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**DIFFERENTIATED INSTRUCTION IN ARALING PANLIPUNAN:
EXPLORING TEACHERS' PRACTICES AND CHALLENGES**

A Thesis Presented to the
Faculty of College of Graduate Studies and Teacher Education Research
Philippine Normal University

In Partial Fulfillment of the Requirements for the Degree
Master of Arts in Education -Social Science Teaching

MARK G. PALOMARIA
February 2023

APPROVAL SHEET

This thesis entitled “**DIFFERENTIATED INSTRUCTION IN ARALING PANLIPUNAN: EXPLORING TEACHERS’ PRACTICES AND CHALLENGES**” prepared and submitted by **MARK GUARDIAN PALOMARIA** in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION - SOCIAL SCIENCE TEACHING** is hereby recommended for approval and acceptance.

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ACKNOWLEDGEMENT

The author is thankful to GOD ALMIGHTY for His blessings on this study.

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ABSTRACT

Name: Mark Guardian Palomaria

**Title: DIFFERENTIATED INSTRUCTION IN ARALING PANLIPUNAN:
EXPLORING TEACHERS' PRACTICES AND CHALLENGES**

Key Concepts: Araling Panlipunan, Differentiated Instruction, Teachers' Practices and Challenges

Degree: Master of Arts in Education - Social Science Teaching

Adviser: Enrico B. Garcia, PhD

The aim of the study was to investigate the practices and challenges of teachers about differentiated instruction. After the data has been collected, analyzed, and thematically arranged, the following were the findings of the study: The Araling Panlipunan teachers of the selected Biñan school practiced Intentional Differentiation where they establish prior knowledge of the lesson and content and attempt to differentiate process and product.

There were manifest and latent challenges when it came to the implementation of differentiated instruction such as lack of training in the implementation of DI in the new normal and insufficient application of differentiated instruction in the Development, Engagement, and Application parts of the lesson.

Differentiated instruction in Content was based on prior knowledge and can be gleaned in the accommodation of learning styles by considering learner potentials, styles, and needs. Differentiation in Process was more on mastery of the lesson and differentiation of Product was more on the achievement of proficiency.

It was highly suggested that these Araling Panlipunan teachers receive upskilling and retraining on the application of Differentiated Instruction in the context of the new normal modality. A shift was suggested to be able to transition from the

usual pedagogy and andragogy. Multi-generational and 21st century education must be refreshed as well to revitalize knowledge, skills, and attitude of teachers; In terms of the input to policy in the implementation of DI in the context of the pandemic, it was highly suggested that to the Department of Education must create a Differentiated Instruction program design and training program aimed to develop the knowledge, skills, and attitude of teachers. They can conduct these training via Learning Action Cell (LAC) session or through a school-based virtual in-service training for teachers. Although these teachers use differentiation to accommodate learning potentials, styles, needs, and prior knowledge of learners to achieve mastery and proficiency, they still needed upskilling and reskilling, thus, the need to create a Differentiated Instruction program design and training program aimed to develop the knowledge, skills, and attitude of teachers. It is recommended that the application of differentiated instruction should be a spur of the moment, something that considers the real time and actual needs of learners; that manifest and latent needs of teachers when it comes to implementing DI be addressed so that they can create meaningful learning; that the use of differentiated instruction in content, process, and product should always consider the strength of every learners; that teachers receive upskilling and reskilling to address challenges of implementing differentiated instructions in the new modality; and that a Differentiated Instruction program design and training program be created to develop the knowledge, skills, and attitude of teachers.

Chapter 1

THE PROBLEM AND LITERATURE REVIEW

1.1 Background of the Study

Differentiating instruction requires skillful teachers (Vitanzos, 2014). According to Good (2006), the process of differentiating does not mean providing separate, unrelated activities but rather supplying interrelated activities so that learners can arrive all at the same time at a similar level of competency. However, many teachers are still hesitant to utilize the strategy due to its seeming complexity.

Differentiated instruction was seen as a modified way of teaching that allowed students to showcase what they know in different ways (Tucker, 2020). At the same time, teachers are expected to tailor fit their instruction to accommodate the learning styles and needs of students. Instead of adhering to a uniform approach in teaching, teachers have used various pedagogical approaches such as small group or one on one teaching. Although substantial literature can be found about the process of differentiating instruction, less has been known on how teachers use it in instruction.

Tomlinson (2014) emphasized the need to conduct a research-based strategy in accommodating different instructional needs of learners. However, Wright (2018) pointed out that the use of differentiated instruction has been critical and should be employed only by teachers with differentiated instruction skills.

With the COVID-19 crisis, teachers all over the Philippines have been forced to adapt flexible learning to ensure uninterrupted education. The current scenario requires teachers to ensure that learners are liberated to take part in education wherever and whenever possible (Houlden & Veletsianos, 2020). For the chosen school, the researcher decided to have a code name Biñan School for ethical purposes.

Teachers at the selected Biñan school, specifically of the Araling Panlipunan department have been challenged to provide varying instruction so as to ensure quality education despite distance. The demand to cater for students' needs have been perplexing especially to veteran teachers who are used to traditional ways of teaching, particularly, in integrating technology and differentiated instruction in distance learning.

Hence, it has been the aim of the study to investigate the challenges and practices of Araling Panlipunan teachers of a Biñan school when it comes to differentiated instruction. The researcher used a qualitative thematic analysis to conduct an in-depth study to gather rich and valuable information about the teachers' practices and challenges in using differentiated instruction.

1.2 Literature Review

Differentiated instruction has been considered by Tomlinson (2005) as a philosophy, used to accommodate the students' level of readiness, interests and styles, unleashing their full potential. She pointed out that differentiating instruction can be done in many ways. Maker and Schiever (2005) claimed that differentiation can be done and seen in modification of content, adjusting to the learners' needs during the learning process, and receiving products and outputs based on student preferences, provided that these outputs are in line with the competency required from them (Tomlinson, 2000, cited by Subban et al., 2015). As per Stillman and Anderson (2011), in today's classroom, teachers are facing challenges in responding to the diverse needs of students, while at the same time pressured to be at par with the high-stakes testing. They further claimed that many argued that it was not possible to address all of students' needs, while aiming for the high performance in their

examinations. Even more, the threat brought about by the pandemic created educational disruption (Schleicher, 2020), shifting from pedagogical and andragogical approaches to heutagogical, cybergogical, and peeragogical approaches. Tomlinson et al. (2003) posited that Differentiated Instruction (DI) was the response to challenges in the curriculum since instructions were suited to academically diverse learners; hence, student outcomes will be less disappointing.

Nye et al. (2004) stated that having outstanding teachers can create more possibilities for better student achievement than any other factor, thus the need for professional development through training and upskilling. However, the certification and higher qualifications for teachers do not guarantee the quality of instruction (Murnane & Steel, 2007).

Differentiated instruction (DI) was often conferred as a strategy for teachers to improve student achievement through meeting of different learning needs of student. It has been considered as a three-pronged approach by McCarthy (2021), involving differentiation in planning, learner access, and environment. Planning included various elements such as content, process, and product while learner access included readiness, interests, and preferences. Even so, many educators do not differentiate instruction on a daily basis, depriving students from reaching their learning potentials and affect student progress at school. With these, school administrators may have to understand teacher perceptions and difficulties associated with differentiated instruction.

Differentiated Instruction in Araling Panlipunan

The practice of Differentiated Instruction has been noted in research of many countries (such as Ismajili et al., 2018; van Geel et al., 2019; Waid, 2016). Waid

(2016) claimed that teacher participants in his study used a variety of different activities and strategies to differentiate instruction for struggling students. Commonly used strategies were integrating educational technology, student collaboration, considering students' choices, allowing students time for independent work, teachers using real-world examples, promoting positive student-teacher relationships, teacher scaffolding instruction to add support to students until they could complete tasks independently, using review to reinforce content, and using strategies that require students to find text-based evidence, summative assessments, and using open-ended problem solving during big and small-group instruction.

Furthermore, result showed that Social Studies teachers perceived DI as an effective instructional tool to use with struggling students to increase their academic performance. But the study found out that these teachers who receive extensive professional development on DI and integration of educational technology tend to focus more on process than products when differentiating instruction (Waid, 2016).

Parsons et al. (2018) claimed that modifying and altering instruction through DI is the foundation of effective instruction and a golden standard that educators have to attempt to achieve. This was a gargantuan task since providing differentiated instruction has been considered an essential yet complex teaching skill where many teachers have not mastered and feel unprepared for. In order to design professional development activities, a thorough description of DI is necessary (van Geel et al., 2019).

Ismajili et al. (2018) also pointed out the alarming findings that teachers gave more interest to the product but less focus on content and the learning process. This was alarming since the goal of education should be the overall development of the

learners. To carry this out, DI should be existing in all aspects of the teaching and learning process – in content, process, and product.

Differentiated Instruction in the Philippines

In the Philippines, differentiated instruction has been recently enforced in basic education although it has been practiced in many countries especially those in North and South America, Europe, Australia, and Asia. With that being said, the practice of DI among schools has been a little bit challenging.

With the implementation of the K to 12 Curriculum Program, DepEd Order 8, s. of 2015 entitled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (BEP) posited that classroom assessment is a joint process involving teachers and learners. In addition, DepEd Order 42, s. of 2016, also known as Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program, directed teachers to prepare lesson plans that would uphold the quality of instruction while acknowledging the diversity of learners inside the classroom. Teachers were required to provide assessment where they should aim to holistically measure the learners' current and developing talents and skills. Section 1 of the said memorandum also reminded teachers to measure students' needs in multiple ways. Thus, to ensure that needs are met, learners' zone of proximal development has to be supported (Vygotsky, 1978).

The Department of Education's Memorandum No. 31 (2012) stated that in differentiated instruction, content standard should be in broad terms, so that teachers can differentiate how students manifested their understanding while having an option to express their understanding in their own way. The above mentioned mandate challenged Filipino teachers on how to address individual needs and diversity of

students considering a vague understanding of what and how to conduct differentiated instruction.

Differentiated Instruction Gaps and Concepts

Despite the importance of DI for successful learning, research into how teachers implement DI were scarce (Prast et al., 2018). The dearth of research available has yielded heterogeneous results. Subban et al. (2015) said that there was a gap in the literature regarding the use and effectiveness of the differentiated instruction model in practice. In spite of the extensive literature and models on the topic, there was no theoretical agreement on the conceptualization of DI (Pozas et al., 2020). Consequently, the term DI has been coined as a one- dimensional construct of a single practice such as learning centers, small- group interaction, and tiered-activities (Santangelo & Tomlinson, 2009). In return, this single-dimensional approach hinders the possibility of testing the effectiveness of unique DI practices for addressing heterogeneity of learners (Valiande & Koutselini, 2009).

Most general education teachers use the same instructional strategies for all students. In a case conducted by Robinson et al. (2014) on some American teachers, they discovered that teachers lack knowledge of how to implement differentiated instruction, even if they recognized its importance. Furthermore, result showed that one big challenge the teachers encountered was time constraints.

Meanwhile, the research of Al Otaiba et al. (2014) showed that some special education teachers and psychologists find it a challenging task to assist classroom teachers in ushering small group instruction or individualized interventions based on students' strengths and weaknesses. For students to reach a level of success, educators were expected to understand the differentiation instruction process. According to

Martin (2013), to be able to provide students with learning variances, teachers were required to gain competencies that they may use different conceptualization for various students.

Meeting the instructional needs of learners who have individual differences has been regarded as a major concern for most teachers. Meeting learner needs meant identifying what opportunities these students can bring to the lesson based on their existing knowledge and gaps. In process differentiation, one can start with one activity first, increasing differentiated activities when learners' confidence and experiences grow. Intentional differentiation was the process of leveraging what was known about students' opportunities and challenges. By collecting such details, educators can successfully apply DI in teaching (McCarthy, 2021).

A qualitative study conducted by Swicord et al. (2013) found out that differentiated instruction has not been implemented consistently in the classrooms due to insufficient time for planning. Indeed, differentiated instruction required a substantial amount of planning (Wright, 2018).

Evidenced-based instruction, collaboration, and assistance for differentiation implementation were essential when practicing differentiated instruction with passion (Tomlinson, 2014). Meanwhile, the lack of differentiation was a consequence also of educators' limited understanding of the content and teachers limited pedagogical knowledge. Therefore, Tomlinson (2014) emphasized the need for teachers to understand the content to effectively foster differentiated instruction. Meanwhile, Robinson et al. (2013) observed that teachers were not able to creatively conduct differentiation in content, exacerbated by the lack of resources.

The complexities of differentiation in instruction have been compounded due to the lacunae with which differentiated instruction has generally been addressed in

teacher education (Martin, 2013 as cited in Wright, 2018). Despite the presence of teacher training and development, some educators lack the knowledge and skills in modifying the curriculum to accommodate the diverse learning styles of students (Chien, 2012). This lack of competence has been associated by Taylor (2015) to the limited definition of differentiated instruction.

Magayon and Tan (2020) in their study on DI discovered that the principles of differentiation on content, process, and product were applied in instruction, though not to the fullest. Furthermore, Tomlinson's principles were observed as being embedded in pedagogic strategies and students' activities, with consideration on student's readiness and interests. Evidently, teacher respondents of the said study practiced DI in planning their instruction according to the students' readiness level and interest.

Dixon et al. (2014) conveyed that differentiated instruction included alteration of instruction, assessment, and content to meet the needs of the learners. Firmender et al. (2013) have recommended the importance of assessing initial skills of the students when providing content and instruction to meet the needs of students at various levels (such as fast and slow learners). DI practice that connected and motivated the learners at the start of the lesson was also necessary (Magayon et al., 2020; Pham, 2012). Pham (2012) claimed that perusing various means, techniques, and strategies helped students make sense of meaning and understand the implicit principles and concepts of the topic being discussed. While on real-life situations, Stylianides and Stylianides (2007) related that a well-designed real-life task would stimulate students' engagement and would perk interest.

DI principles worked in the same principle of Lev Vygotsky's ZPD (Bekiryazıcı, 2015) through which scaffolding and student engagement lead to

mastery of the lesson. Differentiated instruction as per social constructivism and multiple intelligences proposed that learning takes place in a social context, and without any social interaction, cognitive improvement and development would be less. Fundamental to Vygotsky's theory was his zone of proximal development (ZPD) which claimed that the sphere in one's thinking between developmental level and potential developmental level were linked (Wass et al., 2011). Cognitive development would happen when there is connectedness between what the learner already knows and what the learner needs to know. The teacher becomes the mediator and designs instruction just above the student's current level of cognitive development, all the while taking into consideration the needs of the individual student, knowing that to ignore such need would be to shunt an essential component in cognitive development.

On the other hand, some theories have been influential in the development of differentiated instruction (Subban et al., 2015). Drawing on learning and thinking styles to present various intelligences, some learning theories offer a widened concept of how intelligence used to be traditionally determined (Riley, 2020).

Differentiated Instruction in Assessment and Instruction

Differentiating instruction has no prescribed ways. The changes a teacher makes to each of the classroom elements depend on the needs of their students. It may require differentiating core subjects, changing the content, altering learning materials, transitioning methods of instruction, and assessing to accommodate and assimilate learners (Tomlinson, 2014). Besides, the process of differentiation has been used as a response to intervention (RTI), facilitating student learning with different modalities.

The desire to have a consistent model to guide differentiated instruction implementation has been called for. It was thought to help in addressing learning

variances at learning centers, may they be digital or printed. McQuarrie et al. (2008) claimed that strategies used to differentiate instructional and assessment tasks for language learners, gifted students, and struggling students were also effective for other students in the classroom. At the same time, learners with learning disabilities received more opportunities when using differentiated instruction compared to their peers.

On top of evidence-based advantages of DI, educators used a variety of instructional approaches along with it. Among these were changing assignments to meet students' needs, assessing students on a continuous basis to determine their readiness, using assessment results to alter instruction as needed, providing a variety of options for how students can learn and demonstrate their knowledge, striving to make lessons collaborative and meaningful, and employing different grouping formats for instruction such as whole-class, independent instruction, or small groups, and using flexible grouping.

Flexible grouping was defined by Tomlinson as a fluid or dynamic method of grouping students. Rather than being set, membership in group changes to fit the assorted needs of learners. Meanwhile, in a study conducted by Aranda and Zamora (2016), there was a significant improvement on students' learning when differentiated instruction was applied. It was observed that uncovering the effectiveness of differentiated instruction on learners' achievement require the teacher to use a learner-centered approach that paved way for Grade 10 learners to collaborate with their peers and teacher. To facilitate learning, the teacher started a group participation in all activities and allowed students to interact with other groups. The lesson prepared for each session was based on the intended learning activities for each learning style of the students.

Similarly, Senner et al. (2018) discovered that if the curriculum and interaction suit with the learning styles and multiple intelligence of learners, they perform best in the classroom. The same findings have been forwarded by Muthomi and Mbugua (2014) with the affirmation that students who were taught using differentiated instruction did better than those taught using traditional instruct 10 approach.

Findings also confirmed other research studies that it was necessary to administer learning style inventory at the beginning of school year to help teachers design lessons according to learning preferences and styles of the students before implementing differentiated instruction. There were many research studies confirming the benefits of differentiated instruction inside the classroom; but there were concerns that need to be addressed in the implementation of DI, including the teacher itself. The teacher should be given training on how to differentiate instruction because the preparation of designing everyday lessons that fit each learning style of the students has never been easy. It needed a lot of effort and required more time for both teacher and students. Another notable concern was the number of students in the classroom. It was difficult to manage differentiated instruction in big groups, having group work and activities and attending to each group's needs.

Using differentiated instruction was a great challenge to all teachers especially in the Philippine classrooms that have many students per class. The need for continuous training and professional development of teachers on how to differentiate lessons have been a cry. Indeed, there were many challenges to face, but if the teachers could discover how to handle those obstacles, learning would be meaningful and interesting for the students.

Synthesis of the Study

Based on the discussion of various related literature and studies, it can be observed that the practice of differentiated instruction can be gleaned on the content, process, and product with special consideration to the learning needs and multiple intelligence of the learners. It was notable that most of the studies expressed some challenges in using DI in everyday lessons. For one, there was no specific definition on what DI was all about and no standard prescription on how it should be done. Although some studies pointed out that the results of assessment and evaluation of academic performance have been promising, the lack of details on how it should be carried out by educators remains vague.

Also, most of the time, DI was used only in the introductory activities to help motivate and perk students. Apparently, time allotment for DI was insufficient, as observed by some research and noticed during the data gathering procedure of this current study.

However, the lack of preparation in applying DI on the content of the lesson and process has reaffirmed the findings of some studies just discussed. Thus, it can be agreed upon that the use of DI had its focus on the product output of learners, instead of actively using DI as an ever-changing process to suit arising needs of learners.

Meanwhile, DI has created a gap among the pedagogical skills and knowledge of teachers. The use of DI as a strategy likewise has created a confusion to educators requiring the need to retrain and upskill their professional knowledge and practice.

