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**INTERNATIONAL JOURNAL OF ENGINEERING SCIENCES & RESEARCH  
TECHNOLOGY****UTILIZATION OF DIFFERENTIATED INSTRUCTION AND LEARNERS'  
ACADEMIC ACHIEVEMENT****Jhunbert M. Dillo<sup>\*1</sup> & Ryan Teofel P. Arpon<sup>2</sup>**<sup>\*1</sup>Calubian North District, Calubian Leyte, Philippines<sup>2</sup>Naval State University-Main Campus, Naval, Biliran, Philippines

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**ABSTRACT**

This study primarily aimed to evaluate the utilization of differentiated instruction and learners' academic achievement.

This study utilized the descriptive-correlational research design involving 13 Grade V teachers as respondents of the study. With the aid of researcher-made and standardized questionnaire as the main instrument in gathering the data, the following findings were obtained:

Most of the teachers are middle age, female, single, are assigned in barangay school, BS degree with MA units, have teaching experience of 9 years, and have attended trainings in division level. Of the three criteria on the extent of utilization of differentiated instruction, only "products" is always utilized, while both the "content" and "process" are often utilized. There was an increase in the learners' academic achievement from satisfactory to very satisfactory during the first and second quarter respectively. There is no significant relationship between the profile of the Grade V teachers and the extent of utilization of differentiated instruction. In the light of the findings derived from the study, it can be concluded that the extent of utilization of differentiated instruction on content and process is often, while products is always utilized.

**KEYWORDS:** Differentiated Instruction, utilization, Learner's academic achievement**1. INTRODUCTION**

Differentiated instruction is a framework of teaching that involves providing different learners with different learning avenues (often in the same classroom). Students vary in culture, socio-economic status, language, sex, motivation, ability, personal interests and more, and teachers must be aware of these varieties as they plan curriculum. By considering varied learning needs, teachers can develop personalized instruction so that all children in the classroom can learn effectively.

This was confirmed by Tomlinson (2008) when he said that differentiated instruction is the process of ensuring that what a learner learns, how he learns it, and how he demonstrates what he has learned is a match for the students' readiness level, interests, and preferred mode of learning.

Differentiated classroom is a classroom that includes all students and responds to students' variety in readiness levels, interests, and learning profiles. To be successful in the delivery of lessons, a teacher sets different expectations for students' task completion upon their individual needs.

As stressed out by Anderson (2007), differentiation stems from beliefs about differences among learners, how they learn, learning preferences, and individual interests. Therefore, differentiation is an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences to achieve maximum growth as a learner. To understand how the learners learn and what they know, pre-assessment and ongoing assessment are essential. This provides feedback for both teachers and learners, with the ultimate goal of improving learning. Delivery of instruction in the past often followed a "one size fits all" approach. In contrast, differentiation is individually student centered, with focus on appropriate instructional and assessment tools that are fair, flexible, challenging, and engage learners in meaningful ways.



Anderson (2002) corroborated that after teaching a lesson, a teacher might break students into small “ability” groups based on their readiness. The teacher then gives each group a series of questions, based on each group’s appropriate level of readiness-skills, related to the objectives of the lesson. Another way to group the learners could be based on their learning styles. The main idea behind this is that learners are at different levels and learn in different ways, so a teacher cannot teach them all the same way.

The goals of differentiated instruction are to develop engaging tasks that challenge and enhance learning for each learner. This instructional approach is driven by the data from learners, assessments results, and from the outcomes of other screening tools. Pre-assessments can gather information about each learner’s learning needs and preferences. Assessments should be used as a tool to create clear and meaningful instruction that guides each learner towards challenging but not frustrating activities.

Although the Department of Education exerted efforts to improve the quality of education in the country, there still is a gap between the learners’ academic performance and standards set by the department. Several trainings and workshops had been conducted to fully equip the teachers; and differentiated instruction is one of the many strategies that teachers may employ to meet the diverse needs of learners in their respective classes.

