

Post Hoc Analysis on the Impact of Instructional Factors to Teacher Satisfaction among Primary Grade School Teachers

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Abstract. This study examined the extent of instructional practices, specifically developmental readiness, behavior management, and curriculum adaptation, and their influence on teacher satisfaction among Grade 1 teachers. The study used a descriptive-quantitative design to involve 60 Grade 1 teachers from public elementary schools. Data were collected through a structured survey instrument and analyzed using descriptive statistics, one-way analysis of variance (ANOVA), and Tukey's post hoc test. Findings revealed that all three instructional domains were perceived as very extensively practiced, with the highest mean ratings for developmental readiness ($M = 4.52$) and curriculum adaptation ($M = 4.52$), followed by behavior management ($M = 4.36$). Teacher satisfaction was also rated as very extensive ($M = 4.52$), particularly about classroom management strategies, curriculum adaptability, and support for professional development. The ANOVA results indicated no statistically significant difference in teacher satisfaction across the instructional practice groups, $F(2, 57) = 0.119$, $p = .888$. Post hoc comparisons using Tukey's HSD further confirmed the absence of significant pairwise differences. Consequently, the null hypothesis was retained, suggesting that teacher satisfaction is consistently high regardless of the primary instructional focus. The study concludes that systemic factors such as institutional support and access to professional learning may contribute more significantly to teacher satisfaction than instructional variations alone.

KEY WORDS

1. teacher satisfaction 2. instructional practices 3. developmental readiness

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1. Introduction

Teacher satisfaction is a complex concept that significantly impacts both the educational environment and student outcomes. In general, various instructional factors, such as developmental readiness, behavior management, and curricular adaptation, play a crucial role in shaping educators' experiences and perceptions of their professional effectiveness. When teachers feel capable of addressing their students' developmental needs, they are more likely to use effective teaching strategies that promote student engagement and learning. Strong behavior management practices contribute to a positive classroom atmosphere, allowing teachers to focus on instruction rather than discipline, which enhances their job satisfaction. Moreover, the ability to adapt the curriculum to meet diverse student needs empowers teachers, aligning instructional practices with their values and teaching philosophies. In the international context,

teachers face numerous issues and challenges that significantly affect their satisfaction and effectiveness regarding instructional factors such as developmental readiness, behavior management, and curricular adaptation. One of the main challenges is the diversity of student populations, which includes cultural and linguistic differences that make it difficult for teachers to address developmental readiness and adapt instructional strategies effectively. Including special needs students often poses challenges, especially when teachers lack the necessary training and resources to adequately support these learners. Harrington (2024) said that resource constraints further worsen these issues, as many educators report inadequate training in behavior management and curricular adaptation, leading to feelings of inadequacy and frustration. The rigidity of standardized curricula often imposes strict guidelines on what must be taught, leaving little room for teachers to exercise creativity or adapt lessons to meet the unique needs of their students. Pakarinen, et.al., (2024) shared that this one-size-fits-all approach can limit the variety of teaching methods and materials that educators might wish to employ, reducing their ability to create engaging and relevant learning experiences. As a result, teachers may find themselves prioritizing test preparation over fostering a deeper understanding of the subject matter. This focus on standardized assessments can create an environment where rote memorization and practice tests overshadow critical thinking, problem-solving, and creative exploration, which are essential for student development. Consequently, teachers may feel constrained in their professional autonomy, leading to frustration and diminished job satisfaction, as they cannot implement innovative instructional strategies that could better engage their students. Inconsistent educational policies can create a climate of uncertainty for teachers, as they may frequently adapt to new guidelines, standards, and assessment practices.

Nabeelah Moen (2024) said that this constant shift can disrupt their teaching methods and lesson planning, making it challenging to establish a stable and effective learning environment. Teachers often feel compelled to realign their instructional practices with the latest mandates, which may not always reflect the actual needs of their students or the realities of their classrooms. This lack of continuity can lead to frustration and confusion, as educators strive to meet ever-changing expectations while attempting to maintain high-quality instruction. In the Philippine educational setting, teachers face a range of significant issues and challenges that impact their effectiveness and job satisfaction. One prominent concern is the high teacher-to-student ratio, which often leads to overcrowded classrooms and limits individual attention for students. This situation is exacerbated by inadequate facilities and resources, including insufficient teaching materials and outdated technology, hindering the implementation of effective instructional practices. Teachers frequently encounter challenges related to curriculum demands, where a rigid, standardized curriculum may not align with the diverse learning needs of their students, leaving little room for creativity and adaptation (Barrot; Agdeppa; and Manzano (2024). Moreover, teachers are often required to complete a myriad of paperwork, assessments, and compliance-related tasks, which can consume hours that could otherwise be spent on lesson planning, student interaction, or professional development. These administrative responsibilities can detract from their primary role as educators, leading to feelings of inadequacy and disillusionment. The cumulative effect of these pressures can contribute to burnout, where teachers feel physically and emotionally exhausted, diminishing their effectiveness in the classroom and eroding their passion for teaching (Barrot, et.al., 2024). On the other hand, low salaries and limited opportunities for career advancement contribute to low morale

among educators, prompting many to seek employment opportunities abroad. Teachers also grapple with bureaucratic burdens and excessive administrative tasks, which detract from their instructional time and can lead to burnout. Lastly, the impact of socio-economic factors, such as poverty and lack of access to educational support services, further complicates the teaching landscape, making it difficult for educators to effectively address their student's developmental readiness and behavioral needs (Wakat et al., 2023). In the Davao Region, particularly in Davao de Oro, teachers encounter a distinct set of challenges that affect their effectiveness and job satisfaction. One of the primary issues is the inadequate infrastructure and resources in many public schools, which hampers the delivery of quality education. Many classrooms lack essential teaching materials, such as textbooks and learning aids, and often experience overcrowding due to a high teacher-to-student ratio, making it difficult for educators to provide personalized attention to their students. Teachers in Davao de Oro also face pressures related to standardized testing and curriculum demands, which can stifle their creativity and limit their instructional flexibility.

