

## DIFFERENTIATED READING INSTRUCTION: BASIS IN CRAFTING INTERVENTION

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### ABSTRACT

*This study determined the differentiated reading instructions as basis in crafting intervention in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. This study employed descriptive – inferential research method with Comprehensive Rapid Literacy Assessment (CRLA) Tool and survey questionnaire checklist as the data-gathering instrument. Total enumeration was employed in this study which involved seventy - five (75) grade 1 and grade 2 teachers in the locale of the study. Findings revealed that the differentiated reading instructions were highly utilized by primary teachers in the public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. Moreover, the intervention significantly improved reading classifications in both Grades 1 and 2. Furthermore, it determined a significant difference in the reading level of Grades 1 and 2 before and after the intervention. This highlights the strong and meaningful effects of the program on students' reading development. However, there were a recognized challenges encountered by the teachers in the use of differentiated reading instructions; the topmost was the lack of technical assistance. These findings underscore the importance crafting interventions for differentiated reading instructions. This includes various programs and activities that could improve or enhance the competencies of the primary teachers along differentiated reading instructions. Likewise, the intervention for Learners is in the for Supplemental Reading Material that could improve or enhance reading levels of Grades 1 and 2 learners.*



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### 1. INTRODUCTION

Teachers as an individual who imparts knowledge and education have the responsibility to make their learners learn and develop holistically Bordia (2023). They play significant role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills (Cadiz & Orleans, 2020), and able to propel the country to development and progress (Gepila Jr., 2020).

This is in consonance with the Department of Education vision of producing: “Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation” (DepEd Order No. 36. 2013)

Evidences show unequivocally that good teachers are vital to raising student achievement, that is, quality learning is contingent upon quality teaching or teachers teaching performance of a teacher (Banua et al., 2022; Taguba, 2022). Hence, enhancing teacher quality

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becomes of utmost importance for long-term and sustainable nation building. (DepEd Order No. 42, 2017) Thus, DepEd supports the continuing professional development of its teaching personnel by organizing professional learning communities to aid teachers in the construction of new knowledge about instruction as well as in revising traditional beliefs and assumptions (Alkrdem 2020, Admiraal et al. 2021) about education, community, teaching, and learning suit the present needs of learners (DepEd Order No. 35, 2016)

However, DepEd Memorandum No. 173, (2019) presented the results of the national assessment test and stated that there are still many early grade learners struggling to meet the learning standards in early language, literacy and numeracy. Low achievement levels in English, Math and Science appear to be caused by gaps in learners reading comprehension. This means that there are many low performing learners who could not read and understand Math and Science word problems that are written in English (Gomez et al., 2020, Qiao et al., 2023). Hence, they were unable to demonstrate their knowledge in these content areas. Elementary and high school learners are still deficient in literacy skills both in language and content areas more so in reading.

In relation to this, the Department of Education (DepEd) has launched and implemented various reading programs in order to reduce and eventually eradicate the number of those learners with difficulty in reading comprehension examinations. One of the reading programs launched by DepEd is entitled Hamon: Bawat Bata Bumabasa (3Bs Initiative) This is in support to the implementation of the K to 12 Basic Education Program to continuously fulfill its mandate to produce productive and responsible citizens equipped with essential competencies and skills for lifelong learning. To make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills.

However, such initiatives are still not enough based on the recent results of the national assessments for student learning. In order to address the gaps, DepEd reiterated the need to strengthen the English reading proficiency of every learner and to nurture a culture of reading which a requisite skill in all content areas. DepEd strengthen the implementation of Every Child A Reader Program (ECARP) which 4 aims to equip learners with reading skills to make them proficient and independent readers in their grade level; capacitate teachers to become effective reading teachers and; nurture a culture of reading in schools, communities and various levels of governance (DepEd Memorandum Number 173, series of 2019).