A number of research had been conducted showing the efficacy of differentiated instruction in improving the academic performance of students. However, studies on the utilization of teachers on differentiated instruction are limited. Moreover, studies conducted on this area are mostly foreign and seldom can we find studies conducted in the Philippines; more so in Calubian North District

Anchored in the foregoing situation and the tremendous gap in literature, the researcher believes that further research in this area is warranted especially on the utilization of differentiated instruction. This could also be a basis in conducting, creating, monitoring, and evaluation plans of school heads on the teachers’ utilization of differentiated instruction.

## 2. MATERIALS AND METHODS

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### Research Design

This study utilized the descriptive-correlational research design. It is considered appropriate for this study because it gives a better and deeper understanding of a phenomenon on the basis of an in-depth study, which provides the basis of improving the utilization of differentiated instruction, leading to the learners’ academic achievement in Calubian North District.

### Research Locale

This study was conducted in the 12 elementary schools of Calubian North District, Calubian, Leyte. These schools are located in: Anislagan, Bunacan, Caloy-ahan, Caruyucan, Casiongan, Hda. Eamiguel, Hda. Enage, Inalad, Jubay, Lawis, Limite, and Villahermosa.

### Research Respondents

There were 13 Grade V teachers who served as respondents of this study. They were purposely chosen because they are utilizing differentiated instruction in their respective classes.

### Research Instrument

This study utilized both a researcher made and standardized survey questionnaire to elicit the data needed in the study.

Part I determines the profile of the Grade V teachers in the elementary schools in Calubian North District in terms of: age, sex, civil status, school assignment, educational attainment, length of teaching experience as Grade V teacher; and trainings and seminars attended related to differentiated instruction.

Part II ascertains the extent of utilization of differentiated instruction in line with the content, process, and product. The items in this questionnaire were taken from the Teacher Self-Reflection on Differentiated Instruction by Tolimson (2013).

Part III elicits the academic achievement of Grade V learners.

### Data Gathering Procedure

The data gathering procedure essentially involved the following activities: construction, editing, and production of the adequate copies of questionnaire; asking permission from the Schools Division Superintendent to conduct the study; distributing and retrieving the survey questionnaires from the respondents; grouping and tabulating the gathered data; treating the data statistically with analysis and interpretations; and drawing out of implications, findings, conclusion, and recommendations.

### Data Scoring

As soon as the data were in, these were collated, tallied, analyzed, and interpreted using a 5-point rating scale.

The level of utilization of differentiated instruction was categorized using the following scale and description.

Range	Description
4.4 – 5.0	Always utilized
3.7 – 4.3	Often utilized
2.8 – 3.6	Frequently applied and utilized
1.9 – 2.7	Rarely utilized
1.0 – 1.8	Not utilized

### Statistical Treatment of Data

Data in this study were analyzed using the following:

Descriptive statistics such as frequency counts, simple percentage, and weighted mean were used to determine the profile of the Grade V teachers, extent of utilization of differentiated instruction, and academic achievement of the learners.

The Pearson r correlation and Chi-square correlation were also used to determine the significant relationship among the variables of the study.

## 3. RESULTS AND DISCUSSION

Table 1 shows the profile of the Grade V teachers in terms of age, sex, civil status, school assignment, educational attainment, length of teaching experience as Grade V teachers, and trainings and seminars attended related to differentiated instruction.

### Profile of the grade v teachers

Age	F	%
60 years old and above (senior )	0	0
46-59 years old (old age)	1	7.7
31-45 years old (middle-age)	9	69.2
30 years old and below (young)	3	23.1
<b>Total</b>	<b>13</b>	<b>100</b>
Sex		
Male	2	15.4
Female	11	84.6
<b>Total</b>	<b>13</b>	<b>100</b>
Civil Status		

