

Impact of Differentiated Instruction on English Language Learners' Motivation Among Senior High School Students at Pandami National High School

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ABSTRACT. This study examined the significant differences in the extent to which differentiated instruction impacts the motivation of English language learners at Pandami National High School. Utilizing a descriptive-correlational research design, the study purposively sampled 100 students and analyzed the collected data through frequency distribution, percentage scores, weighted mean, standard deviation, One-way ANOVA, and Pearson's correlation test. Key findings revealed the following: 1) The majority of respondents were female, predominantly aged 17–19, with most enrolled in Grade 12. Additionally, most parents had attained an elementary-level education and earned a monthly income of ₱5,000 or below. 2) On average, the selected students reported a high perceived impact of differentiated instruction on their motivation in learning English. 4) Significant differences were observed in the impact of differentiated instruction when data were categorized by age, parental educational attainment, and monthly income. However, no significant differences were found when grouped by gender or grade level. 5) A strong positive correlation was identified between interest in learning and self-motivation, as well as goal setting. These findings support constructivist learning theory, wherein teachers employ pedagogical strategies such as differentiated instruction to guide students in constructing knowledge through exploration and discussion, thereby accommodating diverse learning needs. The study underscores that differentiated instruction serves as an essential pedagogical approach, fostering a supportive and adaptive classroom environment. By tailoring instructional methods to students' interests and learning preferences, educators can enhance motivation and facilitate goal-oriented learning.

KEYWORDS: *Differentiated Instruction, Motivation, English Language Learners (ELLs), Senior High School Students*

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Introduction

The growing diversity in contemporary classrooms demands instructional methods tailored to the distinct needs of each student. Differentiated instruction (DI) has emerged as a key educational approach, adapting content, instructional processes, and assessments to align with learners' readiness, interests, and learning preferences (Tomlinson, 2017). This strategy is

particularly beneficial for English Language Learners (ELLs), who frequently encounter linguistic and cultural challenges, as it provides a framework to improve engagement and motivation—essential components for effective language learning (García & Kleifgen, 2018).

Motivation serves as a critical factor in language learning success (Dörnyei, 2009). Research on Filipino parents (Chavez, 2024) reveals how external support systems—particularly their strong motivation to enhance children’s English skills through supplemental activities—significantly contribute to language development. Similarly, structured learning contexts, like as campus journalism programs, have been proven to promote grammar awareness and writing confidence through targeted instruction and mentorship, however social constraints, such as those found in digital spaces, may still limit expression (Chavez et al., 2024). These findings parallel with Savellon, Asiri, and Chavez’s (2024) recent research on academic leaders, which found that even experienced professionals benefit from structured support systems; their study of Filipino educators found that targeted resources (e.g., professional development workshops) and deliberate practice strategies significantly improved public speaking confidence, implying that scaffolded approaches benefit both leaders and learners. This is consistent with current research on social learning, which shows that language acquisition occurs not just through formal instruction, but also through peer interactions and observational learning (Adalia et al., 2025). For ELLs, who face persistent classroom challenges—including linguistic barriers and diverse learning needs (Cummins, 2021)—differentiated instruction offers a way to replicate such supportive, adaptive environments, thereby addressing barriers while fostering motivation and engagement.

Differentiated Instruction, often abbreviated as DI, is a pedagogical approach that acknowledges the diversity of learners within a classroom (Abdelmoula et al., 2019; Charles., 2018; Simmons, 2018). It emphasizes tailoring instruction to meet individual students’ readiness levels, interests, and learning profiles (Neuvirthova & Gadusova, 2021; Suson et al., 2020). DI seeks to move away from a one-size-fits-all model of education and, instead, recognizes that students learn best when instruction is adapted to their specific needs and abilities (Bal et al., 2022; Magableh & Abdullah, 2019; Maruf et al., 2021).

Pandami National High School operates within a multicultural and multilingual environment, catering to a diverse senior high school student population, including English Language Learners (ELLs). This institution provides an ideal setting to examine the potential influence of differentiated instruction (DI) on student motivation within an English language learning context. The study aims to investigate the effects of DI strategies on the motivation levels of ELLs at this school, thereby contributing to the expanding body of research on effective language teaching methodologies.

By analyzing how customized pedagogical approaches impact ELLs’ engagement and enthusiasm for learning, this research intends to provide meaningful insights for educators, school administrators, and policymakers. Additionally, the study aims to fill a gap in localized research on differentiated instruction in the Philippine educational landscape, where cultural and linguistic diversity is important. The findings may inform more responsive and inclusive teaching strategies tailored to heterogeneous learner needs.

