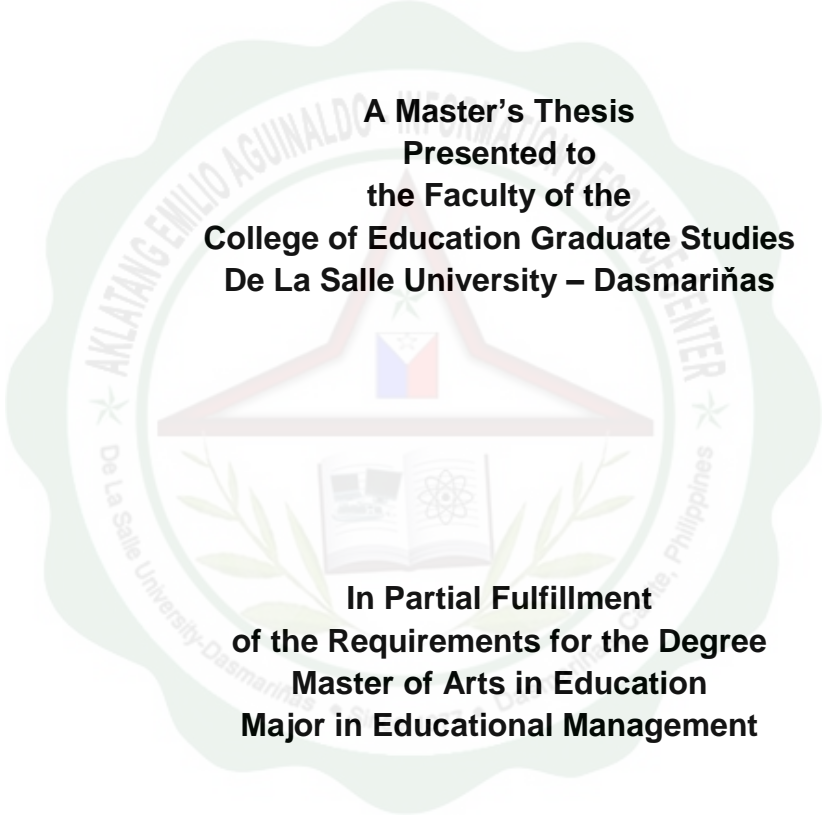




De La Salle University - Dasmariñas
GRADUATE PROGRAM

**EFFECTS OF DIFFERENTIATED INSTRUCTION IN MATHEMATICS
PERFORMANCE OF GRADE SIX PUPILS OF MAKILING
ELEMENTARY SCHOOL, EAST IV DISTRICT,
CALAMBA, LAGUNA, SY 2017-2018**



**A Master's Thesis
Presented to
the Faculty of the
College of Education Graduate Studies
De La Salle University – Dasmariñas**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Educational Management**

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ABSTRACT

Title of the Research: **EFFECTS OF DIFFERENTIATED INSTRUCTION IN MATHEMATICS PERFORMANCE OF GRADE SIX PUPILS OF MAKILING ELEMENTARY SCHOOL, EAST IV DISTRICT, CALAMBA, LAGUNA, SY 2017-2018**

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This quasi-experimental research design study was conducted to determine the effects of differentiated instruction in Mathematics performance of grade six pupils of Makiling Elementary School, East IV District, Calamba Laguna, SY 2017-2018. The participants of this study were two intact sections which were divided into two groups: control group and experimental group. Each group comprised thirty-nine pupils.

The control group learned Mathematics lessons using the Whole-class Instruction of teaching while the experimental group learned through Differentiated Instruction. Both groups of respondents were given validated pretest/posttest before and after the experiment. The mean and t-test of independent means were used in the analysis of data.

The findings revealed that the use of Differentiated Instruction in teaching Mathematics is effective (t-value of 3.99, significance of .000). It was recommended that the use of Differentiated Instruction could be given a try by the teachers in all grade levels in teaching Mathematics; the teachers could



use the modules made by the researcher as output of this study; the teachers could also develop modules covering the topics for the whole academic year to enhance teaching of the subject; the administrators should provide orientation and training programs along with exposure to successful models of differentiated instruction in teaching Mathematics to all teachers handling mathematics; and future researchers could conduct study on differentiated instruction to confirm the findings of this study.

