

The Impact of Differentiated Instruction in the Classroom

Rhealyn C. Dumalig¹, Celso C. Dumalig^{2*}

Northeastern College, Inc. Graduate School, Santiago City, Philippines

Corresponding Author: Celso C. Dumalig celso.dumalig@deped.gov.ph

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ABSTRACT

Differentiated instruction has emerged as an effective learner-centered approach that addresses students' diverse learning needs, interests, and readiness levels. This study examined the impact of differentiated instruction among 35 teachers from public secondary schools in Echague, Division of Isabela, using a descriptive research design and survey questionnaire. Results revealed that teachers generally agreed on the effectiveness of differentiated instruction ($M = 3.95$), with cooperative learning, games, activity sheets, and multimedia resources identified as the most frequently implemented strategies. Furthermore, significant relationships were found between teachers' demographic characteristics and their differentiated instructional practices. The findings suggest that differentiated instruction enhances classroom engagement and supports inclusive teaching. Continuous professional development and institutional support are recommended to strengthen teachers' competencies in implementing differentiated instructional strategies effectively.

INTRODUCTION

Differentiated instruction (DI) is a learner-centered teaching approach that adapts instructional methods, learning activities, and assessments to address students' diverse learning needs, readiness levels, interests, and learning preferences. Rather than using a one-size-fits-all approach, teachers provide multiple pathways for students to acquire, understand, and demonstrate knowledge. This may include varying the complexity of tasks, using different teaching strategies, and allowing students to engage in activities suited to their abilities. As a result, DI promotes equitable learning opportunities by ensuring that all students can progress according to their individual capabilities.

Research has shown that differentiated instruction improves student engagement, motivation, academic achievement, and classroom participation while supporting both high-achieving learners and students with diverse educational needs. Common strategies include tiered assignments, flexible grouping, choice boards, learning contracts, and compacting, which enable teachers to personalize instruction effectively. Although implementing DI requires additional planning, resources, and professional development, its benefits in fostering inclusive, student-centered classrooms outweigh its challenges. Consequently, differentiated instruction has become an essential pedagogical approach for enhancing teaching effectiveness and promoting meaningful learning outcomes for all students.

LITERATURE REVIEW

Differentiated Instruction (DI) is widely recognized as an effective instructional approach for addressing students' diverse learning needs, readiness levels, interests, and learning profiles. Research has consistently shown that students taught through differentiated instruction demonstrate higher academic performance, engagement, and motivation compared to those in traditional classrooms (Tomlinson, 2017). However, the successful implementation of DI depends on several factors, including teachers' self-efficacy, instructional beliefs, teaching experience, professional development, certification, and classroom conditions (Suprayogi et al., 2017). Although DI is considered a highly effective teaching practice, many educators find it challenging due to its complexity and the need for advanced instructional skills, emphasizing the importance of continuous teacher training and reliable assessment tools to support implementation (van Geel et al., 2019). Furthermore, the literature reveals that the lack of a unified definition of DI and variations in teacher practices continue to hinder its consistent application, highlighting the need for stronger instructional frameworks and evidence-based professional development (Bondie et al., 2019).

Several studies have also identified the barriers and facilitating factors influencing the implementation of differentiated instruction. The most common challenges include inadequate teacher knowledge, insufficient professional development, limited instructional resources, large class sizes, time constraints, and heavy teaching workloads (Lavania & Nor, 2020; Al-Shaboul et al., 2021; Shareefa, 2021). Nevertheless, teachers generally recognize DI as an essential approach for creating inclusive classrooms, improving teacher-student

relationships, increasing learner motivation, and narrowing achievement gaps (Ginja & Chen, 2020). Research further demonstrates that teachers' beliefs, instructional mindset, ethical practices, and flexible grouping strategies significantly influence their successful adoption of differentiated instruction (Coubergs et al., 2017). Although empirical findings indicate that teachers implement DI only occasionally, constructivist teaching beliefs and supportive school environments positively influence its classroom application (Pozas et al., 2020). Moreover, a recent systematic review and meta-analysis confirmed that differentiated instruction significantly improves student learning outcomes across educational levels, although its effectiveness varies depending on the educational context and country (AM et al., 2023).