1.1. Theoretical/Conceptual Framework of the Study—Several educational theories provide a solid theoretical framework for examining the impact of developmental readiness, behavior management, and curriculum adaptation on teacher satisfaction in Grade 1 classrooms. Constructivist theory, primarily associated with theorists like Jean Piaget and Lev Vygotsky, emphasizes the importance of understanding students' developmental stages and how they construct knowledge through experiences (Harris, et.al., 2023). This theory aligns with the concept of developmental readiness, suggesting that teachers who tailor their instruction to the developmental levels of their students can foster deeper learning and enhance their own satisfaction. Behaviorist theory, as articulated

by B.F. Skinner, underscores the significance of behavior management in the classroom (Ngoasong, 2022). This theory posits that positive reinforcement and structured behavior management strategies can lead to improved student behaviors and a more conducive learning environment, which in turn contributes to teacher satisfaction. Differentiated Instruction, championed by Carol Ann Tomlinson, supports the need for curriculum adaptation, advocating for instructional strategies that accommodate diverse learning needs within the classroom Wang, et.al., 2024). Showing in figure 1 is the conceptual framework of the study. In this study, the principles of constructivist theory, behaviorist theory, and differentiated instruction are applied to explore the relationships between developmental readiness, behavior management, curriculum adaptation, and teacher satisfaction in Grade 1 classrooms. Constructivist theory informs the examination of developmental readiness by emphasizing the need for teachers to recognize and respond to the diverse developmental stages of their students. By incorporating strategies that align with students' cognitive and social abilities, teachers can create learning experiences that are both engaging and effective, thereby enhancing their own satisfaction as they witness their students thrive. Behaviorist theory is utilized to evaluate the impact of behavior management strategies on classroom dynamics. By implementing positive reinforcement and clear behavior expectations, teachers can foster a more structured environment that minimizes disruptions and allows for more focused instruction. This supportive classroom atmosphere improves student behavior and contributes to teachers' feelings of competence and fulfillment. Additionally, differentiated instruction serves as a guiding framework for assessing curriculum adaptation. By allowing teachers the flexibility to modify lessons and resources to meet the varied needs of their students, the study highlights the importance of empowering

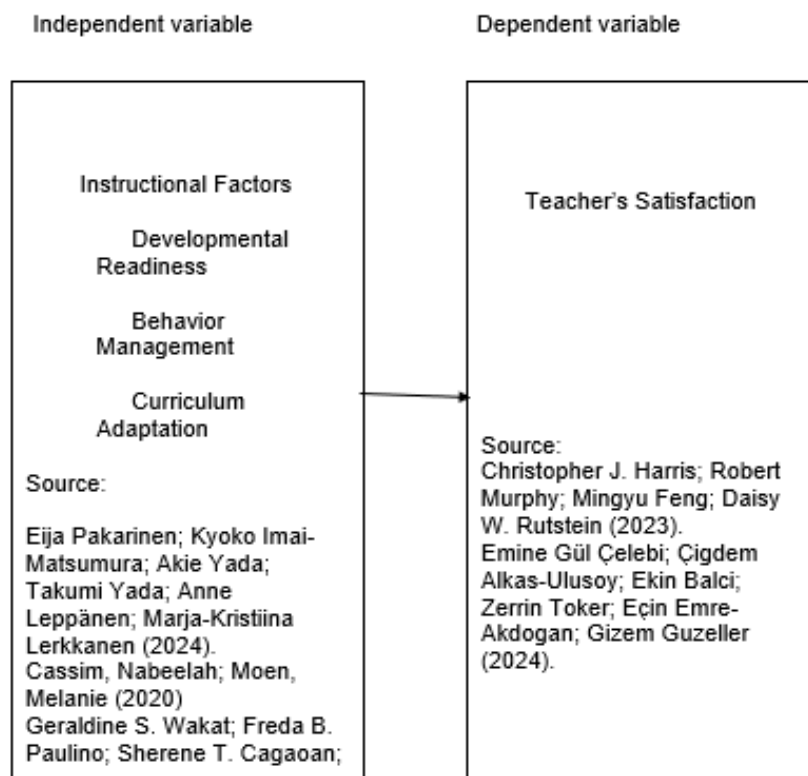


Fig. 1. Theoretical/Conceptual Framework

educators to personalize learning experiences. This adaptability is crucial for fostering an inclusive environment where all learners can succeed, which in turn increases teacher satisfaction. By integrating these theories, the study aims to provide a holistic understanding of how these instructional factors interact, ultimately informing practices that enhance both teacher and student outcomes in early education.

