



KINDERGARTEN EDUCATION USING DIFFERENTIATED INSTRUCTION IN DUPAX DEL SUR DISTRICT, DIVISION OF NUEVA VIZCAYA

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ABSTRACT

This study examined the implementation of differentiated instruction among kindergarten teachers in the Dupax del Sur District, Division of Nueva Vizcaya during the school year 2025–2026. It aimed to describe the teachers' profile, determine their perceptions and competence in applying differentiated instruction, identify commonly used strategies, and explore the challenges encountered in its implementation. A descriptive-comparative research design was utilized, with thirty (30) kindergarten teachers serving as respondents. Data were gathered through a structured questionnaire and analyzed using frequency, percentage, weighted mean, and ranking.

Findings revealed that teachers strongly agreed that differentiated instruction supports diverse learners and enhances classroom engagement. The respondents also demonstrated a high level of competence in applying differentiated strategies, particularly in providing appropriate interventions and adapting instruction to learners' needs. Common strategies included flexible grouping, learning centers, and tiered activities. Despite these positive practices, challenges such as administrative constraints and limited support systems were identified as barriers to effective implementation.

The study concludes that differentiated instruction is widely recognized and practiced among kindergarten teachers and contributes positively to addressing learner diversity. However, strengthening institutional support and providing continuous professional development are essential to improve its implementation. The findings may serve as a basis for enhancing instructional practices and guiding future research on differentiated instruction.

KEYWORDS: Differentiated Instruction, Kindergarten Education, Teacher Competence, Instructional Strategies, Learner Diversity, Philippines, Educational Practices

INTRODUCTION

Today's education has evolved remarkably. Teachers do not teach the same way and students do not learn as they did some decades ago. Hence, a new educational model has been emphasized in the schools to satisfy most of the student's needs. Differentiated instruction allows teachers to make the corresponding modifications to support the students learning experience as well as using these differences as assets in their learning process.

In today's classroom, it is very common to find students with different backgrounds, learning profiles and different ethics. Therefore, it is obvious that these students have diverse needs and interests, so their education must be differentiated.

Additionally, differentiation provides learners with the opportunities to use their strengths to show their potential in different ways. In short, current classrooms are characterized by having different learners whose needs must be addressed.

It also provides examples of differentiated instruction, including reading and writing centers, using teacher-led small groups, and various scaffolding techniques. Also presents scenarios across phonological awareness, phonics, fluency,

vocabulary, and comprehension for teachers to practice differentiating to meet students' needs.

In the Philippines as in any other country, differentiation is a new term. However, insightful teachers have been differentiating their instructions without knowing it. The K to 12 curriculum emphasizes that all the students have the right to study in any public school. Therefore, classrooms are full of students who come from different academic and sociocultural backgrounds. This implies that classrooms are becoming more heterogeneous and teachers have the need to look for innovative ways to meet the students' needs.

Differentiating instruction involves responding constructively to what students know. It means providing multiple learning pathways so that students can have access to the most appropriate learning opportunities commensurate with their capacity to learn. It involves matching students' approach to learning with the most appropriate pedagogy, curriculum goals and opportunities for displaying knowledge gained.

This requires the differentiation of K to 12 curriculums. Differentiation is increasingly recognized as a means for meeting the individual needs of all students and particularly for those who have exceptional learning profiles.



The purpose of this study is to assess the current practices in differentiated instruction among the kindergarten teachers in Dupax del Sur District, Nueva Vizcaya. The subsequent data that will be collected will serve as a point of reference for future studies on the effect of differentiated instruction on the learners of Dupax del Sur District, Nueva Vizcaya.

Objectives of the Study

The study aims to show the implementation of Differentiated Instruction in Dupax del Sur District, Nueva Vizcaya.

Specifically, it seek to answer the following questions:

1. What is profile of the respondents as to
 - 1.1 Age
 - 1.2 Gender?
 - 1.3 Civil Status
 - 1.4 Present Position
 - 1.5 Highest Educational Attainment
 - 1.6 Level of Trainings Attended.
 - 1.7 Performance Rating
2. What is the respondent's perception of the utilization of differentiated instruction in all public schools in Dupax del Sur District, Nueva Vizcaya. How competent are the teachers in the implementation of differentiated instruction?
3. What are the common strategies in Differentiated Instruction used by teachers.
4. What are the problems encountered in the implementation of differentiated instruction .

