



THE ART AND AGONY OF DIFFERENTIATION: STRATEGIES OF ELEMENTARY TEACHERS IN TEACHING MAKABANSA

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ABSTRACT

This generic qualitative study was conducted to explore the differentiated instructional strategies employed by public elementary teachers in teaching Makabansa under the MATATAG Curriculum. Specifically, it examined the strategies teachers utilized, the challenges they encountered, the coping mechanisms they adopted, and their insights and reflections on implementing differentiated instruction. Ten (10) public elementary teachers from the Division of Davao Del Norte, were selected through purposive sampling. Data were collected through in-depth interviews and analyzed using thematic analysis. The findings revealed that teachers employed various strategies, including differentiated learning activities, integration of information and communication technology (ICT) tools, multilingual instructional approaches, localized instructional materials, differentiated assessment and feedback, strategic instructional planning, and learner-centered practices that enhanced student engagement and confidence. Despite these practices, participants encountered several challenges, including time constraints and intensive lesson preparation, limited instructional resources, difficulties in aligning Makabansa competencies with learners' varying readiness levels, complexities in the daily implementation of differentiated activities, classroom management concerns, and learner diversity. To address these challenges, the teachers employed creative approaches such as effective utilization of instructional strategies and classroom practices, integration of ICT and digital resources, and provision of instructional support and collaborative practices. The insights and reflections shared by the participants emphasize that flexible and learner-centered instruction promotes effective, engaging, and inclusive learning, differentiated assessment positively impact students' academic performance, teachers' responsiveness and reflectiveness are essential in differentiated instruction, the role of differentiated instruction in meeting Makabansa curriculum goals, and strengthening support systems in differentiated Makabansa instruction. The results of this study are significant to elementary teachers, learners, parents, school administrators, DepEd officials, and future researchers, as they provide meaningful insights into the strategies employed by elementary teachers in differentiating Makabansa instruction. These findings may contribute to the improvement of support system in school, development of effective policies, and future research related to elementary education.

KEYWORDS: Teaching Makabansa, Differentiated Instruction, Elementary Teachers, Strategies, Generic Qualitative Research, Thematic Analysis, Davao Del Norte, Philippines

INTRODUCTION

Differentiated instruction is a teaching approach designed to meet the different learning needs, interests, and skills of each learner. This approach is commonly applied in subjects such as Makabansa, which help students understand complex social concepts, historical events, and cultural perspectives with the use of varied learning activities that match the readiness and interests of learners. Makabansa is a newly introduced subject under the revised MATATAG Curriculum of the Department of Education. This is an integrated learning area that combines related disciplines such as Araling Panlipunan, Filipino, and Values Education to help learners develop their national identity, civic responsibility, and appreciation of Filipino culture and heritage. As this subject combines multiple learning areas, teachers should emphasize both knowledge and values formation, as well as consider the diverse learning needs, interests, and abilities of learners. With this, differentiated instruction becomes a significant teaching approach in teaching Makabansa to ensure that the lessons, activities, and assessments are aligned to meet the diverse needs

of learners while maintaining meaningful learning experiences.

Despite its recognized benefits, implementing differentiated instruction remains a demanding task for many elementary teachers. Public school teachers are struggling to incorporate differentiated instruction in their Makabansa classes due to some reasons, such as the resources are limited, demanding duties, numerous students in a single classroom, and heterogeneity. This approach also requires teachers to modify their lessons, provide activities, and assessments that fit to the learning styles, interests, and readiness of their learners, which make it more challenging to teachers. Thus, to successfully implement this approach, teachers also need to make constant instructional decisions, use different strategies to find out what works best, and show emotional resilience.

From an international perspective, a study of Langelaan et al. (2024) on teacher education and professional development programs found out that differentiated instruction is an effective teaching approach when combined with active learning, peer collaboration, structured reflection, and sustained support. However, studies had revealed that the ability of the



teacher to implement this approach in the classroom is also affected by some school context such as leadership, resources, and workload. Likewise, in Maldives, a number elementary teachers are also reported that their ability to successfully implement differentiated instruction as a teaching approach is hindered due to lack of administrative support, high workload, limited resources, and limited opportunities for professional learning (Shareefa et al., 2019). Similarly, in Australia, teachers often fail to implement differentiated instruction because it's time-consuming, lack of curricular flexibility, and inadequate time for preparation (Gibbs, 2023).

In China, teachers commonly identified differentiated instruction as impractical and time-consuming, which resulted in inconsistent implementation especially in schools with limited resources (Ginja & Chen, 2020). Ibnuzaman et al. (2024) also noted that the Malaysian teachers experience some challenges in planning and delivering differentiated instructions due to limited time. On the other hand, in Indonesia, Efendi et al. (2024) reported that teachers are developed difficulties in conducting diagnostic tests to assess readiness, interests, and profiles of the learners due to its large number, which also makes implementing the differentiated instruction even challenging.

The Philippine educational context reflects many of these international concerns. In a study with non-Araling Panlipunan teachers in General Santos City, reported that teachers experienced difficulty in successfully applying differentiated instruction due to insufficient knowledge of the subject-matter, lesson planning, and assessment, and limited resources (Adanza et al., 2023). In Cabuyao, Mendoza (2024) illustrates that time-constraints and class size are related factors that the Araling Panlipunan teachers encountered, which is also evident in Makabansa classes.

Within the Division of Davao del Norte, elementary teachers are currently implementing the MATATAG Curriculum and the integration of Makabansa as a new learning area in elementary grades. However, limited empirical evidence has been documented on how teachers in the division actually implement differentiated instruction in their Makabansa classes and what challenges they encountered in the process. This concern makes this an extremely significant area to identify the realities faced by Makabansa teachers and identify appropriate contextualized teaching strategies that support effective teaching and learning.

Moreover, recent researches have primarily focused on the differentiation process and has limited exploration of other essential dimensions, such as the learning environment and teacher-related factors. Only a few studies have also examined how contextual teaching realities, teachers' beliefs, and competencies affect the actual practice of teachers in differentiating instruction (Setambah et al., 2025). In addition, most of the existing studies have focused on differentiating instruction in subjects like English, reading, mathematics, and science, while relatively few have explored in implementing this approach in Makabansa or Filipino language lessons (Hidayati & Sujarwati, 2023; Lestari et al., 2024; Setambah et al., 2025). These study gaps suggest that further context-specific explorations are necessary, particularly in elementary education contexts.

The present study addresses these gaps by exploring the instructional strategies employed by elementary teachers in teaching Makabansa through differentiated instruction. Furthermore, the study supports Sustainable Development Goal (SDG) 4, which focuses on providing inclusive, equitable, and quality education for all. I strongly believe that the strategies, challenges, and insights that elementary teachers have faced in differentiating instruction in the Makabansa subject would enhance the skills and pedagogical practices of the teachers themselves, improve student learning, and guide policy-makers to make changes in the curriculum systematically. This research holds great social value as it may offer new insights and a deeper understanding of the persistent challenges that general education teachers deal with when adapting strategies that align to the diverse abilities, backgrounds, and interests of their students.

As the researcher, I intend to share the findings of my study to the research committee of the Schools Division Office of Davao Del Norte to help them create constructive programs for Makabansa teachers and establish policies, professional development programs, and instructional frameworks that match the genuine needs and challenges of elementary learners within the division. The findings will likewise be presented during academic conferences and research forums to reach a wider audience and contribute to the broader educational community.

Purpose of the Study

This qualitative study aims to explore the differentiated instructional strategies employed by elementary teachers in teaching Makabansa in the Division of Davao del Norte. Specifically, it seeks to understand the strategies that Makabansa teachers employ, the challenges they encountered in differentiating instruction, the coping mechanisms they employ, and how their instructional decisions and classroom practices are shaped by the learners' diverse needs, and the integration of differentiated instruction.

At this stage in the research, differentiated instructional strategies are generally described as a teaching approach that support and address the diverse needs of learners. Moreover, the study aims to identify the creative approaches do teachers employ to overcome the difficulties they faced as well as their reflections that they can share about the impact of differentiated instruction within the Makabansa classroom.

Research Questions

1. What are the differentiated instructional strategies do elementary teachers use in teaching Makabansa?
2. What challenges do elementary teachers encounter in differentiating instruction in Makabansa?
3. What creative approaches do teachers employ to overcome the difficulties they face in implementing differentiated instructions to meet the diverse needs of their learners?
4. What insights and reflections do teachers share about the effectiveness and impact of differentiation in Makabansa instruction?



Theoretical Lens

This study is gleaned from Tomlinson's Differentiated Instruction Theory (2014, as cited in Porta et al., 2024) which posits that teachers can adjust the content, products, processes, and environments in a way that fits the readiness, interests, and learning profiles of the learners, which can also address the concern of diversity in the classroom. Consistent with this perspective, Godor (2021) explained that differentiated instruction allows teachers to recognize learners' needs and adjust their teaching strategies to help students effectively. When teachers continuously learning and recognize the diversity of their learners, they create more professional, responsive, and meaningful learning experiences.

In this study, this framework provides a lens on how elementary teachers make instructional decisions, select strategies, and modify lessons in teaching the Makabansa subject to meet the diverse needs of learners. Although the strategies used in differentiated instruction (DI) offer potential benefits for student learning, many teachers have found it challenging to adopt this approach. In addition, this framework helps to describe the "art of differentiation" through creative adaptation, as well as the "agony of differentiation" of working with constraints such as poor training, large class sizes, and limited resources.