Single	7	52.8
Married	6	46.2
<b>Total</b>	<b>13</b>	<b>100</b>
<b>School Assignment</b>		
Central School	0	0
Barangay School	13	100.0
<b>Total</b>	<b>13</b>	<b>100</b>
<b>Educational Attainment</b>		
	<b>f</b>	<b>%</b>
Doctorate Degree Holder	0	0
MA Degree with Doctoral Units	1	7.7
Master's Degree Holder	3	23.1
BS Degree with MA Units	6	46.2
BS Degree Holder	3	23.1
<b>Total</b>	<b>13</b>	<b>100</b>
<b>Length of Teaching Experience</b>		
10 years and above	2	15.4
6-9 years	5	38.5
2-5 years	4	30.8
1 year and below	2	15.4
<b>Total</b>	<b>13</b>	<b>100</b>
<b>Trainings and Seminars Attended</b>		
Regional	1	7.7
Division	7	53.8
District	2	15.4
School	2	15.4
None	1	7.7
<b>Total</b>	<b>13</b>	<b>100</b>

**Age.** Table 1 shows that 9 or 69.2 percent are between 31-45 years (middle age), while no one is 60 years old and above (senior). Generally, the Grade V teachers in Calubian North District are in the middle age. This implies that they are still very active in the service, but still have more years ahead for growth and development.

**Sex.** Results show that 11 or 84.6 percent are female, while two or 15.4 percent are male. This manifests that most of the Grade V teachers in Calubian North District are female.

**Civil status.** As presented, seven or 52.8 percent are single, and six or 46.2 percent are married. This indicates that there are more single Grade V teachers in Calubian North District than married ones.

**School assignment.** As indicated, thirteen or 100 percent were assigned in barangay schools, which implies all respondents are non-central school teachers.

**Educational attainment.** As further reflected in Table 1, six or 46.2 percent are BS Degree with MA Units, and no one is a doctorate degree holder. It could be noted that most of the Grade V teachers in Calubian North District have only masteral units. This implies that they were not engaged in professional growth and development.

**Length of teaching experience.** The table reveals that five or 38.5 percent have been teaching for 6-9 years, while only two or 15.4 percent have 10 years and above teaching experience. The results indicate that most of the Grade V teachers in Calubian North District are experienced, but not seasoned teachers.

**Trainings and seminars attended related to differentiated instruction.** The Table shows that seven or 53.8 percent have attended trainings in the division level, while only one in the regional level. This means that the Grade V teachers in Calubian North District need more trainings and seminars in related to differentiated

instruction to become equipped with the necessary skills and knowledge in meeting the diverse needs of the 21<sup>st</sup> century learners.

#### Extent of utilization of differentiated instruction

This section highlights the extent of utilization of differentiated instruction in terms of its: content, process, and product. These are presented in Tables 2-4.

*Content.* As shown in Table 2, the weighted means obtained ranged from 3.8 to 4.8 interpreted as often utilized and always utilized. It is interesting to note that out of 13 indicators, only two were interpreted as always utilized with weighted means of 4.8 and 4.4. These indicators are: 'following the curriculum based on major concepts and generalizations' and 'determining learners' learning styles.' The result implies that the Grade V teachers in Calubian North District strictly abide the curriculum and determine the learning styles of their learners.

#### Extent of utilization of differentiated instruction on content

Indicators	WM	Interpretation
Follows the curriculum that is based on major concepts and generalizations.	4.8	Always Utilized
Follows the curriculum that is based on major concepts and generalizations.	4.2	Often utilized
Uses variety of materials other than the standard text.	4.1	Often utilized
Provides variety of support strategies (organizers, study guides, study buddies).	4.1	Often utilized
Does some research to supplement the lesson to be delivered.	4.2	Often utilized
Taps the assistance from my co-teachers to lessons unfamiliar.	3.8	Often utilized
Knows individual student interest and can relate it to instruction.	4.3	Often utilized
Knows individual student culture and expectations and can relate to instruction.	3.8	Often utilized
Knows individual student life situations and how it may impart their learning.	4.0	Often utilized
Aware of students' learning disabilities and handicaps and how to address them in lessons so as not to impair learning.	4.2	Often utilized
Pre-assesses learners before instructing.	4.3	Often utilized
Pre-assesses readiness to adjust the lesson	4.2	Often utilized
Determines learners' learning styles.	4.4	Always utilized
<b>AWM</b>	<b>4.2</b>	<b>Often utilized</b>

On the other hand, the two indicators that obtained the lowest weighted means are: 'tapping the assistance from co-teachers to lessons unfamiliar,' and knowing individual student culture and expectations and can relate to instruction.' The average weighted mean of 4.2 interpreted as often utilized manifests that the Grade V teachers in Calubian North District are efficient as to the content in differentiated instruction.