1.3 Conceptual Framework

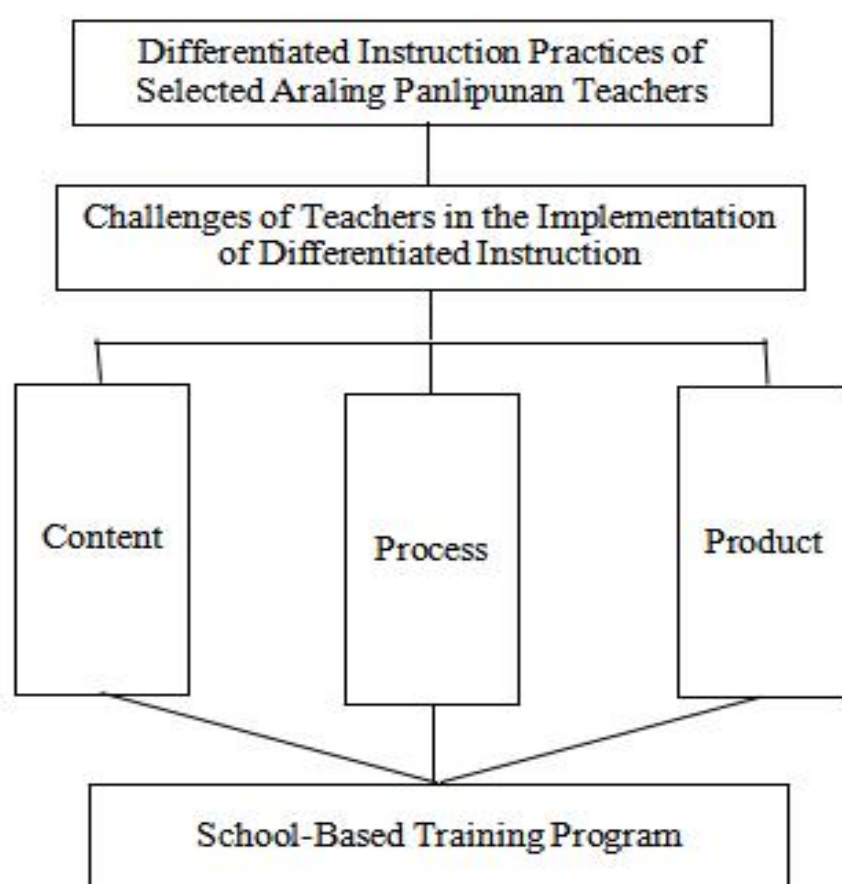
At its most fundamental level, differentiation has been referred to as the efforts of teachers to answer the variance among learners in the classroom. Whenever

a teacher reached out to an individual or small group to alter his or her teaching to create the best learning experience, that teacher was differentiating instruction.

Figure 1 showcases the representation of the different variables as used in the study.

Figure 1

The Conceptual Framework of the Study



Content refers to the knowledge and skills that students need to master. Various studies claimed that a teacher can pedagogically apply DI in instruction through perusal of reading materials at varying readability levels, placing text materials on tape, using spelling or vocabulary, presenting ideas through both auditory and visual means, and using reading buddies.

Process on one hand, refers to the activities used to master the content. Examples were tiered activities where all students work with the same important competencies and skills, but proceed with different levels of support, challenge, or complexity, encouraging students to look into subsets of the class topic of particular interest to them, developing personal tasks lists containing both in-common work for the whole class and work that addresses individual needs of learners or offering manipulatives and other hands-on supports for students who need them; and varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Product is used to demonstrate one's learning. When teachers apply differentiation in product, most of them assess the same concept and skill for each student at the end of a unit of study. However, teachers usually conduct variety of ways to allow the learners to demonstrate their knowledge and skills.

The conceptual framework showed that the focus of the study were the selected teachers handling Araling Panlipunan. The study investigated the differentiated instruction practices and challenges of these selected teachers in terms of context, process, and product so that a school-based training program can be suggested.

1.4 Research Problem

This study sought to investigate the practices and challenges of teachers about Differentiated Instruction (DI) so that a school-based training program can be suggested.

Specifically, it aimed to answer the following questions:

1. What were the Differentiated Instruction (DI) practices of select Araling Panlipunan teachers in Biñan school?
2. What were the challenges of the Araling Panlipunan teachers in the implementation of DI?
3. How did teachers in Araling Panlipunan implement differentiated instruction relative to:
 - 3.1 content,
 - 3.2 process, and
 - 3.3 product?
4. Based on the findings of the study, what school-based training program can be suggested?

1.5 Scope and Limitations

This study initially aimed to study the Araling Panlipunan teachers of a specific Biñan school as informants which totaled to ten (10) Junior High School educators and two (2) Senior High School teachers. However, one (1) Junior High School teacher went abroad and another Junior High School teacher did not participate due to personal circumstance. Only seven (7) teachers of Araling Panlipunan subject area consented to become informants of the study by signing the consent forms (see Appendix C). Those who have not provided their authorization to participate, and to join have been excluded.

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Since the researcher is a Social Studies teacher, the study was narrowed to participants teaching Araling Panlipunan so that he can investigate in the natural context he can relate with and make sense of his gathered qualitative data

(Liamputtong, 2020). Meanwhile, the researcher also believed and adhered to post positivisms' claim about reality being subjective and that the interpretation of data may be affected by the researcher's understanding and interpretation as the cases unfold.

As a qualitative research, results have not been generalized to a bigger population. The goal was to contribute to additional knowledge and insight about the different practices on differentiated instruction in the context of COVID-19 pandemic so that a school-based training program can be suggested.

1.6 Definition of Terms

To establish clarity and precision of the meanings of the terms used in this study, the following terms were defined conceptually and operationally.

Araling Panlipunan. The term refers to the Social Studies subject such as History, Economics, Politics, and even government, society, and culture (Gutierrez, 2021). As used in the study, it refers to the subject taught by the selected informants in Junior High School.

Assessment. The term refers to various methods to measure and document the learners' performance, progress, skill acquisition, and educational needs (Education Reform, 2015). As used in the study, assessment referred to the written and performance-based assessment of learners in Araling Panlipunan.

Challenges. The term refers to problems and issues that interfere with life to achieve goals (Spacey, 2022). As used in the study, challenges refer to the difficulties of Araling Panlipunan teachers in the implementation of DI in terms of content, process, and product.

Content. The term was defined as the curriculum, the learned information, and the skills taught in the class (Haberlin, 2022). As used in the study, content was

the Araling Panlipunan lessons as seen on lesson exemplars, or the topics that students needed to know and do.

Differentiated Instruction. The term was used in reference to a teaching strategy where the differences and similarities of learners were considered to plan instruction (Robb, 2021). As used in the study, the term referred to the various instruction strategies as seen on content, process, and product used by Araling Panlipunan teachers at the chosen school in teaching to achieve learning competencies.

Latent Need. It is defined as a desire or preference which cannot be satisfied due to a lack of information or availability of a product or service (Cribbett, 2016). In the study, the term was referred to as the unspoken need of teachers to learn the application of Differentiated Instruction in the development, engagement, and application of lessons as observed in the lesson exemplars and videos.

Manifest Need. This was defined as the needs that motivate all other needs such as achievement, affiliation, autonomy, and dominance (Mohamed, 2017). As used in the study, the term indicated the need for training on Differentiated Instruction in the New Normal.

Practices. The term was defined as repeating of an act, behavior, or sequence of activities, frequently to better performance or learn an ability or trade (Sam, 2013). As used in the study,,the term refers to the differentiation of instruction in content, process, and product of Araling Panlipunan teachers.

Process. This was defined as the numerous ways that students make sense of the content (McCarthy, 2021). As used in the study, process was the utilization of various instructional materials and activities to teach the content of Araling Panlipunan.

Product. This was the artifact that learners produce to show what they know and do not know (McCarthy, 2021). In the study, it was the student output at the end of the lesson.

Triangulation. This referred to the method to heighten the credibility of the results and findings (Noble et al., 2019). In the study, it was the usage of physical evidence, interview with the participant, and direct observation to strengthen the credibility of the findings.

Chapter 2

METHODOLOGY

This chapter presents the qualitative research design and methodology, research site, selection process and participants, the data gathering procedures, research instrument, data analysis, role of the researcher, methods of validation and potential ethical issues.

2.1 Research Design

A qualitative case study was utilized since it was richly descriptive and had been based on multiple sources of data (Hancock & Algozzine, 2006). Methodologically, the case study allowed a close collaboration between the researcher and the participants (Crabtree & Miller, 1999 as cited in Baxter & Jack, 2008), enabling the researcher to better understand the action of the respondents (Lather, 1992; Robottom & Hart, 1993 as cited in Baxter & Jack, 2008). The research design provided an in-depth, real-life inquiry on the raised research questions and permitted a thorough analysis of the complex and particularistic nature (Crowe et al., 2011) of the case. This case study approach was done through semi-structured interviews, supplemented with documents including video lessons (see Appendix G), written reports, observation, and other documents which served as triangulation to strengthen the credibility of outcomes and enable different interpretations and meanings to be included in the data analysis (Flicker, 2014 as cited in Shanks & Bekmamedova, 2018).

The approach allowed the researcher to describe a contemporary phenomenon with its real-life context (Baxter & Jack, 2008; Yin, 2003, 2009). Research questions were often “how do?” instead of “how should?” (Punch, 2005 as cited in Kivunja & Kuyini, 2017). These traits of case study permitted the researcher to focus on

individual behaviors, attributes, actions, and interactions (Brewer & Hunter, 1989 as cited in Rashid et al. (2019).

To analyze, thematic analysis by Braun and Clarke (2016) has been selected as the appropriate method of analysis for seeking to understand experiences, thoughts, or behaviors across a data set. As used in the study, the process involved data analysis where non-numerical data were coded, categorized, and organized into themes to answer the questions raised in the study.

2.2 Research Locale

Due to the interest of the researcher and purpose of the study, the school was chosen as the research site. A letter of approval to conduct data gathering (see Appendix L) has been obtained. For anonymity and confidentiality purposes, the campus was coded as Biñan School. Such decision to use codes for the school was done by the researcher as one of the revisions (see Appendix I) as per advised during the proposal period and approval of the study (see Appendix J).

Founded in February of 2010, the school has 86 teachers in the Junior High School (JHS) and Senior High School (SHS) program with a total of 2,702 students. Initially, the Araling Panlipunan department of the school got 12 teachers where 10 teachers handle Junior High School. One (1) went abroad and two (2) came from Senior High School, and the other one (1) did not participate in the study. Each teacher has 45 students assigned to them and each handle six (6) sections. This meant 270 students per teacher, thus 270 needs to consider differentiating instruction.

2.3 Selection Criteria and Participants

Qualitative inquiry has no rigorous rules concerning sample size. It depends on the purpose of the research, what is at stake, what is valuable, what is plausible,

and what is the line of research that can be undertaken within the time frame and use the resources at hand. The same set of fixed resources and time can be used in several ways (Shaheen & Pradhan, 2019).

A purposive sampling strategy was utilized when the clearance to proceed was granted to the researcher (see Appendix K) to select the participants of the case study (Baxter & Jack, 2008; Hancock & Algozzine, 2006, Merriam, 1998 as cited in Rashid et al., 2019). Case study was used since it allowed the researcher to easily select the respondents (Crossman, 2020). According to Ishak et al. (2014), purposive sampling was useful when a researcher wanted to select unique cases that were particularly informative, and when a researcher wanted to determine specific types of cases for in-depth investigation in his own context. This was more on gaining deeper understanding of those types of cases, and not to generalize the findings.

Although Stake (1985) claimed that a case study was not a sampling research, purposive sampling paved way for the researcher to focus on a particular but unique characteristic of the selected case. Since the participants were teaching Araling Panlipunan subject just like the researcher, this has assisted the enhancement of the study (Etikan et al., 2016).

2.4 Instrument

Wa-Mbaleka (2020) stated that in qualitative research, a lot of research methods can be used to gather data, and the researcher could be one of the instruments. The researcher's genuine interest (Stake, 1995 as cited in Baxter & Jack, 2008) to investigate how Araling Panlipunan teachers practiced differentiated instruction made him the primary instrument in this qualitative study (Scheumann, 2014; Wa-Mbaleka, 2020). A semi-structured interview guide divided into two parts

was used. Part I was adopted from Prince (2011) while Part II was a researcher-made interview guide specifically crafted to gather more qualitative data. These were checked and validated by the master teacher of Araling Panlipunan and the research adviser to assure content validity.

2.5 Data Collection

In qualitative research, the researcher was the main instrument who collected information (Cypress, 2017) and attempted to inductively derive meaning from the data. Multiple sources of information were used (Merriam, 2009; Stake, 1995; Yin, 2014 as cited from Harrison et al., 2017) such as examination of physical evidence, interview with the participants, follow up and recorded one on one interview (see Appendix H), and direct observation. These sources strengthened the validity of the study.

Examination of physical evidence was included such as the use of documents, school records, and some other documents such as lesson plans and weekly home learning plans. A virtual interview was done to gain deeper insight since the participants could give their full attention to the activity. The responses were transcribed and returned to teacher participants for validation. An additional one on one interview was conducted as the researcher needed to conduct additional data gathering. The interviewer and the follow up questions (see Appendix F) provided detailed answers which the researcher used to deduce the quality of the responses (Bowden & Galindo-Gonzalez, 2015).

The semi-structured interviews were done for a maximum of two (2) hours and utilized open-ended questions which allowed flexibility and easy interaction with the interviewees (Doyle, 2020). The interview questions (see Appendix D) were

given electronically to increase accuracy of responses. The same thing was done when the researcher conducted the follow up interview.

The time for the virtual interview were kept confidential but allowed for the participants to feel secure while sharing without any distraction. The interviewer recorded the conversation, with the participant's approval, for transcription, then returned to the interviewees for verification. The transcription was in electronic form to 'verify correctness, clarify some discrepancies, and further comment and remark on the inquiry' (Scheumann, 2014). Direct observation was non-intrusive. This meant that the observed case unfolded without being troubled by the observer (Crossman, 2019).

Meanwhile, Baxter and Jack (2008) suggested the necessity to develop a means to record the interviewed data. The interview, since it was being video recorded, helped create strong findings (Perecman & Curran, 2006).

2.6 Role of Researcher

The role of the researcher in qualitative research was critical, as they were the ones who collect data and implement analysis (Creswell, 2007 as cited in Tang, 2020). As the main instrument, the researcher collected, coded, and analyzed the data from interviews, participants' lesson exemplars, and other supporting documents to uncover the emerging concepts and patterns of the study.

To mitigate conflict of interest, the researcher properly disclosed the aims of the study and followed the set of questions. For ethical purposes, no financial gains or incentives were obtained from the study. Findings of the study were presented in a way that did not violate cultural traditions nor encourage stigmatism. Also, a

certificate of authenticity (see Appendix M) and certificate from language editor (see Appendix N) have been complied to obtain compliance (see Appendix O).

2.7 Data Analysis and Methods of Validation

Both Yin and Stake recognized the importance of effectively organizing data. Merriam (2009; Harrison et al., 2017) emphasized the intersubjectivity of meanings based on experiences and social interactions. For this study, a qualitative thematic analysis was used.

Thematic analysis has been defined by Braun and Clarke (2016) as an appropriate method of analysis for seeking to understand experiences, thoughts, or behaviors across a data set.

Without rigor, the research would have no worth, would be fictional, and of no utility (Cypress, 2017). Establishing rigor and trustworthiness have been extensive across fields (e.g., Krefting, 1991; Sandelowski, 1986, 1993 as cited in Baxter & Jack, 2008). The process of triangulation of data sources permitted for cross-checking to do away with bias (Kennedy, 2009) and that the phenomenon being studied was explored in multiple perspectives. A rigorous research process was done to ensure quality.

Data triangulation was the process of using multiple data sources to substantiate findings in a study (Creswell, 2007; Hatch, 2002; Noble et al, 2019; Yin, 2009). Yin (2009) made the assertion that the results of case study research were perceived as more credible if multiple sources of data inform the findings. Stake (1995) recommended that researchers check the accuracy and authenticity of the research by using triangulation. By interviewing seven (7) social studies teachers, it ensured that the gather enough data for interpretation. According to Creswell (2007),

triangulating multiple sources of data to identify emerging themes was considered a valid method to address validity and trustworthiness in a study.

2.8 Ethical Considerations

The purpose of the code of ethics in research was to set principles and guidelines on how to achieve the objective of the study, outlining the responsibility of each person involved in the research. A transmittal letter (see Appendix A) was secured and was given to the superintendent. Attached given were the consent form (see Appendix B), the disclosure of the researcher's intent, and the explanation of the methods used in the study. A copy of interview questions provided for a more accurate and concise answers.

After being approved by the PNU REC and provided the notice to proceed, the researcher followed lawful and ethical requirements involving people. The respondents were protected from any mental, physical, or emotional injury. Any information obtained from the study was made confidential and anonymous unless given permission to be made public. The participants knew that they could withdraw from participating at any stage of the research process without consequences nor harm. A debriefing was conducted but mainly due to the information dissemination of the results of the study and providing a copy of the final report at the end (Debriefing Form and Instructions, 2019; Ethical Principles of Psychologists and Code of Conduct, 2017; Hancock & Algozzine, 2006).

Chapter 3

RESULTS AND DISCUSSIONS

This chapter presents the findings and discussions of the study. Using thematic qualitative analysis, emerging themes were identified from multiple sources of data.

3.1 Differentiated Instruction (DI) Practices of Selected Araling Panlipunan Teachers in the Chosen Biñan School

Multiple sources of data served as basis for determining the emerging themes which were described for further explanation. With the use of lesson exemplars, observation, and one on one interview, the researcher was able to deduce and identify themes in response to the aims of the study.

Subtheme 1: Claim of establishing prior knowledge in content

Establishing prior knowledge of the lesson and content which focused on learners and their schema was the first subtheme observed. Based on the analysis of the lesson exemplars (LE) of the selected Araling Panlipunan teachers almost all of them desire to achieve Most Essential Learning Competencies (MELCs) set by the Department of Education. With the exemplars of participants following specific format and template, it was noticeable that they were able to incorporate differentiated instruction on the plan. By asking review questions such as *Ano ang pagkakaiba ng sibilisasyon at kabihasnan?* (What is the difference between civilization and culture?) and *Ano-ano ang mga panahon ng Ebolusyong Kultural? Ibigay ang mga pinakamahalagang tuklas sa bawat panahon* (What are the periods of Cultural Evolution? Give the most important discoveries of each era), it can be

glimpsed that the teachers were planning to gauge the learner's level of understanding and knowledge on the topic.

Participant 2 pointed out that DI can only be applied based on the context that the learners are in, *"If the topic is flexible enough to showcase skills, then that is the time I design the activities, or the differentiated instructions suited for the topic."* Participant 2 furthermore exclaimed, *"I plan according to what lesson I will be having at that specific time."* This highlighted the Araling Panlipunan teacher's attempt to differentiate instruction. This was supported by Participant 4 when she stated,

After knowing their needs and interests, I carefully choose a content on my subject on where Differentiated Instruction is best suitable to do, for instance, video analysis on a certain video clip, literary or document analysis, make them do some drawings or anything involving arts, role playing, doing a task by groups or partner and many more. Moreover, determining the student's prior knowledge can be helpful in planning differentiated lessons so as to avoid using a method that will be ineffective for students.

Based on the lesson exemplars and one on one interview, it was noticeable that the use of differentiation in terms of content seems to have no problem at all. However, upon the conduct of observation of demonstration videos and follow up one on one interview, selected teachers in Araling Panlipunan have reaffirmed the difficulty of practicing DI in their content. To quote Participant 2,

Sa lesson exemplar, the questions are constructed in a way it would give opportunity to all learners to show their skills like essay, drawing, or making an action plans... meron silang pwedeng pagpiliang mga activities at meron din namang arbitrary nilang gagawin o sasagutan.

(In the lesson exemplar, the questions are constructed in a way it would give opportunity to all learners to show their skills like essay, drawing, or making action plans... they can choose activities and there are also some they can do or answer arbitrarily).

Participant 5 chimed,

Hindi masyadong naipapatupad sa ODL, kasi mahirap yung tutukan ang mga bata at hindi ko alam kung ano ang ginagawa nila, parang mahirap yung sa supervision ng activities... mahirap din sa presentation ng outputs... sa MDL, hindi ko naa-apply, mahirap gawin.

(It is not implemented very well in ODL, because it is difficult to focus on the children and I do not know what they are doing, it seems difficult to supervise the activities... it is also difficult to present the outputs... in MDL, I cannot apply it, it is difficult to do.)

Possessing the understanding of what students know and can do before an introduction of a new lesson can indeed aid in the crafting of instructional activities that shape off student strengths and recognize and address their weaknesses. Carnegie Mellon University (2021) stated the importance for students to have a broad range of preexisting knowledge, skills, beliefs, and attitudes, they have to learn how to attend, interpret, and organize incoming data and information through real learning experiences.

Claiming to do but not doing the practice of DI were sides of the coin. While it is true that new knowledge and skill were reliant on preexisting knowledge and skill, it is only through reinforcement and continuous use of differentiation that one can improve practice. Agreeing with Tomlinson (2005), DI was a philosophy where teachers were expected to cater to student's level of readiness and allow them to learn in their own preference (Schleicher, 2020).

