fell within the lowest effectiveness range. The highest-rated item—timely feedback (M = 1.45, SD = 0.54)—still reflected inconsistent practice, while low means for alignment with learning objectives and holistic development (M = 1.44) suggest weak coherence between goals, assessment, and learner growth. Limited use of varied assessment methods (M = 1.43, SD = 0.57) points to reliance on traditional tools, and the lowest rating for actionable feedback (M = 1.37, SD = 0.53) highlights deficiencies in providing guidance that supports improvement.

The narrow spread of standard deviations indicates a shared perception of difficulty, suggesting systemic challenges rather than individual variance. Overall, the findings underscore a need for targeted professional development in assessment literacy, formative evaluation, and feedback design to better align Filipino educators' practices with U.S. pedagogical expectations and enhance student learning outcomes.

Problem 2. Extent of challenges in adaptation encountered by Filipino educators

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

Table 2.1. Extent of challenges in adaptation encountered by Filipino teachers in terms of Language and cultural barrier

Item Statements	Mean	SD	Interpretation
Differences in language usage, idioms, or expressions leading to misunderstanding sometimes happen.	1.83	.620	Moderately Disagree
Struggle includes unfamiliarity with cultural norms and values, leading to unintentional offense or misinterpretation	2.06	.694	Moderately Disagree
Avoiding social interactions or withdrawing from conversations due to language or cultural barriers.	2.44	.671	Moderately Disagree
Experiencing difficulties in academic or professional settings due to language or cultural barriers.	2.28	.740	Moderately Disagree
Experiencing decreased productivity or efficiency due to language or cultural barriers.	2.55	.744	Agree
Language and cultural barriers	2.232	.5988	Moderately Disagree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Moderately Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

As reflected in Table 1.1, Filipino educators reported a low to moderate level of adaptation challenges related to language and cultural barriers, with an overall mean of 2.23 (SD = 0.60), interpreted as *Moderately Disagree*. This indicates that most respondents have generally adjusted to the linguistic and cultural demands of U.S. classrooms, although some challenges persist.

The highest mean was observed for decreased productivity due to language or cultural barriers (M = 2.55, SD = 0.74), suggesting that subtle linguistic nuances and sociocultural expectations occasionally affect work efficiency. In contrast, misunderstandings arising from language use or idiomatic expressions were rated lowest (M = 1.83, SD = 0.62), indicating that serious miscommunication is relatively rare—likely due to Filipino educators' strong English proficiency and prior exposure to Western communication norms.

Moderate ratings were also noted for social hesitation (M = 2.44, SD = 0.67) and professional communication difficulties (M = 2.28, SD = 0.74), implying that while adaptation has largely been successful, some educators experience intermittent challenges in social and professional interactions. The variability in responses suggests uneven adaptation experiences across individuals.

Overall, the findings demonstrate that Filipino educators exhibit resilience and adaptability in navigating linguistic and cultural differences, yet continue to face subtle challenges that may affect confidence and performance. These results underscore the importance of institutional support mechanisms, including cultural orientation, mentoring, and professional development focused on intercultural competence, to further strengthen adjustment and teaching effectiveness in diverse U.S. educational settings.

Table 2.2. Extent of challenges in adaptation encountered by Filipino teachers in terms of Student behavior and engagement

Item Statements	Mean	SD	Interpretation
struggling to build relationships with students leading to feelings of ineffectiveness and disconnection.	2.54	.642	Agree

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

Students appear disinterested, distracted, or disconnected from classroom activities.	2.51	.559	Agree
Students exhibit behavior that is disruptive, disrespectful, or uncooperative.	2.39	.549	Moderately Disagree
Students struggle to balance academic responsibilities with social or personal life.	2.41	.552	Moderately Disagree
Students fail to demonstrate sufficient progress or improvement in their academic performance.	2.55	.557	Agree
Student behavior and engagement	2.480	.4824	Moderately Disagree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Moderately Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

As shown in Table 2.2, Filipino educators reported a moderate level of adaptation challenges related to student behavior and engagement, with an overall mean of 2.48 (SD = 0.48), interpreted as *Moderately Disagree*. This indicates that while challenges exist, they are not pervasive, suggesting general adaptability in managing classroom dynamics.

The highest-rated concerns were students' inconsistent academic progress (M = 2.55, SD = 0.56) and difficulties in building teacher–student relationships (M = 2.54, SD = 0.64), both interpreted as *Agree*. Perceived student disengagement also emerged as a moderate issue (M = 2.51, SD = 0.56). In contrast, overt behavioral problems such as disruption or disrespect (M = 2.39, SD = 0.55) and difficulties balancing academic and personal demands (M = 2.41, SD = 0.55) were rated lower, indicating they are not major concerns.

The narrow range of standard deviations reflects consistent perceptions among respondents. Overall, the findings suggest that Filipino educators have largely adapted to U.S. classroom behavior norms, though challenges remain in sustaining engagement and cultivating relationships. Targeted professional development in culturally responsive classroom management and relationship-centered pedagogy may further strengthen engagement and instructional effectiveness in diverse U.S. classrooms.

Table 2.3Extent of challenges in adaptation encountered by Filipino teachers in terms of Parent communication and expectations

Item Statements	**Mean**	**SD**	**Interpretation**
Struggle to communicate effectively with parents who speak a different language.	2.31	.615	Moderately Disagree
May misinterpret or misunderstand cultural nuances and idioms, leading to miscommunication	2.27	.510	Moderately Disagree
May encounter different expectations from parents regarding their role and level of involvement in their child's education	2.10	.389	Moderately Disagree
May face pressure from parents to meet high academic expectations, which can be challenging to navigate.	2.41	.552	Moderately Disagree
May encounter expectations from parents related to cultural or social norms, such as discipline or values.	2.18	.458	Moderately Disagree
Parent communication and expectations	2.254	.4196	Moderately Disagree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Moderately Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

As presented in Table 2.3, Filipino educators reported a low to moderate level of adaptation challenges related to parent communication and expectations, with an overall mean of 2.25 (SD = 0.42), interpreted as *Moderately Disagree*. This suggests that teachers generally communicate and collaborate effectively with

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

parents, although subtle challenges remain.

The highest-rated concern involved pressure to meet parents' high academic expectations (M = 2.41, SD = 0.55), indicating occasional difficulty navigating assertive parental involvement. Other items—such as cultural misunderstandings (M = 2.27, SD = 0.51), differing expectations of teacher roles (M = 2.10, SD = 0.39), and variations in norms related to discipline or values (M = 2.18, SD = 0.46)—were rated lower, suggesting these issues are infrequent and manageable. Language-related challenges in communicating with parents who speak different languages (M = 2.31, SD = 0.62) were also reported as mild.

