

Teachers' Implementation of Integrative Curriculum, Practices and Innovative Instructional Strategies

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ABSTRACT

This descriptive-correlational study determined the extent of implementation of the integrative curriculum, teachers' practices, and innovative instructional strategies among secondary schools in the Schools Division of Iloilo City, Philippines, for the school year 2025–2026. The respondents were 125 Junior and Senior High School Social Studies teachers. The independent variables included sex, age, grade level taught, position, educational attainment, and length of service, while the dependent variables were the extent of implementation of the integrative curriculum, teaching practices, and innovative instructional strategies. Data were gathered using a researcher-made questionnaire that underwent validity and reliability testing, yielding acceptable reliability coefficients. Descriptive statistics such as frequency, percentage, rank, and mean were used, while inferential statistics including Mann–Whitney U test, Kruskal–Wallis H test, and Spearman Rho correlation were employed. All statistical analyses were processed using SPSS at a 0.05 level of significance. Findings revealed that teachers demonstrated a very high extent of integrative curriculum implementation, very high levels of integrative teaching practices, and very high innovative instructional strategies in instruction. No significant differences were found in the extent of implementation, practices, and innovative instructional strategies when teachers were classified according to sex, age, grade level taught, position, and educational attainment. However, a significant difference was observed in innovative instructional strategies when classified according to length of service, with teachers having ten years or less of experience showing higher level of innovative instructional strategies. Significant positive relationships were found among curriculum implementation, teaching practices, and innovative instructional strategies, indicating that effective implementation of the integrative curriculum enhances instructional practices and fosters creative teaching.

Keywords: Integrative Curriculum, Teaching Practices, Innovative Instructional Strategies, Social Studies, Secondary Education

INTRODUCTION

The Department of Education (DepEd) in the Philippines has implemented various reforms to enhance the quality of basic education, including the adoption of an integrative curriculum. DepEd Order No. 21, series of 2019, also known as the Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013, emphasizes the importance of integrating subject areas to promote meaningful and relevant learning. An integrative curriculum connects different disciplines to help learners develop a holistic understanding of concepts and real-life problems by moving beyond traditional subject boundaries. The integrative curriculum focuses on interdisciplinary connections, holistic learning and thematic instruction. It encourages learners to apply prior knowledge across subjects, develop critical thinking and problem-solving skills and engage more deeply in the learning process. Through thematic and real-world applications, integration enhances student motivation and understanding (Gregorio, 2020).

Integrative teaching allows educators to address learners' cognitive, social, emotional, and physical development while accommodating diverse learning needs through differentiated instruction. Montalvo (2022) emphasized that a supportive school climate significantly influences teachers' competence and creativity in applying integrative practices, underscoring the importance of institutional support in curriculum implementation.

Agoncillo (2020) identified three major approaches essential to integrative teaching: the interdisciplinary, holistic, and thematic approaches. Teachers' creativity in applying these approaches enhances student engagement and deepens understanding.

This study is anchored on Fullan's Theory of Curriculum Implementation and Rogan and Grayson's Theory of Curriculum Implementation. Fullan (2016) emphasized that successful curriculum implementation depends on teachers' beliefs, instructional competencies, professional collaboration, and contextual support systems. Curriculum change is not merely the adoption of prescribed content but a process requiring teacher engagement, innovation, and continuous adaptation within the classroom context. In this study, teachers' implementation of the integrative curriculum and their instructional practices reflect the degree to which educators internalize and operationalize curriculum reforms.

Similarly, the study is guided by Rogan and Grayson's (2003) Theory of Curriculum Implementation, which explains how curriculum reforms are implemented within schools, particularly in developing-country contexts. The theory is anchored on three interrelated constructs: the profile of implementation, capacity to innovate, and outside support agencies. These constructs provide a comprehensive framework for understanding the extent to which educational reforms are translated into actual classroom practices. The theory highlights that curriculum reforms succeed when teachers possess adequate pedagogical competence, institutional support, and contextual readiness. This framework is relevant to the present study because integrative curriculum implementation requires teachers to combine interdisciplinary content, apply learner-centered strategies, and adapt instructional delivery to diverse classroom situations. These theories collectively provide the conceptual basis for examining teachers' implementation of the integrative curriculum, instructional practices, and use of innovative instructional strategies in Social Studies education.

Despite DepEd's strong policy support, supervision reports from the Division of Iloilo City revealed challenges in the actual implementation of the integrative curriculum. Classroom observations during School Year 2024–2025 indicated that only a limited number of schools consistently applied integrative teaching practices. Teachers encountered difficulties related to content integration, instructional delivery, and application of integrative strategies.

The secondary school teachers in the Division of Iloilo City serve as key agents in achieving the goals of the integrative curriculum. Addressing the identified gaps in teaching practices and strategies is essential to providing equitable and meaningful learning experiences. Hence, this study on teachers' Implementation of Integrative Curriculum: Practices and Innovative instructional Strategies sought to examine teachers' implementation of integrative approaches and generate information that might contribute to improving teaching practices and strengthening integrative education in secondary schools.

Objectives of the Study

This study aimed to determine the teachers' implementation of integrative curriculum, practices and innovative instructional strategies in the Schools Division of Iloilo City, Philippines, for School Year 2025-2026. In particular, the study sought to:

1. Describe the profile of the respondents in terms of educational attainment, length of service, position, school location and grade level taught;
2. Determine the extent of teachers' implementation of integrative curriculum when taken as a whole and when classified according to educational attainment, length of service, position, school location and grade level taught;
3. Assess the teachers' practices in the implementation of integrative curriculum when taken as a whole and when classified according to educational attainment, length of service, position, school location and grade level taught;
4. Evaluate the level of teachers' innovative instructional strategies in the implementation of integrative curriculum when taken as a whole and when classified according to educational attainment, length of service, position, school location and grade level taught;

5. Examine significant differences in the extent of teachers' implementation of integrative curriculum when classified according to educational attainment, length of service, position, school location and grade level taught;
6. Determine significant differences in the teachers' practices in the implementation of integrative curriculum when classified according to educational attainment, length of service, position, school location and grade level taught;
7. Determine significant differences in the level of teachers' innovative instructional strategies in the implementation of integrative curriculum when classified according to educational attainment, length of service, position, school location and grade level taught;
8. Analyze significant relationships among teachers' implementation of integrative curriculum, practices and innovative instructional strategies.