METHODOLOGY

This study employed a descriptive-comparative quantitative research design to examine the implementation of differentiated instruction among kindergarten teachers in Dupax del Sur District, Division of Nueva Vizcaya for the School Year 2025–2026. The descriptive method was utilized to present existing conditions regarding teachers' perceptions, competence, commonly used strategies, and problems encountered in the implementation of differentiated instruction. The comparative approach was used to analyze variations in responses and determine relationships among variables.

Sampling Design

The respondents of the study consisted of kindergarten teachers from all public elementary schools in Dupax del Sur District, Division of Nueva Vizcaya. The study utilized total enumeration to ensure complete representation of the target population. A total of thirty (30) kindergarten teachers participated in the study. This approach ensured that all teachers directly involved in the implementation of differentiated instruction were included, providing a comprehensive view of the current practices in the district.

Research Instrument

Data were gathered using a structured questionnaire developed by the researcher based on a thorough review of related literature and studies. The instrument was composed of four parts: (1) respondents' profile, (2) teachers' perception of differentiated instruction, (3) competence level and commonly used strategies, and (4) problems encountered in the implementation of differentiated instruction.

To ensure validity and reliability, the questionnaire was subjected to a try-out among selected teachers who were not included in the study. Revisions were made based on their feedback and expert recommendations. In addition, unstructured interviews were conducted to support and validate the responses obtained from the questionnaire.

Statistical Design

The collected data were analyzed using appropriate statistical tools. Frequency and percentage were used to describe the respondents' profile. The weighted mean was employed to determine the level of teachers' perceptions, competence, commonly used strategies, and problems encountered in the implementation of differentiated instruction.

Ranking was also utilized to identify the most and least observed indicators within each variable. These statistical treatments enabled the researcher to interpret the data systematically and draw meaningful conclusions regarding the implementation of differentiated instruction.

RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 2
Distribution of Respondents by Gender

Particulars	Frequency	Percentage
Male	0	0.00
Female	30	100.00
Total	30	100.00

The result of the study shows there are 20 female respondents with a percentage of 100. The result is not a surprise since kindergarten teachers are preferred to be female.



Table 3

Distribution of Respondents by Age

Particulars	Frequency	Percentage
20-25	9	30.00
26-30	7	23.33
31-35	6	20.00
36-40	5	16.67
41-45	3	10.00
Total	30	100.00

The result of the study shows the frequency distribution of respondents by age. There are 9 respondents aged 20 to 25 or 30.00 percent. 7 respondents are in the age range of 26 to 30 or 23.33 percent. 6 respondents are in the age between 31 and 35 or 20.00 percent 5 respondents are aged 36 to 40 or 16.67 percent. There are 3 respondent who is aged 41 to 45 or 10.00 percent The table shows that most of the respondents are young so they are more active and updated to the new trend and acquainted to the behaviors of the Kindergarten.

Table 4

Distribution of Respondents by Civil Status

Particulars	Frequency	Percentage
Single	11	36.67
Married	19	63.33
Widow	0	0.00
Total	30	100.00

The result of the study shows the frequency distribution of respondents by civil status. The data shows that there are 11 respondents are “Single” with a percentage of 36.67. Nineteen (19) respondents are “Married” with a percentage of 63.33. The larger number of “married” respondents shows that most of the respondents may be young for marriage which accords with the number of respondents who are aged 20 to 30

Table 5

Distribution of Respondents by Present Position

Particulars	Frequency	Percentage
Teacher 1	18	60.00
Teacher 2	0	0.00
Teacher 3	12	40.00
Total	30	100.00

The result of the study shows the respondent’s frequency distribution by position. The data shows that 18 respondents with a percentage of 60.00 have a present position of “Teacher 1.” There are no respondents who are “Teacher 2.” 12 respondents with a percentage of 40.00 have a present position of “Teacher 3.” There are no respondents who are Master Teachers.

Table 6

Distribution of Respondents by Educational Attainment

Particulars	Frequency	Percentage
Bachelor's Degree in Education	18	60.00
Acquired ECE Units	3	10.00
Acquired Master's Degree Units	2	6.67
Master's Degree	5	16.67
Acquired Doctor's Degree Units	2	6.67
Doctor's Degree	0	0.00
Total	30	100.00

The result of the study shows the respondent’s frequency distribution of respondents by highest educational attainment. The data shows that there are 18 respondents with a percentage of 60.00 who have finished their Bachelor’s Degree in Education. There are 3 respondents or 10.00 percent who acquired ECE units. 2 respondents acquired Master’s Degree units with a percentage of 6.67. Five (5) respondents with a percentage of 16.67 have finished their Master’s Degree in Education.. 2 respondents or 6.67 percent have acquired some Doctor’s degree units.