This study is further supported by Vygotsky's Sociocultural Theory, (as discussed by Wibowo et al., 2025). This theory explains how elementary teachers apply scaffolding within student's Zone of Proximal Development and use social interaction to differentiate tasks effectively. The teachers can utilize scaffolding from modeling to mediated assistance to gradual fading to support and plan varied tasks based on the readiness of the students, which is the goal of differentiated instruction.

For this study, the Zone of Proximal Development or ZPD stresses the importance of scaffolding for elementary teachers in teaching Makabansa lessons. This serves as a guide in scaffolding the Makabansa lessons to support the development of the learners from their current level until they reach independent learning. Moreover, it suggests that despite classroom realities and challenges such as time pressures, high assessment demands, and limited resources, teachers can still effectively utilize differentiated instruction by providing the learners with developmentally appropriate tasks that are responsive to the understanding level of the students.

In conclusion, these theories mentioned above offer insightful support in understanding how teachers think and act in their classrooms. These perspectives are directly relevant to the present research, which guides the interpretation of the teacher's reflection, applied strategies, and classroom practices as they respond to the realities of heterogeneous Makabansa classrooms.

Scope and Limitation of the Study

This study focused on the differentiated instructional strategies of ten (10) elementary teachers teaching Makabansa in selected public elementary schools within the Division of Davao Del Norte. Data were gathered through semi-structured, in-depth interviews conducted from March to May during the School Year 2025–2026.

The study was delimited to elementary teachers handling Grades 1 to 3, where Makabansa is implemented under the MATATAG Curriculum. Consequently, teachers from private schools and substitute teachers were not included in the study. As a qualitative inquiry, the findings are context-specific and are not intended to be statistically generalized to all individuals who may have encountered the same phenomenon, nor did they represent all elementary teachers in the Department of Education as the number of participants was limited. Furthermore, the study relied exclusively on the outcomes of the in-depth interviews from the perspectives of the participants. The study explored their teaching practices, classroom struggles, and coping mechanisms in integrating and implementing differentiated instruction in teaching Makabansa. Therefore, in this study the students' learning outcomes were not measured. Additionally, administrative approval was secured to gain access to the participants, school administrators, and division officials. They were also informed about the research and its objectives.

Importance of the Study

The generated findings of this general qualitative study are expected to provide valuable insights to the actual teaching strategies, difficulties, and experiences of elementary teachers who are teaching Makabansa and utilizing differentiated instruction in their classrooms. The results will also provide the concerned individuals with a deeper understanding of how the pedagogical decisions and classroom practices of elementary teachers are affected by meeting the different learning needs of learners and will open a wider opportunity to improve educational policies, professional training, and educational support. Specifically, the study is expected to benefit the following stakeholders:

First, are the **elementary teachers** who employed differentiated instruction as a teaching approach in teaching Makabansa. The findings may help them gain new perspectives that integrating this teaching approach is not an added responsibility, but a challenging yet meaningful tasks that will support students in their learning development. These will also encourage them to reflect on their previous teaching practices and improve themselves. It is hoped then that they will get the sufficient professional and academic support to overcome any difficulties they may encounter and to make conducive and productive Makabansa classrooms.

Secondly, when teachers' teaching practices improved, **students** are also benefited. They will not only have a more engaging, inclusive, and responsive learning environment but also build a place where they can grow and develop their critical thinking, civic awareness, and deeper appreciation of the Filipino history and culture, wherein their learning needs are also well-supported.

Third, the findings may also provide **school administrators and principals** a point of view on how to develop and design educational policies, allocate resources, and provide educational support to meet the needs of elementary teachers, allowing them to successfully implement differentiated instructional strategies in their Makabansa classrooms.



Additionally, the research findings will also be beneficial to the **DepEd policymakers and officials**, as it can help them in assessing and identifying possible benefits and gaps of the previous educational assistance system. It will serve as a call for professional development and adequate resources to efficiently address the varied needs of students in the actual classroom settings.

Lastly, to the **future researchers**, the findings of this study can be utilized for further research on the strategies, experiences and needs of teachers in implementing differentiated instruction in Makabansa subject. This may stimulate additional research to address issues in curriculum design, school leadership, and teachers' professional training that influence the effectiveness of employing differentiated instruction strategies. As a result, it can contribute to improve policies and well-supported the instructional practices in the Philippine basic education.

Organization of the Study

This qualitative research is organized into five (5) chapters. Each chapter focuses on a specific aspect of the research. This presentation will explain the conduct of study is all about and ensures that the concepts are articulated with clarity, coherence, and logical flow from the introduction to the conclusion.

Chapter 1 presents the different problem scenarios of the strategies used by elementary teachers in implementing differentiated instruction in Makabansa lessons. It contains the global, national, and local settings. This chapter also includes scholarly studies that validate the rationale of the study. It provides comprehensive information of the purpose of the research, clearly stating the research questions, and outlines the scope and limitations of the study. It also describes the importance of the study and establishes accurate conceptual and operational definitions of research terms.

Chapter 2 contains a comprehensive review of the existing literature related to the strategies and challenges of differentiated instruction in teaching Makabansa. This chapter includes the reviews from local and global studies that describe the context, wherein the phenomenon is rooted and research gaps are identified. Additionally, the review can also provide more details about the strategies and challenges that elementary teachers encountered to meet the different learning needs of students in the classroom. Also, the resources and references are carefully selected and supported by research evidences from multiple authors.

Chapter 3 presents the research design that being applied in the study. It includes the necessary information about the research participants and the role of the researcher, as well as describe the procedures in data collection, data sources, and data analysis. Additionally, it also highlights the trustworthiness of the study and the ethical considerations are well-explained.

Chapter 4 outlines the result of the study. This presents the patterns, themes, and categories that appear from the teachers' narratives, which contains the strategies, challenges, insights, and approaches they used in differentiating lessons in Makabansa. In this chapter, these responses will also be analyzed and interpreted systematically.

Chapter 5 discusses the summary of the study's findings. This chapter encompasses the implications of the strategies employ by the participants, draw conclusions, and provide recommendations for educational practices, policies, and future research.

RELATED LITERATURE AND STUDIES

This review presents the theoretical, conceptual, and empirical foundations of differentiated instruction in relation to the implementation of Makabansa under the MATATAG Curriculum. The literature is organized into four themes: instructional strategies in differentiated instruction, challenges encountered in its implementation, coping approaches adopted by teachers, and professional insights gained from differentiated instructional practices. These themes provide a comprehensive understanding of how differentiated instruction supports diverse learners while highlighting the realities faced by elementary teachers in implementing learner-centered and inclusive instruction.

The Art of Differentiation: Instructional Strategies

Differentiated Instruction (DI) is a learner-centered approach that recognizes learners' diverse readiness levels, interests, abilities, and learning profiles. Tomlinson (2014) described differentiation as the modification of content, process, product, and learning environments to meet learners' individual needs. Similarly, Goyibova et al. (2025) emphasized that differentiated instruction involves flexible grouping, varied learning tasks, and the consideration of multiple intelligences to enhance learner engagement and achievement.

The implementation of Makabansa under the MATATAG Curriculum highlights the importance of differentiated instruction in creating meaningful and inclusive learning experiences. According to the Department of Education (2023), Makabansa aims to develop learners' understanding of culture, citizenship, identity, and social responsibility through contextualized and learner-centered experiences. Consequently, teachers are expected to provide diverse learning opportunities that accommodate learners' varying needs and backgrounds.

Research identifies several instructional strategies that support differentiated instruction. Among the most common are multimodal instruction, tiered activities, flexible grouping, contextualization, linguistic scaffolding, and gamified learning. Visual and contextual materials such as graphics, posters, drawings, and multimedia resources help improve comprehension and engagement among diverse learners (Portana et al., 2021; Peng et al., 2021; Balsa et al., 2024). Flexible grouping and tiered instruction enable teachers to provide tasks matched to learners' readiness levels while maintaining common learning objectives (Benjamin & Panesar-Aguilar, 2020; Hu, 2024; Bi et al., 2023).

Moreover, differentiated instruction allows learners to demonstrate understanding through varied outputs such as presentations, journals, role-playing activities, posters, and other creative projects (Massey, 2025). Studies further emphasize the importance of localized and contextualized learning experiences in helping learners connect classroom instruction to their community experiences and cultural



backgrounds (Navalta, 2021; Dohinog et al., 2025).

Collectively, these instructional strategies contribute to improved learner participation, critical thinking, motivation, and academic achievement (Nepal, 2021; Emralino, 2023; Pinaranda & Sario, 2024).

The Agony of Differentiation: Its Challenges and Constraints in Teaching Makabansa

Despite its recognized benefits, implementing differentiated instruction presents significant challenges for teachers. Studies consistently identify time constraints, extensive preparation requirements, and instructional workload as major barriers. Scott et al. (2021), Suryati et al. (2023), and Rubio (2024) reported that designing differentiated lessons demands considerable time and effort, making consistent implementation difficult for many teachers.

Another challenge involves addressing learner diversity within heterogeneous classrooms. Teachers are required to accommodate varying readiness levels, learning styles, and academic abilities while ensuring that instructional objectives are achieved. Studies indicate that managing learners with different learning paces and support needs often complicates lesson delivery and instructional planning (Velasco, 2025; Hatmanto & Rahmawati, 2023; Abaiz et al., 2025).

Classroom management also emerges as a major concern. Flexible grouping, collaborative learning, and simultaneous differentiated activities require close supervision and continuous monitoring, particularly in large classes (Bi et al., 2023; Yuen et al., 2023; Roiha & Polso, 2021). Teachers likewise face difficulties in monitoring learner progress while simultaneously addressing behavioral concerns and providing individualized support (Smale-Jacobse et al., 2019; Collie et al., 2020).