Subtheme 2: Attempt to differentiate Process and Product

Another subtheme that can be gleaned was the attempt to differentiate process and product. This seemed to support the claim that the practice of DI did not only happen in content but in process and product as well. With careful analysis of learning exemplars, selected teachers of Araling Panlipunan have incorporated varied

processes such as video analysis, text analysis, kinesthetic such as drawing and arts, simulation, and dyadic activities. One lesson exemplar used process questions such as “*Ano ang ipinahihiwatig ng tula?*” (What does the poem indicate?), “*Ano ang ibig sabihin ng pahayag ni Ban Ki-moon?*” (What does Ban Ki-moon's statement mean?), “*Anu-anong mga kompanya ang kumakatawan sa mga logo?*” (What companies do the logos represent?), and playing Four Pics One Word as a Trivia game.

Due to the IDEA format of lesson exemplars, which stands for Introductory Activity, Development, Engagement, and Assimilation, DI in terms of process has been mostly seen on the Introductory Activity, Development, and Engagement segments of the lesson exemplars. However, when it came to the Assimilation part, teachers usually delivered lessons through lecture discussions and written assessment through pen and paper test such as multiple choices and True or False types of quizzes.

Performance-based assessment was not observed due to lack of time. This may have been due to what Participant 1 said, “*I could consider lack of time in terms of preparation, less opportunity to collaborate with team members, and limited access to differentiated materials.*” Participant 6 added, “*struggle in preparation, a lot of time to spend, like distribution of activities, giving of instructions and communications to students, teachers make their own worksheets.*”

From the claims of teachers, differentiation has been viewed as provision of various learning activities to further engage and develop mastery of the lessons. However, when it came to product, DI can rarely be seen, since most of the Araling Panlipunan teachers used pen and paper test to assess learning instead of providing them various learning activities from which they can choose. This has proven Waid's (2016) claim that the teachers were more focused on differentiating the process than

the product. The result negated the claim of Ismajili et al. (2018) that teachers gave more interest to the product than process. Regardless, the application of DI in both product and process still proved the intention to use differentiation in instruction.

Emerging Theme 1: Planned but unenforced differentiation

Based on the lesson exemplars and claims of selected Araling Panlipunan teachers, it can be deduced that all of them were considering the learner's profile, readiness, styles, and needs before doing differentiated instruction. Participant 1 commented, *"I conceptualize different activities so that groups can work on the learning tasks based on their readiness, interest, and learning profile."*

Participant 2 claimed,

I actually plan according to what lesson I will be having at that specific time. If the topic is flexible enough to showcase skills, then that's the time I design the activities, or the differentiated instructions suited for the topic.

However, the demonstration teaching and the follow up questions conducted by the researcher proved that these plans to differentiate has never been implemented by most Araling Panlipunan participants. Participant 4 said,

Most of the students don't have stable internet connections and not all students can use applications like CANVA. Instead, teachers let them decide on how they can answer their performance tasks in a way that they can, if they can demonstrate through their tasks that they understand the lesson.

Meanwhile, lack of time in Araling Panlipunan which was around 180 minutes in a week has been considered not enough to conduct DI. It was noted that these teachers were more focused on compliance and were following a format when they created their lesson exemplars. The introduction of differentiated instruction on the content, process, and product was based on their own understanding of how DI needs to be done and how it can be incorporated in the lessons. While content was

more on imparting of knowledge and discussion of the important ideas of the topic, strategies commonly included lecture and reading.

This may be due to the difficulty of catering to the individual differences of learners while the school implements modular distance learning and online distance learning. According to McCarthy (2021), meeting the instructional needs of learners who have individual differences has been regarded as a major concern for most teachers.

Displayed in Table 1 were the various transcripts (see Appendix E) gathered from one-on-one interviews. These showed the different answers of Araling Panlipunan teachers when asked about their differentiated instruction practices at school. The responses were colored so that the researcher can easily group similar replies and identify the answers in consideration with the objective of the study.

Table 1

Color Coded Responses of Araling Panlipunan Teachers on DI Practices

Responses	Participants						
	1	2	3	4	5	6	7
Please describe the process of how you plan a differentiated lesson.	I conceptualize different activities so that groups can work on the learning tasks based on their readiness, interest and learning profile.	I plan according to what lesson I will be having at that specific time. If the topic is flexible enough to showcase skills, then that's the time I design the activities, or the differentiated instruction suited for the topic. Let's say for	The teacher designs the lessons based on the learner's learning styles, interests and abilities before matching the activities with the individual needs of the students.	Getting to know the student's interest at the very first meeting of the school year for me is very important. Here, I asked them their expectations of me and on the subject as well as their interests that might help them to excel or to at least achieve good grades in AP. Through this, I will be able to meet the different needs of my students all	When differentiating in response to learning style, address a wide variety of learning styles in your lessons and learning activities. Reflect on whether or not the lesson effectively addresses the needs of all your students. After teaching,	The process of how I plan a differentiated lesson is, First, I make time to know my students. Knowing their level of understanding, their various learning styles, their strengths, and weaknesses. Then second, set learning objectives. A learning objective	Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

example the lesson focuses on culture then the activities should make them feel like living in that culture, creating, wearing, living through interacting roles and how these practices have changed in the modern times.	throughout the school year so that no one will be left behind. As we all know, each student is different from one another, so it is very important for me to at least achieve their needs and interests. After knowing their needs and interests, I carefully choose a content on my subject on where Differentiated Instruction is best suitable to do for instance, video analysis on a certain video clip, literary/docu ment analysis, make them do some drawings or anything involved arts, role playing, doing a task by a group or partner and many more. Moreover, determining the student's prior knowledge can be helpful in planning differentiated lessons so as to avoid using a method that will be ineffective for students.	assess student mastery of the objective.	that stated a detailed description of what they will be able to learn. Third, outline the main topic or idea. Then lastly, execute the differentiate d lesson plan and assess if it's efficient and effective for the learners.
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3.2 Challenges of the Araling Panlipunan Teachers in the Implementation of DI

The result of the data analysis came from the one-on-one interview conducted by the researcher among selected Araling Panlipunan teachers of Biñan School. In

terms of challenges encountered by them in the implementation of differentiated instruction in Araling Panlipunan, all teachers were advised to respond in the context of the pandemic, with consideration to the new modality currently employed by the school.

Applying Braun and Clarke's framework for thematic analysis, the researcher identified the following emerging themes from the data gathered.

Emerging Theme 1: Manifest Need: Lack of training in the implementation of DI in the new normal

Based on the transcripts gathered from teachers of Araling Panlipunan, majority of them claimed that they need to be trained on how to properly implement differentiated instruction in the new normal, especially when they conduct online and offline classes. Participant 4 exclaimed, *"I think about how to properly implement DI in the new normal (for both MDL and ODL classes)."* Meanwhile, almost all of them claimed that they need upskilling to implement DI in today's modality. Participant 6 posited, *"Trainings about the utilization of classroom technologies for teachers and about assessment strategies."* This was seconded by Participant 7 saying, *"It is a privilege for me if we will be given an opportunity to attend another training about differentiated instruction."* Also, Participant 4 truthfully added, *"I think my knowledge on how to properly implement DI can be a factor also."*

The lack of training as a manifest need has been supported by the study of Chien in 2012. He claimed that despite the presence of teacher training and development, some educators lack the knowledge and skills in modifying the curriculum to accommodate the diverse learning styles of students. This may be due to the nature of training, which is more on imparting of knowledge but minimum

focus on the application. Workshop trainings should be the main focus of these training programs since the challenge was more on how to apply DI as a practice and not on what DI meant.

Emerging Theme 2: Latent Need: Insufficient application of Differentiated Instruction in the Development, Engagement, and Assimilation part of lessons

Based on interview transcripts, Araling Panlipunan teachers can define, provide explanation, cite examples, and even apply their knowledge about differentiated instruction as seen from their learning exemplars and weekly home learning plans. In practice, however, it can be observed that all of them were limited when it came to utilization of DI in the development, engagement, and assessment of the lessons.

Most of them claimed that there was limited time when using the process of differentiation. With only 50 minutes for teaching the concepts and skills, most of them feel it is consuming more time than usual. Participant 1 expounded, *“As to barriers to differentiation, I could consider lack of time in terms of preparation, less opportunity to collaborate with team members, and limited access to differentiated materials.”* Participant 4 said,

Although AP has class for 5 days, each day has only 40 minutes. I try to differentiate; but to finish a single lesson, I need to consume 2 days for it. Here in public school, the class size and lack of materials to supplement the lesson might be a hindrance to perfectly implement DI.

Table 2 indicated the notable preponderance of challenges in differentiated instruction as experienced by the participants of the study. Again, responses have been colored so as to easily spot similar data. Participants were asked three (3) questions: *“What do you understand differentiation to be?”*, *“What was the process of learning differentiation like?”*, and *“What factors and experiences affected your*

choice of differentiation practices?'. The utterances of all seven (7) Araling Panlipunan teachers have been coded, categorized, and organized to themes.

Table 2

Color Coded Responses of Araling Panlipunan Teachers on DI Challenges

Responses	Participants						
	1	2	3	4	5	6	7
What do you understand differentiation to be?	Differentiated instruction is a teaching approach that adapts instruction to students' different learning needs. It lets students show what they know in different ways.	Differentiation is another word for varieties. From one to many, the simple to the complex. Nowadays we are tapped to make use of technology not just an aid to instruction but the core of it. Lesson should be for the student's interest, to build their love for learning in a fun and exciting way, a challenge for most of us but a new skill that we must also excel in.	Using varied activities, teaching styles and strategic s that suited to the needs of the students.	For me, DI is a teaching style where the teacher, which is the facilitator of learning, will use varied instructional strategies to meet the individual needs and interests of the students. Moreover, this may mean that the teacher also delivers a lesson in different levels of difficulty depending on the acquired knowledge or ability of the students.	Differentiation is a method of finding the derivative of a function. Differentiation is a process,	For me it is a personalize or unique strategy as to how it meets all students' needs.	the process used to learn or the product expected from students to ensure that learners at different starting points can receive the instruction they need to grow and succeed
What was the process of learning differentiation like?	Process of learning differentiation requires changing content, delivery, and assessment methods based on students'	It makes the lesson alive and interesting. Having to be in a different setting or atmosphere where instruction is concerned	It reflects student learning styles and teaching strategies .	Learning through differentiation in the eyes of a teacher is somehow fulfilling since you know that the students enjoy your	At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom.	The process of learning differentiation on are readiness, interests, learning profile.	Differentiation on means tailoring instructions to meet individual needs.

needs	is another	lesson as	Whenever a
while	way to	well as	teacher
maintaining	hook learners	attend to	reaches out to
the	to	their needs	an individual
same	be in class.	and interests	or small group
standards		and address	to vary his or
and		their	her teaching in
objectives		individual	order to create
for all		differences	the best
learners.		where all of	learning
		them learn	experience
		together and	possible, that
		become an	teacher is
		active	differentiating
		learner	instruction.
		rather than a	
		passive one.	

4. What	My	Seeing and	The	Basically,	Break some	*Manage	The
factors and	students'	observing	subject	knowing	students	the	factors and
experience	knowledge	how they	matter,	the	into reading	classroom	experience
s	and	behave	the	student's	groups to	to create a	s
	understandi	in class	strategie	needs and	discuss the	safe and	that
affected	ng,	from using	s,	interests,	assignment.	supportive	affected
your	attitudes,	a series of	number	and also	Allow	environme	my choice
choice of	abilities	instruction.	of	acknowled	students to	nt.	of
	and	I had come	students,	ging their	read	*Continual	differentia
differentiat	skills, as	to know	availabil	ing individual	individually	ly assess	tion
ion	well as	from which	ity	differences	if preferred.	and adjust	practices
practices?	motivations	they perform	of	plays an	Create quiet	lesson	are
	and	best and	material	important	spaces where	content to	choosing
	dispositions	least. I prefer	s and	and	there are no	meet	content,
	are the	them	the	integral	distractions.	students'	process,
	many	talking and	diversity	part for me	The benefits	needs	product
	factors for	sharing	of the	as a	of		and
	my	opinions as	students.	teacher	differentiation		affecting
	choice of	the topic		when	n in the		the
	differentiat	provokes		choosing	classroom		learning
	ed	them to		DI as a	are often		environme
	practices.	speak.		teaching	accompanied		nt.
		This		style.	by the		
		experience is		Additionall	drawback of		
		a		y, my	an ever-		
		great		knowledge	increasing		
		achievement		, perhaps,	workload.		
		for me.		on DI			
		Thus, I		affects me			
		consider		when			
		trying on		choosing			
		different		DI as my			
		tools to find		method for			
		something		the day.			
		that works.		Whether			
				this will			
				help the			
				student to			
				easily learn			
				my topic			
				for the day			
				or will it			
				be a waste			
				of time.			

Handayani et al. (2016) claimed that teachers tended to differentiate learning activities but hardly set varied learning goals and rarely structure lessons to suit and

accommodate student diversity and individuality. This may be due to the time constraint posed by DI especially on the preparation and application. Teachers were more focused on the achievement of the required learning competencies and providing students varied learning goals will demand more time in instruction.

This is similar with the statement of Magayon and Tan (2020) in their study on DI, in which they discovered that the principles of differentiation on content, process, and product were applied in instruction though not to the fullest.

Table 3 showed the responses of Araling Panlipunan teachers when asked specific questions pertaining to the challenges in content vis-a-vis perusal of DI. All responses have been translated in English

Table 3

DI Challenges in Terms of Content

Participants	When planning your lesson, do you incorporate differentiated instruction? If yes, how did you do it during the pandemic? If no, why can't you do it during the pandemic?	In terms of presenting your lesson content to the students during the pandemic, do you present it on the same timing? Why?	How do you diversify or adjust your pedagogy and the way you present the content in consideration of the levels and capabilities of the students?	Was the diversification different during face-to-face classes? In what way?	Do you implement special plans to students? How did you do it considering the new modality?	Categories	Theme
1	It's individual doing	Yes, but there are some who are late when submitting during MDL. Some are not even doing anything	MDL is difficult so the instructions in the module remain unchanged it's just different when there is an additional reference, video.. the children are very extreme The	It is different from F2F vs. during the pandemic.. It's hard to talk to the children.. cannot supervise.. don't know if they are really the ones who do the	provides review activity to reinforce Lesson they haven't grasp	Generic Instruction Hard to assess learners' capability Difficulty in establishing communication Worksheets not complied	No variation in the learning materials given Use of traditional learning despite the new modality Generic methodologies

			capabilities of learners are difficult to assess	activities And the teachers have difficulty to focus with limited F2F and with MDL	on time Provide enrichment activities	Theory-based lessons
2	in the lesson exemplar, the question are constructed in a way it would give opportunity to all learners to show their skills like essay, drawing, or making action plans... they can choose activities and there are also some they can do or answer arbitrarily	yes, we have Lesson Exemplar and Budget of Work. there are missed sections in the lesson because LEAP and Worksheets were not immediately obtained	There are some answer sheets with no answers, I return them and message students personally ... there are follow-up works for the students, we have enrichment program, but on voluntary basis, so it defeats the purpose	yes, because you can see their actual needs in class right away, in face to face you can announce the scores	There is intervention simplifying the activities/tasks and additional worksheets	Varying degree of proficiency Worksheets unanswered No immediate feedback Provision of simplified activities and remediation
3		presenting video lessons	the ODL students, they are always ahead of the lessons... I also send my Instructional Materials in advance so that they already have an idea	yes because not everyone is taught... when it's face-to-face the children can immediately ask questions if they don't understand something	remediation and alternative activities doing remedial activities for children who did not pass immediately and for children who did not meet the minimum required skills... Doing of worksheets and monitoring checklist.. There is even a home visitation	Limited interaction Intervention and remediation needed

4		The lesson is presented at the same time because there is WHLP	the activities are the same for everyone	this pandemic limited the performance tasks due to restriction s and internet problems.. it's good this pandemic that the children utilized the technologies and applications in learning.	this teacher will adjust if the plan is not bad... just annotate it The adjustments made are LP	Generic Instruction No differentiated activities Restricted activities due to internet problem DLPs not complied all the time
5	No, only in pre-pandemic	at the same time, after the discussion give follow-up questions	I give tasks that the child can achieve...	adjusting the tasks/ activities ... I give my powerpoint presentation to the child and a copy of the module	for slow learners, grades below 77, I provide intervention remediation materials	Generic instructions Intervention and remediation needed

6	yes, incorporated in the lesson exemplar, making diagrams, essays, journals, but individualized because in MDL, I choose what they are comfortable in answering	I present the lesson based on Budget of Work	make use of simple /specific language in giving instruction	It's different, when it comes to communication, it's difficult to give the instruction and not be able to immediately cater to their questions, I'm not sure if the children are really doing the work, they rarely ask about the content, it's more about the instruction on how to do it, not the sure if they understood something in the lesson in the module	I reteach to children who no longer grasp the lesson, I will simplify the tasks, I provide video lessons so they can understand better	Lack ways to verify if students were the ones answering modules No questions about content only about instructions Use simplified instruction for those who do cannot comprehend
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There were five (5) questions and the replies on these queries were again grouped together for coding, categorizing, and theming. Here, the researcher checked on the responses and selected relevant information in consideration to the questions being asked from the participants. .

The statements below were the utterances of selected Araling Panlipunan teachers as seen in the transcripts of all participants. An English translation has been added as well. Meanwhile, all of these are presented for the transcripts to be easily organized into subthemes and themes. The statements were eventually and singly discussed to support the study. To quote them,

Individual yung ginagawa... Mahirap sa MDL, kaya as is ang instruction sa module... (It is done individually... It is difficult in MDL, so the instruction in the module is as is...) (Participant 1)

May mga answer sheets na walang sagot... May enrichment program, kaya lang on voluntary basis, kaya it defeats the purpose. (There are answer sheets without answers... There is an enrichment program, so it's only on a voluntary basis, so it defeats the purpose. (Participant 2)

Kasi hindi naman lahat natuturuan... pag sa face-to-face pwede agad magtanong yung mga bata pag may hindi sila naintindihan. (Because not everyone can be taught... when it's face-to-face, the children can immediately ask questions if they don't understand something). (Participant 3)

Sabay-sabay pinipresent yung lesson, this pandemic limited yung performance tasks due to restrictions and internet problems... teacher will adjust if hindi masama yung nasa plan... annotate nalang sa LP yung mga adjustments na ginawa. (The lesson is presented at the same time, this pandemic limited the performance tasks due to restrictions and internet problems... teacher will adjust if the plan is not bad... just annotate the adjustments made on the LP). (Participant 4)

Different po, when it comes sa communication, ang hirap magbigay yung instruction at hindi agad ma-cater yung tanong nila, hindi ako sure kung yung mga bata talaga yung gumagawa, madalang magtanong sa content, more lang sa instruction kung paano gawin, hindi ang sure kung may naintindihan sila sa lesson sa module. (It's different, when it comes to communication, it's hard to give instructions and not immediately cater to their questions, I'm not sure if the children are really doing it, they rarely ask about the content, it's more about the instruction on how to do it, not the sure if they understood something in the lesson in the module). (Participant 6)

Emerging Theme 3. No variation in the learning materials given

With the embrace of the new modality, a lot of changes came with some adjustments not only among learners but also among teachers and the school. New modes of instruction done through digital online learning and modular distance learning have made the implementation of differentiated instruction seem to appear next to impossible. With generic instructions meant to address all learners without consideration of individual differences, the accommodation and modification of the content are certainly not done.

Participant 4 said, *“The lesson is presented at the same time, this pandemic limited the performance tasks due to restrictions and internet problems... teacher will adjust if the plan is not bad... just annotate the adjustments made on the LP..* Moreover, some learners were not able to submit on time and most teachers in Araling Panlipunan opted to just provide enrichment and remediation. As quoted by Participant 2, *“There are answer sheets without answers... There is an enrichment program, but it's only on a voluntary basis, so it defeats the purpose.”* Due to the nature of modules as short and concise with listed activities not meant to be done collaboratively but independently, the application of DI has yet to be explored again.