Furthermore, the low reading performance of learners in English subject is evident in the result of the Philippine Informal Reading Inventory (Phil-IRI) conducted to primary learners in Jose Panganiban District in the Division of Camarines Norte, there are 20 or 55.00% out of 35 Grade 2 learners fall under Frustration Level. This figure only shows that primary learners at present are generally encountering problems or difficulties in English or in Filipino. This serves as the motivation of

the researcher to pursue a study about differentiated reading instruction focusing on what available learning resources utilized by the teachers, its outcome to the learners and the challenges encountered by the teachers in the use of differentiated reading 6 instructions basis in crafting capability building program for differentiated reading instructions (Gaitas et al., 2024; Gibbs, 2023). Specifically, it answered the following sub-problems: 1) What are the differentiated reading instructions utilized by primary teachers; 2) What is the reading level of Grades 1 and 2 learners before and after the utilization of differentiated reading instruction; 3) Is there significant difference in the reading level of Grades 1 and 2 before and after the intervention; 4) What are the challenges encountered by the teachers in the use of differentiated reading instructions; and 5) What intervention for differentiated reading instructions can be proposed.

## **2. METHODOLOGY**

This study employed descriptive-inferential research method. The descriptive – inferential research design was used to determine the differentiated reading instructions utilized by the primary teachers, the reading level of Grades 1 and 2 learners before and after the utilization of differentiated reading instruction, the significant difference between the pretest and posttest results. Moreover, it was also utilized to determine the challenges encountered by the teachers in the use of differentiated reading instruction, and proposed capability building program for differentiated reading instructions.

The study involved seventy – five (75) grade 1 and grade 2 elementary teachers in Jose Panganiban West District in the Division of Camarines Norte. Total enumeration was utilized for the study. The sources of data were the Comprehensive Rapid Literacy Assessment (CRLA) Tool and the answers of the respondents in the survey questionnaire checklist.

The data on the differentiated reading instructions as basis in crafting intervention in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte were analyzed using weighted mean and Friedman test. Weighted mean determined the differentiated reading instructions utilized by the primary (Grades 1 and 2) teachers, and the challenges encountered by the teachers in the use of differentiated reading instructions. Meanwhile, Friedman test determined the significant difference between the results of the scores of grades 1 and 2 learners before and after the utilization of the intervention.

## **3. RESULTS AND DISCUSSION**

This part presents the results of the data analysis in response to the problems covered by this study.

### 3.1 Differentiated Reading Instructions Utilized by the Primary Teachers

Table 1 presented the differentiated reading instructions utilized by primary teachers in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. As revealed in the table 1, the indicator with the highest rating was “introduce single letters and their sound”, with a mean score of 5.00 interpreted as “very highly utilized”. This means that the high utilization of sight words as a differentiated reading instruction strategy reflects a commitment to promoting early literacy development and supporting the diverse needs of students in Jose Panganiban West District. It underscores the importance of providing meaningful and context-rich literacy experiences that lay the foundation for lifelong reading success.

Meanwhile, the indicator with the lowest rating was “build learners’ oral vocabulary through conversation”, with a mean score of 2.27 interpreted as “slightly utilized”. The differentiated reading instructions utilized by primary teachers got an overall weighted mean of 3.55 interpreted as “highly utilized. This means to say that the low utilization of oral vocabulary building through conversation indicates a potential gap in instructional practices related to oral language development. Conversations provide valuable opportunities for 50 learners to expand their vocabulary, develop language skills, and express themselves verbally. The low rating suggests that this aspect of language development may not be receiving sufficient attention in the educational setting.