2. Methodology

In this chapter, the researcher outlines the essential processes and steps required to conduct the study. These include selecting the study's design, determining the respondents and sampling method, choosing the research instruments for data gathering, outlining the procedure, addressing ethical considerations, and finally, conducting data analysis. These steps are crucial to ensure the appropriateness and correctness of the study and to produce sound data collection, analysis, and interpretation.

2.1. Research Design—The research design for this study is a quantitative, comparative analysis to explore the impact of developmental readiness, behavior management and curriculum adaptation on teacher satisfaction in Grade 1 classrooms. The study employed a quasi-experimental design, utilizing One-Way Analysis of Variance (ANOVA) to analyze the differences in instructional factors mentioned above. The independent variables include developmental readiness, behavior management and curriculum adaptation to the dependent variable

which is the teachers' satisfaction. In this study, One-Way ANOVA is applied to analyze the impact of three independent variables Developmental Readiness, Behavior Management, and Curriculum Adaptation on the dependent variable of Teacher Satisfaction. The purpose of using One-Way ANOVA is to determine whether there are statistically significant differences in teacher satisfaction levels among the various groups defined by each independent variable. For instance, teachers may be grouped based on different levels of developmental readiness (e.g., low, medium, high), various behavior management strategies (e.g., proactive vs. reactive approaches), or distinct curriculum adaptation methods (e.g., traditional vs. modified curricula). The study will conduct separate One-Way ANOVA tests for each independent variable to determine if variations in instructional factors lead to different levels of teacher satisfaction. The analysis will assess the null hypothesis, which states that there are no significant differences in teacher satisfaction among the different groups for each independent variable, and compare it to the alternative hypothesis, which suggests that differences do exist. If the results show significant differences, post-hoc tests can be used to identify which specific groups differ from one another. This statistical approach not only provides a strong framework for understanding the relationships between instructional factors and teacher satisfaction, but also enables educators and policymakers to make informed decisions about improving teaching practices and support systems in Grade 1 classrooms.

2.2. Ethical Consideration—The guidelines for this process adhere to the policies of The Rizal Memorial Colleges, Inc. As part of the formal request, researchers outline their intentions regarding data collection, analysis, and dissemination, aligning these with the overarching research goals. This communication proactively addresses concerns or questions from recipients, and includes ethical safeguards, confi-

dentiality measures, and the potential benefits of the study. The formal permission request explicitly seeks authorization to proceed, emphasizing the pivotal role of their support in ensuring the research's success. Social Value

As I contemplate the social significance of this study, I realize its importance in addressing the crucial factors that influence teacher satisfaction within Grade 1 classrooms. My research focuses on developmental readiness, behavior management, and curriculum adaptation, aiming to contribute to the broader conversation about improving educational practices and creating a more supportive environment for both teachers and students. Understanding how these instructional factors impact teacher satisfaction can lead to more effective teaching strategies, ultimately benefiting students' learning experiences and outcomes. Additionally, this study acknowledges the voices of educators, emphasizing the importance of their well-being in the educational system. By highlighting the challenges and successes faced by Grade 1 teachers, I aim to advocate for policies and practices that prioritize their professional development and emotional health. This ethical commitment to valuing teachers' perspectives not only promotes a positive school culture but also fosters a more equitable educational landscape where all students can thrive. In essence, the social value of my study lies in its potential to drive meaningful change in the educational community, ensuring that teachers are empowered and supported in their vital roles as educators.

Informed Consent and Assent

In conducting this study, I will emphasize the ethical principles of informed consent and assent to ensure that all participants are fully aware of their rights and the nature of the research. Before gathering any data, I will provide a detailed explanation of the study's purpose, procedures, potential risks, and benefits to the Grade 1 teachers participating in the research. This transparent communication will

allow them to make an informed decision about their participation, ensuring that they understand their right to withdraw from the study at any time without any repercussions. Additionally, since I will be working with teachers who are responsible for young learners, I recognize the importance of obtaining assent from their students when applicable. I will ensure that teachers are informed about how their students' participation in classroom activities may be observed and that their privacy and confidentiality are safeguarded throughout the research process. By prioritizing informed consent and assent, I aim to foster trust and respect within the educational community, ensuring that my research adheres to the highest ethical standards while valuing the autonomy of all participants involved. This ethical commitment not only protects participants but also enhances the integrity of my research findings.

Vulnerability of Research Respondents

I am acutely aware of the vulnerability of my research respondents, especially Grade 1 teachers. They face significant pressures, and it is essential to approach the research process with sensitivity and care. I will ensure voluntary participation, confidentiality, and a supportive environment to protect their well-being and honor their contributions. This ethical commitment is vital to uphold the integrity of my research and demonstrate respect for the invaluable roles that teachers play in the education system.

Privacy and Confidentiality

I acknowledge the importance of privacy and confidentiality for all participants, especially Grade 1 teachers. I am committed to handling all collected data with care and discretion. Participants will be informed about data usage and assured of confidentiality. I will anonymize responses and use secure data storage methods. This commitment aims to create a trusting environment and ensure honest and meaningful data collection.

Risk, Benefits and Safety

In conducting this study, I recognize the ethical considerations regarding the safety of my research participants, especially Grade 1 teachers. It is my responsibility to minimize risks and communicate them clearly. While the primary aim is to explore factors influencing teacher satisfaction, I understand that discussing personal experiences may cause discomfort. To address this, I will provide a supportive environment and allow participants to skip sensitive questions. The study's benefits extend to enhancing teaching practices and improving the overall educational environment. I will maintain confidentiality and secure data to protect participants' information, prioritizing their well-being while contributing valuable knowledge to the field of education.