Similarly, Philippine studies support the effectiveness of differentiated instruction in improving classroom teaching and learning. Malacapay (2019) found that students possess different learning styles and benefit from instructional strategies aligned with their preferred modes of learning. Nieves (2020) reported that teachers demonstrated high levels of differentiated instructional practices in lesson planning, assessment, content, process, and product. Likewise, Deliquiña and de Guzman (2024) observed that teachers consistently employed differentiated instructional strategies in Social Studies, although these practices showed only a negligible relationship with students' academic performance. Experimental research by Boctolan et al. (2024) revealed that differentiated instruction significantly improved Grade 7 students' Biology achievement compared to conventional teaching methods. Furthermore, qualitative findings by Cagape et al. (2023) highlighted that differentiated instruction enhanced student engagement, instructional effectiveness, and inclusive education despite challenges related to time constraints, varying learner readiness, and limited professional development opportunities. Collectively, these studies affirm that differentiated instruction is a valuable learner-centered approach that promotes academic success and inclusive education while emphasizing the need for continuous teacher training, institutional support, and further research to strengthen its implementation.

METHODOLOGY

This study employed a quantitative descriptive research design to examine the impact of differentiated instruction in public secondary school classrooms. The descriptive approach was deemed appropriate because it systematically described teachers' differentiated instructional practices and determined their relationship with selected demographic variables without manipulating the study environment. The study was conducted during the Academic Year 2024–2025 among 35 teachers from the public secondary schools in Echague, Division of Isabela, selected through simple random sampling. Data were collected using a structured survey questionnaire consisting of two parts: the respondents' demographic profile and a 20-item instrument measuring differentiated instructional practices. Prior to data collection, permission was secured from school administrators, and respondents voluntarily participated after being informed of the study's objectives and confidentiality provisions.

The collected data underwent data cleaning, coding, and tabulation prior to statistical analysis. Descriptive statistics, including frequency, percentage distribution, and weighted mean, were used to describe the respondents' profile and determine the level of differentiated instruction practices. A five-point Likert scale was employed to measure respondents' perceptions of differentiated instruction. Furthermore, Chi-square and Pearson's correlation coefficient (Pearson r) were utilized to determine the significant relationships between teachers' demographic characteristics and their differentiated instructional practices. These statistical techniques provided a comprehensive analysis of the extent to which differentiated instruction is implemented and how teacher characteristics relate to its classroom application.

RESULTS

Part I. Profile of the Respondents

Table 1. Distribution of Respondents as to Gender

Particulars	Frequency	Percentage
Male	14	40.00
Female	21	60.00
Total	35	100.00

Table 1 presents the gender of the respondents. It shows that females have a frequency of 21 or 60 percent while the male counterparts got 14 counts or 40 percent. Out of the 35 respondents, it is implied that female dominates the male respondents.

The next table presents the distribution of respondents as to Age.

Table 2. Distribution of Respondents as to Age

Particulars	Frequency	Percentage
20-25	5	14.29
26-30	12	34.29
31-35	9	25.71
36-40	6	17.14
46-50	2	5.71
51-55	1	2.86

56-60	0	0.00
60 & above	0	0.00
Total	35	100.00

As gleaned on table 2, majority on the age of the respondents is in the bracket of 26-30 years old with 12 or 34.29 percent followed by 20 years old with 9 or 25.71 percent. 36-40 years old obtain 6 or 17.14 percent. Next is 20-25 years old with 5 or 14.29, 46-50 years old with 2 or 5.71 percent and 51-55 years old got 1 or .86 percent. The data implied that the majority of the respondents are 26-30 years old or belong in the middle age.

The next table presents the distribution of respondents as to their teaching position.