**Table 1.** Differentiated Reading Instructions Utilized by the Primary Teachers

Indicators		Weighted Mean	Verbal Interpretation
1.	Use of sight words	4.87	VHU
2.	Read aloud to model.	4.67	VHU
3.	Employs basic tongue twisters	4.33	VHU
4.	Explore the learner rhyming words.	3.67	HU
5.	Use pictures with vocabulary words	4.33	VHU
6.	Introduce single letters and their sound.	5.00	VHU
7.	Reinforcing learners’ alphabet knowledge	4.33	VHU
8.	Read a passage and point the words to the learners.	3.93	HU
9.	Have the learner sound out the difficult words to read	3.67	HU
10.	Employ word sort activities to familiarize the learners with similar sound words.	2.67	MU
11.	Give direct explicit instructions to learners to know their goal (I do, we do, you do).	2.93	MU
12.	Allows learners to read passages/materials to enhance reading accuracy	4.00	HU
13.	Create phonics patterns learned in the previous grade and practice reading the word with the child.	3.00	MU
14.	Have the learners practice writing the difficult words they encountered	3.20	MU
15.	Practice reading using phonic patterns in the previous grade	2.80	MU
16.	Build learners’ oral vocabulary through conversation.	2.27	SU
17.	Introduce the learners to wordless picture books.	2.53	SU
18.	Employ games that help the learner build vocabulary.	2.53	SU
19.	Allow learners to do kinesthetic and tactile activities in learning letters.	3.07	MU
20.	Learning stations approach	3.27	MU
<i>Average Weighted Mean</i>		<i>3.55</i>	<i>HU</i>

Legend

Rating Scale	Adjectival Rating
4.20 – 5.00	Very Highly Utilized (VHU)
3.40 – 4.19	Highly Utilized (HU)
2.60 – 3.39	Moderately Utilized (MU)
1.80 – 2.59	Slightly Utilized (SU)
1.00 – 1.79	Not at All Utilized (NAAU)

The overall weighted mean of 3.55 indicates that, on average, teachers are employing these differentiated reading strategies frequently. This result also indicates that these instructional approaches are a significant part of primary teachers’ teaching practices. Moreover, primary teachers are responsive to the varying literacy levels and learning styles of their students, which can contribute to more effective reading instruction and improved student outcomes

### 3.2 Reading Level of Grades 1 and 2 Learners Before And After the Utilization of Differentiate Reading Instruction

The reading level of Grades 1 and 2 learners in the public elementary schools in Jose Panganiban West District in the Division of Camarines Norte is based on the results of the Comprehensive Rapid Literacy Assessment (CRLA). This is in line with the MTB-MLE Program implementation, all Grade 1 learners must be given CRLA in Mother Tongue, Grade 2 with CRLA in Mother Tongue and Filipino, and Grade 3 with CRLA Mother Tongue, Filipino and English. In this study, only the CRLA results of Grades 1 and 2 were utilized. Table 2 presented the data along reading level of Grades 1 and 2 learners before and after the utilization of differentiated reading instruction

**Table 2.** Reading Level of Grades 1 and 2 Learners Before and After the Utilization of Differentiated Reading Instruction

Grade	f	EMERGENT		DEVELOPING		TRANSITIONING		AT GRADE LEVEL	
		Before	After	Before	After	Before	After	Before	After
1	560	282	115	129	104	96	155	53	177
2	604	184	81	115	83	256	194	49	160

As revealed in the table 2, the intervention significantly improved reading classifications in both Grades 1 and 2. In Grade 1, the number of Emergent readers dropped from 282 to 115. Conversely, the number of students in the Developing category saw a slight decrease from 129 to 104. However, there was a notable increase in the Transitioning learners, which increased from 96 to 155 and At Grade Level learners rose from 53 to 177. In Grade 2, Emergent readers decreased from 184 to 81, Transitioning increased from 256 to 194, and At Grade Level surged from 49 to 160.

This implies that the intervention effectively helped students move from Emergent to higher reading stages, indicating improved literacy skills across both grades. Despite progress, the significant number of learners remaining in the Developing and Transitioning categories suggests a need for continued support and targeted interventions to further advance their skills. Teachers may need to adjust instructional approaches to cater to the needs of Transitioning learners and ensure they are adequately challenged while building foundational skills.

Overall, these results highlight substantial progress in reading proficiency across both grades, with fewer

Emergent readers and more students advancing to higher levels.