Research Questions

This study determined the impact of differentiated instruction on English language learners’ motivation among senior high school students at Pandami National High School. Specifically, it answered the following research questions:

1. What is the demographic profile of the English language learners in terms of:

- 1.1 Age;
- 1.2 Gender;
- 1.3 Grade level;
- 1.4 Parents' educational attainment; and
- 1.5 Parents' monthly income?
2. To what extent does differentiated instruction impact the motivation of English language learners in terms of:
 - 2.1 Interest in learning; and
 - 2.2 Self-motivation and goal setting?
3. Is there a significant difference in the impact of differentiated instruction on the motivation of English language learners based on their:
 - 3.1 Age;
 - 3.2 Gender;
 - 3.3 Grade level;
 - 3.4 Parents' education attainment; and
 - 3.5 Parents' monthly income?
4. Is there a significant correlation among the subcategories subsumed under the impact of differentiated instruction on English language learners' motivation Among Senior High School at Pandami National High School in terms of:
 - 4.1 Interest in learning; and
 - 4.2 Self-motivation and goal setting?

Foreign Literature and Studies

Theoretical Foundations of Differentiated Instruction. Differentiated Instruction (DI) has gained recognition as a student-centered approach that adapts teaching methods to accommodate diverse learning needs. Widayanti et al. (2024) and Sapan & Mede (2022) emphasize that DI aligns with Vygotsky's (1978) Zone of Proximal Development, focusing on tailored instruction that meets students at their individual readiness levels. Originally termed "mixed-ability teaching" (Westwood, 2016), DI has evolved into a structured framework that modifies content, instructional processes, and assessment products based on learners' profiles (Tomlinson et al., 2008). Praveena & Varalakshmi (2015) further highlight DI's role in 21st-century education, where personalized learning fosters inclusivity and skill development in heterogeneous classrooms.

DI in Language Learning Contexts. Research demonstrates DI's effectiveness in language education, particularly for English as a Foreign Language (EFL) and English Language Learners (ELLs). Studies by Ayu Saputri et al. (2023) and Abdelmoula et al. (2019) reveal that DI strategies like flexible grouping and interest-based modifications enhance reading comprehension and engagement in EFL settings. Similarly, Albaram (2020) stresses DI's importance for ELLs in mainstream classrooms, where differentiated approaches help bridge language proficiency gaps. Ismail's (2019) work with ESL writers shows that combining DI with process writing improves outcomes, though it demands significant teacher preparation and ongoing reflection.

Impact on Student Achievement and Engagement. Empirical evidence supports DI's positive influence on academic performance and learner motivation. Sapan & Mede's (2022) study of Turkish EFL students found that DI implementation led to measurable gains in language achievement, motivation, and self-directed learning. Kotob & Abadi (2019) observed particular benefits for low-achieving students, while high achievers maintained their performance levels.

Beyond language learning, Senturk's (2018) research in science education confirms that DI improves student attitudes toward learning, suggesting its cross-disciplinary applicability.

Implementation Challenges and Teacher Preparedness. Despite its benefits, DI presents significant implementation hurdles. Muhammad Faez et al.'s (2022) systematic review identifies key barriers including insufficient teacher training, lack of appropriate materials, and rigid examination systems. Cagapea et al. (2023) document classroom-level challenges such as time constraints and managing diverse readiness levels, though teachers developed coping strategies like scaffolding and peer collaboration. These findings underscore the need for comprehensive professional development and institutional support to facilitate effective DI adoption (Abdelmoula et al., 2019).

Specialized Applications of DI. The approach shows particular promise for specific learner populations. Mohd Fadzil et al. (2021) demonstrate that gifted students require advanced DI modifications to remain engaged, while Praveena & Varalakshmi (2015) highlight its effectiveness in rural settings with limited resources. These specialized applications reveal DI's flexibility but also emphasize the need for context-specific adaptation strategies.

Local Literature and Studies

Effectiveness of Differentiated Instruction in Reading and Language Skills. Local studies have demonstrated the positive impact of Differentiated Instruction (DI) on reading comprehension and language proficiency. Labordo Jr. (2024) found that Grade 11 students exposed to DI achieved significantly higher reading levels compared to those under traditional instruction, particularly benefiting English language learners. Similarly, Pasubillo and Asio (2023) showed that DI strategies helped maintain and improve language proficiency even during pandemic-related disruptions to learning. However, the rise of artificial intelligence in education presents new challenges to language acquisition. Chavez et al. (2024) revealed that students increasingly rely on AI tools for tasks like essay writing and translation, which can undermine academic integrity and stunt the development of critical language skills. This makes DI's role even more crucial—by providing scaffolded writing tasks (Labordo Jr., 2024), customized feedback (Chavez, 2023), and differentiated reading materials, DI encourages authentic engagement and reduces the temptation to misuse AI. Rather than relying on automated solutions, students in DI classrooms develop genuine competence through personalized support, addressing skill gaps while preserving motivation and academic honesty.

Impact of Differentiated Instruction on Mathematics Performance. Fernandez and Tangalin (2020) used a Solomon Four-Group experimental design to examine DI's effects on Grade 11 math performance. According to their findings, students in DI-based classes performed at a 'Very Satisfactory' level, outperforming those in traditional classrooms. This study highlights DI's potential to improve mathematical understanding and advocates for its widespread use in math instruction. Notably, DI's success in math mirrors its ability to address disparities in other subjects, especially for students still dealing with pandemic-related challenges. As an instance, Chavez (2023) discovered that indigent students, despite their great motivation, battled with digital competence and financial hurdles in online learning, implying that DI's flexible modalities (e.g., blended activities, self-paced modules) could close such gaps in language acquisition. This is consistent with Chavez and Lamorinas' (2023) findings on practical assessments (e.g., video tasks), which increased engagement in online settings—an approach that can be applied to DI for ELLs using performance-based activities such as role-playing or peer review.

