

Challenges, Gaps and Effects in the Implementation of Integrated Learning Experiences

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Date Submitted:

July 05, 2026

Date Accepted:

July 18, 2026

Date Published:

July 29, 2026

DOI:

10.5281/zenodo.21673841

ABSTRACT

Guided by Regional Memorandum No. 01162, s. 2024, Key Stage 1 teachers are mandated to deliver contextualized and localized instruction that supports learning recovery and prepares learners for curriculum transitions. While the Integrated Learning Experience (ILE) was introduced to address academic gaps through a holistic approach, its success largely depends on effective classroom implementation. This study investigated the gap between policy expectations and actual teaching practices by examining the experiences of early grade teachers. It aimed to provide evidence-based insights on how teachers balance curriculum requirements with the developmental needs of young learners. Using a qualitative phenomenological research design, the study explored the lived

experiences of Key Stage 1 teachers implementing ILE in District 9 of the DepEd Masbate City Division. The research focused on three areas: the perceived effects of ILE on learners, the challenges encountered during implementation, and the support mechanisms available to teachers. Data were collected through structured interviews with teachers from Batuhan East Elementary School, Timoteo T. Buncaras Elementary School, and Julian V. Antonio Elementary School. Participants were selected based on their teaching experience, regular teaching assignments, and prior participation in ILE-related training. The findings revealed that teachers regard ILE as an effective instructional approach that enhances academic achievement, knowledge retention, and learner engagement. By integrating learning experiences, the approach encourages active participation and develops essential 21st-century skills, including critical thinking, creativity, and collaboration. However, teachers also reported challenges such as revising traditional lesson plans, limited access to specialized instructional resources, and addressing varying levels of learner readiness. Although formal support is provided through training and technical assistance, the study found that successful implementation often depends on teachers' professional commitment and collaborative relationships. Based on these findings, the study recommends that the Department of Education institutionalize ILE as a primary instructional strategy, provide enhanced lesson exemplars, distribute localized learning materials, and establish structured opportunities for teacher collaboration and mentorship to strengthen program effectiveness and teacher well-being.

Keywords: *integrated learning, Key Stage 1, elementary education, DepEd Region V, teaching strategies, curriculum implementation, learning recovery, 21st-century skills, contextualized instruction*

INTRODUCTION

In integrative teaching, concepts from other subjects or differentiated parts are introduced within the boundaries or perspective of a specific subject (Jobirovich, 2022; Zulayxo & Shohista, 2024). The application of this approach in teaching has been shown to improve the quality of students' knowledge acquisition and retention (Milanković Jovanov, 2022). Pagaduan-Alicante (2020) has emphasized that

integrative teaching can be strengthened by the teacher's practical skills and by combining other methods, including collaboration, reflection, and technology. Rahmidinovna (2024) also explains that a primary school teacher using this approach aims to teach students to see the connection between nature and everything in everyday life.

In many countries, learning gaps in the early grades persist. According to UNESCO (2022), about 40% of students in early grades lack basic reading skills, and about 17% of lowest numeracy rate in Southeast Asia. Similarly, the International Common Assessment of Numeracy (ICAN) finds that only 5-57 percent of Grades 2 and 3 learners have reached proficiency (RISE, 2020). This yields powerful insights; for instance, in Mathematics, integrating real-world applications is an effective approach that enhances student engagement, fosters critical thinking, and prepares students for real-life challenges (Sujatha, 2023). An integrated curriculum helps early grades comprehend learning content holistically (AlAli & Al-Barakat, 2024).

In the context of Philippine education, Key Stage 1, or learners entering Grades 1, 2, and 3, is a crucial stage for learners to acquire relevant foundational skills, such as basic reading, fundamental arithmetic, essential socio-emotional skills, and appropriate child care that supports this development. Studies have underscored that the long-term effects of poor early childhood development may worsen over the course of their academic life if not addressed early on (Melkman, 2020; Solang et al., 2024). Additionally, many recent societal factors have negatively impacted education at this Key Stage 1, resulting in significant learning deficits in reading (Acob et al., 2023) and difficulties in math and writing (Morales et al., 2025). Kraft & Monti-Nussbaum (2022) described interruptions in classroom instruction as a snowballing effect, in which a small issue becomes a larger one. Similarly, Ampo et al. (2025) emphasized that without the teaching as a primary facilitator of learning, it becomes a frustration due to the lack of meaningful engagement. To address the critical and overarching issues for key stages, the Department of Education (DepEd) has been developing various innovative programs that continuously support learning from the post-pandemic scenario and other existing class disruptions, such as the National Learning Recovery Program (NLRP; DepEd, 2023a), which includes the National Learning Camps (DepEd, 2023b), Catch-up Fridays (DepEd, 2024a), and ARAL Program (DepEd, 2025a). These mandates encompass the Basic Education Development Plan 2030 to set for learning recovery efforts, pursuant to DepEd No. 24, s. 2022 (DepEd, 2022). Similarly, significant supplementary efforts are being made in the respective regional offices to localize and intensify national efforts. These national and regional strategies emphasize the need for context-specific, learner-centered pedagogy to accelerate learning recovery and preparedness for the new curriculum.

Integrative teaching has always been a part of the Philippine curriculum. Enhanced Basic Education Act of 2013 (Republic Act No. 10533) mandates the use of integrative pedagogical approaches, among others, in the K to 12 curriculum. DepEd Order No. 21, series of 2019, also emphasized this approach to make learning a medium for building connections and relationships within and across concepts of other learning areas or disciplines (DepEd, 2019). In this regard, DepEd Region V (Bicol), for instance, introduced on October 5, 2024, the Integrated Learning Experience (ILE) in the field through Regional Memorandum No. 01162, series of 2024, a startup for Grade 1, and Regional Memorandum No 0812, s. 2025, continuing implementation for grades 2 and 3 released on June 27, 2024, to support early grades and the implementation of the MATATAG Curriculum (DepEd, 2024b; 2024c). This is one of the commitment strategies for Key Stage 1 in DepEd Region V elementary schools and helps Key Stage 1 teachers effectively facilitate learning through contextualized, localized content. ILE is a teaching approach in the contextualization of the curriculum that articulates learning into real-world scenarios, prioritization of literacy and numeracy development, and fostering 21st-century skills, Social and Emotional Learning (SEL), and promoting Gender Equality and Social Inclusion (GESI), integrated through the learning package, which includes as structured lesson exemplar, locally produced stories, teacher's manual, and worksheets. Alumia (2025) and Suriswo (2025) found that contextualization is strongly correlated with

learning outcomes, and Jelena et al. (2022) identified that integrative learning prepares students to respond to complex problems, even at the elementary level. Specifically, the ILE seeks to make learning more relevant and engaging by leveraging the unique cultural and environmental context of the Bicol Region.

The Masbate City Division is one of the primary sites for the initial rollout of ILE implementation, a regional innovation and intervention. The division office is actively involved in monitoring the implementation of the MATATAG curriculum (DepEd, 2024d; 2024e; 2025b; 2025c). The division provided a timetable for the suggested implementation scheme of the respective public elementary schools. The Key Stage 1 teachers are oriented and given the mandate of liberty to contextualize lessons as needed for students' needs and contexts.

However, the literature lacks a detailed and deliberate understanding of the effects or challenges encountered during the initial implementation of the ILE in Key Stage 1. Evaluating new educational innovations, such as the ILE, through the lens of its benefactors in the field, the key stage teachers, is crucial because higher-level offices often fail to account for the unique and varying perspectives of socio-cultural, linguistic, or learning development in general, provides rich, qualitative detail on the actual implementation process, allowing this pursuit to capture the nuances, challenges, and localized successes.

This study is rooted in the urgent need to bridge the gap between regional educational policy implementation and the actual classroom experience. While the ILE is designed to solve learning gaps through a holistic and contextualized approach, its success depends entirely on how it is managed by those at the front lines of education. This study shall provide adequate evidence-based perspectives of Key Stage 1 teachers to navigate curriculum demands while addressing the unique needs of the learners. The findings will not only document the perceived effectiveness of the ILE but will also highlight the specific obstacles that could hinder its long-term success, essential for refining the intervention, ensuring its relevance to the community, and ultimately guiding the Department of Education in deciding whether and how to scale the program.

Hence, the present study.

Statement of the Problem

This phenomenological study has sought to explore and describe the lived experiences of Key Stage 1 teachers in implementing the Integrated Learning Experience (ILE) within District 9 of the DepEd Masbate City Division.

Specifically, this study aimed to answer the following research questions:

1. What are the effects of ILE on learners as perceived by key stage 1 teachers?
2. What are the challenges encountered by Key Stage 1 teachers in implementing ILE?
3. What kind of support do teachers receive to effectively implement ILE?

Assumptions of the Study

The researcher follows several fundamental assumptions in conducting this study to ensure the integrity of the qualitative process, provided that the Key Stage 1 teachers in District 9 of the DepEd Masbate City Division have a unique and deep understanding of the Integrated Learning Experience (ILE) because they are the primary implementers:

1. The ILE approach has observable effects on student learning and behavior that KS 1 in District 9 teachers can clearly identify and describe through a rich narrative.
2. KS1 teachers in District 9 of Masbate City Division have varied yet generalizable professional experiences implementing the ILE program, including challenges and difficulties, which will inform future policy development.
3. Key Stage 1 teachers can also provide valuable insights into the specific types of assistance they received during ILE implementation.

Locale of the Study

This study will be conducted within the 9th District in the Department of Education (DepEd) Schools Division of Masbate City, located in the province of Masbate, Philippines. The research will focus on public elementary schools in District 9, under the Masbate City Division, that are currently implementing the RM 01162 s., 2024 on Integrated Learning Experience (ILE) for Key Stage 1 learners.

Masbate City is the capital city of the province of Masbate, located at the center of the Philippine archipelago within the Bicol Region. It serves as the primary hub for commerce, education, and government administration in the province. The city was officially established when Republic Act 8807 was signed on August 16, 2000, converting the municipality into a component city. This political change led to the creation of a separate educational administrative body for the city.