Table 7

Distribution of respondents by Number of In-Service Trainings Attended

Particulars	Frequency	Rank
School	30	2
District	30	2
Division	30	2
Regional	15	4
National	8	5

**** frequency of mention

The result of the study shows the respondent’s frequency distribution of number of in-service trainings attended, 30 respondents attended a School level and District in-service training. 30 respondents have at least attended a Division level in-service training. 15 respondents have at least attended a Regional level in-service training while 8 respondents attended a National in-service training.



Information Proper

Table 8

Respondent's Perception on Differentiated Instruction in The Kindergarten Program

Particulars	Weighted Mean	QD	Rank
1.Differentiated instruction enables classrooms to meet the needs of all learners	4.79	SA	1
2. It asserts that teachers either differentiate instruction by planning in a proactive manner or they respond reactively to student need	4.59	SA	5
3.Requires in-service professional development which is a critical influence in the use of differentiated instruction	4.44	SA	7
4. Learning profile is a student characteristic in the differentiated classroom	4.51	SA	6
5.Teachers offer students choices in a variety of ways which included instruction and materials.	4.63	SA	4
6.Teachers hold students as responsible for their learning as they encouraged them to track their own progress, set their own goals for learning and create scoring guides to assess learning	3.45	A	12
7. Teachers in the differentiated classroom understand the importance of classroom procedures and routines to promote differentiated instruction	4.74	SA	2
8.Teachers note that differentiated instruction keep pupils motivated and engaged in learning, which decreased pupil's misbehavior.	4.41	SA	9
9. Teachers grouped pupils in a variety of ways and these changed frequently based on student need and the intention of the lesson.	4.69	SA	3
10. Literature circles empower kindergarten as they respond to literature in a variety of ways such as talking, writing, acting and creating art	3.62	A	11
11.A few teachers utilize curriculum compacting in classrooms as a strategy for differentiated instruction to meet the needs of advanced learners	3.70	A	10
12.Teachers use music to enhance classroom climate and that humor in the classroom raises kindergartens' ability to learn	4.44	SA	7
Average Weighted Mean	4.33	SA	

Table 9
 Respondent's Perception on the Competence of Kindergarten Teachers in Using Differentiated Instruction

Particulars	Weighted Mean	QD	Rank
1. Prescriptive/Diagnostic: providing different learning materials or assessments to learners based on what they've already mastered	4.63	SA	4
2. Affiliation: learners receive different materials or delivery based on their relationship to the curriculum or program in cohorts or groups.	4.79	SA	2
3. Adaptive: content that is designed with learning alternatives and branching closely tied to the learner's specific interactions with the content.	4.77	SA	3
4. Choice: learners select from among different learning resources and pathways based on their own choices and preferences.	4.59	SA	5
5. Personalized messages and notifications: relevant, timely communications tailored to learners' individual activities and needs.	4.50	SA	6
6. Appropriate interventions: feedback, guidance, activities, or tasks designed to help individuals progress along their learning paths.	4.80	SA	1
Average Weighted Mean	4.68	Strongly Agree	

On the respondent's perception on the Competence of Kindergarten Teachers in Using Differentiated Instruction, first is the statement "Appropriate interventions: feedback, guidance, activities, or tasks designed to help individuals progress along their learning paths." with a weighted mean of 4.80 or "Strongly Agree." Second is the statement "Affiliation: learners receive different materials or delivery based on their relationship to the curriculum or program in cohorts or groups." with a weighted mean of 4.79 and a qualitative description of "Strongly Agree." Lastly is the statement "Personalized messages and notifications: relevant, timely communications tailored to learners' individual activities and needs." with a weighted mean of 4.50 or "Strongly Agree." The respondent's perception on the Competence of Kindergarten Teachers in Using Differentiated Instruction garnered an average weighted mean of 4.68 or "Strongly Agree."

The respondents believe that interventions and feedback are the most effective mechanism of implementing differentiated instruction in kindergarten. This is true with the statement of Tomlinson[Ibid] where the teacher should anticipate different scenarios and respondents to accommodate the learner's readiness, interest and learning needs.