Justice

In this study, I am committed to ensuring fairness and equity in the research process, particularly in selecting Grade 1 teachers from diverse backgrounds. I aim to include educators from all types of schools, including those in underserved communities, to enrich the findings and promote inclusivity. Additionally, I recognize the importance of sharing the study's findings with all stakeholders, including the participating teachers, to improve educational practices for the benefit of all students.

Transparency

In this study, transparency is a top priority. I will provide clear information to Grade 1 teachers about the research purpose, methods, and potential impacts. Participants will be fully informed about the research process, including data collection and potential benefits and risks. I will keep communication open, address concerns promptly, and share findings with participants and stakeholders. Embracing transparency aims to uphold the research's integrity and respect for educators, fostering a collaborative atmosphere to enhance the research's quality and credibility.

Qualification of the Researcher

As the researcher for this study, my background in education and ongoing involvement in academic research equip me with the necessary skills to design and implement this study while adhering to ethical standards. I am committed to maintaining professionalism, including obtaining informed consent, ensuring confidentiality, and addressing potential biases. My qualifications enhance the credibility of the research and reflect my dedication to conducting a responsible and ethically sound study that benefits the educational community.

Conflict of Interest

In the course of this study, I am mindful of potential conflicts of interest and their ethical implications. As a researcher, I am committed to upholding transparency and objectivity. I will delineate clear boundaries between my roles and seek input to ensure ethical research practices. My aim is to uphold the integrity of the study and offer credible insights for Grade 1 teachers and the wider educational community.

Adequacy of Facilities

In the context of this study, I acknowledge the significance of having adequate facilities as an ethical consideration that directly impacts the quality of the research environment. When engaging with Grade 1 teachers in their educational settings, my commitment lies in ensuring that the research facilities are conducive to effective data collection and provide a comfortable atmosphere for participants. This encompasses not only the physical environment, such as seating, lighting, and accessibility, but also the availability of necessary resources, like technology for surveys or interviews. By prioritizing the adequacy of facilities, I strive to minimize potential distractions or discomfort that could impede participants' willingness to share their insights and experiences openly. A supportive environment enhances the quality of the data collected, as participants are more likely to engage thoughtfully when they feel respected and val-

ued. Additionally, I will ensure that the research complies with institutional guidelines regarding facility use, further demonstrating my commitment to ethical research practices. Ultimately, addressing the adequacy of facilities aims to create a professional and respectful atmosphere that fosters trust and encourages meaningful dialogue, enriching the overall quality and integrity of the research process.

Community Involvement

In conducting this study, I place strong emphasis on community involvement as an essential ethical consideration. I firmly believe that engaging the community, particularly Grade 1 teachers and their respective schools, will enhance the relevance and impact of my research. Actively involving educators in the research process is aimed at creating a sense of ownership and ensuring that their voices are heard and valued. This involvement can take various forms, such as soliciting input on the research design, gathering feedback on survey instruments, and involving teachers in discussions about the findings. Furthermore, I recognize the interconnectedness of the educational community and strive to foster collaboration and dialogue among teachers, administrators, and other stakeholders. This is crucial for creating an inclusive atmosphere where everyone feels empowered to contribute to the discussion surrounding teacher satisfaction and instructional factors. Sharing the results of my research with the community is a commitment aimed at promoting transparency and facilitating further discussions on improving educational practices. Ultimately, prioritizing community involvement reflects my dedication to ethical research practices, enhancing the quality and relevance of the study, and contributing to building stronger relationships within the educational community for collective growth and improvement.

2.3. Research Respondents—The study's respondents will be the Grade 1 teachers teaching in New Bataan District, Davao de Oro. Us-

ing the Qualtrics provides an easy-to-use online tool for calculating sample sizes. By entering the confidence level, population size, and margin of error, the researcher can quickly obtain the ideal sample size for the survey. Qualtrics also offers best-practice tips to balance cost and confidence levels and emphasizes the importance of both statistically significant results and practical feedback (Qualtrics, 2024). This generated a total of 60 respondents given population, which were taken randomly from each respective Schools namely, La Purisima ES, Magangit IS, Tandawan IS, and San Isidro ES. Should not the area not enough to get the sample size that will address to the requirements of the statistical analysis, the researcher will expand the scope of the area to another district. The researcher proportionately distributed the 60 respondents from the respective schools, and the respondents were informed through online platforms and face-to-face, considering the availability of Wi-Fi connections. They were likewise oriented about the purpose and importance of the study and its contribution to their professional development status. The most suitable participants for this study are Grade 1 teachers. They are directly involved in the instructional processes and experiences related to Developmental Readiness, Behavior Management, and Curriculum Adaptation. These educators have first-hand knowledge of the challenges and successes encountered in the classroom environment, making their insights invaluable for assessing teacher satisfaction. Their responses will provide a comprehensive understanding of how various teaching strategies impact their professional fulfillment and effectiveness. Grade 1 teachers are uniquely positioned to observe and interact with students at a critical stage of development, where the influence of developmental readiness significantly affects learning outcomes. Their experiences with different behavior management techniques will also shed light on the effectiveness of various approaches in

fostering a positive classroom environment. Additionally, as implementers of curriculum adaptations, they can offer perspectives on how these modifications meet the diverse needs of young learners, thereby influencing their own satisfaction and efficacy. Including teachers from diverse backgrounds, such as varying years of experience, training levels, and school contexts (e.g., urban vs. rural settings), will enrich the data by providing a broader spectrum of insights into the factors affecting teacher satisfaction. This diversity will allow for a more nuanced analysis of how different instructional factors resonate across various teaching contexts, contributing to a deeper understanding of the dynamics at play in Grade 1 classrooms. Ultimately, the perspectives of Grade 1 teachers will be essential for drawing meaningful conclusions and making recommendations for enhancing both teacher satisfaction and student outcomes in early education.

