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Faculty Beliefs, Self-Efficacy, and the Implementation of Differentiated Instruction in Jolo I District

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Index Terms:

differentiated instruction, faculty beliefs, self-efficacy, teaching methods, learning gap

Abstract. The research presented provides a comprehensive look into how faculty beliefs and perceived self-efficacy affect the implementation of Differentiated Instruction (DI). This descriptive-correlational study focused on a sample of 135 elementary school teachers within the Jolo I District. Looking closely at the participant demographics, the respondent pool consists primarily of young individuals, with 59.3% falling between the ages of 20 and 35. Additionally, the group is overwhelmingly female at 83.7%, and a significant portion consists of early-career professionals, with 44.4% having one to five years of teaching service. According to the data, the findings show that these educators maintain highly positive beliefs regarding DI, yielding a mean score of 3.43, alongside a high level of perceived self-efficacy, which scored a mean of 3.40. In practice, while teachers consistently succeeded in creating a supportive and inclusive learning environment—marked as "Always" implemented—the technical execution of diverse performance tasks and offering varied assignment choices achieved a lower rating of "Mostly Implemented." The regression analysis highlights that both internal variables significantly impact the overall extent of DI execution. Crucially, self-efficacy proved to be a much stronger predictor, explaining 64% of the variance, whereas faculty beliefs explained only 39% of the variance. This pattern remained largely stable across most demographic lines, except for a tiny segment of Doctorate degree holders where the relationship was statistically non-significant. Ultimately, the study concludes that while teachers possess the necessary psychological readiness for inclusive schooling, professional development efforts must target concrete technical confidence to bridge the gap between beliefs and practical execution.

Introduction

In today's diverse classrooms, new methods of teaching were introduced to enhance the learning capabilities of the pupils in the different fields of education. Differentiated instruction, therefore, has wide support to address the varied learning styles, abilities, and interests of the pupils, based on the different instructional strategies, and assessment methods that make more inclusive and equitable learning environments. Teachers are the source of information that led the pupils to overcome their inquiries to participate in the field of education. Enhancement and progress of the pupils will lie upon the mastery of the teachers in teaching different pedagogies and strategies to meet the necessary needs of the pupils. Therefore, the implementation of differentiated instruction will not be fully successful despite the availability of strategies and resources without the influence of teachers' personal beliefs about teaching and learning process, as well as their confidence in their ability to apply instructional practices effectively. (Tomlinson, 2014). emphasizes that teachers' implementation of DI is not merely a matter of skill or training but is strongly influenced by their beliefs about teaching and learning and their self-efficacy—that is, their confidence in their ability to meet learners' needs effectively. The following review synthesizes theoretical and empirical literature on the roles of faculty beliefs and self-efficacy in the implementation of DI, including both international and Philippine studies.

On the other hand, faculty beliefs and self-efficacy have emerged as critical determinants of instructional practices. Teachers' beliefs – defined as their underlying assumptions, attitudes, and values about teaching, learning, and student potential – shape their willingness to adopt innovative and student – centered pedagogies. Dixon et al. (2014) Emphasized educators who hold positive beliefs about the capacity of all learners are more likely to view differentiated instruction as both feasible and worthwhile. Complementing beliefs, teacher's self-efficacy – conceptualized as an educator's confidence in their able to organize, execute, and sustain instructional task – significantly influences the degree of effort, persistence, and adoptability demonstrated in the classroom.

Faculty beliefs play a critical role in shaping how educators perceive the value and feasibility of differentiated instruction. Teachers who believe that all students are capable of growth and success are more likely to embraced practices that adapt to learner differences. Alongside, high levels of teacher's self-efficacy are often associated with persistence, creativity, and resilience in the face of instructional challenges.

The present study seeks to investigate the influence of faculty beliefs, self-efficacy and the implementation of differentiated instruction. By examining these constructs in relation to differentiated instruction practices. This research aims to generate a deeper understanding of the process, effectiveness, psychological and professional conditions that facilitate or impede the enactment of differentiated pedagogy. Such insights hold important implications for the design of professional development initiatives, institutional support systems, and policy interventions that aspire to foster inclusive and learner – centered educational environments.

