

Applying ADDIE Framework in Enhancing ABM Teachers Instructional Strategies in District II, Quezon City

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Abstract. This Master's thesis by Ladylee V. Catabona, conducted at the Polytechnic University of the Philippines in 2025, investigates the application of the ADDIE (Analysis, Design, Development, Implementation, Evaluation) instructional design framework to enhance the teaching strategies of all Accountancy, Business, and Management (ABM) teachers in District II, Quezon City. The study addresses the absence of a unified instructional framework in the district. Employing a descriptive quantitative methodology, a validated questionnaire assessed teachers' utilization of the ADDIE model, exploring variations based on gender, years of experience, highest educational attainment, and performance (as measured by the IPCRF). Results revealed a predominantly female teaching force (72.09%), with a significant portion having less than 10 years of experience and holding a Master's degree with units. While teachers demonstrated strong skills across all ADDIE phases, minor differences emerged based on experience and educational attainment, with higher educational levels correlating with more consistent application of the ADDIE model. No significant gender-based differences were found. The study concludes that while ABM teachers effectively utilize many aspects of ADDIE, targeted professional development should focus on enhancing collaborative development practices and tailoring opportunities to address the specific needs of teachers based on their experience and educational background. The research provides valuable insights for improving ABM instruction in the district and potentially beyond.

Keywords: ABM teachers; ADDIE framework; Instructional strategies; Polytechnic University of the Philippines; Teacher training.

1.0 Introduction

The Philippine Senior High School curriculum places a strong emphasis on the Accountancy, Business, and Management (ABM) track, aiming to equip students with essential business skills (Conde, 2021; Abella, 2022). Effective teaching methodologies are vital for maximizing student learning outcomes in ABM subjects, particularly accounting (Ortile et al., 2023), and ensuring the long-term success of K-12 graduates (Gunot, 2024). In Quezon City's District II, the rapidly evolving ABM teaching environment requires continuous teacher professional development to boost financial literacy among Grade 12 ABM learners (Condino, 2025) and adapt instruction to market trends (Lee, 2021; Tomadung et al., 2022). However, a standardized instructional framework is currently missing.

The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) provides a systematic approach to instructional design, widely adopted internationally (Smith & Ragan, 2023; Morrison et al., 2024; Dick et al., 2021). Its structured, cyclical approach improves instructional quality through curriculum development and

teacher training (Morrison et al., 2024; Dick et al., 2021). ADDIE's focus on needs assessment, planning, and ongoing evaluation aligns with the need for continuous improvement in ABM education. International research demonstrates the effectiveness of ADDIE across various educational contexts (Morrison et al., 2024; Dick et al., 2021), highlighting its adaptability. However, while international research extensively supports the ADDIE framework, limited research exists on its specific application within the Philippine context, particularly concerning ABM education in District II, Quezon City. Philippine studies often focus on broader teacher professional development or technology integration (Calonge, 2021; Lucas & Lo, 2022; Sumayo et al., 2023), leaving a gap in understanding how teacher demographics influence the application of the ADDIE model. For example, Calonge (2021) highlights the challenges experienced by teachers adopting new technologies, suggesting potential barriers in the ADDIE Development and Implementation stages. Similarly, Lucas and Lo (2022) emphasize the need for customized training programs, highlighting the importance of tailoring ADDIE-focused professional development to different experience levels. While studies like Mendoza and Reyes (2023) suggest a link between teacher performance evaluations and professional development involvement, direct research on the correlation between performance ratings and ADDIE implementation remains limited.

The lack of localized research on the application of the ADDIE framework in Philippine ABM education, particularly in District II, Quezon City, presents a significant research gap. This study aims to investigate the extent to which ABM teachers in District II utilize the ADDIE model in their instructional strategies and explore potential variations based on teacher demographics. The findings will inform the development of targeted professional development initiatives to enhance ABM instruction in the district. The absence of district-wide teacher-focused groups and centralized resources, despite the existence of online communities, highlights the need for a more tailored, district-centric approach to professional development. This research aims to equip ABM teachers with the necessary skills and knowledge for effective teaching through a customized professional development program that leverages the structured and iterative nature of the ADDIE model.