2.4. Research Instrument—In this research study, the researcher created an instrument based on a comprehensive review of literature and related studies. She dedicated substantial effort to collecting and analyzing literature to identify concepts that informed the content and provided support for the instrument and its associated components. This meticulous process led to a set of question items that addressed potential threats to the study's validity. As the authors argued, items were adapted from the reviewed literature. The survey questionnaire had two parts, one, is to determine the extent of instructional factors in terms of developmental readiness, behavior management and curricular adaptations. Likewise, the second part of the survey measured the extent of teacher satisfaction. Further, the survey statements will be subjected to a test-retest or validity and reliability testing using Cronbach Alpha at a .05 level of confidence. Cronbach's alpha is a measure of scale reliability that assesses the degree to which survey items correlate with each other,

thus providing a unified measure of a construct (Tavakol Dennick, 2011). A value above 0.70 is generally considered acceptable, with values above 0.80 indicating good reliability, and values above 0.90 signifying excellent reliability (George Mallery, 2003).

Scale Descriptive Rating and Interpretation of Instructional Factor

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The instructional factor is always manifested
3.40 – 4.19	Extensive	The instructional factor is oftentimes manifested
2.60 – 3.39	Moderately Extensive	The instructional factor is sometimes manifested
1.80 – 2.59	Less Extensive	The instructional factor is rarely manifested
1.00 – 1.79	Not Extensive	The instructional factor is not manifested

Scale Descriptive Rating and Interpretation of Teacher Satisfaction

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The teacher satisfaction is always manifested
3.40 – 4.19	Extensive	The teacher satisfaction is oftentimes manifested
2.60 – 3.39	Moderately Extensive	The teacher satisfaction is sometimes manifested
1.80 – 2.59	Less Extensive	The teacher satisfaction is rarely manifested
1.00 – 1.79	Not Extensive	The teacher satisfaction is not manifested

The reliability analysis results indicate that the scale used in the study has excellent internal consistency. Both Coefficient Omega and Cronbach's Alpha yielded a value of 0.956, which is well above the commonly accepted threshold of 0.70 for reliable instruments. This means that the items in the scale are highly consistent in measuring the intended construct. The 95% confidence intervals for Omega (0.935 to 0.973) and Alpha (0.933 to 0.970) are also narrow, suggesting that the estimates are stable and precise. These findings confirm that the scale is a dependable tool for collecting data in this research (See Appendix).

2.5. Data Gathering Procedure—The guidelines for this process adhere to the policies of The Rizal Memorial Colleges, Inc. As part of the formal request, researchers outline their intentions regarding data collection, analysis, and dissemination, aligning these with the overarching research goals. This communication proactively addresses concerns or questions from recipients, and includes ethical safeguards, confidentiality measures, and the potential benefits of the study. The formal permission request explicitly seeks authorization to proceed, emphasizing the pivotal role of their support in ensuring the research's success.

Permission to conduct the study In February 2025, before data collection, the researcher will obtain necessary permissions from the relevant authorities, including the research adviser, the Dean of The Rizal Memorial Colleges, Inc., and the top management of DepEd Davao de Oro Division through the appropriate channels. This involved submitting a comprehensive research proposal outlining study design, procedures, and potential risks and benefits. The researcher will provide detailed information about the study's purpose, goals, and methods for data collection, analysis, and reporting. Furthermore, in February 2025, immediately after the colloquium, the researcher will take steps to ensure that all respondents are fully informed about the study, their rights, and the nature of their involvement. Informed consent will be obtained

from each participant before they participated in the study. The researcher is committed to data accuracy and completeness during the last week of January 2025. The distribution and retrieval of questionnaires will be conducted using a standardized and systematic approach, ensuring reliability in collecting responses from participants.

Collation and statistical treatment of data

The researcher will take time in data management. She will ensure that accurate data gathered will be sorted accordingly through Microsoft Excel and later transferred to JASP. All necessary information will be collected. Consistency will also be considered to make it relevant to the problem's statement. Reliability and validity will be reviewed to lessen the degree of error in the analysis.

2.6. Data Analysis—Mean Scores and Standard Deviation

The data used to address statement problems number one, the extent of developmental readiness, behavior management, and curriculum adaptation, and number two, the extent of teacher satisfaction in Davao de Oro Division.

Analysis of Variance

(ANOVA) was used to determine whether the different instructional factors led to significantly differ teacher satisfaction (Tabachnick

Fidell, 2019). By calculating the F-statistic, ANOVA helps identify if the observed mean differences are statistically significant or occurred by chance. This is crucial for understanding the most effective practices.