METHODOLOGY

Research Design

A descriptive-correlational research design was employed in this study. A research design approach focused on accurately describing the characteristics of a population, situation or phenomenon. It aimed to answer questions about what, when, where and how. Descriptive research seeks to describe "what is" in a given setting, focusing on distributions, frequencies, patterns, and relationships among observed variables, rather than establishing causality or testing interventions (Rogayan & Mendoza, 2023).

Moreover, correlation studies estimate the strength and direction of the association between two or more variables, without assigning causal influence or implementing experimental manipulation (King et al., 2023). In education, correlational designs are used to examine relationships such as principal leadership effectiveness and school quality, teacher self-efficacy and implementation practices, or student writing ability and language proficiency, providing evidence of associations that can inform hypotheses and subsequent causal inquiries (Suroso et al., 2024; Chadafi et al., 2024).

In addition, correlation research is a way of measuring how associated or related two variables are. The research looked at things that already existed and determined if and in what way those things are related to each other. Correlation studies also allowed a prediction about one variable based on what is known about another variable. Hence, this research design was found appropriate for this study.

Respondents of the Study

The respondents of the study were Junior and Senior High School Social Studies teachers from public secondary schools in the Schools Division of Iloilo City for the School Year 2025–2026. A complete enumeration sampling technique was utilized. Also known as total enumeration or consecutive sampling, this is a non-probability sampling technique in which all subjects meeting the specified inclusion criteria are included in the study. Thus, all 125 Social Studies teachers in the division were included as respondents, ensuring comprehensive representation.

To further organize the data collection and analysis, respondents were grouped according to their respective districts to ensure adequate representation. The schools included in the study were distributed across the different districts of Iloilo City. In the Iloilo City District, the participating schools were Fort San Pedro National High School and A. Bonifacio Integrated School. The Jaro District included Jaro National High School, R. G. Hechanova Memorial National High School, and Iloilo River Plains Integrated School. In the La Paz District, the schools were La Paz National High School and Nabitasan Integrated School, while the Molo District included Iloilo City National High School. Ramon Avancena National High School represented the Arevalo District, and Mandurriao National High School represented the Mandurriao District. Lastly, the Lapuz District included Jalandoni National High School and Bo. Obrero National High School. These data are presented in Table 1.

Table 1 Distribution of Respondents

District	N	%
District of Iloilo City Proper	16	12.8
Jaro District	18	14.40
Lapaz District	18	14.4
Molo District	25	20
Arevalo District	16	12.8
Mandurriao District	18	14.4
Lapuz District	14	11.20
Total	125	100

Data Gathering Instrument

The primary tool for collecting data from respondents involved a survey questionnaire designed specifically for this study. It was a structured list of questions designed to collect data from a sample population in this study. The questionnaire aimed to gauge the teachers’ extent of implementation of the integrated curriculum, practices and innovative instructional strategies within the realm of integration in social studies instruction among secondary social studies teachers in the division of Iloilo City.

In this study, primary data were collected using a researcher-made questionnaire adapted from the instrument developed by Lewins and Willy (2022) to assess teachers’ extent of implementation of the integrative curriculum, as well as their practices and innovative instructional strategies .

The questionnaire consisted of four parts: Part I focused on the profile of the respondents. It gathered demographic information such as age, length of service, position, grade level taught, and educational attainment. This section aimed to provide essential background information relevant to the objectives of the study.

Part II dealt with the extent of teachers’ implementation of the integrative curriculum. This section measured the degree to which integrative curriculum practices are carried out in teaching. It consisted of 15 items, with responses rated using a five-point Likert scale: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.

Part III focused on teachers’ practices in the implementation of the integrative curriculum. This section consisted of 15 items designed to determine the extent to which teachers demonstrate the knowledge, skills, and competencies necessary for effectively applying integrative approaches in Social Studies. Responses were measured using a five-point scale: Always, Often, Sometimes, Rarely, and Never.

Part IV measured teachers’ innovative instructional strategies in teaching through integration in response to the implementation of the integrative curriculum in Social Studies. This section also consisted of 15 items, with responses rated using the scale: Always, Often, Sometimes, Seldom, and Never. This part aimed to provide a comprehensive understanding of how teachers demonstrate innovative instructional strategies in fostering an integrative learning environment. To analyze the data on teachers’ extent of implementation of the integrative curriculum, the following scale, description, and interpretation were used:

Scale of Means	Description	Interpretation
4.21-5.00	Very High	All social studies teachers are consistent in Implementing the integrative curriculum with effective teaching practices and innovative instructional strategies.
3.41-4.20	High	Most social studies teachers are consistent in Implementing the integrative curriculum with effective teaching practices and innovative instructional strategies in social studies

2.61-3.40	Average	Social studies teachers are consistent in implementing the integrative curriculum with effective teaching practices and innovative instructional strategies in social studies
1.81-2.60	Low	Few of the social studies teachers are consistent in Implementing the integrative curriculum with effective teaching practices and innovative instructional strategies in social studies
1.0- 1.80	Very Low	None of the social studies teachers is consistent in Implementing the integrative curriculum with effective teaching practices and innovative instructional strategies in social studies

Validity of the Instrument

In research, validity refers to the extent to which a study measures what it is intended to measure, ensuring that the results and conclusions are accurate and applicable (Andersson et al., 2024). It is the extent to which a test or instrument accurately measures the theoretical construct it is intended to measure, evidenced by the instrument’s measurement model, including factor structure, convergent and discriminant validity, and evidence that scores reflect the intended construct rather than noise or other constructs (Barroga et al., 2023).

The instrument was subjected for validation process. Initially five expert panel members, comprising seasoned researchers, statisticians and social studies specialist scrutinize the questionnaire. Each member meticulously evaluated the items, ensuring alignment with the research objectives, clarity, appropriateness and relevance to the study for avoidance of irrelevant inquiries. Following this expert review, the collated feedback and recommendations was integrated into the questionnaire for the refinement of the contents or questions in the instrument. By engaging the panel of five experts for validation significantly bolster the study’s methodologies with this the researcher ensured a comprehensive assessment of the questionnaire’s validity, instrument credibility and trustworthiness.