The Department of Education (DepEd) Schools Division of Masbate City is the administrative body responsible for overseeing the public and private elementary and secondary schools within the city. The division began its journey on October 14, 2002, following a directive from the Regional Office. Its establishment was made possible through a partnership with the local government, where the City Mayor agreed to provide the necessary funds and office space to begin operations. The division was officially inaugurated on March 18, 2003, and Dr. Anita Bueno-Castillo was later that year appointed as the first regular Schools Division Superintendent. After reaching the required number of teachers and staff, it was finally recognized as a regular school division on March 8, 2005. Today, it operates from its permanent office, which was formally turned over and renovated with the support of the city government.

As a component city division, it manages various school districts, including District 9, which is the specific focus of this study. The division is committed to implementing national and regional educational reforms, such as the MATATAG curriculum and the Integrated Learning Experience (ILE). It actively works to provide quality basic education that is responsive to the needs of its diverse learners while addressing the unique challenges posed by the city's geographical and socio-economic context.

Figure 1 shows the locations of the public elementary schools in District 9 of the Division of Masbate City.

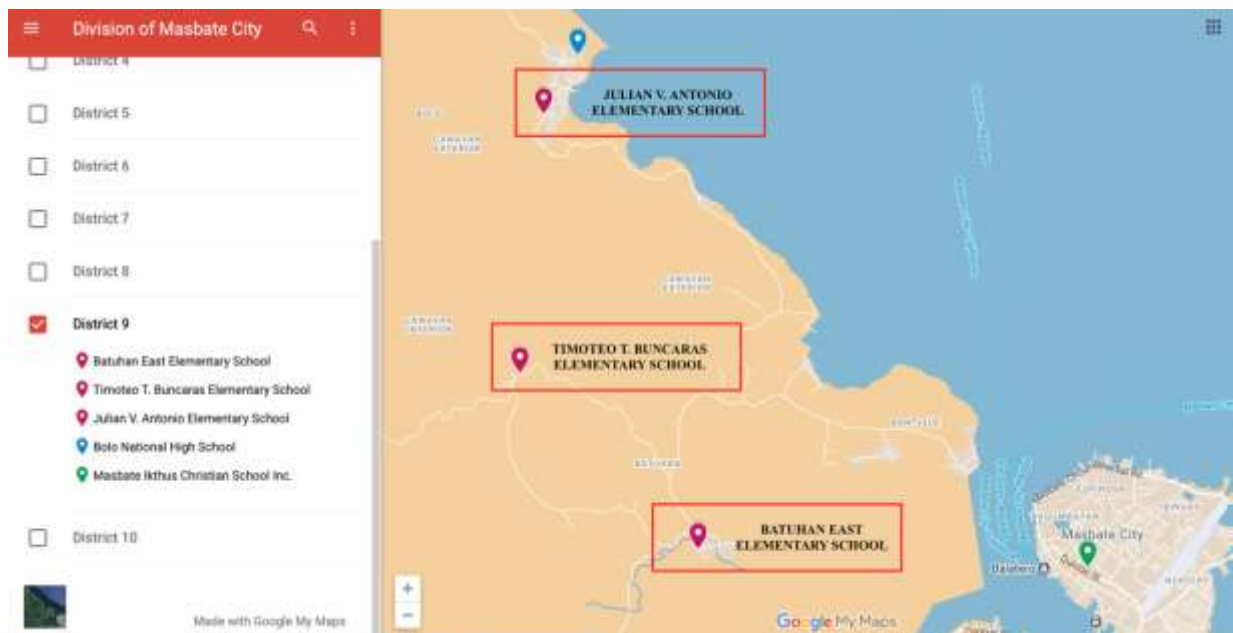


Figure 1. Location of Schools in District 9 of the Division of Masbate City

LITERATURE REVIEW

Related Literature

Foreign Literature

The integration of social cognitive strategies is also fundamental to closing gaps between different learning styles and higher-order thinking skills. Almulla & Al-Rahmi (2023) suggest that implementing a social-cognitive educational strategy can harmonize inquiry-based learning with critical reflection and problem-solving. This indicates that when teachers use strategies that consider how students think and interact, they can more effectively develop students' capacity for critical thinking. Similarly, social learning theory provides a strong foundation for the teacher's role as a primary influence in the classroom. Fithriani et al. (2021) informed that most human behavior is learned through observation and imitation, which enables students to use their teachers' actions as models for their own learning. The reinforcement provided by the teacher as a role model helps shape the learners' personalities and encourages them to act appropriately based on what they observe. This connection between the teacher and student is further enhanced through shared academic activities. Tarnanen et al. (2023) suggest that an integrated curriculum approach using intensive collaboration and teamwork can improve pupils' self-efficacy by providing mastery experiences. By promoting active participation and a supportive social environment, schools can create a setting that boosts academic engagement and aligns with established social learning principles. Furthermore, a comprehensive understanding of role models must consider the mental processes of both the educator and the student. Ahn et al. (2019) suggested incorporating the attentional and motivational processes of role models to provide a more integrated understanding of how imitation works in education. These documents collectively show that the social environment and the quality of the teacher as a model are essential components of a successful integrated curriculum.

In addition to social factors, the success of integrated learning is closely linked to the diversity of students' intelligence and the learning environment. Constructivist learning theories suggest that students should be the primary active participants in their education because knowledge is constructed from their unique experiences. Wang (2024) explains that Multiple Intelligences Theory is a key premise of constructivism and that integrating these various intelligences into the classroom can increase participation and improve how well students understand content. This approach acknowledges that learners have diverse strengths and provides multiple pathways to success. The relationship between these different intelligences and student achievement is often made stronger by the type of classroom atmosphere created by the teacher. Peşman et al. (2024) established that a constructivist learning environment serves as a strong mediator between students' multiple intelligences and their success in learning. By encouraging students to view their intelligence as something that can grow, teachers can help them benefit more from active learning environments. This perspective highlights the interdependence of the students and social processes in the creation of knowledge. Thaariq (2025) explained that integrating multiple intelligences into basic education creates dynamic, differentiated environments that foster deeper, more holistic child development. When curriculum design is adapted to fit these diverse intelligences, educators can better support every student through flexible teaching and assessment models. Ultimately, these theoretical frameworks support the conclusion that an integrated, student-centered approach is necessary to meet the needs of diverse early-grade learners.

The core importance of integrative teaching in early grades, such as Key Stage 1, is clearly established in the literature as essential for preparing students for real-world challenges. Modern educational perspectives highlight that a unified approach to learning is essential for young children to thrive in current society. Kunwar and Acharya (2025) argue that implementing an integrated curriculum in elementary education is vital in the 21st century. This approach provides a well-rounded education that promotes critical thinking and connections between subjects, thereby bridging the gap between theory and practice. Research shows that when lessons are connected across different areas, students become more

interested and active in their own learning. Becker (2022) found that interdisciplinary instruction significantly increases classroom engagement and prompts student connections between subjects. Furthermore, integration allows for the delivery of high-level concepts that might otherwise be too difficult for early-grade learners to understand in isolation. Tytler et al. (2021) highlight that complex integration, such as in STEM subjects, promotes interdisciplinary processes that go beyond current curriculum expectations for young students.

Furthermore, the effectiveness of integration is highly dependent on how it is executed. Academic standards suggest that the success of a program is measured by the depth of the connections made rather than the number of integrated lessons. Brugar and Whitlock (2020) established that the crucial factor is the quality of integration, not its frequency. It is also important to ensure that the integrated content reflects the actual environment and traditions of the students to make the lessons more meaningful. Alaiden and Bantulo (2025) underscore the importance of incorporating students' cultural and religious contexts into the curriculum to facilitate engagement and comprehension.

The global push for educational reform is rooted in the goal of providing students with essential 21st-century skills for lifelong learning and employment. New teaching methods aim to move away from traditional lectures and toward a system where students are at the center of the classroom. Suciptaningsih et al. (2023) affirm that technology-based learning and 21st-century skills can change instruction from teacher-centered to student-centered, stimulating critical thinking, communication, collaboration, and creativity. Educational experts believe that schools must produce graduates who are capable of working together and solving problems creatively. Barus (2024) states that this comprehensive approach is necessary in every school to form skilled students who can communicate well, cooperate, think critically, and be innovative. Studies confirm that when students master these modern competencies, they also show a greater ability to understand their regular academic subjects. Dilekçi and Karatay (2023) demonstrated that these skills significantly improve students' acquisition of knowledge. Teachers play a pivotal role; the daily choices and activities designed by educators are the primary ways that students practice and improve these essential skills. Rosfiani et al. (2022) illustrate that teachers can develop creativity through project work, foster collaboration through group activities, promote critical thinking through literacy programs, and enhance communication through student presentations. Experienced primary teachers often prioritize the development of social and thinking skills by using projects that combine multiple subjects. Avdiu et al. (2024) found that primary school teachers prioritize critical thinking, creativity, and social skills using open-ended lessons and interdisciplinary projects.

Sustainability of educational initiatives requires careful planning, targeted investment, and strong leadership. Successful programs depend on providing all members of the school community with the necessary training and information. Nyatuka (2020) emphasizes equipping all individuals with knowledge, skills, values, and awareness through seminars, workshops, and resources. Continuous professional growth and the availability of modern teaching tools are essential to sustaining a program's effectiveness over time. Even (2024) stresses that educators and students must be trained, necessitating professional development and new curriculum materials. Institutional success is achieved when there is strong commitment from management and active participation from all staff members. Antony et al. (2022) found that the implementation of operational excellence is strongly influenced by employee involvement, training, management commitment, and resources. Leadership is critical; the ability of school leaders to identify and focus on the most important parts of a project determines whether it will succeed. Cleveland and Cleveland (2020) found that project success depends on leaders capable of determining critical success factors. Many educational programs fail because they lack a long-term plan or a clear set of instructions for daily operations. Askill-Williams and Koh (2020) advocate for a systems perspective, noting many programs fail due to a lack of guidance for sustained implementation. The best school leaders ensure that a program lasts for many years by choosing the right staff and encouraging a culture of shared learning. Koh et al. (2023) observed that successful school leaders ensured longevity through purposeful program selection,

strategic staff leadership, continuous professional education, data sharing, and a supportive culture. Finally, the long-term success of any school policy depends on the cooperation and support of all people who have an interest in the school system. Eden & Idowu (2023) argue that the effectiveness of education policy relies on the crucial engagement of stakeholders to address systemic inequities.