The relatively small standard deviations indicate consistent perceptions across respondents. Overall, the findings suggest that Filipino educators have largely adapted to parent engagement practices in U.S. schools, supported by strong language proficiency and interpersonal skills. Nonetheless, targeted professional development in cross-cultural communication, family engagement, and expectation management may further strengthen parent–teacher partnerships in culturally diverse school settings.

Table 2.4. Extent of challenges in adaptation encountered by Filipino teachers in terms of School administration and governance

Item Statements	Mean	SD	Interpretation
Struggle to communicate effectively with parents who speak a different language.	2.14	.427	Moderately Disagree
May misinterpret or misunderstand cultural nuances and idioms, leading to miscommunication	2.44	.538	Moderately Disagree
May encounter different expectations from parents regarding their role and level of involvement in their child's education	2.28	.451	Moderately Disagree
May face pressure from parents to meet high academic expectations, which can be challenging to navigate.	2.01	.659	Moderately Disagree
May encounter expectations from parents related to cultural or social norms, such as discipline or values.	2.40	.667	Moderately Disagree
School administration and governance	2.254	.4108	Moderately Disagree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Moderately Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

As reflected in Table 2.4, Filipino educators reported a low to moderate level of adaptation challenges related to school administration and governance, with an overall mean of 2.25 (SD = 0.41), interpreted as *Moderately Disagree*. This indicates general adjustment to institutional structures and administrative procedures, with only occasional difficulties.

The highest mean was observed for misinterpretation of cultural nuances in communication (M = 2.44, SD = 0.54), suggesting minor challenges in understanding institution-specific norms and leadership communication styles. Items related to differing expectations within the school community (M = 2.40, SD = 0.67; M = 2.28, SD = 0.45) were also rated as moderate, reflecting ongoing adjustment to participatory governance practices typical of U.S. schools. In contrast, pressure to meet academic expectations (M = 2.01, SD = 0.66) and language barriers in communication (M = 2.14, SD = 0.43) were minimal concerns.

The relatively small standard deviations indicate consistent perceptions among respondents. Overall, the findings suggest that Filipino educators have largely adapted to U.S. administrative and governance contexts, demonstrating professional flexibility and resilience. Continued orientation on school governance structures, leadership communication, and decision-making processes may further support their integration and effective participation within school organizations.

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

Problem 3. Difference in the level of effectiveness in teaching practices by profile

Table 3.1. Comparative Analysis on the level of effectiveness in teaching practices by Sex

Variables	Sex	Mean	T	Df	Sig.	Decision	Interpretation
Instructional Planning and Content Delivery	Male	1.231	-.362	98	.718	Failed to Reject H0	Not Significant
	Female	1.264	-.518	23.151			
Differentiation for diverse students	Male	1.338	-.316	98	.753	Failed to Reject H0	Not Significant
	Female	1.375	-.414	20.403			
Integration of culturally responsive teaching strategies	Male	1.046	-2.100	98	.038	Reject H0	Significant
	Female	1.271	-4.267	57.616			
Assessment and feedback practices	Male	1.815	3.108	98	.002	Reject H0	Significant
	Female	1.368	3.949	19.650			
Overall level of effectiveness in teaching practices	Male	1.3577	.463	98	.644	Failed to Reject H0	Not Significant
	Female	1.3195	.710	26.201			

Test used: Independent Samples t-test; .05 level of significance

As presented in Table 3.1, an independent-samples *t*-test ($\alpha = .05$) showed no significant sex-based differences in overall teaching effectiveness among Filipino educators in the United States. Male (M = 1.36) and female (M = 1.32) educators did not differ significantly overall, $t(98) = 0.463$, $p = .644$.

No significant differences were found in instructional planning and content delivery (male: M = 1.23; female: M = 1.26; $t(98) = –0.362$, $p = .718$) or differentiation for diverse students (male: M = 1.34; female: M = 1.38; $t(98) = –0.316$, $p = .753$). However, significant differences emerged in two domains. Female educators reported higher effectiveness in culturally responsive teaching (male: M = 1.05; female: M = 1.27; $t(98) = –2.100$, $p = .038$), while male educators reported higher effectiveness in assessment and feedback practices (male: M = 1.82; female: M = 1.37; $t(98) = 3.108$, $p = .002$).

Overall, sex did not predict overall teaching effectiveness, but complementary strengths were evident across specific domains. These findings suggest that professional development should be targeted and balanced strengthening culturally responsive practices among male educators and enhancing assessment and feedback competencies among female educators to support holistic instructional effectiveness.

Table 3.2.1. Comparative Analysis on the level of effectiveness in teaching practices by Age

Variables	Age Group	Mean	df	Mean square	F	Sig.	Decision	Interpretation
Instructional Planning and Content Delivery	25-35	1.159	2	.937	11.829	.000	Reject H0	Significant
	36-45	1.396	97	.079				
	46 and above	1.000	99					
	Total	1.260						
Differentiation for diverse students	25-35	1.173	2	2.372	23.365	.000	Reject H0	Significant
	36-45	1.596	97	.102				
	46 and above	1.100	99					
	Total	1.370						

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

Integration of culturally responsive teaching strategies	25-35	1.205	2	.284	2.162	.121	Failed to Reject H0	Not Significant
	36-45	1.308	97	.131				
	46 and above	1.050	99					
	Total	1.242						
Assessment and feedback practices	25-35	1.373	2	1.133	4.781	.010	Reject H0	Significant
	36-45	1.546	97	.237				
	46 and above	1.000	99					
	Total	1.426						
Overall level of effectiveness in teaching practices	25-35	1.2273	2	.988	17.208	.000	Reject H0	Significant
	36-45	1.4615	97	.057				
	46 and above	1.0375	99					
	Total	1.3245						

Test used: One-Way ANOVA; .05 level of significance

As reflected in Table 3.2.1, a one-way ANOVA (α = .05) showed that age significantly influenced several dimensions of teaching effectiveness among Filipino educators in the United States, namely instructional planning and content delivery, differentiation for diverse students, assessment and feedback practices, and overall teaching effectiveness. No significant age-based difference was found in the integration of culturally responsive teaching strategies.

Significant differences emerged in instructional planning and content delivery, $F(2,97) = 11.829$, $p < .001$, and differentiation for diverse students, $F(2,97) = 23.365$, $p < .001$. In both domains, educators aged 36–45 years reported the highest effectiveness, followed by those aged 25–35 years, while educators 46 years and above reported the lowest scores. A similar pattern was observed for assessment and feedback practices, $F(2,97) = 4.781$, $p = .010$, again favoring the 36–45 age group. These results suggest that mid-career educators may benefit from an optimal balance of experience and adaptability to contemporary pedagogical and assessment practices.