#### Extent of utilization of differentiated instruction on process

Indicators	WM	Interpretation
Considers varied pace of instruction based on individual learner needs.	4.2	Often utilized
Uses learner preference groups/or learning preference centers.	3.8	Often utilized

Groups students for learning activities based on readiness, interests, and/or learning preferences.	4.3	Often utilized
Sees to it that classroom environment is structured to support a variety of activities including group and/or individual work.	4.2	Often utilized
Assesses during the unit to gauge understanding.	4.2	Often utilized
Assesses at the end of the lesson to determine knowledge acquisition.	4.4	Always utilized
Teaches up by assuring each learner works towards their highest potential.	4.2	Often utilized
Utilizes varied materials to adjust learners reading/interest abilities	4.1	Often utilized
Lets learners play a role in designing work assignments.	4.2	Often utilized
Gives learners the right to select their learning activities.	4.2	Often utilized
Adjusts for diverse learner needs with scaffolding and provide learner choice in learning tasks.	4.4	Always utilized
Provides activities that require learners to apply and extend understanding.	4.6	Always utilized
<b>AWM</b>	<b>4.2</b>	<b>Often utilized</b>

*Process.* Table 3 shows the weighted means obtained ranging from 3.8 to 4.6 interpreted as often utilized and always utilized. The indicator that obtained the highest weighted mean (4.6) is on providing activities that require learners to apply and extend understanding, which means that the teachers use appropriate activities suited to the different learners' abilities. This also manifests that they gave activities that challenges the understanding of their learners. On the other hand, the lowest weighted mean (3.8) is on using the learner preference groups/or learning preference centers. This means that the teachers believe that learners learn best in their preferred groups and environment.

The average weighted mean obtained was 4.2 interpreted as often utilized. This suggests that teachers are flexible and effective in the delivery of the process of their lessons, ensuring transfer of learning.

#### Extent of utilization of differentiated instruction on products

Indicators	WM	Interpretation
Provides multiple modes of expression in the final product.	3.9	Often utilized
Provides learners with the choice to work alone, in pairs or small group.	4.1	Often utilized
Assures that the product/output connects with learners' interest.	4.4	Always utilized
Provides variety of assessment tasks.	4.5	Always utilized
Asks the learners things vague and unfamiliar to them for remediation, re-enforcement and enrichment.	4.5	Always utilized
Makes an achievement chart to let them show their academic performance.	4.0	Often utilized
Allows comments and suggestions coming from the learners for teaching improvement.	4.3	Often utilized
Encourages the learners to improve their performance if there is still enough time to do so.	4.6	Always utilized
Reminds them to ask questions during the checking of their outputs to have a clear understanding of lesson.	4.7	Always utilized
Provides feedback mechanisms from the students.	4.5	Always utilized
Schedules portfolio day to let the parents know the performance of their children.	4.8	Always utilized
<b>AWM</b>	<b>4.4</b>	<b>Always utilized</b>

*Products.* As shown in Table 4, the weighted means obtained ranged from 3.9 to 4.8 interpreted as often utilized and always utilized. The indicator that obtained the highest weighted mean is on the indicator 'scheduling portfolio day to let the parents know the performance of their children' interpreted as always utilized. This manifests that providing feedback to parents regarding their children's performance has yield great impact in the improved learners' academic achievement. Meanwhile, the indicator that obtained the lowest weighted mean is on providing multiple modes of expression in the final product interpreted as often utilized. This means that the teachers are aware of the different ways on how learners demonstrate their final output.