Post-hoc Analysis If ANOVA results indicate significant differences, post-hoc tests (such as Tukey's HSD) can be conducted to pinpoint precisely which groups differ. This provides detailed insights into the effectiveness of learning resource management practices.

3. Results and Discussion

This chapter presents the results of the statistical analyses on the impact of instructional factors, developmental readiness, behavior management, and curriculum adaptation on teacher satisfaction among primary school teachers. The findings relate to the research questions and are supported by descriptive and inferential statistics. A one-way ANOVA identified significant differences in teacher satisfaction across instructional groups, followed by Tukey's HSD to pinpoint which factors had the most substantial influence. Descriptive statistics, including means and standard deviations, accompany the ANOVA summary, effect size estimates, and post hoc results.

3.1. Extent of Instructional Practices Perceived by Grade 1 Teachers—Recent empirical studies underscore the pivotal role of Grade 1

teachers' perceptions in shaping instructional practices, particularly in foundational literacy and differentiated instruction. Parrila et al.

(2023) found that teachers' knowledge of language and literacy constructs, coupled with their perceived ability to teach early literacy skills, significantly influences the quality of reading instruction and its differentiation. This suggests that teachers' self-perceptions are integral to effective instructional delivery. In the context of differentiated instruction, a study focusing on Maldivian primary school teachers revealed that while educators acknowledge the importance of tailoring instruction to meet diverse student needs, they often encounter challenges in its practical implementation due to limited resources and support (Ahmed Rasheed, 2025). This highlights a gap between teachers' understanding of instructional strategies and their application in classroom settings. Furthermore, research by Zakariya et al. (2024) emphasizes the influence of teacher self-efficacy on instructional practices. Their findings indicate that teachers with higher self-efficacy are more likely to adopt innovative teaching methods and adapt to classroom challenges effectively. This correlation underscores the necessity of fostering teacher confidence to enhance instructional quality.

Summary of Extent of Instructional Practices Perceived by Grade 1 Teachers

Table 1 presents the comparative summary of Grade 1 teachers' perceptions regarding the extent of three key instructional practices: developmental readiness, behavior management, and curriculum adaptation. All three domains

received a "Very Extensive" interpretation, with mean scores ranging from 4.36 to 4.52. The average confirms that teachers perceive these instructional domains as highly prevalent and integral to their daily classroom practices. Among the three, developmental readiness and curriculum adaptation share the highest mean score ($M = 4.52$), indicating that Grade 1 teachers place strong emphasis on understanding learners' developmental stages and tailoring instruction accordingly. This finding aligns with Parrila et al. (2023), who found that teachers' awareness of students' developmental needs significantly improves the effectiveness of differentiated instruction in early grades. Additionally, curriculum adaptation is perceived as equally essential, reflecting teachers' ongoing efforts to adjust content, strategies, and assessments to suit the diverse needs of young learners (Cacioppo, 2021; IRIS Center, n.d.). In contrast, while behavior management received a slightly lower mean score ($M = 4.36$), it still falls within the "Very Extensive" category. This suggests that while teachers are confident and proactive in managing student behavior, this domain may be perceived as more reactive or dependent on external factors such as classroom dynamics or student behavior patterns. Studies by He et al. (2024) and Cambaya and Paglinawan (2024) affirm that while behavior management is widely practiced, its effectiveness often depends on institutional support, consistency of implementation, and teacher-student relationships.

The consistency across all domains highlights the multidimensional nature of practical instruction in early childhood education. Teachers recognize that fostering developmental readiness, maintaining positive behavior, and adapting curriculum content are interrelated responsibilities that support learner success and teacher efficacy. These findings underscore the importance of holistic teacher training programs inte-

grating child development, behavioral support, and curriculum design as core competencies. Furthermore, the uniform "Very Extensive" interpretation suggests a shared professional culture among Grade 1 teachers, marked by commitment to inclusive and adaptive pedagogical practices. As education systems continue to emphasize learner-centered approaches, these instructional factors remain critical in promoting

Table 1. Summary of Extent of Instructional Practices Perceived by Grade 1 Teachers

No	Curricular Adaptation	n	Mean	Descriptive Interpretation
1	Developmental readiness	60	4.52	Very Extensive
2	Behavior management	60	4.36	Very Extensive
3	Curriculum adaptation	60	4.52	Very Extensive
Mean Average		60	4.46	Very Extensive

academic engagement, equity, and meaningful learning outcomes in the foundational years of schooling.

3.2. *Significant Difference in Teacher Satisfaction Across The Three Instructional Practice Groups: Developmental Readiness, Behavior Management, and Curriculum Adaptation* — Table 2 displays the results of a One-Way Analysis of Variance (ANOVA) conducted to determine whether there are statistically significant differences in teacher satisfaction across the three instructional practice groups: Developmental Readiness, Behavior Management, and

Curriculum Adaptation. The test utilized a Type III Sum of Squares approach, suitable for unbalanced group comparisons or including covariates in more complex models. The analysis yielded an F-value of 0.119 with degrees of freedom (df) = 2, 57, and a corresponding p-value of 0.888. The result is not statistically significant since the p-value is greater than the conventional alpha level of 0.05. This means there is insufficient evidence to suggest that teacher satisfaction significantly differs depending on which instructional factor group the respondents were exposed to.