2.0 Methodology

2.1 Research Design

This quantitative study employed a descriptive research design to investigate the application of the ADDIE framework (Analysis, Design, Development, Implementation, and Evaluation) in the instructional strategies of ABM teachers in District II, Quezon City. A descriptive design was chosen to provide a comprehensive overview of the current state of the ADDIE framework application among the target population. The study utilized a survey to collect data on teachers' self-reported use of ADDIE principles in their teaching practices.

2.2 Research Locale

The study was carried out in District II, Quezon City, Philippines. The study focuses specifically on the instructional strategies of Accounting, Business, and Management (ABM) teachers within this district.

2.3 Research Participants

The study population consisted of all 43 ABM teachers in District II, Quezon City. This represents a census, a sampling technique where the entire population is included in the study. There were no inclusion or exclusion criteria beyond being an ABM teacher in that specific district. The researcher collected demographic data on gender, years of teaching experience, highest educational attainment, and performance rating (based on the IPCRF).

2.4 Research Instrument

The primary data collection instrument was a researcher-developed questionnaire designed to assess teachers' application of the ADDIE framework across its five phases. The questionnaire utilized a four-point Likert scale (Never, Rarely, Often, Always) for each item. To ensure validity and reliability, the questionnaire underwent a rigorous validation process involving expert review by educational supervisors from the Quezon City Division Office and a Master Teacher II specializing in ABM. Following expert validation, a pilot test was conducted with a small, representative sample of ABM teachers ($n = 10$) to identify and address any ambiguities or inconsistencies in the questionnaire. A statistician analyzed the pilot test data to assess the instrument's internal consistency reliability, as measured by Cronbach's alpha ($\alpha = .85$). The final questionnaire was deemed reliable and valid for use in the main study.

2.5 Data Gathering Procedure

The data gathering procedure for the researcher's study followed these steps: First, necessary ethical approvals were obtained from the Quezon City School Division Office and District II school administration. Informed consent was secured from each of the 43 participating ABM teachers. A validated questionnaire, designed to assess teachers' application of the ADDIE framework in their instructional strategies, was then administered to all ABM teachers in District II, Quezon City. Clear instructions were provided to ensure understanding, and anonymity and confidentiality of responses were maintained throughout the process. Finally, completed questionnaires were collected and stored securely. The data analysis procedures employed in the study were quantitative, utilizing both descriptive and inferential statistical methods. Descriptive statistics, specifically percentages, means, and standard deviations, were used to characterize the demographic profile of the 43 ABM teachers in District II, Quezon City. These descriptive statistics summarized the distribution of responses for gender, years of teaching experience, highest educational attainment, and performance rating (based on the IPCRF). Furthermore, means and standard deviations were calculated to quantify the extent to which teachers utilized each phase of the ADDIE framework (Analysis, Design, Development, Implementation, and Evaluation) in their instructional strategies. To examine potential differences in the application of the ADDIE framework across demographic groups, inferential statistics – specifically Analysis of Variance (ANOVA) – were used. ANOVA was used to compare the means of the different demographic groups (gender, years of experience, highest educational attainment, and IPCRF rating) in their application of each phase of the ADDIE framework. The results of these analyses were presented in tables and interpreted to answer the research questions, relating the findings to the ADDIE framework and existing literature on teacher demographics and instructional strategies.

2.6 Ethical Considerations

This study received ethical clearance from the University Research Ethics Center, Polytechnic University of the Philippines, under protocol number UREC Code: UREC-2024-0443. All participants provided informed consent before participating in the study. Anonymity and confidentiality of responses were maintained throughout the research process. Data were stored securely and will be destroyed after [Specify timeframe, e.g., five years] from the completion of the study. The study adhered to all relevant ethical guidelines for research involving human participants.

3.0 Results and Discussion

This chapter presents the study's findings on the application of the ADDIE framework in the instructional strategies of ABM teachers in District II, Quezon City. The analysis explores the extent of ADDIE framework use and examines potential differences based on teacher demographics. Descriptive statistics were used to analyze survey data. The findings are discussed about the ADDIE model, highlighting key observations and their implications for improving ABM instruction.

