

Instructional Styles and Differentiated Instruction Practices of Teachers in Cluster Xiii, Davao City

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Abstract:- This study aimed to determine the instructional styles and differentiated instruction practices of public elementary school teachers in Cluster XIII, Davao City. This study utilized the descriptive-correlational design with one hundred fifty elementary school teachers, selected using stratified random sampling technique. In gathering data, the researcher adapted a survey questionnaire both for the instructional styles and school differentiated instruction practices. Ethical considerations were observed in data collection. The collated data were subjected to statistical tests such as mean, Pearson's r and multiple linear regression. Findings showed that the extent of instructional styles of elementary teachers is very extensive, which means that their instructional styles is always observed. The extent of differentiated instruction practices of elementary school teachers is very extensive, which means that their differentiated instruction practices is always observed. There was a moderate significant relationship between instructional styles and differentiated instruction practices. The domains of instructional styles that significantly influenced the differentiated instruction practices were modeling and delegating. With this, the Department of Education may allocate sufficient budget to ensure that schools have the resources they need to successfully implement differentiated education. This can provide access to a wide range of instructional materials, technology, and support workers to help fulfill varied learning needs.

Keywords:- *Differentiated Instruction Practices, Instructional Styles, Modeling, Delegating, Elementary School Teachers.*

I. INTRODUCTION

Teaching in primary education is getting more challenging as pupils populations become more culturally, socially, and academically diverse, as the purpose of primary education is to promote meaningful and engaging learning to build students the right foundation of knowledge and skills. However, in public schools it is observed that pupils nowadays are passive learners. Majority of teachers consider ways to improve student performance standards and their ability to meet demands for increased competency. Unaware of the different learning preferences of their learners, teachers are prone to instruct in a way that limits students from producing their best performance, hence the quality of instruction is compromised. With this, differentiated

instruction (DI) is practiced and implemented in many schools to address the issue.

As students differ widely in nature, it was found that differentiated instruction is one of the right ways in teaching and learning methods in mathematics class in South Africa. Progress rates may differ in the same group because of differences in student cognitive development, instructional strategies, and teaching materials that all have a strong impact on academic performance (Pham, 2019). Kim, Jorg, and Klassen (2019) found that differentiated instruction was positively associated with mastery goals and self-efficacy of learners in science classrooms in Spain, which in turn led to better science achievement outcomes. However, though many teachers were aware of DI and its potential benefits, few were implementing it consistently and effectively in their classrooms.

In the Philippines, differentiated instruction has been widely advocated as a promising approach to improve learning outcomes in different subjects, however there are still debates and questions regarding its effectiveness, such as the complexity and challenges associated with implementing in science classrooms and the need for further empirical investigation to determine its efficacy (Ramos & Lasaten, 2020). Similarly, the study of Kim and Lee (2021) proved that differentiated instruction required significant effort and time from the teacher and posed challenges related to assessment and curriculum alignment. Though different trainings are provided by the Department of Education and other non-government organizations, teachers are still hesitant to utilized this type of instruction due to lack of resources, limited technical assistance, and large class sizes, which made it difficult to implement differentiated instruction effectively (Canlas & Maborang, 2021).

A study that investigated the implementation of differentiated instruction in Davao del Sur is the work of Baylon and Chua (2018). They found that DI was effective in enhancing student learning performance, particularly in terms of critical thinking and problem-solving skills. Conversely, they also found that the implementation of DI required significant investment in teacher training, curriculum development, and instructional resources. This result is similar to the finding of Patindol and Rivera (2021) who explored the factors that influence the implementation of differentiated instruction in CARAGA Region and they

revealed that teachers faced several challenges in implementing differentiated instruction, including lack of resources, time constraints, and limited training opportunities.

While differentiated instruction (DI) has been implemented in the Philippine education system, research on its effectiveness in the Division of Davao City is limited. Several authors have examined DI implementation in the Philippines as a whole, but research specifically focused in Davao City is scarce. One potential research gap in DI implementation in the Division of Davao City is the lack of empirical studies that investigate the factors that facilitate or hinder the implementation of DI. For example, it has been proved that there are unique challenges that hinder DI implementation in this division, such as limited resources or lack of teacher training. However, investigating other factors, for instance some teachers attributes, can help identify strategies to improve DI implementation. This could involve examining the instructional styles of teachers towards the approach. It is worth noting that the implementation of differentiated instruction requires significant training and support for teachers, as well as a commitment from school administrators and policymakers to prioritize its use. Therefore, if differentiated instruction is not currently being used in the Division of Davao City, it may be necessary to develop a comprehensive plan for introducing and supporting the approach in order to promote equitable and inclusive education in the division.