Teacher Experiences and Challenges in Implementing Differentiated Instruction. While DI offers numerous benefits, its implementation presents challenges for educators. Cagapea et al. (2023) explored the experiences of public elementary teachers in Davao City using a qualitative approach. Their study found that DI strategies such as scaffolding and think-pair-share improved student engagement and personalized learning. However, teachers faced obstacles such as time constraints, varying student readiness levels, and the need for continuous professional development. Parallel obstacles arise at home, as parents struggle to promote language learning due to low proficiency or resources (Chavez, Adalia, & Alberto, 2023). However, Chavez (2022) believes that integrating parents in curriculum design, such as using their narratives to construct learning materials, could help to bridge the gap between classroom education and real-life language demands. This suggests that DI's performance is dependent not only on teacher adaptation, but also on joint efforts with stakeholders, including families.

Methodology

This chapter outlines the methodological framework employed in the conduct of the study. It encompasses the research design, study locale, target respondents, sampling techniques, data collection procedures and instruments, validation and reliability measures, as well as the statistical methods applied for data analysis. Each component is systematically detailed to ensure methodological rigor and alignment with the research objectives.

1. Research Design

This study employed a descriptive-correlational research design. Bless and Higson-Smith (1995) defined a research design as "a structured plan that directs researchers in gathering, analyzing, and interpreting empirical data" (p. 63). Similarly, Babbie and Mouton (2001) conceptualized research design as a strategic framework or methodological blueprint that guides the research process, ensuring the attainment of study objectives (p. 75).

2. Research Locale and Respondents

This research was conducted in Pandami National High School, located in Siasi, Sulu, during the Academic Year 2024–2025. The institution operates under the direct oversight and management of the Basic Higher Education Institutions.

The participants in this study were senior high school students enrolled at Pandami National High School in Siasi, Sulu, during the specified academic year, irrespective of their marital status.

Distribution of the target samples among students Pandami National High School

Pandami National High School	Students
Grade 11	50
Grade 12	50
Total	100

3. Sampling Design

This study utilized a non-probability sampling design, specifically employing a purposive sampling method, in consideration of limitations in resources and time. The purposive sampling approach was selected to ensure adequate representation across key demographic variables, including gender, age, grade level, parental educational attainment, and parental monthly income.

4. Research Instrument

The primary data collection tool used in this study was a survey questionnaire designed to assess two key variables: Learning Style (which includes Interest in Learning, Self-Motivation,

and Goal Setting) as the independent variable, and respondents' demographic profiles (which include Gender, Age, Grade Level, Parent's Educational Attainment, and Parent's Monthly Income) as the dependent variables. The instrument was designed using the paradigm developed by Abbey Zens (2021) in her study, Impact of Differentiated Learning Activities on Student Engagement and Motivation in the English Language Arts Classroom.

The questionnaire had two sections: the first collected respondents' personal information, while the second focused on the three subcategories of Learning Style. The responses were recorded on a 5-point Likert scale, with possibilities ranging from Strongly Agree (SA) to Strongly Disagree (SD).

To ensure validity and relevance, the questionnaire was based on standardized instruments used in previous research. In addition, at least two faculty specialists from Sulu State College's Graduate Studies department assessed and verified the instrument to ensure its applicability for the local context.

5. *Data Gathering Procedure*

Following an expert's validation of the study instrument, the researcher gained consent from the Dean of Sulu State College's School of Graduate Studies to distribute the survey questionnaire. In addition, the Principal of Pandami National High School provided written consent. The questionnaires were personally administered by the researcher during the first week of January 2024, and retrieval occurred over the same time period.

6. *Statistical Treatment of Data*

The study utilized both descriptive and inferential statistical methods to analyze the collected data, as follows:

1. For research question 1, frequency counts and percentages were used to assess the demographic profile of the respondents.
2. For research question 2, the mean and standard deviation were calculated to measure the degree of impact that differentiated instruction had on the motivation of English language learners.
3. For research question 3, an independent sample t-test was applied to examine significant differences in the impact of differentiated instruction on learner motivation when categorized by gender and grade level. Additionally, a one-way Analysis of Variance (ANOVA) was employed for comparisons based on age, parental educational attainment, and monthly income.
4. For research question 4, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to evaluate the significant relationships between the subcategories of differentiated instruction and English language learners' motivation.

Results

Question 1. What is the demographic profile of the English language learners in terms of: Age; Gender; Grade Level; Parents' Educational Attainment; and Parents' Monthly Income?