In contrast, culturally responsive teaching did not vary significantly by age, $F(2,97) = 2.162$, $p = .121$, indicating uniformly low integration across age groups. This points to systemic challenges in cultural responsiveness that transcend generational differences.

Overall teaching effectiveness also differed significantly by age, $F(2,97) = 17.208$, $p < .001$, with the 36–45 age group demonstrating the highest overall effectiveness. These findings underscore the importance of career-stage–responsive professional development, particularly to strengthen cultural responsiveness across all ages, support younger educators through mentoring, and assist older educators in adapting to evolving pedagogical and technological demands.

Table 3.2.2. Post-Hoc Analysis on the level of effectiveness in teaching practices by Age

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Instructional Planning and Content Delivery	1	2	-.2367*	.0614	.001	-.386	-.087
		3	.1591*	.0472	.005	.042	.276
	2	1	.2367*	.0614	.001	.087	.386
		3	.3958*	.0393	.000	.299	.493
	3	1	-.1591*	.0472	.005	-.276	-.042
		2	-.3958*	.0393	.000	-.493	-.299

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

Differentiation for diverse students	1	2	-.4231	.0683	.000	-.589	-.257
		3	.0727	.0828	.775	-.146	.292
	2	1	.4231*	.0683	.000	.257	.589
		3	.4958*	.0800	.000	.281	.710
	3	1	-.0727	.0828	.775	-.292	.146
		2	-.4958*	.0800	.000	-.710	-.281
Integration of culturally responsive teaching strategies	1	2	-.1038	.0772	.453	-.292	.084
		3	.1545*	.0562	.027	.014	.295
	2	1	.1038	.0772	.453	-.084	.292
		3	.2583*	.0703	.002	.085	.432
	3	1	-.1545*	.0562	.027	-.295	-.014
		2	-.2583*	.0703	.002	-.432	-.085
Assessment and feedback practices	1	2	-.1731	.1066	.291	-.433	.087
		3	.3727*	.0854	.000	.161	.585
	2	1	.1731	.1066	.291	-.087	.433
		3	.5458*	.0638	.000	.388	.704
	3	1	-.3727*	.0854	.000	-.585	-.161
		2	-.5458*	.0638	.000	-.704	-.388
Overall level of effectiveness in teaching practices	1	2	-.23419*	.05216	.000	-.3612	-.1071
		3	.18977*	.04755	.001	.0718	.3078
	2	1	.23419*	.05216	.000	.1071	.3612
		3	.42396*	.04080	.000	.3219	.5261
	3	1	-.18977*	.04755	.001	-.3078	-.0718
		2	-.42396*	.04080	.000	-.5261	-.3219

*. The mean difference is significant at the 0.05 level; Post-hoc analysis used= Tamhane
Legend: 1: 25-35; 2: 36-45; 3: 46 and above

As presented in Table 3.2.2, post-hoc analysis using the Tamhane test revealed statistically significant age-based differences in teaching effectiveness across most domains among Filipino educators in the United States. For instructional planning and content delivery, teachers aged 36–45 years demonstrated significantly higher effectiveness than those aged 25–35 years ($p = .001$) and 46 years and above ($p < .001$). Teachers aged 25–35 years also outperformed the oldest group ($p = .005$), indicating a clear advantage for mid-career educators. A similar pattern was found in differentiation for diverse students, where the 36–45 age group scored significantly higher than both younger and older groups ($p < .001$), while no significant difference emerged between the youngest and oldest groups.

Although the overall ANOVA for culturally responsive teaching was not significant, post-hoc results showed that educators aged 46 years and above scored significantly higher than both younger groups ($p < .05$), suggesting stronger cultural responsiveness among older teachers. In assessment and feedback practices, both the 25–35 and 36–45 groups were significantly more effective than the oldest group ($p < .001$), indicating greater adaptability to contemporary assessment approaches among early- and mid-career educators.

Significant differences were also found in overall teaching effectiveness ($p < .001$). Educators aged 36–45 years reported the highest effectiveness, followed by the 25–35 group, with the 46 years and above group reporting the lowest scores.

Overall, the results indicate that teaching effectiveness peaks during mid-career (36–45 years), with strengths varying by domain across age groups. These findings highlight the value of career-stage–specific professional development: mentoring for younger teachers, leadership and innovation support for mid-career educators, and targeted pedagogical and technological upskilling for older teachers to sustain effectiveness in diverse U.S. classrooms.

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

Table 3.3.1. Comparative Analysis on the level of effectiveness in teaching practices by Educational Attainment

Variables	Educational Attainment	Mean	Df	Mean square	F	Sig.	Decision	Interpretation
Instructional Planning and Content Delivery	Bachelor's	1.510	2	.983	12.560	.000	Reject H0	Significant
	Master's	1.168	97	.078				
	Doctorate	1.367	99					
	Total	1.260						
Differentiation for diverse students	Bachelor's	1.600	2	.764	5.676	.005	Reject H0	Significant
	Master's	1.291	97	.135				
	Doctorate	1.433	99					
	Total	1.370						
Integration of culturally responsive teaching strategies	Bachelor's	1.190	2	.493	3.881	.024	Reject H0	Significant
	Master's	1.300	97	.127				
	Doctorate	1.000	99					
	Total	1.242						
Assessment and feedback practices	Bachelor's	1.220	2	2.458	11.721	.000	Reject H0	Significant
	Master's	1.385	97	.210				
	Doctorate	2.000	99					
	Total	1.426						
Overall level of effectiveness in teaching practices	Bachelor's	1.3800	2	.176	2.369	.099	Failed to Reject H0	Not Significant
	Master's	1.2860	97	.074				
	Doctorate	1.4500	99					
	Total	1.3245						

Test used: One-Way ANOVA; .05 level of significance

As shown in Table 3.3.1, a one-way ANOVA examined differences in teaching effectiveness among Filipino educators in the United States according to educational attainment (bachelor's, master's, and doctorate). The results indicate that educational attainment significantly influenced several specific teaching domains, although overall teaching effectiveness did not differ significantly across groups.

Significant differences were found in instructional planning and content delivery, $F(2,97) = 12.56$, $p < .001$, and differentiation for diverse students, $F(2,97) = 5.68$, $p = .005$. In both domains, master's degree holders demonstrated greater effectiveness, as reflected by lower mean scores, suggesting stronger pedagogical preparation and skill in addressing diverse learner needs. A significant difference was also observed in the integration of culturally responsive teaching strategies, $F(2,97) = 3.88$, $p = .024$, where master's degree holders again showed relatively higher effectiveness compared to bachelor's and doctorate degree holders.