Resource limitations further constrain effective implementation. Insufficient instructional materials, inadequate institutional support, limited access to technology, and poor internet connectivity reduce teachers' capacity to provide varied and engaging learning experiences (Padmore & Ali, 2024; Ferrer & Naanep, 2025; Villaseñor, 2024). These challenges are particularly relevant in Makabansa classrooms that require contextualized and culturally responsive instructional materials. Educational Approaches in Addressing Differentiated Instruction Challenges

To address implementation challenges, teachers employ various instructional and professional coping strategies. One commonly utilized approach is technology integration. Digital tools, multimedia resources, online platforms, and educational technologies support teachers in adapting lessons to diverse learner needs and improving learner engagement (Estaiteyeh & DeCoito, 2024). Studies have also shown that technology integration enhances instructional practices, teacher confidence, and learner participation (Singzon, 2024; Segumpan et al., 2025).

Social scaffolding and cooperative learning likewise serve as effective approaches for managing diverse classrooms. Flexible grouping, peer instruction, collaborative learning, and guided support allow learners to actively participate while helping teachers address varying learning needs (Dy et al., 2024; Bayona, 2024; Esparcia et al., 2024). Scaffolding

strategies such as guided practice, visual supports, and prompts further help learners gradually develop understanding and skills (Falculan, 2025; Manuel, 2025).

Another important coping mechanism involves learner-centered adaptation. Providing meaningful choices, utilizing learner profiles, and designing culturally responsive activities help increase participation and motivation while supporting inclusive learning environments (Tongco et al., 2025; Bunga et al., 2025; Venancio & Gandeza, 2025).

Professional collaboration also plays a crucial role in overcoming instructional difficulties. Learning Action Cell (LAC) sessions provide opportunities for teachers to collaborate, exchange best practices, and reflect on instructional experiences (Grape, 2024; Sales, 2024; Opeña & Lagura, 2025). These collaborative practices strengthen teachers' capacity to implement differentiated instruction effectively.

Educational Approaches in Coping Difficulties in Differentiated Instruction

The literature suggests that differentiated instruction promotes teacher reflection, responsiveness, and professional growth. Teachers increasingly recognize that learners differ in their abilities, interests, and learning needs; therefore, effective instruction requires continuous adaptation and flexibility (Putri & Mangunsong, 2024; Gui et al., 2025). Reflective practices enable teachers to evaluate instructional effectiveness, refine their strategies, and improve learner outcomes (Abelilla, 2024; Pandey & Mohanty, 2025).

Studies further indicate that differentiated instruction strengthens teachers' commitment to inclusive and learner-centered education. Through their experiences, teachers develop a deeper appreciation of diversity and become more responsive to learners' varied characteristics (Beltran et al., 2025; Alojado & Quiambao, 2024). This perspective aligns with the goals of Makabansa, which emphasize citizenship, cultural awareness, inclusivity, and social responsibility (Department of Education, 2023).

Researchers also highlight the importance of continuous professional development, collaboration, and institutional support in sustaining differentiated instructional practices (Parasti & Murwaningsih, 2025; Suryani et al., 2024; Insorio, 2024). While differentiated instruction presents challenges related to planning, workload, and resource availability, teachers generally perceive it as professionally rewarding because of its positive impact on learner engagement and achievement (Pozas et al., 2023; Maphumulo & Biccard, 2024).

Overall, the literature demonstrates that differentiated instruction is a dynamic and responsive approach that supports diverse learners through varied instructional strategies. Although teachers encounter challenges related to time, resources, classroom management, and learner diversity, they adopt technology integration, scaffolding, collaboration, and learner-centered adaptations to address these difficulties. However, despite extensive literature on differentiated instruction, limited studies have specifically examined how elementary teachers implement differentiated instruction in Makabansa under the MATATAG Curriculum. This gap



provides the rationale for the present study.

METHODOLOGY

Research Design

This study employed a generic qualitative research design to explore the experiences and strategies of public elementary teachers in implementing differentiated instruction in teaching Makabansa. Generic qualitative research focuses on understanding how individuals interpret and make meaning of their experiences regarding a specific phenomenon (Percy et al., 2015). This design was deemed appropriate because the study sought to examine teachers' instructional practices, challenges, coping mechanisms, and reflections without developing a theory or investigating the essence of a lived experience.

Research Participants

The study involved ten public elementary teachers teaching Makabansa in the Division of Davao del Norte. Participants were selected through purposive sampling to ensure that those included possessed relevant knowledge and experience regarding differentiated instruction. The inclusion criteria were: (a) public elementary school teachers in the Division of Davao del Norte; (b) at least three years of teaching experience; and (c) at least two Classroom Observation Tool (COT) ratings with a score of seven or higher under the differentiated instruction indicator.

The selected participants came from different public elementary schools within the division, allowing the study to obtain diverse perspectives and experiences regarding differentiated instruction in Makabansa.

Data Collection

Data were gathered through in-depth interviews (IDIs) using a validated semi-structured interview guide. Prior to data collection, the researcher secured approval from the Research Ethics Committee and obtained the necessary permissions from the Department of Education and school administrators.

Participants were oriented regarding the purpose of the study, their rights as research participants, and the confidentiality of the information they would provide. Written informed consent was secured before conducting the interviews. All interviews were audio-recorded with participants' permission and were transcribed verbatim for analysis.

Data Analysis

The study utilized thematic analysis to examine and interpret the qualitative data. Following transcription, the interview responses were read repeatedly to achieve familiarity with the data. Relevant statements were coded, grouped according to similarities, and organized into categories. Emerging categories were then synthesized into broader themes

that represented the participants' experiences and perspectives regarding differentiated instruction in teaching Makabansa.

To enhance the accuracy and consistency of the analysis, coded data and emerging themes were reviewed through peer consultation and continuous comparison with the interview transcripts.

Trustworthiness of the Study

The trustworthiness of the study was established using Lincoln and Guba's (1985) criteria of credibility, transferability, dependability, and confirmability.

Credibility was ensured through member checking, iterative questioning, and triangulation of interview data with relevant literature and field notes. Transferability was addressed through thick descriptions of the participants, research context, and procedures. Dependability was maintained through an audit trail documenting all stages of the research process, including data collection, coding, and theme development. Confirmability was achieved through reflexivity, peer debriefing, and systematic documentation of research decisions to minimize researcher bias.

Ethical Considerations

The study adhered to established ethical principles in qualitative research. Prior approval was obtained from the Research Ethics Committee before data collection. Participation was voluntary, and informed consent was secured from all participants. Participants were informed of their right to withdraw from the study at any stage without penalty.

Confidentiality and privacy were protected through the use of pseudonyms and secure storage of research data in password-protected files accessible only to the researcher. All information collected was used solely for research purposes and handled in accordance with the Data Privacy Act of 2012. The study ensured that no physical, psychological, or professional harm was inflicted upon the participants throughout the conduct of the research.

RESULTS

Theme 1. Differentiated Instructional Strategies Used by Elementary Teachers in Teaching Makabansa

Table 1 presents the differentiated instructional strategies used by elementary teachers in teaching Makabansa. Analysis of the participants' responses generated four sub-themes: (1) learner-tailored, flexibly grouped, and contextualized activity design; (2) multi-modal, culturally responsive, and interactive learning resources; (3) flexible, feedback-driven, and learner-aligned assessment practices; and (4) purposeful, multi-factor, and learner-centered lesson planning. These sub-themes describe how teachers design and implement differentiated instruction to address learner diversity and promote meaningful learning experiences in Makabansa.



Table 1

Major Themes and Core Ideas on the Differentiated Instructional Strategies of Elementary Teachers in Teaching Makabansa

Essential Themes	Core Ideas
Learner-Tailored, Flexibly Grouped, and Contextualized Activity Design	• Differentiating based on learners' abilities • Using tiered activities • Using varied instructional activities • Accommodating different learning styles • Providing scaffolding for struggling learners and advanced learners • Using flexible grouping to easily grasp Makabansa concepts • Contextualizing the activities based on the readiness level of learners • Using differentiated strategies based on the learners' understanding
Multimodal, Culturally Responsive, and Interactive Learning Resources	• Integrating ICT tools such as PowerPoint, videos, and gadgets • Employing visual aids such as charts, pictures, graphic organizers, and flashcards to enhance understanding • Applying multilingual approaches in teaching Makabansa • Utilizing localized learning resources • Incorporating real objects, rubrics, and interactive materials to support learning
Flexible, Feedback-Driven, and Learner-Aligned Assessment Practices	• Using varied assessments such as drawing, oral recitation, presentations, and quizzes • Differentiating feedback to offer guidance for improvement and enrichment for deeper learning • Employing assessment to check learners' understanding and enhance learning experiences in multiple ways • Aligning assessment with lesson objectives and differentiating it based on learners' abilities
Purposeful, Multi-Factor, and Learner-Centered Lesson Planning	• Considering learning abilities, interests, learning styles, behavior, class time, and available resources • Aligning activities with lesson objectives and grade-level appropriateness • Addressing different levels of learners to meet their needs

Sub-theme 1.1. Learner-Tailored, Flexibly Grouped, and Contextualized Activity Design

The findings revealed that teachers differentiated Makabansa instruction according to learners' abilities, readiness levels, and learning needs. Participants emphasized the importance of providing varied learning activities that allow learners to participate meaningfully based on their capabilities. As Participant 6 explained: "Based on my experience being a teacher, when we say differentiated activities meaning you have to give particular activities suited to a particular group of learners. You have to classify your learners according to their learning ability..." (IDI_06) *(Based on my experience as a teacher, differentiated activities mean providing tasks suited to particular groups of learners according to their learning abilities.)*

Similarly, Participant 1 shared: "Sa akoang pagtudlo sa Makabansa sa Grade 2, Ma'am, ginagamit nako ang lahi-lahi nga differentiated activities depende na siya sa ability sa learners..." (IDI_01) *(In teaching Makabansa in Grade 2, I use different differentiated activities depending on the learners'*

abilities.)