Reliability of the Instrument

Reliability is the degree to which a research instrument yields consistent and stable results across repeated measurements (William, 2024). It concerns the accuracy of the collected data and the degree to which a measurement tool effectively controls or reduces random error (Ahmed & Ishtiaq, 2021). It essentially measures how consistently the questionnaire produces similar results indicating that the measurement is dependable and not due. Additionally, it is the degree of consistency with which the same results are obtained when the same indicators or measurement tools are used to measure the same thing repeatedly.

In this study, the questionnaire was pilot tested on a sample of 30 social studies teachers (15 Junior High School and another 15 senior high school) from the secondary schools within the Division of the Province of Iloilo that were not included in the conduct of this study. The major objective of the pilot study is to identify and address potential problems before a full-scale survey implements. This includes assessing question clarity, understanding and relevance , evaluating the overall flow and length of the questionnaire and refining the data collection process. Furthermore, pilot testing this research questionnaire is crucial to identify and rectify potential issues before the full-scale study, ensuring the questionnaire is clear, effective and reliable. It helps in identifying confusing questions, biased wording, technical problems and any issues.

The collected data during the pilot study were analyzed using the Cronbach’s alpha a widely recognized measures of internal consistency reliability. The Cronbach’s alpha coefficient for the overall questionnaire measured the intended constructs consistently. Any problem or challenges that was identified during the pilot study, such as confusing wording or unclear instructions, this was given attention before the final administration of the questionnaire. The resulting reliability coefficients were 0.863 for teachers’ implementation of the integrative curriculum, 0.934 for teaching practices, and 0.919 for innovative instructional strategies in the implementation of the integrative curriculum, indicating that the instrument is highly reliable.

Data Gathering Procedure

Prior to conducting the survey, the researcher sought the necessary permissions in accordance with the policies of Guimaras State University. Approval to conduct the study and administer the research instrument was obtained from the Graduate School Dean. In addition, permission was requested from and granted by the Schools Division Superintendent of the Division of Iloilo City to administer the questionnaire to all Social Studies teachers who were considered as respondents of the study. Likewise, approval was secured from the school heads of all secondary schools in the Division of Iloilo City for the administration of the questionnaire to Social Studies teachers in their respective schools.

Upon approval, the researcher personally visited the different secondary schools in the division to administer the questionnaire. To ensure that the objectives of the study were clearly understood and that accurate responses were obtained, the researcher distributed the questionnaires with the assistance of the Social Studies Department Heads. Prior to participation, the teacher-respondents were informed about the purpose of the study and were assured of the confidentiality of their personal information. The printed questionnaires were distributed to the respondents, with a one-week period allotted for completion and retrieval. At the end of the data collection period, all questionnaires were promptly retrieved by the researcher. The data were collated, encoded, and tabulated with the assistance of a statistician from Guimaras State University. The data were then analyzed using the Statistical Package for the Social Sciences (SPSS), employing appropriate statistical tools.

Statistical Tool Used

Statistical tools are essential for analyzing data in research. These tools help the researcher organize, summarize, and interpret data to draw meaningful conclusions. The statistical tools employed in this study were primarily nonparametric due to the ordinal nature of some data and the non-normal distribution of certain variables. Both descriptive and inferential statistics were utilized to analyze the collected data. Specifically, frequency count, percentage, mean, and rank were used for descriptive analysis, while the Mann–Whitney U test, Kruskal–Wallis H test, and Spearman’s rho were applied for inferential analysis.

RESULTS AND DISCUSSIONS

Profile of the Respondents

To determine the profile of the respondents, the researcher utilized frequency counts and percentages. In terms of sex, the majority of the respondents were female, comprising 59.2% (74), while male respondents accounted for 40.8% (51). Regarding the grade level taught, most of the respondents were teaching in the Junior High School level with 78.4% (98), whereas 21.6% (27) were handling Senior High School classes. With respect to teaching position, the large majority of the respondents were Teacher I–III, representing 83.2% (104), while 16.8% (21) held the position of Master Teacher I–II. In terms of age, respondents aged 31 to 40 years constituted the biggest group at 36.8% (46), followed by those aged 30 years and below at 34.4% (43). Respondents above 40 years old accounted for 28.8% (36). In terms of educational attainment, more than half of the respondents held a bachelor’s degree, representing 59.2% (74). Those with a master’s degree comprised 35.2% (44), while only a small proportion had attained a doctorate degree at 5.6% (7). As to the length of service, the majority of the respondents had 10 years and below of teaching experience, accounting for 64.8% (81). Respondents with 11 to 20 years of service comprised 28.8% (36), while those with more than 20 years of experience made up only 6.4% (8).

Overall, the total number of respondents included in the study was 125, indicating that most of the participants were female, relatively young to middle-aged, primarily teaching at the Junior High School level, holding Teacher I–III positions, with bachelor’s degrees and less than ten years of teaching experience.

Table 2 Profile of the Respondents

Variables	f	%
Sex		

Male	51	40.8
Female	74	59.2
Grade Level Taught		
Junior HS	98	78.4
Senior HS	27	21.6
Position		
Teacher 1-3	104	83.2
MT 1-3	21	16.8
Age		
30 years and below	43	34.4
31 to 40 years	46	36.8
Above 40 years	36	28.8
Educational Attainment		
Bachelor's Degree	74	59.2
Master's Degree	44	35.2
Doctorate Degree	7	5.6
Length of Service		
10 years and below	81	64.8
11 to 20 years	36	28.8
more than 20 years	8	6.4
Total	125	100.0

Teachers' Extent of Implementation of Integrative Curriculum

To determine the teachers' extent of implementation of the integrative curriculum when taken as a whole, the researcher used the mean.

Table 3 showed the extent of implementation of the integrative curriculum as assessed by the respondents. Findings revealed that the overall mean of 4.71 means a very high extent of implementation of the integrative curriculum. This means that Social Studies teachers consistently and effectively apply integrative teaching practices in their instructional planning, delivery, and assessment. Specifically, the highest-rated items include the use of basic skills across all content areas to develop positive attitudes for continued learning ($M = 4.81$), organizing subjects in a way that connects them rather than teaching them separately ($M = 4.79$), and preparing lesson plans that identify common themes or topics across different subjects with clear entry points for integration ($M = 4.76$). These results mean that teachers are highly competent in designing coherent and meaningful learning experiences that help students understand connections among disciplines. Other indicators, such as demonstrating responsive integrative teaching strategies ($M = 4.74$), planning integration thoughtfully while collaborating and providing appropriate resources ($M = 4.74$), and following recommendations from school heads and master teachers ($M = 4.73$), were also rated very high. This means strong professional collaboration, instructional responsiveness, and administrative support in the implementation of the integrative curriculum. Moreover, items related to learner-centered practices—such as considering learners' needs, interests, and prior knowledge ($M = 4.72$), identifying learning objectives before integration planning ($M = 4.72$), and implementing personal integrated plans that enhance learners' academic performance ($M = 4.72$)—were likewise assessed at a very high extent. These findings imply that teachers prioritize meaningful learning experiences tailored to students' needs.