II. METHOD

This study utilized quantitative research design as it encompasses a range of methods concerned with the systematic investigation of social phenomena, using statistical or numerical data, involving measurement and assumes that the phenomenon under study can be measured (Walker, 2005 as cited in Kandel, 2020). Creswell (2008) as cited in Baker (2017) mentioned that quantitative design sets out to gather data using measurement, to analyze this data for trends and relationships and to verify the measurements made. Moreover, it often sued to look at causal relationships, but they can also be used to look associations or relationship between variables. In this study, this kind of design is appropriate to use because its purpose is to determine the relationship between instructional styles and differentiated instruction practices of elementary school teachers. The quantitative part of this study was a suitable way for gathering the information required to ask the target respondents questions. The questionnaires chosen was the foundation for data collecting.

Specifically, this study utilized the descriptive-correlational design to explain the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them (Creswell, 2012 as cited in Acebes-Sánchez, Diez-Vega and Rodriguez-

Romo, 2019). In this design, Akinlua and Haan (2019) highlighted that the data is collected to explain the variables of interest and figure out how they relate. The main goal is to give a full account of the variables and how they are related without changing them or assuming that one thing causes another. In this study, descriptive design was employed to measure the extents of instructional styles and differentiated instruction practices of public elementary school teachers in Cluster XIII, Division of Davao City. Furthermore, a correlational design was employed to assess the relationship between instructional styles and differentiated instruction practice, as well as to determine the domain of instructional styles (expertise, formal authority, modeling, facilitating and delegating) that may influence the differentiated instruction practices of public elementary school teachers.

III. RESULT AND DISCUSSION

This study aimed to determine the extents of instructional styles and differentiated instruction practices of public elementary school teachers in Cluster XIII, Division of Davao City during the school year 2023-2024. Specifically, this study aimed to determine if significant relationship exists between the instructional styles and differentiated instruction practices of public elementary school teachers. Moreover, this study sought to determine which domains of instructional styles significantly influenced the differentiated instruction practices of public elementary school teachers. This study utilized the descriptive-correlational design to determine the extents of instructional styles and differentiated instruction practices and if they are significantly related. The researcher used adopted survey questionnaires to collect the necessary data. Data collection involved strict compliance of ethical considerations. To analyze the data collected, mean, Pearson's r, and multiple linear regression were used.

➤ *Results of the Analysis Revealed the Following:*

The extent of instructional styles is very extensive. This means that the instructional styles of public elementary school teachers in Cluster XIII, Division of Davao City is always observed.

The extent of differentiated instruction practices is very extensive. This means that the differentiated instruction practices of public elementary school teachers in Cluster XIII, Division of Davao City is always observed.

The result also shows that there is a significant positive relationship between the instructional styles and differentiated instruction practices of public elementary school teachers. Moreover, the degree of the relationship is moderate. This means that when the instructional styles of public elementary school teachers in Cluster XIII, Division of Davao City is always observed, they would have high differentiated instruction practices.

Lastly, the result of the regression analysis shows that modeling and delegating are the domains of instructional styles that influenced the differentiated instruction practices of public elementary school teachers in Cluster XIII, Division of Davao City.

The instructional style of public elementary school teachers is very extensive. This may result in enhanced learners' engagement. Learners in public elementary schools are likely to have a thorough and comprehensive learning experience. Teachers who use a variety of teaching styles and interactive activities are more likely to engage students and create a positive learning environment.

IV. CONCLUSION

The differentiated instruction practices of public elementary school teachers is very extensive. This indicates that teachers tailor their teaching styles to the unique learning demands of individual learners. This can lead to more personalized learning experiences that address different learning styles, talents, and preferences.

The extent of differentiated instruction practices of public elementary school teachers in Cluster XIII would depend on their instructional styles. When the instructional style is high, their differentiated instruction practices would also increase. Teachers who are actively involved in instruction are more likely to recognize and respond to their learners' unique needs using differentiated practices.

Moreover, it is evident that those elementary school teachers who highly observed modeling and delegating are their instructional styles would always manifest a high differentiated instruction practices. If these teachers consistently model differentiated instruction and act as delegators, learners may internalize these approaches and develop an understanding of how to learn and work in diverse ways, and empower learners' autonomy and self-directed learning.

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