These responses indicate that teachers intentionally adapt instruction according to learners' developmental levels and learning needs to ensure meaningful participation and understanding.

Participants also reported using tiered and varied instructional activities to address learner diversity. As Participant 8 articulated: "I used tiered activities for lessons on community helpers. Kinesthetic learners Group A will role play a scenario, visual learners Group B create a poster of tools used by helpers and verbal learners Group C write a short 'Thank you' letter to a local frontliner." (IDI_08)

This finding suggests that teachers provide multiple pathways for learning by utilizing activities that accommodate learners' interests, strengths, and readiness levels while targeting common learning objectives.

Flexible grouping likewise emerged as an important instructional strategy. As Participant 10 shared: "I always do kanang gina-separate nako jud honestly si Homo og Hetero. The group 1 and 2 are the homo and then the 3 and 4 are hetero.



I give them contextualize lesson tapos more on grouping activities para ma-engage ang mga bata.” (IDI_10) *(I usually separate learners into homogeneous and heterogeneous groups. I provide contextualized lessons and more grouping activities to keep learners engaged.)*

The findings indicate that teachers employ homogeneous and heterogeneous grouping arrangements to support collaboration, participation, and targeted instruction. Contextualized activities, group work, and hands-on learning experiences further enable learners to connect Makabansa concepts to their daily experiences.

Sub-theme 1.2. Multi-modal, Culturally Responsive, and Interactive Learning Resources

The findings revealed that teachers utilize a variety of instructional resources to support differentiated instruction in Makabansa. Participants highlighted the integration of ICT tools, visual resources, multilingual approaches, localized materials, and interactive learning resources to improve learner engagement and understanding.

As Participant 3 stated: “Minsan gumagamit din ako ng videos, PowerPoint presentations, and real-life examples para mas maintindihan ng learners ang concepts sa Makabansa.” (IDI_03) *(Sometimes, I also use videos, PowerPoint presentations, and real-life examples so learners can better understand Makabansa concepts.)*

Similarly, Participant 7 explained: “What I did kay maghimo ko ug PowerPoint then I also use images and videos nga gikan sa YouTube nga related sab sa amoang Makabansa lesson...” (IDI_07) *(I create PowerPoint presentations and use images and videos from YouTube that are related to our Makabansa lessons.)*

These responses indicate that technology and multimedia resources help make Makabansa concepts more accessible, engaging, and understandable for learners.

Participants also emphasized the use of visual materials and localized resources. As Participant 1 shared: “Gagamit ko og picture charts, flashcards, ug activity sheets... Para sa Grade 2 learners, ginapadali nako ang instructions ug ginabutang nako ang pictures para mas dali nila masabtan ang activity.” (IDI_01) *(I use picture charts, flashcards, and activity sheets. For Grade 2 learners, I simplify the instructions and include pictures so they can understand the activity more easily.)*

Teachers further reported translating instructions into Bisaya, utilizing localized stories, and preparing interactive materials such as task cards, activity cards, and group materials with assigned roles. These practices demonstrate teachers' efforts to make learning culturally responsive, interactive, and responsive to learners' linguistic and contextual backgrounds.

Sub-theme 1.3. Flexible, Feedback-Driven, and Learner-Aligned Assessment Practices

The findings revealed that teachers employ various assessment methods to accommodate learners' diverse abilities and learning needs. Assessment practices include oral recitation, group presentations, written tasks, drawing activities, performance tasks, and quizzes.

As Participant 5 explained: “Sa assessment, dili lang quiz or worksheets ang akong ginagamit. Usahay gapa-oral ko, performance tasks, or group activity ang assessment.” (IDI_05) *(In assessment, I do not only use quizzes or worksheets. Sometimes, I use oral assessments, performance tasks, or group activities.)*

Similarly, Participant 3 stated: “Nagbibigay ako ng iba't ibang types ng assessment tulad ng oral recitation, drawing activities, group presentations, or short quizzes...” (IDI_03) *(I provide different types of assessments such as oral recitation, drawing activities, group presentations, or short quizzes.)*

These responses indicate that teachers utilize multiple assessment methods to provide learners with varied opportunities to demonstrate understanding.

Teachers also highlighted the importance of differentiated feedback. As Participant 3 explained: “Para sa mga nahihirapan, nagbibigay ako ng step-by-step guidance habang sa mga advanced learners naman ay binibigyan ko sila ng additional challenge questions.” (IDI_03) *(For struggling learners, I provide step-by-step guidance, while advanced learners are given additional challenge questions.)*

The findings suggest that feedback is intentionally adjusted according to learners' readiness levels to support improvement and continuous learning.

Participants further reported using choice boards, station-based activities, and rubrics to assess learning. These assessment practices enable teachers to align evaluation methods with lesson objectives while accommodating learner differences and promoting engagement.

Sub-theme 1.4. Purposeful, Multi-Factor, and Learner-Centered Lesson Planning

The findings revealed that lesson planning is guided by several learner-related and contextual factors, including learners' abilities, interests, readiness levels, classroom behavior, available resources, and instructional time.

As Participant 10 explained: “Factors influences my choice is kanang mga strategy nga first makita nako ang interest sa bata... especially sa iyahang learning kay every students baya dili same ang ilahang mga ability...” (IDI_10) *(The factors that influence my choice of strategies include learners' interests, abilities, and learning needs because every learner has different capabilities.)*

Similarly, Participant 1 stated: “Ang gina-consider nako kay ang learning level sa estudyante Ma'am, ilang interests, ug kung unsa sila ka-active sa klase. Gina-consider pud nako ang available resources ug time sa lesson.” (IDI_01) *(I consider the learners' learning level, interests, participation, available resources, and lesson time.)*

These responses indicate that teachers carefully consider learner characteristics and classroom conditions when planning instruction.

Participants also emphasized the importance of aligning activities with lesson objectives and Makabansa competencies. As Participant 3 shared: “Importante din na ang strategies ay aligned sa lesson objectives at competency ng Makabansa curriculum.” (IDI_03) *(It is important that strategies are aligned with the lesson objectives and competencies of the Makabansa curriculum.)*



Teachers further reported adjusting materials, language, and instructional approaches according to learners' backgrounds, abilities, and readiness levels. Such practices demonstrate that lesson planning in Makabansa is learner-centered, responsive, and intentionally designed to address learner diversity while supporting curriculum expectations.

Theme 2. Challenges Encountered by Elementary Teachers in Differentiating Makabansa Instruction

Table 2 presents the challenges encountered by

elementary teachers in implementing differentiated instruction in Makabansa. Analysis of the participants' responses generated four sub-themes: (1) time constraints and challenges in the daily implementation of differentiated activities; (2) alignment of Makabansa competencies with learners' readiness levels; (3) classroom management and diversity of learners; and (4) limited resources and materials. These sub-themes reflect the realities and difficulties experienced by teachers in implementing differentiated instruction across diverse classroom contexts.

Table 2

Essential Themes and Core Ideas on the Challenges Encountered by Elementary Teachers in Differentiating Makabansa Instruction

Essential Themes	Core Ideas
Time Constraints and Challenges in the Daily Implementation of Differentiated Activities	• Preparing lessons and activities requires more time • Having limited time for preparing and implementing differentiated activities • Managing time constraints during classroom implementation • Adjusting differentiated activities to fit limited instructional time • Experiencing challenges in sustaining daily differentiated instruction due to continuous planning demands
Alignment of Makabansa Competencies with Learners' Readiness Levels	• Facing challenges in achieving complex competencies through differentiated instruction • Having difficulty in differentiating Makabansa lessons • Balancing lessons for learners with mixed abilities and learning pace • Allowing learners to learn at their own pace during differentiated activities • Encountering difficulties due to learners' limited reading abilities
Classroom Management and Diversity of Learners	• Having difficulty managing multiple tasks and group activities simultaneously • Managing classroom behaviors and maintaining order during differentiated activities • Managing large class sizes in implementing differentiated instruction • Addressing language barriers in classroom instruction • Experiencing low participation due to learners' lack of confidence and language barriers
Limited Resources and Materials	• Lacking available instructional resources • Shouldering personal expenses due to limited instructional materials • Having limited access to technology

Sub-theme 2.1. Time Constraints and Challenges in the Daily Implementation of Differentiated Activities

The findings revealed that time constraints remain one of the most significant challenges in implementing differentiated instruction in Makabansa. Participants emphasized that differentiated instruction requires extensive preparation, multiple learning materials, and continuous planning to address diverse learner needs.

As Participant 6 explained: "Of course, in preparing the lesson plan, in preparing the activities because it already multiple tasks you have to prepare three sets of questions, so it's hard in my part because it will take time and I have to think more..." (IDI_06) (*Of course, in preparing lesson plans and*

activities, I have to prepare multiple tasks and several sets of questions, which require more time and planning.)

Similarly, Participant 8 stated: "The biggest challenge is time management, why because it takes significantly longer to prepare three different sets of materials than it does to prepare one." (IDI_08)

These responses indicate that differentiated instruction increases teachers' preparation workload since activities and materials must be adapted to different learner groups.

