

Competency as a Catalyst for Inclusive Pedagogy: A Robust Linear Analysis of Differentiated Instruction

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Abstract

This study examined the influence of teacher competencies on the implementation of Differentiated Instruction (DI) in the Division of Camarines Sur for School Year 2024–2025. A descriptive-correlational design was employed, with data were gathered through a researcher-made questionnaire administered to 1,469 teachers from the 1st to 5th Congressional Districts and were analyzed using Weighted Mean, Pearson Product-Moment Correlation Coefficient, and Coefficient of Determination. The study concluded that teachers consistently implemented Differentiated Instruction (DI) at a high level while demonstrating strong competence across all teaching domains. The findings further indicated that significant relationships existed between DI implementation and specific areas of teacher competencies, highlighting the role of professional skills in effective instructional practices. Moreover, teachers' self-rated competencies were significantly associated with the implementation of DI and exerted a meaningful influence, suggesting that higher perceived competence supports more effective and sustained use of differentiated instruction. Based on these findings, a professional development program was designed to enhance teacher competencies in implementing Differentiated Instruction.

Keywords: Differentiated Instruction, Teacher Competencies, Professional Development

INTRODUCTION

The pursuit of quality and inclusive education depends largely on the competence of teachers who play a central role in addressing the diverse learning needs of students in contemporary classrooms. As learners vary in readiness levels, interests, cultural backgrounds, and learning styles, teachers are increasingly expected to employ flexible instructional approaches that ensure meaningful participation and equitable learning opportunities for all. Among these approaches, Differentiated Instruction (DI) has gained global recognition as an effective framework for adapting content, process, product, and learning environment to accommodate learner diversity. Studies highlight that effective DI implementation relies heavily on teachers' professional competencies, including subject mastery, assessment literacy, classroom management, and the capacity to design learner-centered activities that respond to varying levels of readiness and engagement (Tomlinson, 2017; Stradling & Saunders, 2020; UNESCO, 2020). At the international level, the successful implementation of inclusive and adaptive pedagogies has been closely associated with teachers'

preparedness and professional capability, with inadequate training and limited institutional support identified as persistent barriers across education systems (UNESCO, 2020). In response, global education agendas such as the United Nations' Sustainable Development Goal 4 emphasize strengthening teacher competencies and professional development as key drivers of inclusive and equitable quality education (United Nations, 2015).

These global concerns are reflected in the Philippine public school context, where teachers often manage large and academically diverse classes while navigating instructional and administrative demands embedded in daily school operations. Such conditions create challenges in consistently implementing Differentiated Instruction, particularly when teachers have limited time and resources to design varied learning activities and assessments. To address these concerns, the Department of Education has introduced policies that guide instructional quality and teacher professional growth. The Philippine Professional Standards for Teachers (PPST), institutionalized through DepEd Order No. 42, s. 2017, outlines competency domains that emphasize content knowledge, assessment practices, learner diversity, and responsive pedagogy. In addition, DepEd Order No. 35, s. 2016 highlights the importance of learner diversity and encourages teachers to adjust and differentiate instruction to ensure that all learners are supported. While these policy frameworks provide a clear direction for inclusive and learner-centered teaching, their implementation across schools remains uneven due to variations in access to professional development opportunities, instructional resources, and institutional support structures.

Within this context, teacher competencies and the implementation of Differentiated Instruction have emerged as critical factors in promoting inclusive pedagogy in public schools. Competencies in instructional planning, assessment design, and classroom management influence teachers' ability to modify lessons, employ flexible grouping strategies, and provide learning experiences that respond to diverse learner profiles. When teachers possess strong competencies aligned with these instructional demands, they are better equipped to implement DI strategies that support both struggling and advanced learners. Conversely, limited competencies may lead to reliance on uniform teaching approaches that overlook the varying needs of students. Accordingly, the present study examines the relationship between teacher competencies and the implementation of Differentiated Instruction through a robust linear analysis, with the aim of generating empirical insights that may inform teacher's professional development program for strengthening inclusive pedagogy in the Philippine public education system, particularly within the Division of Camarines Sur.