1.1 In terms of Age

Table 1.1 presents the age distribution of respondents from Pandami National High School. The data indicate that among the 100 participants, 40% were 17 years old or younger, 34% fell within the 18–19 age range, 21% were aged 20–21, and the remaining 5% were 22 years old or above. These findings suggest that the typical age of a senior high school student in this context ranges between 17 and 19 years.

Table 1.1 Demographic profiles of the respondents in terms of age.

Age	Number of Respondents	Percent
18 and below	7	7.0
19-25	33	33.0
26 and above	60	60.0
Total	100	100.0

1.2 In terms of Gender

Table 1.2 presents the demographic distribution of respondents at Pandami National High School by gender. The data indicate that among the 100 participants, 34% were male and 66% were female, demonstrating a predominance of female respondents in the study.

Table 1.2 Demographic profiles of the respondents in terms of gender.

Gender	Number of Respondents	Percent
Male	27	27.0
Female	73	73.0
Total	100	100.0

1.3 In terms of Grade Level

Table 1.3 presents the demographic distribution of respondents from Pandami National High School categorized by grade level. The data indicate that among the 100 respondents, 36% were Grade 11 students, while the majority, comprising 64%, were Grade 12 students. This suggests that Grade 12 students constituted the larger proportion of the survey participants.

Table 1.3 Demographic profiles of the respondents in terms of grade level.

Grade Level	Number of Respondents	Percent
Grade 11	36	36.0
Grade 12	64	64.0
Total	100	100.0

1.4 In terms of Parent's Educational Attainment

Table 1.4 presents the demographic profile of respondents from Pandami National High School, specifically regarding parental educational attainment. The data reveal that among the 100 respondents, the majority (66%) of parents had completed elementary education, while 30% had attained secondary education, and only 4% held college degrees. This indicates that a significant proportion of the respondents' parents had elementary-level education as their highest academic achievement.

Table 1.4 Demographic profiles of the respondents in terms of parent's educational attainment.

Parent's Educational Attainment	Number of Respondents	Percent
Elementary Graduate	66	66.0
Secondary Graduate	30	30.0
College Graduate	4	4.0
Post-college Graduate	0	0
Total	100	100.0

1.5 In terms of Parent's Monthly Income

Table 1.5 presents the demographic distribution of respondents from Pandami National High School based on their parents' monthly income. The data reveal that among the 100 respondents, the majority (56%) reported a household income of ₱5,000 or below. Additionally, 29% fell within the ₱5,100–₱10,000 range, while 12% earned between ₱10,100 and ₱20,000. Only a small proportion (3%) reported incomes ranging from ₱20,100 to ₱30,000. These findings

indicate that most respondents belonged to the lowest income bracket, with parental earnings not exceeding ₱5,000 per month.

Table 1.5 Demographic profiles of the respondents in terms of parent’s monthly income

Parent’s Monthly Income	Number of Respondents	Percent
₱5,000 and below	56	66.0
₱5,100-₱10,000	29	30.0
₱10,100-₱20,000	12	4.0
₱20,100-₱30,000	3	0
₱30,100 and above	0	0
Total	100	100.0

Question 2. To what extent does differentiated instruction impact the motivation of English language learners in terms of: Interest in Learning; and Self-motivation and Goal Setting?

2.1 In terms of Interest in Learning

Table 2.1 illustrates the impact of differentiated instruction on the motivation of English language learners, particularly in relation to their interest in learning. The results indicate a composite mean score of 4.112 and a standard deviation of .50378 across respondents, signifying a "high" level of learning interest.

Among the individual items, certain statements were rated especially favorably. Item one, "Differentiated instruction has made learning English feel more relevant to my life," obtained a mean score of 4.37 (SD = .597), corresponding to a "high" rating. Similarly, item four, "The variety of activities in differentiated instruction keeps me engaged," achieved a mean of 4.34 (SD = .590), also categorized as "high." Additionally, item three, "I find it easier to participate in English class discussions with differentiated instruction," recorded a mean of 4.21 (SD = .537), likewise rated as "high." These outcomes collectively highlight the favorable influence of differentiated instruction on learners' engagement and their perception of relevance in English language acquisition.

In the study of Widayanti et al. (2024), differentiated instruction has emerged as a vital teaching model aimed at accommodating these varied needs, distinguishing itself from conventional methods by tailoring educational experiences to individual learning styles, interests, and developmental levels.

Moreover, Kamarudina et al. (2021) reported that most students like to learn lessons through activities that with an adjustable classroom, effective activities, and supportive teachers, increases the interest in learning in a differentiated instruction.

