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SCHOOL POLICIES IMPLEMENTATION AND BELIEFS IN DIVERSITY TEACHING IN THE DIVISION OF DAVAO DEL NORTE

Claudylyn L. Maquiling
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

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ABSTRACT

This study examined the relationship between school policies implementation and diversity teaching among 129 elementary teachers in the Division of Davao del Norte. It specifically looked into the extent of school policies implementation in terms of clarity of policies, support for policy compliance, impact on student engagement, and cognitive, affective, and social dimensions. It also explored diversity teaching in terms of acknowledging cultural diversity, emphasizing cultural communalities, and socialization of national culture. A quantitative descriptive-correlational research design was used, with data gathered through adapted and validated survey questionnaires. The responses were analyzed using weighted mean, Pearson product-moment correlation, and multiple regression analysis at a 0.05 level of significance. The results revealed that both school policies implementation and diversity teaching were generally extensive among the respondents. This indicates that teachers consistently experience and apply school policies in their professional practice, while also demonstrating strong engagement in culturally responsive teaching. The findings further showed a significant positive relationship between school policies implementation and beliefs in diversity teaching. This suggests that when school policies are clearly implemented and supported within the school system, teachers are more likely to adopt and practice diversity teaching in their classrooms. Moreover, the analysis indicated that improved policy implementation contributes to stronger diversity teaching practices, particularly in promoting inclusive and culturally responsive learning environments. Based on these results, school leaders may continue to strengthen the implementation of inclusive and supportive policies. Likewise, providing continuous professional development opportunities for teachers may further enhance their ability to integrate diversity teaching into everyday instruction, ultimately fostering a more equitable and responsive educational environment for learners.

KEYWORDS: *School Policies Implementation; Diversity Teaching; Division Of Davao Del Norte*

INTRODUCTION

Education is essential in promoting diversity, equity, and inclusion within schools, shaping how teachers implement policies that support a multicultural learning environment. Diversity teaching, which refers to educators' perceptions and attitudes toward cultural inclusivity, greatly influences how school policies are executed in different educational settings (Banks & Banks, 2020). The effectiveness of policy implementation in schools is largely dependent on how well teachers integrate diversity-conscious approaches into their pedagogy, curriculum, and student engagement strategies (Gay, 2020). In Davao del Norte, where cultural diversity significantly characterizes the student body, it is essential to grasp how teachers' beliefs regarding diversity influence the implementation of policies. However, challenges persist in ensuring that these beliefs translate into actual inclusive practices, particularly in schools with indigenous and multicultural students (Cabrera & Tolentino, 2022). This research investigates how diversity education affects the implementation of school policies, highlighting the obstacles and shortcomings that impede the achievement of an inclusive education system within the local environment.

The lack of inclusive education policies remains a challenge, as many education systems struggle to train teachers effectively in multicultural pedagogies. Despite international frameworks such as UNESCO's "Sustainable Development Goal 4, which advocates for inclusive and equitable education, disparities in the implementation of multicultural teaching approaches persist" (UNESCO, 2020). In many countries, teachers receive insufficient training on how to accommodate students from diverse cultural backgrounds, leading to ineffective instructional strategies and unequal learning opportunities (Banks, 2021). A major challenge in diversity teaching at the global level is the difficulty teachers face in translating inclusive beliefs into actual classroom practices, particularly when dealing with culturally heterogeneous classrooms and language diversity (Gay, 2020). The absence of clear guidelines on how to incorporate cultural responsiveness into school policies further exacerbates these issues, leaving many students, especially from marginalized communities, at a disadvantage (OECD, 2021). Additionally, studies highlight challenges in balancing national identity with multicultural education, as some educational policies tend to favor dominant cultural narratives while neglecting

minority perspectives (Parekh, 2019). The imbalance leads to a gap between the goals of policies and their implementation in actual classroom environments, causing variations in diversity teaching practices across various settings.
In the Philippines, multicultural education has gained recognition, yet significant barriers persist in ensuring that school policies effectively address cultural diversity. The Department of Education (DepEd) has introduced frameworks "promoting inclusive education, but the implementation of these policies is inconsistent across different regions" (DepEd, 2022). Some schools, particularly those in urban areas, have adopted multicultural approaches, while others, especially in rural communities, lack clear guidelines and resources to integrate cultural diversity into their teaching practices (Gonzales & David, 2023). A critical challenge in diversity teaching within the Philippine context is the limited capacity of teachers to address culturally diverse learners due to insufficient training and lack of contextualized teaching materials (Baldoz, 2021). Many educators struggle to incorporate indigenous knowledge systems and culturally relevant content into their lessons, "resulting in gaps between policy intentions and actual classroom implementation" (Almario & Santos, 2022). Furthermore, teacher training programs remain inadequate, as professional development initiatives often emphasize general pedagogy rather than culturally responsive teaching strategies. Another pressing issue is the limited policy support for indigenous and ethnic minority students, who often face linguistic barriers and cultural misrepresentation in the curriculum. These challenges underscore the necessity for a more organized, context-aware, and adequately supported framework for multicultural education within the country.

At the local level, the Division of Davao del Norte faces more specific challenges in ensuring that diversity teaching translates into effective school policy implementation. One of the major issues is the limited recognition of cultural diversity within classrooms. Many teachers, while acknowledging the presence of diverse student populations, struggle to integrate cultural inclusivity into their lesson plans and teaching approaches (Cabrera & Tolentino, 2022). This problem is especially noticeable in schools that have many indigenous students. In these settings, traditional knowledge and local languages tend to be neglected, as there is a stronger emphasis on adhering to standardized national curricula. Additionally, there is a significant gap in how school policies are communicated and supported at the local level. While national policies emphasize inclusivity, some schools in Davao del Norte "lack the necessary institutional support and resources to enforce these guidelines effectively" (De Leon, 2023). The absence of structured programs that help teachers navigate diversity-related challenges contributes to inconsistencies in how inclusive education policies are carried out across schools.

