

Differentiated Instruction and Practical Skills Performance of Junior High School TLE Students in Selected Schools in the Division of Parañaque City: Basis for Localized Enhancement Program

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THE PROBLEM AND ITS BACKGROUND

Introduction

Education today emphasizes inclusive, learner-centered teaching that develops practical life skills, making differentiated instruction essential in Technology and Livelihood Education. In public junior high schools in Parañaque City, learners' varied abilities can affect practical skills performance if instruction is not responsive. Local studies show that differentiated instruction in TLE improves technical skills, workmanship, work habits, and problem-solving abilities. This emphasizes the need to examine the relationship between differentiated instruction and TLE students' practical skills performance as a basis for an intervention plan.

Differentiated instruction is important because it allows teachers to adjust content, process, product, and the learning environment to meet learners' diverse abilities and readiness levels. By varying materials, activities, outputs, and classroom setups, teachers can improve student engagement, skill development, and the quality of performance in both academic and vocational subjects.

Practical skills performance is important because it shows how well students apply what they learn in real-life and work-related tasks, especially in Technology and Livelihood Education. Strong technical and psychomotor skills, quality workmanship, positive work habits, and sound problem-solving abilities help prepare students for future work and everyday life.

This study was anchored on international and Philippine education policies that promote inclusive, learner-centered instruction and the development of practical skills. UNESCO and the OECD emphasize preparing learners with technical and problem-solving competencies, while national policies such as the 1987 Philippine Constitution, Republic Act No. 10533, and DepEd Orders No. 8 (2015) and DepEd Order No. 42 (2016) support differentiated instruction and performance-based assessment in Technology and Livelihood Education, providing a strong legal basis for this study.

Although studies show that differentiated instruction improves learning outcomes, most focus on general achievement or teacher practices rather than on specific differentiation strategies and their link to practical skills performance. In the Philippine TLE context, research rarely measures key skills such as technical and psychomotor abilities, workmanship, work habits, and problem-solving, especially in urban divisions like Parañaque City. This gap emphasizes the need for the present study to examine differentiated instruction in relation to TLE students' practical skills performance as a basis for an intervention plan.

With these, the study was conducted to determine how differentiated instruction affects the practical skills performance of junior high school TLE students, particularly in diverse urban settings like Parañaque City. Despite evidence supporting differentiated teaching, limited local studies directly link specific differentiation strategies to key practical skills, highlighting the need for this research to guide effective interventions and

support skill development aligned with national and global education goals. The results of this study served as the basis for an intervention plan that will help teachers deliver more responsive and learner-centered TLE instruction, ensuring that students develop practical skills needed for future livelihood opportunities.

Theoretical Framework

The study was anchored on the Differentiated Instruction Theory of Tomlinson (2017), which explains that students learn more effectively when teachers adjust instruction according to learners' readiness, interests, and learning styles. The theory highlights the importance of modifying content, process, product, and learning environment to address individual differences among learners. Instead of using a single teaching approach for all students, differentiated instruction promotes flexible and learner-centered strategies that encourage active participation, motivation, and meaningful learning experiences, especially in performance-based subjects.

The theory was appropriate to the study as it provides a foundation for understanding how instructional adjustments affect students' learning outcomes in Technology and Livelihood Education (TLE). Since learners differ in prior knowledge, technical skills, and pace of learning, differentiated instruction allows teachers to prepare varied activities, tasks, and assessment methods that suit students' individual needs. Through this approach, learners are given equal opportunities to participate, learn, and demonstrate their understanding according to their abilities, which helps improve both conceptual understanding and practical skills.

On the other hand, the Experiential Learning Theory of Kolb (1984) explains that learning takes place through direct experience and active participation. The theory presents four stages of learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation. It emphasizes that students develop knowledge and skills more effectively when they engage in hands-on activities and reflect on their experiences.

This theory is highly relevant to practical skills performance in TLE because learners are expected to perform real-life tasks that require technical and procedural skills. Through continuous practice and experiential activities, learners improve their accuracy, efficiency, and confidence in performing tasks. The theory also explains why practice, reflection, and active involvement are essential in strengthening students' practical skills performance.

The theoretical framework is further supported by educational policies and legal foundations in the Philippines that promote inclusive, learner-centered, and competency-based education. The principles of Differentiated Instruction Theory and Experiential Learning Theory align with the goals of the Philippine educational system in providing meaningful learning experiences that address learners' diverse needs and enhance practical skills performance in TLE. In support of this, the 1987 Philippine Constitution emphasizes the State's responsibility to ensure quality education that is accessible and responsive to all learners, reinforcing the importance of differentiated instruction in recognizing learner diversity and encouraging teachers to adapt instructional strategies based on students' readiness, interests, and learning needs.

Taken together, the cited theories and legal bases, provide a strong foundation for explaining the relationship between instructional practices and practical skills performance in TLE. Differentiated Instruction Theory explains how teaching strategies can be adjusted to meet learners' diverse needs, while Experiential Learning Theory explains how students develop skills through hands-on learning and reflection. The integration of these theories supports the idea that differentiated instructional strategies can improve experiential learning opportunities and enhance students' practical competencies. Ultimately, this framework serves as the basis for developing an intervention plan that aims to strengthen instructional practices and improve the practical skills performance of junior high school TLE learners.

Conceptual Framework

The research framework was structured around the Input-Process-Output (IPO) model, which served as a guide in this study, as depicted in Figure 1.

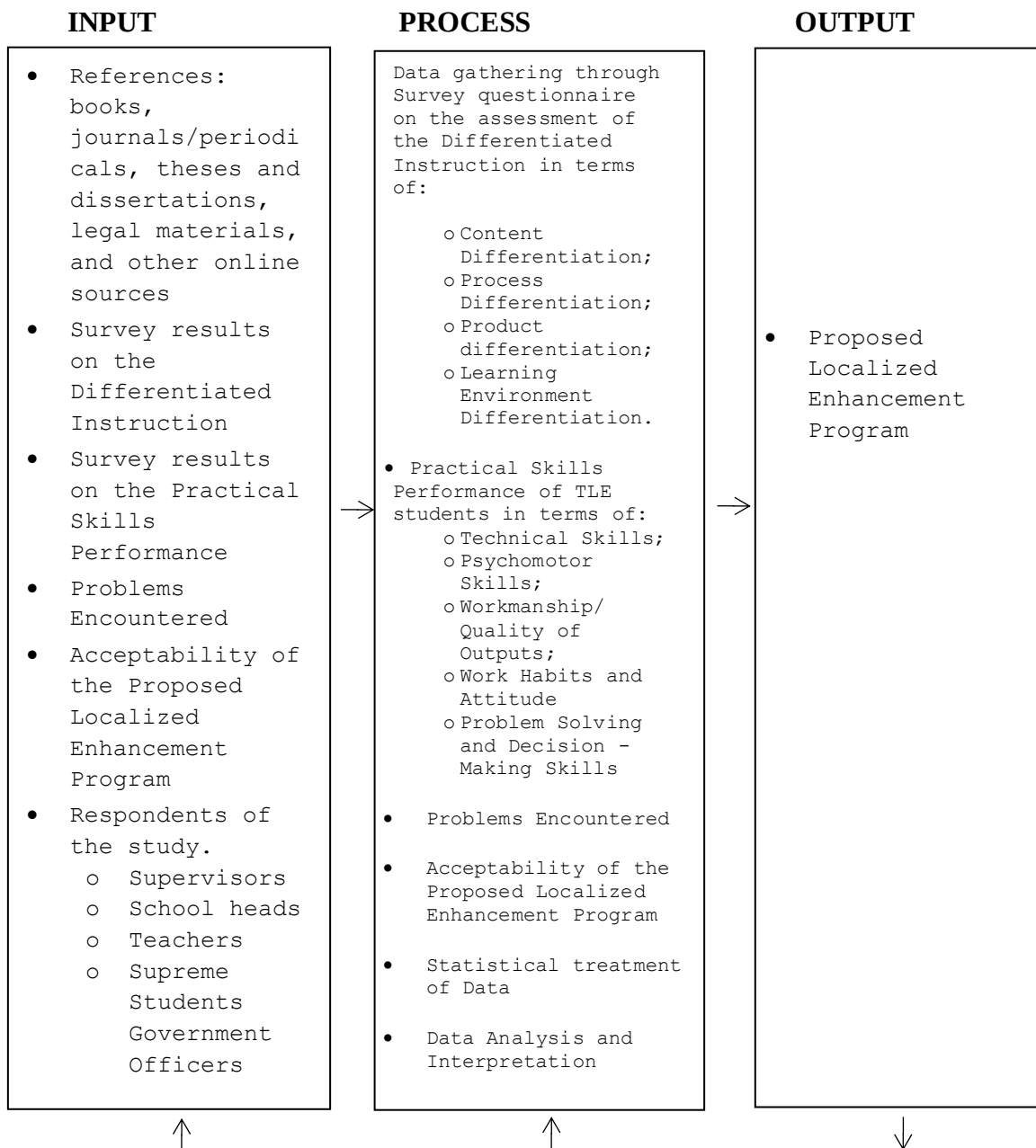
The **Input (I)** consists of reading materials such as books, journals/periodicals, theses/dissertations, and other online sources. Survey results on differentiated instruction and practical skill performance; problems

