Original Article

# Revolutionize Education: Boosting Student Motivation with Innovative and Inclusive Teaching Practices

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Received: 10 September 2026; Revised: 20 October 2026;
Accepted: 26 October 2026; Published: 31 October 2026

DOI: https://doi.org/10.66074/W4L8J3P6R

**Abstract**

This study examined the relationship between innovative and inclusive teaching practices and student motivation and academic performance among Grade 5 and Grade 6 pupils in selected public elementary schools in Lutayan, Sultan Kudarat, Philippines, during the School Year 2025–2026. Specifically, it determined the level of innovative teaching practices in terms of teaching strategies, use of instructional materials and technology, and student engagement activities; assessed inclusive teaching practices in terms of respect for learner diversity, equal participation, and support for diverse learning needs; identified the level of student motivation; and examined the relationships between these variables and academic performance. A descriptive-correlational research design using a quantitative approach was employed. Data were gathered from 97 Grade 5 and Grade 6 pupils through a validated researcher-made questionnaire with a reliability coefficient of 0.892, indicating strong internal consistency. Descriptive statistics and correlational analysis were used to analyze the data. Findings revealed that School administrators should provide sustained professional development to strengthen teachers' innovative and inclusive instructional approaches and allocate resources to enhance access to technology and learning materials. Teachers should consistently apply differentiated, student-centered strategies and foster welcoming, diversity-affirming classrooms to boost student motivation and equitable achievement further further. Parents and guardians should reinforce school learning at home by encouraging curiosity, effort, and consistent study

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Volume 2, Issue 4, December 2026

habits, and maintaining open communication with teachers. Future researchers should conduct experimental or longitudinal studies to examine cause-and-effect relationships and explore additional factors influencing academic performance beyond those investigated in this study. Innovative teaching practices, inclusive teaching practices, and student motivation were rated at a high level, which means teachers effectively practice inclusive teaching by recognizing learner diversity, promoting equal participation, and providing support to students with different learning needs; teachers also frequently use innovative teaching practices, apply engaging teaching strategies, integrate instructional materials and technology, and promote active student engagement in classroom learning activities. Furthermore, significant positive relationships were found between innovative teaching practices and academic performance, inclusive teaching practices and academic performance, and student motivation and academic performance, with a moderate correlation coefficient ($r = 0.57$). Overall, the findings indicate that these educational variables are positively associated with academic performance among the respondents.

Keywords: academic performance, inclusive education, innovative teaching practices, student motivation, teaching strategies

## 1. Introduction

Innovative and inclusive teaching methods are pedagogical approaches designed to address the varied needs of learners from diverse cultural, linguistic, cognitive, and socio-economic backgrounds. These learner-centered approaches align with the science of learning and development, which emphasizes how social, emotional, and cognitive dimensions together shape student growth (Darling-Hammond et al., 2020).

These approaches emphasize student-centered learning, differentiated instruction, the use of technology, Universal Design for Learning (UDL), and culturally responsive pedagogy as means of creating equitable and effective learning environments for all students. Furthermore, culturally responsive and universally designed practices support the fundamental psychological needs—autonomy, competence, and relatedness—that drive intrinsic motivation (Deci & Ryan, 2000). In addition, these strategies aim to promote accessibility, engagement, and active participation among learners, ensuring that no student is left behind in the learning

process. Research also shows that inclusive leadership paired with innovative pedagogies significantly enhances students' critical thinking and learning outcomes (Bhuttah et al., 2024). Positive school climates and supportive teacher-student relationships are also key determinants of sustained student motivation (Eccles & Roeser, 2020).