Research Objectives

This study determined the influence of teacher's competencies in the implementation of Differentiated Instruction (DI) in public schools in the Division of Camarines Sur. Specifically, the following objectives were attained: (1) the level of implementation of DI in terms of learner characteristics, assessment, instructions, curriculum, flexible grouping, and learning environment; (2) the level of teacher competencies along content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and personal growth and professional development; (3) the significant relationship between the level of DI and level of teacher competencies (4) the extent to which teacher self-rated levels of competency predict their reported DI; and (5) the teachers professional development program to strengthen teacher competencies in the implementation of Differentiated Instruction (DI).

METHODOLOGY

This study employed the descriptive-correlational research method. The descriptive method was applied because it allowed for a detailed and systematic description of the characteristics and conditions of the population without manipulating variables, providing a clear snapshot of the phenomena being studied (Mills & Gay, 2018). It was used to determine the level of implementation of Differentiated Instruction (DI) in along learner characteristics, assessment, instruction, curriculum, flexible grouping, learning environment. The same method was used to determine the level of teacher competencies along PPST domains such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and personal growth and professional development.

The correlational method was employed because it enabled the identification and quantification of relationships among variables, indicating how changes in one variable corresponded to changes in another without implying causation (Mills & Gay, 2018). It used to determine the significant relationship between level of DI and level of teacher competencies. Furthermore, it was applied to measure the extent to which teachers self-rated levels of competency predict their reported implementation of DI of these variables on teacher competencies using the coefficient of determination (r^2), which was derived from the computed correlation values to show how much competencies of teachers was influenced by implementation of Differentiated Instruction (DI).

A 4-point Likert Scale was employed, ranging from:

Weight	Scale Interval	Interpretation
4	3.26 – 4.00	Highly Implemented (HI)/Highly Competent (HC)
3	2.51 – 3.25	Moderately Implemented (MI)/Highly competent (MC)
2	1.76 – 2.50	Fairly Implemented (FI)/Fairly Competent (FC)
1	1.00 – 1.75	Less Implemented (LI)/Less Competent (LC)

RESULTS AND DISCUSSION

Level of Implementation of Differentiated Instruction (DI)

Differentiated Instruction (DI). Table 1 presents the summary showing the level of DI among public school elementary teachers along learner characteristics, Flexible grouping, curriculum, learning environment, instruction and assessment. As indicated by the data, all aspects were interpreted as highly implemented, with an overall average weighted mean of 3.82, reflecting a highly implementation of DI among the respondents. Among the aspects, learner characteristics ranked highest with a weighted mean of 3.88, followed closely by flexible grouping with an average weighted mean of 3.87. Curriculum and Learning environment both ranked third with an average weighted mean of 3.86, while instruction and assessment ranked fourth and fifth with weighted means of 3.85 and 3.61, respectively.

Table 1
Level of Implementation of Differentiated Instruction (DI)

Aspects	AWM	Int.
Learner Characteristics	3.88	HI
Flexible Grouping	3.87	HI
Curriculum	3.86	HI

Learning Environment	3.86	HI
Instruction	3.85	HI
Assessment	3.61	HI
Overall Average Weighted Mean	3.82	Highly Implemented

The results showed that teachers demonstrated consistently high levels of implementation of differentiated instruction across all key areas. These findings implied that effective differentiated instruction practices were multidimensional and achieved through the integration of several instructional components rather than reliance on a single teaching strategy. The prominence of learner characteristics and flexible grouping aligned with previous studies emphasizing the importance of understanding student diversity, adapting instructional approaches, and organizing flexible learning structures to support inclusive classroom practices (Durmuş, 2017; Strogilos et al., 2017; Valiandes & Neophytou, 2018). Consistent with the Conservation of Resources Theory, as discussed by Wang et al. (2022), the findings further supported the notion that teachers strategically utilize and manage available instructional resources including time, professional expertise, and teaching strategies to respond effectively to diverse learner needs. This suggests that the effective implementation of differentiated instruction is strengthened when teachers are able to maximize their professional resources through adaptive instructional planning, flexible grouping, and responsive learning environments that promote equitable learning opportunities for all students.