encountered, acceptability of the Proposed Localized Enhancement Program; and respondents of the study, such as supervisors, school heads, teachers, and Supreme Secondary Learner Government Officers.

The **Process (P)** includes gathering data through Survey questionnaire as to the assessment of differentiated instruction in terms of content differentiation, process differentiation, product differentiation, and learning environment differentiation; assessment as to practical skills performance of TLE students in terms of technical skills, psychomotor skills, workmanship/quality output, work habits and attitudes and problems solving and decision- making skills, assessment of problems encountered; assessment of

Figure 1

The Research Paradigm of the Study



Feedback

acceptability of the Proposed Localized Enhancement Program, statistical treatment of data and analysis and interpenetration of data.

Lastly, the **Output (O)** of the study is a Proposed Localized Enhancement Program.

Statement of the Problem

This study aimed to assess the Differentiated Instruction and Practical Skills Performance of Junior High School TLE Students in Selected Schools in the Division of Parañaque City as a basis for a Proposed Localized Enhancement Program.

Specifically, the study sought to answer the following:

1. How do the supervisors, school heads, teachers, and

Supreme Secondary Learner Government assess the Differentiated Instruction in Selected Schools in the Division of Parañaque City in terms of:

- 1.1. Content Differentiation;
- 1.2. Process Differentiation;
- 1.3. Product Differentiation; and
- 1.4. Learning Environment Differentiation?

2. Is there a significant difference among the assessments of the four groups of respondents relative to differentiated instruction using the above-mentioned variables?

3. What is the level of Practical Skills Performance of

TLE students in terms of:

- 3.1 Technical Skills;
- 3.2 Psychomotor Skills;
- 3.3 Workmanship/Quality of Output;
- 3.4 Work Habits and Attitudes; and
- 3.5. Problem Solving and Decision-Making Skills?
4. Is there a significant relationship among the assessments of the four respondents as to differentiated Instruction and practical skills performance of TLE students?
5. What are the problems encountered relative to differentiated instruction and practical skills performance of TLE students?
6. Based on the findings, what intervention plan may be proposed?
7. How acceptable is the proposed intervention plan?

Hypotheses

The study hypothesizes that:

1. There is no significant difference among the assessments of the four groups of respondents as to Differentiated Instruction in selected schools in the Division of Parañaque City.
2. There is no significant relationship between differentiated instruction and practical skills performance of TLE students.

Scope and Limitation of the study

The study focused on the assessment of differentiated instruction of Junior High School TLE Students in Selected School, Division of Parañaque City in terms of content differentiation, process differentiation, product differentiation, and learning environment differentiation; practical skills performance in terms of technical skills, psychomotor skills, workmanship/quality output, work habit and attitude, problem solving and decision-making skills; problems encountered; and acceptability of the Proposed Localized Enhancement Program.

The respondents of the study were a total of 276, composed of five supervisors, 20 school administrators, 118 teachers, 133 SSLG Officers from selected Junior High Schools in the Division of Parañaque City. The locale of the study was in Parañaque National High School - Baclaran at Brgy. Baclaran, Parañaque City, Parañaque National High School - Main at Brgy. San Dionisio Parañaque City, Moonwalk National High School at Brgy. Moonwalk Parañaque City, Sun Valley National High School at Brgy. Sun Valley, Parañaque City, Don Bosco High School Parañaque at Brgy. Don Bosco Parañaque City, Dr. Arcadio Santos National High School at Brgy. San Martin de Porres Parañaque City, and San Antonio High School Parañaque at Brgy. San Antonio Parañaque City.

The time frame of the study was from November 2025 to June 2026.

Significance of the Study

The result of the study is significant and beneficial to the following:

Learners. This study may benefit learners by enhancing their practical skills in Technology and Livelihood Education (TLE). Through the use of teaching strategies that address diverse learning needs and abilities, learners may develop a deeper understanding of concepts, perform hands-on tasks with greater confidence, and become more actively engaged in classroom activities and learning experiences.

Teachers. The findings of this study may provide teachers with practical insights into the effective implementation of differentiated instruction in skill-based lessons. These insights may assist them in designing learning activities and assessment strategies that accommodate the varying abilities and learning needs of their students. As a result, teachers may be better equipped to deliver instruction that is both engaging and effective while creating a more inclusive and supportive learning environment.

School Administrators. The results of the study may guide administrators on instructional planning and strengthen support programs. The findings may help them identify areas for teacher training and provide resources that can improve the implementation of differentiated instruction and enhance TLE instruction.

Supervisors. The results may be used as a basis for strengthening and refining TLE curriculum guidelines. The inputs gathered may also support the development of more effective instructional approaches that consider learner diversity while promoting the development of practical skills among students.

Future Researchers. They may use findings of the study as a reference for further investigations on differentiated instruction and students' practical skills performance. It may also serve as a useful basis for exploring similar topics in other schools, settings, or subject areas, thereby contributing to a broader understanding of effective teaching and learning practices.

Definition of Terms

The following terms are defined operationally and conceptually based on how they are used in the study.

Content differentiation – it refers to modifying learning materials and topics based on learners' readiness and interests according to Carol Ann Tomlinson (2017).

Differentiated instruction – refers to a teaching approach that adjusts instructional strategies and learning experiences to address learners' different needs, abilities, and readiness levels (Subban, 2021).

Learning environment differentiation – it refers to providing a learning environment that supports learners’ diverse abilities and participation in classroom activities (Van Geel et al., 2024).

Practical skills performance – refers to the effective demonstration of practical competencies and task performance according to Department of Education (2016).

Problem-solving and decision-making skills – these refer to learners’ ability to analyze situations and make appropriate decisions according to Partnership for 21st Century Learning (2019).

Process differentiation – it refers to varied instructional strategies and classroom activities designed to improve learning by addressing students’ individual differences (Safawi & Akay, 2022).

Product differentiation – it refers to varied outputs and tasks through which learners demonstrate what they have learned according to their abilities and strengths (Deunk et al., 2023).

Proposed localized enhancement program – it refers to the output of the study focused on enhancing the differentiated instruction and practical skills performance of TLE students in public junior high schools in the Division of Paranaque City.

Psychomotor skills – these refer to learners’ ability to apply knowledge through hands-on performance and practical tasks in skill-based learning activities (Smale-Jacobse et al., 2022).

School administrators – these refer to educational leaders responsible for school management, instructional supervision, and curriculum implementation according to Department of Education (2020).