A significant issue at the local level is the promotion of national culture, which often undermines the cultural identity of indigenous students. In the Philippines, numerous educational policies emphasize the use of English and Filipino as the main languages of instruction, frequently sidelining local dialects and indigenous languages. In Davao del Norte, indigenous students struggle with school policies that require them to conform to national linguistic standards, leading to lower engagement and participation in classroom discussions (Almario & Santos, 2022). This problem is intensified by the absence of culturally relevant materials and teaching strategies that do not adequately represent the diverse backgrounds of students. As a result, numerous indigenous students experience feelings of exclusion and disconnection from their educational environment, which in turn adversely impacts both their academic achievement and their overall learning experience. To bridge this gap, it is crucial to implement a more inclusive strategy in policy execution, ensuring that educators receive adequate training and resources to effectively support culturally diverse classrooms. This study aims to address the specific research gap concerning the absence of empirical data on the impact of diversity education on policy implementation in schools located in Davao del Norte. While national policies on inclusive education exist, there is limited research on how these policies are interpreted and applied at the classroom level. Furthermore, few studies have examined how teachers' personal beliefs about diversity shape their adherence to and execution of school policies. This study seeks to address the existing gap by investigating how diversity teaching influences the successful implementation of policies promoting multicultural education. By conducting this analysis, the research aims to provide evidence-based recommendations to improve diversity-conscious teaching and the application of policies at the local level.

Understanding the connection between diversity teaching and school policy implementation is significant both scientifically and practically. This research contributes to the field of educational studies by offering an understanding of the elements that influence the success of multicultural education policies. It will also provide valuable data that can inform future studies on diversity teaching in the Philippines. On a practical level, the findings of this study can be used to improve teacher training programs, craft more inclusive school policies, and improve the overall educational experience for students from diverse cultural backgrounds. Educational institutions in Davao del Norte could gain significantly from implementing a more organized framework for diversity education. This would ensure that both teachers and students are better prepared to succeed in a multicultural setting.

The findings of this study will also benefit policymakers, educators, and school administrators in enhancing current diversity and inclusion programs. By identifying the challenges and gaps in policy implementation, the study can help DepEd and local education officials design more effective frameworks that support multicultural education. In the end, this research contributes to the broader goal of creating a more equitable and inclusive educational system in the Philippines, guaranteeing that all students, regardless of their cultural heritage, have access to a learning environment that values and respects diversity.

THE STUDY'S OBJECTIVES

This study was conducted to explore the connection between the enforcement of school policies and the convictions related to teaching diversity. It aimed to:

1. Determine the extent of school policies;
2. Determine the extent of diversity teaching;
3. Establish whether there is a significant relationship between the school policies implementation and diversity teaching; and
4. Identify which of the domains of the school policies implementation significantly influence diversity teaching.

METHODOLOGY

This chapter delineates the methodological framework of the study, detailing the research design, the participants who contributed data, and the tools employed for data collection. It further explicates the steps taken to ensure accuracy, reliability, and ethical integrity of data collection, alongside the methods utilized to analyze the data in response to the research questions. The principal components of this chapter encompass the research design, ethical considerations, research participants, research instruments, data collection procedures, and data analysis.

Research Design

This research utilized a quantitative methodology, employing a descriptive correlational design to investigate the link between the enforcement of school policies and diversity instruction. Quantitative research entails "systematic gathering and statistical examination of numerical data to discern patterns and relationships". (Apuke, 2017). Specifically, "a descriptive correlational design is appropriate for this study as it allows for the observation and analysis of existing conditions without manipulating variables, ensuring that the findings reflect real-world scenarios" (Creswell & Creswell, 2018).

Descriptive research seeks to offer a comprehensive insight into the attributes of variables by collecting data in their natural environment. It is non-experimental, meaning that the "researcher does not intervene in the study environment but rather observes and records findings as they naturally occur" (Korrapati, 2016). On the other hand, "correlational research seeks to determine whether and to what extent a relationship exists between two variables" (Davis, 2021). In this case, the study investigates how school policies implementation (independent variable) influences the diversity of teaching (dependent variable) and whether a significant relationship exists between them.

The descriptive correlational approach was selected because it has a well-defined evaluation of the association between school policies implementation and diversity teaching within their natural educational context, without altering existing conditions. This design is particularly appropriate when the objective is to "determine the direction and strength of relationships among variables as they occur in real settings" (Creswell & Creswell, 2018). Recent literature emphasizes that correlational research is essential in educational studies where experimental manipulation is not feasible or ethical, especially when investigating institutional practices and teacher beliefs (Mertler, 2021). Moreover, correlational designs provide a foundation for identifying predictive relationships that can inform policy and practice, as they allow researchers to examine "how variations in one variable correspond with changes in another" (Fraenkel et al., 2019). In this study, both descriptive and inferential statistics, including correlation and regression analyses, were utilized to provide a more complete understanding of the relationship between the implementation of school policies and the teaching of diversity. Thus, utilizing a descriptive correlational design guarantees that the results are based on real school experiences, while also providing empirical evidence that can inform enhancements in educational policy and teaching methods.

Respondents

This study targeted elementary school teachers in Davao del Norte, 129 respondents with 190 total population of teachers. "To determine the appropriate sample size, Slovin's formula was utilized, which is commonly employed to calculate a representative sample from a given population while considering a specific margin of error" (Tejada & Punzalan, 2019). The computed sample size for this study is 129 elementary teachers. This sample ensures an optimal balance between "accuracy and feasibility in data collection while maintaining statistical reliability" (Creswell & Creswell, 2018).