Moreover, inclusive pedagogy is conceptualized not only as inclusive policies or accommodations but as a comprehensive pedagogic approach grounded in beliefs, knowledge, design, and actions that aim to include all learners meaningfully (Moriña, 2021). Furthermore, research indicates that when teachers adopt inclusive pedagogy in higher education, they often demonstrate a commitment to facilitating the participation of all students, rather than a subset, thereby fostering a learning environment that values diversity and supports equity (Espada Chavarria et al., 2023; Jung, 2023). In the Philippine context, Espiritu and Abao (2025) document a growing recognition of the importance of integrating equity, diversity, creative strategies, technology, universal design principles, and collaborative practices to address the diverse needs of learners. In addition, empirical studies such as Differentiated Instruction on Academic Performance in Filipino Subject (Pinaranda & Sario, 2024) show that when teachers implement differentiated instruction, students tend to improve their academic performance, suggesting that inclusive and flexible teaching strategies can positively affect learning outcomes in Philippine classrooms. Inclusive learning environments are further strengthened when teachers engage in collaborative professional development such as lesson study, which fosters innovative and inclusive instructional practices across classrooms (Basister et al., 2025).

Furthermore, Salazar and Gumanoy (2025) found that differentiated learning activities significantly enhanced students' motivation, involvement, and performance in mathematics classes compared to traditional methods. Similarly, studies that focus on inclusive practices in actual classrooms report that when teachers apply universal design, differentiated tasks, and flexible grouping, the classroom becomes more inclusive—allowing students with different needs and learning styles to participate meaningfully. Moreover, the primary aim of enhancing student learning and motivation through innovative and inclusive teaching practices is to create equitable, engaging, and effective learning environments where all students can thrive (Abdullayeva, 2025). In addition, these practices seek to improve academic performance, foster critical thinking, and develop problem-solving and lifelong learning skills, while simultaneously increasing students' motivation, participation, and sense of belonging. Accordingly, this study aimed to determine the levels of innovative teaching practices, inclusive teaching practices, and student motivation among Grade 5 and Grade 6 pupils in selected public elementary schools in Lutayan, Sultan Kudarat, Philippines, during School Year 2025–2026, and to examine the relationships of these variables with pupils' academic performance.

## 2. Methodology

This study utilized a descriptive-correlational research design to determine the influence of innovative and inclusive teaching practices on student motivation and academic performance among Grade 5 and Grade 6 learners. The descriptive method was used to systematically describe the levels of innovative teaching practices, inclusive teaching practices, student motivation, and academic performance as perceived by the respondents. Descriptive research is appropriate for identifying existing conditions, practices, and relationships among variables within a particular population. The correlational approach was employed to determine the significant relationship between innovative and inclusive teaching practices and student outcomes, specifically student motivation and academic performance. This design enabled the researchers to gather quantitative data without manipulating the study environment. Structured questionnaires were administered to the respondents, and the collected data were analyzed using descriptive statistics and the Pearson Product-Moment Correlation Coefficient (Pearson r).

The respondents in this study were Grade 5 and Grade 6 learners from selected elementary schools. The participants were chosen because they were directly involved in classroom learning activities and could provide relevant information regarding the implementation of innovative and inclusive teaching practices. The respondents represented learners with varying academic abilities, learning experiences, and levels of classroom participation, thereby ensuring that the data gathered reflected the actual educational context. Appropriate sampling techniques were used to select respondents, ensuring fair representation of the study population. The selected participants were considered capable of providing meaningful and reliable responses regarding their learning experiences, motivation, and academic performance.

The study was conducted in selected elementary schools within the designated school districts. These schools were chosen because they represented typical elementary education settings and provided accessible respondents and relevant educational conditions necessary for the conduct of the study. The study's locale enabled the researchers to gather substantial information on innovative instructional practices, inclusive classroom strategies, student engagement, and academic performance in the elementary school context. Furthermore, the selected schools provided an appropriate environment for examining the relationship between teaching practices and student outcomes.