In contrast, assessment and feedback practices differed significantly across groups, $F(2,97) = 11.72$, $p < .001$, with doctorate degree holders reporting the highest effectiveness. This finding likely reflects advanced analytical and evaluative competencies developed through doctoral training.

However, no significant difference was found in the overall level of teaching effectiveness, $F(2,97) = 2.37$, $p = .099$, indicating that while educational attainment shapes strengths in particular domains, overall effectiveness remains comparable across degree levels.

Overall, the findings suggest that master's degree holders exhibit the most consistent effectiveness across instructional domains, while doctorate holders excel particularly in assessment-related practices. These results underscore the value of advanced graduate training and continuous professional development in strengthening domain-specific teaching competencies among Filipino educators in U.S. schools.

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

Table 3.3.2. Post-Hoc Analysis on the level of effectiveness in teaching practices by Educational Attainment

Dependent Variable	(I) Highest Educational Attainment	(J) Highest Educational Attainment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Instructional Planning and Content Delivery	1	2	.3424*	.0721	.000	.161	.524
		3	.1433	.0707	.149	-.036	.323
	2	1	-.3424*	.0721	.000	-.524	-.161
		3	-.1990*	.0492	.001	-.321	-.077
	3	1	-.1433	.0707	.149	-.323	.036
		2	.1990*	.0492	.001	.077	.321
Differentiation for diverse students	1	2	.3088*	.0878	.004	.089	.529
		3	.1667	.1069	.343	-.105	.439
	2	1	-.3088*	.0878	.004	-.529	-.089
		3	-.1422	.0905	.346	-.378	.093
	3	1	-.1667	.1069	.343	-.439	.105
		2	.1422	.0905	.346	-.093	.378
Integration of culturally responsive teaching strategies	1	2	-.1100	.0851	.495	-.322	.102
		3	.1900*	.0703	.042	.006	.374
	2	1	.1100	.0851	.495	-.102	.322
		3	.3000*	.0479	.000	.183	.417
	3	1	-.1900*	.0703	.042	-.374	-.006
		2	-.3000*	.0479	.000	-.417	-.183
Assessment and feedback practices	1	2	-.1653	.0973	.260	-.406	.075
		3	-.7800*	.0738	.000	-.973	-.587
	2	1	.1653	.0973	.260	-.075	.406
		3	-.6147*	.0633	.000	-.770	-.460
	3	1	.7800*	.0738	.000	.587	.973
		2	.6147*	.0633	.000	.460	.770
Overall level of effectiveness in teaching practices	1	2	.09397	.06358	.380	-.0645	.2524
		3	-.07000	.05619	.534	-.2139	.0739
	2	1	-.09397	.06358	.380	-.2524	.0645
		3	-.16397*	.04236	.001	-.2676	-.0604
	3	1	.07000	.05619	.534	-.0739	.2139
		2	.16397*	.04236	.001	.0604	.2676

*. The mean difference is significant at the 0.05 level; post-hoc analysis used= Tamhane
Legend: 1: Bachelor's; 2: Master's; 3: Doctorate

Post-hoc analysis using the Tamhane test identified significant pairwise differences in teaching effectiveness across educational attainment levels for several domains.

For instructional planning and content delivery, significant differences emerged between bachelor's and master's degree holders ($p < .001$) and between master's and doctorate holders ($p = .001$). Master's degree holders reported lower mean scores, indicating greater effectiveness than bachelor's degree holders, while doctorate holders differed significantly from the master's group, suggesting comparatively higher effectiveness at the doctoral level.

In differentiation for diverse students, a significant

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

difference was found only between bachelor's and master's degree holders ($p = .004$), with master's degree holders demonstrating greater effectiveness. No other pairwise comparisons were significant.

For integration of culturally responsive teaching strategies, doctorate holders reported significantly higher effectiveness than both bachelor's ($p = .042$) and master's degree holders ($p < .001$), indicating stronger competence in culturally responsive pedagogy among educators with doctoral training.

In assessment and feedback practices, doctorate holders again outperformed both bachelor's and master's degree holders ($p < .001$ for both comparisons), highlighting the advantage of advanced academic preparation in evaluative and feedback-related competencies.

Overall, a significant difference in overall teaching effectiveness was observed between master's and doctorate holders ($p = .001$), with doctorate holders reporting higher effectiveness. No significant differences were found between bachelor's degree holders and the other groups.

Taken together, the results indicate that educational attainment shapes domain-specific teaching strengths, with master's degree holders demonstrating consistent effectiveness in instructional planning and differentiation, and doctorate holders excelling in culturally responsive teaching, assessment, and overall effectiveness. These findings suggest that higher academic qualifications can enhance teaching effectiveness, particularly when advanced training aligns with classroom practice and instructional demands.

Table 3.4.1. Comparative Analysis on the level of effectiveness in teaching practices by Years of Experience

Variables	Years of Experience	Mean	df	Mean square	F	Sig.	Decision	Interpretation
Instructional Planning and Content Delivery	1-10	1.182	2	.347	3.800	.026	Reject H0	Significant
	11-20	1.333	97	.091				
	21 and above	1.000	99					
	Total	1.260						
Differentiation for diverse students	1-10	1.195	2	1.464	12.173	.000	Reject H0	Significant
	11-20	1.526	97	.120				
	21 and above	1.000	99					
	Total	1.370						
Integration of culturally responsive teaching strategies	1-10	1.209	2	.117	.868	.423	Failed to Reject H0	Not Significant
	11-20	1.278	97	.135				
	21 and above	1.000	99					
	Total	1.242						
Assessment and feedback practices	1-10	1.327	2	.646	2.615	.078	Failed to Reject H0	Not Significant
	11-20	1.522	97	.247				
	21 and above	1.000	99					
	Total	1.426						
Overall level of effectiveness in teaching practices	1-10	1.2284	2	.529	7.907	.001	Reject H0	Significant
	11-20	1.4148	97	.067				
	21 and above	1.0000	99					
	Total	1.3245						

Test used: One-Way ANOVA; .05 level of significance

A one-way ANOVA examined differences in teaching effectiveness by years of experience and found significant effects for instructional planning and content delivery, $F(2,97) = 3.80$, $p = .026$; differentiation for diverse students, $F(2,97) = 12.17$, $p < .001$; and overall teaching effectiveness, $F(2,97) = 7.91$, $p = .001$. No significant differences were observed for culturally responsive teaching, $F(2,97) = 0.87$, $p = .423$, or assessment and feedback, $F(2,97) = 2.62$, $p = .078$.