According to Subban (2006 as cited in Aranda & Zamora, 2016), if teachers want to create a meaningful and interesting learning for learners, they must individualize the instruction. With the current challenges that these teachers faced, not to mention the limited interaction, the implementation of DI during the new normal is yet to be rediscovered.

Emerging Theme 4. Use of traditional learning despite the new modality

As a contingency plan against the COVID-19 pandemic, schools have promoted and implemented distance learning and has been carried out in the Philippines. Distinct from the usual traditional mode of teaching where topics were discussed by a teacher like a single course, under the new modality, almost all courses must be accessed and answered by learners all by themselves. In Biñan School, the selected Araling Panlipunan teachers still opted to provide enrichment and remedial classes plus simplified materials instead of encouraging and teaching students to learn independently using the modules given to them. Differentiated instruction has been set on the side due to the absence of in-person classes.

Claims of Araling Panlipunan teachers like Participant 6 saying, “...*I’m not sure if the children are really the ones doing it, they rarely ask about the content*” and Participant 2 uttering, “*Some answer sheets got no answers...*” proved that these teachers have used conventional approach to teaching. While progressive education focuses more on the individual, these teachers provide instruction as if all students have the same level of understanding. Although the use of distance learning has expanded substantially, the real effectiveness, and completion rate has not been considerably improved (Liu et al., 2020; Yang et al., 2020). Hence, Matusov (2021) suggested that educators should push for progressive education due to its desire to engage students in a meaningful way.

Emerging Theme 5. Generic methodologies

Among the potential problems during the transition to distance learning was the use of generic methodologies. Teachers of Araling Panlipunan have been distributing the modules without providing accommodation and modification to learners who have shown difficulty in their learning tasks thus the claim of Participant 1 “*It is difficult in MDL, so the instruction in the module remains as is.*” The oversimplification and use of enrichment and reteaching have been normalized instead of identifying appropriate solution for the learners.

Moreover, the learning activities were accepted as it is and were distributed by these teachers. There was no room for differentiated instruction since learners have no choice but to answer what has been written in the module. Such practices, however, does not support the needed democratic education where learners were allowed to participate in the problem-solving process, the use of real social issues that would enhance their critical thinking (Yi & Shih, 2021). The practice is still highly

dependent upon the social responsibility of the Araling Panlipunan teachers to commit and engage the learners to meaningful and differentiated content.

Emerging Theme 6. Theory-based lessons

With the new modality, technology has played a vital role in the delivery of instruction. While its benefits are ongoing and intensifying, the humanistic side of education has been one of its critics. As students have the need for a diverse and even differing views of the world and its issues, the selected teachers of Araling Panlipunan have yet to explore and transcend the challenges of modular and digital learning.

Since in-person classes were not allowed, all learners were required to just comply with the learning tasks. Although they have noticed that learners have been inquiring about the instructions found in the module, it was observed by the researcher that they made no attempt to clarify and enlighten students of the content. There was no practical application of the lessons. Participant 4 stated *“This pandemic limited the performance tasks due to restrictions and internet problems... it's good this pandemic that the children utilized the technologies and applications in learning. There is also time for lecture-discussion...”* Meanwhile Participant 3 chimed, *“Because not everyone is taught... when it's face-to-face, the children can immediately ask questions if they don't understand something”*. It was vocalized by Participant 4 that *“The activities are the same for everyone...”* while Participant 5 said *“powerpoint is given...”*

The English translated statements have definitely got implications that there was no variation in the learning and teaching process. This reaffirmed the findings

that teachers opted for a more passive utilization of technology which can be considered as an unresponsive approach to education (Pacheco, 2021).

Table 4 indicated the responses of Araling Panlipunan teachers when asked specific questions pertaining to the challenges in process along with the utilization of DI. Here, five (5) questions were raised and answers were color-coded for categorizing and theming. Responses from the participants were again screened after the researcher had fully immersed from the data gathered. All responses were translated into English language deemed irrelevant were also not included in the data.

Table 4

DI Challenges in Terms of Process

Participants	How do you provide additional support to learners with different learning disabilities during the pandemic?	How did you do group works to develop skills in the new normal?	How do you incorporate the skills of students to meet aspired goals?	How do you set different levels of expectations to conclude an assignment?	With the lesson exemplar and the demonstration videos showing pen and paper test, how difficult is it to assess students through performance task during the new normal?	Categories	Theme
1	not included in reading... so in the intervention, I am just asking the child's opinion	now there is none too many options	it's hard to know the skills of children... children who want to recite and are very vocal will always be tapped... know the skills through drawing and making a paragraph during the activity... not so much in critical thinking	reflection of past lesson	use of rubrics, for MDL-summative test, pen and paper still because not all passing	Exclusion of slow learners Tapping of participative learners only Limited options to assess	Exclusion of slow and fast learners Lack of assessment strategies Oversimplification of activities to assist learners who have difficulty in answering

		skills			modules
2	giving more time for students to work with learning disabilities, message the students personally, but no identified students with learning disability	the recitation of the poem was recorded, they edited it and then connected it together	there was an activity that they need to produce different outputs	use of rubrics	uniform formative assessment Longer compliance time for learners with disabilities Simplified instruction for group activities
3	in ODL, the time of submission was extended... the instructions were made easier... the guidance services were not used	I was able to do it in limited face to face classes.. I alphabetized, in ODL, it's always individual because of slow internet connection, so lecture discussion only	What they usually understand, I ask them first before doing the activities	It's difficult to assess, especially in modular because it's not fully explained to the children... We still give pen and paper tests... I reduce the tasks of others who are struggling	Extended time for submission of output Simplification of instructions Lecture discussion only Difficulty in assessing learners Use of pen and paper test only Activities reduced to those who have difficulty in comprehending
4	simplified instruction s, remediation classes for slow learners	give tasks on time, self-paced learning		use of rubrics well-explained before conducting the activity	using summary of learning like exit cards, mini-journals, open-ended questions ... no to video as type of assessment due to Simplification of instruction Summarizing of lessons only but avoid difficult outputs due to restrictions

				restrictions		
5	it was difficult to do group activities this pandemic, so only individual activities	individual activities still	the children are given extra time	maybe because of the time, 1 hour is too short for ODL... the activities are not finished immediately the outputs are not visible, unlike during pre-pandemic. There were rubrics for grading	Individual activities only due to difficulty in conducting group activities during pandemic Extended time in doing tasks Insufficient time in doing tasks and presenting outputs	
6	from time-to-time follow-up, prepare other activities that will get the interests of child	group works were not practiced much, only peer-sharing	asking what they are doing and if they are aware of what is happening	based on, at the end of the lesson, if they say that they have understood, then I will base it on giving them homework or enrichment	the assessment is difficult due to accuracy, I'm not sure if they are the ones who make their outputs, the others just pass, there are insufficient answers, I give an additional worksheet	Difficulty in assessing learners Raising questions only if the students understood the lesson Lack of ways to identify achievement of competency

Again, an English translation has been added in the following presentation of transcripts. The intention of the researcher is for the readers of the study to easily understand and spot the similarity in responses. The statements were eventually discussed to support the identified themes of the study. The following responses were:

Hindi sinasali sa pagbasa... so sa intervention, tinatanong nalang ang opinion ng bata... Mahirap malaman yung mga skills ng mga bata... palaging ita-tap yung mga batang gustong mag-recite at very vocal... Wala masyado sa critical thinking skills... Reflection nalang sa past lesson... pen and paper pa din kasi hindi lahat nagpapasa...(They are not included in the reading... so in the intervention, the child's opinion is only asked... It is difficult to know

the children's skills... children who want to recite and are very vocal will always be tapped... There is not much in critical thinking skills... Reflection just for the past lesson... still pen and paper because not everyone passes...) (Participant 1)

Pina-record yung recitation of poem, inedit nila tapos pinag dugtong-dugtong... Pare-parehas na formative assessment. (The recitation of the poem was recorded, they edited it and then put it together... It's the same formative assessment). (Participant 2)

Ini-extend yung time of submission... mas pinadali yung mga instructions... Mahirap mag-assess lalo na sa modular kasi hindi fully nai-explain yung gagawin sa mga bata... pen and paper test pa din ang binibigay namin... binabawasan ko yung mga gawain ng ibang nahihirapan... (The time of submission has been extended... the instructions have been made easier... It is difficult to assess especially in the modular because it is not fully explained to the children... we are still giving pen and paper tests... I am reducing the tasks of others are struggling...) (Participant 3)

Simplified instructions, remediation classes for slow learners... Summarizing of lessons only but avoid difficult outputs due to restrictions... (Participant 4)

Nahirapan mag- group activities this pandemic, so individual activities nalang... Hindi natatapos kaagad yung mga activities... hindi agad nakikita yung outputs. (It was difficult to do group activities this pandemic, so only individual activities... The activities are not finished immediately... the outputs are not immediately visible). (Participant 5)

Hindi masyadong na-practice yung group works... if sasabihin nila na naintindihan na nila, then dun ako magbi-base ng pagbibigay ng Homework or enrichment sa kanila... Mahirap yung assessment due to accuracy, hindi ako sure of sila yung gumagawa ng outputs nila, yung iba ay basta lang makapagpasa, may insufficient na sagot, binibigyan ko ng additional worksheet. (The group works have not been practiced much... if they say that they have understood, then I will base it on giving them homework or enrichment... The assessment is difficult due to accuracy, I am not sure if they are the ones who produce their outputs, the others can just pass, there is an insufficient answer, I give an additional worksheet.) (Participant 6)

Emerging Theme 7. Exclusion of slow learners

The core of the K to 12 curriculum is inclusive education. Based on the responses of some selected teachers in Araling Panlipunan, there was a great difficulty in catering slow learners, thus, some are not included in the usual routine activities. Although provided with simplified materials and provided options like voicing out opinions, these learners should still be accommodated by providing parallel activities that should meet the same required Most Essential Learning Competencies provided by DepEd.

Participant 1 exclaimed, *“Hindi sinasali sa pagbasa... so sa intervention, tinatanong nalang ang opinion ng bata... Mahirap malaman yung mga skills ng mga bata... palaging ita-tap yung mga batang gustong mag-recite at very vocal...”* (They are not included in the reading... so in the intervention, the child's opinion is only asked... It is difficult to know the skills of the children... children who want to recite and are very vocal will always be tapped). Participant 2 added *“Pare-parehas na formative assessment...”* (The same formative assessment) while Participant 6 said, *“Hindi masyadong na-practice yung group works...”* (The group works were not practiced much). Participant 3 rejoined with the statement, *“Pen and paper test pa din ang binibigay namin...”* (We still give pen and paper tests). These were statements proving that not only were they having difficulty in implementing DI, but they also needed help when it comes to practicing inclusive education at school. Such findings reaffirmed the claim of Mu (2020) stating that exclusion has not yet left the scene among educational institutions.

Emerging Theme 8. Lack of assessment strategies

Participant 3 said, “*Pen and paper test pa din ang binibigay namin.*” (We still give pen and paper tests). In addition, Participant 1 chimed, “*Tinatanong nalang ang opinion ng bata.*” (The child's opinion is being asked) while participant 2 echoed “*Pare-parehas na formative assessment.*” (Same formative assessment). The statements proved a lack of assessment strategies among the selected Araling Panlipunan teachers. Such resignation from using varied assessment strategies may be due to the unpreparedness of the school and its teachers when distance learning was implemented as an emergency response. This seconded the findings of Dorzhieva (2021) that distance learning modality has increased workload significantly, leading to teachers becoming overworked and tired.

Emerging Theme 9. Oversimplification of activities to assist learners who have difficulty in answering modules

Simplified activities provide more time for students to learn while reducing the time of figuring out how to perform the activities. However, these simplified materials were provided only by the Araling Panlipunan teachers as a reactive precaution to not fail learners on the subject.

These simplified learning materials were not made available as evident with statements of Participant 6 such as “*Sasabihin nila na naintindihan na nila, then dun ako magbi-base ng pagbibigay ng homework or enrichment sa kanila*” (They will say that they have understood, then I will base my homework or enrichment on this) and “*hindi ako sure of sila yung gumagawa ng outputs nila, yung iba ay basta lang makapagpasa, may insufficient na sagot, binibigyan ko ng additional worksheet...*”

(I'm not sure if they are the ones who make their outputs, the others just pass, there are insufficient answers, I give an additional worksheet...).

This may be due to the insufficient familiarization of teachers on how to deal with learners during MDL and the tendency to provide a one size fits all approach despite claim of individualized activities. The finding corroborated the claim that the well-known problem of “one-size-fits-all” approach was also results from the oversimplified framing of complex learnings (Gatzweiler et al., 2022).

Table 5 contained the responses when Araling Panlipunan teachers were asked on their challenges in implementing differentiated instruction in terms of product. These responses were also translated in English by the researcher.

Table 5

DI Challenges in Terms of Product

Participants	How do you provide opportunity to participate in activities during the new modality?	Are there any noticeable differences in the teachers' differentiated practices when teaching students during the new normal? Why or why not?	What are the challenges that face teachers during their implementation of Differentiated Instruction when assessing students with Learning Disabilities?	How do you allow your students to present their work or final output?	Categories	Theme
1	inform those child if what to do...follow-up on those to do with group chat	adjustment has been lenient on the rules this pandemic...simplified instructions		Output no longer discussed	Follow up learners on tasks but lenient Provision of simplified instruction Output not discussed Retrieval is equivalent to product assessment	Leniency in terms of student output and retrieval of learning activities Distance learning gives rise to online

2	on voluntary basis since I am handling MDL...the students in MDL were given choices/ freedom to choose from the two given activities to answer... I organized career guidance orientation for Grade 10	There is simulation of activities	we cannot determine the individual needs of the students ... it is difficult to profile them because there is no contact ... there is no diagnostic test in the MDL, we cannot determine if the children's answers in the module are authentic. Their answers are exactly the same with the others, they copy paste answers from brainly.com, I noticed that they don't answer the performance tasks even though there is a template and the instructions are simplified	present their output during the retrieval...	Freedom to choose but limited options to choose from Difficulty in profiling learners' capability Prone to cheating using online references Retrieval is equivalent to product assessment Does not answer performance tasks
3	in ODL, powerpoints are simplified... making video lessons	gave a book as reference	adjustment in lessons for children who have difficulty reading and speaking directly	performing the activities done in writing and in drawing	Provision of simplified activities Performance tasks through writing and drawing only No group works mentioned
4	explain the worthiness of the activity and motivate them by presenting the rubrics	much difficult to supervise/ monitor the tasks .. lack of resources, reliability of references in the internet... answers are mostly copied and pasted from the internet...	identification of students with learning disability is difficult to determine	presenting during the lesson (for ODL students only)	

		has doubt on the credibility of answers	
5	provides additional trivia or additional knowledge and provides other references	the difference is big in terms of planning and execution of lessons... different kids off camera	... lack of time in AP, 180 minutes in a week is not enough to do the DI inside the classroom, it also depends on the class size ... groupings are difficult both in MDL and ODL, groupings can be done in random to evenly distribute the students
			more on presentatio n of PowerPoin t, in MDL, just submit the pen and paper outputs only
6	just answering the module since they are in MDL		the papers I can retrieve, that's their presentatio n already...

Some sample statements with English translations were presented below. All of the statements were later on elaborately explained to support the themes identified by the researcher.

Adjustment ay naging lenient sa mga rules this pandemic... simplified instructions... hindi na nadidiscuss yung output. (Adjustment has become lenient in the rules this pandemic... simplified instructions... the output is no longer discussed). (Participant 1)

The students in MDL were given choices freedom to choose from the two given activities to answer... Present their output during the retrieval... (Participant 2)

Kailangan mag-isip ng alternative lessons sa mga naka MDL... Mahirap ituro yung sa part ng History... Walang kapalit ang face to face teaching- learning process (It is necessary to think of alternative lessons for those in MDL...It is difficult to teach the part of History... There is no substitute for face to face teaching-learning process). (Participant 3)

Much difficult to monitor the tasks ... Lack of resources, reliability of references on the internet... Answers are mostly copied and pasted from the internet... Has doubt on the credibility of answers... (Participant 4) 53

In MDL, just submit the pen and paper outputs only... (Participant 5)

Pagsagot lang ng module since MDL sila... yung mga nare-retrieve kong paper, yun na po yung presentation nila... (Just answering the module since they are in MDL... the papers that I can retrieve, that's their presentation). (Participant 6)

It can be noticed that in terms of product differentiation, participants were not particular to apply DI. Product output has been equivocal to submission of answers only.

Emerging Theme 10. Leniency in terms of student output and retrieval of learning activities

Teachers were always encouraged to be tolerant and provide mercy especially to learners having trouble in learning. During the implementation of distance learning, Participant 1 claimed that there were adjustments that were lenient in terms of rules during the pandemic and some outputs were unanswered while Participant 5 said *“In MDL, just submit the pen and paper outputs only...”*. Participant 6 commented *“Just answering the module since they are in MDL... the papers that I can retrieve, that's their presentation”*. Such statement would give the learners the idea that so long as they submit, they will pass.

When it comes to behavior reinforcement, this leniency towards the learners may not be a good reinforcement towards learning. Instead of using DI to perk interest of learners, the use of pen and paper test without assessing the work of learners may be detrimental to them. Such practice of the selected Araling Panlipunan teachers may be due to the transitioning phase on the new modality that they were

undergoing, lacking the required skill to effectively incorporate DI, monitoring, and evaluation during the new normal way of teaching. According to Frankenhuis et al. (2019), behavior enrichment can only be done if the modeler knows how to transition and handle problems and challenges.

Emerging Theme 11. Distance learning gives rise to online cheating

Participant 4 claimed that it is “*much difficult to supervise or monitor the tasks... Answers are mostly copied and pasted from the internet...*” This may be due to the lack of ways to monitor student progress manually while online education has been continuously expanding. Such findings resounded the study of Adzima in 2021 claiming that academic dishonesty has been a perverse problem among educational institutions. Online education has reach education markets and provided learners new set of opportunities, but this has also exacerbated the well-documented cheating in learning environments.

3. 3 Araling Panlipunan Teachers’ Implementation of Differentiated Instruction Relative to Content, Process, and Product

Tables 6, 7, and 8 shows the matrix on practices by seven (7) Araling Panlipunan teachers of the selected Biñan School in the implementation of DI in their own respective classes. Column 1 presents the instructional elements of differentiation. The second column covers various sections or components of classroom instruction. The third column showcases the observable actions of both elements and sections of differentiation. The fourth one shows the differentiated standards utilized by Araling Panlipunan teachers. Although the tabular data display

various approaches utilized by the Araling Panlipunan teachers, patterns and themes have emerged as points for discussion and elaboration.

On Content

Subtheme 1: Content based on potentials

From the various sources and data gathered, it was evident that during the first interview, the Araling Panlipunan teachers have a common pattern of tracking down and keeping tab of the learning styles and needs of each learner. Responding on the context of Online Distance Learning (ODL), Participant 1 claimed that *“I suit my instruction to my learners’ styles and needs... the activity is not conventional... different activity through group... variation of activities”*. Participant 6 also said, *“Mostly included in Performance task to make AP not boring... each group will gagawa ng (make) performance through poster, spoken poetry, tableau.”* Participant 4 added:

Getting to know the student’s interest at the very first meeting of the school year for me is very important. Here, I ask them their expectations of me and on the subject as well as their interests that might help them to excel or to at least achieve good grades in AP. Through this, I will be able to meet the different needs of my students all throughout the school year so that no one will be left behind. As we all know, each student is different from one another, so it is very important for me to at least consider their needs and interests. After knowing their needs and interests, I carefully choose a content on my subject to decide where Differentiated Instruction is best suitable to do, for instance, video analysis on a certain video clip, literary/document analysis, drawing and illustrations or anything involving arts, role playing, doing a task by a group or partner, and many more.

Meanwhile, Participant 5 stated, *“Karaniwan ina-apply sa mga group activities kung saan iba-iba yung set ng mga ipapagawa sa bawat group para ma explore nila yung iba't-ibang skills or talents ng mga bata.”*(Usually applied to group

activities where the set of tasks to be done in each group is different so that they can explore the different skills or talents of the children).