The primary instrument used in this study was a researcher-made questionnaire designed to collect quantitative data from the respondents. The questionnaire consisted of items related to innovative teaching practices, inclusive teaching practices, student motivation, and academic performance. A five-point Likert scale was used to measure respondents' perceptions and experiences objectively. The questionnaire was divided into sections corresponding to the study's major variables to ensure organized, systematic data collection. Prior to the administration of the instrument, the questionnaire underwent content validation by education experts to assess the clarity,

relevance, and appropriateness of the items. Necessary revisions were incorporated based on the validators' recommendations. A pilot test was also conducted to assess the questionnaire's reliability. The gathered responses were analyzed using Cronbach's Alpha to measure internal consistency. The reliability results indicated that the instrument was highly reliable and produced consistent, dependable data. Overall, the instrument enabled the systematic collection of data necessary for descriptive and inferential statistical analysis.

The researchers followed a systematic procedure for gathering data to ensure accuracy, reliability, and organization throughout the study. First, approval was obtained from the Head Committee and the relevant school authorities before the study was conducted. After obtaining approval, the researchers formulated the questionnaire based on the study's objectives and variables. The instrument was then submitted to education experts for content validation and necessary revisions. After the validation process, endorsement letters and permission requests were distributed to the selected schools. Upon approval, the researchers identified the respondents from Grade 5 and Grade 6 learners. The questionnaires were personally administered to the respondents, and adequate time was provided for them to answer the instrument honestly and completely. After retrieval, the completed questionnaires were checked, organized, tallied, encoded, and prepared for statistical analysis. This systematic process ensured that the data gathered were valid, accurate, and suitable for answering the study's research questions.

The data gathered in this study were analyzed using appropriate statistical tools to answer the research questions. The mean was used to assess the levels of innovative and inclusive teaching practices, student motivation, and academic performance. Higher mean scores indicated higher levels of implementation and effectiveness, while lower mean scores indicated lower levels across the variables. The mean scores were interpreted using a five-point Likert scale with corresponding verbal descriptions and interpretations. Mean ranges from 4.20 to 5.00 were interpreted as Very High, 3.40 to 4.19 as High, 2.60 to 3.39 as Moderate, 1.80 to 2.59 as Low, and 1.00 to 1.79 as Very Low. Furthermore, the Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized to determine the significant relationship between innovative and inclusive teaching practices and student motivation and academic performance. The computed r-values were interpreted using standard correlation ranges, wherein values from 0.80 to 1.00 indicated a very strong correlation, 0.60 to 0.79 indicated a strong correlation, 0.40 to 0.59 indicated a moderate correlation, 0.20 to 0.39 indicated a weak correlation, and 0.00 to 0.19 indicated a very weak or negligible correlation. These statistical tools enabled the researchers to analyze the levels of the variables and their relationships objectively.

This study strictly observed ethical standards in conducting research to protect the rights, welfare, and privacy of all participants. Informed consent was obtained from the respondents before they participated in the study. The respondents were informed about the purpose of the research, the procedures involved, and their right to voluntarily participate or withdraw from the study at any time without penalty.

Confidentiality and anonymity were strictly maintained by coding the responses and ensuring that no personal identifiers were disclosed when presenting the results. The study complied with the provisions of Republic Act No. 10173, also known as the Data Privacy Act of 2012, to ensure the protection and confidentiality of the respondents' information. All data collected were used solely for academic purposes and were handled with honesty and integrity. The researchers ensured that no data were fabricated, manipulated, or misrepresented. Furthermore, the study adhered to the policies and regulations of the selected schools, and ethical clearance was obtained from the appropriate authorities prior to data collection.

## 3. Results

**Table 1.** Level of innovative teaching practices revolutionizing education.

| Variables | | Mean | SD | Interpretation |
|---|---|---|---|---|
| 1. | Teaching Strategies | 3.96 | 1.05 | High |
| 2. | Use of Instructional Materials and Technology | 3.88 | 1.92 | High |
| 3. | Student Engagement Activities | 3.88 | 0.98 | High |
| Grand Mean | | 3.88 | 0.98 | High |

Table 1 shows that innovative teaching practices were rated High overall (M = 3.88, SD = 0.98). Teaching Strategies received the highest mean (M = 3.96, SD = 1.05), while Use of Instructional Materials and Technology and Student Engagement Activities both received means of 3.88. All indicators were interpreted as High.