Local Literature

In the Philippine curriculum, the integrative approach is also considered essential. Local educators have found that students better understand math and reading when these subjects are taught through practical activities and localized projects. Siregar et al. (2025) found that literacy and numeracy integration is most effective when delivered through contextual learning materials, project-based learning, and the Independent Curriculum, which enhances students' analytical thinking. Using traditional games and culturally familiar activities is another effective way to make difficult subjects like mathematics more enjoyable for young learners. Abbacan et al. (2024) discuss how educational games, including puzzles and incorporating Filipino cultural games into math lectures, can be used to strengthen numeracy skills and foster a passion for mathematics among learners. Beyond academics, schools' approach to sustainable development should be comprehensive and connect to environmental and social aspects. Consistent interaction and social guidance are necessary to help students develop the values needed for positive relationships with others. Sutarti et al. (2024) found that consistently applying social pedagogy can significantly improve students' tolerance, cooperation, and positive social interactions.

The development of 21st-century skills is a key goal of the Philippine K-12 Basic Education Program. Encouraging students to participate in group discussions and solve complex problems helps them become more involved in their own education. Alifah (2023) found that integrating these skills into thematic learning through activities such as discussions and solving higher-order thinking problems increases student engagement and potential. In the Values Education subjects, Bustillo & Ronsario (2020) concluded that 21st-century skills were successfully integrated and scaffolded, depending on the level of implementation, with a significant impact on the teaching and learning process. However, challenges exist. Despite the goals of the curriculum, some current teaching materials do not provide enough exercises to help students practice higher-order thinking. Cruz (2023) revealed that Philippine textbooks offer limited opportunities for developing 21st-century and higher-order thinking skills. In some cases, teachers focus too much on basic procedures and forget to teach students how to analyze information critically. Abellana et al. (2024) found that Mathematics teachers heavily emphasized problem-solving skills but neglected other competencies, such as Information Literacy and Critical Thinking. Teachers also struggle with a lack of modern equipment and digital tools needed to support these new teaching methods. Aulia Ihza Cahya et al. (2024) note issues such as the scarcity of teaching and technology-assisted materials.

Regarding program implementation, Ignacio et al. (2022) conclude that numerous challenges hinder the achievement of the objectives of the Enhanced Basic Education Act, rooted in misalignment and misinterpretation of the policy implementation process. There is often a disconnection between what is written in educational theories and what actually happens in the classroom due to limited training and resources. Parinasan et al. (2024) identify a persistent gap between theory and practice, limited resources for faculty development, and reluctance to embrace digital transformation. The quality of teaching is often affected by issues like having too many students in one room and teachers being assigned to subjects they did not study. Gumarang and Gumarang (2021) highlight major problems: overcrowded classrooms, teachers teaching outside their areas of expertise, and poor instructional quality. For sustainability, to keep a curriculum successful, schools must regularly ask for feedback from everyone involved and check if the support systems are still working. Aquino (2024) emphasizes that a comprehensive assessment of curriculum effectiveness requires stakeholder feedback and regular evaluations across core dimensions like Curriculum Design, Teaching and Learning, and Implementation Support.

The theoretical foundation of the Philippine curriculum is deeply rooted in constructivism, which shifts the focus from the transmission of knowledge to the active construction of knowledge. Asis (2025)

examines constructivism as the primary learning theory shaping the K to 12 Enhanced Basic Education Program, drawing from the foundational ideas of Vygotsky, Piaget, Bruner, and Dewey. By emphasizing learner-centered approaches like collaboration and inquiry, this theory advocates for a significant shift in how teachers are trained and how lessons are delivered in local schools. This pedagogical movement is further supported by the application of multiple intelligence-based activities that cater to the diverse talents of Filipino learners. Torreon & Sumayang (2021) demonstrate that using such activities in public elementary schools improves academic performance by building students' confidence and enhancing knowledge retention. When teachers recognize that students have different strengths, they can create a more inclusive environment that broadens the skills and understanding of every child in the classroom. This transition toward active learning is especially vital in specialized subjects where traditional teaching methods have often been the norm. Arioder (2020) recommends using the 5E constructivist method to teach complex concepts, noting that most Philippine elementary schools remain conservative and rely heavily on structured blackboard instruction. By introducing fascinating biological models and activity-based programs, schools can move away from rigid teaching styles and embrace a more progressive and engaging science curriculum.

Furthermore, the implementation of these integrative strategies is often guided by social and philosophical frameworks that prioritize the unique needs of the community. Durog (2025) explores how constructivist methods, such as group work and inquiry-based learning, significantly enhance reading literacy skills among elementary learners. These strategies not only improve comprehension but also increase the students' willingness to express their own ideas and think independently. While the traditional system often prioritizes memorization, modern local research suggests that even subjects like Science can benefit from a more critical approach to teaching. Dasas (2020) suggests that elements of critical pedagogy can be effectively applied to content and methodology, even though beginning teachers may find it easier to stay ideal in its use compared to more experienced educators. This critical perspective ensures that education remains relevant to learners' social realities. To support this relevance, educational policies are often justified on the grounds that they serve specific groups and contribute to social progress. Colicol (2024) employs pragmatism to argue for the integration of indigenous knowledge systems into the K-12 curriculum, ensuring that education for indigenous learners is culturally sensitive and responsive to societal change. Together, these local studies and the literature confirm that, for an integrated approach to be sustainable, it must be supported by a combination of constructivist teaching, professional accountability, and a deep respect for learners' cultural identities.

Related Studies

Foreign Studies

Empirical studies reinforce the benefits of integrated learning. Combining physical movement with academic subjects has proven to be an effective strategy for helping children master basic mathematical concepts while staying healthy. Cecchini and Carriedo (2019) found that integrating physical activities into mathematics helps develop tools that improve mathematical learning, such as subtraction, while increasing children's physical activity levels. Engaging students in hands-on investigations about the environment significantly improves their knowledge and their confidence in explaining scientific ideas to others. Boaventura et al. (2021) showed that addressing ocean literacy and climate change through investigative activities significantly increased student knowledge and their ability to communicate learning. The importance of context is further supported by Siregar et al. (2025), who found that literacy and numeracy integration is most effective with contextual learning materials.

Practical evidence also suggests that learning through experience is a powerful tool for improving the academic grades of young children. Ranken et al. (2025) show that experiential learning pedagogies have a positive impact on the achievement of children aged 4 to 14, particularly for those who previously had lower academic performance. By focusing on hands-on activities, students develop better vocabulary

and memory skills while also showing higher levels of motivation and personal agency in their schoolwork. The historical development of these integrated methods confirms that moving away from rigid subject boundaries helps students gain a much deeper understanding of the world. Hammond (2017) investigates cross-curricular models in primary schools and traces these ideas back to foundational educational thinkers like Dewey. This research highlights that when a school successfully develops its own integrated pedagogy, it creates a more meaningful journey for both the teacher and the learner. Furthermore, the success of such practices often depends on the specific social and emotional conditions provided within the school. Jakavonytė-Staškuvienė and Mereckaitė-Kušleikė (2023) examine primary schools that use integrated practices to enable learning for every pupil through cooperative working methods. Their findings identify that an emotionally safe and motivating environment is a necessary condition for teachers to effectively use communicative and active teaching strategies.

While the benefits of an interdisciplinary approach are widely recognized by educators, there remains a significant gap between believing in the theory and actually using it in the classroom. Kanmaz (2022) reports that while primary school teachers generally have positive views on interdisciplinary teaching, many do not effectively implement these practices in their daily work. This indicates a need for clearer curriculum placement and better guidance to help teachers turn their positive attitudes into successful classroom actions. Moving from traditional and rigid teaching patterns to integrated methods has proven to be beneficial for both experienced and beginner teachers. Popa (2020) assesses the effectiveness of integrated teaching strategies in readiness grades and finds that these methods improve interpersonal relationships and cooperation among students. By using integrated lesson projects and group work, teachers can help children develop essential learning abilities that go beyond the limits of a single subject. These studies demonstrate that while the transition to an integrated curriculum requires effort, the resulting improvements in student engagement and social skills make it a valuable investment for primary education.

Studies on 21st-century skills show transformative outcomes. Studies affirm that technology-based learning and these skills stimulate critical thinking, communication, collaboration, and creativity. Educational research highlights that allowing students to explore open-ended questions through projects is a primary way to build these modern competencies. Diano et al. (2023) emphasized the need for comprehensive teacher training to navigate diverse cultural perspectives and address the digital divide. The long-term viability of any new curriculum depends on the continuous support and professional growth provided to the teachers. Herrera (2025) noted that the successful implementation of the MATATAG curriculum, for instance, depends on effective training and ongoing professional development.

Teacher identity during implementation is a key focus. Giving teachers the opportunity to practice new methods and receive immediate feedback is essential for building their confidence in the classroom. Maeng et al. (2020) established that modeling, microteaching with feedback, and coaching effectively facilitate teachers' confidence and intention to implement new practices. Studies on sustainability provide benchmarks. Programs that focus on the personal strengths of students help create a school environment where everyone feels they belong. Allen et al. (2021) found that interventions targeting students' strengths and promoting positive interactions foster school belonging. A school culture that encourages teachers and students from within leads to better behavior and stronger perseverance. Mahmudulhassan et al. (2024) found that intrinsic motivation, fostered through a supportive academic culture, drives positive behavior and resilience. Further investigation is required to identify the specific elements that enable a small educational program to be successfully scaled to many more schools. Ștefan et al. (2022) call for further research on the key determinants of program effectiveness in large-scale implementation. Finally, it is important to remember that digital tools are effective only when they are guided by a clear, logical teaching plan rather than by the technology itself. Sancho Gil et al. (2019) caution that success with digital tools is tied to the underlying educational logic, not just the technology.

Local Studies

Local studies provide context-specific insights into integration. Educational data suggests that students living in remote or poor areas face much greater difficulties in accessing quality integrated instruction compared to those in wealthier regions. Alinsunurin (2021) indicates that inequalities are highly persistent among regions and between public and private schools, with students from disadvantaged backgrounds facing compounding barriers. Programs designed for specific cultural groups often struggle to succeed because they do not have enough classrooms or books to support their unique needs. Sali and Marasigan (2020) found that specialized programs like the Madrasah Education Program face major challenges, including a lack of permanent infrastructure and limited instructional resources. Schools that try to be more inclusive often find that success is hindered by physical barriers and the personal beliefs of some staff members. Jimenez (2025) highlights challenges in inclusive education, including inadequate physical infrastructure, teacher biases, and inconsistent policies. Recent summaries of the Philippine education system point to a complex set of issues involving how ready teachers are and whether the support systems are actually reaching them. Kilag et al. (2024) summarize multifaceted challenges in curriculum implementation, emphasizing teacher readiness, support systems, and equity concerns.