Table 3. Distribution of Respondents as to Teaching Position

Particulars	Frequency	Percentage
Teacher I	7	20.00
Teacher II	8	22.86
Teacher III	15	42.86
Master Teacher I	5	14.29
Master Teacher II	0	0.00
Total	35	100.00

Table 3 shows that 15 or 42.86 percent are Teacher III followed by 8 or 22.86 percent are Teacher II, next is 7 or 20 percent are Teacher I. Master Teacher I has 5 or 14.29 percent while Master Teacher II has 1 or 6 percent. This implied that the majority of the respondents are Teacher III.

The next table presents the distribution of respondents as Number of Years in Teaching.

Table 4. Distribution of Respondents as to Number of Years in Teaching

Particulars	Frequency	Percentage
1-3 years	5	14.29
4-6 years	6	17.14

7-9 years	14	40.00
10-12 years	5	14.29
12-15 years	4	11.43
16 years & above	1	2.86
Total	35	100.00

On the number of years of teaching of the respondents, it can be gleaned that 14 or 40 percent of them are teaching for 7-9 years followed by 6 or 17.4 percent have 4-6 years' experience. Next in rank is 5 or 14.29 percent which is both 1-3 years and 10-12 years in service then 4 or 11.43 percent have 12-15 years in service and last rank is 1 or 2.86 percent have 16 years and above of teaching experience. This implies that most of the respondents have 7-9 years of teaching experience.

The next table presents the distribution of respondents as to Educational Background.

Table 5. Distribution of Respondents as to Educational background

Particulars	Frequency	Percentage
Doctor's Degree	4	11.43
With Doctor's Unit	9	25.71
Master's Degree	13	37.14
With Master's Unit	7	20.00
Bachelor's Degree	2	5.71
Total	35	100.00

We can glean from the table above, it shows that the respondents attained their master's degree with 13 or 37.14 percent while with Doctor's unit obtained 9 or 25.71 percent, with a master's unit with 7 or 20 percent, doctor's degree with 4 or 11.43 percent and Bachelor's degree with 2 or 5.71 percent. The table further shows us that the majority of the respondents have already finished their master's degree.

Up next is Table 6, the problem proper on the Impact of differentiated instruction in the classroom.

Part II. Problem Proper

Table 6. Computed-Mean on the Impact of differentiated instruction in the classroom

Particulars	Weighted Mean	Qualitative Description
1. I use cooperative learning.	4.86	STRONGLY AGREE
2. The lesson involves fundamental concepts of the subject.	4.07	AGREE
3. I individualized the lesson as much as possible.	2.87	MODERATELY AGREE
4. I connect learning to the various academic disciplines through integrated curriculum.	3.67	AGREE
5. I use activity sheets	4.25	STRONGLY AGREE
6. I use power point presentations for student notes.	4.84	STRONGLY AGREE
7. I implement Peer tutoring.	4.11	AGREE
8. I question students to trigger divergent modes of thinking.	3.97	AGREE
9. I use small groups of instruction.	3.46	AGREE
10. I pre-assess regularly to know what students already know.	3.12	MODERATELY AGREE
11. I use match vocabulary words to definitions.	4.38	STRONGLY AGREE
12. I use read a passage of text and answer related questions.	3.34	MODERATELY AGREE
13. I let visual learners create a graphic organizer.	3.87	AGREE
14. I let auditory learners give an oral report.	3.07	MODERATELY AGREE
15. I let kinesthetic learners build a diorama in illustrating.	3.32	MODERATELY AGREE
16. I allow students to read individually.	4.37	STRONGLY AGREE
17. I create quiet spaces where there are no distractions	3.71	AGREE
18. I use games in activities	4.85	STRONGLY AGREE
19. I use role play/ simulations	4.08	AGREE
20. I create a meaningful context for learning with pictures/illustrations, photos, video clips or slide	2.88	MODERATELY AGREE
Average Weighted Mean	3.95	AGREE

Table 6 indicates that teachers generally agreed on the implementation and positive impact of differentiated instruction in the classroom, with an overall

weighted mean of 3.95. The highest-rated practices were the use of cooperative learning (4.86), games in classroom activities (4.85), PowerPoint presentations (4.84), matching vocabulary activities (4.38), individual reading (4.37), and activity sheets (4.25), all interpreted as Strongly Agree. Other instructional practices, including peer tutoring, role-playing, questioning strategies, graphic organizers, integrated curriculum, and small-group instruction, were rated Agree, indicating that these strategies are regularly implemented by teachers.