On the other hand, while still rated very high, relatively lower mean scores were observed in administering weekly assessments and providing reinforcement ($M = 4.62$), preparing worksheets or self-learning kits to diagnose learning difficulties ($M = 4.62$), monitoring learners' performance rigidly ($M = 4.64$), and addressing logistical concerns such as time and resources ($M = 4.65$). This means that although assessment and logistical aspects are well implemented, these areas may still benefit from further strengthening to support optimal curriculum integration.

Overall, the findings mean that the integrative curriculum is implemented to a very high extent among Social Studies teachers. This means social studies teachers are consistent in implementing the integrative curriculum with effective teaching practices and innovative instructional strategies in Social Studies.

Table 3 Teachers’ Extent of Implementation of Integrative Curriculum

Items	Mean	Description
<i>As Social Studies Teacher, I....</i>		
1.Prepare a lesson plan with identification of common themes or topics that can be explored across different subjects and identified entry point of integration.	4.76	Very High
2.Organize subjects in a way that connects them, rather than teaching them separately in order to allow students to see the relationships between different academic areas.	4.79	Very High
3.Demonstrate how to use integrative teaching, understand how to use it responsively	4.74	Very High
4.Use the basic skills in all content areas and develop positive attitudes for continued successful learning throughout the period.	4.81	Very High
5.Prepare teaching aids, visual, auditory which help learners master the content related topics integrated.	4.70	Very High
6.Administer weekly assessment of performance and reinforcement are given to learners who are not able to achieve mastery.	4.62	Very High
7.Monitor learners’ performance rigidly and provide reinforcement for mastery of content ideas, topics integrated.	4.64	Very High
8.Prepare worksheet or self learning kits to diagnose learners’ weaknesses and strengthen learning difficulties.	4.62	Very High
9.Identify learning objectives before creating an integrative plan for integration	4.72	Very High
10.Follow school heads and master teachers recommendations and suggestions for improvement of implementation.	4.73	Very High
11.Plan the integration thoughtfully, collaborate effectively, and provide appropriate resources and support on school innovation program for the implementation of the integrative curriculum.	4.74	Very High
12.Consider learning needs of learners’, take in account the learner’s needs, interests and prior knowledge.	4.72	Very High
13.Ensure that the implementation was align the DepEd standards and benchmarks.	4.66	Very High
14.Address logistical issues, land for resources, time and other logistical needs.	4.65	Very High
15.Implement a personal integrated plan that is effective in learners’ academic performance.	4.72	Very High
Overall Mean	4.71	Very High

Scale of Means: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Average; 1.81-2.60 Low; 1.00-1.80 Very Low

Teachers’ Practices in the Implementation of Integrative Curriculum

To determine the teachers’ practices in the implementation of the integrative curriculum, the mean was used. Table 4 presents the teachers’ practices in the implementation of the integrative curriculum when taken as a whole. The findings revealed that the overall mean of 4.64 indicates a very high level of teachers’ practices in implementing the integrative curriculum. This means that Social Studies teachers consistently apply integrative teaching approaches, demonstrating strong integration of content, skills, and learning experiences across subject areas.

Among the practices, the highest mean score was obtained by starting with content in integration (M = 4.74), followed by integrating knowledge and skills from multiple areas to address complex problems holistically (M = 4.72). Likewise, providing effective practices that blend theoretical content with practical experiences and utilizing common themes across subject areas both obtained high mean scores (M = 4.68). These findings support

the view that teachers act as interpreters and designers of integrative curricula, rather than mere implementers of prescribed programs, as they adapt instruction based on learners’ needs, available resources, and contextual demands (Marek et al., 2024; Crisostomo et al., 2020).

This perspective aligns with the concept of curriculum enactment as a context-sensitive and dynamic process, where teachers exercise professional judgment in organizing and delivering integrated learning experiences (Yang & Zhang, 2023; Musofer & Lingard, 2020). In junior and senior high school settings, such practices involve integrating content across disciplines and aligning instruction with real-world applications and local needs, particularly within the context of educational reforms such as the K–12 program (Crisostomo et al., 2020; Muhlisin et al., 2023).

On the other hand, the lowest mean scores were observed in the interdisciplinary approach ($M = 4.56$) and cross-subject integration ($M = 4.57$). Although these obtained relatively lower ratings, they still fall within the very high descriptive level. This suggests that while teachers implement interdisciplinary strategies, these may be less emphasized due to practical constraints such as time limitations, curriculum alignment issues, and the complexity of integrating multiple subject areas. Supporting this, studies indicate that teachers often balance integration goals with feasibility, leading to variations in the depth and form of integrative practices across contexts (Tan & Wei, 2024).

Furthermore, the consistently high ratings across all indicators may be attributed to teachers’ engagement in professional development and their growing curriculum literacy. Research highlights that teachers’ ability to effectively implement integrative curricula is strengthened by sustained professional development, content-focused training, and supportive school environments that encourage collaboration and innovation (Marek et al., 2024). In the Philippine context, ongoing curriculum reforms further necessitate adaptive teaching practices, reinforcing the importance of teacher preparedness and policy literacy in successful curriculum implementation (Igarashi & Suryadarma, 2023).

Findings indicate that Social Studies teachers demonstrate a very high level of practices in implementing the integrative curriculum. Teachers are actively and effectively applying integrative approaches in their teaching, with stronger emphasis on content integration, thematic organization, and holistic learning. However, interdisciplinary and cross-subject approaches may still be further strengthened to achieve a more balanced and comprehensive implementation of integrative curriculum practices.