Research on 21st-century skills reveals specific local obstacles. Limitations in Philippine textbooks and the scarcity of teaching materials are issues. Nevertheless, studies also point to potential solutions; for instance, the use of gadgets and digital applications can make reading lessons much more interesting and help young children learn faster. Advincula (2023) noted that integrating technology in the teaching-learning process increases pupil engagement and interest, improves interaction with the teacher, and makes lessons easier to understand, thereby aiding reading success.

Studies on teachers' roles are particularly salient. Teachers often feel a mix of strong commitment and deep confusion when they are asked to implement new government policies without clear instructions. Bongco and Davis (2020) investigated how Filipino teachers implement policies, finding their lived experience is characterized by tensions such as feeling confused yet appreciative and powerless yet vital. The success of any educational change relies on the ability of the teacher to be creative and take responsibility for their own classroom results. Saro et al. (2023) stress that teachers must be accountable and resourceful in implementing policies. Even when they lack specialized training, many teachers rely on their professional dedication to help them survive difficult work conditions. Macabenta et al. (2023) found that while teachers face obstacles such as insufficient special education expertise, their professionalism justifies their responsibility to sustain resilience. Recent explorations of the latest curriculum show that teachers are becoming more adaptive and are finding ways to overcome a lack of resources. Garma (2024), exploring teachers' experiences with the MATATAG Curriculum, found themes of championing resilience, assuming responsibility, resourcefulness, and becoming adaptive. However, many educators still worry that they do not have enough time or preparation to meet the high demands of the new program. Loza (2024) noted that teachers anticipate challenges related to time, resources, and preparedness. Some teachers admit that while they can handle different types of learners, they still need more training in managing very diverse classrooms. Gepila (2020) found teachers reported proficiency only in coping with learners' diversity, identifying a gap in managing diversity. Effective school heads play a major role in helping teachers overcome the obstacles found in specialized school programs. Almagro et al. (2024) detailed management strategies by school heads to overcome roadblocks in Indigenous Peoples' school programs.

The practice of connecting classroom lessons to the actual environment and daily experiences of students is a key strategy for making education more significant in the Philippines. Navalta (2021) explains that contextualization involves linking a child's everyday home life with formal lessons, recommending that teachers consider the local community, environment, and interests when creating materials for subjects like Social Studies. This approach aligns with the K to 12 Basic Education Program, which emphasizes localization to help learners familiarize themselves with the content through their own surroundings. By bringing real-world situations into the classroom, teachers can provide a practical method of education that

helps students understand how their learning applies to life outside of school. Naparan & Alinsug (2021) describe how multigrade teachers use explicit and integrative methods to make the classroom a representation of the real world, using their own experiences as a guide for their pupils. This strategy ensures that the curriculum is adapted to local conditions, including Filipino values and the local economy, as mandated by the curriculum. Gutierrez & Pascual (2022) explain that localization involves replacing distant concepts with ones available in the students' immediate environment to make lessons more meaningful. When teaching materials are explicitly linked to the locality, students can relate more deeply to their own lives and culture. San Miguel & Estores-Mitra (2025) note that the Department of Education provides guidebooks for this purpose, but these tools are most useful when the content is relevant to the learners' daily activities.

Furthermore, integrating diverse cultural aspects through culturally responsive teaching is essential to creating inclusive and equitable primary classrooms. Venancio & Gandeza (2025) explore how elementary teachers in upland areas use transformative and validating strategies to incorporate cultural heritage into the teaching process. While these teachers face challenges such as limited professional development and time constraints, the use of contextualized training designs helps them overcome these hurdles and promote an inclusive environment. This cultural sensitivity is particularly important in schools serving Indigenous communities, where the curriculum must be anchored in students' ancestral domains. Mercado (2021) shows that teachers in indigenous schools design activities that integrate indigenous knowledge systems and practices into the regular school schedule. By inviting tribal elders to share their traditions and culture, schools can effectively deliver a curriculum that is truly responsive to learners' needs. This level of integration is also being considered for core subjects like Science to help children acquire experiences that touch their daily lives. Manalo (2025) discusses the proposed integration of primary science competencies into other learning areas for early grades to ensure that students develop basic skills through things they encounter every day. Lorbis (2019) identifies that such contextualized teaching and learning approaches connect basic skills to concrete applications within a specific context. By focusing on localization and indigenization, the Philippine curriculum remains flexible and culture-sensitive, allowing schools to enhance their instructional practices based on their respective social and educational contexts.

For sustainability, local studies align with the need for support systems. High levels of teacher dedication are necessary for program success, but the government must also ensure that teachers are not overwhelmed by too many tasks. Palestina et al. (2020) emphasize that teacher commitment is a key enabler, but the workload must be addressed. There is a clear link between allowing teachers to help design the lessons they teach and the actual improvement of student grades. Kusmawan et al. (2025) revealed a significant positive correlation between active teacher participation in curriculum development and improved student outcomes. Scheduled technical assistance, capacity building, and psychological support for teachers is recommended.

Synthesis of the State-of-the-Art

The foreign literature establishes that integrative learning relies heavily on social cognitive strategies and constructivist theories to bridge gaps in learning styles and foster higher order thinking skills. Almulla and Al Rahmi (2023) argue that social cognitive strategies harmonize inquiry-based learning with critical reflection, while Fithriani et al. (2021) emphasize that teachers serve as primary role models whose behavior students imitate. This social dimension is further supported by Tarnanen et al. (2023), who note that collaborative teamwork boosts self-efficacy, and by Ahn et al. (2019), who highlight the importance of attentional and motivational processes in modeling. Constructivism also plays a central role, as Wang (2024) explains that integrating Multiple Intelligences Theory increases participation, and Peşman et al. (2024) identify the classroom environment as a mediator between intelligence and success. Thaariq (2025) adds that adapting curriculum to diverse intelligences supports holistic development. The literature confirms that integrated curricula are essential for early grades to prepare students for real-world challenges,

as argued by Kunwar and Acharya (2025) and Becker (2022), who link integration to increased engagement. Tytler et al. (2021) suggest that complex integration helps young students grasp difficult concepts. However, Brugar and Whitlock (2020) stress that the quality of integration matters more than frequency, and Alaiden and Bantulo (2025) underscore the need for cultural relevance. To achieve 21st century skills, Suciptaningsih et al. (2023) and Barus (2024) advocate for student-centered approaches that promote creativity and collaboration. Dilekçi and Karatay (2023) confirm that these skills improve academic knowledge, while Rosfiani et al. (2022) and Avdiu et al. (2024) describe how teachers use projects to develop these competencies. Finally, sustainability requires strong leadership and training, as noted by Nyatuka (2020), Even (2024), and Antony et al. (2022). Cleveland and Cleveland (2020) and Koh et al. (2023) emphasize strategic leadership and continuous professional development, while Askell Williams and Koh (2020) and Eden and Idowu (2023) highlight the need for systemic guidance and stakeholder engagement.

The local literature reinforces the value of integrative approaches within the Philippine context by linking them to constructivism and cultural responsiveness. Siregar et al. (2025) find that contextual and project-based learning enhances literacy and numeracy, while Abbacan et al. (2024) show that incorporating Filipino games improves numeracy skills. Sutarti et al. (2024) add that social pedagogy fosters tolerance and cooperation. The development of 21st-century skills is a key goal of the K-12 program, as Alifah (2023) notes that thematic learning increases engagement, and Bustillo and Ronsario (2020) confirm successful integration in Values Education. However, Cruz (2023) and Abellana et al. (2024) point out that textbooks and teaching practices often neglect higher-order thinking and information literacy. Aulia Ihza Cahya et al. (2024) cite a lack of digital tools as another barrier. Implementation challenges include policy misalignment and resource limitations as described by Ignacio et al. (2022) and Parinasan et al. (2024). Gumarang and Gumarang (2021) highlight issues such as overcrowded classrooms and out-of-field teaching, while Aquino (2024) stresses the need for regular stakeholder feedback. Theoretical foundations are rooted in constructivism, as Asis (2025) explains its influence on the K to 12 program. Torreon and Sumayang (2021) demonstrate that multiple intelligence activities improve performance, and Arioder (2020) recommends the 5E method to move away from rigid instruction. Durog (2025) shows that constructivist methods enhance reading literacy, and Dasas (2020) suggests applying critical pedagogy to make education relevant. Colicol (2024) argues for integrating indigenous knowledge to ensure cultural sensitivity. Collectively, these sources indicate that sustainable integration in the Philippines requires constructivist teaching, professional accountability, and respect for cultural identities.

Foreign studies provide empirical evidence that integrated and experiential learning improves academic outcomes and social skills in early grades. Cecchini and Carriedo (2019) found that combining physical activity with mathematics enhances learning and health, while Boaventura et al. (2021) showed that investigative activities improve scientific knowledge and communication. Siregar et al. (2025) support the use of contextual materials for effective integration. Ranken et al. (2025) report that experiential learning boosts achievement and motivation, particularly for low-performing students. Hammond (2017) traces the benefits of cross-curricular models to foundational thinkers like Dewey, noting that integrated pedagogy creates meaningful learning journeys. Jakavonytė Staškuvienė and Mereckaitė Kušleikė (2023) identify emotionally safe environments as necessary for effective cooperative learning. Despite these benefits, Kanmaz (2022) reports a gap between teachers' positive attitudes and their actual implementation of interdisciplinary practices. Popa (2020) finds that integrated strategies in readiness grades improve interpersonal relationships and cooperation. Regarding 21st-century skills, Diano et al. (2023) emphasize the need for teacher training to address cultural and digital divides, while Herrera (2025) links successful curriculum implementation to ongoing professional development. Maeng et al. (2020) establish that modeling and feedback build teacher confidence. Allen et al. (2021) and Mahmudulhassan et al. (2024) show that focusing on student strengths and fostering intrinsic motivation promotes belonging and

resilience. Ștefan et al. (2022) call for more research on scaling programs, and Sancho Gil et al. (2019) caution that digital tools must be guided by sound educational logic rather than technology alone.