Meanwhile, several differentiated instructional practices, such as individualized lessons, regular pre-assessment, reading comprehension activities, oral reports, kinesthetic tasks, and the use of multimedia to create meaningful learning contexts, received Moderately Agree ratings, suggesting opportunities for improvement. Overall, the findings indicate that teachers in the public secondary schools of Echague, Division of Isabela, demonstrate positive implementation of differentiated instruction, particularly through collaborative, interactive, and learner-centered teaching strategies, reflecting their effectiveness in addressing diverse student learning needs.

Table 7. Significant Relationship between the Impact of differentiated instruction in the classroom and their Gender

Particulars	Chi-Square	Significance
1. I use cooperative learning.	42.518*	0.005
2. The lesson involves fundamental concepts of the subject.	32.254*	0.000
3. I individualized the lesson as much as possible.	38.251*	0.000
4. I connect learning to the various academic disciplines through integrated curriculum.	26.210*	0.000
5. I use activity sheets	37.515*	0.000
6. I use power point presentations for student notes.	36.214*	0.000
7. I implement Peer tutoring.	40.514*	0.000
8. I question students to trigger divergent modes of thinking.	27.514*	0.000
9. I use small groups of instruction.	34.251*	0.000
10.I pre-assess regularly to know what students already know.	38.662*	0.000
11.I use match vocabulary words to definitions.	36.251*	0.000
12.I use read a passage of text and answer related questions.	37.251*	0.000
13.I let visual learners create a graphic organizer.	36.447*	0.000
14.I let auditory learners give an oral report.	38.155*	0.000
15.I let kinesthetic learners build a diorama in illustrating.	26.774*	0.000

16.I allow students to read individually.	39.775*	0.000
17.I create quiet spaces where there are no distractions	36.974*	0.000
18.I use games in activities	33.335*	0.000
19.I use role play/ simulations	42.110*	0.000
20.I create a meaningful context for learning with pictures/illustrations, photos, video clips or slide	36.214	0.000

**Significant*

The findings revealed a significant relationship between teachers' gender and the impact of differentiated instruction across all measured instructional practices among the 35 respondents. This suggests that gender may influence how differentiated instructional strategies are implemented and perceived in the classroom. The results are consistent with Suprayogi et al. (2017), who reported that differentiated instructional practices, particularly personalized feedback and varied learning activities, positively influenced student engagement and academic performance, especially among female learners.

Similarly, Tomlinson (2001) emphasized that instructional approaches tailored to students' diverse needs, including gender-related learning preferences, enhance classroom participation and academic achievement. Strategies such as cooperative learning, discussion, and project-based activities were found to be particularly effective for female students. These findings suggest that teachers should continue implementing flexible and collaborative differentiated instructional strategies to accommodate diverse learning preferences and maximize student engagement and learning outcomes.

Table 8. Significant Relationship between the Impact of differentiated instruction in the classroom and their Age

Particulars	Chi-Square	Significance
1. I use cooperative learning.	-0.684*	0.000
2. The lesson involves fundamental concepts of the subject.	-0.847*	0.000
3. I individualized the lesson as much as possible.	-0.664*	0.000
4. I connect learning to the various academic disciplines through integrated curriculum.	-0.897*	0.000
5. I use activity sheets	-0.984*	0.005
6. I use power point presentations for student notes.	-0.878*	0.000
7. I implement Peer tutoring.	-0.654*	0.000
8. I question students to trigger divergent modes of thinking.	-0.874*	0.000