Generally, the average weighted mean of 4.4 interpreted as always utilized. This implies that the Grade V teachers in Calubian North District are efficient in the utilization of differentiated instruction in terms of products. This further means that the teachers are always particular on the learning outcomes of the learners.

#### Academic achievement of grade v learners

Table 5 shows the academic achievement of Grade V learners in the first and second quarters.

#### Academic achievement of grade v learners

Rating	First Quarter		Second Quarter	
	F	%	f	%
90-100 (Outstanding)	39	14.5	55	20.4
85-89 (Very Satisfactory)	93	34.6	109	40.5
80-84 (Satisfactory)	108	40.1	83	30.8
75-79 (Fairly Satisfactory)	29	10.8	21	7.8
Below 75 (Did Not Meet Expectations)	0	0	1	0.4
<b>Total</b>	<b>269</b>	<b>100</b>	<b>269</b>	<b>100</b>

The Table shows that in the first quarter, 108 or 40.1 percent obtained grades of 80-84 interpreted as satisfactory, while no one has a grade of below 75 interpreted as 'did not meet expectations. In the second quarter, 109 or 40.5 percent obtained grades of 85-89 interpreted as very satisfactory, while there was one who got a grade of below 75 or did not meet expectations. The results further reveal that in the first quarter, most of the learners got satisfactory grades, while in the second quarter, most got a very satisfactory grades. The results imply that there is an increase of the learners' academic achievement from the first to second quarter; however, it is interesting to note that there was one who obtained a grade below 75 during the second quarter, which shows a decrease in the grade.

#### Relationships of Variables

This section presents the hypotheses tested in the study. The significant relationship among the variables are shown in Tables 6-8.

*Profile and Extent of Utilization.* The significant relationship between the profile of the Grade V teachers and the extent of utilization of differentiated instruction is shown in Table 6.

#### Significant relationship between the profile of the grade v teachers and the extent of utilization of differentiated instruction

Variables	X <sup>2</sup>	df	p-value	Decision
Sex	7.239	9	.511	Accepted
Civil Status	10.988	8	.444	Accepted
School Assignment	13.000	8	.112	Accepted
Educational Attainment	22.208	24	.567	Accepted
Variables	r-value	p-value		Decision
Age	-.147	.633		Accepted
Length of Experience	-.505	.078		Accepted
Trainings	-.068	.852		Accepted

As shown in the Table, the p-value of the profile variables on sex (.511), civil status (.444), school assignment (.112), and educational attainment (.567) are lesser than its tabled value of 7.239, 10.988, and 39.000 respectively. The results show that there is no significant relationship between these profile variables to the extent of utilization of differentiated instruction.

On the other hand, the p-value of the profile variables: age (.633), length of experience (.078), and trainings and seminars (.852) are greater than the tabled value of -.147, -.505, and -.068 respectively. The results show that there is a significant relationship between these profile variables to the extent of utilization of differentiated instruction. Thus, the hypothesis, which says that there is no significant relationship between the profile of the Grade V teachers and the extent of utilization of differentiated instruction is accepted; except for the age, length of experience, and trainings.

*Profile and Achievement.* The significant relationship between the profile of the Grade V teachers and the learners' academic achievement is presented in Table 7.

#### Significant relationship between the profile of the grade v teachers and learners' academic achievement

Variables	$\chi^2$	df	p-value	Decision
Sex	9.159	11	.607	Ho Accepted
Civil Status	10.988	11	.444	Ho Accepted
School Assignment	5.958	11	.876	
Educational Attainment	39.000	33	.218	Ho Accepted
Variables	r-value	Sig. (2-tailed)		Decision
Age	.075	.808		Ho Rejected
Length of Experience	.202	.508		Ho Rejected
Trainings	.094	.797		Ho Rejected

Table 7 shows that the p-value of the profile variables on sex (.607), civil status (.444), school assignment (.876), and educational attainment (.218) are lesser than its tabled value of 9.159, 10.988, 5.958, and 39.000 respectively. The results show that there is no significant relationship between these profile variables to the extent of utilization of differentiated instruction.