Table 4 Teachers’ Practices in the Implementation of Integrative Curriculum

Items	Mean	Description
<i>As a Social Studies Teacher, I...</i>		
1. Use the multi-disciplinary approach which focuses on different subjects or disciplines, arrange learning standards from various subjects around a single central theme.	4.62	Very High
2. Use the interdisciplinary approach in the curriculum around skills and ideas that are common across different subjects. combine common learning points found within different subjects to emphasize skills and concepts that apply across multiple areas.	4.56	Very High
3. Apply the cross subjects integration that allow learners’ to explore a problem from multiple perspectives and engage in collaborative learning.	4.57	Very High
4. Utilize the thematic approach: organizing learning around themes or topics that cut across different subjects aims to develop critical thinking and problem solving skills; enhance student engagement and motivation; foster deeper understanding and application of concepts	4.62	Very High
5. Provide effective practice to integrate and blend theoretical content with practical experiences, using each reinforce the other	4.68	Very High
6. Provide foundational knowledge through lectures or readings, followed by hand on activities that allow learners to apply contextualize the concepts	4.64	Very High
7. Utilize integrative learning as a portfolio where learners’ are asked to select	4.60	Very High

evidence of their learning and reflect on their knowledge gained and how to apply their understanding to academia and the real world		
8.Utilize common themes or topics that can be explored across different subject areas	4.68	Very High
9.Set clear learning outcomes, define what learners’ should do as the result of integrated curriculum	4.66	Very High
10.Create units that integrate content from multiple subjects.	4.60	Very High
11.Emphasize student agency and provide opportunities for them to explore their interests and make choices foster motivation and engagement.	4.62	Very High
12.Made learning relevant and meaningful to learner’s lives to increase their motivation and engagement in the integrative learning process.	4.63	Very High
13.Integrate knowledge and skills from multiple areas, so learner’s can approach complex problems with a more holistic perspective.	4.72	Very High
14.Use holistic learning, focusing on the development of learner including cognitive, emotional and physical aspects.	4.66	Very High
15.Start with content in integration for it is easier to attain skills into content than content with skills.	4.74	Very High
Overall Mean	4.64	Very High

Scale of Means: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Average; 1.81-2.60 Low; 1.00-1.80 Very Low

Teachers’ Level Innovative Instructional Strategies

To determine the teachers’ level of innovation instructional strategies in the implementation of the integrative curriculum when taken as a whole, the researcher used the mean.

Table 5 showed the teachers’ level of innovative instructional strategies in the implementation of integrative curriculum when taken as a whole. Findings revealed that the overall mean of 4.73 indicates a very high level of innovative instructional strategies in implementing the integrative curriculum. This means that Social Studies teachers consistently employ creative and innovative teaching strategies that enhance learning experiences and actively engage learners. Specifically, the highest-rated items include asking learners to hypothesize scenarios and solve problems through scenario-based approaches (M = 4.79), using multimedia presentations to help learners express their ideas innovatively (M = 4.78), and presenting lessons logically through game-based approaches to sustain learner interest (M = 4.76).

These results mean that teachers effectively design lessons that are engaging, interactive, and foster higher-order thinking skills. Other indicators, such as integrating lessons with the bridge approach to improve reasoning skills (M = 4.75), providing reasonable risks while reinforcing creative activities (M = 4.75), and using center-based learning approaches to allow learners to gather data and test hypotheses (M = 4.75), were also rated very high. This demonstrates that teachers implement diverse and imaginative strategies to promote critical thinking, problem-solving, and experiential learning.

Overall, the findings mean that Social Studies teachers found to be creative in the use of integrative approaches useful in the teaching of social studies that significantly impacts student’s learning. They consistently apply innovative instructional strategies that stimulate learners’ thinking, engagement, and understanding, resulting in more effective and meaningful learning experiences.

Table 5 Teachers’ Level of Innovative Instructional Strategies

Items	Mean	Description
As a social studies teacher, I.		
1.Integrate the 5e model in teaching social studies by following the five phases of teaching (engage, explore, explain, elaborate, evaluate).	4.63	Very High
2.Motivate effectually learners to develop their interest and abilities in problem solving and each learner shall brought into discussion of the skills presented.	4.68	Very High

3.Enhance learners’ capabilities to analyze their organized concepts to improve learning performances by using the inquiry based approach	4.71	Very High
4.Present logically lessons through game based approach to win the interest of my learners that can result to effective learners performances	4.76	Very High
5.Use imaginative approaches through the use of graphic organizer to make learning more interesting and effective.	4.74	Very High
6.Integrate the lesson with the use of the bridge approach in questioning to improve learners reasoning skills	4.75	Very High
7.Use multimedia presentation , using combination of images, audio and video that can help retain information better , allowing learners’ to express their thoughts and ideas in innovative way.	4.78	Very High
8.Organize very well important facts and experiences into a larger unit for understanding, to bring out relationship between the previous and the new competencies	4.74	Very High
9.Teach to the point of mastery using the exploratory approach assessing learners’ to explore more ideas and solve specific problems	4.72	Very High
10.Use the inductive reasoning approach in integration in order to enhance learners reasoning evaluative questions specially on the higher order thinking	4.71	Very High
11.Present new ideas to clarify/concepts/ techniques/ problems on learners’ through critical thinking.	4.72	Very High
12 make learning invigorating, meaningful and realistic by exploration and discovery, and brain based strategy.	4.73	Very High
13.provide reasonable risks and unpredictable situations while reinforcing creative activities	4.75	Very High
14. use the center based teaching-learning approach were learners are exposed to different centers in the classroom gathering data to prove the hypotheses.	4.75	Very High
15. ask learners to hypothesize scenarios and solve specific problems/ issues/ events through the use of scenario based approach.	4.79	Very High
Overall Mean	4.73	Very High

Scale of Means: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Average; 1.81-2.60 Low; 1.00-1.80 Very Low

Teachers’ Extent of Implementation of Integrative Curriculum, Practices, and Innovative Instructional Strategies by Profile Variables

Table 6 presents the summary of teachers’ extent of implementation of the integrative curriculum, instructional practices, and innovative instructional strategies when classified according to selected profile variables. The findings revealed that the overall mean for integrative curriculum implementation (M = 4.71), instructional practices (M = 4.64), and innovative instructional strategies (M = 4.73) were all interpreted as very high. These findings indicate that Social Studies teachers consistently implement integrative curriculum approaches, apply effective instructional practices, and utilize innovative teaching strategies in classroom instruction. The consistently high ratings across variables suggest strong alignment between curriculum goals, instructional delivery, and learner-centered teaching approaches.