Sampling Design

The selection of respondents was based on inclusion criteria, ensuring that only teachers currently employed in elementary schools in Davao del Norte took part in the study. "Teachers who had at least one year of teaching experience were included to ensure that they had substantial exposure to diversity teaching and the implementation of school policies" (Dillman et al., 2018). Additionally, "participants were selected through random sampling to minimize bias and enhance the generalizability of the findings" (Saunders et al., 2019).

By applying Slovin's formula and maintaining strict inclusion criteria, this study ensures that the sample accurately represents the perspectives of elementary teachers regarding diversity teaching and school policy implementation. The methodology also strengthens the reliability of the study's conclusions by drawing from a statistically sound respondent pool (Taherdoost, 2018).

Research Instrument

The main tool used for data collection was a structured questionnaire aimed at assessing both diversity teaching and the implementation of school policies. This questionnaire featured closed-ended questions with Likert-scale items to quantify perceptions and experiences. For this study, an adapted survey questionnaire was utilized. It was divided into two sections: the first section concentrated on the extent of school policies implementation, while the second section focused on the extent of diversity teaching.

School Policies Implementation. The school policies implementation questionnaire was modified from Borja, et al. (2024). The tools consisted of 52 items. Six indicators were as follows: clarity of policies (1-9), support for policy compliance (1-9), impact on student engagement (1-6), cognitive (1-9), affective (1-9), and social (1-10).

The School Policies Implementation questionnaire was also subjected to pilot testing and achieved a Cronbach's alpha value of 0.94, indicating excellent internal consistency. This result implies that the tool is highly reliable for assessing multiple dimensions of policy implementation, such as the clarity of policies, the support for policy adherence, and the influence on student engagement, as well as the cognitive, affective, and social elements involved. The strong reliability score reinforces the questionnaire's effectiveness in capturing educators' perceptions of school policy execution, ensuring that the collected data was both valid and dependable for the study's objectives. The following describes the grading scale used to assess the extent of implementation of school policies.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	School policies implementation is always evident.
3.40 - 4.19	Extensive	School policies implementation is oftentimes evident.
2.60 - 3.39	Moderately Extensive	School policies implementation is occasionally evident.
1.80 - 2.59	Less Extensive	School policies implementation is seldom evident.
1.00 – 1.79	Not Extensive	School policies implementation is never evident.

The tools used in this study were specifically adapted to fulfill its objectives. The researcher incorporated feedback and recommendations from the advisor, panel members, and expert validators to enhance the instruments and ensure their construct validity.

Diversity teaching questionnaire was modified from Jochem, et al. (2025). The tools consisted of 27 items. The three indicators were as follows: acknowledging cultural diversity (1-11), emphasizing cultural communalities (1-8), and socialization of national culture (1-8).

The Diversity teaching the questionnaire underwent pilot testing to verify its reliability and validity prior to comprehensive data collection. The pilot test produced a Cronbach's alpha of 0.88, indicating that the questions exhibit a relatively high level of internal consistency. This outcome demonstrates that the questionnaire effectively gauges the intended constructs, including the acknowledgment of cultural diversity, emphasis on cultural commonalities, and the socialization of national culture, without significant redundancy or inconsistency among the items. The high reliability score suggests that the instrument can be confidently utilized to assess teachers' beliefs concerning diversity in the classroom, ensuring accurate and consistent data collection for the study. The following is the grading scale used to measure the extent of diversity teaching.

The instruments employed in this study were tailored to fulfill its objectives. The researcher incorporated all feedback and suggestions from the adviser, panel members, and expert validators to refine the tools and achieve construct validity.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The diversity teaching is always evident.
3.40 - 4.19	Extensive	The diversity teaching is oftentimes evident.
2.60 - 3.39	Moderately Extensive	The diversity teaching is occasionally evident.
1.80 - 2.59	Less Extensive	The diversity teaching is seldom evident.
1.00 – 1.79	Not Extensive	The diversity teaching is never evident.

The study focused on determining the relationship between diversity teaching and school policies the implementation by elementary teachers within the Davao del Norte Division. Specifically, it evaluated the three domains of diversity teaching, namely acknowledging cultural diversity, emphasizing cultural communalities, and socialization of national culture, and their influence on school policies implementation in terms of clarity of policies, support for policy compliance, impact on student engagement, cognitive, affective, and social dimensions. The respondents consisted of one hundred twenty-nine (129) elementary educators from various public schools in the Division of Davao del Norte. This research employed a

quantitative descriptive-correlational approach to examine the scope of the variables and to assess their interconnections and predictive impact.

This study intentionally focused on elementary teachers within the Division of Davao del Norte to allow for a focused and context-specific examination of diversity teaching and school policies implementation. It concentrated on the quantitative relationships between the identified variables utilizing statistical techniques like weighted mean, Pearson product-moment correlation, and regression analysis. The study excluded teachers from secondary schools, private institutions, and other sectors, which restricts the applicability of the results to populations with comparable characteristics and educational settings.

Several limitations were identified in the conduct of the study. Initially, the data were collected using self-reported questionnaires, which could be influenced by personal bias or the tendency to provide socially desirable answers. Additionally, the study utilized a cross-sectional design, capturing data at a single moment, which restricts the capacity to establish causal relationships or to observe changes over time. Furthermore, even though the study included a substantial number of participants, the results may not accurately reflect teachers in other regions with varying cultural, institutional, and policy contexts. Lastly, the study focused only on selected domains of diversity teaching and school policies implementation and did not consider other possible influencing variables such as leadership practices, school climate, community involvement, and availability of resources.