Skill building initiative – refers to a structured intervention designed to improve learners’ knowledge and practical skills through effective instructional strategies.

Supervisors – these refer to personnel who monitor and support instructional programs supporting differentiated instruction in TLE.

Supreme secondary learner government officers – these refer to student leaders representing learners’ views on differentiated instruction.

Teachers – refer to TLE teachers implementing differentiated instruction for Junior High School students.

Technical skills – these refer to specialized practical competencies required for task performance according to TESDA (2018).

Work habits and attitudes – these refer to positive behaviors and values toward work according to Department of Education (2017).

Workmanship/quality of outputs – refers to the accuracy, neatness, and standard compliance of completed tasks according to TESDA (2018).

REVIEW OF RELATED LITERATURE AND STUDIES

Local Literature

The Philippine government continues to strengthen the integration of technical-vocational education and training (TVET) in the senior high school curriculum to help learners develop practical skills and improve their employability. This initiative encourages schools to provide more hands-on and skills-based learning experiences, especially in Technology and Livelihood Education (TLE). It also recognizes that students have different levels of readiness and abilities, making differentiated instruction an important approach. Because of this, teachers are expected to use flexible teaching strategies that can effectively support students in developing their technical skills (Philippine News Agency, 2023).

In the Philippines, DepEd Order No. 42 (2016), entitled *"Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program,"* serves as a cornerstone for empowering teachers to meet diverse student needs (DepEd, 2016). This pivotal order affirms the K to 12 teacher's roles as a "facilitator of learning" who must deliver "quality instruction that recognizes the diversity of learners inside the classroom" (DepEd, 2016, Section 3). This directive implicitly guides educators to implement differentiated instruction across its key dimensions. The call for understanding "what learners need to learn" leads to content differentiation, while considering "how learners learn, and how best to facilitate the learning process" directly translates to process differentiation. Furthermore, the Order's emphasis on "varied instructional and formative assessment strategies" encourages product differentiation, allowing students diverse ways to showcase understanding. Finally, by envisioning teachers as those who "guide, mentor, and support learners," the policy fosters a supportive and flexible learning environment. Thus, DepEd Order No. 42, s. 2016, provides a vital framework that encourages Filipino teachers to skillfully apply these four pillars of differentiated instruction, ensuring every student can thrive.

Moreover, the Department of Education (2022) highlighted the importance of using flexible and learner-centered teaching approaches to address the diverse needs of students in public schools. This supports differentiated instruction, where teachers adjust their lessons based on students' abilities, pace, and learning needs. This approach is especially important in TLE classes, where learning focuses on performance and skill development. As a result, students are given appropriate support and varied learning experiences that help improve their practical skills.

In addition, recent DepEd policy updates (2023) emphasize the important role of TLE in developing students' life skills, work values, and employability. These policies promote performance-based assessments that focus on what students can do, rather than relying only on written work. This approach aligns with differentiated instruction because it allows students to show their learning in different ways, helping them better develop their technical skills and work habits.

Furthermore, a publication from the University of the Philippines College of Education (2021) explained that the K–12 curriculum supports both contextualization and differentiated instruction. This means that lessons are connected to students' real-life experiences and local contexts, making learning more meaningful. Through this approach, teachers can adjust their lessons based on students' readiness and interests, which is especially helpful in TLE classes where technical and psychomotor skills need to be developed.

Aligning with these insights, Tiñas (2025) sheds light on the commendable practices within Philippine classrooms, revealing that teachers are widely applying differentiated instruction with a keen understanding of their learners' unique requirements. This means they are expertly modifying the content, creatively adapting the learning processes, and strategically tailoring learning tasks to perfectly align with the diverse needs of their students. Such a flexible and responsive approach isn't just a methodological choice; it's a powerful driver of teaching effectiveness. The tangible outcome is truly inspiring: students become more deeply engaged, actively participating in their own learning journey, and consequently, they achieve a richer, more profound understanding of the lessons presented.

Additionally, Corpuz & Salandanan (2018) powerfully highlight the immense value of both process and product differentiation in truly addressing the rich tapestry of learner diversity. At its heart, process differentiation is about offering learners a mosaic of pathways to knowledge; it's about providing different yet equally valid avenues for engagement. This might mean offering hands-on guided practice for some, fostering collaborative discovery through group work for others, or encouraging deep, self-directed learning via independent tasks. Such deliberate variation ensures that every student finds a route that resonates with their unique learning style. Complementing this, product differentiation brilliantly empowers students to go beyond rote answers, allowing them to genuinely express and exhibit their acquired understanding. Whether it's through a meticulously crafted project or a confidently executed practical performance, learners are given authentic platforms to demonstrate their mastery. This comprehensive strategy not only fosters genuine inclusivity but also transforms assessment into a celebration of individual growth and meaningful achievement.

Finally, and with profound resonance for the very heart of effective education, Corpuz (2019) illuminated the indispensable truth that a truly supportive and flexible learning environment is not merely beneficial—it is

paramount to nurturing deep student learning. Imagine a classroom brimming with positive energy, where collaboration isn't just an option but an ingrained practice, where hands-on activities spark genuine curiosity, and where a spirit of independence empowers every learner to take ownership of their journey. These aren't just pleasant ideals; such vibrant spaces are meticulously designed to significantly boost student participation, watch confidence blossom, and ignite a passion for discovery. This approach champions active learning, moving beyond passive reception to truly engage the whole student. Indeed, this ethos aligns beautifully with the learner-centered philosophy embedded within the Philippine curriculum, finding its most fertile ground and fullest expression in TLE and other applied subjects, where theory meets practical application in an inspiring, real-world context.

Foreign Literature

According to Tomlinson et al. (2021), leading voices in the field, robustly emphasized that strategically differentiating content, process, product, and the very learning environment is not just an option, but a proven method for successfully addressing the diverse tapestry of learner needs. Their work illustrates that when teachers become facilitators of growth, designing flexible tasks and employing a variety of assessment methods—students are not only more likely to become deeply engaged but are also significantly better equipped to cultivate robust practical and applied skills. This highly adaptive approach holds resonance and importance within technical and vocational subjects, such as Technology and Livelihood Education (TLE), where hands-on competency and real-world application are the cornerstones of successful learning.

Furthermore, UNESCO (2022) discussed a broader picture, reminding us that technical and vocational education is far more than skill acquisition. It's about nurturing individuals, equipping them with the comprehensive knowledge and positive attitudes that empower them for both immediate employment and a continuous journey of lifelong learning. The core idea is simple yet profound: ensure training truly aligns with the ebb and flow of real-world work, fostering learners who are not just competent, but genuinely confident and wonderfully adaptable in any professional setting.

Moreover, Raab (2019) mentioned that a truly vital aspect of vocational education is the development of psychomotor skills. These are not just abstract ideas; they are the physical coordination and precise movements that learners master to perform tasks effectively and with confidence. Imagine the satisfaction of a steady hand or the perfect swing of a tool! Through dedicated, continuous, and well-guided practice, students are not just going through the motions. Instead, they actively refine their accuracy, gain impressive speed, and achieve a remarkable level of control – all crucial ingredients for successfully carrying out complex technical procedures. This journey transforms them into truly capable and skilled individuals, ready to tackle practical challenges with expertise and grace.

Meanwhile, the Organization for Economic Co-operation and Development (2020) articulates a profound truth: that quality workmanship isn't merely an outcome, but a profound hallmark of true vocational competence. It's the moment when skill meets dedication, resulting in something truly exceptional. To consistently produce high-quality outputs, learners must cultivate a keen eye for detail, master the art of proper execution, and diligently adhere to rigorous standards. This continuous pursuit of excellence reflects not just a growing technical prowess, but also a deep personal professionalism and a commitment to doing things right, transforming every project into a testament of their growing mastery.