In terms of sex, both male and female teachers demonstrated very high levels across all three dimensions, with only minimal variations in mean scores. Female teachers obtained slightly higher mean scores in curriculum implementation, whereas male teachers showed marginally higher ratings in instructional practices and innovative instructional strategies. These findings imply that sex does not substantially influence teachers’ engagement in integrative teaching practices. The results support the view that effective curriculum implementation is more closely associated with professional competence, institutional support, and instructional readiness rather than demographic characteristics. This finding aligns with the study of Gündoğan et al. (2023), which found no significant differences in curriculum literacy and engagement based on gender. Similarly, Kurniawan and Bayirli (2025) reported that creative teaching practices were not significantly influenced by sex, suggesting that teachers’ ability to apply innovative strategies is largely independent of gender.

When classified according to grade level taught, Junior High School teachers consistently obtained slightly higher mean scores than Senior High School teachers across all dimensions. Nevertheless, both groups still demonstrated very high levels of curriculum implementation, instructional practices, and innovative instructional strategies. This finding indicates that integrative teaching approaches are consistently applied across grade levels. The slightly higher ratings among Junior High School teachers may be attributed to the broader interdisciplinary nature of junior high curricula, which often encourage thematic and integrative instruction. However, the overall consistency across grade levels reflects the effectiveness of curriculum implementation efforts and professional support systems within the Schools Division of Iloilo City.

As to position, both Teacher I–III and Master Teacher I–II respondents demonstrated very high levels in all dimensions, with only slight variations in mean scores. This finding suggests that teaching rank does not significantly affect teachers' implementation of integrative curriculum approaches or their use of innovative instructional strategies. The result supports the findings of Geromo et al. (2024), which revealed that instructional practices were not significantly influenced by teachers' professional rank or position. This implies that the implementation of integrative teaching strategies is generally standardized and supported across different levels of teaching experience and professional hierarchy.

In terms of age, teachers aged 30 years and below and those aged 31–40 years generally obtained slightly higher mean scores than teachers above 40 years old, particularly in innovative instructional strategies. Despite these slight differences, all age groups still demonstrated very high levels across all dimensions. The findings suggest that younger and middle-aged teachers may be more receptive to the integration of contemporary and technology-supported instructional approaches, while experienced teachers continue to demonstrate strong curriculum implementation practices. Nonetheless, the consistently high ratings across age groups indicate that teachers, regardless of age, are capable of effectively implementing integrative teaching approaches when provided with adequate support and professional development opportunities.

With respect to educational attainment, teachers with master's degrees generally obtained slightly higher mean scores compared with those holding bachelor's or doctorate degrees. However, all groups still demonstrated very high levels of curriculum implementation, instructional practices, and innovative instructional strategies. These findings suggest that advanced professional training and graduate education may contribute positively to teachers' instructional competence and pedagogical flexibility. However, the uniformly high ratings across educational attainment levels indicate that teachers are actively engaged in integrative teaching regardless of academic qualification. This supports the findings of Gündoğan et al. (2023), which emphasized that educational background alone does not necessarily determine the effectiveness of curriculum implementation.

Lastly, when classified according to length of service, teachers with 10 years and below and those with 11–20 years of teaching experience obtained slightly higher mean scores than teachers with more than 20 years of service, particularly in innovative instructional strategies. This finding may suggest that teachers with fewer years of experience are more inclined to adopt newer and technology-driven instructional approaches, while more experienced teachers may rely more on established teaching practices. Nevertheless, all groups still demonstrated very high levels across all dimensions, indicating that teachers consistently implement integrative curriculum practices regardless of teaching experience. The findings support the observations of Kurniawan and Bayirli (2025), which highlighted that innovative teaching practices are influenced more by pedagogical openness and adaptability than by the number of years in service.

These findings indicate that Social Studies teachers consistently demonstrate very high levels of integrative curriculum implementation, instructional practices, and innovative instructional strategies across all profile variables. These results reflect the successful adoption of integrative teaching approaches within the Schools Division of Iloilo City and support Fullan's Theory of Educational Change, which emphasizes teacher engagement, professional collaboration, and sustained support systems as critical factors in effective curriculum implementation. Likewise, the findings support Rogan and Grayson's (2003) Theory of Curriculum Implementation, particularly the concepts of capacity to innovate and profile of implementation, which explain that successful curriculum reform depends on teacher competence, institutional support, and contextual

readiness. However, the consistently high mean ratings may also indicate the possible presence of self-report and social desirability bias, which should be considered when interpreting the findings.

Table 6 Teachers’ Extent of Implementation of Integrative Curriculum, Practices, and Innovative Instructional Strategies by Profile Variable

Profile Variables	Extent of Implementation	Practices	Innovative Instructional Strategies
Sex			
Male	4.68	4.68	4.74
Female	4.73	4.62	4.73
Grade Level Taught			
Junior High School	4.73	4.65	4.74
Senior High School	4.63	4.58	4.69
Position			
Teacher I–III	4.71	4.65	4.75
Master Teacher I–II	4.70	4.58	4.66
Age			
30 years and below	4.72	4.65	4.76
31–40 years	4.72	4.66	4.77
Above 40 years	4.68	4.60	4.65
Educational Attainment			
Bachelor’s Degree	4.71	4.63	4.72
Master’s Degree	4.72	4.68	4.76
Doctorate Degree	4.57	4.48	4.64
Length of Service			
10 years and below	4.72	4.66	4.76
11–20 years	4.70	4.65	4.75
More than 20 years	4.60	4.41	4.37
Overall	4.71	4.64	4.73

Scale of Means: 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

Differences in the Teachers’ Extent of Implementation of the Integrative Curriculum, Practices, and Innovative Instructional Strategies According to Profile Variables

Table 7 presents the summary of significant differences in teachers’ integrative curriculum implementation, instructional practices, and innovative instructional strategies according to selected profile variables. The findings revealed no significant differences in integrative curriculum implementation and instructional practices across sex, grade level taught, position, age, educational attainment, and length of service, as indicated by p-values greater than .05. Similarly, no significant differences were observed in innovative instructional strategies based on sex, grade level taught, position, age, and educational attainment. However, a significant difference was found in innovative instructional strategies when teachers were grouped according to length of service ($p = .029$).