Participants also identified limited instructional time as a barrier to implementing differentiated activities effectively. As Participant 10 shared: "Kini kay limited time kay atong Makabansa kay almost uwian na." (IDI_10) (*Instructional time*



is limited because Makabansa is often scheduled near dismissal time.)

Likewise, Participant 9 noted that some planned activities were not fully implemented because of the limited time allotted per subject. These findings suggest that teachers often struggle to balance curriculum requirements, learner needs, and instructional schedules when implementing differentiated instruction.

Sub-theme 2.2. Alignment of Makabansa Competencies with Learners' Readiness Levels

The findings revealed that teachers encounter challenges in aligning Makabansa competencies with learners' readiness levels, abilities, and learning pace. Participants emphasized that learners differ in their capacity to understand concepts and achieve curriculum competencies.

As Participant 2 explained: "Ang maka-add on siguro sa challenges sa pag-implement is ang specific need sa competency. Kung lisod ang competency, lisod ma-achieve sa level sa mga bata bisan og naa nay differentiated activity." (IDI_02) *(One challenge is when the competency is difficult because learners may struggle to achieve it even when differentiated activities are provided.)*

Similarly, Participant 4 shared: "A particular situation which I found difficult to apply the differentiated learning is when the topics likely to cover historical facts that needs memorization." (IDI_04)

These responses indicate that some Makabansa competencies are more difficult to differentiate, particularly those involving complex concepts or extensive factual content.

Teachers likewise highlighted challenges related to mixed-ability classrooms. As Participant 7 stated: "Permi gyud na nga challenge para sa akua kay ang mixed-ability and learning pace sa mga bata." (IDI_07) *(Managing learners with mixed abilities and learning pace is always a challenge for me.)*

Participants further noted that learners' reading difficulties affect their ability to complete tasks independently and achieve lesson objectives. These findings suggest that teachers continuously adjust instruction to balance curriculum expectations with learners' varying readiness levels and capabilities.

Sub-theme 2.3. Classroom Management and Diversity of Learners

The findings revealed that classroom management becomes more challenging when implementing differentiated instruction among diverse learners. Participants reported difficulties in managing multiple groups, varying learner behaviors, and different classroom tasks simultaneously.

As Participant 5 explained: "Isa sa challenges kay ang kato siya ang pag-manage na sa mga bata while doing the activities, labi na kung games kay ang excitement sa mga bata to participate kay sometimes lisod na siya e-control." (IDI_05) *(One challenge is managing learners during activities, especially games, because their excitement sometimes becomes difficult to control.)*

Similarly, Participant 3 shared: "Another challenge is managing the classroom habang iba't ibang tasks ang ginagawa ng students." (IDI_03)

These responses indicate that differentiated activities require teachers to monitor several groups and learning tasks at the same time, increasing classroom management demands.

Large class sizes further complicate implementation. As Participant 8 noted: "Large class sizes, for example forty plus students make it difficult to monitor multiple groups at once." (IDI_08)

Participants also identified language barriers as a challenge during Makabansa instruction. As Participant 9 explained: "Kato lang gyud language barrier og self-confidence sa mga bata..." (IDI_09) *(The main challenge is the language barrier and learners' lack of self-confidence.)*

These findings suggest that classroom diversity, language differences, and varying levels of confidence affect learner participation and create additional demands on teachers implementing differentiated instruction.

Sub-theme 2.4. Limited Resources and Materials

The findings revealed that limited resources and instructional materials hinder the effective implementation of differentiated instruction in Makabansa. Participants emphasized that differentiated activities often require additional materials that are not always available in schools.

As Participant 2 shared: "Naa kay mga gusto nga butang kay kulang man or limited ang imong resources so dili gihapon nimu mabuhay." (IDI_02) *(There are activities you want to implement, but because resources are limited, you cannot carry them out.)*

Similarly, Participant 10 stated: "Insufficient resources kana jud. So insufficient man so kita teacher mangita jud tag way nga mahatag nato ang best sa atong bata." (IDI_10) *(Insufficient resources are really a challenge, so teachers have to find ways to provide the best for learners.)*

These responses indicate that resource limitations restrict teachers' ability to fully implement differentiated activities and learning experiences.

Participants further reported shouldering personal expenses to provide necessary instructional materials. As Participant 9 explained: "Teachers have to sort out even sa ilang own mga expenses para lang jud maka-prepare ka nga mas maengganyo ang mga bata." (IDI_09) *(Teachers often spend their own money to prepare materials that will better engage learners.)*

Technology limitations also emerged as a challenge. Participant 8 recounted a situation in which a planned technology-based activity could not be implemented because of Wi-Fi connectivity issues.

These findings suggest that insufficient instructional resources, personal financial expenditures, and limited access to technology constrain teachers' efforts to provide varied, engaging, and appropriately differentiated learning experiences for diverse learners.

Theme 3. Creative Approaches Employed by Elementary Teachers to Overcome the Difficulties in Implementing Differentiated Instruction

Table 3 presents the creative approaches employed by elementary teachers to overcome difficulties in implementing differentiated instruction in Makabansa. Analysis of the



participants' responses generated three sub-themes: (1) utilizing instructional strategies and classroom practices; (2) integrating ICT and digital resources; and (3) providing instructional support and collaborative practices. These sub-

themes highlight how teachers adapt their instructional approaches to address challenges and improve learning experiences for diverse learners.

Table 3
Essential Themes and Core Ideas on the Creative Approaches Used by Teachers to Overcome Challenges in Implementing Differentiated Instruction

Essential Themes	Core Ideas
Utilizing Instructional Strategies and Classroom Practices	- employing cooperative learning and group activities • using scaffold strategy to help all learners understand and appreciate Makabansa concepts • utilizing varied and engaging differentiated activities • using related pictures and differentiated worksheets with varying difficulties to accommodate all type of learners
Integrating ICT and Digital Resources	• integrating ICT in the teaching and learning process. • using technology increases teachers' enthusiasm • utilizing digital resources in creating differentiated activities. • searching online resources enhances teaching ideas and practices • using digital resources with real-life integration enhances learners' expression
Providing Instructional Support and Collaborative Practices	• allowing the learners to choose and decide activities suited to them. • attending LAC sessions to address concerns and seek support • receiving support from co-teachers, online teaching resources and teaching experiences in implementing differentiated instruction • knowing learners' abilities, interests, and cultural background helps in selecting appropriate differentiated activities

Sub-theme 3.1. Utilizing Instructional Strategies and Classroom Practices

The findings revealed that teachers employ a variety of instructional strategies and classroom practices to address the challenges of implementing differentiated instruction. Participants emphasized the use of cooperative learning, flexible grouping, scaffolding, games, storytelling, and differentiated worksheets to support diverse learner needs.

As Participant 1 shared: "Isa sa creative approaches nga akong ginagamit kay cooperative learning jud. Ginapahimo nako og group work ang students aron magtinabangay sila sa pag-complete sa task..." (IDI_01) (*One of the creative approaches I use is cooperative learning. I let learners work in groups so they can help one another complete tasks.*)

Similarly, Participant 8 explained: "I use flexible grouping, I don't keep the same group all year. I change them based on the specific topic so students don't feel labeled as the slow or fast group." (IDI_08)

These responses indicate that cooperative learning and flexible grouping help promote collaboration while preventing learners from being categorized based on their abilities. Such practices encourage active participation and peer support within the classroom.

Participants also highlighted scaffolding as an effective strategy in addressing learner differences. As

Participant 8 explained: "I use the famous scaffolding, for a mapping activity, I provide a partially completed map for those who struggle, while giving a blank map to those who have mastered the concept." (IDI_08)

Likewise, Participant 9 emphasized the importance of working at learners' pace and providing support when difficulties arise. These findings suggest that scaffolding enables teachers to provide appropriate assistance while gradually developing learners' independence and understanding.

Teachers further reported using games, storytelling, differentiated worksheets, and pictures to make lessons more engaging and accessible. Participants noted that these strategies helped maintain learner interest, simplify complex concepts, and accommodate varying ability levels.

Sub-theme 3.2. Integrating ICT and Digital Resources

The findings revealed that teachers utilize ICT and digital resources as creative approaches to overcome challenges in implementing differentiated instruction. Participants emphasized that technology provides access to instructional materials, generates new teaching ideas, and supports the development of differentiated activities.

As Participant 6 explained: "Using Google is a great help. Using Google and some commercialized materials



available. If you want to avail those commercial learning materials and if you want to do it yourself using technology, digital way of teaching it's okay." (IDI_06)

This response suggests that digital resources expand teachers' access to instructional materials and provide alternative ways of delivering content suited to diverse learners.

Participant 6 further stated: "Using technology in teaching, it makes me more enthusiastic as a teacher. I think I cannot live to teach without technology, I don't want to go back in the traditional way." (IDI_06)

The findings indicate that technology not only supports differentiated instruction but also increases teachers' motivation and enthusiasm in delivering lessons.

Similarly, Participant 9 shared: "Naa man tay daghang resources nga atong masearch sa atong internet so we can search nga makakuha pud tag ideas from other people pud no unsay mga best practices..." (IDI_09) *(There are many resources available on the internet where we can obtain ideas and learn from the best practices of others.)*

These responses demonstrate that ICT and digital resources provide teachers with opportunities to explore innovative strategies, access instructional materials, and integrate real-life experiences into Makabansa lessons, thereby enhancing learner engagement and understanding.

Sub-theme 3.3. Providing Instructional Support and Collaborative Practices

The findings revealed that instructional support and collaborative practices help teachers address difficulties in implementing differentiated instruction. Participants emphasized learner choice, collaboration with colleagues, professional learning opportunities, and understanding learners' backgrounds as important strategies for effective instruction.