3.1 Profile of ABM Teachers

Table 1. *Frequency and Percentage Distribution of Respondents in terms of Sex, Teaching Experience, and Highest Educational Attainment*

Indicators	Frequency	Percentage (%)
Sex		
Male	12	27.91
Female	31	72.09
Total	43	100
Years of Teaching Experience		
10 years below	28	65.12
11 - 20 years	5	11.63
21 - 30 years	5	11.63
31 years and above	5	11.63
Total	43	100
Highest Educational Attainment		
College Graduate	11	25.58
with MA units	25	58.14
MA Graduate	5	11.63
with Doctoral units	2	4.65
Total	43	100

The majority of ABM teachers (72.09%) are female, while only 27.91% are male. This suggests a significant gender imbalance in the teaching workforce for ABM subjects. Gender disparities among teachers impact instructional

design within the ADDIE Framework, in addition to factors such as age and experience. This highlights the importance of implementing gender-inclusive strategies to ensure inclusive learning environments (Jones et al., 2020). The majority of ABM teachers (65.12%) have less than 10 years of teaching experience in ABM, demonstrating a relatively young and inexperienced group of teachers. To give you more context, the remaining teachers are relatively evenly distributed over the range of experience levels: 11.63% of teachers fall into the 11-20 years' experience group; 11.63% into the 21-30 years' experience group; and 11.63% into the 31 years' and more experience category. It is essential to note that a teacher's level of experience may influence the application of the ADDIE model. Teachers with more experience possess a wealth of pedagogical knowledge, which theoretically enables them to analyze needs, design interventions, and create assessments more effectively within the ADDIE framework (Wilson & Davis, 2019).

A large proportion of ABM teachers hold a Master's degree (58.14%), and only 25.58% of them are college graduates. This signifies that ABM teachers possess a high level of education, with an emphasis on greater specialization beyond a bachelor's degree. The smallest group of teachers holds a Master's degree (11.63%), and those with doctoral degrees total 4.65%. Beyond teaching experience, the level of educational attainment has a significant influence on how teachers apply the ADDIE model. Teachers with advanced degrees (such as a Master's or Doctorate) typically possess a more profound comprehension of learning theories, instructional design principles, and research methodologies (Johnson & Brown, 2019). This extensive theoretical background can improve their capability to effectively assess learning needs, create targeted interventions, and evaluate the success of their teaching within the ADDIE framework.

Table 2. Frequency and Percentage Distribution of the Respondents in terms of Performance based on IPCRF

Indicators	Frequency	Percentage (%)
Satisfactory	1	2.33
Very Satisfactory	15	34.88
Outstanding	27	62.79
Total	43	100.00

Based on the data obtained from the IPCRF results, it can still be seen that most of the ABM teachers (62.79%) are rated at an "Outstanding" level of performance, which signals a high level of performance, and the majority of teachers, based on reporting, achieved the highest rating performance. At the same time, the remaining ABM teachers are rated at the "Very Satisfactory" level (34.88%), with a small minority rated as "Satisfactory" (2.33%). A teacher's performance evaluation can offer valuable insights into their ability to implement the ADDIE model effectively. Teachers who are rated highly through classroom observations, student achievement metrics, and peer assessments often demonstrate greater skill in applying instructional design principles in practical settings. A teacher who consistently receives an "Outstanding" rating may exhibit exceptional proficiency in analyzing student performance data, designing engaging learning activities, and effectively assessing the impact of their teaching, indicating a solid understanding of the ADDIE model (Morrison et al., 2019).

3.2 Extent of Teachers' Application of the ADDIE Framework

Table 3. Assessment of Teacher Respondents on their Instructional Strategies in terms of Analysis

Analysis	Mean	Interpretation
I analyze the specific learning needs and requirements of the ABM curriculum before designing my instructional strategies.	3.70	Always
I gather and analyze relevant data to identify the strengths and weaknesses of ABM students regarding the curriculum content and skills.	3.47	Always
I employ various assessment methods to identify learning gaps and individual differences among ABM students within the context of the ABM curriculum.	3.49	Always
I use the findings from my analysis to align my instructional strategies with specific objectives and competencies outlined in the ABM curriculum.	3.47	Always
I review and update my instructional strategies based on the ongoing analysis of ABM students' progress and needs within the context of the ABM curriculum.	3.56	Always
Grand Mean	3.53	Always