On the respondent's perception on differentiated instruction in the kindergarten program, first is the statement "Differentiated instruction enables classrooms to meet the needs of all learners" with a weighted mean of 4.79 or "Strongly Agree." Second is "Teachers in the differentiated classroom understand the importance of classroom procedures and routines to promote differentiated instruction" with a weighted mean of 4.74 or "Strongly Agree." Lastly is the statement "Teachers hold students as responsible for their learning as they encouraged them to track their own progress, set their own goals for learning and create scoring guides to assess learning." with a weighted mean of 3.45 or "Agree." The respondent's perception on differentiated instruction in the kindergarten program garnered an average weighted mean of 4.33 or "Strongly Agree." Considering the academic differences of the learners help them integrate the content of the curriculum to their own lives and modify the complexity of instruction according to Subban.[Ibid] This is in agreement with the respondent's perception on the differentiated instruction in kindergarten.



Table 10

Respondent's Perception on the Common Problems Encountered in Kindergarten Program Using Differentiated Instruction

Particulars	Weighted Mean	QD	Rank
1. Kindergarten teachers tend to teach the way that we were taught. Teachers tend to value familiar instruction. "If it worked for me, it should work for my students" is a consistent rationale for choosing instructional materials and teaching strategies.	2.48	SS	3
2. Every teacher has issues of laziness. Teaching is an energy-zapping profession. Relationships with students, parents, administrators, and other teachers drain the reserves of any professional educator.	2.60	MS	2
3. Lack of preparation time direct impacts teacher inability to treat students as individuals. Differentiated instruction requires more planning time, more analysis time, and more re-teaching time. Teaching colleagues rarely have sufficient time to plan together and learn from each other-not to mention time to break down the counter-productive peer pressure toward conformity to the status quo.	1.47	LS	5
4. The emphasis on rigor with high standards has led many teachers to abandon differentiated instruction. Teachers need to help students "catch up" through scaffolding instruction, while the students concurrently "keep up" with rigorous grade-level instruction. However, teachers often feel the pressure to do the latter at the expense of the former.	1.59	LS	4
5. Administrators tend to see the "big picture" and offer macro-management solutions such as curricular standards, intervention programs, and schedule options that track students according to ability. They don't see the micro-management issues within the classroom, for example, that Johnny can't read well and won't learn to read well because the teacher can't or won't differentiate instruction.	4.50	VS	1
Average Weighted Mean	2.53	Slightly Serious	

On the respondent's perception on the Common Problems Encountered in Kindergarten Program Using Differentiated Instruction, first is the statement "Administrators tend to see the "big picture" and offer macro-management solutions such as curricular standards, intervention programs, and schedule options that track students according to ability. They don't see the micro-management issues within the classroom, for example, that Johnny can't read well and won't learn to read well because the teacher can't or won't differentiate instruction." with a weighted mean of 4.50 or "Very Serious" The respondent's perception on the Common Problems Encountered in Kindergarten Program Using Differentiated Instruction garnered an average weighted mean of 2.53 or "Slightly Serious."

The respondents believe that the biggest hindrance to differentiated instruction is the macro-management of school administrators. School administrators tend to look for low-cost and high quantity solutions to solve classroom learning needs.

CONCLUSION

The data also revealed that the respondents believe that differentiated instruction enables classrooms to meet the needs of all its learners. The traditional method of teaching wasn't entirely without value. Advantages of traditional methods included that they were uniform and consistent. Moreover, subjects and skills were taught in a specific order that changed little, and instruction adequately met the needs of about half of students in a classroom. By having every child learn a different way, teachers are given the power to be creative in their approach to their curriculum.

There are never any days that are the same because there is always something new to be learned.

The study exposed that the respondents feel that school administrators neglect the needs of implementing differentiated instruction by low-cost means of instruction.

RECOMMENDATION

From the foregoing findings and conclusions drawn, the following recommendations are offered:

1. The school administrators should provide additional trainings and workshops in order to facilitate the implementation of differentiated instruction in kindergarten schools in San Guillermo District, Division of Isabela
2. The teachers should establish a systematic approach in the implementation of differentiated instruction.
3. The teachers should undergo more training programs to enhance their efficiency in implementing differentiated instruction
4. Future researchers should further magnify this study by validating the effect of differentiated instruction on the academic achievement of kindergarten pupils in the Schools Division of Isabela.

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