Similarly, the World Bank (2019), ever with an eye on sustainable growth and individual flourishing, has powerfully stressed that vocational education isn't just about tools and techniques; it's crucially about nurturing positive work habits and attitudes. Think of traits like unwavering discipline, a deep sense of responsibility, and the magic of seamless teamwork – these aren't just buzzwords. They are the bedrock traits that empower learners to perform tasks not just consistently, but with genuine pride, and to gracefully adapt to the ever-shifting currents of different work situations. These aren't just "nice-to-haves" for future employment; they are the very heart of what makes an individual not only employable but truly resilient and successful in life.

Finally, Shang et al. (2022) so wisely remind us that vocational education is a powerful training ground for developing two vital skills: problem-solving and decision-making. Think of it – when learners immerse themselves in hands-on tasks, they are not just building things; they are building their minds! They learn to really

see a problem, to think critically about solutions, and to confidently make the best choices. Each of these experiences is a stepping stone, helping them grow into individuals who are not only prepared but truly capable of navigating and succeeding amidst the often-complex, real-world challenges of a technical workplace.

Local Studies

According to Elarco (2023), the effectiveness of differentiated instructional strategies in improving the practical skills performance of Grade 9 students in Technology and Livelihood Education (TLE)–Cookery revealed that students exposed to differentiated instructional strategies performed significantly better than their counterparts, particularly in product-based performance tasks rather than written tasks. The use of flexible grouping, varied levels of task difficulty, and modified assessment strategies contributed to better mastery of cookery competencies.

The study concluded that differentiated instruction is an effective approach in enhancing hands-on performance in skill-based subjects and provides strong local evidence supporting its use in improving practical skills development in TLE classes.

Likewise, Ferrer & Naanep (2025) conducted a study that examined the implementation of differentiated instruction among Technology and Livelihood Education (TLE) and MAPEH teachers and its relationship to students' academic performance in secondary schools. The purpose of the study was to assess the extent to which teachers differentiate instruction in terms of content, process, and evaluation, and to determine how these instructional strategies relate to learners' academic outcomes. The findings revealed that teachers frequently employed differentiated practices to address students' varying needs, readiness levels, and learning profiles. These practices were found to be significantly associated with higher levels of student performance, indicating that differentiated instruction contributes to more effective and meaningful learning experiences. The study further emphasized that differentiated instruction is particularly relevant to TLE classes, where students possess diverse skill sets and benefit from varied learning strategies that support both theoretical understanding and practical skills development.

The researchers concluded that the consistent application of differentiated instructional strategies positively influences learner outcomes and enhances students' overall academic and performance-based achievement.

Similarly, Jelongos & Naanep (2025) conducted a study to examine the relationship between differentiated instruction and pupils' engagement in MAPEH classes in a public elementary school in Sultan Kudarat. The purpose of the study was to determine how implementing differentiated strategies in content, process, and performance tasks influences students' cognitive, affective, and behavioral engagement. The findings revealed a positive connection between the level of differentiated instruction and pupils' engagement, showing that students were more motivated and actively participated in class activities when instruction was tailored to their readiness, interests, and learning profiles.

The study concluded that differentiated instruction not only enhances learner engagement but also creates more inclusive and dynamic learning environments that foster skill development. Although the study focused on MAPEH, its findings are relevant to TLE subjects, where student engagement is a key factor in improving practical skills performance and achieving meaningful learning outcomes.

Finally, Pulvera et al. (2025) conducted a study to investigate junior high school teachers' knowledge and application of differentiated instruction in Davao del Sur. The purpose of the research was to assess teachers' understanding of DI and how frequently they implement its strategies in their classrooms. The findings revealed that teachers possessed a high level of knowledge about differentiated instruction and consistently applied various strategies to address students' diverse needs. Moreover, a positive relationship was observed between teachers' understanding of DI and their effective implementation, indicating that professional comprehension significantly enhances classroom practice.

The study concluded that teachers' mastery and application of differentiated instruction positively impact student learning outcomes. Although the research focused on Filipino junior high school teachers, its findings are relevant

to TLE education, supporting the notion that professional growth in DI contributes to improving students' practical skills performance and overall learning experiences.

Foreign Studies

A study by Van Geel et al. (2024) revealed that continuous training is vital, equipping educators with both the theoretical knowledge and practical strategies needed to effectively address the diverse abilities and learning needs of students. The findings revealed that teachers who received continuous professional development and institutional support were more capable of implementing differentiated instruction effectively. Without robust support and development opportunities, teachers may struggle to consistently apply DI, which could hinder student engagement and practical skill development.

The authors concluded that professional development and administrative support are essential for the successful implementation of differentiated instruction, as inadequate support may limit teachers' ability to improve student outcomes. This critical need for well-supported teachers sets the stage for understanding the benefits of DI.

Furthermore, Safawi & Akay (2022) conducted a meta-analysis of 23 studies evaluating the effectiveness of DI on student outcomes. The findings showed that differentiated instruction had a strong positive effect on academic achievement and a moderate positive effect on students' learning attitudes across different subjects and educational levels. They determined that DI is generally effective across subjects and grade levels, underscoring its potential as a teaching strategy. The researchers concluded that differentiated instruction is an effective approach for improving academic performance and learner engagement in diverse classrooms. In TLE, where practical skills are essential, these findings suggest that DI may enhance both student engagement and practical skills performance.

Building on this understanding, Titus (2025) investigated the role of DI in fostering motivation, independence, and engagement in mixed-ability classrooms. The findings indicated that students became more motivated, confident, and actively engaged when learning activities were adjusted according to their readiness levels, interests, and learning profiles. Learners showed improved participation and confidence in classroom activities.

The writer concluded that differentiated instruction promotes student motivation, autonomy, and engagement, contributing to improved learning outcomes. These findings are relevant to TLE classrooms where practical tasks require initiative, confidence, and hands-on participation.

Similarly, Kara & Tekindur (2025) examined the effect of differentiated instruction on students' academic achievement in science education. The findings revealed that students exposed to differentiated teaching strategies performed significantly better than those taught through traditional methods. Students demonstrated improved understanding and academic performance.

The researchers concluded that differentiated instruction enhances comprehension and academic achievement by addressing learners' individual differences. Although conducted in science education, the findings may be applicable to TLE subjects where practical competencies are emphasized.

Similarly, Lee (2025) examined the implementation of differentiated instruction through collaborative lesson study approaches, focusing on how adjusted lessons influence student participation and understanding. The findings showed that carefully planned differentiated lessons improved student engagement, comprehension, and classroom participation. Students responded positively to instruction tailored to their needs.

The author concluded that differentiated instruction effectively accommodates learner diversity and improves academic outcomes through adaptive teaching strategies. These implications are relevant in TLE classrooms where students possess varying skill levels.

However, Subban (2021) investigated differentiated instruction in secondary education to explore its effects on engagement and performance. The findings revealed that while DI positively influences student outcomes,

teachers often experience challenges such as limited time, heavy workloads, and inadequate professional training. These barriers affected the consistent implementation of differentiated practices.

The study concluded that institutional support is necessary for teachers to sustain differentiated instruction effectively, especially in performance-based and practical subjects. These challenges mirror the realities experienced by TLE teachers managing diverse learners.

Also, Smale-Jacobse et al. (2022) conducted an international review on differentiated instruction and student performance. The findings indicated that DI is most effective when teachers receive sufficient training and administrative support. Flexible grouping, varied tasks, and alternative assessments contributed to improved student performance.

The researchers concluded that differentiated instruction is highly suitable for technical and performance-based subjects because it allows learners to demonstrate competencies according to their abilities. This makes DI particularly relevant in TLE classrooms.

Finally, Deunk et al. (2023) examined the integration of differentiated instruction with authentic and real-life tasks. The purpose was to determine how performance-based environments influence the transfer of classroom knowledge into practical application. The findings showed that authentic and hands-on learning tasks improved students' practical skills, work habits, and ability to apply knowledge in real-life situations. These strategies enhanced meaningful learning experiences.