Local studies highlight specific contextual challenges and strategies for implementing integrative education in the Philippines. Alinsunurin (2021) points out persistent inequalities that disadvantage students in remote areas, while Sali and Marasigan (2020) note infrastructure and resource shortages in specialized programs like Madrasah education. Jimenez (2025) identifies barriers to inclusive education, such as inadequate facilities and teacher biases. Kilag et al. (2024) summarize broader issues regarding teacher readiness and equity. In terms of 21st-century skills, Advincula (2023) finds that technology integration increases engagement and aids reading success despite material scarcity. Teachers play a critical role but face significant tensions as Bongco and Davis (2020) describe feelings of confusion and powerlessness alongside commitment. Saro et al. (2023) and Macabenta et al. (2023) emphasize teacher accountability and resilience in the face of limited training and resources. Garma (2024) notes that teachers are becoming more adaptive under the MATATAG Curriculum, but Loza (2024) and Gepila (2020) highlight concerns about time preparedness and managing diverse learners. Almagro et al. (2024) detail how school heads help overcome obstacles in Indigenous Peoples' schools. Contextualization is a key strategy, as Navalta (2021) and Gutierrez and Pascual (2022) explain that linking lessons to local environments makes learning meaningful. Naparan and Alinsug (2021) and San Miguel and Estores Mitra (2025) support this approach by connecting curriculum to local values and daily activities. Venancio and Gandeza (2025) and Mercado (2021) demonstrate how culturally responsive teaching and indigenous knowledge systems create inclusive classrooms. Manalo (2025) and Lorbis (2019) further advocate for integrating science and basic skills into daily contexts. For sustainability, Palestina et al. (2020) stress the need to manage teacher workload, and Kismawan et al. (2025) reveal that active teacher participation in curriculum development correlates with improved student outcomes.

The collective literature and studies firmly establish that an integrative and contextualized approach is theoretically sound and empirically validated as beneficial for Key Stage 1. They consistently underscore that developing 21st-century skills from the early grades is non-negotiable. Furthermore, they highlight that program implementation is often hindered by systemic issues such as policy misalignment, resource scarcity, and uneven teacher training. The teacher's role is confirmed as vital, requiring adaptation and contextualization amidst systemic scarcity.

Gap Bridged by the Study

However, the existing literature primarily focuses on the benefits of successful integration. It often overlooks the specific challenges and support needs teachers face in decentralized, large-scale public school settings. There is a gap between policy mandates and classroom delivery challenges, including but not limited to resource scarcity, content quality, and balanced skill integration. The existing literature also lacks a lived account of how Key Stage 1 teachers specifically navigate tensions when implementing a highly integrated program such as the ILE in DepEd Region V. By prioritizing descriptive insights over quantitative metrics, this research provides a deeper understanding of the human and contextual factors that influence policy implementation at the grassroots level.

Therefore, this study is necessary to capture the contextual realities of challenges and required supports to ensure the ILE policy is effective at the classroom level and to obtain the practical data needed to inform future implementation or refinement.

Conceptual Framework

The conceptual framework for this study, as illustrated in Figure 2, serves as the research map for the entire investigation. It visually organizes the main parts (boxes) of the study and shows the specific relationships between the educational program and the data to be collected from Key Stage 1 teachers. This model helps ensure that every step of the research is logically connected to the study's main objective.

The INPUT represents the implementation of the Integrated Learning Experience (ILE) in Key Stage 1. This is the starting point of the study, where KS1 teachers' responses on perceived effects, challenges encountered, and supports received are elicited through an interview. These pieces of information, based on the implementation of the program, directly lead to the experiences of the teachers involved. The arrow pointing from this box to the second box indicates the order in which these experiences will be analyzed.

The PROCESS outlines a series of actions the researcher should undertake to collect and interpret the responses of KS1 teachers from the first box.

The OUTPUT represents the contribution of the study, which informs the implementation of the program, then supports the framework or recommendations for program refinement. The arrow leading from the second box to the third box shows that the insights gathered from the teachers' lived experiences will serve as the basis for these recommendations. Consequently, the informed policy will also serve as feedback that best complements and strengthens support for KS1 teachers in the implementation of ILE.

This structure demonstrates that the study is not just about identifying problems, but about using that information to create a better and more sustainable implementation of the ILE program.

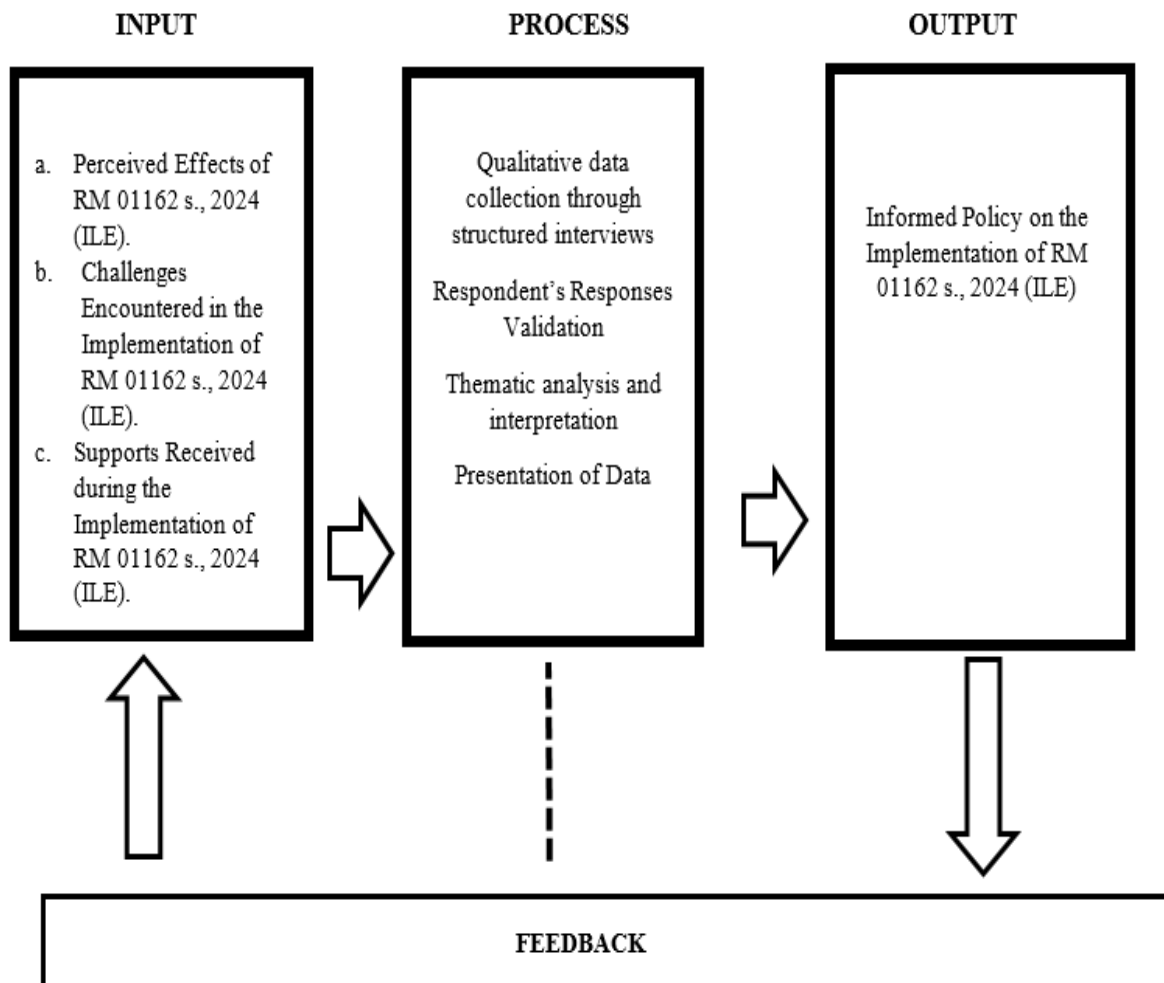


Figure 2. *Conceptual Framework Of The Study*

METHODS

Research Design

This study employed a qualitative research design, specifically a phenomenological design, to explore and describe the lived experiences of Key Stage 1 teachers in three (3) public elementary schools implementing the Integrated Learning Experience (ILE) within District 9 of the DepEd Masbate City Division.

Pilarska (2021) states that a phenomenological research design can elicit meaningful experiences and perspectives on the lived phenomenon, such as the implementation of the Integrative Learning Experience (ILE) as a teaching approach to support early grades (Key Stage 1) learners. By employing this specific design, the study can focus on commonalities in teachers' experiences and provide an in-depth understanding of how they perceive the ILE program's effects in KS 1 learners, gauge various challenges encountered as KS 1 teachers implement ILE, and learn about the supports received by these KS 1 teachers throughout the implementation of ILE. This approach is particularly well-suited to this research because it allows the researcher to set aside personal biases and focus exclusively on teachers' authentic voices and detailed narratives (Finlay, 1999). It ensures that the final results accurately reflect the personal and professional realities of those directly responsible for delivering the ILE in the classroom.

Therefore, the phenomenological design is the most appropriate approach for this study because it prioritizes the authentic voices of Key Stage 1 teachers in District 9, Division of Masbate City. This focus on detailed narratives rather than statistical data provides the necessary depth to understand the complex dynamics of policy implementation at the classroom level.

Sampling Technique

This study used purposive sampling to select participants. Ahmad and Wilkins (2025) stated that data collected from qualitative samples should be guided by appropriateness, usefulness, diversity, and richness. In this purposive selection, the sample should meet the following criteria: (1) must be a Key Stage 1 teacher for 3 years or more, (2) must have attended various professional development such as trainings, seminars, or graduate studies related to the Integrative Learning Experience (ILE) approach, and (3) must have regular teaching loads.

Participants of the Study

The participants in this study were Key Stage 1 teachers who are teaching in public elementary schools in District 9 of the Division of Masbate City. The number of samples will vary depending on whether the specified criteria are met for outsourced KS1 teachers in the Division of Masbate City.