Educators with 21 years or more of experience showed the most effective mean ratings across domains, while those with 11–20 years reported relatively lower effectiveness, particularly in differentiation. Teachers with 1–10 years demonstrated moderate effectiveness,

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

reflecting developing competencies.

Overall, the findings indicate that teaching experience significantly influences planning, differentiation, and overall effectiveness, whereas cultural responsiveness and assessment practices appear more dependent on targeted training and professional development than on experience alone.

Table 3.4.2

Post-Hoc Analysis on the level of effectiveness in teaching practices by Years of Experience

Dependent Variable	(I) Years of Teaching In Phil	(J) Years of Teaching In Phil	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Instructional Planning and Content Delivery	1	2	-.1515*	.0619	.048	-.302	-.001
		3	.1818*	.0464	.001	.067	.297
	2	1	.1515*	.0619	.048	.001	.302
		3	.3333*	.0410	.000	.232	.434
	3	1	-.1818*	.0464	.001	-.297	-.067
		2	-.3333*	.0410	.000	-.434	-.232
Differentiation for diverse students	1	2	-.3305*	.0701	.000	-.501	-.160
		3	.1955*	.0497	.001	.072	.319
	2	1	.3305*	.0701	.000	.160	.501
		3	.5259*	.0494	.000	.404	.648
	3	1	-.1955*	.0497	.001	-.319	-.072
		2	-.5259*	.0494	.000	-.648	-.404
Integration of culturally responsive teaching strategies	1	2	-.0687	.0727	.722	-.245	.108
		3	.2091*	.0460	.000	.095	.323
	2	1	.0687	.0727	.722	-.108	.245
		3	.2778*	.0563	.000	.139	.417
	3	1	-.2091*	.0460	.000	-.323	-.095
		2	-.2778*	.0563	.000	-.417	-.139
Assessment and feedback practices	1	2	-.1949	.1029	.174	-.446	.056
		3	.3273*	.0810	.001	.126	.528
	2	1	.1949	.1029	.174	-.056	.446
		3	.5222*	.0635	.000	.366	.679
	3	1	-.3273*	.0810	.001	-.528	-.126
		2	-.5222*	.0635	.000	-.679	-.366
Overall level of effectiveness in teaching practices	1	2	-.18641*	.05298	.002	-.3153	-.0575
		3	.22841*	.03993	.000	.1292	.3276
	2	1	.18641*	.05298	.002	.0575	.3153
		3	.41481*	.03481	.000	.3290	.5006
	3	1	-.22841*	.03993	.000	-.3276	-.1292
		2	-.41481*	.03481	.000	-.5006	-.3290

*. The mean difference is significant at the 0.05 level.
Post-hoc analysis used= Tamhane
Legend: 1: 1-10; 2: 11-20; 3: 21 above

Post hoc analysis using the Tamhane test revealed significant experience-based differences in teaching effectiveness across all domains. Teachers with 21 years or more of experience consistently demonstrated higher

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.minduraresearch.com/journal/index
Volume 2 Issue 1-2026

effectiveness than those with 1–10 and 11–20 years of service.

Significant differences favored the most experienced group in instructional planning and content delivery, differentiation for diverse students, culturally responsive teaching, and assessment and feedback ($p \leq .001$ across comparisons). In overall teaching effectiveness, teachers with 21+ years outperformed both less-experienced groups, and those with 11–20 years also differed significantly from early-career teachers.

Overall, the results indicate that longer teaching experience is strongly associated with higher effectiveness across instructional domains. The findings underscore the value of sustained professional engagement and accumulated classroom experience in strengthening pedagogical skills, differentiation, cultural responsiveness, and feedback practices.

Difference in the extent of challenges in adaptation encountered by profile

Table 4.1. Comparative Analysis on extent of challenges in adaptation encountered by Sex

Variables	Sex	Mean	t	df	Sig.	Decision	Interpretation
Language and cultural barriers	Male	2.785	3.802	98	.000	Reject H0	Significant
	Female	2.149	4.744	19.239			
Student behavior and engagement	Male	2.508	.221	98	.826	Failed to Reject H0	Not Significant
	Female	2.476	.212	15.408			
Parent communication and expectations	Male	2.262	.069	98	.945	Failed to Reject H0	Not Significant
	Female	2.253	.060	14.603			
School administration and governance	Male	2.185	-.651	98	.517	Failed to Reject H0	Not Significant
	Female	2.264	-.651	15.805			
Overall Challenges in Adaptation	Male	2.4346	1.338	98	.184	Failed to Reject H0	Not Significant
	Female	2.2856	1.283	15.380			

Test used: Independent Means t-test; .05 level of significance

An independent-samples *t*-test examined sex-based differences in adaptation challenges (Table 5.1). A significant difference emerged only for language and cultural barriers, with male teachers reporting greater challenges (M = 2.79) than female teachers (M = 2.15), $t(98) = 3.80$, $p < .001$.

No significant sex differences were found for student behavior and engagement ($p = .826$), parent communication and expectations ($p = .945$), school administration and governance ($p = .517$), or the overall extent of adaptation challenges (male: M = 2.43; female: M = 2.29; $p = .184$).

Overall, the findings indicate that gender plays a limited role in teachers' adaptation experiences, with differences confined to language and cultural adjustment. In other domains, male and female teachers reported comparable levels of challenge, suggesting that adaptation is shaped more by contextual and migration-related factors than by gender alone.

Table 4.2.1. Comparative Analysis on extent of challenges in adaptation encountered by Age

Variables	Age Group	Mean	df	Mean square	F	Sig.	Decision	Interpretation
Language and cultural barriers	25-35	1.932	2	5.045	19.260	.000	Reject H0	Significant
	36-45	2.562	97	.262				
	46 and above	1.900	99					
	Total	2.232						
Student behavior and engagement	25-35	2.223	2	2.822	15.734	.000	Reject H0	Significant
	36-45	2.646	97	.179				
	46 and above	2.900	99					
	Total	2.480						
Parent communication	25-35	2.145	2	.583	3.480	.035	Reject H0	Significant
	36-45	2.313	97	.168				

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.minduraresearch.com/journal/index
Volume 2 Issue 1-2026

and expectations	46 and above	2.500	99					
	Total	2.254						
School administration and governance	25-35	2.195	2	.321	1.940	.149	Failed to Reject H0	Not Significant
	36-45	2.267	97	.166				
	46 and above	2.500	99					
	Total	2.254						
Overall Challenges in Adaptation	25-35	2.1239	2	1.289	10.949	.000	Reject H0	Significant
	36-45	2.4469	97	.118				
	46 and above	2.4500	99					
	Total	2.3050						

Test used: One-Way ANOVA; .05 level of significance

A one-way ANOVA examined age-based differences in teachers' adaptation challenges (Table 5.2). Significant differences were found for language and cultural barriers, $F(2,97) = 19.26$, $p < .001$, with teachers aged 36–45 reporting higher challenges than those aged 25–35 and 46+. Student behavior and engagement also differed significantly, $F(2,97) = 15.73$, $p < .001$, with the 46+ group reporting the greatest challenges, followed by 36–45, then 25–35. A smaller but significant difference emerged for parent communication and expectations, $F(2,97) = 3.48$, $p = .035$, again higher among older teachers.