This indicates that curriculum implementation practices within the Schools Division of Iloilo City are generally standardized and supported through common professional development initiatives, institutional expectations, and curriculum policies. These findings align with the study of Ercan and Çubukçu (2023), which found that secondary school English teachers adopted different curriculum implementation approaches such as curriculum fidelity, curriculum adaptation, and curriculum design. Despite variations in implementation approaches, teachers remained focused on learner-centered and assessment-oriented instruction. Curriculum implementation

may vary in style and strategy, yet teachers can still achieve relatively consistent levels of implementation effectiveness across different demographic groups.

Similarly, the findings revealed no significant differences in instructional practices across most profile variables. This indicates that teachers consistently implement integrative instructional approaches regardless of sex, age, educational attainment, teaching position, grade level taught, or teaching experience. The result aligns with the study of Geromo et al. (2024), which found that instructional practices were not significantly influenced by teachers' demographic and professional characteristics. The authors emphasized that professional competence, pedagogical preparation, and adherence to curricular standards play more important roles in shaping instructional behavior than demographic variables. Likewise, Domingo (2025) reported that most teacher profile variables, including gender, educational attainment, school assignment, and ICT training, did not significantly influence instructional practices except for age and grade level taught in selected dimensions. These findings collectively suggest that curriculum implementation and instructional practices are largely shaped by institutional and pedagogical factors rather than personal demographic characteristics.

Moreover, no significant differences were found in innovative instructional strategies according to sex, grade level taught, position, age, and educational attainment. This finding corroborates the results of Kurniawan and Bayirli (2025), which showed that creative teaching practices were generally independent of demographic variables such as gender and age. Innovative instructional behavior is influenced more by teachers' openness to innovation, pedagogical orientation, and motivation rather than demographic characteristics. Similarly, Domingo (2025) found that most demographic variables did not significantly influence pedagogical practices, while Del Yunting et al. (2025) reported no significant relationship between teachers' perceptions of MATATAG curriculum implementation and variables such as grade level taught and training frequency.

However, the present study found a significant difference in innovative instructional strategies when teachers were grouped according to length of service ($H = 7.112, p = .029$). Teachers with fewer years of teaching experience demonstrated relatively higher levels of innovative instructional strategy utilization compared with teachers who had more than 20 years of service. Less experienced teachers may be more receptive to technology-supported, learner-centered, and contemporary pedagogical approaches, whereas more experienced teachers may rely more heavily on established instructional routines developed over time. This finding is supported by Clayback et al. (2022), who reported that teachers with fewer years of teaching experience demonstrated higher levels of curriculum implementation and responsiveness. Similarly, Adewale (2024) found that younger teachers utilized collaborative teaching strategies more frequently than older teachers. Therefore, younger or less experienced educators may demonstrate greater adaptability and openness to emerging instructional innovations.

On the other hand, the findings differ from those of Valido (2025) and Espiritu and Abao-An (2025), who found significant differences in teaching practices based on variables such as age, sex, teaching position, and educational attainment. Espiritu and Abao-An (2025) further reported that mid-career and older teachers demonstrated stronger engagement and more favorable evaluations of instructional strategies in selected areas. These contrasting findings indicate that the influence of demographic and professional variables on instructional practices may vary depending on educational context, curriculum demands, institutional culture, and the nature of instructional innovations being examined.

Table 7 Differences in the Teachers' Extent of Implementation of the Integrative Curriculum, Practices, and Innovative Instructional Strategies According to Profile Variables

Profile Variables	Extent of Implementation	Practices	Innovative Instructional Strategies
Sex	U = 1655.500 p = .241 NS	U = 1748.000 p = .480 NS	U = 1788.500 p = .603 NS
Grade Level Taught	U = 1068.000 p = .123 NS	U = 1091.000 p = .160 NS	U = 1112.500 p = .184 NS
Position	U = 1070.500 p = .886 NS	U = 911.000 p = .227 NS	U = 853.500 p = .098 NS
Age	H = 0.102	H = 0.313	H = 1.825

	p = .950 NS	p = .855 NS	p = .402 NS
Educational Attainment	H = 1.884 p = .390 NS	H = 1.757 p = .415 NS	H = 2.065 p = .356 NS
Length of Service	H = 0.628 p = .730 NS	H = 3.839 p = .147 NS	H = 7.112 p = .029*

*p < .05; NS = Not Significant.

Significant Relationship among Teachers’ Extent of Implementation, Practices and Innovative Instructional Strategies in the Integrative Curriculum

To determine the significant relationships among teachers’ extent of implementation, teaching practices, and innovative instructional strategies in the integrative curriculum, the researcher used Spearman Rho’s Correlation.

Table 8 showed the significant relationships among teachers’ extent of implementation, teaching practices, and innovative instructional strategies. Results indicated that there was a significant positive correlation between teachers’ extent of implementation and teaching practices ($r_s = .683, p = .000$). Thus, the null hypothesis, which stated that there is no significant relationship between teachers’ extent of implementation and teaching practices, was rejected since the p-value is less than .05. This means that as the extent of teachers’ implementation increases, the level of teaching practices also tends to increase. The strong correlation showed that the degree to which teachers implement the integrative curriculum significantly influences the quality and effectiveness of their teaching practices.

Similarly, results revealed a significant positive correlation between teaching practices and teachers’ innovative instructional strategies ($r_s = .733, p = .000$). Thus, the null hypothesis, which stated that there is no significant relationship between teaching practices and teachers’ innovative instructional strategies, was rejected since the p-value is less than .05. This means that as teachers enhance their teaching practices, their innovative instructional strategies in delivering the integrative curriculum also improves. These findings mean that effective teaching strategies foster innovative approaches and creative problem-solving in instruction.

Additionally, there was a significant positive correlation between teachers’ extent of implementation and teachers’ innovative instructional strategies ($r_s = .513, p = .000$). Thus, the null hypothesis, which stated that there is no significant relationship between teachers’ extent of implementation and teachers’ innovative instructional strategies, was rejected since the p-value is less than .05. This means that as teachers’ engagement in implementing the integrative curriculum increases, their innovative instructional strategies also tends to improve. This finding emphasizes the role of active curriculum implementation in stimulating teachers’ innovative and creative capacities.