9. I use small groups of instruction.	-0.692*	0.000
10.I pre-assess regularly to know what students already know.	-0.873*	0.000
11.I use match vocabulary words to definitions.	-0.688*	0.000
12.I use read a passage of text and answer related questions.	-0.576*	0.000
13.I let visual learners create a graphic organizer.	-0.861*	0.000
14.I let auditory learners give an oral report.	-0.743*	0.000
15.I let kinesthetic learners build a diorama in illustrating.	-0.633*	0.000
16.I allow students to read individually.	-0.694*	0.000
17.I create quiet spaces where there are no distractions	-0.741*	0.000
18.I use games in activities	-0.744*	0.000
19.I use role play/ simulations	-0.884*	0.000
20.I create a meaningful context for learning with pictures/illustrations, photos, video clips or slide	-0.754*	0.000

**Significant*

Table 8 revealed a significant relationship between teachers' age and the impact of differentiated instruction across all measured instructional practices among the 35 respondents. The findings suggest that age influences the implementation and effectiveness of differentiated instructional strategies in the classroom. This supports the study of Baeten et al. (2013), which found that providing students with varied instructional methods and learning choices enhances motivation and academic achievement, particularly among young adult learners with diverse learning preferences.

Similarly, Wang and Eccles (2013) emphasized that adaptive instruction and appropriate support structures strengthen learners' engagement, confidence, and self-efficacy. These findings indicate that differentiated instruction, through flexible teaching strategies and multiple learning opportunities, effectively addresses learners' individual needs and contributes to improved persistence, motivation, and academic success across different age groups.

Table 9. Significant Relationship between the Impact of differentiated instruction in the classroom and their Position

Particulars	Chi-Square	Significance
1. I use cooperative learning.	28.512*	0.000
2. The lesson involves fundamental concepts of the subject.	28.574*	0.000
3. I individualized the lesson as much as possible.	26.954*	0.000

4. I connect learning to the various academic disciplines through integrated curriculum.	32.512*	0.000
5. I use activity sheets	42.561*	0.005
6. I use power point presentations for student notes.	30.251*	0.000
7. I implement Peer tutoring.	44.821*	0.005
8. I question students to trigger divergent modes of thinking.	18.655*	0.000
9. I use small groups of instruction.	26.561*	0.000
10. I pre-assess regularly to know what students already know.	27.654*	0.000
11. I use match vocabulary words to definitions.	31.332*	0.000
12. I use read a passage of text and answer related questions.	31.387*	0.000
13. I let visual learners create a graphic organizer.	32.514*	0.000
14. I let auditory learners give an oral report.	26.994*	0.000
15. I let kinesthetic learners build a diorama in illustrating.	27.654*	0.000
16. I allow students to read individually.	28.581*	0.000
17. I create quiet spaces where there are no distractions	42.874*	0.000
18. I use games in activities	36.533*	0.000
19. I use role play/ simulations	26.778*	0.000
20. I create a meaningful context for learning with pictures/illustrations, photos, video clips or slide	30.111*	0.000

**Significant*

Table 9 showed a significant relationship between teachers' position and the impact of differentiated instruction across all measured instructional practices among the 35 respondents. The findings indicate that teachers' professional rank influences the implementation of differentiated instruction, with those in higher positions demonstrating greater confidence and competence in applying varied instructional strategies. This is supported by de Jager et al. (2002), who found that experienced and well-prepared teachers exhibit higher self-efficacy in implementing differentiated instruction, leading to improved student engagement and classroom effectiveness.

Likewise, Benjamin (2002) emphasized that experienced teachers, particularly those in higher positions such as Teacher III, are better equipped to integrate technology and diverse instructional approaches to meet students' varying learning needs. These findings suggest that schools should strengthen professional development and educational technology training while

encouraging experienced teachers to mentor their colleagues in implementing effective differentiated instructional practices.