No significant differences were observed for school administration and governance, $F(2,97) = 1.94$, $p = .149$. Overall adaptation challenges differed by age, $F(2,97) = 10.95$, $p < .001$, with 36–45 and 46+ reporting higher challenges than 25–35.

Overall, age significantly shaped adaptation experiences, with mid-career and senior teachers facing greater challenges in language/cultural adjustment and classroom management, while administrative challenges were comparable across age groups.

Table 4.2.2. Post-Hoc Analysis on extent of challenges in adaptation encountered by Age

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Language and cultural barriers	1	2	-.6307*	.1073	.000	-.892	-.369
		3	.0318	.2145	.998	-.583	.647
	2	1	.6307*	.1073	.000	.369	.892
		3	.6625*	.2065	.034	.052	1.273
	3	1	-.0318	.2145	.998	-.647	.583
		2	-.6625*	.2065	.034	-1.273	-.052
Student behavior and engagement	1	2	-.4231*	.0929	.000	-.650	-.196
		3	-.6773*	.1033	.000	-.938	-.417
	2	1	.4231*	.0929	.000	.196	.650
		3	-.2542*	.0808	.019	-.470	-.038
	3	1	.6773*	.1033	.000	.417	.938
		2	.2542*	.0808	.019	.038	.470
Parent communication and expectations	1	2	-.1670	.0884	.175	-.382	.048
		3	-.3545*	.0935	.003	-.594	-.115
	2	1	.1670	.0884	.175	-.048	.382
		3	-.1875	.0875	.127	-.415	.040
	3	1	.3545*	.0935	.003	.115	.594
		2	.1875	.0875	.127	-.040	.415
School administration and governance	1	2	-.0712	.0865	.798	-.282	.139
		3	-.3045*	.0850	.006	-.528	-.081
	2	1	.0712	.0865	.798	-.139	.282

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

		3	-.2333	.0940	.059	-.474	.007
	3	1	.3045*	.0850	.006	.081	.528
		2	.2333	.0940	.059	-.007	.474
Overall Challenges in Adaptation	1	2	-.32301*	.07411	.000	-.5035	-.1425
		3	-.32614*	.08723	.004	-.5532	-.0990
	2	1	.32301*	.07411	.000	.1425	.5035
		3	-.00313	.08034	1.000	-.2183	.2121
	3	1	.32614*	.08723	.004	.0990	.5532
		2	.00313	.08034	1.000	-.2121	.2183

*. The mean difference is significant at the 0.05 level; Post-hoc analysis used= Tamhane
Legend: 1: 25-35; 2: 36-45; 3: 46 and above

Post hoc analysis using the Tamhane test identified significant age-based differences in adaptation challenges.

For language and cultural barriers, teachers aged 36–45 years reported significantly greater challenges than both 25–35 years ($p < .001$) and 46+ years ($p = .034$). In student behavior and engagement, significant differences were found across all age groups, with 46+ teachers experiencing the greatest challenges, followed by 36–45, and then 25–35 ($p < .05$ across comparisons). Significant differences also emerged for parent communication and expectations and school administration and governance, where teachers aged 46+ reported higher challenges than those aged 25–35 ($p \leq .006$). For overall adaptation challenges, both 36–45 and 46+ groups reported significantly higher levels than the 25–35 group ($p < .01$).

Overall, the findings indicate that older teachers particularly those aged 36 and above face greater adaptation challenges than younger educators, especially in language and cultural adjustment, student engagement, and institutional expectations.

Table 4.3.1Comparative Analysis on extent of challenges in adaptation encountered by Educational Attainment

Variables	**Educational Attainment**	**Mean**	**df**	**Mean square**	**F**	**Sig.**	**Decision**	**Interpretation**
Language and cultural barriers	Bachelor's	2.350	2	4.664	17.285	.000	Reject H0	Significant
	Master's	2.062	97	.270				
	Doctorate	3.000	99					
	Total	2.232						
Student behavior and engagement	Bachelor's	2.350	2	.729	3.277	.042	Reject H0	Significant
	Master's	2.465	97	.222				
	Doctorate	2.783	99					
	Total	2.480						
Parent communication and expectations	Bachelor's	2.080	2	.394	2.299	.106	Failed to Reject H0	Not Significant
	Master's	2.306	97	.172				
	Doctorate	2.250	99					
	Total	2.254						
School administration and governance	Bachelor's	2.070	2	.864	5.597	.005	Reject H0	Significant
	Master's	2.344	97	.154				
	Doctorate	2.050	99					
	Total	2.254						
Overall Challenges in Adaptation	Bachelor's	2.2125	2	.369	2.700	.072	Failed to Reject H0	Not Significant
	Master's	2.2941	97	.137				
	Doctorate	2.5208	99					
	Total	2.3050						

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

Test used: One-Way ANOVA; .05 level of significance

The one-way ANOVA results in Table 5.3 examined the differences in the extent of challenges in adaptation encountered by teachers when grouped according to educational attainment. The analysis revealed a statistically significant difference in challenges related to language and cultural barriers, $F(2, 97) = 17.285$, $p < .001$, indicating that educational attainment influences the extent of such barriers. Post-hoc inspection (as supported by later analysis) suggests that teachers with doctoral degrees (M = 3.000) experienced higher language and cultural challenges compared to those with bachelor's (M = 2.350) and master's (M = 2.062) degrees. Similarly, significant differences were also observed in student behavior and engagement, $F(2, 97) = 3.277$, $p = .042$, suggesting that higher educational attainment is associated with greater awareness or perception of behavioral and engagement challenges among students.