These participants (P) will be assigned neutral, anonymous labels such as P1, P2, and so on to ensure anonymity and protect their identities. Numbers indicated in the labels are the sequential identifiers assigned to each participant to distinguish their individual narratives during data analysis and reporting. The letter P serves as a neutral code that stands for participant, ensuring that no personal information, such as names or specific school assignments, is linked to the data. This coding system allows the researcher to organize and reference direct quotes and thematic findings accurately while strictly maintaining the confidentiality and privacy of the teachers involved in the study.

Research Instrument

This study used a structured interview as the main instrument to gauge the varied perspectives and lived experiences in the implementation of ILE. A structured interview allows the researcher to gain objective and accurate information by using the same and exact words of questions, which limits and reduces interviewer influence and bias that generalizes about the phenomenon (Conrad & Schober, 2021). The questions focused on the perceived impact of ILE implementation on KS1 learners' learning, the challenges encountered by KS1 teachers, and the different supports received to effectively implement the

program. The interview questions aim to provide an informed assessment of the different narratives regarding the lived phenomenon of ILE.

The tool undergone validation by three educational experts. Buchbinder (2011) suggests that the ideal validation of interview questions enhances reciprocity, equality, and openness, thereby facilitating the communication of richer, more in-depth data. The interview questions include eliciting narratives of experience being part of the implementation of RM 01162 s., 2024 or on the ILE, such as the perceived effects on learning and skills of the learners, difficulties and challenges encountered, and the different supports received from various sources, such as the division or school.

Data Gathering Procedure

The data collection process strictly followed the ethical standards required for qualitative research, ensuring the privacy and voluntary participation of all Key Stage 1 teachers.

The data-gathering procedure commenced after the research proposal was finalized and approved by the Thesis Adviser and the Officer-In-Charge of the institution's Research, Development, and Extension. The researcher will secure permission to conduct data gathering from the Office of the Schools Division Superintendent of DepEd Masbate City, through a letter of communication recommended by the Senior Education Program Specialist for Planning and Research. Such a communication letter will be duly signed and noted by the Thesis Adviser of the researcher.

Once permission is granted, the researcher has approached each elementary school head to discuss the research purpose, the expected commitment from the teachers, and the interview schedule. Potential participants will then be given a clear informed consent form that explains the right to withdraw at any time, the assurance of anonymity, and the confidentiality of their responses.

Data gathering has proceeded using structured, in-depth interviews. Each interview will be conducted individually at a time and location convenient for the participant to minimize disruption to their teaching schedule. The interviews were audio-recorded with the participants' express permission, allowing the researcher to focus on the conversation and accurately capture the teacher's exact words and context. Throughout the interview, the researcher maintained a reflective journal to record observations, nonverbal cues, and potential biases, which later contributed to the trustworthiness of the data analysis. Immediately after the recording, the audio data will be transcribed verbatim into text files, marking the completion of the data-gathering phase.

Data Analysis

This study employed Thematic Analysis to process the transcribed interview data and identify common themes in the teachers' experiences. Ahmed et al. (2025) emphasized that this approach is a versatile tool that allows researchers to avoid being bound to any specific theoretical framework, making it suitable for both inductive and deductive data analysis. The analysis will involve six main steps, according to Kiger and Vapio (2000). First, the researcher will review and verify all verbatim transcripts through repeated, active reading to become deeply familiar with the data and ensure accuracy. Next, initial codes will be generated by reading the transcripts line by line and labeling important phrases or sentences that describe the teachers' perceived effects, challenges, or support needs. Followed by the process involving examination of the extracted and collated data for broader and significant themes for the study. After that, the researcher then performs a two-level review of the thematic map to ensure that the findings are robust and accurate. At the first level, the researcher examines the coded data within each theme to confirm that there is sufficient supporting evidence and that the data extracts are coherent. At the second level, the researcher evaluates the themes in relation to the entire data set to verify that the thematic map accurately represents the complete body of data and correctly demonstrates how the themes interrelate, achieving this through continuous refinement and recoding. The researcher develops a definition and narrative description for each theme, highlighting its broader significance within the study. Finally, the researcher constructs a complete, detailed description of the findings and continuation of the analysis and interpretation of the

essential structure of themes for the Key Stage 1 teachers' experience in implementing the ILE. This final description is expected to answer the research questions.

Ethical Considerations

Based on standard guidelines for qualitative research according to Mirza et al. (2023), ethical principles will be strictly followed to protect the participants and maintain the integrity of the study, and guided by RA 10173 (NPC, 2012), the Data Privacy Act of 2012, which protects the rights and responsibilities of both the researcher and the respondents in the processing, securing, and protection of personal information, in participation, and in accountability.

The researcher will respect teachers' well-being, avoid disrupting instructional time, and manage conflicts of interest to ensure objectivity. Trust and honesty will encourage authentic sharing. Formal informed consent will be obtained, ensuring awareness of the study's purpose and the right to withdraw without penalty. Material incentives will be avoided; instead, community benefits and a platform for voicing concerns will motivate participation. Confidentiality will be maintained by securing audio recordings and transcripts, accessible only to the researcher. Anonymity will be ensured through pseudonyms and removing identifiable school details. Findings will be shared with participants to honor their contributions. Trustworthiness will rely on accurate transcription and systematic thematic analysis. Translation issues will be managed to preserve original meaning.

RESULTS AND DISCUSSION

1. Key Stage 1 Teachers' Perceived Effects of the Implementation of ILE

During the implementation of the Integrative Learning Experience in the Division of Masbate City, Key Stage 1 teachers observed various effects among their pupils. Teacher perceptions are widely understood as how educators distinguish and interpret teaching success, which can vary considerably among individuals (Garett, 1978). According to Stahnke et al. (2016), teacher perception is often related to the concept of noticing. The analysis of participant narratives revealed three primary themes regarding the perceived effects of the program. These themes include meaningful and interactive learning, the development of 21st-century skills, and experiential learning. Each theme encompasses specific codes that illustrate how the integrated approach influences early grade education.

Meaningful and Interactive Learning

The implementation of the program transformed classroom dynamics by promoting the codes of active learning and subject integration. Key Stage 1 teachers observed that learners developed a faster and deeper understanding of concepts when lessons moved beyond isolated topics. The code of subject integration emerged as teachers noted that combining literacy, numeracy, and creative tasks allowed students to process information more effectively. Amini and Lena (2019) attest that integrative learning improves learning competence and mastery, while Morales (2025) notes that it builds higher-order thinking skills and knowledge transfer. Participants confirmed this cognitive growth by stating that "Their reading, writing and problem-solving skills have improved because lessons are connected to meaningful and interactive learning." (P1). Another teacher noted that "...learners are more eager to read and write because texts are tied to topics they are already exploring." (P8). These findings echo Li et al. (2024), who suggest that integrated learning approaches promote interdisciplinary understanding and real-world application.

Alongside cognitive growth, the code of active learning highlighted a significant shift in student engagement and motivation. The integrated approach transformed the classroom into a more inviting environment where early-grade learners became eager participants rather than passive listeners. This supportive atmosphere aligns with Jalongo (2007) who suggests that instructional designs promoting motivation emphasize learner autonomy and competence through feedback. Rodriguez et al. (2018) and Kidman and Nguyen (2022) further confirm that integrated methodologies yield high student motivation

and greater class participation. Teachers observed that connecting abstract concepts to daily experiences made lessons easier to understand. As one participant shared, “Instead of learning skills in isolation, they apply reading, math and creativity to complete projects...” (P8). Liem and Chong (2017) explain that such active engagement serves as a key marker of quality school experiences and links personal characteristics to successful academic outcomes. Furthermore, Çınar et al. (2023) state that classroom engagement involving participation in activities is a significant predictor of academic success and well-being. The rise in student interest indicates that prioritizing local relevance and maximizing integrated resources can sustain high levels of learner participation throughout the school year.

Development of 21st Century Skills

The integrated curriculum served as a practical platform for developing essential modern competencies, specifically through the codes of critical and creative thinking, problem-solving, collaboration, and teamwork. As the educational landscape demands globally competitive citizens, early grade instruction must prepare students with the skills required for contemporary society. Ayber (2024) notes that early exposure to these competencies increases student capability, while Kol and Tunçeli (2022) emphasize that the rapid developmental stage of early childhood is ideal for teaching these skills. Warren (2015) explains that integrative education encourages students to identify relevant knowledge for specific problems, thereby increasing knowledge transfer. Teachers observed that integrated tasks naturally fostered these abilities. One teacher-participant described how students designed a community garden and applied literacy and numeracy to tackle space-management challenges (P3). These observations align with Wawan et al. (2023), who detail the positive contribution of integrative models to increasing collaboration and creative thinking skills. Aka et al. (2025) further demonstrate that integrated learning significantly improves critical thinking and creativity, which are key components of modern competencies.

The code of collaboration and teamwork emerged strongly as teachers noted that group tasks trained students to communicate effectively and build trust. Bulkani et al. (2025) explain that a holistic educational approach necessitates the development of cognitive, emotional, and social capacities. Participants highlighted that the program fostered empathy, respect for diverse perspectives, and cooperative behavior. One teacher stated, “ILE has helped my students develop better teamwork skills, learning to collaborate and share ideas effectively.” (P5). Another participant noted that “learners become more cooperative, respectful and willing to listen to others.” (P9). These personal accounts illustrate the tangible social benefits observed in daily classroom interactions. Shqirat (2024) found that a holistic approach based on social-emotional learning effectively enhances interpersonal skills. Elmi (2020) adds that such practices promote self-management and social awareness, thereby fostering a supportive classroom community. Anderson et al. (1988) explain that combining cooperative and structured learning increases effectiveness in the personal and social domain. Additionally, Baranova et al. (2020) confirm the efficiency of this approach for improving communication competence, including negotiation and self-control skills. The consistent growth in teamwork indicates that the classroom serves as a vital training ground for social responsibility. This suggests that curricula should maintain regular opportunities for group interaction to prepare students for future collaborative environments.