**Table 2.** Level of inclusive teaching practices.

| Variables | | Mean | SD | Interpretation |
|---|---|---|---|---|
| 1. | Respect for Learner Diversity | 3.89 | 0.90 | High |
| 2. | Equal Participation of all Students | 3.95 | 1.03 | High |
| 3. | Support for Students with different Learning needs | 4.05 | 0.94 | High |
| Grand Mean | | 4.03 | 0.94 | High |

Table 2 shows that inclusive teaching practices were rated High overall (M = 4.03, SD = 0.94). Support for Students with Different Learning Needs received the highest mean (M = 4.05, SD = 0.94), followed by Equal Participation of All Students (M = 3.95, SD = 1.03). Respect for Learner Diversity received the lowest mean (M = 3.89, SD = 0.90). All indicators were interpreted as High.

**Table 3.** Level of student motivation.

| Variables | | Mean | SD | Interpretation |
|---|---|---|---|---|
| 1. | Interest in Learning | 4.07 | 0.84 | High |
| 2. | Participation in Class Activities | 3.91 | 0.88 | High |
| 3. | Willingness to complete School Task | 4.03 | 0.91 | High |
| **Grand Mean** | | **3.98** | **0.91** | **High** |

Table 3 shows that student motivation was rated High overall (M = 3.98, SD = 0.91). Interest in Learning received the highest mean (M = 4.07, SD = 0.84), followed by Willingness to Complete School Tasks (M = 4.03, SD = 0.91). Participation in Class Activities received the lowest mean (M = 3.91, SD = 0.88). All indicators were interpreted as High.

**Table 4.** Correlation analysis between innovative teaching practices and academic performance.

| Variable | r | T computed | T critical | interpretation | Remarks | Research Decision |
|---|---|---|---|---|---|---|
| Innovative Teaching Practices and Academic Performance | 0.57 | 6.76 | 1.98 | Moderate Correlation | Significant | Reject the null Hypothesis |

*$r^2$ = 32% significant @ 5%*

Table 4 presents the relationship between innovative teaching practices and academic performance. The analysis showed a moderate positive correlation (r = 0.57). The computed t-value (6.76) was greater than the critical value (1.98) at the 5% significance level; therefore, the null hypothesis was rejected. The coefficient of determination was approximately 32% ($r^2$ = 0.32).

**Table 5.** Correlation analysis between inclusive teaching practices and academic performance.

| Variable | r | T computed | T critical | interpretation | Remarks | Research Decision |
|---|---|---|---|---|---|---|
| Inclusive Teaching Practices and Academic Performance | 0.57 | 6.76 | 1.98 | Moderate Correlation | Significant | Reject the null Hypothesis |

*$r^2$ = 32%; significant @ 5%*

Table 5 presents the relationship between inclusive teaching practices and academic performance. The analysis showed a moderate positive correlation (r = 0.57). The computed t-value (6.76) exceeded the critical value (1.98) at the 5% significance level; therefore, the null hypothesis was rejected. The coefficient of determination was approximately 32% ($r^2$ = 0.32).

**Table 6.** Correlation analysis between student motivation and academic performance.

| Variable | r | T computed | T critical | interpretation | Remarks | Research Decision |
|---|---|---|---|---|---|---|
| Student Motivation and Academic Performance | 0.57 | 6.76 | 1.98 | Moderate Correlation | Significant | Reject the null Hypothesis |

*$r^2$ = 32% ; significant @ 5%*

Table 6 presents the relationship between student motivation and academic performance. The analysis showed a moderate positive correlation (r = 0.57). The

computed t-value (6.76) was greater than the critical value (1.98) at the 5% significance level; therefore, the null hypothesis was rejected. The coefficient of determination was approximately 32% ($r^2 = 0.32$)

## 4. Discussion

This study examined the relationships among innovative and inclusive teaching practices, student motivation, and academic performance in Grade 5 and Grade 6 learners. The findings revealed significant, moderate positive correlations ($r = 0.57$, $p = 0.05$) between each variable and academic performance, with each explaining approximately 32% of the outcome variance. These consistent associations are not merely statistical; they illuminate how classroom approaches shape learning outcomes in real Philippine elementary settings.