Even with these limitations, the study offers significant insights into the connection between diversity education and the execution of school policies. It enhances our comprehension of how teachers' perceptions of diversity affect policy implementation and underscores the necessity of reinforcing inclusive and culturally responsive strategies in elementary education.

Data Gathering Procedure

The process of data collection for this study was conducted systematically and in adherence to ethical standards to guarantee accurate, reliable, and trustworthy research outcomes. This process involves obtaining an ethics compliance certificate, securing an endorsement letter from the dean, requesting permission from the Schools Division Superintendent (SDS) to conduct the study, sending letters to the school principals, and validating the research instruments before administering the questionnaires. The data is gathered from respondents within the Division of Davao del Norte.

Ethics Views. Before the study was conducted, the researcher secured an Ethics Compliance Certificate on August 19, 2025, located in Appendix D. This process ensured that the study complied with the ethical standards necessary for research involving human participants. The ethics review ensured that the rights, dignity, and welfare of the participants are safeguarded throughout the research process. Key ethical principles, including voluntary participation, informed consent, confidentiality of responses, and the appropriate management of collected data, were rigorously followed as per the Data Privacy Act of 2012. The issuance of the certificate indicates that the study meets the required ethical guidelines and is authorized to advance to the next phases of the research.

Validation of the Instrument. Preceding the actual administration of the research instruments, the questionnaire underwent expert validation on October 7, 2025, October 13, and October 15, 2025 which can be found in Appendix H. The researcher provided validation sheets to selected experts who evaluate the research instruments in terms of clarity, relevance, appropriateness of content, and alignment with the research variables. The experts recorded their comments and suggestions in the validation sheets, which are carefully reviewed by the researcher. Necessary revisions were incorporated to improve the quality of the questionnaire before the final administration to the respondents. This procedure guaranteed that the instrument was valid, reliable, and adept at precisely measuring the variables involved in the study.

Endorsement from the Dean. After securing the ethics compliance certificate, the researcher sought a letter of endorsement from the Dean of the Graduate School at Rizal Memorial Colleges, Inc. on August 23, 2025, viewed in Appendix B. The endorsement confirmed that the research had undergone proper academic review and was aligned with the requirements of the graduate program. It also verifies that the study is legitimate, academically sound, and appropriate for implementation in the identified research setting. This endorsement serves as an official institutional support that allows the researcher to submit a formal request to the Schools Division Office to obtain permission to conduct the study.

Permit to Conduct the Study. With endorsement letter from the dean, the researcher submitted a formal request for a Permit to Conduct the Study addressed to the Schools Division Superintendent (SDS) of Davao del Norte on October 9, 2025, found in Appendix E. The request encompassed the research title, the study's objectives, the target respondents, and the methods for data collection. Supporting documents such as the endorsement letter, research instruments, and other required attachments were also submitted for review. Upon approval, the permit grants the researcher official authorization to conduct the study within the schools under the jurisdiction of the said division.

Letter to the Principals. Upon obtaining the permit from the Schools Division Superintendent, the researcher drafted and dispatched letters to the principals of the selected schools within the Division of Davao del Norte on December 11, 2025, January 12, 2026, and January 19, 2026, as outlined in Appendix F. These letters informed the school leaders about the research's objectives, the participants involved, and the methods for implementing the research instruments. Coordination with the principals was essential to arrange suitable times for distributing and collecting the questionnaires, ensuring that routine school activities remain uninterrupted.

Their cooperation is essential in facilitating smooth communication with the respondents and ensuring an organized data collection process.

Statistical Treatment

To thoroughly interpret and analyze the data, the following statistical tools were utilized:

Weighted Mean and Standard Deviation. To address SOP 1 and 2 and to analyze the data gathered in this study, the weighted mean and standard deviation were employed to assess the degree of diversity teaching and the implementation of school policies. The weighted mean provided a summary of the participants' average responses, while the standard deviation indicated the degree of variability or consistency in their perceptions.

Pearson Correlation Coefficient. To answer SOP 3, The Pearson correlation coefficient was employed to investigate if a significant relationship exists between diversity in teaching and the implementation of school policies. This statistical method assesses both the strength and direction of the relationship between these two variables.

Multiple Regression Analysis. To address SOP 4, a multiple regression analysis was conducted to determine which aspects of diversity teaching have a significant impact on the implementation of school policies. The statistical method determined which among the three indicators of diversity teaching has the most substantial impact on school policies implementation.

Ethical Consideration

The section on ethical considerations in this study focused on essential principles designed to safeguard the protection and well-being of the participating teachers. These principles encompass compliance with ethical research protocols, including obtaining informed consent, maintaining confidentiality, ensuring transparency, and respecting the autonomy of the respondents. Conducted in the Division of Davao del Norte, this study aims to explore the relationship between diversity in teaching and the implementation of school policies among elementary school teachers.

Social Value. This research holds significant social value as it provides empirical evidence on how diversity teaching can influence the implementation of school policies. The anticipated outcomes are intended to assist educational policymakers, school administrators, and educators in fostering inclusive teaching methods and ensuring the effective implementation of policies. These findings will aid in establishing culturally responsive educational settings that enhance educational equity and student involvement, particularly in a diverse area such as Davao del Norte. Furthermore, the study's insights may also contribute to better professional development programs and policy reforms aligned with cultural sensitivity and diversity.

Informed Consent. The researcher ensured that all respondents voluntarily agreed to engage in the study via a transparent and detailed informed consent process. Before data collection commenced, consent forms were provided, clearly explaining the study's purpose, procedures, risks, and benefits in language that all participants could comprehend. Participants were also made aware of their right to decline participation or withdraw at any time without facing any repercussions. The signed consent forms were securely stored, and all procedures complied with institutional ethical standards.