Research Questions:

This study sought to answer the following questions:

1. What is the Demographic Profile of the respondents?
2. What are the beliefs of teachers at Jolo 1 District toward the effectiveness of Differentiated Instruction in relation to teaching-learning process?
3. How do faculty members at Jolo 1 District perceive their self-efficacy in implementing differentiated instruction?
4. To what extent is the implementation of differentiated instructions of the Teachers in Jolo 1 District?
5. Is there a significant influence of faculty beliefs on the extent of implementation of differentiated instruction in Jolo 1 District?
6. Is there a significant influence of faculty self-efficacy to the extent of implementation of differentiated instruction in Jolo 1 District?
7. Is there a significant influence of faculty beliefs and Self-Efficacy to the implementation of differentiated instruction in Jolo 1 District when group according to Demographic Profile?

Null Hypotheses

1. There is no significant influence of faculty beliefs on the extent of implementation of differentiated instruction in Jolo 1 District.
2. There is no significant influence of faculty self-efficacy to the extent of implementation of differentiated instruction in Jolo 1 District.
3. There is no significant influence of faculty beliefs and Self-Efficacy to the implementation of differentiated instruction in Jolo 1 District when group according to Demographic Profile.

Theoretical and Conceptual Framework

The theories below support the ideas of the study on the influence of faculty beliefs, self-efficacy and the implementation of differentiated instruction.
This study is anchored on Bandura's Social Cognitive Theory (1997), particularly the concept of self-efficacy, supported by frameworks on teacher belief systems and the constructivist approach to learning. These theories provide the foundation for understanding how faculty beliefs and self-efficacy influence the extent to which differentiated instruction is implemented in classroom practices.

According to Bandura (1997), human functioning is shaped through the reciprocal interaction of personal, behavioral, and environmental influences. Central to this theory is self-efficacy, or an individual's belief in their ability to plan, organize, and execute actions needed to achieve specific tasks. In the teaching context, teacher self-efficacy refers to educators'

confidence in their capability to positively affect student learning, even among students with diverse needs and abilities. Teachers with high self-efficacy are more likely to employ innovative practices, persist through challenges, and demonstrate adaptability in instructional strategies, all of which are essential in implementing differentiated instruction.

This is also supported by the theory of Pajares (1992) especially on the fact that beliefs play a vital role in shaping teachers' instructional choices and classroom behaviors. In fact, he emphasized that beliefs serve as filters through which teachers interpret knowledge and experience, ultimately influencing their pedagogical decisions. Similarly, it was also stated that Richardson (1996) highlighted that teacher beliefs about learning, student diversity, and instructional effectiveness are key determinants of classroom practice. In the context of differentiated instruction, teachers who believe in student-centered and inclusive approaches are more inclined to adjust content, process, and assessment to address learners' varied needs. Conversely, teachers with rigid or traditional beliefs may resist adopting such practices.

Therefore, differentiated instruction (DI) is rooted in the constructivist learning theory, which posits that learners actively construct knowledge based on prior experiences and interactions. It was proven by (Vygotsky, 1978; Tomlinson, 1999). From their perspective, effective teaching requires recognizing that students learn differently and benefit from instructional strategies tailored to their readiness levels, interests, and learning profiles. Faculty members who embrace constructivist principles are more likely to implement DI, as they acknowledge the importance of flexible teaching methods that empower learners to engage meaningfully with content, process, product, and learning environment based on pupils' readiness, and learning profile.

Methodology

Research Design

This study employed a descriptive-correlational research design. This design describes the current levels of faculty beliefs, self-efficacy, and the extent of differentiated instruction (DI) implementation, while also determining the relationships among these variables. A correlational approach is appropriate since the study seeks to identify whether faculty beliefs and self-efficacy significantly influence the implementation of DI without manipulating any variables. This non-experimental design provides a statistical understanding of how teachers' perceptions and confidence levels affect their actual classroom practices.

Research Environment

The study was conducted in Jolo 1 District, which consists of 7 public Elementary Schools. Mohammad Tulawie Central Elementary School, Salih Ututalum Elementary School, Hji. Gulamu Rasul Elementary School, Hamid Halim Elementary School, Muhammad Jajurie Elementary School, Cirilo Bueno Senior Elementary School, Salih Yusah Elementary School. The Location of Jolo 1 District is in the center or town of Jolo, within the region of Sulu province where the researcher is situated. The locale was selected because the faculty members have varied teaching experiences and educational backgrounds, which are essential for obtaining a comprehensive understanding of beliefs and self-efficacy levels related to Differentiated Instruction.