Experiential Learning

The final theme centers on experiential learning, which is characterized by the codes of real-life application and differentiated instruction. Key Stage 1 teachers revealed that connecting lessons to practical contexts significantly improved classroom participation and student confidence. Indriani and Atiaturrahmaniah (2019) note that providing opportunities for students to share ideas boosts their confidence, while Cravens (2020) suggests that an integrated curriculum increases both self-assurance and academic achievement. Teachers observed that learners became more willing to speak, express ideas, and take ownership of their learning. One participant mentioned that the approach built stronger support systems, improved self-esteem, and increased willingness to participate (P2). Another teacher observed a

positive influence on behavior and well-being, noting that students grew more confident in speaking even when their answers were imperfect (P4). These observations align with Egbe and Osuji (2025), who note that using real-life scenarios and inquiry-based methods promotes active student participation. Board (2013) demonstrates how combining inquiry with curriculum integration specifically improves student engagement and success. Endrawan et al. (2025) also suggest that integrated interventions positively affect psychological development and engagement, which supports the observed growth in learner confidence.

The code of real-life application was evident as teachers emphasized that contextualizing lessons helped students see the relevance of their education. Participants shared that connecting lessons to everyday situations made learning more meaningful and engaging. One teacher said, "...connect lessons to real-life situations. This makes learning more meaningful and engaging." (P1). Another teacher noted, "When lessons are connected to real-life context, learners see the relevance of what they are learning." (P2). This practical focus aligns with the code of differentiated instruction, which emerged as teachers adapted tasks to meet diverse learning needs. One participant explained that differentiated activities were provided in each lesson to ensure all students could participate effectively (P6). Miseliūnaitė and Cibulskas (2024) explain that active learning strategies engage learners by promoting participation through a comprehensive educational framework. The integration of real-world contexts and tailored instruction implies that early grade teaching must move beyond rigid memorization. Increased confidence and active participation suggest that the integrated approach develops the emotional maturity required for independent learning. These results indicate that when children feel safe expressing their ideas and engaging with relevant content, they are more likely to take positive academic risks. This implies that integrating higher-order thinking and contextualized activities equips learners with the flexible skills needed for lifelong learning.

2. Challenges Encountered by Key Stage 1 Teachers in Implementing ILE

While the Integrative Learning Experience provided students with adequate support in developing cognitive, 21st-century, interpersonal, and emotional skills, Key Stage 1 teachers reported significant challenges during its implementation. These difficulties emerged across four primary themes, which include instructional adjustment, lack of learning and supplementary resources, appropriate and relevant training opportunities, and learners' readiness and remediation. The collective experiences of teachers regarding these challenges contribute to policy-informed decisions (Junk & Rasmussen, 2019) and provide civic feedback that shapes organizational improvement (Han et al., 2022).

Instructional Adjustment

The theme of instructional adjustment encompasses adjusting lesson plans, shifting teaching practices, monitoring progress, designing interdisciplinary assessments, and balancing literacy and numeracy. Teachers face considerable difficulty as they move away from traditional methods toward a unified approach. This challenge highlights the complexity of merging different subjects while tracking student growth across multiple competencies simultaneously. Hardy et al. (2019) explain that such instructional adjustments are a core element of effective teaching and require adaptation to individual differences among students. It is important to note that resistance to adjustment often correlates with experience (Lomba-Portela et al., 2022). This means that teachers with less experience may feel the weight of restructuring their pedagogy more heavily. Therefore, Leptina (2021) emphasizes that mentors with deep teaching knowledge are essential for supporting newer educators. These accounts illustrate the practical difficulties teachers encounter when restructuring their pedagogical approaches to meet the demands of integrated learning. The participants highlighted the significant effort required to redesign lessons and manage dynamic classroom environments effectively. Participants recalled, "I think the most challenging was adjusting lesson plans to fit the integrated format because it requires rethinking traditional subjects and finding creative ways to link topics meaningfully. (P2)" and "The biggest challenge was shifting from traditional lecture-based teaching to designing experiential activities that fit the curriculum and managing classroom dynamics during hands-on projects. (P3)" These experiences reflect the assertion by Corley

(2005) that teachers must adjust lessons to learners rather than expecting learners to adjust to planned lessons. The difficulty in merging the integrated approach suggests that educators need specific guidance on aligning competencies without losing focus on core goals. This implies that policymakers should simplify the integration process to prevent teacher burnout and ensure high-quality instruction.

Lack of Learning and Supplementary Resources

The second theme centers on the lack of learning and supplementary resources, which is characterized by the codes of scarcity of specialized resources, the need for supplementary materials, the need for digital tools, and limited materials. While pedagogical adaptation is demanding, the absence of necessary tools further complicates lesson delivery. Teachers reported varying experiences, with some finding it overwhelming to source materials within tight timeframes. Bušljeta (2013) explains that teaching resources make the educational process more attractive and encourage active learning by developing student skills. This resource gap can shape the learning environment in ways that are ineffective and inadequate for learners (Teig et al., 2019; Apriyansyah, 2024). Boateng (2020) further notes that instructional materials are integral components that complement the teaching and learning process rather than merely supplementing it. These narratives highlight the additional burden placed on teachers who must personally create or source materials to bridge resource gaps. The participants described how this extra effort allows for customization but significantly increases their workload during implementation. Participants narrated, “Basic materials are available but creating engaging, integrated lessons sometimes required additional tools like PowerPoint Presentations and manipulatives, or community-based resources. (P2)” and “Since the ILE resources were compiled in a book, the actual materials needed were not provided, so I had to create them myself. It is a bit of extra work, but it lets me tailor things to fit my students’ needs and make the lessons more engaging. (P5)” These efforts align with Babayev (2021), who states that instructional materials are often the center of instruction and significantly impact classroom activities. Mbon et al. (2019) also determined that suitable educational resources are the foundation for assessing education quality and ensuring effective instructional delivery. The lack of resources implies that program success currently relies on the personal efforts and finances of individual teachers. This finding suggests a need for systematic distribution of localized materials to ensure equitable implementation across all schools in the division.

Appropriate and Relevant Training Opportunities

The third theme addresses appropriate and relevant training opportunities, which emerged from the codes of adjusting mindsets, lack of training, training in early-grade skills, and incorporating digital tools. According to Nalbantoğlu and Bümen (2024), teachers can adapt in a systematic and productive manner when supported through professional development. However, many implementers feel that current training does not fully equip them with the specific skills required for early grade integration or modern classroom management. Kunter et al. (2013) establish that professional competence, including knowledge and motivation, is foundational to successful teaching and predicts student outcomes more accurately than general academic ability. Likewise, Purisima et al. (2025) explain that professional development empowers teachers to foster 21st-century skills and build confidence in their practice. Yuan et al. (2024) further explain that such development plays a central role in supporting educator growth and enhancing instructional practices. Teachers specifically requested guidance on pedagogical strategies that support the unique developmental needs of young learners while effectively managing diverse classroom dynamics. This training is essential to help educators foster resilience and adaptability in students as they navigate the complexities of an integrated curriculum. As Key Stage 1 teachers stated, “Adjusting mindsets, classroom management, and time management. (P6)” and “The most challenging part when I first implemented ILE approach in my classroom was adjusting to the new strategies and preparing the learning materials needed for the activities. It also took time to monitor each pupil’s progress while managing the whole class. However, as I continued using the approach, I became more confident and saw improvements in my pupils’ participation and learning. (P7)” These experiences reflect Gonzales-Gil et al. (2013), who state that student

diversity demands appropriate educational attention necessitating adequate teacher training. Faulkner et al. (2019) also identify continuous upskilling as necessary to improve instructional quality, especially for those facing complex classroom demands. Training gaps imply that general workshops are no longer sufficient to meet the demands of modern integrated teaching. This suggests that professional development should become more specialized and ongoing to build the specific technical skills required of early-grade educators.

Learners' Readiness and Remediation

The final theme focuses on learners' readiness and remediation, which is defined by the codes of supporting non-readers, supporting emerging level students, coping with missed lessons, and managing time for hands-on activities. This study highlighted the difficulty of teaching a unified lesson to students with diverse skill levels and varying academic readiness. Teachers struggle to maintain the pace of implementation while simultaneously supporting students who are still acquiring basic literacy or recovering from absences. Tomlinson et al. (2003) identify that increasing academic diversity is an inevitable challenge for teachers attempting to serve all learners effectively. According to Lunsford (2017) and Ledwaba and Sefotho (2024), this is a common challenge and often functions as an environmental factor (Schwab & Woltran, 2023). Hertberg-Davis (2009) explains that teaching a standardized curriculum to students with different readiness levels necessitates differentiation. These narratives illustrate the practical difficulties teachers face when addressing diverse learning needs within a unified, integrated lesson. The participants highlighted the additional effort required to support struggling learners while maintaining the pace of instruction for the whole class. Key Stage 1 teachers recalled, "The most challenging part when I first implemented ILE was supporting pupils who were at the emerging level and non-readers while still engaging them in integrated activities. I had to provide more visual aids, guided support and differentiated tasks to help them understand the lessons. Over time, this helped them gradually build confidence in their literary skills. (P1)" and "Yes, the absent learners are my biggest time challenge, because I have to exert effort for them to cope up with their missed lessons while or after teaching them the lesson for that day. (P6)" These efforts reflect Van Garderen and Whittaker (2006), who illustrate the difficulty of reconciling standards-based education with individualized instruction. Cramer et al. (2018) suggest that providing support based on individual needs is necessary for positive outcomes, as unified lessons are often inadequate. Tomlinson (2005) affirms that schools must adjust to developmental needs rather than expecting children to adapt to a rigid system. The struggle to support non-readers while teaching integrated themes suggests that remediation should be built into the daily schedule rather than treated as a separate task. This implies that learning resources should include tiered activities that allow students at different levels to participate in the same lesson while receiving appropriate instruction aligned with differentiated instruction.

3. Supports that Teachers Received to Effectively Implement ILE

The following discussion highlights the diverse support received by Key Stage 1 teachers in District 9 of the Division of Masbate City. These supports sustained educators throughout the implementation of the Integrative Learning Experience in their respective schools. The analysis revealed four primary themes which include capacity building and professional development opportunities, technical assistance, collaboration, and emotional motivation. Each theme encompasses specific codes that illustrate how institutional and interpersonal support systems function in daily classroom practice.