Table 2. Test of Difference in Teacher Satisfaction Across the Three Instructional Practice Groups: Developmental Readiness, Behavior Management, and Curriculum Adaptation

Source	Sum of Squares	df	Mean Square	F	p
Instructional Practice Group (IP_GROUP)	0.069	2	0.035	0.119	0.888
Residuals	16.578	57	0.291		

Note. Type III Sum of Squares.

In practical terms, the mean satisfaction levels reported by teachers who focused on developmental readiness, behavior management, or curriculum adaptation do not vary in a statistically meaningful way. Despite differences in instructional focus, teachers appear to maintain similarly high satisfaction levels, as shown in

earlier tables. This outcome may reflect across instructional areas, leading to uniformly high satisfaction regardless of the specific domain emphasized. These findings are supported by studies such as Zakariya et al. (2024), who found that when school environments provide equitable professional support across various

pedagogical domains, differences in teacher satisfaction across teaching strategies may become negligible. Likewise, research by Lavigne and Chamberland (2023) suggests that teacher satisfaction tends to be influenced more by contextual and systemic factors, such as collegiality, autonomy, and leadership support, than by specific instructional methods alone. To sum up, A one-way ANOVA was conducted to compare teacher satisfaction across instructional groups focused on developmental readiness, behavior management, and curriculum adaptation. The results indicated that the differences were insignificant, $F(2, 57) = 0.119$, $p = .888$. This suggests that teacher satisfaction does not significantly vary according to the instructional practice group teachers belong to.

3.3. Instructional Factors Have the Impact on Teacher Satisfaction, as Indicated by The Results of the Analysis of Variance—Following the non-significant result of the one-way ANOVA, a Tukey's Honest Significant Difference (HSD) post hoc test was conducted to examine potential pairwise differences in teacher satisfaction among the three instructional practice groups: Behavior Management, Curriculum Adaptation, and Developmental Readiness. As presented in the table, the results show that none of the pairwise comparisons yielded statistically

significant differences. The mean difference between Behavior Management and Curriculum Adaptation was 0.080, with a standard error of 0.171 and a p-value of .886. Similarly, the mean difference between Behavior Management and Developmental Readiness was 0.060 ($p = .934$), and between Curriculum Adaptation and Developmental Readiness was -0.020 ($p = .992$). All p-values were adjusted using the Tukey HSD method for multiple comparisons, and all fall well above the 0.05 threshold for statistical significance (Creswel and Creswel, 2023). Therefore, In this study, the null hypothesis stated that: There is no significant difference in teacher satisfaction among Grade 1 teachers when grouped according to their primary instructional focus: developmental readiness, behavior management, or curriculum adaptation. Based on the results of the One-Way ANOVA ($F(2, 57) = 0.119$, $p = .888$), and the subsequent Tukey HSD post hoc tests (all $p \geq .05$), no statistically significant differences were found among the three instructional groups. Therefore, the null hypothesis is retained. This indicates that the observed differences in mean satisfaction levels across groups are likely due to random variation and not attributable to the type of instructional practice emphasized (Field, 2022).

Table 3. Tukey's Honest Significant Difference (HSD) Post Hoc Test

Post Hoc Comparison	Mean Difference	SE	df	t	P _{Tukey}
Behavior Management – Curriculum Adaptation	0.080	0.171	57	0.469	0.886
Behavior Management – Developmental Readiness	0.060	0.171	57	0.352	0.934
Curriculum Adaptation – Developmental Readiness	-0.020	0.171	57	-0.117	0.992

Note. p-values are adjusted using Tukey's method for multiple comparisons among 3 groups.

These findings indicate that teacher satisfaction is uniformly high across all instructional focus areas, and no one domain contributes significantly more or less to satisfaction levels than the others. The absence of significant differences suggests a balanced perception of professional fulfillment, likely stemming from a shared instructional culture, adequate support systems, and consistent professional development opportunities regardless of specific instructional strategies employed. This finding is consistent with the work of Zakariya et al. (2024), who emphasized that when institutional conditions are favorable and instructional autonomy is promoted across subject areas, teacher satisfaction levels tend to be stable and comparable. Similarly, Lavigne and Chamberland (2023) argued that external supports such as leadership, collegial relationships, and access to resources often impact job satisfaction more than the spe-

cific instructional approaches teachers employ. The findings from both the one-way ANOVA and the post hoc analysis indicate that teacher satisfaction does not significantly differ across the instructional practice groups of developmental readiness, behavior management, and curriculum adaptation. Given these results, the null hypothesis is retained, that no significant difference exists in teacher satisfaction across these instructional domains. This outcome suggests a shared perception of satisfaction among Grade 1 teachers regardless of their specific instructional emphasis. It likely reflects a consistent institutional culture, equitable access to support mechanisms, and uniformly high levels of professional engagement. These results underscore the importance of systemic factors in shaping teacher well-being more than instructional specialization alone (Gravetter, F. J., Wallnau, L. B. (2021).

4. Conclusions and Recommendations

This chapter presents conclusions from the study on how instructional practices, specifically developmental readiness, behavior management, and curriculum adaptation, affect Grade 1 teacher satisfaction. It summarizes the key insights from the statistical analyses and integrates them with the research objectives and hypotheses. These conclusions and recommendations are based on the study's data, aimed at informing future policy directions, professional development initiatives, and instructional leadership practices.