The moderate positive relationship between innovative teaching practices and academic performance indicates that engaging, learner-centered strategies, collaborative learning, differentiated instruction, technology integration, and active experiences are meaningfully linked to better results. This aligns with Hattie (2023), who identifies innovative, evidence-based instructional approaches as among the most powerful influences on student achievement. Bhuttah et al. (2024) similarly report that innovative pedagogies paired with inclusive leadership enhanced critical thinking and learning outcomes, suggesting dynamic methods foster deeper cognitive engagement than traditional instruction.

In the Philippine context, these findings reinforce local evidence: Pinaranda and Sario (2024) demonstrated that differentiated instruction improved performance in Filipino subjects, while Salazar and Gumanoy (2025) found that varied, activity-based learning in mathematics produced higher motivation and achievement than conventional methods. Rosario et al. (2024) likewise observed that differentiated practices in inclusive classrooms enhanced teaching quality and student experiences across schools in Isabela. The consistency across studies, including the present one, suggests innovative practices are broadly beneficial across subject areas and grade levels.

That 68% of variance remains unexplained is consistent with Darling-Hammond et al. (2020), who note that transformed instructional approaches reshape outcomes through cumulative, developmental processes rather than immediate effect. It also underscores that teaching practices operate alongside socio-economic factors, home support, and individual student characteristics (York et al., 2015). The moderate correlation strength suggests innovative methods are powerful but work best when sustained over time—a reality educators and administrators must acknowledge when planning professional development.

Inclusive teaching practices were also significantly and moderately associated with academic performance. This supports the principle that designing for all learners benefits all learners, not just those with identified needs (Moriña, 2021; Florian &

Black-Hawkins, 2019). Espada-Chavarría et al. (2023) found Universal Design for Learning frameworks fostered equitable participation and achievement, while Basister et al. (2025) documented that collaborative lesson study focused on inclusion improved both teacher practice and student outcomes. In Philippine classrooms, Espiritu and Abaoan (2025) highlight how culturally responsive and universally designed approaches address diverse linguistic and socio-economic realities—realities clearly reflected in this study's sample.

Notably, Respect for Learner Diversity scored lowest among inclusive indicators, though still High. This pattern may indicate that while teachers provide practical accommodations, deeper cultural responsiveness—acknowledging identities, backgrounds, and perspectives —requires more intentional development (Gay, 2018). Jung (2023) observes that belonging and identity inclusion are often less visible in classroom routines than task accommodations, which may explain why this indicator lagged behind more tangible forms of support. Eccles & Roeser (2020) add that school climates affirming diversity strengthen long-term engagement; thus, further investment in this area could yield disproportionate returns. The slightly lower score does not negate the strong overall implementation; rather, it identifies a specific dimension in which targeted professional development could further strengthen inclusive practice. UNESCO (2020) emphasizes that such deep inclusion is essential to fulfilling the commitment that "all means all" in education.

Student motivation correlated moderately and significantly with academic performance. This relationship is theoretically grounded: Deci and Ryan (2000) explain that when learning environments satisfy the needs for autonomy, competence, and relatedness, intrinsic motivation flourishes, driving deeper engagement and persistence. Schunk and DiBenedetto (2020) add that students' beliefs about their capabilities and the value they place on tasks directly shape effort and achievement — a dynamic clearly reflected here, where Interest in Learning emerged as the strongest motivational indicator. Wentzel (2020) importantly notes that teacher emotional and instructional support directly predicts both motivation and achievement, confirming that motivation is not purely internal but socially nurtured.