### **3.3 Significant Difference in the Reading Level of Grades 1 and 2 Before and After the Intervention**

Table 3 presented the significant difference in the reading level of grades 1 and 2 before and after the intervention. The findings revealed significant differences in the learners' scores at a 0.05 significance level. The intervention resulted in significant improvements in student performance for both Grade 1 and Grade 2 learners.

For Grade 1, the chi-square value was 15 with a p-value of .000, while Grade 2 had a chi-square of 11.267 and a p-value of .001. These results indicate statistically significant increases in the number of students classified as "emergent" after the intervention, confirming the program's effectiveness. The null hypothesis was rejected, as the low p-values provide strong evidence of the intervention's meaningful impact on student learning outcomes

**Table 3.** Significant Difference in the Reading Level of Grades 1 and 2 Before and After the Intervention

Stage	Grade 1		Grade 2	
	Chi - Square ( $\chi^2$ )	p-value	Chi - Square ( $\chi^2$ )	p-value
Emergent	15.000*	.000	11.267*	.001
Developing	3.267	.071	4.571*	.033
Transitioning	11.267*	.001	.000	1.000
At Grade Level	14.000*	.000	15.000*	.000

*\*Significant @ 0.05 level*

The significant changes suggest that the intervention was effective and successful in improving student learning. This has important implications for teachers and policymakers, as it demonstrates that targeted strategies can lead to tangible improvements in student performance. Schools may consider adopting or expanding similar interventions based on these findings. The success of the program indicates that such methods can be effective in enhancing early literacy and learning stages.

### **3.4 Challenges Encountered by the Teachers in the Use of Differentiated Reading Instruction**

Table 4 presented the challenges encountered by the teachers in the use of differentiated reading instructions. As revealed in the table 4, the topmost challenges encountered by the teachers in the use of differentiated reading instruction was "lack of technical assistance" with a mean score of 4.87 interpreted as "strongly agree". This means that the primary teachers in the public- school teachers in Jose Panganiban West District strongly agree that they encountered lack of technical assistance in the conduct of differentiated reading instruction.

**Table 4.** Challenges Encountered by the Teachers in the Use of Differentiated Reading Instructions

Indicators	Weighted Mean	Verbal Interpretation
1. Limited training exposure of teachers on how to utilize differentiated reading instruction strategies	4.20	SA
2. Uncooperative parents	4.27	SA
3. Refusal of the learner in answering differentiated activities	2.93	N
4. Confusion among teachers to reconcile the purpose and utilization of the differentiated activities	2.27	D
5. Lack of technical assistance	4.87	SA
6. The passivity of teachers to utilize differentiated reading activities	4.73	SA
7. Lack of resources	4.80	SA
8. Limited support of reading enthusiasts/ stakeholders on the tool utilization.	1.93	D
9. Difficulty in identifying the learning gaps for proper intervention.	1.87	D
10. Appropriateness of the differentiated activities to the target learners.	2.47	D
<i>Average Weighted Mean</i>	<i>3.43</i>	<i>A</i>

**Legend**

Rating Scale	Adjectival Rating
4.20 – 5.00	Strongly Agree (SA)
3.40 – 4.19	Agree (A)
2.60 – 3.39	Neutral (N)
1.80 – 2.59	Disagree (D)
1.00 – 1.79	Strongly Disagree (SD)

The findings suggest that the lack of technical assistance is a significant challenge for teachers implementing differentiated reading instructions. One of the implications is that teachers may feel uncertain about how to effectively implement differentiated reading instruction without adequate technical assistance. This can affect their confidence and competence in delivering quality instruction tailored to the diverse needs of their students. The absence or lack of technical assistance may serve as a barrier to the successful implementation of differentiated reading instructions. Without access to support, resources, or professional development opportunities, teachers may struggle to effectively plan, design, and implement differentiated instructional strategies in their classrooms.

**Intervention for Differentiated Reading Instructions**

One of the objectives of this study is to propose a capability building program for differentiated reading instructions in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. As an offshoot of this study, the researcher proposed Intervention for Teachers for differentiated reading instructions in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte.