Table 2.1 Extent of impact on the motivation of English language learners in terms of interest in learning

No	Statements	Mean	S.D.	Description
1	Differentiated instruction has made learning English feel more relevant to my life.	3.76	.597	High
2	I look forward to English lessons more now than before.	3.76	.300	High
3	I find it easier to participate in English class discussions with differentiated instruction.	3.58	.537	High
4	The variety of activities in differentiated instruction keeps me engaged.	3.75	.590	High
5	I enjoy collaborating with classmates on English assignments.	3.62	.348	High
6	I feel a sense of accomplishment when I complete English tasks designed for my level.	4.23	.818	High

7	Differentiated instruction has sparked my interest in English literature.	3.95	.790	High
8	I am more willing to share my thoughts and ideas in English class.	4.19	.790	High
9	I feel a personal connection to the English content we study	4.26	.818	High
10	I am curious about learning different dialects and cultures associated with the English language.	3.91	.822	High
Weighted Average		3.901	.50378	High

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Undecided; (2) 1.50 – 2.49=Disagree; (1) 1.00 – 1.49=Strongly Disagree

2.2 In terms of Self-Motivation and Goal Setting

Table 2.2 illustrates the degree to which self-motivation and goal setting are influenced among English language learners. The data reveal that the respondents achieved an overall composite mean score of 3.901, accompanied by a standard deviation of .29215, indicating a "high" level of impact in this category.

Notably, the highest-rated statement was item nine, which attained a mean score of 4.26 (SD = .613) and was rated as "high." This statement asserts, "Differentiated instruction has enhanced my capacity for reflective learning." Similarly, statement six received a mean score of 4.23 (SD = .601), also rated as "high," stating, "I am increasingly motivated to seek assistance when encountering difficulties in English." Furthermore, statement eight yielded a mean score of 4.19 (SD = .563), maintaining a "high" rating, with the declaration, "I exhibit greater determination to practice English beyond the classroom setting."

Melek Sapan and Enisa Mede (2022), citing Meyad et al. (2014), highlighted that differentiated instruction serves as an adaptable approach designed to accommodate diverse student needs, interests, proficiency levels, and learning preferences. By incorporating varied instructional activities, this method facilitates multiple pathways to knowledge acquisition, thereby enhancing student motivation and engagement. Their findings underscored that classrooms implementing differentiated instruction fostered greater autonomy, enthusiasm, enjoyment, collaborative learning, and active student participation.

Table 2.2 Extent of impact on the motivation of English language learners in terms of self-motivation and goal setting

No	Statements	Mean	S.D.	Description
1	Differentiated instruction encourages me to set higher expectations for my English skills.	3.76	.534	High
2	I feel empowered to take initiative in my English studies.	3.76	.429	High
3	I am more focused on achieving my personal English.	3.58	.496	High
4	I feel equipped to track my progress in learning English.	3.75	.539	High
5	The strategies I learn help when I manage my time effectively when studying English.	3.62	.708	High
6	I am more motivated to seek help when I face challenges in English.	4.23	.601	High
7	I enjoy celebrating small victories in my English learning journey.	3.95	.330	High
8	I feel more determined to practice my English outside of the classroom.	4.19	.563	High
9	Differentiated instruction has improved my ability to reflect on my learning.	4.26	.613	High
10	I am more confident in my ability to achieve fluency in English.	3.91	.552	High
Weighted Mean		3.901	.29215	High

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Undecided; (2) 1.50 – 2.49=Disagree; (1) 1.00 – 1.49=Strongly Disagree

Question 3. Is there a significant difference in the impact of differentiated instruction on the motivation of English language learners based on their: age; gender; grade level; parent’s educational attainment; and parent’s monthly income?

3.1 By Age

Table 3.1 presents variations in the influence of differentiated instruction on the motivation of English language learners, categorized by age. The data reveal that the overall mean differences and corresponding t-values demonstrate statistically significant disparities.

Kamarudina et al. (2021) suggest that students' age exhibits a positive correlation with certain components of differentiated instruction. This finding offers critical understanding regarding the differential efficacy of this instructional approach across various age groups, underscoring the necessity for adaptations tailored to learners' developmental stages.

Therefore, the hypothesis, which states that “There is no significant difference on the impact of differentiated instruction on English language learners’ motivation as assessed by students when data are categorized according to age” is rejected.

Table 3.1 Differences in the impact of differentiated instruction on the motivation of English language learners based on the age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Interest in Learning	Between Groups	2.454	3	.818	3.464	.019*	Significant
	Within Groups	22.671	96	.236			
	Total	25.126	99				
Self-Motivation and Goal Setting	Between Groups	.580	3	.193	2.358	.076	Not Significant
	Within Groups	7.870	96	.082			
	Total	8.450	99				

Significance at alpha 0.05

A post-hoc analysis employing the Tukey HSD Test was performed to identify significant differences in mean motivation levels among age-based groupings of English language learners, as measured across various domains related to the impact of differentiated instruction.

The result of the analysis, which is shown in Table 3.1.1, indicates that the difference in the means of the impact of differentiated instruction on the motivation of English language learners is obtained by way of a lower group mean minus a higher group mean.

a) On interest in learning category, it shows that 18-19 years old group of respondents obtained a mean difference of -.43165* with a standard error of .13488 and a p value of .010, which is significant at alpha =.05 over the 20-21 years old group. So, under this sub-category, no other groups of respondents are supposed to have a better way of perceiving the extent of impact of differentiated instruction on the motivation of English language learners under interest in learning category than those 20-21 years old group.

b) In the self-motivation and goal-setting category, the findings indicate that no respondent groups exhibit a significantly more favorable perception of the extent to which differentiated instruction impacts the motivation of English language learners.