Legend: "Never (1.00 – 1.74)", "Rarely (1.75 – 2.49)", "Often (2.50 – 3.24)", "Always (3.25 – 4.00)"

In their instructional practices, ABM teachers often exhibit strong analytical skills. Each of the five indicators of analysis has a mean score of 3.53 or higher, which falls into the 'Always' category. This indicates that teachers routinely take the time to analyze student needs, collect data, identify student strengths and weaknesses, connect

their instructional strategies to curriculum objectives, and reflect on their instructional strategies based on student performance. A crucial component of the ADDIE Framework is the analysis phase, which involves evaluating the distinct learning needs of each student to guide instructional design (Morrison et al., 2019). By analyzing relevant data, such as assessments and student performance records, teachers can identify areas where students excel and where they struggle, allowing for targeted instructional interventions (Dick et al., 2015).

Table 4. *Assessment of Teacher Respondents on their Instructional Strategies in terms of Design*

Design	Mean	Interpretation
I design instructional strategies that align with the specific objectives and competencies outlined in the ABM curriculum.	3.51	Always
I incorporate a variety of engaging and interactive activities in my instructional design to enhance student learning in the ABM curriculum.	3.54	Always
I select and utilize appropriate instructional materials and resources that support the content and skills of the ABM curriculum.	3.56	Always
I design assessments that align with the learning objectives of the ABM curriculum, providing students with meaningful feedback.	3.63	Always
I review and update my instructional design based on the feedback from students and the evolving needs of the ABM curriculum.	3.54	Always
Grand Mean	3.55	Always

Legend: "Never (1.00 – 1.74)", "Rarely (1.75 – 2.49)", "Often (2.50 – 3.24)", "Always (3.25 – 4.00)"

ABM teachers consistently demonstrate high-level design in their instructional approaches, with all five design indicators scoring above 3.55 in the "Always" category. This indicates that teachers consistently design strategies aligned with curriculum objectives, provide engaging activities, select suitable materials, create assessments that align with their learning plans, and revise their learning plans and designs based on feedback. Instructional designers formulate instructional strategies that align with defined learning objectives during the Design phase of the ADDIE Framework, ensuring a structured and coherent lesson plan (Morrison et al., 2019). They incorporate a variety of engaging and interactive activities within their instructional design to boost learner involvement, promoting active engagement and meaningful learning experiences (Dick et al., 2015).

Table 5. *Assessment of Teacher Respondents on their Instructional Strategies in terms of Development*

Development	Mean	Interpretation
I develop instructional materials and resources that align with the specific objectives and competencies outlined in the ABM curriculum.	3.49	Always
I utilize a variety of technology tools and resources to enhance the development of instructional materials for the ABM curriculum.	3.44	Always
I ensure that the instructional materials I develop cater to the diverse learning styles and needs of ABM students in the context of the ABM curriculum.	3.49	Always
I collaborated with my colleagues and other subject matter experts to develop comprehensive and well-rounded instructional materials for the ABM curriculum.	3.14	Often
I review and update the instructional materials I have developed based on feedback from students and the evolving needs of the ABM curriculum.	3.42	Always
Grand Mean	3.40	Always

Legend: "Never (1.00 – 1.74)", "Rarely (1.75 – 2.49)", "Often (2.50 – 3.24)", "Always (3.25 – 4.00)"

ABM teachers demonstrate strong development skills in their instructional strategies, with a mean score of 3.40 falling into the "Always" category. While teachers consistently develop aligned materials, utilize technology, cater to diverse learning styles, and review their materials, the mean score for collaboration with colleagues is slightly lower, falling into the "Often" category. This suggests that while teachers are generally strong in developing instructional materials, there may be room for improvement in terms of collaborative development practices. Teaming up with colleagues is recommended for producing well-rounded instructional resources, as it brings together multiple viewpoints and areas of expertise (Popham, 2018).