The writers concluded that differentiated instruction becomes more effective when combined with authentic performance tasks, supporting skill mastery and practical competence development. These conclusions strongly align with TLE objectives, which emphasize practical skills and real-world application.

Synthesis

The reviewed literature and studies provide a strong foundation for understanding the relationship between differentiated instruction and students' practical skills performance in Technology and Livelihood Education (TLE).

The Philippine educational policies and literature strongly support the implementation of differentiated instruction through flexible teaching strategies, contextualized learning experiences, and varied assessment methods that accommodate learner diversity (Philippine News Agency (2023); DepEd (2016); Department of Education (2022); DepEd (2023); University of the Philippines College of Education (2021). Similarly, Tiñas (2025), Corpuz & Salandanan (2018), and Corpuz (2019) emphasized that modifying instructional content, learning processes, assessment products, and classroom environments promotes greater learner engagement, inclusivity, participation, and academic success. These perspectives are further reinforced by Tomlinson et al. (2021), who identified differentiated instruction as an effective means of addressing diverse learner needs while fostering practical and applied skills development, and by UNESCO (2022), which highlighted the importance of adaptive instructional approaches in technical and vocational education.

Furthermore, practical skills performance by Raab (2019) identified psychomotor skills as essential components of technical competence, while the Organization for Economic Co-operation and Development (2020) emphasized quality workmanship as a measure of vocational proficiency. Likewise, the World Bank (2019) highlighted the importance of positive work habits and attitudes such as responsibility, discipline, and teamwork, whereas Shang et al. (2022) stressed the development of problem-solving and decision-making skills as necessary competencies for real-world work environments. These competencies align with the objectives of TLE, which focus on developing employability skills, technical competence, and workplace readiness among learners.

The reviewed studies further establish the relationship between differentiated instruction and learner outcomes. Local studies revealed that differentiated instructional strategies significantly improve students' practical skills,

academic performance, engagement, and learning experiences (Elarco (2023); Ferrer & Naanep (2025); Jelongos & Naanep (2025); Pulvera et al. (2025). Likewise, foreign studies demonstrated that differentiated instruction positively influences academic achievement, motivation, participation, comprehension, independence, and practical skill development when supported by adequate teacher training and institutional support (Van Geel et al. (2024); Safawi & Akay (2022); Titus (2025); Kara & Tekindur (2025); Lee (2025); Smale-Jacobse et al. (2022); Deunk et al. (2023). Although Subban (2021) identified challenges in implementing differentiated instruction, such as limited resources, insufficient training, and workload concerns, the findings nevertheless affirmed its positive impact on student engagement and performance when effectively implemented.

In general, the reviewed literature and studies provide substantial theoretical and empirical support for the present study. They demonstrate that differentiated instruction, through content, process, product, and learning environment differentiation, contributes to the development of learners' psychomotor skills, quality workmanship, work habits and attitudes, and problem-solving and decision-making skills. While previous studies have established the effectiveness of differentiated instruction in improving academic performance, engagement, and practical learning outcomes, limited research has specifically examined its relationship with the practical skills performance of TLE learners within the local setting.

METHODOLOGY

Research Design

The study utilized the descriptive-correlational research design to assess the Differentiated Instruction and Practical Skills Performance of Junior High School TLE Students in Selected Schools in the Division of Parañaque City as a basis for a Proposed Localized Enhancement Program.

The descriptive-correlational research design is a quantitative, non-experimental approach used to describe variables as they naturally occur and to examine the degree of relationship between two or more variables without manipulating them. This design enables researchers to determine whether a relationship exists among variables and to measure the strength and direction of such relationships. The primary purpose of a descriptive-correlational design is to gather information about existing conditions and to investigate the association between variables as they occur in a natural setting (Creswell, J.W. & Creswell, J. D., 2023).

The research design was deemed appropriate for this study because it enabled the researcher to obtain a comprehensive understanding of the existing implementation of differentiated instruction and the practical skills performance of Junior High School TLE students in the Division of Parañaque City. Through the descriptive component, the study was able to determine the current levels of differentiated instruction in terms of content, process, product, and learning environment differentiation, as well as the levels of practical skills performance in terms of technical skills, psychomotor skills, workmanship or quality of outputs, work habits and attitudes, and problem-solving and decision-making skills.

Population and Sampling

This study used a total of 199 respondents, composed of four supervisors, 10 school heads, 85 teachers, and 100 SSLG officers from a total population of 276 in selected Junior High Schools in the Division of Parañaque City.

The study utilized a purposive sampling in selecting the respondents. It is a non-random technique where participants are intentionally selected based on specific characteristics or experiences relevant to the research goals. This method allows researchers to focus on individuals who possess valuable knowledge or expertise related to the topic, ensuring that only those with direct experience are included. Purposive sampling is particularly useful in quantitative research when in-depth insights from a targeted group are needed. (Etikan et al., 2016).

Purposive sampling was well-suited for the study because it focuses on participants who directly hold the roles in differentiated instruction and practical skills performance. These include supervisors, school heads, teachers and Supreme Student Government Officers. Targeting these groups ensures that the data collected is relevant and reflects the perspective of key stakeholders in teaching and practical skills.

Table 1 Population and Sample

Respondents	N	n	%
Supervisors	5	4	80.00
School Administrations	20	10	50.00
Teachers	118	85	72.03
SSLG Officers	133	100	75.19
Total	276	199	72.10

As presented in Table 1, the population and sample size of the study involved 276 respondents from public junior high school in the Division of Parañaque City. This included five supervisors, 20 school administrators, 118 teachers, and 133 SSLG Officers. From this population, a total of 199 respondents or 72.10 percent participated in the study. Specifically, supervisors have a frequency of 4 or 80percent, school administrations have a frequency of 10 or 50 percent, teachers have a frequency of 85 or 72.03 percent and lastly, SSLG Officers have a frequency of 100 or 75.19 percent, respectively.

This implies that the study has a strong level of participation, making the findings generally reliable and reflective of the situation in public junior high schools in Parañaque City. The high response from supervisors, teachers, and SSLG officers shows that key stakeholders' perspectives are well represented. However, the lower participation of school administrators suggests that their views may not be fully captured, which should be considered when interpreting the results.

Table 2 Respondents by School

Public School	Supervisors		School Administrators		Teachers		SSLG Officers		Total	
	f	%	f	%	f	%	f	%	f	%
Schools Division Office	4	100.00							4	2.01
Don Bosco National High School			2	20.00	4	4.71	15	15.00	21	10.55
Dr. Arcadio Santos National High School			1	10.00	6	7.06	33	33.00	40	20.10
Monnwalk National High School			1	10.00	7	8.24	12	12.00	20	10.05
Paranaque National High School – Baclaran Annex			1	10.00	9	10.59	12	12.00	22	11.06
Paranaque National High School – Main			1	10.00	37	43.53	6	6.00	44	22.11
Sun Valley National High School			3	30.00	12	14.12	12	12.00	27	13.57
San Antonio National High School			1	10.00	10	11.76	10	10.00	21	10.55
Total	4	100.00	10	100.00	85	100.00	100	100.00	199	100.00

As presented in Table 2, there are public school selected, namely: Paranaque National High School – Main with a frequency of 44 or 22.11 percent, Dr. Arcadio Santos National High School with a frequency of 40 or 20.10 percent, Sun Valley National High School with a frequency 27 or 13.57 percent, Paranaque National High School – Baclaran Annex with a frequency 22 or 11.06 percent, Don Bosco National High School, and San Antonio National High School, both with a frequency of 21 or 10.55 percent, Monnwalk National High School with 20 or 10.05 percent, and lastly, Schools Division Office with 4 or 2.01 percent.

In general, the majority of the respondents are from Paranaque National High School – Main with 44 or 22.11 percent, which accounts for teachers, while the least are from the Division Office with 4 or 2.01 percent, which accounts for the supervisors.