On the other hand, the p-value of the profile variables: age (.808), length of experience (.508), and trainings and seminars (.797) are greater than the tabled value of .075, .202, and .094 respectively. The results show that there is a significant relationship between the profile variables to the learners' academic achievement. Thus, the hypothesis, which says that there is no significant relationship between the profile of the Grade V teachers and the learners' academic achievement is accepted; except for the age, length of experience, and trainings.

*Extent of Utilization and Achievement.* The significant relationship between the extent of utilization of differentiated instruction and the learners' academic achievement is presented in Table 8.

#### Significant relationship between the extent of utilization of differentiated instruction and learners' academic achievement

Variables	r-value	Sig.(2-tailed)	Decision
Content and Learners' Academic Achievement	.418	.155	Ho Accepted
Process and Learners' Academic Achievement	.396	.181	Ho Accepted
Products and Learners' Academic Achievement	.247	.416	Ho Rejected

Table 8 shows that the p-value of content (.155) and process (.181) are lesser than its tabled value of .418 and .396 respectively, signifying no relationship. Meanwhile, the p-value of products (.416) is greater than its tabled value of .247, which signifies a significant relationship. Thus, the hypothesis, which states that there is no significant relationship between the extent of implementation of differentiated instruction and the learners' academic achievement is accepted except for products. The results could mean that the teachers are still improving in their utilization.

### Focus Group Discussion (FGD)

Aside from the survey questionnaire, the researcher also conducted a focus group discussion among the selected teachers and learners in Calubian North District. This was done to verify the respondents' answers in the survey questionnaire.

*Teachers.* This section presents the responses of teachers during the focus group discussion.

*Knowledge on Differenced Instruction (DI).*

Question: What is your knowledge about Differenced Instruction?

The teacher-respondents answered that it is a combination of many strategies that address the varied learning needs of the learners. They stressed that every class has diverse learners. They also emphasized the use of grouping learners to their learning levels and interests.

*Processes Involves in Utilizing Differenced Instruction (DI) in the Class.*

Question: What are your processes in employing Differenced Instruction in your respective class?

Most of the respondents said that it begins with pre-assessments. They conducted pre-assessments to know the learning level, interests, and learning styles of their learners. The reading level was also emphasized. They determined the reading abilities in order to know who needs to be given focus during class.

In terms of content, the teachers refer to their curriculum guides, which contains the expected competencies and standards for every grade level set by the Department of Education. They teach the same content/lesson to the class, but during activities, they provided varied materials. These materials differed in the level of difficulty.

They used flexible groupings in their class too. Grouping sometimes based the common interests, learning abilities, and learning preferences of the learners. Formative assessments is also the key to monitor the progress to know if all the groups or learners in the group had acquired the skill. They said the results of formative assessments were used whether they are going to provide remediation, reinforcement, or enrichment activities.

In expressing the product, the teachers used paper and pencil tests most of the time. Though, from to time they also allow learners to choose how they are going to present their product, however, it is very seldom. Feedbacks were stressed by the respondents. They said it is important to provide timely, encouraging, and positive feedback to learners to be aware of their performance. Conducting conferences with parents was emphasized too. They agree that parents play important roles in the improvement of the learners' performance.

*Problems Encountered in Employing Differentiated Instruction*

Question: What are the problems you encountered in employing Differentiated Instruction in your class?

The teachers agreed that employing differentiated instruction is tiring. It requires a lot of time in terms of planning the content, processes to be used, and the products that suit to the learners.

*"Kapoy ug hago kaayo kun sundon gyud ang DI sa tanang adlaw ug sa tanang subjects." "Gastos usab kaayo kay daghan man nga materials ang andamon ug gamiton." "Labina pa gayud nga adunay mga labaw (school heads) na dili muhatag og suporta bisan na man lang sa pagpamalit sa materials na gamiton sa adlaw-adlaw nga leksiyon."*

#### *Level of Utilization*

*Question:* If you are to assess your level of utilization of differentiated instruction in these descriptive category: 5-always utilized, 4-often utilized, 3-sometimes utilized, 2-rarely utilized, and 1-not utilized; what is your level of utilization?