Conversely, there were no statistically significant differences in parent communication and expectations, $F(2, 97) = 2.299$, $p = .106$, and overall challenges in adaptation, $F(2, 97) = 2.700$, $p = .072$, implying that educational attainment did not significantly affect teachers' overall perception of adaptation challenges in these domains. However, a significant variation was found in school administration and governance, $F(2, 97) = 5.597$, $p = .005$, indicating that teachers' educational levels influenced their experiences or perceptions of administrative and governance-related challenges. These findings suggest that teachers with higher educational attainment may possess a more critical perspective or encounter more complex challenges in adapting to language, cultural, and governance-related aspects within the school environment.

Table 4.3.2. Post-Hoc Analysis on extent of challenges in adaptation encountered by Educational Attainment

Dependent Variable	(I) Highest Educational Attainment	(J) Highest Educational Attainment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Language and cultural barriers	1	2	.2882	.1192	.059	-.008	.585
		3	-.6500*	.0961	.000	-.902	-.398
	2	1	-.2882	.1192	.059	-.585	.008
		3	-.9382*	.0705	.000	-1.111	-.766
	3	1	.6500*	.0961	.000	.398	.902
		2	.9382*	.0705	.000	.766	1.111
Student behavior and engagement	1	2	-.1147	.0966	.562	-.353	.123
		3	-.4333*	.0728	.000	-.622	-.244
	2	1	.1147	.0966	.562	-.123	.353
		3	-.3186*	.0677	.000	-.484	-.153
	3	1	.4333*	.0728	.000	.244	.622
		2	.3186*	.0677	.000	.153	.484
Parent communication and expectations	1	2	-.2259*	.0797	.019	-.422	-.030
		3	-.1700	.0744	.087	-.358	.018
	2	1	.2259*	.0797	.019	.030	.422
		3	.0559	.0763	.849	-.133	.245
	3	1	.1700	.0744	.087	-.018	.358
		2	-.0559	.0763	.849	-.245	.133
School administration and governance	1	2	-.2741*	.0734	.001	-.454	-.094
		3	.0200	.0698	.989	-.157	.197
	2	1	.2741*	.0734	.001	.094	.454
		3	.2941*	.0743	.001	.110	.479
	3	1	-.0200	.0698	.989	-.197	.157
		2	-.2941*	.0743	.001	-.479	-.110

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindunaresearch.com/journal/index
Volume 2 Issue 1-2026

Overall Challenges in Adaptation	1	2	-.08162	.07530	.632	-.2671	.1038
		3	-.30833*	.05881	.000	-.4593	-.1574
	2	1	.08162	.07530	.632	-.1038	.2671
		3	-.22672*	.05549	.000	-.3621	-.0913
	3	1	.30833*	.05881	.000	.1574	.4593
		2	.22672*	.05549	.000	.0913	.3621

*. The mean difference is significant at the 0.05 level; Post-hoc analysis used= Tamhane
Legend: 1: Bachelor's; 2: Master's; 3: Doctorate

Post hoc analysis using the Tamhane test (Table 5.3.1) identified significant differences in adaptation challenges by educational attainment.

Teachers with doctoral degrees reported significantly greater challenges in language and cultural barriers than those with bachelor's and master's degrees ($p < .001$). A similar pattern was observed for student behavior and engagement, where doctorate holders again reported higher challenges than both bachelor's and master's degree holders ($p < .001$).

For parent communication and expectations, a modest but significant difference emerged between bachelor's and master's degree holders ($p = .019$), with bachelor's degree holders reporting fewer challenges. In school administration and governance, significant differences were found between bachelor's and master's degree holders and between master's and doctoral degree holders ($p = .001$), indicating increased administrative challenges with higher educational attainment.

Finally, overall adaptation challenges were significantly higher among doctoral degree holders compared to both bachelor's and master's degree holders ($p < .001$).

Overall, the findings indicate that teachers with doctoral qualifications experience the greatest adaptation challenges, possibly due to heightened sensitivity to cultural, institutional, and pedagogical complexities. This underscores the need for strong institutional support and targeted professional learning, as advanced academic preparation alone does not mitigate adaptation difficulties in diverse educational contexts.

Table 4.4.1. Comparative Analysis on extent of challenges in adaptation encountered by Years of Experience

Variables	**Years of Experience**	**Mean**	**df**	**Mean square**	**F**	**Sig.**	**Decision**	**Interpretation**
Language and cultural barriers	1-10	1.877	2	5.803	23.563	.000	Reject H0	Significant
	11-20	2.544	97	.246				
	21 and above	1.600	99					
	Total	2.232						
Student behavior and engagement	1-10	2.377	2	.615	2.734	.070	Failed to Reject H0	Not Significant
	11-20	2.544	97	.225				
	21 and above	3.000	99					
	Total	2.480						
Parent communication and expectations	1-10	2.177	2	.239	1.367	.260	Failed to Reject H0	Not Significant
	11-20	2.311	97	.175				
	21 and above	2.400	99					
	Total	2.254						
School administration and governance	1-10	2.314	2	.178	1.058	.351	Failed to Reject H0	Not Significant
	11-20	2.200	97	.169				
	21 and above	2.400	99					
	Total	2.254						
Overall Challenges in Adaptation	1-10	2.1864	2	.555	4.180	.018	Reject H0	Significant
	11-20	2.4000	97	.133				
	21 and above	2.3500	99					

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

	Total	2.3050						

Test used: One-Way ANOVA; .05 level of significance

The one-way ANOVA results in Table 5.4 indicate that years of teaching experience significantly influenced language and cultural adaptation challenges, $F(2,97) = 23.56$, $p < .001$. Teachers with 11–20 years of experience reported the greatest challenges (M = 2.54), compared with those with 1–10 years (M = 1.88) and 21 years and above (M = 1.60), suggesting heightened difficulties among mid-career teachers in navigating linguistic and cultural diversity.

No significant differences were found across experience groups for student behavior and engagement ($p = .070$), parent communication and expectations ($p = .260$), or school administration and governance ($p = .351$), indicating similar levels of challenge in these areas regardless of tenure.

A significant difference emerged for overall adaptation challenges, $F(2,97) = 4.18$, $p = .018$, with 11–20 years of experience reporting the highest overall challenges, followed by 21+ years, and then 1–10 years. Overall, the findings suggest that mid-career teachers experience the greatest adaptation strain, likely due to transitional pressures amid changing pedagogical, cultural, and institutional demands.