Level of Teacher Competencies

Teacher Competencies. Table 2 presents the summary showing the level of teacher competencies along diversity of learners, curriculum and planning, personal growth and professional development, content knowledge and pedagogy, learning environment and assessment and reporting. The data show that diversity of learners, curriculum, and planning and personal growth and professional development ranked highest with an equal average weighted mean of 3.91. Content Knowledge and Pedagogy and Learning Environment followed closely with an average weighted mean of 3.90, while Assessment and Reporting ranked lowest with an average weighted mean of 3.89. The overall average weighted mean was 3.90, indicating a “highly competent” level of teacher competencies among the respondents.

Table 2
Level of Teacher Competencies

Aspects	AWM	Int.
Diversity of Learners	3.91	HC
Curriculum and Planning	3.91	HC
Personal Growth and Professional Development	3.91	HC
Content Knowledge and Pedagogy	3.90	HC
Learning Environment	3.90	HC
Assessment and Reporting	3.89	HC
Overall Average Weighted Mean	3.50	Highly Competent

The results showed that teachers demonstrated consistently strong levels of professional competence across various areas of their instructional practice, indicating a well-rounded capacity to manage

classroom demands and support diverse learner needs. These findings suggested that teacher competencies were strengthened through the combined influence of subject mastery, instructional planning, reflective practice, and continuous professional development, enabling educators to maintain effective teaching practices even in complex classroom environments. The results were consistent with studies highlighting the importance of sustained professional development, mentoring relationships, and collaborative learning environments in strengthening teacher competencies and instructional effectiveness (Darling-Hammond, Hyler, & Gardner, 2017; Zey, 2018). Overall, the findings aligned with Bandura’s Self-Efficacy Theory, as discussed by Zhang (2021), which emphasizes that teachers’ confidence in their professional abilities influences their persistence, instructional decision-making, and willingness to adopt innovative teaching strategies, reinforcing the importance of professional competence in sustaining effective teaching and promoting positive student learning outcomes.

Relationship Between the Level of Differentiated Instruction (DI) and the Teacher Competencies

Level of Differentiated Instruction (DI) and Teacher Competencies. Table 3 presents the significant relationship between the level of Differentiated Instruction and teacher competencies. The data reveal several significant relationships as follows:

Level of Content Knowledge and Pedagogy. Content Knowledge and Pedagogy showed significant correlations with Learner Characteristics ($r = 0.72, p = 0.017$, high, significant), Assessment ($r = 0.94, p = 0.017$, very high, significant), Instructions ($r = 0.96, p = 0.008$, very high, significant), and Learning Environment ($r = 0.94, p = 0.017$, very high, significant). Meanwhile, correlations with Curriculum ($r = 0.49, p = 0.405$, moderate, not significant) and Flexible Grouping ($r = 0.54, p = 0.350$, moderate, not significant) were not statistically significant.

Table 3

Relationship between the Level of Teacher Competencies and the Level of Differentiated Instruction (DI)

Teacher Competencies	Differentiated Instruction (DI)	r-value	Int.	p-value	Interpretation
Content Knowledge and Pedagogy	Learner Characteristics	0.72	High	0.017	Significant
	Assessment	0.94	Very High	0.017	Significant
	Instructions	0.96	Very High	0.008	Significant
	Curriculum	0.49	Moderate	0.405	Not Significant
	Flexible Grouping	0.54	Moderate	0.350	Not Significant
	Learning Environment	0.94	Very High	0.017	Significant
Learning Environment	Learner Characteristics	0.96	Very High	0.014	Significant
	Assessment	0.92	Very High	0.028	Significant
	Instructions	0.92	Very High	0.027	Significant
	Curriculum	0.84	High	0.076	Not Significant
	Flexible Grouping	0.87	High	0.057	Not Significant
	Learning Environment	0.92	Very High	0.028	Significant
Diversity of Learners	Learner Characteristics	0.99	Very High	0.001	Significant
	Assessment	0.76	High	0.155	Not Significant