Vulnerability of Respondents. The study acknowledges that elementary teachers, especially those from marginalized or underrepresented schools, may face contextual challenges or perceived pressure to participate. To address this, participation was entirely voluntary, and care was taken to avoid any form of coercion. The researcher aimed to establish a supportive environment in which teachers can comfortably share their opinions without fear. Ethical measures were implemented to reduce any potential emotional or professional risks.

Privacy and Confidentiality. To adhere to the Data Privacy Act of 2012, the researcher ensured that all collected information remained strictly confidential. Identifiable data has been anonymized and secured in digital files protected by passwords. No names or personal identifiers appeared in any published findings. Only the researcher and authorized personnel will have access to raw data. Confidentiality measures were discussed with respondents during the informed consent process to ensure their trust and protection.

Risk, Benefits, and Safety. The study poses minimal risk to participants, as it only involves answering a structured questionnaire. However, the researcher remains attentive to possible emotional or psychological discomfort, especially when discussing culturally sensitive beliefs. To mitigate this, items are framed respectfully, and respondents may skip any item they find uncomfortable. The potential benefits outweigh the risks as the study's findings can guide more inclusive

teaching policies and strategies, thereby improving the overall school climate and student outcomes. Safety protocols were followed during data collection to ensure that respondents participate in a secure and respectful environment.

Justice. The principle of justice was maintained by guaranteeing that all respondents were treated fairly and equally. The sample was drawn proportionally from various schools within the Division of Davao del Norte to avoid any form of bias or overrepresentation. All eligible participants had an equal chance of inclusion, and the research findings will benefit a broad spectrum of stakeholders, including those in underserved schools.

Transparency. Full transparency was practiced throughout the study. All participants received information regarding the study's objectives, the methods involved, the anticipated results, and the manner in which the findings would be utilized. The researcher communicated clearly and honestly, ensuring that no aspect of the study is misrepresented. Once the study is completed, participants could request a summary of the findings to promote transparency and build trust in the research process.

Qualification of Researcher. The researcher possesses the necessary qualifications and training in educational research, particularly in quantitative methodologies. Prior to conducting this study, the researcher sought guidance and obtained authorization from the RMC Research Ethics Committee to guarantee adherence to all ethical standards. The researcher's background in teacher education and experience working in diverse educational settings further ensures the capability to conduct the study with professionalism and cultural sensitivity.

Conflict of Interest. A conflict of interest could potentially occur if the researcher has professional connections with any of the schools involved in the study. To mitigate this, the researcher disclosed any affiliations and take steps to ensure objectivity. For example, data collection in schools where the researcher is employed was avoided to maintain impartiality. Additionally, no incentives were offered to respondents, and participation was entirely voluntary.

Adequacy of Facilities. The research will utilize appropriate facilities to ensure smooth data collection and analysis. These include access to school premises for administering questionnaires and a secure space for data encoding and analysis. The researcher will use a laptop equipped with statistical software (e.g., SPSS) and cloud-based storage for backup. Printing and reproduction of questionnaires was coordinated with the researcher's academic institution. These resources ensure the feasibility and reliability of the research process.

Community Involvement. Although the study targets individual teachers, the broader educational community was engaged through formal communication with school principals and the Schools Division Office of Davao del Norte. Letters of permission and updates on research progress were shared with stakeholders. Post-study results may be disseminated to schools through brief presentations or summary reports. This community engagement not only builds trust but also promotes the application of the research findings in real-world educational contexts.

Results

This chapter presents the findings of the study based on the data gathered in relation to the research objectives. The results are organized according to the statement of the problem and are presented through tables and textual interpretation.

Extent of School Policies Implementation

Table 1 shows the extent of school policies implementation in terms of clarity of policies. The overall mean of 4.03, interpreted as Extensive, indicates that school policies are generally clear, understandable, and well-communicated. The highest-rated items were explaining the rationale behind policies, using language that is easy to understand, and setting clear expectations. This suggests that teachers perceive school policies as transparent and accessible, which helps promote consistent implementation and reduces confusion among stakeholders. This supports Borja et al. (2024), who emphasized that well-defined policies help create an organized and structured school environment.

Table 2 presents the extent of implementation in terms of support for policy compliance. The overall mean of 4.04, also interpreted as Extensive, shows that schools provide adequate guidance, feedback, resources, and training to support policy adherence. The highest indicators were constructive feedback, staff commitment to upholding policies, and training sessions for compliance. These results suggest that policy implementation is not only imposed but also supported through collaboration, professional guidance, and shared responsibility. This finding aligns with Coates and McCormick (2020), who stressed that constructive feedback and institutional support strengthen compliance.

Table 3 reflects the impact of school policies on student engagement. The overall mean of 4.08, interpreted as Extensive, indicates that policies positively influence students' participation, responsibility, and involvement in school activities. The highest mean was observed in motivating students to actively participate in school activities, followed by involving students in decision-making and enhancing their sense of responsibility. This implies that well-implemented policies do not only regulate behavior but also encourage student ownership and active engagement. This finding is consistent with Lam and Jimerson (2018), who noted that school structures and policies influence behavioral, affective, and cognitive engagement.

Table 4 shows the implementation of school policies in terms of cognitive aspects. The overall mean of 4.05, interpreted as Extensive, suggests that policies support students' academic motivation, critical thinking, and learning responsibility. The highest-rated items were feeling motivated to excel academically, seeking additional resources, and actively engaging in discussions and classroom activities. These results indicate that school policies help promote academic goal setting, self-directed learning, and deeper understanding. This supports Finn (2019), who emphasized that cognitive engagement involves motivation, effort, and active processing of learning.