Table 3.1.1 Post Hoc Analysis: Differences in the impact of differentiated instruction on the motivation of English language learners based on the age

Dependent Variable	(I) Grouping Age	(J) Grouping Age	Mean Difference (I-J)	Std. Error	Sig.
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(a) Interest in Learning	17 years old and below	18-19 years old	.14618	.11336	.572
		20-21 years old	-.28548	.13096	.136
		22 years old and above	.06500	.23051	.992
	18-19 years old	17 years old and below	-.14618	.11336	.572
		20-21 years old	-.43165*	.13488	.010
		22 years old and above	-.08118	.23276	.985
	20-21 years old	17 years old and below	.28548	.13096	.136
		18-19 years old	.43165*	.13488	.010
		22 years old and above	.35048	.24182	.472
	22 years old and above	17 years old and below	-.06500	.23051	.992
		18-19 years old	.08118	.23276	.985
		20-21 years old	-.35048	.24182	.472
(b) Self-motivation and Goal Setting	17 years old and below	18-19 years old	.03456	.06679	.955
		20-21 years old	-.15060	.07716	.214
		22 years old and above	.12750	.13581	.784
	18-19 years old	17 years old and below	-.03456	.06679	.955
		20-21 years old	-.18515	.07947	.098
		22 years old and above	.09294	.13714	.905
	20-21 years old	17 years old and below	.15060	.07716	.214
		18-19 years old	.18515	.07947	.098
		22 years old and above	.27810	.14248	.214
	22 years old and above	17 years old and below	-.12750	.13581	.784
		18-19 years old	-.09294	.13714	.905
		20-21 years old	-.27810	.14248	.214

*. The mean difference is significant at the 0.05 level.

3.2 By Gender

Table 3.2 presents the variations in the effect of differentiated instruction on the motivation of English language learners, categorized by gender. The data reveal that, overall, the mean differences and corresponding t-values within this classification demonstrate no statistically significant disparity.

In contrast, Kamarudina et al. (2021) reported that motivation of male students shows higher than female students when exposed to differentiated instruction where male students tend to share their ideas and are very interested in teacher guidance. Gender-specific approaches might be necessary when implementing differentiated instruction strategies.

Therefore, the hypothesis which states that “There is no significant difference on the impact of differentiated instruction on English language learners’ motivation as assessed by students when data are categorized according to gender” is accepted.

Table 3.2 Differences in the impact of differentiated instruction on the motivation of English language learners based on the gender

VARIABLES	Grouping	Mean	S.D.	Mean Difference	t	Sig.	Description
Interest in Learning	Male	4.182	.47956	.10660	1.002	.319	Not Significant
	Female	4.076	.51562				
Self-motivation and Goal Setting	Male	3.938	.29951	.05642	.914	.363	Not Significant
	Female	3.882	.28872				

Significance at alpha 0.05

3.3 By Grade Level

Table 3.3 shows the difference in the impact of differentiated instruction on the motivation of English language learners based on the grade level. It can be gleaned from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference.

As argued by Small and Tomlinson's (2020), grade levels 7-12 has reported an increase of academic confidence using differentiated instruction. Moreover, Pegram (2019) saw the need for advanced academic language scaffolding and authentic assessments for grades 9-12 that which differentiated instruction mitigate this need.

Therefore, the hypothesis, which states that “There is no significant difference on the impact of differentiated instruction on English language learners’ motivation as assessed by students when data are categorized according to grade level” is accepted.

Table 3.3 Differences in the impact of differentiated instruction on the motivation of English language learners based on the grade level

VARIABLES	Grouping	Mean	S.D.	Mean Difference	t	Sig.	Description
Interest in Learning	Grade 11	4.142	.57984	.04635	.440	.661	Not Significant
	Grade 12	4.095	.45962				
Self-motivation and Goal Setting	Grade 11	3.875	.28921	-.04062	-.666	.507	Not Significant
	Grade 12	3.916	.29505				

Significance at alpha 0.05

3.4 By Parent’s Educational Attainment

Table 3.4 presents variations in the effect of differentiated instruction on the motivation of English language learners, categorized by parental educational attainment. The data reveal that the overall mean differences and corresponding t-values in this category demonstrate statistically significant disparities.

This supports the finding of Hanus (2016) that while many parents of ELL value education, the lack of academic backgrounds to help their children with content and assignments generate educational gaps that could influence how their children respond to differentiated instruction. It was further emphasized that increasing motivation particularly, home reinforcement, is beneficial in this approach.

Therefore, the hypothesis, which states that “There is no significant difference on the impact of differentiated instruction on English language learners’ motivation as assessed by students when data are categorized according to parent’s educational attainment” is rejected.