Table 4.4.2. Post-Hoc Analysis on extent of challenges in adaptation encountered by Years of Experience

Dependent Variable	(I) Years of Teaching In Phil	(J) Years of Teaching In Phil	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Language and cultural barriers	1	2	-.6672*	.1016	.000	-.914	-.420
		3	.2773*	.0762	.002	.088	.467
	2	1	.6672*	.1016	.000	.420	.914
		3	.9444*	.0672	.000	.779	1.110
	3	1	-.2773*	.0762	.002	-.467	-.088
		2	-.9444*	.0672	.000	-1.110	-.779
Student behavior and engagement	1	2	-.1672	.0964	.237	-.401	.067
		3	-.6227*	.0701	.000	-.797	-.449
	2	1	.1672	.0964	.237	-.067	.401
		3	-.4556*	.0661	.000	-.619	-.293
	3	1	.6227*	.0701	.000	.449	.797
		2	.4556*	.0661	.000	.293	.619
Parent communication and expectations	1	2	-.1338	.0811	.277	-.331	.064
		3	-.2227*	.0442	.000	-.333	-.113
	2	1	.1338	.0811	.277	-.064	.331
		3	-.0889	.0680	.482	-.257	.079
	3	1	.2227*	.0442	.000	.113	.333
		2	.0889	.0680	.482	-.079	.257
School administration and governance	1	2	.1136	.0808	.414	-.083	.310
		3	-.0864	.0493	.238	-.209	.036
	2	1	-.1136	.0808	.414	-.310	.083
		3	-.2000*	.0641	.009	-.358	-.042
	3	1	.0864	.0493	.238	-.036	.209
		2	.2000*	.0641	.009	.042	.358
Overall Challenges	1	2	-.21364*	.07222	.012	-.3892	-.0381

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.minduraresearch.com/journal/index
Volume 2 Issue 1-2026

in Adaptation		3	-.16364	.04588	.003	-.2776	-.0497
	2	1	.21364*	.07222	.012	.0381	.3892
		3	.05000	.05578	.755	-.0875	.1875
	3	1	.16364*	.04588	.003	.0497	.2776
		2	-.05000	.05578	.755	-.1875	.0875

*. The mean difference is significant at the 0.05 level.
Post-hoc analysis used= Tamhane
Legend: 1: 1-10; 2: 11-20; 3: 21 above

Post-hoc analysis using the Tamhane test (Table 4.4.2) revealed significant experience-based differences in adaptation challenges across multiple domains.

For language and cultural barriers, significant differences were found among all experience groups ($p < .01$). Teachers with 11–20 years of experience reported the highest challenges, while those with 21 years and above reported the lowest, suggesting greater cultural adaptability with extended professional exposure.

In student behavior and engagement, teachers with 21+ years experienced significantly greater challenges than those with 1–10 and 11–20 years ($p < .001$), possibly reflecting generational gaps in classroom expectations and learner behavior. For parent communication and expectations, a significant difference emerged between 1–10 years and 21+ years ($p < .001$), indicating greater difficulty among more senior teachers.

A modest difference in school administration and governance was observed between 11–20 and 21+ years ($p = .009$), with the most experienced group reporting higher challenges. Regarding overall adaptation challenges, teachers with 11–20 years reported the highest levels, followed by 21+ years, while early-career teachers (1–10 years) experienced the least difficulty ($p < .05$).

Conclusively, the findings indicate that mid-career teachers face the greatest adaptation challenges, particularly in cultural and institutional adjustment, while veteran teachers encounter more difficulties in student engagement and governance. These results highlight the need for career-stage–responsive professional support, especially for mid-career and senior educators navigating evolving pedagogical and intercultural demands.

References

Anderson, J., & Carter, L. (2023). Spiritual education and its impact on resilience and emotional intelligence. International Journal of Educational Studies, 15 (4), 89-103.

Brown, A., & Green, T. (2022). Global perspectives on spiritual education: A comparative study. International Journal of Educational Research, 45 (3), 123-135.

Cruz, M., & Dela Cruz, L. (2023). Challenges and opportunities in spiritual education in SPED centers. Philippine Journal of Special Education, 18 (2), 89-102.

Firmansyah, D., & Saepuloh, D. (2022). Social learning theory: Cognitive and behavioral approaches. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, *1*(3), 297-324.

Garcia, R., & Santos, P. (2024). Policy frameworks for spiritual education in the Philippines. Asian Education Review, 29 (1), 45-60.

Johnson, K., Lee, H., & Park, J. (2023). The impact of spiritual education on students' social-emotional development. Journal of Educational Psychology, 115 (4), 678-690.

Mitchell, D., & Sutherland, M. (2020). Community engagement in spiritual development. Journal of Inclusive Education, 24 (5), 567-580.

Nzenwata, P. (2025). Spiritual well-being in educational settings: A global initiative. Global Network for Spirituality and Health Quarterly, 12(2), 234–248.

Oakley, G., King, J., & Scarparolo, N. (2023). Values education in the K to 12 curriculum. Philippine Educational Review, 17(3), 112–125.

Okafor, E., & Nwankwo, U. (2023). Spiritual education and social cohesion in African schools. African Educational Research Journal, 10 (1), 56-70.

Rantung, D. A., & Vandiano, V. (2021). Integration of Faith Development Pattern according to Ephesians 4: 11-13 and James Fowler's Theory and Its Implementation through Christian Religious Education. *DEGRES*, *20*(1), 238-248.

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
https://ijelcs.mindumaresearch.com/journal/index
Volume 2 Issue 1-2026

Rodriguez, M., & Mendez, F. (2023). Engagement and motivation through spiritual education in South America. Latin American Education Review, 25 (3), 145-160.

Rumjaun, A., & Narod, F. (2020). Social learning theory—albert bandura. *Science education in theory and practice: An introductory guide to learning theory*, 85-99.

Smith, J., & Doe, R. (2024). Human dignity and spiritual education: A global perspective. International Journal of Human Rights Education, 8 (1), 34-49.

Tanaka, Y., & Lee, S. (2023). Integrating mindfulness and traditional practices in Japanese education. Asian Journal of Educational Studies, 19 (2), 89-102.

Taylor, R., & White, K. (2023). Global collaboration in spiritual education: Virtual platforms and international conferences. Journal of Global Education, 12 (2), 112-128.

UNESCO. (2023). Guidelines on education for sustainable development. Paris: UNESCO Publishing.

Uy Jr, F., Milallos, R., & Uy, C. (2024). Recollections and values formation seminars in SPED centers. Sarangani Educational Journal, 10 (1), 78-92.

Williams, T., & Thompson, G. (2023). Aligning spiritual education with the UN SDGs. Global Education Policy Review, 18 (4), 201-215.

Rodriguez, M., & Mendez, F. (2023). Engagement and motivation through spiritual education in South America. Latin American Education Review, 25(3), 145–160.

UNESCO. (2023). Guidelines on education for sustainable development. Paris: UNESCO Publishing.