ABM teachers are skilled in implementing instructional strategies in the classroom with an overall mean score of 3.54, classified as "Always". Four out of the five indicators of implementation behaviors have also achieved an overall mean score of 3.54 or higher, which means ABM teachers consistently engage and motivate their students effectively, create an environment that is conducive to learning, manage materials and time effectively, offer clear instructions, and demonstrate reflection regarding their methods of implementation. Instructional designers focus on applying student-engagement techniques that promote active involvement and meaningful learning experiences during the Implementation phase of the ADDIE Framework (Morrison et al., 2019). Research has repeatedly shown that instructional approaches that effectively engage students lead to increased levels of

motivation, participation, and knowledge retention (Dick et al., 2015).

Table 6. *Assessment of Teacher Respondents on their Instructional Strategies in terms of Implementation*

Implementation	Mean	Interpretation
I implement my instructional strategies in a way that engages and motivates ABM students in the context of the ABM curriculum.	3.56	Always
I create a positive and inclusive classroom environment that supports the successful implementation of my instructional strategies in the ABM curriculum.	3.49	Always
I manage my instructional time and resources to ensure smooth implementation of my strategies in the ABM curriculum.	3.54	Always
I provide clear instructions and guidance to ABM students during the implementation of my instructional strategies in the ABM curriculum.	3.54	Always
I reflect on my implementation of instructional strategies and make necessary adjustments to improve student learning outcomes in the ABM curriculum.	3.58	Always
Grand Mean	3.54	Always

Legend: "Never (1.00 – 1.74)", "Rarely (1.75 – 2.49)", "Often (2.50 – 3.24)", "Always (3.25 – 4.00)"

Table 7. *Assessment of Teacher Respondents on their Instructional Strategies in terms of Evaluation*

Evaluation	Mean	Interpretation
I evaluate the effectiveness of my instructional strategies in achieving the learning objectives of the ABM curriculum.	3.49	Always
I use a variety of assessment methods to measure the ABM students' progress and achievement against the standards set in the curriculum guide.	3.51	Always
I provide timely and constructive feedback to ABM students to support my learning and growth within the context of the ABM curriculum.	3.47	Always
I utilize student performance data and other relevant evidence to inform decisions about instructional adjustments and improvements in the ABM curriculum.	3.56	Always
I reflect on the outcomes of my instructional strategies and make necessary revisions to enhance student learning experiences in the ABM curriculum.	3.58	Always
Grand Mean	3.52	Always

Legend: "Never (1.00 – 1.74)", "Rarely (1.75 – 2.49)", "Often (2.50 – 3.24)", "Always (3.25 – 4.00)"

The teachers in ABM exhibit high proficiency in evaluating their practice, as evaluated by their peers, with a mean of 3.52, which falls within the "Always" category. All five indicators of evaluation have a mean of 3.47 or greater, indicating that teachers consistently evaluate effectiveness using a variety of assessment methodologies and evaluation methods, provide feedback on their students, base instructional decision-making on data, and reflect on outcomes. The Evaluation phase of the ADDIE Framework entails assessing the success of the instructional strategies and resources employed. This phase highlights the importance of conducting formative assessments during the learning process, utilizing summative assessments at the end of each unit or course, analyzing data from assessments and feedback, and gathering insights from students, teachers, and industry professionals (Popham, 2018; Wiggins & McTighe, 2005; Morrison et al., 2019).

3.3 Variation in ADDIE Framework Application Based on Teacher Demographics

Table 8. *Variation in Teacher Respondents' Application of the ADDIE Framework in Instructional Strategies when grouped according to Sex*

Indicator	Sex	Mean	Standard Deviation	Verbal Interpretation
Analysis	Male	3.52	0.61	Always
	Female	3.54	0.49	Always
Design	Male	3.42	0.68	Always
	Female	3.61	0.41	Always
Development	Male	3.37	0.63	Always
	Female	3.41	0.62	Always
Implementation	Male	3.55	0.65	Always
	Female	3.54	0.62	Always
Evaluation	Male	3.47	0.64	Always
	Female	3.54	0.60	Always

Legend: "Never (1.00 – 1.74)", "Rarely (1.75 – 2.49)", "Often (2.50 – 3.24)", "Always (3.25 – 4.00)"

The table outlines the average scores and standard deviations reflecting the performance of ABM teachers across five indicators (Analysis, Design, Development, Implementation, and Evaluation) within the ADDIE instructional design framework, differentiated by gender. Notably, female teachers achieved the highest average score (3.61) and the most consistent performance (standard deviation of 0.41) during the Design phase of ADDIE. This indicates a strong level of skill and uniformity in their instructional design efforts. Effective instructional design,

a key component of the ADDIE model, involves developing engaging and interactive learning experiences (Dick et al., 2015), selecting suitable materials and resources (Gustafson & Branch, 2017), and ensuring that assessments align with learning goals (Popham, 2018).