This implies that the data mainly reflects the perspectives of students and teachers, since they make up most respondents. Responses are also spread across several public schools, giving a broader view of the division. However, the smaller number of school heads and supervisors means their insights may be less represented in the study.

Respondents of the Study

The respondents of the study were the supervisors, school administrators, teachers, and SSLG Officers from public junior high school in Parañaque City.

They were sampled and described according to the following categories, such as age, sex, civil status, educational attainment, and number of years in service:

Table 3 Respondent as to Age

Age (in years)	Supervisors		School Administrators		Teachers		SSLG Officers		Total	
	f	%	f	%	f	%	f	%	f	%
51 years old and above	4	100.00	3	30.00	26	30.59			33	16.58
46 – 50 years old			2	20.00	7	8.24			9	4.52
41 – 45 years old			1	10.00	12	14.12			13	6.53
36 – 40 years old			4	40.00	11	12.94			15	7.54
31 – 35 years old					14	16.47			14	7.04
26 – 30 years old					15	17.65			15	7.54
21 – 25 years old							3	3.00	3	1.51
20 years old and below							97	97.00	97	48.74
Total	4	100.00	10	100.00	85	100.00	100	100.00	199	100.00

As manifested in Table 3, the distribution of respondents as to age shows that 97 or 48.74 percent are aged 20 years old and below, 33 or 16.58 percent are aged 51 years old and above, 15 or 7.54 percent are both aged 26-30 years old, and aged 36-40 years old, 14 or 7.04 percent are aged 31-35 years old, 13 or 6.53 percent are aged 41-45 years old, 9 or 4.52 percent are aged 46-50 years old, and lastly, 1 or 1.51 percent are aged 21-25 years old.

Generally, the majority of the respondents are 20 years old and below, while the least are from 21-25 years old, which accounts both for the SSDLG Officers.

This implies that the study is largely influenced by younger respondents, particularly those aged 20 and below, which may reflect more of the students' perspectives. While there is still representation from older age groups, their smaller number means their views may have less influence on the overall results.

Table 4 Respondent as to Sex

Sex	Supervisors		School Administrators		Teachers		SSLG Officers		Total	
	f	%	f	%	f	%	f	%	f	%
Male	1	25.00	3	30.00	24	28.24	26	26.00	54	27.14
Female	3	75.00	7	70.0	61	71.76	74	74.00	145	72.86
Total	4	100.00	10	100.00	85	100.00	100	100.00	199	100.00

As presented in Table 4, the distribution of respondents as to sex reveals that 145 or 72.86 percent are female, and 54 or 27.14 percent are male.

The findings indicate that the majority of the respondents are female, indicating a greater representation of women in the study. This distribution reveals the composition of the target population and provides a broader perception on the experiences and responses of female participants. However, the inclusion of both male and female respondents ensured that the study captured diverse viewpoints, contributing to a more comprehensive understanding of the variables being investigated.

Table 5 Respondent as to Civil Status

Civil Status	Supervisors		School Administrators		Teachers		SSLG Officers		Total	
	f	%	f	%	f	%	f	%	f	%
Single			2	20.00	33	38.82	100	100.00	135	67.84
Married	3	75.00	7	70.00	50	58.82			60	30.15
Legally Separated					1	1.18			1	0.50
Widow/ed	1	25.00	1	10.00	1	1.18			3	1.51
Total	4	100.00	10	100.00	85	100.00	100	100.00	199	100.00

As presented in Table 5, the distribution of respondents according to civil status shows that single has a frequency of 135 or 67.84 percent, married has a frequency of 60 or 30.15 percent, widow/ed has 3 or 1.51 percent, and lastly, legally separated has 1 0.50 percent.

As a whole, the majority of the respondents are single, which accounts for SSLG Officers, while the least are legally separated which accounts for legally separated.

This implies that the results are mainly influenced by single respondents, since they make up the majority. While married and other groups are included, their perspectives may be less reflected in the overall findings.

Table 6 Respondent as to Educational Attainment

Educational Attainment	Supervisors		School Administrators		Teachers		SSLG Officers		Total	
	f	%	f	%	f	%	f	%	f	%
Doctorate Degree	1	25.00	2	20.00	1	1.18			4	2.01
Doctorate with earned units	1	25.00	1	10.00	5	5.88			7	3.52
Master's Degree	1	25.00	1	10.00	7	8.24			9	4.52
Master's with earned units	1	25.00	6	60.00	43	50.59			50	25.13
Bachelor's Degree					29	34.12			29	14.57
Undergraduate							100	100.00	100	50.25
Total	4	100.00	10	100.00	85	100.00	100	100.00	199	100.00

As presented in Table 6, the distribution of respondents as to educational attainment shows that 100 or 50.25 percent are undergraduate, 50 or 25.13 percent are master's with earned units, 29 or 14.57 percent have bachelor's degree, 9 or 4.52 percent have master's degree, 7 or 3.52 percent are doctorate with earned units, and 4 or 2.01 percent have doctorate degree.

Generally, the majority of the respondents are master's with earned units, accounts for teachers, and the least are doctorate degree holders, which accounts for supervisors.

This implies that the findings are mostly influenced by respondents who are still completing their studies, since undergraduates make up the largest group. While those with higher degrees are included, their perspectives may be less reflected in the overall results.

Table 7 Respondent as to Number of Years in Service

Years in Service	Supervisors		School Administrators		Teachers		Total	
	f	%	f	%	f	%	f	%
31 years and above	2	50.00	2	20.00	14	16.47	18	9.05
26 – 30 years	1	25.00			4	4.71	5	2.51
21 – 25 years	1	25.00	1	10.00	4	4.71	6	3.02
16 – 20 years			4	40.00	9	10.59	13	6.53
11 – 15 years			3	30.00	8	9.41	11	5.53
6 – 10 years					25	29.41	25	12.56
1 – 5 years					21	24.71	21	10.55
Total	4	100.00	10	100.00	85	100.00	199	100.00

As revealed in Table 7, the distribution of respondents as to years in service reveals that 25 or 12.56 percent are 6-10 years in service, 21 or 10.55 percent are 1-5 years in service, 18 or 9.05 percent are 31 years and above in service, 13 or 6.53 percent are 16-20 years in service, 11 or 5.53 percent are 11-15 years in service, 6 or 3.02 percent are 21-25 years in service, and 5 or 2.51 percent are 26-30 years in service.

As a whole, the majority of the respondents 6 – 10 years in service, which account for the teacher respondents, while the least are 26 – 30 years, which accounts for school administrators.

It implies that many respondents have no years of service, likely students, so the results are largely influenced by their perspectives. While there are participants with varying work experience, their views may have a smaller impact on the overall findings.

Research Instrument

Survey questionnaire. This was a researcher-made survey questionnaire designed to gather the data necessary to achieve the objectives of the study.

To establish the content validity, the questionnaire was submitted to a panel of experts in educational research, curriculum and instruction, and Technology and Livelihood Education. Their comments and recommendations were incorporated into the revision of the instrument to ensure that the items were clear, relevant, and aligned with the objectives of the study.

After the validation process, the questionnaire underwent pilot testing to determine its reliability and clarity. The pilot testing was conducted among respondents who possessed characteristics like those of the actual study participants but were not included in the final sample at Marcelo Green National High School, Barangay Marcelo Green, Parañaque City. This process helped identify unclear statements, determine the comprehensibility of the items, and assess the consistency of responses. The feedback gathered from the pilot testing was used to improve the wording, format, and organization of the questionnaire.

The survey questionnaire has the following parts:

Part I. Profile of the Respondent. This was used to gather the demographic information from respondents as to their age, sex, educational attainment, civil status, and number of years in service.

Part II. Assessment on the Differentiated Instruction in Selected Junior High Schools in the Division of Parañaque City. This was used to collect information about differentiated instruction in terms of content differentiation, process differentiation, product differentiation, and learning environment differentiation.