Table 5 presents the affective aspect of school policies implementation. The overall mean of 4.07, interpreted as Extensive, indicates that school policies contribute to students' emotional engagement, confidence, and positive attitude toward learning. The highest mean was found in being emotionally invested in academic success, followed by finding joy in academic excellence and feeling confident in overcoming academic obstacles. These findings suggest that school policies help create a supportive learning environment that strengthens students' motivation and emotional connection to school. This supports Borja et al. (2024), who highlighted the role of school policies in promoting students' emotional commitment and academic confidence.

Table 6 presents the social aspect of school policies implementation. The overall mean of 4.10, interpreted as Extensive, was the highest among all indicators. This means that school policies strongly promote peer support, collaboration, participation, and a sense of belonging. The highest-rated items were believing that a supportive academic community enhances learning, participating in school events, and helping peers academically. These findings suggest that school policies contribute to a collaborative and inclusive school climate. This supports Fredricks et al. (2016), who emphasized that social engagement strengthens students' participation, belongingness, and interpersonal relationships.

Table 7 summarizes the extent of school policies implementation. The overall mean of 4.06, interpreted as Extensive, shows that school policies are frequently and effectively implemented. Among the indicators, the social aspect obtained the highest mean of 4.10, followed by impact on student engagement, affective, cognitive, support for policy compliance, and clarity of policies. These results indicate that school policies are most evident in promoting social interaction and student involvement. Overall, the findings support Wong and Liem (2021), who stated that effective policy implementation contributes to student engagement, motivation, and academic success.

Extent of Diversity Teaching

Table 8 presents the extent of diversity teaching in terms of acknowledging cultural diversity. The overall mean of 4.02, interpreted as Extensive, indicates that teachers frequently recognize students' cultural backgrounds, values, and experiences in the classroom. The highest-rated items were reducing prejudice, using cultural differences as learning opportunities, and encouraging interaction among students from different cultural backgrounds. These findings suggest that teachers actively promote culturally inclusive learning environments. This supports Thijs et al. (2025), who emphasized the importance of integrating students' cultural backgrounds into teaching practices.

Table 9 shows the extent of diversity teaching in terms of emphasizing cultural commonalities. The overall mean of 4.04, interpreted as Extensive, suggests that teachers frequently highlight shared values, similarities, and mutual understanding among students from different cultural backgrounds. The highest-rated indicators were stimulating mutual understanding, emphasizing similarities, and treating students equally despite cultural differences. These findings imply that teachers promote unity while still recognizing diversity. This aligns with Rosenthal and Levy (2020), who emphasized that equitable treatment helps develop fairness, belongingness, and positive classroom relationships.

Table 10 presents diversity teaching in terms of socialization of national culture. The overall mean of 4.05, interpreted as Extensive, indicates that teachers frequently integrate Filipino norms, values, traditions, and cultural practices into classroom instruction. The highest-rated items were showing students how people treat one another in the Philippines, transferring Filipino culture, and ensuring familiarity with Filipino norms and values. These findings suggest that teachers help strengthen national identity while maintaining awareness of cultural diversity. This supports Taylor and Thoth (2021), who viewed schools as important agents of cultural transmission and national identity formation.

Table 11 summarizes the diversity teaching of teachers. The overall mean of 4.04, interpreted as Extensive, shows that teachers frequently demonstrate diversity-oriented teaching practices. Among the three indicators, socialization of national culture obtained the highest mean of 4.05, followed by emphasizing cultural commonalities and acknowledging cultural diversity. These results imply that teachers balance cultural recognition, shared values, and national identity in their teaching. This supports Hachfeld et al. (2021), who identified acknowledging cultural diversity, emphasizing cultural commonalities, and socialization of national culture as key dimensions of diversity teaching.

Significant Relationship Between School Policies Implementation and Diversity Teaching

Table 12 presents the relationship between school policies implementation and diversity teaching. The overall correlation coefficient of r = 0.8388 with a p-value of 0.000 indicates a strong and significant relationship. Since the p-value is below

the 0.05 level of significance, the null hypothesis is rejected. This means that school policies implementation is significantly related to teachers' diversity teaching.
The results further show that all domains of school policies implementation have significant relationships with diversity teaching. The highest correlations were found in the affective domain, with r = 0.8654, and the social domain, with r = 0.8652. These were followed by support for policy compliance, clarity of policies, impact on student engagement, and cognitive aspects. This implies that as school policies become clearer, more supportive, and more responsive to students' cognitive, affective, and social needs, teachers' diversity teaching also improves.

These findings support Gay (2020), who emphasized that teachers' views and practices on cultural diversity are influenced by the institutional contexts in which they work. The findings also align with Banks and Banks (2019), who stated that school policies provide a framework for multicultural and inclusive teaching practices. Thus, school policies serve as important guides in strengthening teachers' commitment to culturally responsive education.

Domains of School Policies Implementation that Influence Diversity Teaching
Table 13 presents the regression analysis on the domains of school policies implementation that significantly influence diversity teaching. The model is statistically significant, as shown by the F-value of 124.881 and $p < .001$. The coefficient of determination, $R^2 = 0.860$, indicates that 86.0% of the variation in diversity teaching can be explained by the combined influence of school policies implementation. This shows that school policies implementation is a strong predictor of diversity teaching.