The findings above showed that the selected teachers of Araling Panlipunan had an idea of how to apply differentiated instruction in the content of the subject. negated the claim of McCarthy (2021) that educators do not differentiate instruction on a daily basis, leading to the deprivation of students from reaching their learning potentials, consequently affecting student progress at school.

Subtheme 2. Content based on styles and needs

Based on the researcher's review of the video lessons and lesson exemplars, it is evident that the teachers of Araling Panlipunan have similar patterns when it came to preparation and use of learning materials and activities for the learners. The school was using the IDEA instructional process.

Participant 5 mentioned that,

When differentiating in response to learning style, it is very important to address a wide variety of learning styles in your lessons and learning activities. Reflect on whether or not the lesson effectively addresses the needs of all your students.

Participant 3 described her differentiation through *“designing the lessons based on the learner's learning styles, interests and abilities before matching the activities with the individual needs of the students.”* Moreover, Participant 1 added that *“I conceptualize different activities so that groups can work on the learning tasks based on their readiness, interest, and learning profile.”* Participant 7 posited that *“materials are administered but in varying levels of difficulty based on the ability of each student.”*

Meanwhile, Participant 4 shared that the *“Process of learning differentiation requires changing content, delivery, and assessment methods based on students’ needs while maintaining the same standards and objectives for all learners.”*

Using thematic analysis of the significant statements of Araling Panli 57 teachers and other sources obtained from data collection, it has surfaced that participants practice differentiated instruction in the Araling Panlipunan class through accommodation of learning styles of students.

Emerging Theme 1: Content accommodates learning styles

Pursuant to DepEd Order 42, s. 2016, also known as Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program, all teachers were directed to prepare lesson plans that would enable teachers to uphold quality instruction acknowledging the diversity of learners inside the classroom. The preparation of lesson exemplars ensured that proper planning of lessons is properly done, guaranteeing the delivery of teaching, and learning in schools. The guidelines aimed to support teachers in organizing and managing their classes and lessons effectively and efficiently and ensure the achievement of learning outcomes. Meanwhile, preparing these lesson plans give educators opportunity to reflect on their learners’ needs, how to teach these students, and how to facilitate the teaching and learning process.

Most of the data were taken from interview transcripts, lesson exemplars, and archived documents. To better build the analysis of gathered information, the researcher crossed check and verified the information on video lessons during classroom observation. Moreover, based on the interview, most participants consider

the students' learning styles, needs, and readiness when making learning materials and activities.

Emerging Theme 2: Content based on prior knowledge

Participants tackled the lessons in various ways; but what was noticeable 58
commonly established pattern based on gathering and immersion on data was the belief on learners' constructs or prior knowledge. Six (6) out of seven (7) teachers used contextualization and localization, review and raising motivating questions as introductory activity in their lesson exemplars. The other one has used games and trivia as his introductory activity. Participant 2 expressed,

Seeing and observing how they behave in class from using a series of instructions. I had come to know which area they perform best and least. I prefer them talking and sharing opinions as the topic provokes them to speak. This experience is a great achievement for me. Thus, I consider trying on different tools to find something that works.

Participant 4 narrated,

For me, DI is a teaching style where the teacher, which is the facilitator of learning, will use varied instructional strategies to meet the individual needs and interests of the students. Moreover, this may mean that the teacher also delivers a lesson in different levels of difficulty depending on the acquired knowledge or ability of the students.

During classroom observations and as seen on their lesson exemplars all Araling Panlipunan teachers usually started their lessons with a review of previous lessons such as *Ating balikan ang aralin tungkol sa mga Karapatang Pantao, Pagbabalik Tanaw* (Let's go back to the lesson about Human Rights, Looking Back), open-ended questions like *Sang ayon ka ba sa naging pahayag niya?* (Do you agree with his statement?) and *Suriin ang mga sumusunod na logo. Anu-anong mga*

kompanya ang kumakatawan sa mga logo? (Check the following logos. What companies do the logos represent?).

Table 6 showcases the matrix of differentiated instruction in terms of content. The table contains instructional element on Content, the sections where DI can be gleaned upon based on the submitted lesson exemplar, observable actions, and the end goal which was to accommodate learning styles.

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Table 6

Matrix of Differentiated Instruction According to Content

Instructional Elements of Differentiation	Sections of Classroom Instruction	Observable Actions	End
Content	Lesson Exemplars	*Lesson plan used Inductive Approach, Students' needs, readiness, and learning styles are considered when preparing materials. *Learning materials and activities were planned according to levels of learners and their styles.	Accommodates students' learning styles

The above findings revealed that teachers of Araling Panlipunan conducted their Differentiated Instruction, believing that learners have prior knowledge waiting to be processed and developed. Meanwhile, differentiated instruction came in many ways but usually focused on accommodating and assimilating instruction (Tomlinson, 2014).

On Process

Emerging Theme 1: Process Differentiation to Scaffold Mastery

The participants' learning tasks and performances were anchored on the realm of students' ability, thereby, assisting in the mastery of lessons. Lesson exemplars and classroom observations displayed employment of graphic organizers, provision of varied activities, usage of rubrics for performance tasks, and allowed learners the freedom to choose activities that they feel they would excel. Participant 4 claimed that *"learning through differentiation in the eyes of a teacher is somehow fulfilling since you know that the students enjoy your lesson as well as attend to their 60 and interests and address their individual differences where all of them learn together and become an active learner rather than a passive one."* It was analyzed that in the process of utilization of learning materials and activities, differentiated instruction 60 can be used to scaffold mastery of lessons among learners. The result exemplified the theory of Vygotsky, pointing out the consideration of learners' zone of proximal development when providing instruction (Vygotsky, 1978).

Table 7 displayed the many ways that the Araling Panlipunan teachers conduct process differentiation and their end goal. Here the researcher used documents such as learning exemplar, videos, and interview responses as sources of information.

Table 7

Matrix of Differentiated Instruction According to Process

Instructional Elements of Differentiation	Sections of Classroom Instruction	Observable Actions	End
Process	Lesson Introduction	*Motivating Question *Reviewing *Activities Using Graphic Organizers *Contextualization and Localization *Discussion of Learning Outcomes *Trivia *Games	Believing in learners' constructs

Utilization of Learning
Materials and
Activities

*Utilized graphic
organizers
*Provision of varied
activities
*Rubrics provided for
performance tasks
*Freedom to choose on
activities

Scaffold mastery

On Product

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Emerging Theme 1: Product Differentiation to Achieve Proficiency

Poems, raising questions for analysis, written assessments, and performance tasks have been observed from lesson exemplars and video lessons of teacher participants. However, all activities have been premeditated, giving no freedom to learners on what they will be doing. Performance outputs usually came in group and were presented to the class.

Meanwhile, the Mean Percentage Scores of learners were at 89.5, which was equivalent to Proficient. At this point, according to Deped Order 31, s. 2012, also known as Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC) Effective School Year 2012-2013, a learner who achieved a level of Proficient meant that the learner had developed fundamental knowledge and skills and could transfer independently core learning through authentic performance tasks. Participant 4 reaffirmed it, as inferred from the statement, “*I think about how to properly implement DI in the new normal (for both MDL and ODL classes).*” In addition, Participant 5 quoted,

In differentiated instruction, teachers understand the different needs of students by evaluating rate of learning, language proficiency, literacy and more. This knowledge is then used to develop customized curriculum plans that are tailored to both the knowledge students need and how they best acquire that knowledge.

Table 8 presents differentiated instruction according to Product. It was divided into four, namely instructional element of differentiation, sections of classroom instruction as seen in the Daily Lesson Plan and demonstration teaching, observable actions, and the end, which displayed the result.

Table 8

Matrix of Differentiated Instruction According to Product

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Instructional Elements of Differentiation	Sections of Classroom Instruction	Observable Actions	End
Product	Student Output	*Variety of outputs such as poems analysis, written assessments, performance tasks *Mean Percentage Scores of learners were at 89.5 which is equivalent to Proficient	Achieves Proficiency

3.4. Suggested Input to School-based Training Program

During face-to-face classes, students were given some preference and control over their learning. However, with the implementation of the new learning modality such as digital and modular learning, the challenges of teachers to reach the students and differentiate instructions has increased multiple folds. Thus, considering recent changes, it was highly suggested that to implement DI in Biñan schools, learning materials must be created to provide choices and options to cater to student's differences. Meanwhile, teachers can start incorporating differentiated instruction on instructional materials during LAC sessions with special focus on how to use DI and its content, process, and product components. In addition, it was highly suggested that these Araling Panlipunan teachers receive upskilling and refresher training on the

application of Differentiated Instruction in terms of content, process, product in the context of the new normal. A shift was suggested to be able to transition from the traditional pedagogy and andragogy to multi-generational and 21st century education. This will help revitalize knowledge, skills, and attitude of teachers (Schleicher, 2020). They can conduct these trainings via Learning Action Cell (LAC) session or through a school-based virtual in-service training for teachers.

Chapter 4

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary, conclusion, and recommendation of the study.

4.1 Summary of the Study

This study utilized a qualitative research design to investigate the practices and challenges of teachers about differentiated instruction. Specifically, this study sought to answer the following questions:

1. What were the Differentiated Instruction (DI) practices of Araling Panlipunan teachers in a Biñan School?
2. What were the challenges of the teachers in the implementation of DI?
3. How did the teachers in Araling Panlipunan implement differentiated instruction relative to:
 - 3.1 content,
 - 3.2 process, and
 - 3.3 product?
4. Based on the findings of the study, what school-based training program can be suggested?

4.2 Summary of Results

After the data were collected, analyzed, and thematically arranged, the following were the findings of the study:

1. Araling Panlipunan teachers of Biñan School claimed to establish prior knowledge in content and attempted to differentiate process and product. However, they have planned but unenforced differentiation.

2. There were various challenges faced by the Araling Panlipunan teachers when it comes to DI such as lack of training on DI implementation in the new normal, insufficient application of DI on the lesson exemplar's Development, Engagement, and Assimilation sections. In terms of DI implementation on content, there was no variation in the learning materials, traditional learning, generic methodologies, and theory-based lessons were used. In terms of DI on process, exclusion of learners, lack of assessment strategies and oversimplification of activities has been observed. As for differentiation in product, there has been leniency when it comes to output and retrieval of module and distance learning has given rise to online cheating.

3. Differentiated instruction in Content was based on prior knowledge and can be gleaned in the accommodation of learning styles by considering learner potentials, styles, and needs. Differentiation in Process was more on mastery of the lesson, and differentiation of Product was more on the achievement of proficiency.

4. The Araling Panlipunan teachers needed to receive upskilling and retraining on the application of Differentiated Instruction and its components in the context of the new normal modality.

4.3 Limitations

The samples in this study were the 7 Araling Panlipunan teachers of Biñan School. The result obtained from this study was not applicable to all Araling Panlipunan teachers. Meanwhile, since thematic case analysis was considered an appropriate approach to create a detailed and rich description of the study, ⁶⁵ experiences of the researcher, which was a one-person experience, may limit the representation of multiple views.

4.4 Conclusion

In line with the findings of the study, the following conclusions have been deduced:

1. The selected Araling Panlipunan teachers of Biñan School attempted to practice differentiated instruction but failed to enforce it on the content of their subject matter. It cannot be seen consistently on their process of teaching, and even in their product output on Araling Panlipunan.

2. The selected Araling Panlipunan teachers have encountered various challenges during the new modality that they have not have the time to enforce DI.

3. In the application of differentiated instruction in content, selected Araling Panlipunan teachers considered the potential of learners and their learning styles. In terms of process, selected Araling Panlipunan teachers used DI to help develop lesson mastery of learners. This was usually done through provision of various activities set already by the teachers prior to class. In terms of product, the goal of DI was to develop proficiency of the lesson. However, products of learners were mostly pen and paper assessments only.

4. The selected Araling Panlipunan teachers understood that they still needed to reskill and upskill their knowledge and practical application of how and when to use differentiated instruction thus, DI must be incorporated during Learning Action Cell (LAC) sessions.

Overall, the selected Araling Panlipunan teachers of Biñan School attempted to practice differentiated instruction (DI) through determining students' prior knowledge relevant to the lesson and content and attempting to differentiate process and product. However, despite the seeming advantage of the use of DI to improve practice of teachers, these educators were faced with various challenges on the implementation of DI in the new normal. Although teachers considered potential of learners and their styles and needs when they attempt to use DI, these teachers still needed upskilling and reskilling, thus, the need to incorporate differentiated instruction in their LAC sessions.

4.5 Recommendations

In the light of the findings of the study, it was recommended:

1. that the use of differentiated instruction in content, process, and product in the Araling Panlipunan subject must be reinforced by the teachers and the school;
2. that the challenges encountered by the Araling Panlipunan teachers during the new normal and the implementation of DI in content, process, and product should be given ample attention so that they can have a strong support system during the transition to the new modality;
3. that the use of differentiated instruction in content, process, and product should always consider the challenges, needs, and strengths of every learner; and

4. that the school aim to provide upskilling and reskilling to Araling Panlipunan teachers to help them become better when it comes to implementing differentiated instructions in the new modality.

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Appendix A

Letter of Transmittal

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August 10, 2021

Schools Division Superintendent
Schools Division of City of Biñan
City of Biñan, Laguna

Madam:

Greetings of peace!

I, Mark G. Palomaria, taking up Master of Arts in Education (Social Science Teaching) in Philippine Normal University-Manila, am currently undertaking a research subject as part of the requirement. I would like to inform your good office that I have opted to conduct my study in Biñan School for the research entitled **“Differentiated Instruction in Araling Panlipunan: Exploring Teachers’ Practices and Challenges”**.

The purpose of this case study is to look the teaching strategies of Araling Panlipunan teachers at the said school and examine how every one of them employ differentiated instruction in their lesson.

This study will look at the challenges, and opportunities and may supplement it with documents including e-mails, written reports, meeting notes, class observation tool/ notes and other documents related to it which may serve as triangulation to strengthen the credibility of outcomes and enable different interpretations and meanings to be included in the data analysis.

This study will be valuable to administrators and school managers as this may provide insights as to how to successfully implement differentiated instruction among schools.

I would like to request for your approval and allow me to conduct an interview and class observation with Araling Panlipunan teachers. You may look at the attached files herewith which include informed consent and interview guide questions.

Should you wish to talk to me, I would gladly oblige, and you may contact me through my email address mark.palomaria@deped.gov.ph or my cellular phone number at +639389435777. Your approval to conduct this study will be greatly appreciated.

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Respectfully yours,

MARK G. PALOMARIA

Researcher

Noted by:



DR. ENRICO B. GARCIA

Adviser

Philippine Normal University- Manila

09478715393

Appendix B
INFORMED CONSENT

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TITLE OF STUDY

Differentiated Instruction in Araling Panlipunan: Exploring Teacher's Practices and Challenges

RESEARCHER

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PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is necessary that you understand why the research is being done and what it will include. Kindly read the following information carefully. You can ask the researcher for more information if needed.

The purpose of this case study is to look into the teaching strategies of seasoned Araling Panlipunan teachers at the said school and examine how each and every one of them use differentiated instruction. This study will take a look at the challenges, and opportunities and may supplement it with documents including e-mails, written reports, meeting notes, and other documents related to it which may serve as triangulation to strengthen the credibility of outcomes and enable different interpretations and meanings to be included in the data analysis.

STUDY PROCEDURE

You will be interviewed following safety protocols and it will take at least 60 minutes of your time.

BENEFITS

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This study will be valuable to administrators and school managers as this may provide insights as to how to successfully implement differentiated instruction among schools. The researcher hopes that the information obtained from this study will pave way for the researcher to assess and analyze the results correctly.

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CONFIDENTIALITY

Your responses to this interview will be anonymous. For the purposes of this research study, every effort will be made by the researcher to preserve your confidentiality including the following:

- A code name will be used on all research notes and documents.
- Notes, interview transcriptions, and any other information identifying participant information will be placed in a locked file cabinet in the personal possession of the researcher.
- Interviews will be audio-taped; however, it will be deleted right after the conduct of the study.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Participant's Initial: _____

CONSENT FORM

Study Title:	Differentiated Instruction in Araling Panlipunan: Exploring Teacher's Practices and Challenges 78
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1. I have read and I understand the provided information and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost.
3. I understand that my identity will not be revealed in any information released to third parties or published.
4. I agree not to restrict the use of any data or results that arise from this study provided that such use is only for scientific purposes.
5. I voluntarily allow to audio-taped our interview sessions.
6. I agree to delete all the data right after the conduct of the study.
7. I voluntarily agree to take part in this study.

I have read the above information and agreed to participate in the study. I have received a copy of this consent.

Participant's Name (Print)	
Participant's Signature & Date	
Email Address	
Contact Number	
Researcher's Signature & Date	

Participant's Initial: _____

Appendix C

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Signed Informed Consent by a Participant

INFORMED CONSENT

TITLE OF STUDY

Differentiated Instruction in Araling Panlipunan: Exploring Teachers' Practices and Challenges

RESEARCHER

Mark G. Palomaria

B13 L10 Welmanville Binan Subd., Sto. Tomas, Binan City, Laguna
+639389435777
mark.palomaria@deped.gov.ph

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is necessary that you understand why the research is being done and what it will include. Kindly read the following information carefully. You can ask the researcher for more information if needed.

The purpose of this case study is to look into the teaching strategies of seasoned Araling Panlipunan teachers of the said school and examine how each and everyone of them use differentiated instruction. This study will take a look at the challenges, and opportunities and may supplement it with documents including **e-mails, written reports, meeting notes, and other documents related to it** which may serve as **triangulation** to strengthen the credibility of outcomes and enable different interpretations and meanings to be included in the data analysis.

STUDY PROCEDURE

You will be interviewed following safety protocols and it will take at least 60 minutes of your time.

BENEFITS

This study will be valuable to administrators and school managers as this may provide insights as to how to successfully implement differentiated instruction among schools. The researcher hopes that the information obtained from this study will pave way for the researcher to assess and analyze the results correctly.

CONFIDENTIALITY

Your responses to this interview will be anonymous. For the purposes of this research study, every effort will be made by the researcher to preserve your confidentiality including the following:

- A code name will be used on all research notes and documents.
- Notes, interview transcriptions, and any other information identifying participant information will be placed in a locked file cabinet in the personal possession of the researcher.
- Interviews will be audio-taped; however, it will be deleted right after the conduct of the study.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Participant's Initial:

CONSENT FORM

Study Title:	Differentiated Instruction in Araling Panlipunan: Exploring Teachers' Practices and Challenges
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1. I have read and I understand the provided information and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost.
3. I understand that my identity will not be revealed in any information released to third parties or published.
4. I agree not to restrict the use of any data or results that arise from this study provided that such use is only for scientific purposes.
5. I voluntarily allow to audio-taped our interview sessions.
6. I agree to delete all the data right after the conduct of the study.
7. I voluntarily agree to take part in this study.

I have read the above information and agreed to participate in the study.
I have received a copy of this consent.

Participant's Name (Print)	
Participant's Signature & Date	 September 26, 2021
Email Address	
Contact Number	
Researcher's Signature & Date	

Participant's Initial:

Appendix D

Interview Questions

Time of Interview:

Date:

Interviewee:

Position/Subject:

Part I. (Note: Questions in Part I adopted from Prince, B. L. (2011). *Teacher perceptions of differentiated instruction* (Doctoral dissertation, Walden University)

1. Please describe the process of how you plan a differentiated lesson.
2. What do you understand differentiation to be?
3. What was the process of learning differentiation like?
4. What factors and experiences affected your choice of differentiation practices?
5. What kind of training did you receive while learning how to differentiate?
6. What training do you need to feel confident in implementing differentiated instruction in your classroom?
7. What benefits do you perceive that differentiated instruction offers your students?
8. What are the barriers that get in the way of differentiation?
9. How do you see differentiation evolving in your classroom? How will it grow, change, or develop over time?

Part II. Follow up questions

Direction to respondents: Before you answer, I would like for you to respond in the context of the pandemic and the transition to the new modality. Kindly reply as well using your experiences as an Araling Panlipunan teacher.