Table 3.4 Differences in the impact of differentiated instruction on the motivation of English language learners based on the parent’s educational attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Interest in Learning	Between Groups	.499	2	.249	.982	.378	Not Significant
	Within Groups	24.627	97	.254			
	Total	25.126	99				
Self-Motivation and Goal Setting	Between Groups	.567	2	.283	3.485	.035*	Significant
	Within Groups	7.883	97	.081			
	Total	8.450	99				

Significance at alpha 0.05

A post-hoc analysis utilizing the Tukey HSD Test was conducted to examine significant differences between groups classified by parental education levels in relation to their mean scores on assessments evaluating the influence of differentiated instruction on the motivation of English language learners.

As presented in Table 3.4.1, the findings reveal that variations in mean scores across groups were computed by subtracting the higher group mean from the lower group mean, thereby determining the direction and magnitude of differences in perceived impact.

a) On interest in the learning category, it shows that there are no groups of respondents that have a better way of perceiving the extent of impact of differentiated instruction on the motivation of English language learners under interest in the learning category.

b) In the self-motivation and goal-setting category, the analysis revealed a statistically significant mean difference of -0.15576 ($p = .039$, $SE = .06277$) at $\alpha = 0.05$ between elementary and secondary graduate respondents. This finding implies that, within this sub-category, the secondary graduate group exhibits a more positive perception of the influence of differentiated instruction on English language learners' motivation compared to other respondent groups.

Table 3.4.1 Post Hoc Analysis: Differences in the impact of differentiated instruction on the motivation of English language learners based on the parent's educational attainment

Dependent Variable	(I) Grouping Parent's Educational Attainment	(J) Grouping Parent's Educational Attainment	Mean Difference (I-J)	Std. Error	Sig.
(a) Interest in Learning	Elementary Graduate	Secondary Graduate	-.15455	.11095	.349
		College Graduate	-.08788	.25946	.939
	Secondary Graduate	Elementary Graduate	.15455	.11095	.349
		College Graduate	.06667	.26821	.967
	College Graduate	Elementary Graduate	.08788	.25946	.939
		Secondary Graduate	-.06667	.26821	.967
(b) Self-motivation and Goal Setting	Elementary Graduate	Secondary Graduate	-.15576*	.06277	.039
		College Graduate	.08258	.14680	.840
	Secondary Graduate	Elementary Graduate	.15576*	.06277	.039
		College Graduate	.23833	.15175	.263
	College Graduate	Elementary Graduate	-.08258	.14680	.840
		Secondary Graduate	-.23833	.15175	.263

*. The mean difference is significant at the 0.05 level.

3.5 By Parent's Monthly Income

Table 3.5 presents variations in the influence of differentiated instruction on the motivation of English language learners, categorized by parental monthly income. The data reveal that the overall mean differences and corresponding t-values demonstrate statistically significant disparities across income groups.

Hanus (2016) observed that students from higher socio-economic backgrounds often experience greater academic expectations, which may shape their self-perception of academic competence. Conversely, learners from lower socio-economic strata are more likely to attend under-resourced schools, where inadequate facilities and limited educational materials may hinder their learning progress. These socio-economic disparities contribute to differing effects of differentiated instruction on student motivation.

Therefore, the hypothesis, which states that "There is no significant difference on the impact of differentiated instruction on English language learners' motivation as assessed by students when data are categorized according to parent's monthly income" is rejected.

Table 3.5 Differences in the impact of differentiated instruction on the motivation of English language learners based on the parent’s monthly income

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Interest in Learning	Between Groups	2.109	3	.703	2.932	.037*	Significant
	Within Groups	23.017	96	.240			
	Total	25.126	99				
Self-Motivation and Goal Setting	Between Groups	.463	3	.154	1.855	.142	Not Significant
	Within Groups	7.987	96	.083			
	Total	8.450	99				

*.Significance at alpha 0.05

A post-hoc analysis utilizing the Tukey Honestly Significant Difference (HSD) Test was conducted to determine statistically significant differences between groups classified by parental monthly income in relation to their mean scores across domains assessing the influence of differentiated instruction on the motivation of English language learners.

The findings presented in Table 3.5.1 reveal that the difference in means regarding the impact of differentiated instruction on the motivation of English language learners was calculated by subtracting the higher group mean from the lower group mean.

- a) Interest in Learning Category: The analysis indicates that respondents earning between ₱20,100 and ₱30,000 monthly exhibited a statistically significant mean difference of -0.79583* (SE = 0.29018, p = 0.036) compared to those earning ₱5,000 or less. Furthermore, the same income group (₱20,100–₱30,000) showed a significant mean difference of -0.78506* (SE = 0.29696, p = 0.046) when compared to respondents earning between ₱5,100 and ₱10,000. These results, significant at $\alpha = 0.05$, suggest that no other income groups perceived the impact of differentiated instruction on learner motivation under this category more favorably than those earning ₱10,000 or below.
- b) Self-Motivation and Goal Setting Category: The analysis found no significant differences among income groups in their perceptions of the impact of differentiated instruction on motivation within this category. Thus, no income group demonstrated a more positive perception than others regarding its influence on self-motivation and goal setting.