The Intervention for differentiated reading instructions includes various programs and activities that could improve or enhance the competencies of the primary teachers along differentiated reading instructions. Table 5 capability building program for differentiated reading instructions.

**Table 5.** Intervention for Differentiated Reading Instruction

<b>Title:</b> Enhancing Differentiated Instruction: A Capability Building Program for Teachers
<b>Objective:</b> To equip teachers with the knowledge, skills, and resources necessary to effectively implement differentiated instruction strategies in the classroom, catering to the diverse learning needs of students.
<b>Components:</b> <ul style="list-style-type: none"> <li>➤ <b>Workshop Series:</b></li> <li>➤ Introduction to Differentiated Instruction: Understanding the principles and rationale behind differentiated instruction.</li> <li>➤ Strategies and Techniques: Exploring various methods for differentiating instruction based on student readiness, interest, and learning profiles.</li> <li>➤ Classroom Application: Practical sessions to apply differentiated instruction techniques in lesson planning and delivery.</li> <li>➤ Assessment and Feedback: Strategies for assessing student progress and providing constructive feedback in a differentiated classroom.</li> </ul>
<b>Resource Development:</b> <ul style="list-style-type: none"> <li>➤ Curating Resources: Identifying and compiling materials, tools, and resources suitable for differentiated instruction.</li> <li>➤ Creating Differentiated Materials: Developing lesson plans, activities, and assessments tailored to diverse student needs.</li> <li>➤ Technology Integration: Utilizing educational technology tools to support differentiated instruction and personalized learning experiences.</li> </ul>
<b>Peer Learning Communities:</b> <ul style="list-style-type: none"> <li>➤ Collaborative Learning Teams: Forming small groups of teachers to share experiences, challenges, and best practices related to differentiated instruction.</li> <li>➤ Lesson Study Groups: Collaboratively planning, observing, and reflecting on differentiated instruction practices through peer observation and feedback.</li> </ul>

<b>Mentorship and Coaching:</b> <ul style="list-style-type: none"> <li>➤ Individualized Support: Pairing teachers with experienced mentors or instructional coaches to provide personalized guidance and support.</li> <li>➤ Classroom Observations: Conducting regular observations and feedback sessions to provide targeted support for implementing differentiated instruction effectively.</li> </ul>
<b>Professional Learning Networks:</b> <ul style="list-style-type: none"> <li>➤ Participation in Workshops and Conferences: Encouraging teachers to attend workshops, seminars, and conferences focused on differentiated instruction and inclusive teaching practices.</li> <li>➤ Online Communities: Engaging in online forums, webinars, and social media groups to connect with educators and share resources and ideas related to differentiated instruction.</li> </ul>
<b>Ongoing Evaluation and Reflection:</b> <ul style="list-style-type: none"> <li>➤ Self-assessment: Reflective exercises to evaluate personal growth and development in implementing differentiated instruction.</li> <li>➤ Feedback Mechanisms: Soliciting feedback from participants to continually improve and refine the capability building program.</li> </ul>
<b>Policy and Leadership Support:</b> <ul style="list-style-type: none"> <li>➤ Advocacy and Recognition: Engaging school leaders and policymakers to advocate for the importance of differentiated instruction and provide recognition for teachers' efforts and achievements.</li> <li>➤ Allocation of Resources: Ensuring adequate resources, funding, and support for sustained implementation of differentiated instruction practices.</li> </ul>
<b>Implementation:</b> <ul style="list-style-type: none"> <li>➤ Facilitators: Experienced educators or instructional specialists with expertise in differentiated instruction.</li> <li>➤ Timeline: A phased approach with sessions spread over several months to allow for gradual learning and implementation.</li> <li>➤ Flexibility: Offering both face-to-face and online learning opportunities to accommodate diverse schedules and preferences.</li> <li>➤ Monitoring and Support: Regular check-ins and follow-ups to monitor progress and provide ongoing support and assistance as needed.</li> </ul>
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>➤ Pre and post-assessment of teachers' knowledge, attitudes, and skills related to differentiated instruction.</li> <li>➤ Observation of classroom practices and student outcomes to assess the impact of differentiated instruction on student learning.</li> <li>➤ Feedback surveys and focus group discussions to gather insights and recommendations for program improvement.</li> </ul>
<b>Timeline:</b> <ul style="list-style-type: none"> <li>➤ School Year 2024-2025 During the Conduct of INSET or School-Based LAC twice a month</li> </ul>
<b>Funding Source:</b> <ul style="list-style-type: none"> <li>➤ School MOOE and Other School Funds</li> </ul>
<b>Persons Involved:</b> <ul style="list-style-type: none"> <li>➤ Schools Division Superintendent/ Assistant Schools Division Superintendent.</li> <li>➤ Chief CID/ Education Program Supervisors.</li> </ul>