Respondents

The respondent of the study were the teachers from Jolo 1 district which composed of 7 Elementary S ımely: Mohammad Tulawie Central Elementary School (MTCS), with Fourty (40) Faculty members, Salih Ututa ɛntary School (SUES) with Twenty-five (25) Faculty Members, Hji. Gulamu Rasul Elementary School (HGRES) with Fifteen (15) Faculty Members, Hamid Halim Elementary School (HHES) with Twelve (12) Faculty Members, Cirilo Bueno Senior Elementary School (CBSES) with Seventeen (17) Faculty Members, Muhammad Jajurie Elementary School (MJES) with Twenty-four (24) Faculty Members, and Salih Yusah Elementary School (SYES) with Twenty-eight (28) Faculty Teachers.

School	Number of Respondents	Percentage
MTCS	40	24.39%
SUES	25	15.53%
HGRES	15	9.32%
HHES	12	7.54%
CBSES	17	10.56%

MJES	24	14.91%
SYES	28	17.39%
Total	161	100%

Table 1: Frequency and Percentage Distribution of Respondents

Sampling Procedure

The study employed a stratified random sampling technique to ensure that all subgroups within the population (e.g., departments or grade levels) are proportionally represented. Each stratum will be assigned a several respondents based on the total population size, and participants will then be randomly selected within each group.

Research Instrument

The main research tool for this study was a structured questionnaire developed by the researcher and validated by experts in the field of education and research. The questionnaire will consist of four parts: part I: The demographic Information, part II: perceived faculty beliefs towards the effectiveness of differentiated instruction, part III: Self-efficacy for implementing differentiated instruction, part IV: Extent of teachers' implementation of differentiated instruction.

Data Gathering Procedure

The researcher was asked permission, and consent from the school administrators. The principals of the different Elementary Schools of the Jolo 1 District, for the approval to conduct this research study. The questionnaires were validated by the respective panel members. After the validation researcher was administered the process gathering data with a full of consent for each respondent, giving them a time allocated to answer the questions. Established a clear instruction to determine the possible response to the influence of their beliefs and efficacy on the implementation of differentiated instruction which particularly based on their actual performances in their classrooms. Primary data was gathered for authenticity on the result of collaboration of researcher and respondents process, to foster supportive environment for an open expression and active participation. Different types of questions used in the questionnaire to gather diverse responses. Afterwards, the questionnaire was retrieved then tabulate and statistically analyzed.

Statistical Treatment

In this study, weighted mean was used to measured and described the level of effectiveness of differentiated instruction (DI) (Q1), the faculty beliefs regarding their self-efficacy (Q2), and the extent of implementation of differentiated instruction (DI) (Q3)

Correlation was used for finding the influenced of faculty beliefs on the extent of implementation of differentiated instruction (Q4). Comparison using ANOVA was also used, where faculty beliefs serve as the grouping variable (independent variable) and the extent of implementation as the grouped variable (dependent variable). The same statistical tools were also used to analyze the influence of faculty self-efficacy to the extent of implementation of differentiated instruction,

As regards to profile with the relationship of beliefs and efficacy to the differentiated instruction (DI), A comparison using ANOVA was used.

Results and Discussion

Problem 1: Demographic Profile of the Respondents

Demographic Profile served as intervening variable between the investigated variables – Faculty Beliefs and Self-Efficacy and the Implementation of Differentiated Instruction. The data was analyzed using Frequency Distribution, and the result is shown below.

Demographic Profile	Frequency	Percent
Age		
20-35 Years Old	80	59.3
36-45 Years Old	34	25.2
46 Years old and above	21	15.6
Total	135	100.0
Gender		
Male	22	16.3
Female	113	83.7
Total	**135**	**100.0**
Teaching Experience		
1-5 Years in Service	60	44.4
6-10 Years in Service	23	17.0
11-15 Years in Service	26	19.3
16 years and above in Service	26	19.3
Total	**135**	**100.0**
Educational Attainment		
Bachelor's Degree	108	80.0
Master's Degree	23	17.0
Doctorate Degree	4	3.0
Total	**135**	**100.0**

Table 2.1 Frequency and Percentage Distribution for Demographic Profile of the Respondents

This demographic profile of 135 respondents reveals a predominantly young, female, and early-career teaching workforce. Age distribution shows a significant majority of 59.3% within the 20–35 age bracket. Gender is heavily skewed, with females making up an overwhelming 83.7% of the total participants. Regarding experience, nearly half of the respondents (44.4%) have 1–5 years of service, indicating a large influx of newer educators. Finally, academic qualifications show that a vast majority (80%) hold a foundational bachelor's degree, while a mere 3% have reached doctorate levels. Overall, this snapshot represents a vibrant, emerging workforce with substantial room for advanced graduate studies.