Among the domains, the social dimension had the strongest influence on diversity teaching, with a standardized coefficient of $\beta = 0.378$ and $p = 0.000$. This means that policies promoting collaboration, peer support, participation, and belongingness greatly influence teachers' diversity teaching. This was followed by the affective domain, with $\beta = 0.336$ and $p = 0.001$, indicating that policies supporting students' emotional engagement and well-being also significantly shape diversity teaching. The cognitive domain, with $\beta = 0.153$ and $p = 0.031$, and support for policy compliance, with $\beta = 0.154$ and $p = 0.009$, were also significant predictors.

Meanwhile, clarity of policies and impact on student engagement showed weaker and statistically insignificant effects on diversity teaching. This suggests that simply having clear policies or engagement-related guidelines may not be enough to influence diversity teaching unless these are supported by social, affective, cognitive, and compliance-related practices.
Overall, the findings reject the hypothesis that none of the domains of school policies implementation significantly influence diversity teaching. The results show that diversity teaching is strengthened when schools promote socially inclusive, emotionally supportive, cognitively engaging, and well-supported policy environments. These findings are consistent with Vygotsky's constructivist perspective, Bandura's social learning theory, and Freire's critical pedagogy, which all emphasize the importance of interaction, modeling, support, dialogue, and inclusion in meaningful learning environments.

Summary of Findings
Overall, the study found that school policies implementation and diversity teaching were both rated Extensive. School policies were most evident in the social aspect, while diversity teaching was most evident in the socialization of national culture. The results also revealed a strong and significant relationship between school policies implementation and diversity teaching. Moreover, the regression results showed that the social, affective, cognitive, and support for policy compliance domains significantly influenced diversity teaching.

These findings imply that effective diversity teaching is not shaped by teacher beliefs alone. It is also influenced by the school environment, policy support, and the way policies are practiced in daily school life. Schools that promote collaboration, emotional support, academic engagement, and inclusive practices are more likely to strengthen teachers' diversity teaching and create culturally responsive learning environments.

Summary
Overall policy implementation is extensive (**M = 4.06, SD = 0.89**), with social indicators highest (M = 4.10), followed by engagement, affective, cognitive, compliance support, and clarity (Table 7). Policies actively shape learning environments, engagement, and student outcomes.

Extent of Diversity Teaching
Acknowledging Cultural Diversity:
Teachers consistently recognize and address cultural differences (**M = 4.02, SD = 0.88**), promoting inclusivity, reducing bias, and fostering cross-cultural interaction.
Emphasizing Cultural Communalities:
Educators focus on shared values and similarities among students (**M = 4.04, SD = 0.88**), encouraging cohesion and a sense of belonging.

Socialization of National Culture:
Teachers integrate Filipino norms, values, and traditions into classrooms (**M = 4.05, SD = 0.85**), while maintaining attention to non-Filipino cultures, enhancing cultural awareness and national identity.
Summary:
Overall diversity teaching is extensive (**M = 4.04, SD = 0.87**) with strongest emphasis on national culture (Table 11). Practices reflect inclusive, culturally responsive pedagogy that balances diversity and unity.

Relationship Between School Policies and Diversity Teaching
Correlation:
A significant positive relationship exists between policy implementation and diversity teaching (**r = 0.8388, p < 0.001**). All domains (clarity, compliance support, engagement, cognitive, affective, social) correlate significantly with diversity teaching (Table 12).

Regression Analysis
Policy domains significantly predict diversity teaching (**R^2 = 0.860, F = 124.881, p < 0.001**). Social (β = 0.378) and affective (β = 0.336) domains are strongest predictors, followed by cognitive (β = 0.153) and support for compliance (β = 0.154). Clarity and impact on engagement were non-significant (Table 13). Policies promoting social interaction, emotional support, and cognitive engagement are crucial for enhancing diversity teaching.

Theoretical Alignment
Findings align with constructivist theories (Piaget, Vygotsky), social learning theory (Bandura), and critical pedagogy (Freire), emphasizing social interaction, guided learning, modeling, and inclusion. Social, affective, and cognitive policy domains enable teachers to integrate culturally responsive practices and support equitable learning environments.

Summary
This section gives a brief overview of the study, covering its purpose, the method used, the main findings, and the conclusions drawn about the relationship between school policies implementation and diversity teaching among elementary teachers in the Division of Davao del Norte.
1. This study aimed to evaluate the importance of the relationship between the implementation of school policies and diversity teaching among elementary teachers in the Division of Davao del Norte.
2. The study's participants comprised 129 elementary teachers, chosen to accurately represent the target population. A quantitative research approach was used, specifically employing a descriptive correlational research design, to assess the extent of school policy implementation, the extent of diversity teaching among teachers, and the relationship between these two factors. Data were collected using research instruments that were carefully reviewed and validated by a panel of experts, followed by pilot testing to ensure reliability and internal consistency before full deployment.
To analyze the collected data, suitable statistical tools were deployed. The weighted mean was utilized to assess the extent of school policy implementation and diversity teaching. The Pearson Product Moment Correlation was applied to determine the significance of the relationship between these two variables, while multiple regression analysis was used to identify which aspects of school policy implementation had a significant impact on diversity teaching. All hypotheses in the study were tested at the 0.05 level of significance, ensuring statistical rigor and precision in the interpretation of results.
3. The study's primary findings showed that the implementation of school policies was extensive concerning the clarity of policies, support for policy compliance, and impact on student engagement across cognitive, affective, and social domains. This suggests that in the Division of Davao del Norte, school policies are not only established but are also consistently enforced to enhance the academic, emotional, and social aspects of the school environment. Among the indicators, the social and affective dimensions emerged as particularly prominent, highlighting the importance of inclusive, supportive, and collaborative policy practices within schools.
Also, the findings showed that the extent to which teachers incorporate diversity in their teaching, such as by acknowledging cultural differences, highlighting cultural commonalities, and integrating national culture into socialization, was also substantial. This implies that educators hold strong convictions and are inclined towards adopting inclusive and culturally responsive teaching methods. The findings suggest that teachers view cultural diversity as an asset in the classroom, promote shared values and commonalities among learners, and support the integration of national culture while maintaining respect for diverse cultural backgrounds.
4. The study found a significant connection between the implementation of school policies and diversity teaching. This suggests that effectively implemented school policies are closely linked to teachers' beliefs and practices regarding diversity education. Additionally, the regression analysis indicated that specific areas of policy implementation, notably the social, affective, cognitive, and compliance support domains, have a substantial impact on diversity teaching. As a result, the null hypotheses, which posited no significant relationship between policy implementation and diversity teaching and no significant influence from any policy domains on diversity teaching, were rejected. Overall, these results confirm that effective, inclusive, and supportive school policies are vital in enhancing teachers' approaches to diversity education and in promoting equitable and culturally responsive educational settings.