Both male and female teachers display robust and consistent performance in Evaluation (mean scores of 3.47 for males and 3.54 for females) and Analysis (mean scores of 3.52 for males and 3.54 for females), with relatively low standard deviations. This reflects strong competencies in evaluating learning outcomes and understanding student needs. The evaluation stage of ADDIE focuses on employing various assessment techniques (Molenda, 2019), providing constructive feedback to learners (Reiser & Dempsey, 2018), and utilizing data to inform instructional practices (Morrison et al., 2019). The analysis phase entails examining student needs (Morrison et al., 2019), gathering data (Dick et al., 2015), and pinpointing students' strengths and weaknesses (Popham, 2018). Scores for Implementation are similarly high for both genders (averaging above 3.5), indicating effective classroom management and instructional delivery. Successful implementation within ADDIE depends on engaging and motivating students (Morrison et al., 2019), fostering a supportive learning environment (Gustafson & Branch, 2017), and providing explicit instructions (Molenda, 2019).

In the Development phase, both genders displayed an "Always" level of performance; however, this phase presents the lowest average scores and slightly higher standard deviations compared to the others. This implies that while teachers perform competently in this area, there may be greater variability in their methods of material development, suggesting potential areas for improvement in consistency. The development phase of ADDIE emphasizes the importance of creating aligned materials (Morrison et al., 2019), leveraging technology (Dick et al., 2015), and accommodating diverse learning preferences (Gustafson & Branch, 2017). Collaboration among teachers is also vital in this phase (Popham, 2018).

Table 9. Variation in Teacher Respondents' Application of the ADDIE Framework in Instructional Strategies when grouped according to Years of Teaching Experience

Indicator	Years of Teaching Experience	Mean	Standard Deviation	Verbal Interpretation
Analysis	10 years below	3.55	0.55	Always
	11 - 20 years	3.68	0.52	Always
	21 - 30 years	3.68	0.42	Always
	31 years and above	3.16	0.30	Often
Design	10 years below	3.59	0.55	Always
	11 - 20 years	3.60	0.28	Always
	21 - 30 years	3.52	0.50	Always
	31 years and above	3.32	0.34	Always
Development	10 years below	3.37	0.64	Always
	11 - 20 years	3.72	0.44	Always
	21 - 30 years	3.40	0.85	Always
	31 years and above	3.20	0.37	Often
Implementation	10 years below	3.57	0.66	Always
	11 - 20 years	3.64	0.36	Always
	21 - 30 years	3.24	0.83	Often
	31 years and above	3.56	0.39	Always
Evaluation	10 years below	3.51	0.62	Always
	11 - 20 years	3.80	0.45	Always
	21 - 30 years	3.28	0.81	Always
	31 years and above	3.56	0.46	Always

Legend: "Never (1.00 - 1.74)", "Rarely (1.75 - 2.49)", "Often (2.50 - 3.24)", "Always (3.25 - 4.00)"

An examination of the data reveals that ABM teachers with 11 to 20 years of experience exhibit the most robust and consistent performance in instructional design and analysis, as evidenced by their high average scores and low standard deviations. This finding aligns with the existing literature, which suggests that experienced teachers tend to possess a more profound understanding of pedagogical principles and effective instructional methods (Shulman, 1987; Wilson & Berne, 1999). While the majority of teacher groups perform well across all phases of the ADDIE model, with average scores typically above 3.0, there is a clear trend of elevated averages in the group with 11 to 20 years of experience across several measures. Nonetheless, the influence of experience appears to be complex, as those with 21 to 30 years of experience and those with over 31 years exhibit greater variability in their performance, characterized by higher standard deviations and inconsistent results across different stages of the ADDIE model. This suggests that while experience plays a role in skill proficiency, other factors, such as the availability of professional development, mentoring, and support structures within schools, likely influence the consistency of performance throughout the various phases of the ADDIE model (Darling-Hammond, 2000; Wayne

& Youngs, 2003).