1. In teaching Araling Panlipunan, how do you implement differentiated instruction (DI)?
2. What are the challenges you encountered in implementing DI in Araling Panlipunan during the time of pandemic?
3. When planning your Araling Panlipunan lesson, do you incorporate differentiated instruction? If yes, how did you do it during the pandemic? If no, why can't you do it during the pandemic?
4. In terms of presenting your lesson content to the students during the pandemic, do you present it on the same timing? Why?
5. How do you diversify or adjust your pedagogy and the way you present the content in Araling Panlipunan in consideration of the levels and capabilities of the students?
6. Was the diversification different during face-to-face classes? In what way?
7. Do you implement special plans to students? How did you do it considering the new modality?
8. How do you provide additional support to learners with different learning disabilities in Araling Panlipunan during the pandemic?
9. How did you do group works to develop skills in Araling Panlipunan during the new normal?
10. How do you incorporate the skills of students to meet aspired goals in Araling Panlipunan?

11. How do you set different levels of expectations to conclude an assignment in Araling Panlipunan?
12. With the lesson exemplar and the demonstration videos in Araling Panlipunan showing pen and paper test, how difficult is it to assess students through performance task during the new normal?
13. How do you provide opportunity to participate in activities during the new modality in Araling Panlipunan??
14. Are there any noticeable differences in the Araling Panlipunan teachers' differentiated practices when teaching students during the new normal? Why or why not?
15. What are the challenges that face Araling Panlipunan teachers during their implementation of Differentiated Instruction when assessing students with Learning Disabilities?
16. How do you allow your students to present their work or final output in Araling Panlipunan?
17. What are your insights/learnings as you implement DI in teaching Araling Panlipunan?
18. What can you recommend on how to improve the implementation of DI in teaching Araling Panlipunan?

Appendix E

Transcripts of the Interview

Guide Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
1. Please describe the process of how you plan a differentiated lesson.	<i>I conceptualize different activities so that groups can work on the learning tasks based on their readiness, interest and learning profile.</i>	<i>I plan according to what lesson I will be having at that specific time. If the topic is flexible enough to showcase skills, then that's the time I design the activities, or the differentiated instructions suited for the topic. Let's say for example the lesson focuses on culture then the activities should make them feel like living in that culture, creating, wearing, living through interacting roles and how these practices have changed in the modern times.</i>	<i>The teacher designs the lessons based on the learner's learning styles, interests and abilities before matching the activities with the individual needs of the students.</i>	<i>Getting to know the student's interest at the very first meeting of the school year for me is very important. Here, I asked them their expectations of me and on the subject as well as their interests that might help them to excel or to at least achieve good grades in AP. Through this, I will be able to meet the different needs of my students all throughout the school year so that no one will be left behind. As we all know, each student is different from one another, so it is very important for me to at least achieve their needs and interests. After knowing their needs and interests, I carefully choose a content on my subject on where Differentiated Instruction is best suitable to do for instance, video analysis on a certain video clip, literary/document analysis, make them do some drawings or anything involved arts, role playing, doing a task by a group or partner and many more. Moreover, determining the student's prior knowledge can be helpful in planning differentiated lessons to avoid using a method that will be ineffective for students.</i>	<i>When differentiating in response to learning style, address a wide variety of learning styles in your lessons and learning activities. Reflect on whether the lesson effectively addresses the needs of all your students. After teaching, assess student mastery of the objective.</i>	<i>The process of how I plan a differentiated lesson is, first; I make time to know my students. Knowing their level of understanding, their various learning styles, their strengths, and weaknesses. Then second, set learning objectives. A learning objective that stated a detailed description of what they will be able to learn. Third, outline the main topic or idea. Then lastly, execute the differentiated lesson plan and assess if it's efficient and effective for the learners.</i>	<i>Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.</i>

2. What do you understand differentiation to be?	<i>Differentiated instruction is a teaching approach that adapts instruction to students' different learning needs. It lets students show what they know in different ways.</i>	<i>Differentiation is another word for varieties. From one to many, the simple to the complex. Nowadays we are tapped to make use of technology not just an aid to instruction but the core of it. Lesson should be for the student's interest, to build their love for learning in a fun and exciting way, a challenge for most of us but a new skill that we must also excel in.</i>	<i>Using varied activities, teaching styles and strategies that suited to the needs of the students.</i>	<i>For me, DI is a teaching style where the teacher, which is the facilitator of learning, will use varied instructional strategies to meet the individual needs and interests of the students. Moreover, this may mean that the teacher also delivers a lesson in different levels of difficulty depending on the acquired knowledge or ability of the students.</i>	<i>Differentiation is a method of finding the derivative of a function. Differentiation is a process,</i>	<i>For me it is a personalize or unique strategy as to how it meets all students' needs.</i>	<i>the process used to learn or the product expected from students to ensure that learners at different starting points can receive the instruction they need to grow and succeed</i>
3. What was the process of learning differentiation like?	<i>Process of learning differentiation requires changing content, delivery, and assessment methods based on students' needs while maintaining the same standards and objectives for all learners.</i>	<i>It makes the lesson alive and interesting. Having to be in a different setting or atmosphere where instruction is concerned is another way to hook learners to be in class.</i>	<i>It reflects student learning styles and teaching strategies.</i>	<i>Learning through differentiation in the eyes of a teacher is somehow fulfilling since you know that the students enjoy your lesson as well as attend to their needs and interests and address their individual differences where all of them learn together and become an active learner rather than a passive one.</i>	<i>At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.</i>	<i>The process of learning differentiation are readiness, interests, learning profile.</i>	<i>Differentiation means tailoring instructions to meet individual needs.</i>
4. What factors and experiences affected your choice of differentiation practices?	<i>My students' knowledge and understanding, attitudes, abilities and skills, as well as motivations and dispositions are the many factors for my choice of differentiated practices.</i>	<i>Seeing and observing how they behave in class from using a series of instructions. I had come to know from which they perform best and least. I prefer them talking and sharing opinions as the topic provokes them to speak. This experience is a great achievement for me. Thus, I consider trying on different tools to find something that works.</i>	<i>The subject matter, the strategies, number of students, availability of materials and the diversity of the students.</i>	<i>Basically, knowing the student's needs and interests, and also acknowledging their individual differences plays an important and integral part for me as a teacher when choosing DI as a teaching style. Additionally, my knowledge, perhaps, on DI affects me when choosing DI as my method for the day. Whether this will help the student to easily learn my topic for the day or will it be a waste of time.</i>	<i>Break some students into reading groups to discuss the assignment. Allow students to read individually if preferred. Create quiet spaces where there are no distractions. The benefits of differentiation in the classroom are often accompanied by the drawback of an ever-increasing workload.</i>	<i>*Manage the classroom to create a safe and supportive environment. *Continually assess and adjust lesson content to meet students' needs</i>	<i>The factors and experiences that affected my choice of differentiation practices are choosing content, process, product and affecting the learning environment.</i>

5. What kind of training did you receive while learning how to differentiate?	<i>Teacher's capacity building seminars conducted previously were instrumental to my ability to differentiate</i>	<i>I believe I got the idea from the training we had attended, videos I had watched but later re-designing them to suit the class I handle. It took me a year of switching and altering before it became a permanent practice in my lesson plans.</i>	<i>Training during the School's Learning Action Cell, National and Division in Service Training</i>	<i>When I was in college, we had a lesson about Differentiated Instruction in one of our major subjects in Social Studies. I can't recall a seminar or training about Differentiated Instruction in my six years of teaching in private school.</i>	<i>When you adjust the process of a lesson, you are changing the methods you use to teach and how you expect students to learn. This adjustment could look like employing collaborative learning with excellent students and explicit instruction with others or using modelled approaches or multimedia.</i>	<i>Training-workshop on improving quality of teaching on the emerging trends of effective classroom management. And seminar-workshop on the use of ICT in classroom instruction.</i>	<i>I attended a seminar, I think in the past years about differentiated lessons.</i>
6. What training do you need to feel confident implementing differentiated instruction in your classroom?	<i>I would desire attending to enhancement seminars to further develop my skills relating to implementing differentiated instruction in my classroom.</i>	<i>I need to know my topic from A to Z because at some point of me having to dig up such experiences from the activities I ask them to do, learners will throw questions at me that might not be as common as I would expect. Likewise, knowing who, where and when these events made the entire world feel, history is not just the past. It is the beginning of our present and this connection should always be present.</i>	<i>Training on Differentiated Instructions in the new normal.</i>	<i>I think about how to properly implement DI in the new normal (for both MDL and ODL classes).</i>	<i>In differentiated instruction, teachers understand the different needs of students, such as by evaluating rate of learning, language proficiency, literacy and more. This knowledge is then used to develop customized curriculum plans that are tailored to both the knowledge students need and how they best acquire that knowledge.</i>	<i>Trainings about the utilization of classroom technologies for teachers and about assessment strategies.</i>	<i>It is a privilege for me if we will be given an opportunity to attend another training about differentiated instruction.</i>
7. What benefits do you perceive that differentiated instruction offers your students?	<i>Differentiation teaches students that there isn't just one right way to learn; everyone is different, and everyone has different strengths! Instead of seeing others as simply "good in school" or "bad in school," students can see the value of their peers' individual interests and strengths</i>	<i>It develops skills; from speaking, creating, acting, drawing, dancing and the like. A sense of confidence that slowly develops as we expose them to the stage of learning.</i>	<i>Fulfillment that you deliver the lesson with maximum participation of the students.</i>	<i>For me, DI offers students to become lifelong learners since they learn the lesson based on their needs and interests. Since we teachers employ instructions solely based on their needs and interests, active learning of the students will be evident and thus will promote faster growth and greater knowledge retention than those passive learners.</i>	<i>Differentiated instruction is a way of thinking about teaching and learning. It is also a model that guides instructional planning in response to students' needs. She cautions, however, that differentiated instruction is not individualized instruction.</i>	<i>Students will be engaged in learning in the manner that suits them best.</i>	<i>The students can show their different skills and ability in a given task.</i>

8. What are the barriers that get in the way of differentiation?	<i>As to barriers to differentiation, I could consider lack of time in terms of preparation, less opportunity to collaborate with team members and limited access to differentiated materials.</i>	<i>No classroom is perfect, this I can say as the most permanent occurrence. What hinders differentiation is ironically the different personalities inside the class, how strong the rules and how consistent it would hold.</i>	<i>The number of students per class.</i>	<i>When I was teaching in a private school, one thing that hindered me from applying DI was the time. Although we AP has class for 5 days, each day has only 40 minutes. I try to differentiate but to finish a single lesson, I need to consume 2 days for it. Here in public school, the class size and lack of materials to supplement the lesson might be a hindrance to perfectly implement DI. Also, I think my knowledge on how to properly implement DI can be also a factor.</i>	<i>Differentiated instruction is a way of thinking about teaching and learning. It is also a model that guides instructional planning in response to students' needs.</i>	<i>Differentiated instruction requires more work during lesson planning, and many teachers struggle to find the extra time in their schedule.</i>	<i>Other members of the group cannot perform specific tasks assigned to them.</i>
9. How do you see differentiation evolving in your classroom? How will it grow, change, or develop over time?	<i>I would desire differentiation not just evolving but developing in my classroom, however, the real challenge lies in how to differentiate curriculum and learning activities without increasing and perpetuating an achievement gap between able and less-able students, specifically in this new normal when teachers cannot fully assess the student's knowledge and understanding of the concepts, their skills and abilities to perform the learning outcomes, and the motivation to aspire for higher order thinking skills.</i>	<i>Differentiation is a must in every class, because learning should be an experience. Offering these to class every chance we get is one step to molding the student on who they must be in the future. I can say it will continue to evolve and develop over time.</i>	<i>Differentiated instructions can be fully achieved in our classroom if the number of students per class can be addressed.</i>	<i>Having learned more on how to implement DI properly, effectively, and efficiently in my classroom, perhaps maybe through seminars and training. Also, if the class size is reduced to 25-35 students per classroom it will also be a big help to fully manage the class as well as implement DI.</i>	<i>Differentiated teaching occurs when a teacher plans a lesson that adjusts either the content being discussed, the process used to learn, or the product expected from students to ensure that learners at different starting points can receive the instruction they need to grow and succeed.</i>	<i>Differentiation might increase student engagement and develop stronger teacher-student relationships. It will grow, change, or develop through continuous studying and practicing differentiated instruction.</i>	<i>I always give an activity especially during face-to-face classes this kind of differentiated instruction. The students have grown, changed and developed in their assigned tasks and they are exploring new things and ideas through this differentiated instruction.</i>

Participant 1

Interview Questions

(Adopted from Prince, 2011)

Time of Interview: 2:00 am

Date: Oct. 5, 2021

Interviewee: [REDACTED]

Position/Subject: Master Teacher 1 /AP 10

1. Please describe the process of how you plan a differentiated lesson.

I conceptualize different activities so that groups can work on the learning tasks based on their readiness, interest and learning profile.

2. What do you understand differentiation to be?

Differentiated instruction is a teaching approach that adapts instruction to students' different learning needs. It lets students show what they know in different ways.

3. What was the process of learning differentiation like?

Process of learning differentiation requires changing content, delivery, and assessment methods based on students' needs while maintaining the same standards and objectives for all learners.

4. What factors and experiences affected your choice of differentiation practices?

My students' knowledge and understanding, attitudes, abilities and skills, as well as motivations and dispositions are the many factors for my choice of differentiated practices.

5. What kind of training did you receive while learning how to differentiate?

Teacher's capacity building seminars conducted previously were instrumental to my ability to differentiate

6. What training do you need in order to feel confident implementing differentiated instruction in your classroom?

I would desire attending to enhancement seminars to further develop my skills relating to implementing differentiated instruction in my classroom.

7. What benefits do you perceive that differentiated instruction offers your students?

Differentiation teaches students that there isn't just one right way to learn; everyone is different, and everyone has different strengths! Instead of seeing others as simply "good in school" or "bad in school," students can see the value of their peers' individual interests and strengths

8. What are the barriers that get in the way of differentiation?

As to barriers to differentiation, I could consider lack of time in terms of preparation, less opportunity to collaborate with team members and limited access to differentiated materials.

9. How do you see differentiation evolving in your classroom? How will it grow, change, or develop over time?

I would desire differentiation not just evolving but developing in my classroom, however, the real challenge lies in how to differentiate curriculum and learning activities without increasing and perpetuating an achievement gap between able and less-able students, specifically in this new normal when teachers cannot fully assess the student's knowledge and understanding of the concepts, their skills and abilities to perform the learning outcomes, and the motivation to aspire for higher order thinking skills.

Participant 2

Interview Questions

(Adopted from Prince, 2011)

Time of Interview:

Date:

Interviewee:

Position/Subject:

1. Please describe the process of how you plan a differentiated lesson.

I plan according to what lesson I will be having at that specific time. If the topic is flexible enough to showcase skills, then that's the time I design the activities, or the differentiated instructions suited for the topic. Let's say for example the lesson focuses on culture then the activities should make them feel like living in that culture, creating, wearing, living through interacting roles and how these practices have changed in the modern times.

2. What do you understand differentiation to be? Differentiation is another word for varieties. From one to many, the simple to the complex. Nowadays we are tapped to make use of technology not just an aid to instruction but the core of it. Lesson should be for the student's interest, to build their love for learning in a fun and exciting way, a challenge for most of us but a new skill that we must also excel in.

3. What was the process of learning differentiation like? It makes the lesson alive and interesting. Having to be in a different setting or atmosphere where instruction is concerned is another way to hook learners to be in class.

4. What factors and experiences affected your choice of differentiation practices? Seeing and observing how they behave in class from using a series of instructions. I had come to know from which they perform best and least. I prefer them talking and sharing opinions as the topic provokes them to speak. This experience is a great achievement for me. Thus, I consider trying on different tools to find something that works.

5. What kind of training did you receive while learning how to differentiate?

I believe I got the idea from the training we had attended, videos I had watched but later re-designing them to suit the class I handle. It took me a year of switching and altering before it became a permanent practice in my lesson plans.

6. What training do you need in order to feel confident implementing differentiated instruction in your classroom? I need to know my topic from A to Z because at some point of me having to dig up such experiences from the activities I ask them to do, learners will throw questions at me that might not be as common as I would expect. Likewise knowing who, where and when these events made the entire world feel, history is not just the past. It is the beginning of our present and this connection should always be present.

7. What benefits do you perceive that differentiated instruction offers your students? It develops skills; from speaking, creating, acting, drawing, dancing and the like. A sense of confidence that slowly develops as we expose them to the stage of learning.

8. What are the barriers that get in the way of differentiation? No classroom is perfect, this I can say as the most permanent occurrence. What hinders differentiation is ironically the different personalities inside the class, how strong the rules and how consistent it would hold.

9. How do you see differentiation evolving in your classroom? How will it grow, change, or develop over time? Differentiation is a must in every class, because learning should be an experience. Offering these to class every chance we get is one step to molding the student on who they must be in the future. I can say it will continue to evolve and develop over time.

Participant 3

Interview Questions

(Adopted from Prince, 2011)

Time of Interview:

Date:

Interviewee:

Position/Subject:

1. Please describe the process of how you plan a differentiated lesson.

The teacher designs the lessons based on the learner's learning styles, interests and abilities before matching the activities with the individual needs of the students.

2. What do you understand differentiation to be?

Using varied activities , teaching styles and strategies that suited to the needs of the students.

3. What was the process of learning differentiation like?

It reflects student learning styles and teaching strategies.

4. What factors and experiences affected your choice of differentiation practices?

The subject matter, the strategies, number of students, availability of materials and the diversity of the students.

5. What kind of training did you receive while learning how to differentiate?

6. What training do you need in order to feel confident implementing differentiated instruction in your classroom?

Training on Differentiated Instructions in the new normal.

7. What benefits do you perceive that differentiated instruction offers your students?

Fulfillment that you deliver the lesson with maximum participation of the students.

8. What are the barriers that get in the way of differentiation?

The number of students per class.

9. How do you see differentiation evolving in your classroom? How will it grow, change, or develop over time?

Differentiated instructions can be fully achieved in our classroom if the number of students per class can be addressed.

Participant 4

Interview Questions

(Adopted from Prince, 2011)

Time of Interview:

Date:

Interviewee:

Position/Subject:

1. Please describe the process of how you plan a differentiated lesson.

Getting to know the student's interest at the very first meeting of the school year for me is very important. Here, I asked them their expectations of me and on the subject as well as their interests that might help them to excel or to at least achieve good grades in AP. Through this, I will be able to meet the different needs of my students all throughout the school year so that no one will be left behind. As we all know, each student is different from one another so it is very important for me to at least achieve their needs and interests. After knowing their needs and interests, I carefully choose a content on my subject on where Differentiated Instruction is best suitable to do for instance, video analysis on a certain video clip, literary/document analysis, make them do some drawings or anything involved arts, role playing, doing a task by a group or partner and many more. Moreover, determining the student's prior knowledge can be helpful in planning differentiated lessons so as to avoid using a method that will be ineffective for students.

2. What do you understand differentiation to be?

For me, DI is a teaching style where the teacher, which is the facilitator of learning, will use varied instructional strategies to meet the individual needs and interests of the students. Moreover, this may mean that the teacher also delivers a lesson in different levels of difficulty depending on the acquired knowledge or ability of the students.

3. What was the process of learning differentiation like?

Learning through differentiation in the eyes of a teacher is somehow fulfilling since you know that the students enjoy your lesson as well as attend to their needs and interests and address their individual differences where all of them learn together and become an active learner rather than a passive one.

4. What factors and experiences affected your choice of differentiation practices?

Basically, knowing the student's needs and interests, and also acknowledging their individual differences plays an important and integral part for me as a teacher when choosing DI as a teaching style. Additionally, my knowledge, perhaps, on DI affects me when choosing DI as my method for the day. Whether this will help the student to easily learn my topic for the day or will it be a waste of time.

5. What kind of training did you receive while learning how to differentiate?

When I was in college, we had a lesson about Differentiated Instruction in one of our major subjects in Social Studies. I can't recall a seminar or training about Differentiated Instruction in my six years of teaching in private school.

6. What training do you need in order to feel confident implementing differentiated instruction in your classroom?

I think about how to properly implement DI in the new normal (for both MDL and ODL classes).