These findings align with specific frameworks: Fredricks et al. (2004) and Finn and Zimmer (2012) distinguish behavioral, emotional, and cognitive engagement—all rated highly here—and note that all three are necessary to translate interest into sustained performance. Hidi and Renninger (2006) further explain that interest develops in phases, starting with situational curiosity sparked by stimulating lessons. That the Interest in Learning score was highest suggests that participating schools successfully create those initial sparking experiences; sustaining this into long-term engagement may require gamified, interactive approaches (Kim & Lee, 2021) and active learning strategies proven effective in inclusive settings (Rosero & Inga, 2025). García & Serrano (2022) confirm that thoughtful technology integration enhances both accessibility and motivation, further reinforcing how these elements function together. According to John Dewey (2023), students become more motivated and engaged when learning experiences are meaningful, interactive, and connected to their interests and

real-life experiences. Motivation manifests through behavioral, emotional, and cognitive engagement dimensions that collectively determine the extent to which students actively participate in learning (Finn & Zimmer, 2012; Fredricks et al., 2004). Students' interest develops in phases, starting with situational curiosity and growing into sustained engagement when classroom experiences are consistently stimulating (Hidi & Renninger, 2006). Integrating technology through gamification and interactive tools further strengthens intrinsic motivation by making learning experiences more enjoyable and meaningful (Kim & Lee, 2021).

Crucially, the shared magnitude $r = 0.57$ across all three sets of analyses supports this interpretation: innovative teaching, inclusive practice, and student motivation operate as interwoven supports rather than as entirely separate influences. Each strengthens the others, creating a holistic foundation for learning (Abdullayeva, 2025).

The consistent moderate strength across all relationships aligns with educational research norms: meaningful influence does not equal deterministic control. Because this study employed a descriptive-correlational design, causality cannot be definitively established—associations could reflect bidirectional influence, in which motivation improves grades, and achievement, in turn, boosts motivation. Experimental or longitudinal designs would help clarify these directions (UNESCO, 2020). Additionally, the 32% explained variance directs attention to other critical factors—home environment, resource availability, and peer influence —that together shape outcomes.

Nevertheless, the consistency, strength, and statistical significance of these findings across a real-world public school setting provide robust empirical support: inclusive, innovative teaching and the motivation it fosters are powerful, complementary levers for advancing equitable quality education in the Philippines.

## 5. Conclusion

Student motivation was generally rated highly among the respondents. The study found that innovative and inclusive teaching practices were significantly and positively related to academic performance, and that student motivation was significantly and positively related to academic performance. The results indicated a moderate positive relationship for each examined relationship. Therefore, the corresponding null hypotheses were rejected. These findings indicate that innovative and inclusive teaching practices, as well as student motivation, are positively associated with academic performance among the respondents. However, because the study employed a descriptive-correlational research design, the findings do not establish causal relationships. The results should therefore be understood as evidence of significant associations among the variables within the context of the participating schools and respondents. Overall, the findings revealed significant positive relationships among innovative and inclusive teaching practices, student motivation, and academic performance. The correlation results showed moderate positive

relationships. Therefore, the null hypotheses stating that there are no significant relationships among innovative teaching practices, academic performance, inclusive teaching practices, and academic performance, and student motivation and academic performance were rejected. These findings indicate that higher levels of innovative and inclusive teaching practices and student motivation are associated with better academic performance among the learners.

**Acknowledgment**

The researchers sincerely thank the Almighty God for the guidance and strength throughout the study; Dr. Lodifel C. Deypalan, Campus Director; Prof. Rhodina C. Castillo, Research Coordinator; the advisory committee, language editor, statistician, validators, and school officials of the participating elementary schools for their guidance and support. The researchers also extend their gratitude to the participating pupils for their cooperation and valuable contributions to the completion of this study.

**Conflict of Interest Statement**

The authors declare no conflicts of interest.

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*Author Contributions:* Perez, J.; Abayon, A.J.; Roque, J.; Study conceptualization, methodology, data collection, formal analysis, interpretation, and original manuscript preparation. All authors reviewed and approved the final manuscript and agreed to be accountable for the integrity and accuracy of the work.