Conclusions

Drawing upon the results of this study, the following conclusions have been presented:

1. The implementation of school policies by elementary teachers in the Division of Davao del Norte is widespread, suggesting that these policies are frequently reflected in the actual practices within schools. This suggests that policies related to clarity, support for compliance, student engagement, and the cognitive, affective, and social dimensions are not merely documented but are actively enacted within the school environment. The consistent implementation of these policy dimensions reflects a structured and supportive school system that promotes order, participation, and holistic student development. Such a condition underscores the commitment of school leaders and teachers to uphold policies that foster an inclusive, engaging, and learner-centered educational setting.
2. In a similar vein, the scope of diversity education among teachers is notably broad, suggesting that beliefs and practices centered on diversity are frequently observable in classrooms. Educators show a pronounced commitment to recognizing cultural diversity, highlighting cultural similarities, and fostering a sense of national culture. This reflects their appreciation for cultural differences, their promotion of shared human experiences, and their support for cultivating a unified national identity while honoring diversity. The results confirm that teachers in the Division of Davao del Norte are generally well-equipped to handle culturally diverse classrooms and are inclined to adopt inclusive teaching methods that promote equity, respect, and social cohesion among students.
3. Also, the findings confirm that school policies implementation and diversity teaching are significantly correlated. This implies that the way school policies are implemented is closely associated with teachers' diversity teaching beliefs and orientations. When policies are designed to be inclusive, supportive, and attentive to the academic, emotional, and social needs of students, teachers are more inclined to adopt and implement diverse teaching practices. This relationship highlights the importance of aligning institutional policies with inclusive values to reinforce teachers' commitment to culturally responsive education.
4. In addition, the study establishes that school policies implementation significantly influences diversity teaching, resulting in the null hypothesis being rejected. The results mean improvements in policy implementation contribute to corresponding enhancements in teachers' diversity teaching. This finding suggests that effective policies do not only regulate school operations but also shape teachers' beliefs, attitudes, and instructional approaches toward diversity. As school policies become more socially inclusive, emotionally supportive, cognitively enriching, and consistently reinforced, teachers are more inclined to adopt diversity teaching practices that promote inclusivity and equity.

The findings of this study highlight that the implementation of school policies and the teaching of diversity are interconnected and support one another. Strengthening policy implementation can serve as a powerful mechanism for enhancing teachers' diversity teaching, while strong diversity-oriented beliefs among teachers can further support the effective realization of school policies. These conclusions call for sustained collaboration among school leaders, teachers, and stakeholders to continuously strengthen policy frameworks and professional practices that promote inclusive, culturally responsive, and equitable education for all learners.

Recommendations

Based on the findings and conclusions presented, the following recommendations are proposed:

Inclusive and diversity-responsive policies may be further institutionalized and consistently monitored across schools. Policymakers may consider strengthening guidelines that explicitly integrate cultural responsiveness, emotional support, and social inclusion into school policy frameworks. Providing sustained funding, capacity-building programs, and policy evaluation mechanisms can help ensure that policies are not only well-designed but are also effectively implemented at the school level. Moreover, developing national and regional initiatives that promote diversity education and inclusive leadership can reinforce the alignment between policy directives and classroom practices.

School principals may maintain an active leadership role in transforming school policies into practical applications. School principals may prioritize clear communication of policies, provide consistent support for policy compliance, and foster a school climate that values inclusivity, collaboration, and student engagement. By modeling inclusive leadership and encouraging open dialogue among teachers, principals can strengthen teachers' commitment to diversity teaching. Additionally, school heads may initiate school-based professional development programs focused on culturally responsive teaching, social-emotional learning, and inclusive classroom management to ensure that policy implementation directly supports diversity-oriented instructional practices.

The findings indicate a need to maintain and enhance teachers' beliefs and practices regarding diversity in education. Teachers may continuously reflect on their teaching methods and deliberately incorporate culturally responsive strategies that acknowledge diversity, highlight shared values, and foster respect for national culture. Participating in collaborative learning communities, engaging in professional development opportunities, and exchanging best practices with peers can further enhance their ability to implement diversity teaching effectively. Additionally, teachers may actively support school policies by embedding inclusive values into everyday classroom interactions, thereby reinforcing the positive impact of these policies on students' cognitive, emotional, and social development.

Future researchers may examine the relationship between the implementation of school policies and diversity teaching using mixed-methods or longitudinal research designs to provide deeper insights into causal mechanisms and long-term impacts. Future studies could also investigate other contextual factors, such as leadership styles, community engagement, and resource availability, which may influence the relationship between policy implementation and diversity teaching. Broadening the research scope to include learners' perspectives or comparing findings across different regions and educational levels may further enhance understanding of how inclusive policies and diversity-focused teaching practices contribute to equitable and effective education.

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