- Public Schools District Supervisors / School Heads.
- Teachers

By implementing this Intervention for Differentiated Instruction, teachers will be better equipped to meet the diverse needs of their learners and create inclusive learning environments where every learner can thrive.

## 4. CONCLUSION

On the basis of the findings of the findings of the study, the following conclusions were arrived at: 1) The differentiated reading instructions were highly utilized by primary teachers in the public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. This implies that the instruction, materials, or activities were tailored to meet individual students' needs, whether they are struggling readers, average readers, or advanced readers. Moreover, 2) the intervention proved to be highly effective in improving reading classifications for both Grades 1 and 2. These results clearly demonstrate substantial progress in reading proficiency, showcasing a significant reduction in Emergent readers and a notable advancement of students to higher reading levels across both grades. Furthermore, 3) the findings from the analysis reveal compelling evidence of the intervention's effectiveness in enhancing student learning outcomes. These results lead to the rejection of the null hypothesis, highlighting the strong and meaningful effects of the program on students' reading development. However, primary teachers encountered challenges in the use of differentiated reading instructions. This serves as a barrier to the successful implementation of differentiated reading instructions, teachers may struggle to effectively plan, design, and implement differentiated instructional strategies in their classrooms. Hence, 5) the intervention for differentiated reading instructions includes various programs and activities that could improve or enhance the competencies of the primary teachers along differentiated reading instructions. Likewise, the intervention for Learners is in the Supplemental Reading Material that could improve or enhance reading levels of Grades 1 and 2 learners.

## 5. RECOMMENDATION

The following recommendations to the area of research and development are hereby given: 1) Conduct of capability building activities that can enhance the competencies of primary teachers in terms of not only utilizing the existing differentiated reading instructions strategies but also to innovate and or create various differentiated reading instructions strategies suited to the individual learning needs and abilities of the learners, 2) teachers may need to adjust instructional approaches to cater to the needs of Transitioning learners and ensure

they are adequately challenged while building foundational skills, 3) schools should consider allocating more resources to maintain momentum and support learners who are still developing their reading skills, particularly those in the Developing and Transitioning stages, 4) ongoing assessment to monitor progress and identify areas needing further intervention, ensuring sustained improvements in literacy outcomes, and 5) school heads may include the proposed Intervention activities to the school Work and Financial Plan. Moreover, 6) it suggests a need for public primary school teachers in the locale of the study to critically assess the impact of the differentiated reading instructions strategies utilized, identify areas for improvement, and make adjustments as necessary to optimize student learning outcomes, 7) invest in contextualizing and development of differentiated reading instructions strategies to improve the quality of education in Jose Panganiban West District, thus, continued support and development of such materials can contribute to the ongoing improvement of teaching practices and student outcomes, specifically in reading. Finally, 8) the

implementation of the proposed Intervention for Differentiated Reading Instruction by primary teachers in Jose Panganiban West District, Division of Camarines Norte, may begin after it has been thoroughly evaluated by school authorities and the Schools Division Office

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