Problem 2: Faculty Beliefs of Elementary Teachers in Jolo 1 District

This investigated the faculty beliefs of elementary teachers towards the effectiveness of Differentiated Instruction in Jolo 1 District. The data gathered through survey questionnaire with 135 elementary teachers in Jolo I District. Weighted Mean and Standard Deviation were used to analyze the data.

Faculty Beliefs	N	Mean	Std. Deviation	Descriptive Interpretation
Using Varied Resources encourages active pupils' engagement.	135	3.51	.7516	Strongly Agree
Compacting (e.g., assesses a pupil's prior knowledge) helps improve pupils learning outcomes.	135	3.50	.7419	Strongly Agree
Tiered activity (e.g., reading materials, videos, or textbooks) is an effective approach to meet the diverse needs of pupils.	135	3.47	.8268	Agree
Promoting a supportive, and collaborative climate as a response to the pupils needs.	135	3.47	.7310	Agree
Differentiated instruction aligns with the role of a teacher as a facilitator of learning.	135	3.47	.7207	Agree
Ensuring that classroom materials are intact to reflect a variety of content relatable to all pupils.	135	3.46	.6993	Agree
Teachers can successfully implement DI such (Manipulatives and Hands-on Learning) with proper training and support.	135	3.44	.7193	Agree
Multi-Modal Presentation (e.g., providing a written text, an audiobook, and a video) promotes equity in the classroom.	135	3.44	.7880	Agree
Implementing DI is an essential part of being an effective teacher.	135	3.44	.6648	Agree
Teachers should consider pupils' learning styles and abilities when planning lessons.	135	3.43	.7283	Agree
It is the teacher's responsibility to adjust instruction based on pupils' differences.	135	3.43	.6969	Agree

Establishing routines that support different learning needs.	135	3.42	.7378	Agree
Providing a variety of workspaces to accommodate pupils' needs, such as quiet, distractions-free areas for independent work and open areas for collaboration.	135	3.38	.7616	Agree
Tiered Activity (e.g., small groups for remediation, partners for discussion, or interest-based groups for a project). can be realistically applied in my teaching context.	135	3.37	.6883	Agree
I believe Flexible Grouping is manageable even with large class sizes.	135	3.36	.6632	Agree
Jigsaw Method (e.g., a specific battle in a war unit) is practically given to the pupils with available time and resources.	135	3.27	.6010	Agree
Valid N (listwise)	135	3.43		Agree

Table 3.1 Mean and Descriptive Interpretation of Faculty Beliefs of Elementary teachers towards the effectiveness of Differentiated Instruction

The beliefs of 135 elementary teachers toward Differentiated Instruction (DI) are overwhelmingly positive, yielding a supportive composite mean score of 3.43. Teachers express their strongest convictions regarding the use of varied resources to promote pupil engagement (3.51) and curriculum compacting to improve learning outcomes (3.50), both earning a "Strongly Agree" interpretation. High agreement is also evident regarding a supportive climate and student-centered facilitation (3.47). Conversely, complex strategies like Flexible Grouping (3.36) and the Jigsaw Method (3.27) received lower scores, indicating mild practical reservations. Ultimately, faculty views DI as an essential tool for instructional success and educational equity.

Problem 3: Perceived Self-Efficacy of Elementary Teachers in Jolo 1 District

Level of Confidence is somewhat crucial in implementing DI. This study investigated the perceived self-efficacy of elementary teachers using survey questionnaire with 135 elementary teachers in Jolo I district. Mean and Standard Deviation were used to analyze the data.