Table 10. Significant Relationship between the Impact of differentiated instruction in the classroom and their Number of years in the service

Particulars	Chi-Square	Significance
1. I use cooperative learning.	-0.712*	0.000
2. The lesson involves fundamental concepts of the subject.	-0.655*	0.000
3. I individualized the lesson as much as possible.	-0.753*	0.000
4. I connect learning to the various academic disciplines through integrated curriculum.	-0.897*	0.000
5. I use activity sheets	-0.715*	0.000
6. I use power point presentations for student notes.	-0.848*	0.000
7. I implement Peer tutoring.	-0.651*	0.000
8. I question students to trigger divergent modes of thinking.	-0.764*	0.000
9. I use small groups of instruction.	-0.874*	0.000
10. I pre-assess regularly to know what students already know.	-0.984*	0.005
11. I use match vocabulary words to definitions.	-0.677*	0.000
12. I use read a passage of text and answer related questions.	-0.514*	0.000
13. I let visual learners create a graphic organizer.	-0.874*	0.000
14. I let auditory learners give an oral report.	-0.712*	0.000
15. I let kinesthetic learners build a diorama in illustrating.	-0.663*	0.000
16. I allow students to read individually.	-0.665*	0.000
17. I create quiet spaces where there are no distractions	-0.765*	0.000
18. I use games in activities	-0.782*	0.000
19. I use role play/ simulations	-0.821*	0.000
20. I create a meaningful context for learning with pictures/illustrations, photos, video clips or slide	-0.711*	0.000

**Significant*

Table 9 revealed a significant relationship between teachers' years of teaching experience and the impact of differentiated instruction across all measured

instructional practices among the 35 respondents. The findings indicate that teaching experience influences the effective implementation of differentiated instruction, with mid-career teachers demonstrating greater confidence and competence in applying diverse instructional strategies. This supports the findings of Brighton and Hertberg (2005), who reported that teachers with 5–10 years of experience are more likely to recognize the value of differentiated instruction and effectively integrate it into their classroom practices.

Similarly, Valli and Buese (2007) found that mid-career teachers are better able to balance curriculum requirements with student-centered instructional approaches, enabling them to adapt lessons to diverse learner needs. These findings suggest that teachers with several years of teaching experience are well-positioned to implement differentiated instruction effectively, and that continuous professional development can further strengthen their instructional practices and improve student learning outcomes.

Table 11. Significant Relationship between the Impact of differentiated instruction in the classroom and the educational background

Particulars	Chi-Square	Significance
1. I use cooperative learning.	28.512*	0.000
2. The lesson involves fundamental concepts of the subject.	28.574*	0.000
3. I individualized the lesson as much as possible.	26.954*	0.000
4. I connect learning to the various academic disciplines through integrated curriculum.	32.512*	0.000
5. I use activity sheets	42.561*	0.005
6. I use power point presentations for student notes.	30.251*	0.000
7. I implement Peer tutoring.	44.821*	0.005
8. I question students to trigger divergent modes of thinking.	18.655*	0.000
9. I use small groups of instruction.	26.561*	0.000
10. I pre-assess regularly to know what students already know.	27.654*	0.000
11. I use match vocabulary words to definitions.	31.332*	0.000
12. I use read a passage of text and answer related questions.	31.387*	0.000
13. I let visual learners create a graphic organizer.	35.324*	0.000
14. I let auditory learners give an oral report.	30.571*	0.000
15. I let kinesthetic learners build a diorama in illustrating.	28.641*	0.000
16. I allow students to read individually.	30.655*	0.000

17.I create quiet spaces where there are no distractions	40.112*	0.000
18.I use games in activities	36.211*	0.000
19.I use role play/ simulations	28.651*	0.000
20.I create a meaningful context for learning with pictures/illustrations, photos, video clips or slide	30.787*	0.000

**Significant*

Table 11 revealed a significant relationship between teachers' educational background and the impact of differentiated instruction across all measured instructional practices among the 35 respondents. The findings indicate that teachers with higher educational attainment are more likely to implement differentiated instruction effectively. This supports Hattie (2008), who emphasized that teachers with advanced qualifications possess stronger pedagogical knowledge and instructional skills, enabling them to adapt teaching strategies to meet diverse student needs and improve learning outcomes.