7. What benefits do you perceive that differentiated instruction offers your students?

For me, DI offers students to become lifelong learners since they learn the lesson based on their needs and interests. Since we teachers employ instructions solely based on their needs and interests, active learning of the students will be evident and thus will promote faster growth and greater knowledge retention than those passive learners.

8. What are the barriers that get in the way of differentiation?

When I was teaching in a private school, one thing that hindered me from applying DI was the time. Although we AP has class for 5 days, each day has only 40 minutes. I try to differentiate but to finish a single lesson, I need to consume 2 days for it. Here in public school, the class size and lack of materials to supplement the lesson might be a hindrance to perfectly implement DI. Also, I think my knowledge on how to properly implement DI can be also a factor.

9. How do you see differentiation evolving in your classroom? How will it grow, change, or develop over time?

Having learned more on how to properly, effectively, and efficiently implement DI in my classroom, perhaps maybe through seminars and training. Also, if the class size is reduced to 25-35 students per classroom it will also be a big help to fully manage the class as well as implement DI.

Participant 5

Interview Questions

(Adopted from Prince, 2011)

Time of Interview: 5:30-7:30

Date: September 29, 2021

Interviewee:

Position/Subject: Teacher I / Araling Panlipunan

1. Please describe the process of how you plan a differentiated lesson.

When differentiating in response to learning style, address a wide variety of learning styles in your lessons and learning activities. Reflect on whether or not the lesson effectively addresses the needs of all your students. After teaching, assess student mastery of the objective.

2. What do you understand differentiation to be?

Differentiation is a method of finding the derivative of a function. Differentiation is a process,

3. What was the process of learning differentiation like?

At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

4. What factors and experiences affected your choice of differentiation practices?

Break some students into reading groups to discuss the assignment. Allow students to read individually if preferred. Create quiet spaces where there are no distractions. The benefits of differentiation in the classroom are often accompanied by the drawback of an ever-increasing workload.

5. What kind of training did you receive while learning how to differentiate?

When you adjust the process of a lesson, you are changing the methods you use to teach and how you expect students to learn. This adjustment could look like employing collaborative learning with excelling students and explicit instruction with others, or using modelled approaches or multimedia.

6. What training do you need in order to feel confident implementing differentiated instruction in your classroom?

In differentiated instruction, teachers understand the different needs of students, such as by evaluating rate of learning, language proficiency, literacy and more. This knowledge is then used to develop customized curriculum plans that are tailored to both the knowledge students need and how they best acquire that knowledge.

7. What benefits do you perceive that differentiated instruction offers your students?

Differentiated instruction is a way of thinking about teaching and learning. It is also a model that guides instructional planning in response to students' needs. She cautions, however, that differentiated instruction is not individualized instruction.

8. What are the barriers that get in the way of differentiation?

Differentiated instruction is a way of thinking about teaching and learning. It is also a model that guides instructional planning in response to students' needs.

9. How do you see differentiation evolving in your classroom? How will it grow, change, or develop over time?

Differentiated teaching occurs when a teacher plans a lesson that adjusts either the content being discussed, the process used to learn or the product expected from students to ensure that learners at different starting points can receive the instruction they need to grow and succeed.

Participant 6

Interview Questions

(Adopted from Prince, 2011)

Time of Interview:

Date: September 24, 2021

Interviewee: [REDACTED]

Position/Subject: Teacher I / Araling Panlipunan / ESP

1. Please describe the process of how you plan a differentiated lesson.

- The process of how I plan a differentiated lesson are, First; I make time to know my students. Knowing their level of understanding, their various learning styles, their strengths and weaknesses. Then second, set learning objectives. A learning objective that stated a detailed description of what they will be able to learn. Third, outline the main topic or idea. Then lastly, execute the differentiated lesson plan and assess if it's efficient and effective for the learners.

2. What do you understand differentiation to be?

- For me it is a personalize or unique strategy as to how it meets all students' needs.

3. What was the process of learning differentiation like?

- The process of learning differentiation are readiness, interests, learning profile.

4. What factors and experiences affected your choice of differentiation practices?

- Manage the classroom to create a safe and supportive environment.
- Continually assess and adjust lesson content to meet students' needs

5. What kind of training did you receive while learning how to differentiate?

- Training-workshop on improving quality of teaching on the emerging trends of effective classroom management. And seminar-workshop on the use of ICT in classroom instruction.

6. What training do you need in order to feel confident implementing differentiated instruction in your classroom?

- Trainings about the utilization of classroom technologies for teachers and also about assessment strategies.

7. What benefits do you perceive that differentiated instruction offers your students?

- Students will be engaged in learning in the manner that suits them best.

8. What are the barriers that get in the way of differentiation?

- Differentiated instruction requires more work during lesson planning, and many teachers struggle to find the extra time in their schedule.

9. How do you see differentiation evolving in your classroom? How will it grow, change, or develop over time?

- Differentiation might increase student engagement and develop stronger teacher-student relationships. It will grow, change, or develop through continuous studying and practicing differentiated instruction.

Participant 7

Interview Questions

(Adopted from Prince, 2011)

Time of Interview: 12:30 pm

Date: 09/26/2021

Interviewee:

Position/Subject: Teacher 1- Araling Panlipunan

1. Please describe the process of how you plan a differentiated lesson.

- Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

2. What do you understand differentiation to be?

- the process used to learn or the product expected from students to ensure that learners at different starting points can receive the instruction they need to grow and succeed

3. What was the process of learning differentiation like?

- Differentiation means tailoring instructions to meet individual needs.

4. What factors and experiences affected your choice of differentiation practices?

- The factors and experiences that affected my choice of differentiation practices are choosing content, process, product and affecting the learning environment.

5. What kind of training did you receive while learning how to differentiate?

- I attended a seminar, I think in the past years about differentiated lessons.

6. What training do you need in order to feel confident implementing differentiated instruction in your classroom?

- It is a privilege for me if we will be given an opportunity to attend another training about differentiated instruction.

7. What benefits do you perceive that differentiated instruction offers your students?

- The students can show their different skills and ability in a given task.

8. What are the barriers that get in the way of differentiation?

- Other members of the group cannot perform specific tasks assigned to them.

9. How do you see differentiation evolving in your classroom? How will it grow, change, or develop over time?

- I always give an activity especially during face to face classes this kind of differentiated instruction. The students have grown, changed and developed in their assigned tasks and they are exploring new things and ideas through this differentiated instruction.

Appendix F

Follow- Up Interview Transcripts

Participants	When planning your lesson, do you incorporate differentiated instruction? If yes, how did you do it during the pandemic? If no, why can't you do it during the pandemic?	In terms of presenting your lesson content to the students during the pandemic, do you present it on the same timing? Why?	How do you diversify or adjust your pedagogy and the way you present the content in consideration of the levels and capabilities of the students?	Was the diversification different during face-to-face classes? In what way?	Do you implement special plans to students? How did you do it considering the new modality?
1	individual yung ginagawa	Oo pero may mga nahuhuli mag-submit sa MDL dahil walang nagpapasa yung iba hindi nagagawa	mahirap sa MDL, kaya as is ang instruction sa module... naiiba nalang kapag may additional reference, video... very extreme yung mga bata, mahirap matukoy yung capabilities ng mga bata	magkaiba sa f2f vs. during the pandemic... hiram kausapin ang mga bata... mahirap mag- supervise.. hindi alam kung yung mga bata ba talaga yung gumawa at mahirap mag-focus yung teacher kasi may limited f2f at MDL	nagbibigay ng review activity para ma reinforce pa rin yung lesson na hindi nila nakuha
2	sa lesson exemplar, the question are constructed in a way it would give opportunity to all learners to show their skills like essay, drawing, or making an action plans... meron silang pwedeng pagpiliang mga activities at meron din namang arbitrary nilang	yes, kasi may Lesson Exemplar at Budget of Work. meron ibang naiwang mga section sa lesson dahil hindi agad nakakuha ng LEAP at Worksheets	may mga answer sheets na walang sagot, pinabalik ko at mini-message sila personally... may follow-up works sa mga bata, may enrichment program, kaya lang on voluntary basis, kaya it defeats the purpose	yes, kasi kita mo ang kanilang actual needs sa klase right away, sa face to face maa-announce mo agad ang scores	may intervention, simplifying the activities/ tasks and additional worksheets
3		nagpresent ng video lessons	yung mga nka ODL, nka advance sila lagi sa lessons... sinisend ko yung Instructional Materials ko rin in advance para may idea na sila	yes kasi hindi naman lahat natuturuan... pag sa face to face pwede agad magtanong yung mga bata pag may hindi sila naintindihan	remediation and alternative activities... gumagawa ng remedial activities para sa mga batang hindi kaagad nakapagpasa at sa mga batang hindi na-meet yung least mastered skills... gumawa ng worksheets at monitoring checklist.. May home visitation pa
4		sabay-sabay pinipresent yung lesson dahil may WHLP	same yung mga activities para sa lahat	this pandemic limited yung performance tasks due to restrictions and internet problems... maganda lang this pandemic na utilized ng mga bata yung technologies and applications in learning. may time na lecture- discussion din dahil baka manawa yung bata	teacher will adjust if hindi masama yung nasa plan... annotate nalang sa LP yung mga adjustments na ginawa
5	No, only in pre-pandemic	sabay-sabay, pag after the discussion nagbibigay ng follow-up questions	binibigay ko tasks na kayang abutin ng bata... binibigay ko tasks na kayang abutin ng bata	nag-aadjust sa mga tasks/ activities ... nagbibigay ako ng mga powerpoint presentations ko sa bata at kopya ng module	para sa slow learners, yung 77 pababa yung grades, nagbibigay ako ng intervention/ remediation materials (teacher-made)
6	yes, incorporated sa lesson exemplar, paggawa ng diagrams, sanaysay, journal, pero individualized dahil MDL, pinapapili ko sila kung saan sila komportableng sagutan,	sabay-sabay pinipresent yung lesson based on BOW	make use of simple/specific language in giving instruction	different po, when it comes sa communication, ang hiram magbigay yung instruction at hindi agad ma-cater yung tanong nila, hindi ako sure kung yung mga bata talaga yung gumagawa, madalang magtanong sa content, more lang sa instruction kung paano gawin, hindi ang sure kung may naintindihan sila sa lesson sa module	nag-reteach ako sa mga batang hindi na grasp yung lesson, isisimplify ko nalang yung mga tasks, I provide video lessons para mas maintindihan nila

Process					
Participants	Q4f1. How do you provide additional support to learners with different learning disabilities during the pandemic?	Q4g2. How did you do group works to develop skills in the new normal?	Q4h3. How do you incorporate the skills of students to meet aspired goals?	Q4i4. How do you set different levels of expectations to conclude an assignment?	Q4j5. With the lesson exemplar and the demonstration videos showing pen and paper test, how difficult is it to assess students through performance task during the new normal?
1	may malabo ang mata at walang salamin... hindi sinasali sa pagbasa... so sa intervention, tinatanong nalang ng opinion ng bata	naqyon walang masyadong option	mahirap malaman yung mga skills ng mga bata... palaqing ita-tap yung mga batang qustong maq-recite at very vocal... nalalaman yung skills through drawing at paqqawa ng paragraph during the activity... wala masyado sa critical thinking skills	reflection nalang sa past lesson	use of rubrics, for MDL- summative test (pen and paper pa din kasi hindi lahat nagpapasa)
2	qiving more time for students to with learning disabilities , message the students personally, but no identified students with learning disability	there was an activity that they need to produce different outputs, pina-record yung recitation of poem, inedit nila tapos pinag dugtong- dugtong	there was an activity that they need to produce different outputs, pina-record yung recitation of poem, inedit nila tapos pinag dugtong- dugtong	use of rubrics	pare-parehas na formative assessment and using zip grade to avoid cheating
3	sa ODL, ini-extend yung time of submission... mas pinadali yung mga instructions... hindi naqamit yung mga guidance services	napagawa ko sa limited face to face classes... Inaalphabetical ko. Ang problema sa limited face to face ay hindi lahat ng 20 na bata ay pumapasok lahat, kasi akala nila ay hindi na sila qadawa ng activities sa module kaya sila pumayaq sa limited face to face , kaya ngayon madami umaabsent.. sa ODL, individual nalang laqi kasi dahil sa internet connections, kaya lecture discussion nalang	Kunq ano yung kalimitan pagkaka- intindi nila, tinatanong ko muna sila bago pagawain ng mga activities		mahirap maq-assess lalo na sa modular kasi hindi fully nai-explain yung qaqawin sa mga bata... pen and paper test pa din ang binibigay namin... binabawasan ko yung mga gawain ng ibang nahihirapan
4	intervention, although no identified students with learning disabilities... simplified instructions, remediation classes for slow learners	qive taks on time, self-paced learning		use of rubrics well-explained before conducting the activity	using summary of learning like yung exit cards, mini-journals, open-ended questions... hindi nagpagawa ng mga videos as type of assessment due to restrictions
5	walang identified na bata na may learning disabilities	nahirapan mag-group activities this pandemic, so individual activities nalang	individual activities pa din	binibigyan ng extra time yung mga bata	siguro sa time, kulang yung 1 hour sa ODL... hindi natatapos kaaqad yung mga activities... hindi aqad nakikita yung outputs, unlike nunq pre-pandemic... May rubrics for grading
6	mas tututukan ko yung batang may learning disability, so far, wala akong na-identify na bata na may learning disability, from time to time follow-up, prepare other activities that will get the interests of child	hindi masyadong na-practice yung group works, peer-sharing lang	sa pagtatanong kunq ano yung nagagawa nila at kunq aware sila sa nangyayari	base sa, at the end of the lesson, if sasabihin nila na naintindihan na nila, then dun ako magbi-base ng pagbibigay ng Homework or enrichment sa kanila	mahirap yung assessment due to accuracy, hindi ako sure of sila yung gumagawa ng outputs nila, yung iba ay basta lang makapagpasa, may insufficient na sagot, binibigyan ko ng additional worksheet

Participants	Q4k1. How do you provide opportunity to participate in activities during the new modality?	Q4l2. Are there any noticeable differences in the teachers' differentiated practices when teaching students during the new normal? Why or why not?	Q4m3. What are the challenges that face teachers during their implementation of Differentiated Instruction when assessing students with Learning Disabilities?	Q4n4. How do you allow your students to present their work or final output?	Q5. What are your insights/learnings as you implement DI in teaching Araling Panlipunan?	Q6. What can you recommend on how to improve the implementation of DI in teaching AP?
1	inform yung mga bata kung anong gagawin... follow-up nung mga qaqawin sa group chat	adjustment ay naging lenient sa mga rules this pandemic... simplified instructions		MDL through submission... hindi na nadi discuss yung output	nababalanse ng DI yung subject kasi very boring at bookish yung AP... nahirapan sa pagturo ... lengthy yung topic very broad, dami ng events, very outdated yung books, sa module madaming tinanggal na importanteng part ng World History	kailangan ng research ng DI activities para maiba ... kumuha ng best practices ng ibang schools... collaboration sa ibang schools
2	on voluntary basis since MDL ang hawak ko ... the students in MDL were given choices/ freedom to choose from the two given activities to answer... I organized career guidance orientation for Grade 10	may simulation of activities like sa TLE	same answer sa number 3 question	present their output during the retrieval... pwedeng maibigay ng extension sa submission ... may e-portfolio	nakakatuwa kapag naq-DI although tasky siya... challenging yet fulfilling kapag nasunod o naimplement well yung DI... as AP teacher we need to have more of this especially sa History	have a manual of lessons applying DI ... in-depth orientation/ training on how to conduct properly the DI
3	sa ODL, pinasimple yung mga powerpoint... qumaqawa ng mga video lessons	naqbiqay ng libro as reference	adjustment sa lessons sa mga batang hira sa pagbasa at makapagsalita directly	piniporm yung mga pinagawang activities in writing and in drawing	kailangan maq-isip ng alternative lessons sa mga naka MDL... mahirap ituro yung sa part ng History... walang kapalit ang face to face teaching-learning process	give the students a good motivation about the topic, kasi boring yung History subject
4	explain the worthiness of the activity and motivate them by presenting the rubrics	much difficult to supervise/ monitor the tasks ... lack of resources, reliability of references in the internet... answers are mostly copied and pasted from the internet... has doubt on the credibility of answers	identification of students with learning disability is difficult to determine since there is no proper diagnosis from the medical experts	presenting during the lesson (for ODL students only)	the lessons are broad and texts/ instructional materials are boring in AP, sending video clips... hard to teach the AP 10 specifically to construct the mapping of the community space related to disaster response due pandemic restrictions, students find difficulty in geography, concept of vegetation cover... maraming tinanggal na topics sa module like sa Kabihasnang China, Dinatyang Shang lang ang nilagay. may mga hindi nabanggit na lessons ng AP sa module... walang naqtatanong about sa lesson sa module, tungkol sa instructions lang ang tinatanong nila. teaching should be straight to the point since every second counts. I don't know kung may natutunan yung mga nasa MDL, lalo na sa History	training for teachers on DI

5	naqbibiay na additional trivia o daqdaq kaalaman at naqbibiay na other references	malaki yung pagkakaiba in terms of planning and execution of lessons... ibang bata naka-off camera	ODL- technology, most of the students don't have stable internet connections, not all students can use applications like CANVA, instead, let them decide on how they can answer their performance tasks in a way they can as long as they can demonstrate through their tasks that they understand the lesson... lack of time in AP, 180 minutes in a week is not enough para maisagawa yung DI inside the classroom, depende din sa class size ... mahirap yung groupings both sa MDL at ODL, groupings can be done in random to evenly distribute the students	more on presentation of powerpoint, sa MDL, just submit the pen and paper outputs only	natutunan ko na mas nai-explore pa ng mga bata ang kaya nilang qawin kapag may DI, marami silang naqagawa kapag may DI at may choices sila kapag may DI	
6	paqsaot lang na module since MDL sila	in qiving formative assessment, naqamit na educational applications instead of qiving hardcopies	personally hindi ko siya na-experience since wala na-diagnose na bata with learning disabilities	yung mga naretrieve kong paper, yun na po yung presentation nila...	ang hirap sa Economics yung sa computations dahil wala na personal na naqapaliwana sa kanila sa lesson sa module... naqbibiay ako na video lesson at simplified worksheet	a teacher needs to be resourceful, discover and use more apps to help teaching-learning process, need additional trainings and webinars

Appendix G

Video Recordings of the Participants

OT 1_SALOOBIN S...

COT-POLITIKAL NA ...

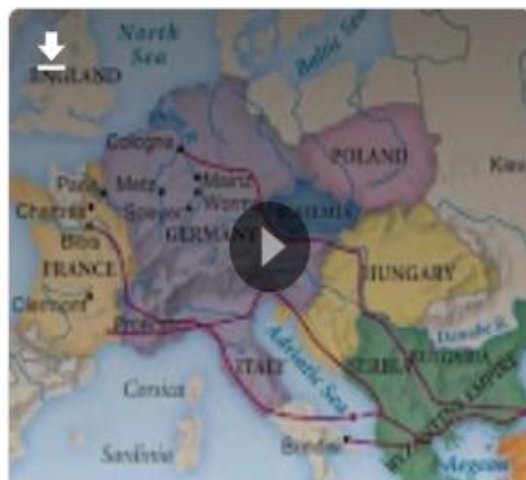
Araling Panlipunan - 8
Week 6-8
Ikalawang -Araw

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sa Greece at iginupo ang mga Mycenae...
ng mga Dorians. Samantala, isang pangkat na...
roon din kaugnayan sa mga Mycenaeans an...
ng Greece sa may lupain sa Asia Min...
nan ng karagatang Aegean. Nagtatag sila' r...
anan at tinawag itong Ionia. Nakilala sila b...

AP 10-Saloobin Tungkol sa Ha...

COT 2.mp4

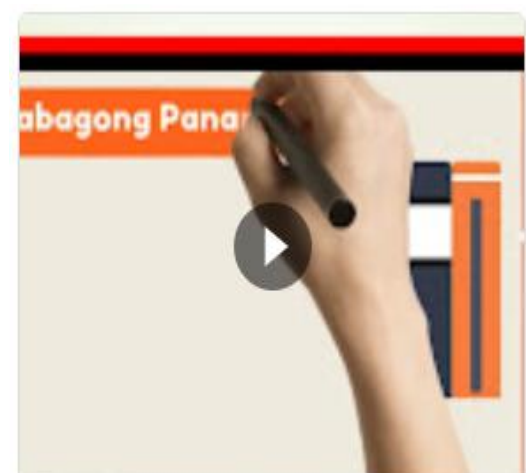
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at Kanlurang Asya.