Self-Efficacy	**N**	**Mean**	**Std. Deviation**	**Descriptive Interpretation**
I can create a positive and supportive classroom environment where all pupils feel valued.	135	3.54	.5431	Highly Confident
I can effectively use pre-assessments to determine pupils' prior knowledge.	135	3.48	.5711	Confident
I am confident in my ability to teach pupils how to work independently and collaboratively in a DI classroom.	135	3.47	.5576	Confident
I am confident in managing a classroom where pupils work on different tasks simultaneously.	135	3.45	.5693	Confident
I will be establishing routines that allow smooth transitions between varied activities.	135	3.43	.5670	Confident
I am confident in designing multiple ways for pupils to demonstrate their learning.	135	3.43	.6411	Confident
I can offer pupils choices in how they practice a new skill (e.g., hands-on activities, a digital simulation).	135	3.41	.6145	Confident
I can use flexible grouping strategies (e.g., whole-class, pairs, small groups) based on instructional goals.	135	3.39	.6463	Confident
I am confident to provide constructive feedback on diverse pupils' products.	135	3.39	.5857	Confident
I can modify learning materials (e.g., texts, videos) to match different pupils' readiness levels and diverse needs of pupils.	135	3.38	.6332	Confident
I can provide targeted, individual instruction while other pupils work independently.	135	3.37	.5826	Confident
I can create learning stations or centers that allow pupils to explore a topic at their own pace.	135	3.35	.6385	Confident
I am confident in my ability to assess pupils' mastery of content, even when their products differ.	135	3.34	.6128	Confident
I can manage and monitor multiple small-group activities simultaneously.	135	3.34	.6367	Confident

I can design rubrics that clearly evaluate varied pupils' products (e.g., presentations, essays, models).	135	3.33	.5964	Confident
I can offer a variety of options and meaningful evaluation for final projects or assessments on the pupils' outputs.	135	3.26	.5980	Confident
Valid N (listwise)	135	3.40		Confident

Table 4.1 Mean and Descriptive Interpretation for Perceived Self-Efficacy of Elementary Teachers

The perceived self-efficacy of 135 elementary teachers in Jolo I district is overall confident, yielding a composite mean of 3.40. Teachers feel "Highly Confident" in fostering a supportive socio-emotional climate, with the highest mean of 3.54 for creating a nurturing classroom environment. High confidence is also evident in lesson preparation, specifically using pre-assessments (3.48) and promoting student autonomy (3.47). Logistical tasks like simultaneous task management (3.45) maintain a steady confidence level. However, specialized instructional design and evaluating diverse student outputs, such as offering project variety (3.26), scored lowest, indicating a need for targeted assessment support.

Problem 4: Extent of Teachers' Implementation of Differentiated Instruction

Differentiated Instruction is important in meeting the needs and interests of the students. This study explored how and to what extent is the implementation of DI in Jolo 1 District. The data was gathered through survey questionnaire from 135 elementary teachers. Mean and Standard Deviation were used to analyze the data.

Implementation of Differentiated Instruction	**N**	**Mean**	**Std. Deviation**	**Descriptive Interpretation**
I create a supportive and inclusive learning environment for all pupils.	135	3.50	.6093	Always Implemented
I establish classroom routines that support multiple learning activities simultaneously.	135	3.44	.6182	Mostly Implemented
I provide scaffolding (e.g., guided practice, peer support) for struggling learners.	135	3.44	.6182	Mostly Implemented
I provide pupils with options for accessing content (e.g., reading, listening, visual aids) in designing multiple ways for pupils to demonstrate their learning.	135	3.42	.6403	Mostly Implemented
I arrange the classroom to support collaborative and independent work.	135	3.42	.6961	Mostly Implemented
I modify learning activities according to pupils' needs and learning styles.	135	3.41	.5638	Mostly Implemented
I use varied teaching resources (e.g., videos, texts, manipulatives) respectively by using pre-assessments to determine pupils' prior knowledge to teach the same concept.	135	3.39	.6107	Mostly Implemented
I use flexible grouping strategies (e.g., by readiness, interest, or random assignment)	135	3.39	.6228	Mostly Implemented
I adjust lesson materials (e.g., texts, videos) to match different pupils' readiness levels and diverse needs of pupils.	135	3.38	.6564	Mostly Implemented
I allow pupils to demonstrate learning in different ways (e.g., essays, projects, presentations).	135	3.36	.6285	Mostly Implemented
I provide choices in assignments to cater to pupils' interests and abilities.	135	3.34	.6597	Mostly Implemented

I design performance tasks with varied difficulty levels.	135	3.31	.6743	Mostly Implemented
Valid N (listwise)	135	3.40		Mostly Implemented

Table 5.1 Mean and Descriptive Interpretation for the Extent of Implementation of Differentiated Instruction

The implementation of Differentiated Instruction by 135 respondents is categorized as "Mostly Implemented," with a composite mean of 3.40. Teachers excel at the foundational level, where creating a supportive, inclusive environment earned the highest mean of 3.50, the only "Always Implemented" item. Structural elements like classroom routines (3.44) and scaffolding (3.44) are also strongly established. However, complex technical adjustments, such as modifying materials (3.38), fall into the mid-range. The lowest scores involve diverse assessments, like offering assignment choices (3.34) and varied difficulty levels (3.31), indicating that teachers find student evaluation more challenging to differentiate.