	Instructions	0.78	High	0.120	Not Significant
	Curriculum	0.94	Very High	0.017	Significant
	Flexible Grouping	0.96	Very High	0.009	Significant
	Learning Environment	0.76	High	0.155	Significant
Curriculum and Planning	Learner Characteristics	0.80	High	0.107	Not Significant
	Assessment	0.95	Very High	0.012	Significant
	Instructions	0.96	Very High	0.009	Significant
	Curriculum	0.56	Moderate	0.321	Not Significant
	Flexible Grouping	0.62	Moderate	0.265	Not Significant
	Learning Environment	0.95	Very High	0.012	Significant
Assessment and Reporting	Learner Characteristics	0.54	Moderate	0.348	Not Significant
	Assessment	0.77	High	0.126	Not Significant
	Instructions	0.79	High	0.111	Not Significant
	Curriculum	0.27	Low	0.660	Not Significant
	Flexible Grouping	0.34	Low	0.580	Not Significant
	Learning Environment	0.77	High	0.126	Not Significant
Personal Growth and Professional Development	Learner Characteristics	0.90	Very High	0.040	Significant
	Assessment	0.94	Very High	0.017	Significant
	Instructions	0.91	Very High	0.029	Significant
	Curriculum	0.71	High	0.179	Not Significant
	Flexible Grouping	0.75	High	0.140	Not Significant
	Learning Environment	0.94	Very High	0.177	Significant

Level of Learning Environment. Learning Environment competency was significantly related to Learner Characteristics ($r = 0.96$, $p = 0.014$, very high, significant), Assessment ($r = 0.92$, $p = 0.028$, very high, significant), Instructions ($r = 0.92$, $p = 0.027$, very high, significant), and Learning Environment ($r = 0.92$, $p = 0.028$, very high, significant). Relationships with Curriculum ($r = 0.84$, $p = 0.076$, high, not significant) and Flexible Grouping ($r = 0.87$, $p = 0.057$, high, not significant) were not significant.

Level of Diversity of Learners. The competency of teachers in Diversity of Learners showed very high and significant correlations with Learner Characteristics ($r = 0.99$, $p = 0.001$, very high, significant), Curriculum ($r = 0.94$, $p = 0.017$, very high, significant), and Flexible Grouping ($r = 0.96$, $p = 0.009$, very high, significant). Other DI components, such as Assessment ($r = 0.76$, $p = 0.155$, high, not significant) and Instructions ($r = 0.78$, $p = 0.120$, high, not significant), were not significantly related.

Level of Curriculum and Planning. When looking at the competency of teachers in Curriculum and Planning competency was significantly associated with Assessment ($r = 0.95$, $p = 0.012$, very high, significant), Instructions ($r = 0.96$, $p = 0.009$, very high, significant), and Learning Environment ($r = 0.95$, $p = 0.012$, very high, significant). Correlations with Learner Characteristics ($r = 0.80$, $p = 0.107$, high, not significant), Curriculum ($r = 0.56$, $p = 0.321$, moderate, not significant), and Flexible Grouping ($r = 0.62$, $p = 0.265$, moderate, not significant) were not significant.

Level of Assessment and Reporting. The competency of teachers in Assessment and Reporting generally showed moderate to high correlations across all DI components, none of which were statistically significant, including Learner Characteristics ($r = 0.54$, $p = 0.348$, moderate, not significant) and Learning En-

vironment ($r = 0.77, p = 0.126$, high, not significant).

Level of Personal Growth and Professional Development. The level of teacher competency in the Personal Growth and Professional Development had significant correlations with Learner Characteristics ($r = 0.90, p = 0.040$, very high, significant), Assessment ($r = 0.94, p = 0.017$, very high, significant), Instructions ($r = 0.91, p = 0.029$, very high, significant), and Learning Environment ($r = 0.94, p = 0.177$, very high, significant). Correlations with Curriculum ($r = 0.71, p = 0.179$, high, not significant) and Flexible Grouping ($r = 0.75, p = 0.140$, high, not significant) were not significant.