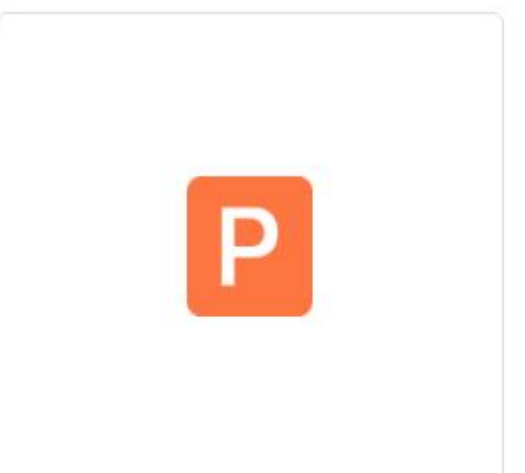
COT 2- PAGLAWAK NG KAPAN...



COT-2-IDEA-EXEMPLAR-MGA ...



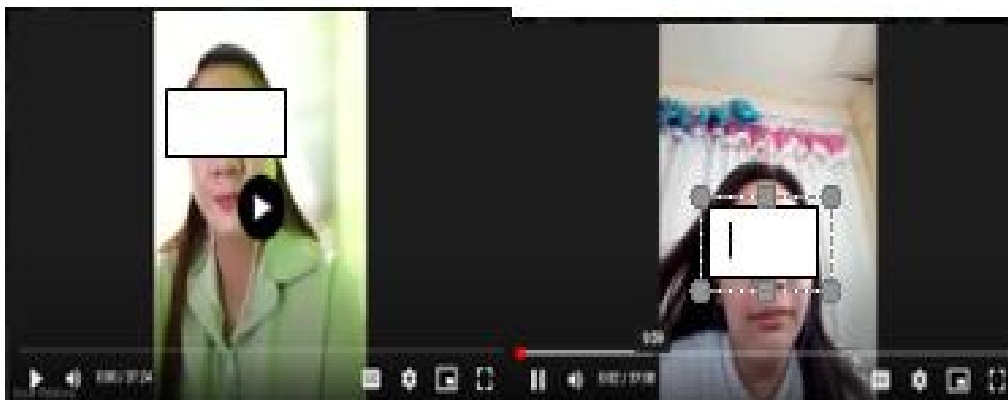
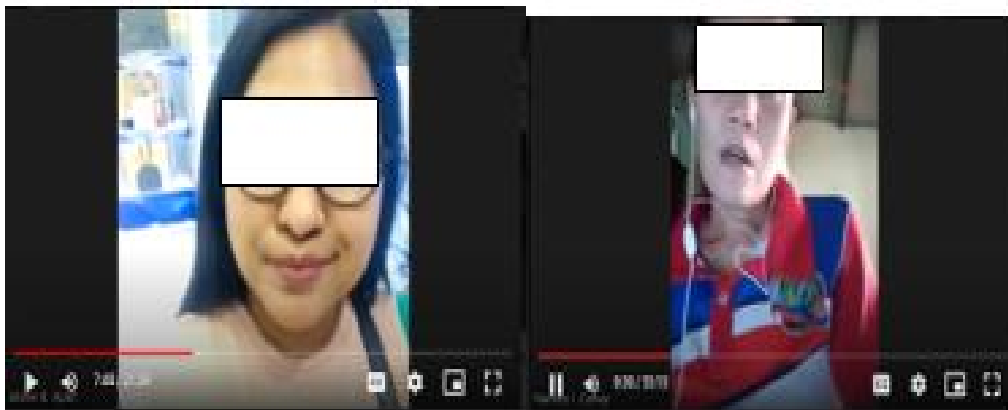
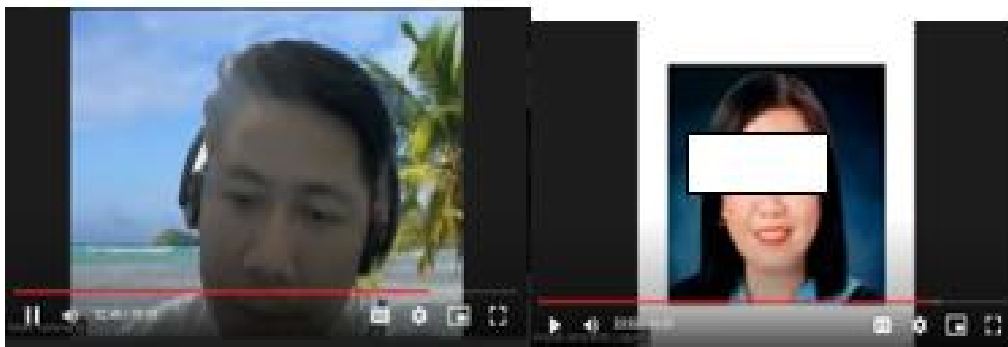
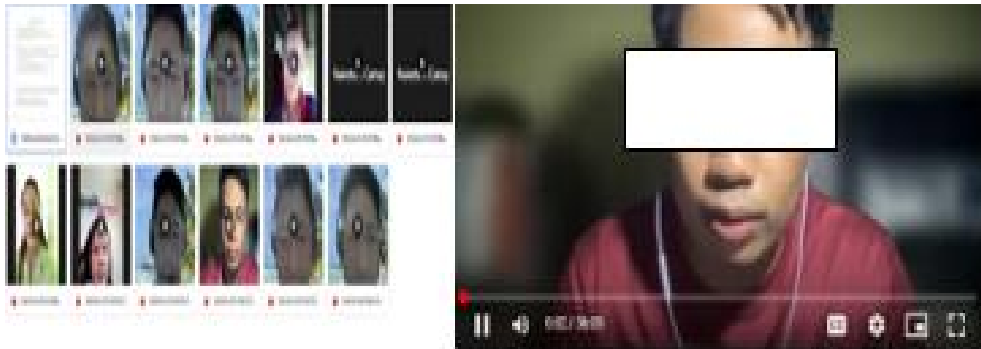
Konsepto ng Pag-unlad- COT 2...



Konsepto ng Supply (COT 1-RE...

Appendix H

Interview Records for Follow- Up Questions



Appendix I

Revision Colloquium Summary of Contents

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	Issue No.	01
	Rev. No.	03
	Date	05/22/2020
	Page	1 / 1
GRO	REVISION COLLOQUIUM SUMMARY OF COMMENTS	OC No. CO0023020-1255

Student: Mark G. Palomaria

Program: Master of Arts in Education in Social Science Teaching

Date of Colloquium: April 28, 2021

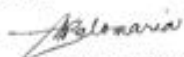
Comments/Suggestions/Recommendations	Action Taken	Page no. reflecting the changes done	Panelists who Suggested
Change title from Differentiated Instruction in Acaling Panlipunan : Exploring Teachers Best Practices	Changed To Differentiated Instruction in Acaling Panlipunan : Exploring Teacher's Practices and Challenges	1, 34, 36, 38	Dr. Arthur Abayencia and Dr. Arlyne Marasigan
Improve theoretical background by adding more literature both on international and local DI	Done and added international and local studies	4-19	Dr. Rodrigo Abayencia
-DI can stand on its own in the theoretical framework (mention DI in terms of content, process, product and learning environment)	Added theoretical framework and removed grounded theories	4-19	Dr. Rodrigo Abayencia
Discussed variations in Acaling Panlipunan	Discussed variations in Acaling Panlipunan	5-6	Dr. Rodrigo Abayencia
DI is proven effective (remove the second question- Why DI is essential?)	Removed the second question- Why DI is essential?)	16-17	Dr. Arthur Abayencia
Look into the lesson plan	Created a Differentiated Instruction Checklist Observation form for Teachers' Lesson	24-27	Dr. Arthur Abayencia
Direct observation cannot be done due to pandemic unless online (clarify on paper)	Clarified how to conduct direct observation	24-25	Dr. Arthur Abayencia
Include DEPED Order No. 8	Done and included	6-7	Dr. Arlyne Marasigan

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

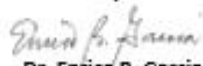
 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Talt. Ave. Cor. Apala Blvd., Ermita, Manila 1001 Philippines Trunkline: +63-2-217-1718 local 139 • pnun@pnun.edu.ph • www.pnun.edu.ph	Reference No.	PNU-MN-2017-GRD-FRM-025
	Issue No.	01
	Rev. No.	00
	Date	09/22/2020
	Page	2/3
GRO	REVISION COLLOQUIUM SUMMARY OF COMMENTS	DC No. CC002.020-1.055

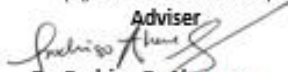
Have a DI assessment to give DI to learners	Included in Data Collection	24-25, 38	Dr. Arlyne Marasigan
Have a documentary analysis	Included in data collection	24-25, 38	Dr. Arthur Abulencia
Drop the "Best	Done	1, 34, 36, 38	Dr. Arthur Abulencia
*What are the practices of DI in SS-AJNHS? *What are the challenges of teachers in the implementation of DI? *What are the inputs and insights from the practices and challenges on the implementation of DI? *What are the inputs to policy in the implementation of DI in the context of pandemic?	Revised and added in the Research questions	16-17	Dr. Arlyne Marasigan

Prepared by:


Mark G. Palomaria
 Signature of the Student

Certified Correct by:


Dr. Enrico B. Garcia
 (Signature over Printed name)
 Adviser


Dr. Rodrigo D. Abenes
 (Signature over Printed name)
 Panelist


Dr. Arthur S. Abulencia
 (Signature over Printed name)
 Panelist

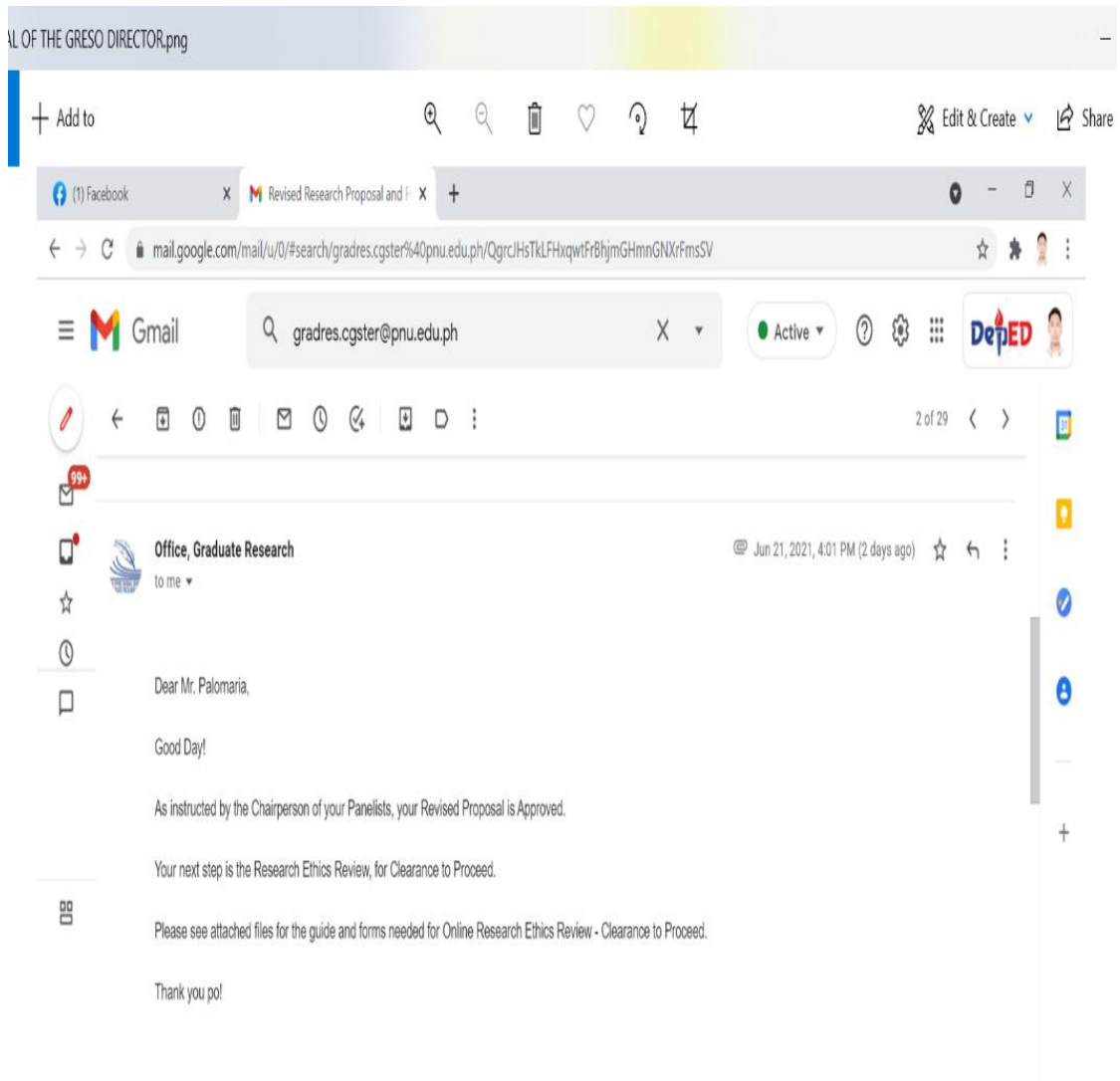
Dr. Krizna Rei M. Palcos
 (Signature over Printed name)
 Panelist

Dr. Arlyne C. Marasigan
 (Signature over Printed name)
 Director

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix J

Approval of GRESO Director on the Revised Proposal



Appendix K

Clearance to Proceed

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Telephone: +63-2-917-1768 loc. 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPR	CLEARANCE TO PROCEED	
		QAC No. CC-09242018-023

BASIC INFORMATION

REC Code:	072121-156
Research Proposal Title:	Differentiated Instruction in Araling Panlipunan: Exploring Teacher's Practices and Challenges
Researcher / Project Leader and Designation/Affiliation:	Mark G. Palomaria

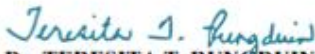
The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **July 21, 2021**


Dr. TERESITA T. RUNGDUIN
 Secretary
 Research Ethics Committee


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix L

Letter of Approval to Conduct Data Gathering



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

August 12, 2021

MARK G. PALOMARIA
Researcher
PNU-Manila

DEPARTMENT OF EDUCATION
Schools Division of Biñan City
RECORDS SECTION

RECEIVED
12 AUG 2021

Ry: 01:24PM

Dear Mr. Palomaria,

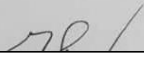
Greetings!

We have received your letter regarding the conduct of your research entitled, "Differentiated Instruction in Araling Panlipunan: Exploring Teachers' Practices and Challenges." With this request, the Schools Division Office (SDO) of Biñan City has agreed to the conduct of the research subject to the following:

- Ensure that the respondents to this research will be giving their full consent via a consent form stating the background of the research and the data to be collected. A sample of the consent form can be in this form: "Answering this questionnaire will be tantamount to consent to the use of the information provided to fulfill the purpose of the study. It is understood that all information provided will be treated with utmost confidentiality in accordance with the Data Privacy Act."
- **No personal information and sensitive information (such as but not limited to name, family income, sex/gender, civil status, address, contact number, religion, government ID number) of the students/teachers/personnel shall be gathered for the purpose of the research unless such is necessary in the outcome of the research. If any of these are present in the survey, it is highly advised that such be removed.** Also, ensure that the data to be collected will be kept confidential from the moment of collection up to the day of disposal.
- Please ensure to follow the COVID-19 Protocols when planning to visit the office, schools or respondents.
- Please make certain to attach this approval letter with your questionnaire and consent form before starting the research.

The SDO is hoping for the success of this research!

Regards,



Schools Division Superintendent



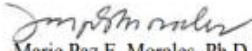
Address: P. Burgos St. Brgy. Sto. Domingo, Biñan City Laguna * Website: depedbinancity.com.ph
Email: deped.binancity@deped.gov.ph * Telephone no: 511-4143/ 511-8620/ 511-4191/ 511-8746

Effectivity Date: 14-Jan-2019
Revision No: 01 | Page 1 of 1

LGL F01

Appendix M

Certificate of Authenticity

	Philippine Normal University <i>The National Center for Teacher Education</i> PUBLICATION OFFICE Taft Avenue, Manila 1000, Philippines	
AUTHENTICITY RESULT		
Date of Release:	May 13, 2022	
Result Code:	2022-0856	
Submission ID:	1834485757	
Title of Output:	Differentiated Instruction in Araling Panlipunan: Exploring Teachers' Practices and Challenges	
Author (s):	Mark G. Palomaria	
Authenticity Report:		
	<u>Similarity Report:</u> 20%	
	• Interpretation: A similarity of 20% means that 20% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (19%), publications (9%), and student papers (13%) for the remaining similarity percentage. • Highlighted text in the Manuscript: ○ Red marks and highlights are set of texts directly or exactly copied from online sources. ○ Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).	
 Marie Paz E. Morales, Ph.D. Director		
		
PNU-MN-2016-PUB-QM-001 Revision No.: 01		Effective Date: August 10, 2017

Appendix N

Certification of the Language Editor

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

26 May 2022

CERTIFICATION

This certifies that I have language edited the thesis titled “**Differentiated Instruction in ~~Araling Panlipunan~~: Exploring Teachers’ Practices and Challenges**” by **Mark G. Palomaria**, a candidate for the degree MASTER OF ARTS in EDUCATION- Social Science Teaching.

(SGD)
MERRY RUTH MORAUDA GUTIERREZ
CGSTER Faculty

Appendix O

Research Ethics Committee, Compliance Certificate

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-020	
	Issue No.	01	
	Rev. No.	01	
	Date:	09-24-2018	
	Page	1 of 1	
EPR	CERTIFICATE OF COMPLIANCE		
		QAC No.	CC-09242018-027

BASIC INFORMATION

REC Code:	06132022-036
Title of the Research Project/Thesis/Dissertation:	Differentiated Instruction in Araling Panlipunan: Exploring Teachers' Practices and Challenges
Researcher/Project Leader and Designation/Affiliation:	Mark G. Palomaria

The following items [✓] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- ☒ Thesis
- ☐ Dissertation
- ☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **June 13, 2022**


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

CURRICULUM VITAE

Palomaria, Mark G.

09389435777

Personal Particulars:

Age : 32
Sex : Male
Civil Status : Single
Place of Birth : Bonlao, Alcantara, Romblon
Date of Birth : January 28, 1990

Education:

Level	Degree	School	Address	Inclusive Year
Graduate Studies	Units in MAEd Social Science Teaching	Philippine Normal University-Manila	Taft Ave. corner Ayala Blvd. Ermita, Manila, Metro Philippines	June 2014-present
College	BSED Social Science	Philippine Normal University-Visayas	Boy Albert St. Cadiz City, Negros Occidental, Philippines 6121	June 2006-March 2010
Secondary	Basic Education	Victorias National High School	Yap Quiña St. Victorias City, Negros Occidental, Philippines 6119	June 2002-March 2010
Primary	Basic Education	Alejandro Acuña Yap Quiña Memorial Elementary School	Montinola St. Victorias City, Negros Occidental, Philippines 6119	June 1996-March 2002

Professional Experience:

Teacher II/ Araling Panlipunan Teacher
Grade 7
Binan City Science and Technology High School
Biñan City, Laguna
2021- present

Araling Panlipunan/ Edukasyon sa Pagpapakatao Teacher
Grade 9
Southville 5A National High School
Biñan City, Laguna
2017- 2021

Araling Panlipunan Department Coordinator
Southville 5A National High School
Biñan City, Laguna
2017- 2021

Senior High School Teacher
La Consolacion College
Biñan City, Laguna
November 2016- March 2017

Subject Area Coordinator - Social Sciences and T.L.E Subject Areas
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October 2014- March 2016

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La Consolacion College
Biñan City, Laguna
June 2010- March 2017