Problem 5: Influence of Faculty Beliefs on the Extent of Implementation of Differentiated Instruction

The effectiveness of implementing differentiated instruction is relying on the factors influencing it, such as faculty beliefs and so on. This study investigated the faculty beliefs and predicted as one of the factors influencing implementation of DI. The analysis of data was done using regression analysis. Additionally, the data before it runs through using regression analysis, Pearson Product Moment Correlation was used to test the data.

Variable	*r*	R^2	*Adju.* R^2	p-Value	Decision	Remarks
1	.63	.39	.39	.001	Reject	There is significant influence

a. Predictors: (Constant), Faculty Beliefs

Table 6.1 Regression Analysis Results for the Influence of Faculty Beliefs on the extent of Implementation of Differentiated Instruction.

The implementation of Differentiated Instruction by 135 respondents is categorized as "Mostly Implemented," with a composite mean of 3.40. Teachers excel at the foundational level, where creating a supportive, inclusive environment earned the highest mean of 3.50, the only "Always Implemented" item. Structural elements like classroom routines (3.44) and scaffolding (3.44) are also strongly established. However, complex technical adjustments, such as modifying materials (3.38), fall into the mid-range. The lowest scores involve diverse assessments, like offering assignment choices (3.34) and varied difficulty levels (3.31), indicating that teachers find student evaluation more challenging to differentiate.

Problem 6: Influence of Self-Efficacy on the Extent of Implementation of Differentiated Instruction

The effectiveness of implementing differentiated instruction is relying on the factors influencing it, such as self-efficacy and so on. This study investigated the self-efficacy and predicted as one of the factors influencing implementation of DI. The analysis of data was done using regression analysis. Additionally, the data before it runs through regression analysis, Pearson Product Moment Correlation was used to test the data.

Variable	*r*	R^2	*Adju.* R^2	p-Value	Decision	Remarks
1	.80	.64	.63	.001	Reject	There is significant influence

a. Predictors: (Constant), Self-Efficacy

Table 7.1 Regression Analysis Results for the Influence of Self-Efficacy on the extent of Implementation of Differentiated Instruction

The regression analysis reveals a very strong positive correlation between teacher self-efficacy and the implementation of Differentiated Instruction (DI). Perceived self-efficacy acts as a powerful "internal engine," explaining 64% of the variance in DI execution. With a statistically sound p-value of .001, the null hypothesis is rejected, confirming a definitive link within the Jolo I district teaching population. This specific "can-do" attitude drives teachers to persevere through demanding

classroom complexities. While literature like Nguyen & Keuse highlights that systemic barriers can hinder this link, these findings underscore that building individual confidence remains essential for sustainable DI implementation.

Problem 7: Influence of Faculty Beliefs and Self-Efficacy on the extent of Implementation of Differentiated Instruction when according to Demographic Profile

Faculty Beliefs and Self-Efficacy are crucial factors in educational endeavor to address diverse needs and interests of the students. This investigation focusing on the influence of faculty beliefs and self-efficacy on the implementation of differentiated instruction when demographic profile of the respondents is considered. The analysis of data follows an appropriate statistical procedure utilizing first correlation, then regression analysis.

Model	Age	Predictor	*r*	R^2	*Adju.* R^2	p-Value	Decision	Remarks
1	20-35 Years Age	Faculty Beliefs	.56	.31	.300	.001	Reject	There is significant influence
2		Self-Efficacy	.78	.61	.603	.001	Reject	There is significant influence
1	36-45 Years Age	Faculty Beliefs	.78	.61	.598	.001	Reject	There is significant influence
2		Self-Efficacy	.81	.66	.647	.001	Reject	There is significant influence
1	46 Years Age and above	Faculty Beliefs	.60	.36	.326	.004	Reject	There is significant influence
2		Self-Efficacy	.83	.70	.678	.001	Reject	There is significant influence

Table 8.1 Regression Analysis Results for the Influence of Faculty Beliefs and Self-Efficacy on the extent of Implementation of Differentiated Instruction when according to Age