The results showed that the implementation of Differentiated Instruction (DI) was significantly associated with teacher competencies across several instructional domains, indicating that teachers' professional capabilities play an important role in the effective application of differentiated teaching practices. The findings suggested that while teacher competencies strongly supported aspects of DI related to learner characteristics, instructional delivery, and the learning environment, relatively weaker relationships in structural dimensions such as curriculum modification and flexible grouping implied that additional institutional support, training, and instructional resources may be necessary to fully strengthen these components. These results were consistent with studies emphasizing that effective differentiated instruction depends largely on teachers' abilities to adapt instruction, manage diverse classrooms, and respond to individual learner needs rather than solely relying on structural classroom arrangements (Guzman & Dela Cruz, 2020; Istiyati, Lestari, & Widodo, 2024). Overall, the findings aligned with Lev Vygotsky's Social Constructivism Theory, which emphasizes the importance of social interaction, scaffolding, and the Zone of Proximal Development in facilitating meaningful learning experiences. As discussed by Dimitris Messiou (2016), this theory proposes that learners construct knowledge through guided participation within supportive learning environments, reinforcing the idea that teachers who effectively implement differentiated instruction through responsive strategies, scaffolded learning tasks, and collaborative classroom practices are better able to support diverse learners and enhance overall instructional effectiveness.

Influence of the Teacher Competencies in the Implementation of Differentiated Instruction (DI)

Influence of the Level of teacher competencies in the implementation of DI. Table 4 presents the influence of teacher competencies on the implementation of Differentiated Instruction (DI).

Influence of the Level of Content Knowledge and Pedagogy. The level of teacher competence in the domains of Content Knowledge and showed moderate to very strong relationships with DI components. Strong correlations were observed with Assessment ($r = 0.94, r^2 = 0.88$), Instructions ($r = 0.96, r^2 = 0.93$), and Learning Environment ($r = 0.94, r^2 = 0.88$), indicating that teachers with deep content knowledge and pedagogical skills are highly capable of implementing DI strategies effectively. Moderate correlations were found with Learner Characteristics ($r = 0.72, r^2 = 0.51$), while relationships with Curriculum ($r = 0.49, r^2 = 0.24$) and Flexible Grouping ($r = 0.54, r^2 = 0.29$) were weak, suggesting that content expertise alone may not fully translate into curriculum adaptation or group management.

Table 4

Influence of the Level of Teacher Competencies and Differentiated Instruction (DI)

Teacher Competencies	Differentiated Instruction	r-value	r ² -value	Interpretation
Content Knowledge and Pedagogy	Learner Characteristics	0.72	0.51	Moderate
	Assessment	0.94	0.88	Very Strong

	Instructions	0.96	0.93	Very Strong
	Curriculum	0.49	0.24	Weak
	Flexible Grouping	0.54	0.29	Weak
	Learning Environment	0.94	0.88	Very Strong
Learning Environment	Learner Characteristics	0.96	0.92	Very Strong
	Assessment	0.92	0.84	Very Strong
	Instructions	0.92	0.84	Very Strong
	Curriculum	0.84	0.07	Very Weak
	Flexible Grouping	0.87	0.75	Strong
	Learning Environment	0.92	0.84	Very Strong
Diversity of Learners	Learner Characteristics	0.99	0.97	Very Strong
	Assessment	0.76	0.58	Moderate
	Instructions	0.78	0.61	Strong
	Curriculum	0.94	0.88	Very Strong
	Flexible Grouping	0.96	0.92	Very Strong
	Learning Environment	0.76	0.58	Moderate
Curriculum and Planning	Learner Characteristics	0.80	0.63	Strong
	Assessment	0.95	0.90	Very Strong
	Instructions	0.96	0.92	Very Strong
	Curriculum	0.56	0.32	Weak
	Flexible Grouping	0.62	0.38	Weak
	Learning Environment	0.95	0.90	Very Strong
Assessment and Reporting	Learner Characteristics	0.54	0.29	Weak
	Assessment	0.77	0.60	Moderate
	Instructions	0.79	0.63	Strong
	Curriculum	0.27	0.07	Very Weak
	Flexible Grouping	0.34	0.11	Very Weak
	Learning Environment	0.77	0.60	Moderate
Personal Growth and Professional Development	Learner Characteristics	0.90	0.80	Very Strong
	Assessment	0.94	0.88	Very Strong
	Instructions	0.91	0.84	Very Strong
	Curriculum	0.71	0.50	Moderate
	Flexible Grouping	0.75	0.57	Moderate
	Learning Environment	0.94	0.88	Very Strong