The teachers rated themselves a 3 (sometimes utilized). They said that differentiated instruction is an effective strategy; however, it is burdensome and stressful for teachers. But they stressed too that if a teacher is dedicated and devoted enough, it would be possible to use differentiated instruction all the time.

Based on the responses of the interview, the teachers had not fully grasped differentiated instruction. In addition, they needed more trainings and seminars to enhance their knowledge about it. Further, school heads support in terms of resources and technical assistance is very vital in the utilization of differentiated instruction of the teachers.

*On Learners.* This section presents the responses of the learners during the focus group discussion.

#### *How Teachers Utilize Differentiated Instruction in their Respective Classes?*

The learners said that the prevalent strategy their teachers utilize in class is lecture and discussion. They emphasized that most of the time, teachers stand in front of the class to lecture and discuss about certain skills or concepts. Though from time to time, teachers used groupings especially in the “developmental activities” of their lessons.

They said that they like more when they are working in groups because it provided them opportunity to interact with classmates. “*Ganahan mi og grupo-grupo kay magtinabangay man mi labina kung lisod ang ihatag nga activity. Mas dali mahuman pud kun magtinabangay. Maayo pud sa feeling kun ikaw ang leader sa grupo, nakasalalay sa imo ang inyong output.*”

Most of the time, every lesson ends with a paper-pencil test as learners confessed. They are given projects but often they are to make the same project.

*Frequency of Utilizing Differentiated Instruction in Class.* The learners said, “*Tagsa ra kaayo ang amo teacher mag-differentiate instruction sa amo. Kaurugan mag-leksiyon lang sila sa amoa atubangan. Manlingkod, mamati, ug mutubag lang mi kun naay ipangutana. Tagsa ra pud mi mag-grupo-grupo sa klase.*”

Based on these narratives of learners, it manifested that teachers rarely utilized differentiated instruction in their respective classes. Teachers are used to do what is comfortable and convenient for them. Furthermore, these clearly reveal that there are discrepancies in the results of the survey and FGD.

## 4. CONCLUSION

The study generally aimed to determine the impact of the utilization of differentiated instruction on the academic achievement of Grade V learners in Calubian North District.

The findings are presented as follows:

*Profile of Grade V teachers.* Most of the teachers are middle age, female, single, are assigned in barangay school, BS degree with MA units, have teaching experience of 9 years, and have attended trainings in division level.

*Extent of utilization of differentiated instruction.* Of the three criteria on the extent of utilization of differentiated instruction, only “products” is always utilized, while both the “content” and “process” are often utilized.

*Academic achievement of Grade V learners.* There was an increase in the learners’ academic achievement from satisfactory to very satisfactory during the first and second quarter respectively.

*Relationship of Variables.* There is no significant relationship between the profile of the Grade V teachers and the extent of utilization of differentiated instruction; except for the age, length of experience, and trainings; there is no significant relationship between the profile of the Grade V teachers and the learners' academic achievement; and there is no significant relationship between the extent of implementation of differentiated instruction and the learners' academic achievement.

## 5. CONCLUSION

In the light of the findings derived from the study, it can be concluded that the extent of utilization of differentiated instruction on content and process is often, while products is always utilized.

## Recommendations

From the findings and conclusion of the study, the following recommendations are hereby offered for consideration:

1. The teachers should continue pursuing higher studies and trainings in order to be kept abreast with the new trends and innovations in dealing with the new breed and diversity of learners.
2. The Department of Education through School Based Management should emphasize the utilization of differentiated instruction to address the needs of all learners in the classroom; thus, the saying "no one should left behind."
3. School heads must include in their supervisory plans the utilization of differentiated instruction.
4. School heads must do constant monitoring to ensure the effectiveness of utilization of differentiated instruction.
5. A follow-up study utilizing a broader scope and wider coverage is hereby recommended.

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