Across all age groups, faculty self-efficacy consistently serves as the primary driver for implementing Differentiated Instruction (DI) compared to abstract beliefs. For younger teachers, self-efficacy explains 61% of implementation variance, significantly outperforming their beliefs. In mid-career teachers, the influence of beliefs and self-efficacy aligns closely at 61% and 66%, respectively, balancing pedagogical philosophy with professional skill. For veteran educators, self-efficacy peaks at a massive 70%, while beliefs drop to 36%, indicating that experience-driven classroom confidence heavily guides their practices. Ultimately, while both factors significantly impact DI adoption, a teacher's self-perceived competence steadily strengthens and dominates as they grow older.

Model	Gender	Predictor	*r*	R^2	*Adju.* R^2	p-Value	Decision	Remarks
1	Male	Faculty Beliefs	.57	.31	.293	.007	Reject	There is significant influence
2		Self-Efficacy	.93	.86	.857	.001	Reject	There is significant influence
1	Female	Faculty Beliefs	.64	.41	.409	.001	Reject	There is significant influence
2		Self-Efficacy	.78	.61	.603	.001	Reject	There is significant influence

Table 8.2 Regression Analysis Results for the Influence of Self-Efficacy and Faculty Beliefs on the extent of Implementation of Differentiated Instruction when according to Gender

For male teachers, self-efficacy is an extraordinary predictor, accounting for 86% of variance, meaning classroom practices are driven heavily by confidence rather than abstract beliefs (31%). For female teachers, the influence is more distributed, with self-efficacy at 61% and beliefs explaining 41%, suggesting professional convictions play a stronger role for women than men. Despite these variations, self-efficacy remains the dominant, statistically significant driver of pedagogical change across both genders, underscoring the vital need for targeted professional development.

Model	Teaching Experience	Predictor	*r*	R^2	*Adju.* R^2	p-Value	Decision	Remarks
1	1-5 Years	Faculty Beliefs	.511[a]	.261	.248	.001	Reject	There is significant influence
2		Self-Efficacy	.71	.50	.490	.001	Reject	There is significant influence

1	6-10 Years	Faculty Beliefs	.53	.28	.244	.013	Reject	There is significant influence
2		Self-Efficacy	.75	.57	.544	.001	Reject	There is significant influence
1	11-15 Years	Faculty Belief	.92	.84	.834	.001	Reject	There is significant influence
2		Self-Efficacy	.92	.84	.832	.001	Reject	There is significant influence
1	16 years and above	Faculty Beliefs	.61	.37	.339	.002	Reject	There is significant influence
2		Self-Efficacy	.81	.65	.638	.001	Reject	There is significant influence

Table 8.3 Regression Analysis Results for the Influence of Self-Efficacy and Faculty Beliefs on the extent of Implementation of Differentiated Instruction when according to Teaching Experience

It analyzes how faculty beliefs and self-efficacy influence the implementation of Differentiated Instruction across varying levels of teaching experience. Across all experience brackets, teacher self-efficacy consistently emerges as the more powerful driver of instructional implementation compared to general pedagogical beliefs. For novice educators, personal capability confidence is twice as predictive as belief systems. This influence peaks significantly during the mid-to-late career stage of 11 to 15 years, a unique professional sweet spot where both predictors highly align to explain 84% of variance. Ultimately, veteran educators rely much more on established routines and competence rather than abstract pedagogical theories.

Model	**Educational Attainment**	**Predictor**	***r***	***R²***	***Adju. R²***	**p-Value**	**Decision**	**Remarks**
1	Bachelor's Degree	Faculty Beliefs	.64	.41	.401	.001	Reject	There is significant influence
2		Self-Efficacy	.80	.64	.643	.001	Reject	There is significant influence
1	Master's Degree	Faculty Beliefs	.54	.29	.258	.008	Reject	There is significant influence
2		Self-Efficacy	.77	.59	.573	.001	Reject	There is significant influence

Table 8.4.1 Regression Analysis Results for the Influence of Self-Efficacy and Faculty Beliefs on the extent of Implementation of Differentiated Instruction when according to Educational Attainment

Doctoral Degree		**p-Value**	**Decision**	**Remarks**
Faculty Beliefs	Implementation of Differentiated Instruction	1.000	Accept	No Significant Influence
Self-Efficacy		1.000	Accept	No Significant Influence