Influence of the level of Learning Environment. For the Learning Environment competency exhibited very strong relationships with Learner Characteristics ($r = 0.96$, $r^2 = 0.92$), Assessment ($r = 0.92$, $r^2 = 0.84$), Instructions ($r = 0.92$, $r^2 = 0.84$), and Learning Environment ($r = 0.92$, $r^2 = 0.84$), demonstrating that teachers who create well-managed and supportive classroom climates are more effective in implementing DI strategies. Correlations with Flexible Grouping ($r = 0.87$, $r^2 = 0.75$) were strong, whereas the correlation with Curriculum ($r = 0.84$, $r^2 = 0.07$) was very weak, indicating that environmental competency may not fully influence curricular decisions.

Influence of the level of Diversity of Learners. Diversity of Learners competency was very strongly related to Learner Characteristics ($r = 0.99$, $r^2 = 0.97$), Curriculum ($r = 0.94$, $r^2 = 0.88$), and Flexible Grouping ($r = 0.96$, $r^2 = 0.92$), showing that teachers' understanding of student differences significantly drives their ability to adjust curriculum and organize student groups. Moderate to strong correlations with Assessment ($r = 0.76$, $r^2 = 0.58$), Instructions ($r = 0.78$, $r^2 = 0.61$), and Learning Environment ($r = 0.76$, $r^2 = 0.58$) suggest that while diversity awareness supports instructional practices, it must be coupled with pedagogical strategies for maximum impact.

Influence of the Level of Curriculum and Planning. In the Curriculum and Planning competency demonstrated very strong relationships with Assessment ($r = 0.95$, $r^2 = 0.90$), Instructions ($r = 0.96$, $r^2 = 0.92$), and Learning Environment ($r = 0.95$, $r^2 = 0.90$), indicating that structured planning enables teachers to deliver effective DI. Moderate to weak relationships were observed with Learner Characteristics ($r = 0.80$, $r^2 = 0.63$), Curriculum ($r = 0.56$, $r^2 = 0.32$), and Flexible Grouping ($r = 0.62$, $r^2 = 0.38$), suggesting that planning alone may not ensure responsiveness to individual differences or flexible group arrangements.

Influence of Assessment and Reporting. For the Assessment and Reporting showed weak to strong relationships with DI components. Strongest correlations were with Instructions ($r = 0.79$, $r^2 = 0.63$) and Assessment ($r = 0.77$, $r^2 = 0.60$), while correlations with Curriculum ($r = 0.27$, $r^2 = 0.07$) and Flexible Grouping ($r = 0.34$, $r^2 = 0.11$) were very weak. These results indicate that assessment competencies contribute to DI implementation, particularly in instruction, but are less influential in curriculum adaptation or grouping decisions.

Influence of the Level of Personal Growth and Professional Development. The Personal Growth and Professional Development exhibited very strong relationships with Learner Characteristics ($r = 0.90$, $r^2 = 0.80$), Assessment ($r = 0.94$, $r^2 = 0.88$), Instructions ($r = 0.91$, $r^2 = 0.84$), and Learning Environment ($r = 0.94$, $r^2 = 0.88$), reflecting that ongoing professional learning and reflective practice significantly enhance DI implementation. Moderate correlations with Curriculum ($r = 0.71$, $r^2 = 0.50$) and Flexible Grouping ($r = 0.75$, $r^2 = 0.57$) suggest that professional development also supports curriculum and organizational strategies, though to a lesser degree.