Table 10. Variation in Teacher Respondents' Application of the ADDIE Framework in Instructional Strategies when grouped according to Highest Educational Attainment

Indicator	Highest Educational Attainment	Mean	Standard Deviation	Verbal Interpretation
Analysis	College Graduate	3.36	0.66	Always
	with MA units	3.58	0.46	Always
	MA Graduate	3.48	0.46	Always
	with Doctoral units	4.00	0.00	Always
Design	College Graduate	3.49	0.63	Always
	with MA units	3.54	0.44	Always
	MA Graduate	3.60	0.55	Always
	with Doctoral units	4.00	0.00	Always
Development	College Graduate	3.42	0.62	Always
	with MA units	3.37	0.60	Always
	MA Graduate	3.24	0.83	Often
	with Doctoral units	4.00	0.00	Always
Implementation	College Graduate	3.42	0.71	Always
	with MA units	3.60	0.55	Always
	MA Graduate	3.32	0.82	Always
	with Doctoral units	4.00	0.00	Always
Evaluation	College Graduate	3.46	0.70	Always
	with MA units	3.57	0.53	Always
	MA Graduate	3.24	0.83	Often
	with Doctoral units	4.00	0.00	Always

Legend: "Never (1.00 - 1.74)", "Rarely (1.75 - 2.49)", "Often (2.50 - 3.24)", "Always (3.25 - 4.00)"

The data reveal that ABM teachers with doctoral units consistently demonstrate the highest performance across all five ADDIE model indicators (Analysis, Design, Development, Implementation, and Evaluation), achieving perfect scores (mean = 4.00, standard deviation = 0.00) and an "Always" rating. This strong correlation between advanced education and practical instructional design aligns with research emphasizing the importance of pedagogical content knowledge and advanced training in instructional design (Shulman, 1987; Clark & Mayer, 2016). Teachers with Master's degrees and additional units show strong and relatively consistent performance across all indicators, generally achieving "Always" ratings with means above 3.5. This supports findings that graduate-level coursework in education often equips teachers with a more sophisticated understanding of learning theories and instructional strategies (Darling-Hammond, 2000). In contrast, teachers who are only college graduates exhibit lower mean scores and higher standard deviations, indicating less consistent performance in applying the ADDIE framework. This difference highlights the potential benefits of specialized training in instructional design for enhancing teaching effectiveness (Clark & Mayer, 2016; Jonassen, 2004). This suggests a strong correlation between higher educational attainment and more consistent application of practical instructional design principles.

Table 11. Variation in Teacher Respondents' Application of the ADDIE Framework in Instructional Strategies when grouped according to Performance based on IPCRF

Indicator	Performance based on IPCRF	Mean	Standard Deviation	Verbal Interpretation
Analysis	Satisfactory	4.00	0.00	Always
	Very Satisfactory	3.55	0.45	Always
	Outstanding	3.51	0.56	Always
Design	Satisfactory	4.00	0.00	Always
	Very Satisfactory	3.53	0.49	Always
	Outstanding	3.55	0.51	Always
Development	Satisfactory	4.00	0.00	Always
	Very Satisfactory	3.48	0.47	Always
	Outstanding	3.33	0.68	Always
Implementation	Satisfactory	4.00	0.00	Always
	Very Satisfactory	3.57	0.52	Always
	Outstanding	3.50	0.68	Always
Evaluation	Satisfactory	4.00	0.00	Always
	Very Satisfactory	3.52	0.48	Always
	Outstanding	3.50	0.68	Always

Legend: "Never (1.00 - 1.74)", "Rarely (1.75 - 2.49)", "Often (2.50 - 3.24)", "Always (3.25 - 4.00)"