Similarly, Reis and Renzulli (2009) reported that teachers with advanced degrees are better prepared to address the needs of diverse learners, particularly in inclusive classrooms, through effective differentiated instructional practices. These findings suggest that encouraging graduate education and providing advanced professional development opportunities can further strengthen teachers' competencies in differentiated instruction and enhance overall classroom effectiveness.

CONCLUSION AND RECOMMENDATIONS

Classroom learning is greatly impacted by differentiated instruction (DI), which creates a welcoming and adaptable learning environment. Differentiated instruction's efficacy is rooted in its emphasis on modifying teaching strategies to accommodate a range of student requirements, which is repeatedly demonstrated to improve student motivation, engagement, and achievement. By addressing different learning styles, readiness levels, and interests through differentiated instruction, teachers can make sure that every student feels appreciated and encouraged as they progress through their education.

According to studies, differentiated instruction helps teachers better serve children who might otherwise find it difficult to succeed in a one-size-fits-all classroom. Teachers can offer lessons in ways that connect with individual students by utilizing flexible grouping, content modification, and a variety of teaching techniques. Differentiated instruction has also been demonstrated to enhance academic performance. Differentiated instruction assists students in developing the fundamental abilities that support sustained academic progress by filling in their particular knowledge gaps. Students' test scores and project results are better, and teachers who use differentiated instruction report higher levels of student achievement and overall academic performance. In diverse

classrooms, where students may have a range of backgrounds, skills, and learning styles, this is especially noteworthy.

However, careful planning and continual professional development for educators are necessary for the successful implementation of differentiated instruction. Teachers must be proficient in evaluation methods in order to precisely determine the needs of their students and modify their lessons accordingly. Even though differentiated instruction expectations can be difficult, teachers can offer differentiated instruction more successfully with the help of training and group preparation time.

To sum up, differentiated instruction provides a technique to create a more unique, interesting, and productive learning environment. It is a crucial strategy in today's diverse classrooms because of its beneficial effects on student conduct, engagement, and academic achievement. By adopting differentiated instruction, teachers can make sure that every student gets the help they require to realize their full potential, which will ultimately result in a more inclusive and equitable educational system.

Recommendations

1. For teachers, they should assess and address the unique needs, interests, and talents of their students, they should seek to deepen their awareness of a variety of teaching approaches. Sharing differentiated instruction strategies that are effective across grade levels and courses can also be facilitated by taking part in workshops and cooperative groups with colleagues.
2. For teachers, they should determine and track the learning requirements of their students, teachers should routinely use formative assessment. Teachers can better understand each student's present level and modify their curriculum to target each student's strengths and gaps by utilizing formative evaluations.
3. For students, it is encouraged to actively participate in their education. Students can gain self-advocacy skills and an understanding of their own learning styles by placing a strong emphasis on self-evaluation and reflection
4. For School heads, they are recommended to support teachers in implementing differentiated instruction by providing resources, scheduling collaborative planning sessions, and offering training opportunities focused on differentiated teaching practices. School heads can also facilitate peer observations where teachers can observe differentiated instruction in action, gaining insights and new strategies from their colleagues.
5. For School Administrators, should provide special attention to differentiated instruction-focused professional development. Teachers can carry out differentiated instruction more successfully by allocating resources like technology, educational materials, and tools that facilitate a variety of teaching modalities.

FURTHER STUDY

Future research could investigate the effectiveness of differentiated instruction across different grade levels, subjects, and educational settings. Studies may examine how specific differentiation strategies, such as content,

process, product, and learning environment, influence students' academic achievement, engagement, motivation, and learning satisfaction. Future researchers could also consider factors such as teacher competence, class size, availability of learning resources, and students' individual learning needs. Longitudinal and mixed-method studies may provide deeper insights into the long-term effects and practical implementation of differentiated instruction in diverse classroom contexts.

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