Table 8.4.2 Correlational for the Influence of Self-Efficacy and Faculty Beliefs on the extent of Implementation of Differentiated Instruction when according to Educational Attainment

It examines how faculty beliefs and self-efficacy influence Differentiated Instruction implementation across various educational levels. For teachers holding bachelor's and master's degrees, both factors significantly impact instructional practices, with personal self-efficacy consistently emerging as the stronger, dominant predictor. Specifically, internal confidence drives classroom choices more robustly than theoretical beliefs. Conversely, for educators with doctoral degrees, neither variable shows a statistically significant influence, likely due to an extremely small sample size. Ultimately, the data indicates that cultivating specific instructional confidence is far more critical for successful DI implementation than simply attaining higher academic degrees within the Jolo I school district.

Conclusion and Recommendations

Conclusion

The study concludes that elementary school teachers in Jolo I District are conceptually ready and psychologically prepared to implement Differentiated Instruction. There is a clear alignment between what teachers believe is effective and what they feel capable of doing. However, a slight gap exists between their high confidence in managing classroom "atmospheres" and their actual frequency in implementing complex, product-based differentiation strategies. This suggests that while the will is present, the practical execution of varied assessments requires more targeted support.

Furthermore, self-efficacy is the primary driver of instructional change in this district. The fact that self-efficacy explains 64% of the implementation variance underscores that a teacher's "can-do" attitude is more important than mere theoretical agreement with DI principles. As teachers progress into their mid-career (11-15 years), this relationship reaches its peak, suggesting that experience and confidence converge to create the most effective environment for differentiated teaching.

Finally, the study concludes that demographic factors like age, gender, and experience do not diminish the importance of internal psychological states. Regardless of the subgroup, a teacher who feels competent and believes in the value of diversity is significantly more likely to differentiate instruction. Therefore, the success of inclusive education in Jolo I District depends less on the "years on the job" and more on the continuous cultivation of pedagogical confidence and masterly of DI techniques.

Recommendations

Policy Recommendations

1. Differentiated Assessment Standard: The district should mandate a policy requiring at least one "Choice Board" or multi-modal assessment per grading period to move beyond traditional testing.
2. Instructional Coaching Program: Establish a peer-mentoring policy where mid-career teachers (11-15 years), who showed the highest DI alignment, coach early-career teachers in practical DI strategies.
3. Resource Allocation for Diverse Media: Implement a policy for the procurement of varied instructional materials (audio, visual, and tactile) to support the "varied resources" belief highlighted by the faculty.
4. DI-Focused Professional Development: Schools should transition from general teaching seminars to "Mastery Clinics" specifically designed to increase self-efficacy in rubric design and tiered activity planning.
5. Incentivizing Advanced Certification: Create a localized incentive policy for teachers to pursue Master's and Doctorate degrees, as the current data shows a heavy concentration of bachelor's degree holders.

Research Agenda

1. Longitudinal Study on DI Impact: Conduct a three-year study to determine if the "Mostly Implemented" status of DI correlates with significant improvements in student achievement scores in Jolo I District.
2. Qualitative Exploration of the "Doctorate Gap": Investigate why internal beliefs and self-efficacy do not significantly influence DI implementation for teachers with Doctorate degrees.
3. Comparative District Analysis: Replicate this study in neighboring districts to determine if the high female-to-male ratio (83.7%) is a regional trend and how it impacts instructional styles.
4. Technological Integration in DI: Study the impact of Digital Learning Tools on the self-efficacy of older teachers (46+ years) in implementing differentiated tasks.
5. Student Perspective Study: Research how pupils in Jolo I District perceive the "supportive and inclusive environment" that teachers claim to "Always" implement.

Research Problems

1. What is the relationship between administrative support and the 61% unexplained variance in DI implementation among young teachers?

2. To what extent do large class sizes hinder the implementation of the "Jigsaw Method" and "Flexible Grouping," which received the lowest mean scores?
3. How does the heavy female demographic dominance influence the "supportive and collaborative climate" identified in the faculty belief results?
4. What specific barriers prevent teachers from moving from "Mostly Implemented" to "Always Implemented" in the category of varied performance tasks?
5. Does the lack of advanced educational attainment (Master's/Doctorate) among the majority of teachers limit the complexity of DI strategies used in the classroom?

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The author declares no conflict of interest

Data Availability Statement

No new datasets were generated or analyzed during this study.

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Appendices

No appendices are attached to this study.