The results showed that teacher competencies exerted varying levels of influence on the implementation of Differentiated Instruction (DI), indicating that certain competency domains contribute more strongly to differentiated teaching practices than others. The findings suggested that competencies in content knowledge and pedagogy, learning environment management, diversity of learners, curriculum and planning, and personal growth and professional development demonstrated the strongest influence on instructional delivery, assessment practices, and classroom management, as reflected in the high r^2 values explaining a substantial proportion of variance in DI implementation. In contrast, assessment and reporting showed moderate influence on instructional practices and learning environment, but had limited impact on structural aspects such as curriculum modification and flexible grouping, implying that these components may require additional institutional support, professional training, or collaborative planning to be fully optimized. These results were consistent with studies emphasizing that effective differentiated instruction is closely linked to teachers' competencies in adapting instruction, managing diverse classrooms, and responding to learner needs in dynamic learning environments (Remedios Cabansag, 2021; Ma. Theresa Tayao, 2023). Overall, the findings aligned with Albert Bandura's Self-Efficacy Theory, as discussed by Zhang (2021), which posits that individuals' beliefs in their capabilities to perform specific tasks influence their motivation, persistence, and performance. In the educational context,

teachers who possess strong confidence in their professional competencies are more likely to implement differentiated instructional strategies, adapt teaching practices to diverse learner needs, and sustain continuous professional growth, ultimately strengthening their capacity to create inclusive and responsive learning environments.

Teacher's Professional Development Program to Enhance Teacher Competencies in the Implementation of Differentiated Instruction (DI) (with ADD Model)

This framework presents a structured roadmap for designing a professional development program that enhances teacher competencies in the implementation of Differentiated Instruction (DI) anchored on the Analysis–Design–Development (ADD) model.

The **Analysis Phase** establishes the empirical and institutional foundation of the ADD Model by examining teacher competencies, classroom practices, and systemic factors influencing the implementation of Differentiated Instruction (DI). Quantitative data on teacher competencies across six domains, content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and personal growth and professional development were analyzed alongside inputs from surveys to capture instructional effectiveness, adaptive practices, and reflective teaching. This assessment revealed persistent challenges, including limited structured professional development, inadequate institutional support, and insufficient mentoring and feedback mechanisms. To contextualize these findings, an in-depth review of institutional frameworks, professional development initiatives, and DepEd policies such as the Philippine Professional Standards for Teachers (PPST) and relevant DepEd Orders was conducted, identifying areas where existing structures provide partial support and where targeted interventions are necessary. The synthesis of empirical evidence and policy review highlighted critical gaps in competency enhancement, resource availability, and structured support for sustaining effective DI, forming the foundation for the subsequent program design.

The **Design Phase** translates analytical insights into a coherent and strategic professional development program. Program objectives were formulated to strengthen teacher self-efficacy through workshops, classroom demonstrations, and reflective practices; to develop professional competencies through mentoring, lesson study, and skill-based training; and to ensure institutional support by providing instructional resources, collaborative planning time, and structured feedback mechanisms. These objectives were operationalized through a structured program framework that integrates self-efficacy, competency development, and institutional support as interrelated dimensions of effective DI implementation. Alignment with DepEd policies, PPST domains, and the principles of the Inclusive Differentiation Model ensures that the program is legally compliant, institutionally acceptable, and scalable across different school contexts.

The **Development Phase** operationalizes the designed program into actionable activities, support mechanisms, and monitoring strategies that facilitate sustained implementation of differentiated instruction. Program activities include DI-focused workshops, mentoring sessions, collaborative lesson planning, and formative assessment training, designed to address identified competency gaps. Support mechanisms such as instructional materials, continuous professional learning, and structured feedback are embedded to maintain teacher growth and instructional effectiveness. The final synthesis integrates program objectives, components, and support mechanisms into a cohesive, evidence-based professional development program that provides school leaders and administrators with a practical roadmap for

enhancing teacher competencies, promoting inclusive instruction, and improving learning outcomes across diverse classrooms.

Conclusions

1. Teachers consistently implemented Differentiated Instruction (DI) at a high level, demonstrating the ability to adapt instruction to diverse learner needs and create inclusive classroom environments.
2. Teachers exhibited strong competencies across all domains, including content knowledge, pedagogy, assessment, and professional growth, providing a solid foundation for effective teaching.
3. Significant relationships were observed between DI implementation and teacher competencies, indicating that higher professional capability enhances the effective application of differentiated strategies.
4. Self-rated teacher competencies exerted a meaningful influence on DI implementation, confirming that teacher competence is a critical factor in achieving inclusive and adaptive instructional practices, thereby validating the hypothesis.

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