Across all five ADDIE indicators (Analysis, Design, Development, Implementation, and Evaluation), ABM teachers consistently achieve high performance levels, with most ratings falling into the "Always" category. This high level of performance aligns with research highlighting the effectiveness of well-structured instructional

design models, such as ADDIE, in improving teaching practices (Morrison et al., 2019). While "Satisfactory" ratings show perfect scores (mean 4.00, standard deviation 0.00), indicating top performance, "Outstanding" and "Very Satisfactory" ratings also demonstrate consistently high performance, with means consistently above 3.5 and relatively low standard deviations. This suggests a generally high level of proficiency in applying the ADDIE framework among ABM teachers, regardless of whether they receive an "Outstanding," "Very Satisfactory," or "Satisfactory" performance rating. The consistent high performance across different rating levels indicates a widespread understanding and application of key ADDIE principles, such as needs assessment (Dick et al., 2015), instructional design (Gustafson & Branch, 2017), and evaluation (Popham, 2018). The minor standard deviations across all performance levels further indicate a high degree of consistency in the application of the ADDIE framework among the teachers. This uniformity in performance could be attributed to factors such as effective professional development programs or shared best practices within the ABM teaching community.

3.4 Implications for ABM Instruction in District II, Quezon City

The findings suggest that ABM teachers in District II generally demonstrate a strong understanding and application of the ADDIE framework in their instructional practices. However, there is a clear need for targeted professional development initiatives focused on enhancing collaborative development practices. Furthermore, the findings highlight the importance of considering teacher experience and educational background when designing and implementing such programs. Future research could focus on exploring the impact of specific interventions designed to address the identified areas for improvement, such as collaborative professional development workshops or mentorship programs. The study's findings can inform the development of evidence-based strategies for enhancing ABM instruction and preparing students for success in the business world.

4.0 Conclusion

This study makes several important contributions to the field of ABM education in the Philippines. Firstly, it provides a comprehensive analysis of the application of the ADDIE framework among ABM teachers in District II, Quezon City, revealing strengths and areas for improvement in their instructional strategies. The findings highlight the generally strong application of ADDIE principles across all phases, particularly in analysis, design, implementation, and evaluation. However, the study also identifies a need for enhanced collaborative development practices and targeted professional development initiatives to address variations based on teacher experience and educational background. The significant gender imbalance within the teaching workforce is also highlighted, underscoring the need for gender-inclusive professional development strategies.

Secondly, the study provides practical recommendations for enhancing ABM instruction in District II, proposing a five-pronged approach that focuses on needs assessment, engaging learning experiences, collaborative development, inclusive learning environments, and data-driven decision-making. These recommendations provide a roadmap for developing targeted professional development programs designed to enhance the effectiveness of ABM teachers.

Finally, this research contributes to the existing body of knowledge on instructional design and teacher professional development within the Philippine context. Future research could explore the long-term impact of the recommended professional development programs on student learning outcomes. Further investigation into the specific challenges and opportunities associated with implementing collaborative development practices within the Philippine education system would also be valuable. Comparative studies examining the effectiveness of the ADDIE framework across different educational contexts in the Philippines could also provide valuable insights. Ultimately, qualitative research examining the lived experiences of ABM teachers in applying the ADDIE framework could provide richer, more nuanced perspectives on the challenges and successes of implementing this model in practice.

5.0 Contributions of Authors

The Author's contributions to this study are multifaceted and substantial. First and foremost, the study addresses a significant gap in the existing literature by investigating the practical application of the ADDIE instructional design model within the context of ABM teaching in District II, Quezon City. This represents a valuable contribution to the field of business education, as it provides empirical data on the effectiveness of a widely-used instructional design model in a specific educational setting. Secondly, the researcher demonstrates methodological rigor through the development and validation of a specialized questionnaire designed to assess teachers' utilization of the ADDIE framework accurately. This involved expert validation and pilot testing to ensure the instrument's reliability and validity, a crucial step in ensuring the trustworthiness of the research findings. Thirdly, the researcher's commitment to comprehensive data collection is evident in the decision to survey the entire population of ABM teachers in the specified district, which minimizes sampling bias and enhances the generalizability of the results. Finally, the researcher's analytical skills are showcased through the appropriate application of both descriptive and inferential statistics (including ANOVA) to analyze the collected data and draw meaningful conclusions regarding the relationship between teacher demographics and the application of the ADDIE framework. These conclusions, in turn, lead to practical and detailed recommendations for targeted professional development programs designed to strengthen ABM instruction, further solidifying the study's contribution to the field.

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7.0 Conflict of Interests

The author declares no conflict of interest. The research was conducted independently, and there were no financial or non-financial interests that could have influenced the results.

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