Part III. Assessment on the Practical Skills Performance of TLE Students in Selected Junior High Schools in the Division of Parañaque City. This was utilized to gather information relative to the practical skills performance of TLE students in terms of technical skills, psychomotor skills, workmanship/ quality of outputs, work habits and attitudes, and problem solving and decision-making skills.

Part IV. Assessment on the Problems Encountered. This was utilized to collect data on the problems encountered relative to differentiated instruction and practical skills performance of junior high school TLE students.

Part V. Assessment as to Acceptability of the Proposed Localized Enhancement Program. This was used to collect participants' feedback on the level of acceptability of the Proposed Localized Enhancement Program.

Data Gathering Procedures

The following procedures were undertaken in the collection of data:

1. Permission and approval were sought from the Schools Division Superintendent and school heads in the selected junior high schools in the Division of Paranaque City to conduct the study.
2. Upon the approval, copies of the survey questionnaires were distributed to the target respondents, both in printed and online formats through Google Forms for convenience and wider reach.
3. Survey questionnaires were retrieved, sorted, and tallied the data by respondent.
4. The data were statistically treated, interpreted and analyzed with the help of the statistician and adviser.
5. The data were presented in tabular and textual format for clarity and comprehension.

Statistical Treatment of the Data

The following statistical tools for interpreting results according to the sub-problems were used:

1. Percentage.

This is used to indicate the ratio or

proportion of frequencies across different variables to describe the respondents (Gravetter & Wallnau, 2021). The percentage distributions were applied to summarize the demographic profile of the respondents in terms of age, sex, civil status, educational attainment, and number of years in service.

2. Weighted Mean.

It is a statistical measure that

accounts for the relative importance of each data point by assigning weights before calculating the average. Unlike the simple mean, which treats all values equally, the weighted mean gives more influence on values with higher assigned weights (Healey, 2019). In this study, the weighted mean was used to answer sub-problem nos. 1, 3, 5, and 7.

$$\text{Formula: } WM = \frac{\sum (w_1f_1 + w_2f_2 \dots + w_nf_n)}{N}$$

Where:

WM = weighted mean

f1 = frequency of first cell

w1 = weight of first cell

f2 = frequency of second cell

w2 = weight of second cell

N = number of cases

Five-Point Likert Scale. It is a widely used measurement tool in research for assessing attitudes, perceptions, and opinions. It typically offers five ordered response options that reflect varying degrees of agreement or disagreement. Conceptually, it is a type of ordinal scale that allows researchers to quantify subjective data, making abstract constructs such as satisfaction, motivation, or agreement measurable (Taherdoost, 2021). It was applied to capture the assessments of supervisors, school heads, teachers and SSLG regarding the differentiated instructions, practical skills performance of TLE students, problems encountered, and acceptability of the Proposed Localized Enhancement Program, using the legends below:

A. Assessment on the Differentiated Instruction and Practical Skills Performance.

Scale	Range	Verbal Interpretation	Symbol
5	4.20 - 5.00	Highly Evident	HE
4	3.40 - 4.19	Evident	E
3	2.60 - 3.39	Moderately Evident	ME
2	1.80 - 2.59	Least Evident	LE
1	1.00 - 1.79	Very Least Evident	VLE

B. Assessment on the Problems Encountered

Scale	Range	Verbal Interpretation	Symbol
5	4.20 - 5.00	Highly Encountered	HE
4	3.40 - 4.19	Encountered	E
3	2.60 - 3.39	Moderately Encountered	ME
2	1.80 - 2.59	Least Encountered	LE
1	1.00 - 1.79	Very Least Encountered	VLE

C. Assessment on the Acceptability of the Proposed Localized Enhancement Program

Scale	Range	Verbal Interpretation	Symbol
5	4.20 - 5.00	Highly Acceptable	HA
4	3.40 - 4.19	Acceptable	A
3	2.60 - 3.39	Moderately Acceptable	MA
2	1.80 - 2.59	Least Acceptable	LA
1	1.00 - 1.79	Very Least Acceptable	VLA

3. Analysis of Variance (ANOVA). It is a statistical technique used to determine whether there are significant differences between the means of three or more groups. Conceptually, ANOVA partitions the total variation in data into variation between groups and variation within groups, allowing researchers to test hypotheses about group differences. It is widely applied in experimental and survey research where multiple treatments, categories, or conditions are compared (Gravetter & Wallnau, 2020). It was applied to address sub-problem number 2.

Formula:
$$F = \frac{MSS_b}{MSS_w}$$

Where:

MSS_b = Mean Sum of Squares Between

MSS_w = Mean Sum of Squares Within

The critical t-value at a five percent (0.05) level of significance (alpha level) with respective degrees of freedom was used to set the region of acceptance and rejection in the study.

3. Pearson Correlation Moment r. It is a statistical

measure used to determine the strength and direction of the linear relationship between two continuous variables. (Privitera, 2018). This was used to answer sub-problem no.4.

Formula:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where:

x = viability

y = organizational performance

n = number of samples

Guide in interpreting Coefficient Correlation

(Cohen et al.,2013).

Range of r	Verbal Interpretation
0.00 – 0.09	Negligible Correlation
0.10 – 0.29	Weak Correlation
0.30 – 0.49	Moderate Correlation
0.50 – 1.00	Strong Correlation

PRESENTATION, ANALYSIS, INTERPRETATION OF DATA

Sub-problem No. 1. How do the supervisors, school heads, teachers, and Supreme Secondary Learner Government officers assess the Differentiated Instructions in Selected Schools in the Division of Parañaque City?

1.1. Content Differentiation

Table 8 presents the assessment of the four groups of respondents who rated the differentiated instructions as to content differentiation as Highly Evident with an overall weighted mean of 4.33. Seven (1) items rated as Highly Evident, namely: learning content is contextualized using real-life and community-based livelihood examples with a composite weighted mean of 4.52 as rank 1; safety procedures are explained using approaches appropriate to learner understanding with a composite weighted mean of 4.46 as rank 2; instruction includes basic, intermediate, and advanced concepts to address learner diversity with a composite weighted mean of 4.41 as rank 3; diagnostic assessments inform the focus and complexity of TLE content with a composite weighted mean of 4.36 as rank 4;

Table 8 Differentiated Instructions as to Content Differentiation

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. TLE lesson content is adjusted according to learners' technical readiness and prior experience.	3.75	HE	4.10	E	4.24	HE	4.07	E	4.04	E	8
2. Instruction includes basic, intermediate, and advanced	4.75	HE	4.50	HE	4.24	HE	4.16	E	4.41	HE	3

concepts to address learner diversity.											
3. Learning content is contextualized using real-life and community-based livelihood examples.	4.75	HE	4.80	HE	4.36	HE	4.18	E	4.52	HE	1
4. DepEd-prescribed competencies are retained while content depth is flexibly modified.	4.25	HE	4.30	HE	4.23	HE	4.14	E	4.23	HE	6.5
5. Learning materials are adapted to support learners with varying skill levels.	4.75	HE	4.20	HE	4.28	HE	4.15	E	4.35	HE	5
6. Safety procedures are explained using approaches appropriate to learner understanding.	4.50	HE	4.70	HE	4.47	HE	4.16	E	4.46	HE	2
7. Diagnostic assessments inform the focus and complexity of TLE content.	4.50	HE	4.40	HE	4.38	HE	4.14	E	4.36	HE	4
8. Learners access common competencies through varied technical resources.	4.50	HE	3.90	E	4.35	HE	4.18	E	4.23	HE	6.5
Overall Weighted Mean	4.47	HE	4.36	HE	4.32	HE	4.15	E	4.33	HE	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Evident	HE
4	3.40-4.19	Evident	E
3	2.60-3.39	Moderately Evident	ME
2	1.80-2.59	Least Evident	LE
1	1.00-1.79	Very Least Evident	VLE

Learning materials are adapted to support learners with varying skill levels with a composite weighted mean of 4.35 as rank 5; and DepEd-prescribed competencies are retained while content depth is flexibly modified; and learners access common competencies through varied technical resources with both the composite weighted mean of 4.23 as rank 6.5 respectively. One (1) item rated as Evident which is TLE lesson content is adjusted according to learners' technical readiness and prior experience with a composite weighted mean of 4.04 as rank 8.