Capacity Building and Professional Development Opportunities

The theme of capacity building and professional development opportunities emerged through the codes of workshops and training sessions, orientations and seminars, INSET, and school-based LAC sessions. Prior to implementation, a regional memorandum mandated the orientation and training of Key Stage 1 teachers at both division and school levels. These structured programs ensure that educators remain

up to date with current curriculum standards and pedagogical requirements. According to Silver et al. (2019), professional development opportunities are crucial for supporting teachers in pedagogical innovations as they help ensure mechanisms are understood and adapted effectively to local conditions. Yoo (2016) suggests that such professional development efforts generally have a positive effect on teacher efficacy by increasing their knowledge base. The participants acknowledged that these structured training sessions provided them with essential practical strategies for implementing the new curriculum. They noted that while theoretical orientations were beneficial, they valued opportunities to apply these concepts directly in their classrooms. Key Stage 1 teachers mentioned, “I have attended workshops and training sessions on ILE organized by our school head and Division Office focusing on lesson integration, collaborative strategies, and activity-based learning. These sessions were helpful in providing practical techniques and ideas that I could apply in my classroom to improve students’ engagement and learning outcomes. (P1)” and “I attended orientations, FGDs, and seminars. The training were helpful, but I wish there were hands-on practice sessions. (P5)” These experiences reflect the finding by Wallace (2009) that professional development impacts student achievement when mediated by improved teacher practices. Sims and Fletcher-Wood (2021) note that effective professional development is sustained and practice-based, which aligns with the desire for more hands-on application. Rodgers and Skelton (2014) further explain that novice teachers need continuing guidance from seasoned faculty to grow and become proficient. The availability of workshops implies that institutional support is a critical factor in the initial acceptance of new programs. This suggests that continuing these structured learning events is necessary to maintain implementation momentum across all districts.

Technical Assistance

The second theme focuses on technical assistance, characterized by mentoring and coaching, instructional supervision, provision of essential resources, and strategy sharing. This support highlights the role of instructional leaders in guiding teachers through daily program implementation and classroom management. Dunst et al. (2019a) emphasized that technical assistance is effective in producing observed or reported changes. Dunst et al. (2019b) explain that technical assistance involves information sharing and expertise aimed at improving system capacity to achieve specific goals. Similarly, Pareja (2025) found that technical assistance improves teacher performance and student outcomes. Blase (2009) further outlines how such assistance helps practitioners build capacity for service and system change initiatives. These narratives illustrate how instructional leaders provide essential guidance and resources to support teachers during daily implementation. The participants highlighted the value of mentoring and collaborative planning in helping them navigate the complexities of the new program. Key Stage 1 teachers recalled, “My school head and colleagues support me by sharing teaching strategies, providing resources, and offering guidance during lesson planning. Their help has been valuable and I feel supported, though occasional additional resources or collaborative time would further strengthen classroom implementation. (P1)” and “They provide mentoring and coaching and we do SLAC. I get enough help from them. (P6)” These accounts align with

Hogan et al. (2025), who find that short-term technical assistance models improve attitudes and content knowledge among school professionals. Cadag (2024) also finds that school heads must provide the necessary resources and support to ensure that improvement efforts are successful. Mentorship from instructional leaders underscores the importance of strong local leadership in translating regional policies into practical classroom success. This finding suggests that instructional supervision should continue to provide regular feedback and administrative support to help teachers manage their workloads effectively.

Collaboration

The third theme addresses collaboration, which emerged from the codes of peer feedback, resource sharing, task splitting, and flexibility in scheduling. This theme highlights the importance of social and professional bonds among teachers. In the absence of sufficient formal resources, educators rely on one another for practical classroom tools and shared problem-solving. Voogt et al. (2016) emphasized that

collaboration among teams influences teacher knowledge and practice and impacts the implementation of curriculum change. Admiraal et al. (2021) promote team learning and peer consultation as key elements of a Professional Learning Community. In practice, according to Weddle (2022), teacher collaboration is a shared responsibility for teaching, in which educators share perspectives, knowledge, and strategies. Mellin et al. (2017) identify that such collaboration is influenced by mutual respect and shared priorities among colleagues. These accounts illustrate how peer collaboration serves as a vital support system for teachers navigating the demands of integrated instruction. The participants highlighted that sharing resources and feedback with colleagues significantly eased their implementation challenges. Key Stage 1 teachers recalled, “The school head provides LAC sessions and resource sharing; colleagues offer peer feedback on lesson plans. Support from colleagues is a big help in what I need to implement ILE. (P3)” and “Colleagues often share self-made materials and split tasks like creating visual aids. (P8)” These interactions reflect the finding by Antinluoma (2018) that supportive school cultures enable teachers to engage effectively in professional collaboration. However, Forte and Flores (2014) note that organizational constraints, such as time, can limit these collaborative efforts despite their importance. The heavy reliance on peer support suggests that a collaborative school culture serves as a safety net when formal resources are lacking. This implies that schools should formalize time for teacher collaboration to ensure that best practices and materials are shared systematically.

Emotional Motivation

The final theme centers on emotional motivation, which is defined by the codes of supportive check-ins, encouragement from leaders, a peer support system, and collective teamwork. This support focuses on the internal drive that keeps Key Stage 1 teachers committed to implementing the program despite various obstacles. Many respondents shared that regular check-ins and a strong sense of purpose provide the emotional energy needed to sustain their efforts. This intrinsic motivation acts as a personal support system that sustains personal development and professional autonomy (Liu et al., 2019). Gray et al. (2017) explain that addressing teacher mental health and stress is critical for cultivating healthy academic environments and preventing burnout. Firdos et al. (2024) found a positive correlation among intrinsic motivation, social emotional competence, and job satisfaction, indicating that higher intrinsic motivation is associated with greater job satisfaction among teachers. Kaihoi et al. (2022) highlight that collegial networks serve as natural resources for expressive emotional support, which helps manage stress. These narratives highlight how emotional support from colleagues and leaders serves as a vital buffer against the pressures of implementing new curricula. The participants expressed that knowing they have a reliable support network significantly reduces their anxiety and sustains their motivation. Key Stage 1 teachers said, “Support from colleagues is a big help in what I need to implement ILE. (P3)” and “Our school head and my colleagues is super supportive, always checking in on how we’re doing with ILE. I feel like I can ask for help whenever needed. (P5)” These interactions align with Retallick and Butt (2004), who identify that collegiality and trust contribute significantly to professional wellbeing. Jarzabkowski (2002) also posits that positive social interaction among colleagues reduces emotional stress and improves staff health. Slišković (2019) further confirms that principal support influences teacher wellbeing indirectly through its impact on emotional experiences. The presence of strong internal motivation suggests that the personal satisfaction derived from peers and mentors is a major factor in sustaining educational reforms. This implies that school systems should celebrate small classroom victories to maintain teacher morale and long-term commitment to the program.

Summary

This study began with the goal of exploring the lived experiences of Key Stage 1 teachers in implementing the Integrated Learning Experience (ILE) within District 9 of the Masbate City Division. This study found that, while the ILE is a mandated regional initiative, there is a need to document how teachers actually deliver this curriculum and what effects it has on young learners. The study was guided

by three main objectives: to determine the perceived effects of ILE on learners, to identify the challenges faced by teachers, and to describe the support systems available to them.

The study employed a qualitative research design, specifically phenomenology, to capture the authentic voices of Key Stage 1 teachers. Data were gathered through structured interviews with Key Stage 1 teachers in District 9, in which the researcher adhered to strict ethical considerations, including informed consent and confidentiality, and used thematic analysis to process the interview transcripts. This systematic approach ensured that the study moved from a theoretical inquiry into a practical exploration of classroom reality.

Findings

Based on the analysis of the data gathered, the following findings were established:

1. The Key Stage 1 teachers perceived that ILE has a positive effect on students, such as heightening student engagement, improving knowledge retention, and fostering 21st-century skills, including critical thinking and collaboration. Among the themes that arise are Meaningful and Interactive Learning, Development of the 21st Century Skills and Experiential Learning.
2. The Key Stage 1 teachers identified challenges, including adjustment efforts, a lack of specialized instructional resources, insufficient professional development opportunities, and difficulties in managing diverse learner readiness for the successful implementation of ILE. Among the themes that arise are Instructional Adjustment, Lack of Learning and Supplementary Resources, Appropriate and Relevant Training Opportunities, and Learners' Readiness and Remediation.
3. The Key Stage 1 teachers reported receiving formal support, including division- and school-level training, technical assistance, peer collaboration, and emotional support. Among the themes that arise are Capacity Building and Professional Development, Technical Assistance, Collaboration, and Emotional Motivation.

CONCLUSION

Based on the findings, the following conclusions are drawn:

- The Integrated Learning Experience is perceived by KS 1 teachers to be an effective pedagogical tool that transforms passive learners into active participants by making classroom lessons relevant to their daily lives and modern skill requirements.
- The current implementation of ILE is physically and professionally taxing for educators because of the lack of standardized materials and the high demand for personalized lesson preparation.
- The success of the program relies heavily on the professional dedication and social bonds between teachers, which act as a vital support system when formal institutional resources are insufficient.

Recommendation

The following recommendations are offered:

1. The Department of Education should institutionalize the ILE as a primary teaching strategy for Key Stage 1 while providing enriched lesson exemplars that specifically target the development of 21st-century skills.
2. School administrators and division officials should prioritize the creation and distribution of localized and contextualized learning packages and digital tools to reduce the preparation burden on teachers and ensure instructional quality.
3. Instructional leaders should formalize scheduled time for teacher collaboration and mentorship to strengthen professional support networks, which are essential to sustaining teacher morale and program effectiveness.

4. Policymakers should create clear and simplified guidelines for integrating subjects. This will help teachers align competencies without losing focus on core learning goals. Such guidance reduces the cognitive load required to redesign lessons and prevents teacher burnout.
5. The division should produce and distribute standardized supplementary materials, including digital tools and manipulatives. This systematic approach ensures equitable access to resources and reduces the financial and time burden on individual teachers who currently create their own materials.
6. Implement Specialized and Ongoing Professional Development Training programs that go beyond general workshops to provide targeted support for early-grade integration. Focus areas should include classroom management for hands-on activities, time management, and strategies for fostering student resilience. Continuous upskilling is necessary to build confidence and technical competence.
7. Schools should structure daily schedules to include dedicated time for remediation and differentiated support. This allows teachers to assist non-readers and students with missed lessons without disrupting the pace of the main integrated lesson. Providing tiered activity sets within learning packages can further support diverse readiness levels.
8. Given that less experienced teachers face greater difficulties with instructional adjustments, schools should pair them with mentors who possess deep teaching knowledge. This support system helps teachers navigate the transition from traditional methods to integrated learning environments effectively.

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