4.1. Findings—The study sought to evaluate the extent of instructional practices namely developmental readiness, behavior management, and curriculum adaptation as perceived by Grade 1 teachers and their relationship to teacher satisfaction. The findings revealed that all three instructional domains were rated as very extensively practiced, with mean scores of 4.52 for developmental readiness, 4.36 for behavior management, and 4.52 for curriculum adaptation. These results indicate that teachers strongly perceive these instructional approaches as central to their classroom practice. With regard to teacher satisfaction, the data

also showed a very extensive level of satisfaction, with a mean of 4.52. Teachers reported that effective behavior management strategies ($M = 4.60$) and confidence in their instructional effectiveness ($M = 4.56$) significantly enhanced their job satisfaction. They also acknowledged the positive influence of curriculum adaptation and support for developmental readiness on their professional contentment. To determine whether significant differences in teacher satisfaction existed across the instructional groups, a one-way analysis of variance (ANOVA) was conducted. The results showed no statistically significant difference, $F(2, 57) = 0.119$, $p =$

.888, suggesting that satisfaction levels did not vary substantially among teachers who emphasized different instructional practices. This interpretation was supported by Tukey's HSD post hoc test, which also revealed no significant pairwise differences among the groups (all $p > .05$). Therefore, the null hypothesis, that there is no significant difference in teacher satisfaction across the instructional domains, was retained (Field, 2022; Gravetter Wallnau, 2021). These findings suggest a shared culture of instructional engagement and professional fulfillment among Grade 1 teachers, regardless of their specific area of focus. The results may reflect consistent institutional support, equitable access to professional development, and a unified commitment to learner-centered teaching practices.

4.2. Conclusions—Based on the study's findings, it can be concluded that Grade 1 teachers perceive instructional practices, specifically developmental readiness, behavior management, and curriculum adaptation, as being extensively implemented in their classrooms. These practices are regarded as integral to effective instruction and contribute significantly to professional satisfaction. Among the domains assessed, curriculum adaptation and developmental readiness received the highest mean ratings, indicating that teachers place a high value on responsive and learner-centered approaches in early education. Moreover, the study found that teacher satisfaction among Grade 1 educators was very extensive. Teachers expressed high levels of contentment with their professional roles, particularly to their ability to manage classroom behavior effectively, adapt instruction to meet students' needs, and receive support through professional development. These findings affirm the central role of pedagogical autonomy, developmental responsiveness, and institutional support in fostering teacher well-being. However, the One-Way ANOVA statistical analysis indicated no significant difference in teacher satisfaction across the

three instructional practice groups, $F(2, 57) = 0.119$, $p = .888$. This result was further validated by Tukey's HSD post hoc test, which confirmed that the differences among group means were not statistically significant. Thus, the null hypothesis was retained. This suggests that, regardless of instructional focus, whether it be developmental readiness, behavior management, or curriculum adaptation, teachers reported similarly high levels of satisfaction. Overall, the findings underscore the importance of maintaining supportive school environments, equitable access to training and resources, and instructional flexibility. These elements appear to sustain high levels of teacher satisfaction, irrespective of the specific instructional strategy emphasized. The study concludes that systemic and contextual supports may be more influential in shaping teacher satisfaction than any single instructional practice. According to Constructivist theory, primarily associated with theorists like Jean Piaget and Lev Vygotsky, emphasizes the importance of understanding students' developmental stages and how they construct knowledge through experiences (Harris, et.al., 2023). This theory aligns with the concept of developmental readiness, suggesting that teachers who tailor their instruction to the developmental levels of their students can foster deeper learning and enhance their own satisfaction. Behaviorist theory, as articulated by B.F. Skinner, underscores the significance of behavior management in the classroom (Ngoasong, 2022).

4.3. Recommendations—In light of the findings and conclusions drawn from this study, the following recommendations are proposed to strengthen instructional practices further and sustain high levels of teacher satisfaction among Grade 1 teachers:

For Teachers

Integrate teacher satisfaction as a component of instructional monitoring and evaluation. School heads and instructional supervisors may consider including teacher satisfaction metrics

in evaluating instructional quality. This will allow administrators to identify specific needs and areas of improvement that may affect motivation and teaching effectiveness. For Learners Promote collaborative professional learning communities. Encourage the formation of Grade 1 teacher learning action cells (LACs) or communities of practice where educators can share effective strategies and challenges related to developmental readiness, behavior management, and curriculum adaptation. Such collaboration fosters peer learning and enhances collective instructional efficacy.

For School Principals and Administrators

Sustain and enhance institutional support for instructional practices. Schools may continue to provide adequate resources and logistical support to teachers implementing developmental readiness strategies, behavior management techniques, and curriculum adaptations. This includes access to teaching materials, flexi-

ble scheduling, and administrative assistance to facilitate differentiated instruction. Strengthen professional development programs focused on inclusive and adaptive teaching. Since teachers expressed high satisfaction with adapting the curriculum and managing behavior effectively, school divisions and training providers should invest in ongoing capacity-building efforts that address learner diversity, classroom management, and developmental milestones in early childhood education.

For Future Researcher Conduct further research on mediating factors influencing teacher satisfaction. While the current study found no significant difference in satisfaction across instructional practices, future studies may investigate potential mediators such as leadership support, workload balance, or school climate, which may more directly influence teacher morale and professional engagement.

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