As Participant 9 explained: "You have to give them the freedom of choice kung asa sila comfortable para mas ma-express nila ilahang mga ideas." (IDI_09) *(You have to give learners the freedom to choose activities they are comfortable with so they can better express their ideas.)*

This finding suggests that providing learners with options increases participation, engagement, and confidence during differentiated activities.

Participants also highlighted the importance of Learning Action Cell (LAC) sessions and collaboration with co-teachers. As Participant 7 shared: "Dako kaayo ug tabang ang collaboration with co-teachers ug trainings. Ga-LAC sessions man pd gud mi, so ma-share-share sab ang mga pwede buhaton. Maka-learn sab ko ug new strategies." (IDI_07) *(Collaboration with co-teachers and trainings is a big help. Through LAC sessions, we share possible activities and learn new strategies.)*

Similarly, Participant 1 noted that support from co-teachers, online teaching resources, and teaching experience contributed significantly to the successful implementation of differentiated instruction.

Teachers likewise emphasized the importance of knowing learners' interests, abilities, and cultural backgrounds. As Participant 10 explained: "Know your students first, para makabalo ka unsaon sila pag-handle." (IDI_10) *(Know your learners first so that you will know how to appropriately handle and teach them.)*

These findings indicate that instructional support and collaboration strengthen teachers' capacity to implement differentiated instruction effectively. Through professional collaboration, access to teaching resources, and a deeper understanding of learners, teachers become better equipped to respond to diverse learning needs and improve instructional practices in Makabansa.

Theme 4. Insights and Reflections of Teachers about the Effectiveness and Impact of Differentiation in Makabansa Instruction

Table 4 presents the insights and reflections of elementary teachers regarding the effectiveness and impact of differentiated instruction in Makabansa. Analysis of the participants' responses generated five sub-themes: (1) flexible and learner-centered instruction promotes effective, engaging, and inclusive learning; (2) differentiated assessment positively impacts learners' academic performance; (3) teachers' responsiveness and reflectiveness are essential in differentiated instruction; (4) the significant role of differentiated instruction in achieving Makabansa curriculum goals; and (5) strengthening support systems in differentiated Makabansa instruction. These themes reflect how teachers perceive the value, impact, and future improvement of differentiated instruction in Makabansa classrooms.

Table 4 Essential Themes and Core Ideas on the Insights and Reflections of Elementary Teachers about the Effectiveness and Impact of Differentiation in Makabansa Instruction

Essential Themes	Core Ideas
Flexible and Learner-Centered Instruction Promotes Effective, Engaging, and Inclusive Learning	- flexibility of utilizing differentiated instruction enhances Makabansa teaching. - recognizing learners' individual differences promotes effective and inclusive learning - differentiated instruction promotes equity and fairness among learners - providing differentiated activities leads to engaging and meaningful learning experiences
Differentiated Assessment Positively Impacts Learners' Academic Performance	- improving learners' outputs and increasing classroom participation - enhancing learners' assessment performance and classroom behavior



	• increasing learners' confidence in sharing ideas and answering questions • supporting learners' overall progress and development
Teachers' Responsiveness and Reflectiveness are Essential in Differentiated Instruction	• carefully considering instructional strategies, time allotment, and learners' needs • preparing activities that can be adjusted and modified according to learners' responses and abilities • considering learners' varying levels and learning capacities during lesson planning • reflecting on instructional effectiveness in meeting learners' needs • ensuring the alignment of differentiated activities with the Makabansa curriculum
The Significant Role of Differentiated Instruction in Achieving Makabansa Curriculum Goals	• recognizing differentiated instruction as an effective approach in achieving Makabansa learning goals • allowing all learners to actively participate and feel included in classroom activities • acknowledging the challenges and limitations in implementing differentiated instruction • helping teachers integrate Makabansa lessons across different subject areas
Strengthen the Support Systems in Differentiated Makabansa Instruction	• suggesting more training and workshops on differentiated instruction • recommending the provision of additional instructional materials and resources • suggesting focused subject teaching to improve lesson preparation and delivery • encouraging the use of technology and peer collaboration to support differentiated instruction

Sub-theme 4.1. Flexible and Learner-Centered Instruction Promotes Effective, Engaging, and Inclusive Learning

The findings revealed that teachers view differentiated instruction as an effective approach that promotes engagement, inclusivity, and meaningful learning experiences. Participants emphasized that flexible teaching strategies help address learners' diverse abilities, interests, and learning needs.

As Participant 1 shared: "Na-realize nako, Ma'am nga mas effective ang teaching kung flexible ang strategies. Kung varied ang activities, mas daghan learners ang maka-understand sa lesson." (IDI_01) (*I realized that teaching is more effective when strategies are flexible. When activities are varied, more learners are able to understand the lesson.*)

Similarly, Participant 7 explained: "Na-realize gyud nako nga dili pareho ang mga bata. Kung dili ka mag-differentiate, naay mabiyaan. Mas effective gyud kung flexible ang teaching approach." (IDI_07) (*I realized that learners are not the same. If you do not differentiate, some will be left behind. Teaching becomes more effective when the approach is flexible.*)

These responses indicate that teachers recognize learner diversity as a central consideration in instruction and view differentiation as a way of ensuring that all learners are meaningfully included in the learning process.

Teachers also emphasized that differentiated instruction promotes fairness and equity. As Participant 8 stated: "I've learned that fairness doesn't mean giving every student the same thing, fairness for me means giving every

student what they need to succeed." (IDI_08)

This finding suggests that teachers perceive differentiation as an equitable approach that provides learners with appropriate support according to their individual needs rather than treating all learners identically.

Sub-theme 4.2. Differentiated Assessment Positively Impacts Learners' Academic Performance

The findings revealed that teachers perceive differentiated assessment as a valuable tool for improving learner participation, performance, confidence, and overall development.

As Participant 3 explained: "Nakikita ko ang impact nito sa improved participation ng students, mas magandang outputs sa activities, at mas mataas na scores sa assessments." (IDI_03) (*I can see its impact in improved participation, better outputs, and higher assessment scores.*)

Similarly, Participant 7 shared: "Makita gyud ang improvement sa bata. Ang mga hinay makasunod na, ug ang mga paspas dili ma-bored. Mas daghan ang maka-pass sa assessments." (IDI_07) (*You can really see learners improve. Slow learners are able to keep up, while fast learners do not become bored. More learners pass the assessments.*)

These responses indicate that differentiated assessment allows learners to demonstrate understanding through appropriate assessment methods while supporting academic growth and engagement.

Teachers further observed improvements in learners'



confidence. As Participant 1 stated: “Mas confident pud ang students sa pag-share sa ilang ideas ug mas maayo pud ilahang learning experiences.” (IDI_01) (*Learners become more confident in sharing their ideas and have better learning experiences.*)

The findings suggest that differentiated assessment contributes not only to academic achievement but also to learners’ self-confidence and active classroom participation.

Sub-theme 4.3. Teachers’ Responsiveness and Reflectiveness are Essential in Differentiated Instruction

The findings revealed that teachers consider responsiveness and reflective practice essential in successfully implementing differentiated instruction. Participants emphasized the importance of careful planning, flexibility, and continual evaluation of teaching practices.

As Participant 3 shared: “Mas naging intentional ako sa lesson planning. Iniisip ko na agad kung paano maa-adjust ang activities para sa iba’t ibang learners bago pa man ituro ang lesson.” (IDI_03) (*I have become more intentional in lesson planning. I already consider how activities can be adjusted for different learners before teaching the lesson.*)

Similarly, Participant 5 explained: “Mas naging flexible ko sa lesson planning. Gina-prepare pud nako ang activities nga pwede ma-adjust depende sa learning needs sa atoang mga bata.” (IDI_05) (*I have become more flexible in lesson planning. I prepare activities that can be adjusted according to learners’ needs.*)

These findings indicate that differentiation requires teachers to anticipate learner needs and prepare flexible instructional approaches that can be modified when necessary.

Participants also highlighted the importance of reflection. As Participant 2 explained:

“Kay mu-reflect man ka to your students, unsa ang effect sa differentiated activity sa ilaha, at the same time ang imong pagka-effective as a teacher.” (IDI_02) (*You reflect on your learners, the effects of the differentiated activities on them, and your own effectiveness as a teacher.*)

The findings suggest that reflection enables teachers to continuously improve their instructional decisions and better respond to the needs of learners.

Sub-theme 4.4. The Significant Role of Differentiated Instruction in Achieving Makabansa Curriculum Goals

The findings revealed that teachers consider differentiated instruction essential in achieving the goals of the Makabansa curriculum. Participants emphasized that differentiation helps learners understand values, culture, identity, and civic responsibilities.

As Participant 3 stated: “Para sa akin, mahalaga ang differentiated instruction para maabot ang goals ng Makabansa curriculum dahil tinutulungan nito ang lahat ng learners na maintindihan ang values, culture, at civic responsibilities.” (IDI_03) (*Differentiated instruction is important because it helps all learners understand the values, culture, and civic responsibilities taught in Makabansa.*)

Similarly, Participant 7 explained: “Importante kaayo ang differentiation sa Makabansa kay dili lang knowledge, but values ug identity ang ginatudlo.” (IDI_07) (*Differentiation in*

Makabansa is important because it does not only teach knowledge but also values and identity.)

These responses indicate that differentiated instruction supports the broader goals of Makabansa by ensuring that learners can relate to and internalize concepts central to citizenship, culture, values, and national identity.