Table 3.5.1 Post Hoc Analysis: Differences in the impact of differentiated instruction on the motivation of English language learners based on the parent’s monthly income

Dependent Variable	(I) Grouping Parent’s Monthly Income	(J) Grouping Parent’s Monthly Income	Mean Difference (I-J)	Std. Error	Sig.
(a) Interest in Learning	₱5,000 and below	₱5,100 - ₱10,000	.01078	.11202	1.000
		₱10,100 - ₱20,000	.19583	.15576	.592
		₱20,100 - ₱30,000	.79583*	.29018	.036
	₱5,100 - ₱10,000	₱5,000 and below	-.01078	.11202	1.000
		₱10,100 - ₱20,000	.18506	.16807	.690
		₱20,100 - ₱30,000	.78506*	.29696	.046
	₱10,100 - ₱20,000	₱5,000 and below	-.19583	.15576	.592
		₱5,100 - ₱10,000	-.18506	.16807	.690
		₱20,100 - ₱30,000	.60000	.31607	.236
	₱20,100 - ₱30,000	₱5,000 and below	-.79583*	.29018	.036
		₱5,100 - ₱10,000	-.78506*	.29696	.046
		₱10,100 - ₱20,000	-.60000	.31607	.236
(b) Self-motivation and Goal Setting	₱5,000 and below	₱5,100 - ₱10,000	.06866	.06599	.726
		₱10,100 - ₱20,000	.07440	.09175	.849

	₱20,100 - ₱30,000	.37440	.17093	.133
₱5,100 - ₱10,000	₱5,000 and below	-.06866	.06599	.726
	₱10,100 - ₱20,000	.00575	.09900	1.000
	₱20,100 - ₱30,000	.30575	.17493	.305
₱10,100 - ₱20,000	₱5,000 and below	-.07440	.09175	.849
	₱5,100 - ₱10,000	-.00575	.09900	1.000
	₱20,100 - ₱30,000	.30000	.18619	.377
₱20,100 - ₱30,000	₱5,000 and below	-.37440	.17093	.133
	₱5,100 - ₱10,000	-.30575	.17493	.305
	₱10,100 - ₱20,000	-.30000	.18619	.377

*. The mean difference is significant at the 0.05 level.

Question 4. Is there a significant correlation among the subcategories subsumed under the impact of differentiated instruction on English language learners' motivation among senior high school students at Pandami National High School in terms of: Interest in Learning; and Self-Motivation and Goal Setting?

4.1 Correlation among the subcategories subsumed under the Impact of Differentiated Instruction on English language learners' motivation among senior high school at Pandami National High School

Table 4.1 presents the correlations among the subcategories under the impact of differentiated instruction on English language learners' motivation at Pandami National High School. The data reveal a very strong positive and statistically significant correlation between interest in learning and self-motivation and goal setting ($r = .804$, $p = .000$).

These results indicate that the subcategories related to the influence of differentiated instruction on student motivation demonstrate significant positive interrelationships among senior high school learners at the specified institution.

Kamarulzaman et al. (2019) validated the potential correlation among subcategories in differentiated instruction with specific consideration on motivation. Moreover, Sapan and Mede (2022) showed that differentiated instruction significantly enhanced students' motivation and autonomy. The qualitative data showed an increase in students' interest in learning activities and a greater tendency to self-directed goal setting establishing relationships.

Therefore, the hypothesis which states that: "There is no significant correlation among the subcategories subsumed under the impact of differentiated instruction on English language learners' motivation among senior high school students at Pandami National High School," is hereby rejected.

Table 4.1 Correlation among the subcategories subsumed under the impact of differentiated instruction on English language learners' motivation among senior high school at Pandami National High School

Variables	Pearson r	Sig.	N	Description
Interest in Learning	.804**	.000	100	Very High
Self-Motivation and Goal Setting				

Legend: ** Correlation Coefficient is significant at alpha .01 level

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1=Nearly Zero; 0.1-0.30=Low; 0.3-0.50=Moderate; 0.5-0.7-0=High; 0.7-0.9= Very High; 0.9-1=Nearly Perfect

Conclusion

Based on the study's findings, the following conclusions were drawn:

1. The respondents from Pandami National High School were sufficiently represented across key demographic variables, including age, gender, grade level, parental educational attainment, and parental monthly income.
2. On average, the respondents reported a high level of perceived impact of differentiated instruction on their motivation in English language learning.
3. In terms of significant differences, the study found no statistically significant variation in the impact of differentiated instruction on learners' motivation when assessed by gender and grade level. However, significant differences were observed when data were categorized by age, parental educational attainment, and parental monthly income.
4. Regarding significant relationships, the results indicated a very strong positive correlation among the subcategories measuring the impact of differentiated instruction on English language learners' motivation at Pandami National High School.

These findings align with constructivist learning theory (Shah, 2019, p. 5), which emphasizes that teachers facilitate knowledge construction rather than mere factual repetition. By placing students at the center of the learning process, differentiated instruction supports engagement through exploration and discussion, adapting to individual learning styles, interests, and developmental levels. The variation in student responses suggests that prior academic experiences shape their perceptions and appreciation of this teaching strategy.

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