These findings revealed that teachers’ extent of implementation, teaching practices, and innovative instructional strategies are significantly correlated with one another. These results mean that the effective implementation of the integrative curriculum not only enhances teaching practices but also fosters innovative instructional strategies among teachers. Therefore, investing in professional development, collaborative planning, and innovative teaching strategies can further support the enhancement of teaching practices and instructional strategies in the integrative curriculum.

These findings are in parallel to the study of Fathurrochman et. Al (2025) which pointed out that curriculum management practices (including implementation) positively affect teacher performance, which closely aligns with the idea that better implementation leads to stronger teaching practices. The study found a significant positive effect between curriculum implementation and teacher performance indicators (e.g., instructional delivery, pedagogy).

Table 15 Significant Relationship among Teachers’ Extent of Implementation, Teaching Practices and Innovative Instructional Strategies in the Integrative Curriculum

Correlations		Teachers’ extent of implementation	Teaching Practices	Teachers’ Innovative Instructional Strategies	Remarks
Teachers’ extent of implementation	Correlation Coefficient		.683**		
	p-value		.000		Significant
	N		125		
Teaching Practices	Correlation Coefficient			.733**	
	p-value			.000	Significant
	N			125	
Innovative Instructional Strategies	Correlation Coefficient	.513**			
	p-value	.000			Significant
	N	125			

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Social Studies teachers exhibit a very high extent of implementation of the integrative curriculum. Strategies such as using basic skills across content areas to develop positive learning attitudes, organizing subjects around connected themes, and preparing lesson plans with clear points of integration are consistently applied. These practices indicate that teachers are highly competent in designing meaningful learning experiences that foster connections among disciplines. The high implementation of integrative curriculum practices is consistent across all teacher classifications. While minor variations exist—such as slightly higher engagement among female teachers, Junior High School teachers, younger teachers, and those with master’s degrees—the overall trend shows uniform competence in applying integrative strategies. This underscores a shared commitment to curriculum goals, collaborative teaching, and student-centered learning across the teaching staff.

Results also showed that the common teaching practices in the integrative curriculum emphasize content-driven, holistic, and experiential approaches. Teachers frequently integrate knowledge and skills from multiple areas, blend theoretical and practical experiences, and use common themes across subjects. Less emphasis is given to interdisciplinary and cross-subject approaches, although these are still practiced at high levels. Differences in emphasis are observed according to teacher demographics, such as age, grade level, position, and educational attainment, highlighting how individual experience shapes instructional focus without affecting overall quality.

Moreover, teachers demonstrate a very high level of innovative instructional strategies in implementing the integrative curriculum. Innovative strategies such as scenario-based problem solving, multimedia presentations, and game-based lesson delivery are widely employed, enhancing student engagement and understanding. While creative practices are generally consistent across all teacher classifications, less experienced teachers tend to exhibit slightly higher innovative instructional strategies compared to long-serving educators.

Furthermore, teachers’ demographic and professional characteristics do not significantly influence the extent, practices, or innovative instructional strategies of integrative curriculum implementation. Regardless of sex, grade level taught, position, age, or educational attainment, teachers consistently apply integrative strategies, reflecting equitable and uniform instructional approaches. The exception is length of service, which shows a modest effect on creative practices, with novice teachers being more innovative.

Finally, there are strong positive relationships among integrative curriculum implementation, teaching practices, and innovative instructional strategies. Greater engagement in the integrative curriculum is associated with more

effective teaching practices, which in turn support higher levels of innovative instructional strategies. These correlations indicate that active and effective curriculum implementation not only improves instructional quality but also fosters innovative teaching approaches, reinforcing the interconnected nature of these elements in Social Studies education.

RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations were advanced:

1. Department of Education (DepEd) Officials and Policy Makers should continue to support the full implementation of the integrative curriculum across all Social Studies classrooms by providing policies, resources, and monitoring systems that reinforce consistency in curriculum application, ensuring that all teachers, regardless of demographic or professional background, can maintain high standards of instructional practice and innovative instructional strategies.
2. School Heads and Educational Leaders should encourage and facilitate collaboration among teachers to share best practices in integrative teaching. This may include peer mentoring, workshops, and lesson study sessions that highlight strategies such as scenario-based problem solving, thematic lesson planning, and multimedia-enhanced instruction, thereby sustaining high-quality, student-centered learning experiences.
3. Teachers should continue to design and implement lessons that integrate multiple disciplines, blend theoretical and practical approaches, and incorporate creative instructional strategies. Special attention should be given to expanding interdisciplinary and cross-subject approaches, further enhancing student engagement, critical thinking, and holistic understanding of Social Studies concepts.
4. Learners should be encouraged to actively participate in integrative and creative learning activities, such as project-based tasks, collaborative exercises, and multimedia presentations, to maximize their understanding of connected themes across subjects and develop their problem-solving, analytical, and creative skills.
5. Researchers should examine factors that support sustained innovation in integrative curriculum implementation, including how novice teachers' higher levels of innovative instructional strategies can inform professional development programs aimed at maintaining innovative practices among experienced educators.
6. Future Researchers should investigate the long-term effects of integrative curriculum practices on student learning outcomes and teacher effectiveness. Additional studies could explore how the strong positive relationships among curriculum implementation, teaching practices, and innovative instructional strategies can guide strategies for enhancing instructional quality and promoting continuous teacher innovation across various educational contexts.

Limitations of the Study

Several limitations should be considered in interpreting the findings of this study. First, the study relied solely on self-reported data, which may be influenced by social desirability bias and respondents' tendency to provide favorable assessments of their instructional practices. Second, the cross-sectional research design limited the ability to establish causal relationships among curriculum implementation, instructional practices, and innovative instructional strategies.

Third, the study did not include direct measures of student learning outcomes, classroom observations, or document analysis, which could have provided stronger evidence regarding the effectiveness of curriculum implementation. Fourth, the study was conducted only within the Schools Division of Iloilo City; therefore, the findings may not be generalizable to other educational contexts or regions in the Philippines.

Finally, while the instrument demonstrated acceptable reliability, the study did not perform factor analysis to verify the construct validity of the three proposed dimensions. Future studies may address these limitations by

employing mixed-method approaches, longitudinal designs, classroom observations, and broader sampling frameworks.

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