Participants further emphasized that differentiation promotes inclusion. As Participant 8 stated: “You cannot build national identity which is the goal of Makabansa if students feel excluded from the learning process because it’s too hard or too easy for them.” (IDI_08)

This finding suggests that learner inclusion is fundamental to achieving the intended outcomes of the Makabansa curriculum.

Sub-theme 4.5. Strengthening Support Systems in Differentiated Makabansa Instruction

The findings revealed that teachers believe stronger support systems are necessary to sustain and improve the implementation of differentiated instruction. Participants emphasized the need for professional development, instructional resources, technology integration, and collaboration among teachers.

As Participant 3 explained: “Maaaring mag-provide ng more training for teachers tungkol sa differentiated instruction. Kailangan din ng additional learning materials at support from the school administration.” (IDI_03) (*There should be more training for teachers on differentiated instruction, additional learning materials, and support from school administrators.*)

Similarly, Participant 1 shared: “Mas maayo kung naay more training ug practical nga workshops for teachers about differentiated instruction.” (IDI_01) (*It would be better if there were more training and practical workshops on differentiated instruction.*)

These responses indicate that teachers view professional development as essential in strengthening their competence and confidence in implementing differentiated instruction.

Participants also recommended improving access to instructional materials and technology. As Participant 8 noted: “I recommend providing teachers with a bank of differentiated resources so we don’t have to reinvent the wheel for every single lesson.” (IDI_08)

Likewise, Participant 9 emphasized the importance of technology and peer mentoring:

“Peer mentoring and be resourceful.” (IDI_09)

The findings suggest that stronger support systems, including training opportunities, resource availability, technological support, and professional collaboration, can enhance the sustainability and effectiveness of differentiated instruction in Makabansa classrooms.

DISCUSSION

Differentiated Instructional Strategies Used by Elementary Teachers in Teaching Makabansa

The findings revealed that elementary teachers employ differentiated instructional strategies that are learner-centered, flexible, and responsive to diverse learner needs. Teachers



utilized learner-tailored and contextualized activities, multimodal instructional resources, differentiated assessment practices, and purposeful lesson planning to ensure meaningful participation and engagement. These practices are consistent with Tomlinson's Differentiated Instruction Theory, which emphasizes adapting instruction, learning processes, and assessment according to learners' readiness, interests, and learning preferences. The findings also support studies indicating that effective differentiated instruction involves flexible grouping, responsive teaching, varied instructional materials, and continuous adaptation to learner diversity (Bi et al., 2023; Bunga et al., 2025; Hu, 2024). Moreover, the use of collaborative learning, scaffolding, contextualized instruction, and differentiated assessment reflects Vygotsky's Sociocultural Theory, highlighting the importance of guided support and social interaction in promoting learner development. Collectively, these findings suggest that differentiated instruction enables teachers to create inclusive, engaging, and meaningful Makabansa learning experiences while addressing learners' diverse needs and abilities.

Learner-Tailored, Flexibly Grouped, and Contextualized Activity Design. The findings demonstrate that teachers intentionally modify learning activities according to learners' readiness levels, abilities, and interests. Through flexible grouping, scaffolding, tiered tasks, and contextualized learning experiences, teachers provide equitable opportunities for participation and understanding. This supports existing literature emphasizing that differentiated instruction promotes learner engagement and achievement when instructional activities are tailored to learners' individual needs (Godor, 2021; Bunga et al., 2025). The findings further reinforce the importance of social interaction and guided learning in helping learners develop understanding and independence.

Multi-modal, Culturally Responsive, and Interactive Learning Resources. Teachers enhanced differentiated instruction by integrating ICT, visual aids, multilingual strategies, localized resources, and interactive materials. These practices made Makabansa concepts more accessible, meaningful, and culturally relevant to learners. Consistent with previous studies, multimedia resources, contextualized materials, and translanguaging practices help improve comprehension, participation, and engagement among diverse learners (Peng et al., 2021; Dohinog et al., 2025; Icban & Santos, 2026). The findings highlight the value of resource variety in supporting inclusive and learner-centered instruction.

Flexible, Feedback-Driven, and Learner-Aligned Assessment Practices. The findings indicate that teachers utilize differentiated assessment approaches to monitor learning progress and provide meaningful feedback. Through varied assessments, learner-centered evaluation approaches, rubrics, and differentiated feedback, teachers respond to learners' diverse needs while promoting continuous improvement. These practices align with research emphasizing the role of assessment for learning, formative feedback, and aligned evaluation practices in supporting learner achievement and development (Westbroek et al., 2020; Panadero et al., 2023;

Tractenberg, 2021). The findings underscore that assessment in differentiated instruction functions not only as a measure of learning but also as a tool for supporting learning.

Purposeful, Multi-Factor, and Learner-Centered Lesson Planning. The study highlights that effective differentiation begins with intentional planning. Teachers considered learners' readiness levels, interests, learning preferences, available resources, behavioral characteristics, and curriculum requirements when designing instruction. These findings support previous research indicating that differentiated instruction requires deliberate planning and instructional decision-making to address learner diversity effectively (Dhaka, 2024; Hu, 2024; Bunga et al., 2025). Purposeful planning enables teachers to create learning experiences that are responsive, inclusive, and aligned with Makabansa learning goals.

Challenges Encountered by Elementary Teachers in Differentiating Makabansa Instruction

The findings revealed that teachers encounter significant challenges in implementing differentiated instruction despite recognizing its value for addressing learner diversity. The primary challenges include time constraints, alignment of competencies with learners' readiness levels, classroom management difficulties, and limited instructional resources. These findings support previous studies showing that differentiated instruction requires extensive preparation, continuous adaptation, and adequate institutional support to be implemented effectively (Scott et al., 2021; Meutstege et al., 2023; Rubio, 2024).

Time Constraints and Challenges in the Daily Implementation of Differentiated Activities. Time emerged as a major barrier affecting lesson preparation, implementation, and sustainability of differentiated instruction. Teachers reported difficulties preparing multiple instructional materials and completing differentiated activities within limited instructional periods. Similar findings have shown that differentiation requires substantial planning time and instructional flexibility, often creating workload pressures for teachers (Suryati et al., 2023; Peralta et al., 2025). These findings suggest that institutional support and adequate planning time are essential for sustaining differentiated practices.

Alignment of Makabansa Competencies with Learners' Readiness Levels. Teachers experienced difficulties aligning curriculum competencies with learners' varying readiness levels, reading abilities, and learning paces. Complex competencies and content-heavy lessons requiring memorization were particularly difficult to differentiate. Consistent with previous studies, mixed-ability classrooms often challenge teachers' efforts to balance curriculum expectations with learner diversity (Hatmanto & Rahmawati, 2023; Abaiz et al., 2025). These findings emphasize the need for flexible instruction and literacy support mechanisms.



Classroom Management and Diversity of Learners. The study found that managing multiple groups, diverse learner behaviors, language barriers, and large class sizes complicates the implementation of differentiated instruction. Similar studies report that learner diversity increases classroom management demands and requires continuous teacher monitoring and adaptation (Peralta et al., 2025; Roiha & Polso, 2021). These findings underscore the importance of effective classroom management practices and supportive learning environments.

Limited Resources and Materials. Teachers identified insufficient instructional materials, limited technological resources, and personal financial expenditures as barriers to differentiated instruction. These findings align with research indicating that resource limitations constrain teachers' ability to provide varied and responsive learning experiences (Padmore & Ali, 2024; Ferrer & Naanep, 2025). The findings highlight the importance of resource provision and technological support in strengthening differentiated instruction.

Creative Approaches Employed by Teachers to Overcome the Difficulties in Implementing Differentiated Instruction

Despite these challenges, teachers adopted creative and adaptive approaches to sustain differentiated instruction. These approaches included the use of collaborative instructional strategies, digital technologies, and professional support systems. Consistent with previous studies, teachers who employ flexible grouping, scaffolding, technology integration, and collaborative practices are better able to respond to learner diversity and instructional challenges (Dy et al., 2024; Grape, 2024).

Utilizing Instructional Strategies and Classroom Practices.

Teachers utilized cooperative learning, flexible grouping, peer tutoring, scaffolding, storytelling, games, and differentiated worksheets to support learners at different readiness levels. These approaches foster participation, engagement, and peer support while helping teachers address diverse learner needs. Previous research similarly highlights the effectiveness of collaborative learning and scaffolding in promoting learner achievement and engagement (Cagatan & Quirap, 2024; Esparcia et al., 2024).

Integrating ICT and Digital Resources. ICT integration emerged as an important strategy for improving instructional flexibility and access to learning resources. Teachers used digital tools, online materials, and multimedia resources to create differentiated and engaging learning experiences. These findings support studies emphasizing that technology enhances learner engagement, instructional creativity, and personalized learning opportunities (Singzon, 2024; Segumpan et al., 2025).

Providing Instructional Support and Collaborative Practices.

Teachers highlighted learner choice, co-teacher collaboration, LAC sessions, and knowledge of learner profiles as essential supports for effective differentiation. These findings align with studies emphasizing the importance of professional collaboration, continuous learning, and learner-centered practices in strengthening differentiated instruction

(Sales, 2024; Opeña & Lagura, 2025). Such practices enhance teachers' capacity to address diverse learner needs effectively.

Insights and Reflections of Teachers about the Effectiveness and Impact of Differentiation in Makabansa Instruction

The findings revealed that teachers generally perceived differentiated instruction as an effective, inclusive, and learner-centered approach in teaching Makabansa. Their reflections highlighted the role of differentiated instruction in promoting learner engagement, improving academic performance, strengthening instructional decision-making, supporting curriculum goals, and emphasizing the need for stronger support systems. These findings suggest that teachers recognize differentiated instruction not only as a teaching strategy but also as an approach that promotes meaningful learning experiences and addresses learner diversity.

Flexible and Learner-Centered Instruction Promotes Effective, Engaging, and Inclusive Learning.

The findings indicate that teachers viewed differentiated instruction as a flexible and learner-centered approach that promotes meaningful participation and inclusive learning. Participants recognized that learners possess varying abilities, interests, and learning needs; thus, instruction should be adapted accordingly to ensure that all learners are given opportunities to succeed. These findings support previous studies which emphasize that differentiated instruction promotes inclusive learning by providing responsive and personalized learning experiences that address learner diversity (Beltran et al., 2025; Bunga et al., 2025; Ramilo & Ting, 2025).

Teachers further highlighted that differentiated instruction creates equitable learning opportunities by allowing learners to participate according to their abilities and readiness levels. This supports the principle that equity in education involves providing learners with appropriate support rather than identical learning experiences. Consistent with previous research, differentiated instruction increases engagement, participation, and meaningful learning by aligning instructional activities with learners' needs and interests (Setambah et al., 2025; Peralta et al., 2025).

Differentiated Assessment Positively Impacts Learners' Academic Performance.

Teachers perceived differentiated assessment as an important component of effective differentiated instruction. The findings revealed improvements in learners' participation, confidence, quality of outputs, and overall academic performance when varied assessment strategies were used. These findings suggest that assessments tailored to learners' readiness levels and abilities provide more meaningful opportunities for learners to demonstrate understanding and progress.

This finding supports previous studies indicating that differentiated assessment improves academic achievement, learner engagement, and motivation by allowing learners to express learning through varied and authentic tasks (Pinaranda & Sario, 2024; Hu, 2024; Paderes et al., 2025). Furthermore, teachers observed that differentiated assessment contributes to learners' holistic development, including improvements in comprehension, communication skills, and confidence. This



reinforces the view that assessment should function as a tool for learning and growth rather than merely a measure of achievement.

Teachers' Responsiveness and Reflectiveness are Essential in Differentiated Instruction. The findings underscore the importance of teacher responsiveness and reflective practice in implementing differentiated instruction. Participants emphasized becoming more intentional in lesson planning, anticipating learner differences, and preparing flexible activities that can be modified based on learners' responses and needs. These practices indicate that differentiation requires continuous instructional decision-making rather than fixed teaching procedures.

The findings are consistent with studies emphasizing that effective differentiated instruction requires flexibility, responsiveness, and reflective teaching practices (Putri & Mangunsong, 2024; Tiñas, 2025; Gui et al., 2025). Teachers' reflections further suggest that evaluating the effectiveness of instructional strategies enables them to refine their practices and improve learner outcomes. Consequently, reflective practice serves as a critical component of sustained and effective differentiated instruction.

The Significant Role of Differentiated Instruction in Achieving Makabansa Curriculum Goals. Participants strongly believed that differentiated instruction contributes to the attainment of Makabansa curriculum goals. Teachers emphasized that differentiation helps learners understand and appreciate Filipino values, culture, citizenship, and national identity by making lessons more meaningful and accessible. These findings support the learner-centered and contextualized principles of the MATATAG Curriculum, which emphasize meaningful learning experiences and values formation. The findings are supported by previous studies indicating that differentiated instruction promotes learner engagement, inclusivity, and meaningful understanding of curriculum concepts (Ituma, 2025; Aprilia & Haryati, 2026). Teachers likewise recognized that differentiated instruction supports the interdisciplinary nature of Makabansa by enabling the integration of concepts from related learning areas. Despite implementation challenges, participants regarded differentiation as a valuable approach for achieving the broader educational goals of the curriculum.

Strengthening Support Systems in Differentiated Makabansa Instruction. The findings revealed that teachers consider strong support systems essential for the effective implementation of differentiated instruction. Participants recommended additional professional development opportunities, access to differentiated instructional materials, improved technological resources, manageable teaching assignments, and stronger collaboration among teachers.

These findings align with studies emphasizing that continuous professional development, administrative support, and adequate instructional resources are necessary for sustaining differentiated instructional practices (Parasti & Murwaningsih, 2025; Suryani et al., 2024; Basiculan, 2026). Participants also highlighted the importance of technology

integration and collaborative professional learning communities as mechanisms for improving instructional effectiveness. These findings suggest that institutional support plays a crucial role in helping teachers sustain differentiated instruction and address learner diversity more effectively.

Collectively, the findings demonstrate that teachers perceive differentiated instruction as an effective approach that promotes inclusive learning, improves learner outcomes, and supports the achievement of Makabansa curriculum goals. Although teachers acknowledged challenges related to time, resources, and implementation demands, they remained committed to differentiation because of its positive impact on learner engagement, participation, confidence, and achievement. The findings further suggest that strengthening professional development opportunities, instructional support systems, and collaborative learning communities can enhance the successful and sustainable implementation of differentiated instruction in Makabansa classrooms.

Implications for Teaching Practice

The findings of this study suggest that differentiated instruction plays an important role in helping elementary teachers address the diverse learning needs of learners in Makabansa. The strategies shared by the participants demonstrate that providing varied learning activities, flexible grouping, and appropriate instructional support can create a more inclusive and engaging classroom environment. This implies that teachers need to remain flexible and responsive in their teaching practices to ensure that all learners are given opportunities to participate and succeed.

For learners, the findings indicate that differentiated instruction can enhance classroom participation, confidence, and understanding of lessons. When learning activities are tailored to learners' abilities, interests, and needs, learners become more actively involved in the learning process. This highlights the importance of creating learning experiences that allow every learner to contribute and learn at their own pace.

The findings also have implications for school administrators and principals. Since teachers identified the need for adequate resources, planning time, and instructional support, school leaders play a vital role in creating conditions that enable effective implementation of differentiated instruction. Providing access to professional development opportunities, learning materials, and collaborative activities may help teachers strengthen their instructional practices in teaching Makabansa.

In addition, the study underscores the importance of support from DepEd policymakers and education officials. The experiences of teachers reveal the need for continuous assistance through relevant training programs, instructional resources, and policies that support differentiated instruction. Strengthening these support systems may help teachers address classroom diversity more effectively and improve the delivery of the Makabansa curriculum.

Finally, the findings suggest that parents also have an important role in supporting learners' educational experiences. By recognizing their children's unique learning needs and encouraging active participation in school activities, parents can contribute to a more supportive learning environment that



promotes learners' growth and development.

Generally, the study implies that the successful implementation of differentiated instruction in Makabansa requires the collective support of teachers, learners, school administrators, parents, and educational policymakers. Through shared efforts, schools can create more inclusive, responsive, and meaningful learning experiences for all learners.

Recommendation for Future Research

This study explored the strategies used by elementary teachers in implementing differentiated instruction in teaching Makabansa through in-depth interviews (IDI). Since the study was conducted within a specific setting and involved only a limited number of participants, future researchers may consider expanding its scope by including teachers from different regions, school types, and educational contexts. A larger and diverse group of participants may provide richer insights and reveal additional strategies and experiences related to differentiated instruction.

Future studies may also examine the effectiveness of specific differentiated instruction strategies, such as tiered activities, flexible grouping, the use of ICT, and localized learning materials. Investigating these practices in different classroom settings may help determine which strategies best support learners' engagement, participation, and understanding of Makabansa.

Given the limited research on Makabansa, future studies may employ other research designs, such as quantitative or mixed-methods approaches, to further explore the topic. These approaches can provide measurable data and a more comprehensive understanding of how differentiated instruction influences learners' academic performance, participation, and overall learning experiences.

In addition, future studies may focus on developing, implementing, and evaluating instructional models, intervention programs, or professional development initiatives that can assist teachers in effectively applying differentiated instruction in Makabansa. Such studies may offer practical recommendations and contribute to improving classroom practices.

Concluding Remarks

This study was conducted to explore and understand the strategies that elementary teachers used in implementing differentiated instruction in teaching Makabansa. The findings highlight differentiated instruction as a valuable teaching approach in teaching Makabansa. It helped the elementary teachers to effectively and efficiently deliver lessons while addressing the diverse learning needs of learners. Through varied instructional strategies, they make teaching and learning more engaging, meaningful, and inclusive. However, implementing differentiated instruction is still challenging. Elementary teachers face difficulties such as limited time, lack of resources, diverse learner abilities, and classroom management concerns, which make the process demanding and complex.

Despite these challenges, the elementary teachers show strong adaptability and creativity in overcoming these

difficulties. They use flexible grouping, varied activities, scaffolding strategies, ICT tools, and collaborative practices to support learners effectively. The participants also show a willingness to adjust, innovate, and continuously improve their teaching, demonstrating their dedication to ensuring that all learners have an equal opportunity to succeed.

This study also highlights that while differentiated instruction requires effort and careful planning, it remains a powerful strategy in improving teaching and learning in Makabansa. With proper support, resources, and continuous professional development, teachers can further strengthen their practice and create a more inclusive and learner-centered classroom environment.

As an elementary teacher, this study made me realize that teaching is never easy. It requires patience, effort, and continuous learning, especially knowing that learners differ from one another. Through this study, I have come to understand that applying differentiated instruction is not just about using different strategies, but it's about understanding the needs, abilities, and interests of learners. Even as a teacher in the same field, I had experienced the same challenges and was continuously learning how to meet learners' needs and curriculum standards. This study also helped me appreciate the importance of being flexible, reflective, and committed in order to support learners effectively and create a meaningful learning experience.

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