The results imply that teachers are effectively applying content differentiation by adjusting learning materials and topics to meet the diverse needs, readiness levels, and skill capacities of learners. The strong emphasis on contextualized and community-based examples also suggests that instruction is becoming more meaningful and relevant to students' daily lives. However, the lower rating on adjusting lesson content based on learners' prior experience indicates a need for more consistent use of learner profiling and readiness assessment to further strengthen individualized instruction.

The findings of the study are associated with Tomlinson et al. (2021) showing that teachers are applying content differentiation by adjusting learning materials to meet learners' needs and making lessons more meaningful through real-life examples. This reflects the practice of modifying content based on students' readiness and

interests.

Likewise, Pulvera et al. (2025) also supports the findings which highlight that teachers with strong knowledge of differentiated instruction are more effective in applying its strategies. However, the lower rating on considering learners' prior experiences suggests a need for more consistent assessment and profiling. This also implies that continuous professional development remains essential to help teachers apply differentiated instruction more effectively and consistently, as emphasized by Van Geel et al. (2024).

1.2. Process Differentiation

Table 9 manifests the assessment of the four groups of respondents who rated the differentiated instructions as to process differentiation as Highly Evident with an overall weighted mean of 4.41. All items rated as Highly Evident, such as the teacher applies varied instructional strategies in delivering TLE lessons with a composite weighted mean of 4.49 as rank 1; alternative tasks are offered for remediation and enrichment with a composite weighted mean of 4.44 as rank 2; flexible grouping is used to enhance peer learning and collaboration; additional guidance is provided to learners who need technical support; and learners' progress through activities at varying paces toward common goals with a similar composite weighted mean of 4.43 as rank 3 respectively; hands-on activities differ in complexity based on learners' skill readiness with a composite weighted mean of 4.41 as rank 6; continuous feedback supports learners during practical activities with a composite weighted mean of 4.35 as rank 7; and instruction emphasizes skill mastery and problem-solving with a composite weighted mean of 4.34 as rank 8.

Table 9 Differentiated Instructions as to Process Differentiation

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. The teacher applies varied instructional strategies in delivering TLE lessons.	4.75	HE	4.40	HE	4.63	HE	4.16	E	4.49	HE	1
2. Hands-on activities differ in complexity based on learners' skill readiness.	4.75	HE	4.20	HE	4.55	HE	4.15	E	4.41	HE	6
3. Flexible grouping is used to enhance peer learning and collaboration.	4.75	HE	4.30	HE	4.51	HE	4.14	E	4.43	HE	3
4. Additional guidance is provided to learners who need technical support.	4.75	HE	4.30	HE	4.49	HE	4.19	E	4.43	HE	3
5. Learners' progress through activities at varying paces toward common goals.	4.75	HE	4.30	HE	4.48	HE	4.18	E	4.43	HE	3
6. Alternative tasks are offered for remediation and enrichment.	4.75	HE	4.40	HE	4.43	HE	4.16	E	4.44	HE	2
7. Continuous feedback supports learners during practical activities.	4.50	HE	4.30	HE	4.45	HE	4.15	E	4.35	HE	7
8. Instruction emphasizes skill mastery and problem-solving.	4.50	HE	4.20	HE	4.50	HE	4.18	E	4.34	HE	8
Overall Weighted Mean	4.69	HE	4.30	HE	4.50	HE	4.16	E	4.41	HE	

The results imply that teachers are consistently and effectively implementing process differentiation in TLE instruction by using a variety of strategies that support learners' diverse needs and skill levels. The strong use of flexible grouping, varied tasks, and continuous feedback indicates a learning environment that promotes collaboration, gradual skill development, and active engagement. However, slightly lower ratings in providing

ongoing feedback and emphasizing problem-solving suggest the need to further strengthen real-time coaching and higher-order thinking activities to fully maximize learners' practical competencies and independent learning.

The result is supported by Corpuz & Salandanan (2018), that process differentiation allows learners to engage in different activities such as group work, guided practice, and independent tasks. Also, Safawi & Akay (2022) emphasized that differentiated instruction enhances student performance and engagement by responding to learners' varying needs and abilities. This supports the present finding that although teachers demonstrated strong practices in practical demonstrations and individualized support, the slightly lower ratings in continuous feedback and problem-solving indicate the need to strengthen real-time guidance and provide more opportunities for higher-order thinking. Improving these areas may help learners become more independent, confident, and actively engaged in developing practical skills.

1.3. Product Differentiation

Table 10 reveals the assessment of the four groups of respondents who rated the differentiated instructions as to product differentiation as Highly Evident with an overall weighted mean of 4.38. All items rated as Highly Evident, these are: outputs allow learners to apply skills based on their strengths and interests with a composite weighted mean of 4.47 as rank 1; task difficulty varies according to learners' skill development with a composite weighted mean of 4.42 as rank 2; learners demonstrate learning through varied TLE outputs; and competency-based rubrics are used to assess diverse products fairly with both the composite weighted mean of 4.41 as rank 35 respectively; feedback is provided to improve technical performance with a composite weighted mean of 4.39 as rank 5; learner reflection is encouraged to support continuous improvement with a composite weighted mean of 4.36 as rank 6; learners are given options in presenting complete tasks with a composite weighted mean of 4.32 as rank 7; and products emphasize authentic applications of TLE competencies with a composite weighted mean of 4.28 as rank 8.

Table 10 Differentiated Instructions as to Product Differentiation

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Learners demonstrate learning through varied TLE outputs.	4.50	HE	4.50	HE	4.50	HE	4.15	E	4.41	HE	3.5
2. Outputs allow learners to apply skills based on their strengths and interests.	4.75	HE	4.50	HE	4.46	HE	4.18	E	4.47	HE	1
3. Competency-based rubrics are used to assess diverse products fairly.	4.50	HE	4.50	HE	4.48	HE	4.14	E	4.41	HE	3.5
4. Learners are given options in presenting complete tasks.	4.50	HE	4.20	HE	4.44	HE	4.14	E	4.32	HE	7
5. Products emphasize authentic applications of TLE competencies.	4.50	HE	4.10	E	4.41	HE	4.09	E	4.28	HE	8
6. Task difficulty varies according to learners' skill development.	4.75	HE	4.30	HE	4.49	HE	4.12	E	4.42	HE	2
7. Feedback is provided to improve technical performance.	4.50	HE	4.40	HE	4.50	HE	4.15	E	4.39	HE	5
8. Learner reflection is encouraged to support continuous improvement.	4.50	HE	4.30	HE	4.47	HE	4.19	E	4.36	HE	6
Overall Weighted Mean	4.56	HE	4.35	HE	4.47	HE	4.15	E	4.38	HE	

The results imply that teachers are effectively applying product differentiation by allowing learners to showcase their skills through varied, competency-based outputs that reflect both their strengths and interests. The use of flexible performance tasks and standardized rubrics indicates a fair and inclusive assessment system that supports diverse learner outputs while maintaining quality standards. However, the relatively lower ratings on authentic application and learner choice in presenting outputs suggest a need to further enhance real-world task integration and provide more opportunities for students to demonstrate creativity and ownership in their final products.

The foregoing results are aligned with UNESCO (2022), which emphasizes the significance of real-world, performance-based learning, a principle echoed in the observed teaching practices where educators are effectively implementing product differentiation. This approach allows students to demonstrate their skills through diverse outputs that align with their individual strengths and interests. The integration of flexible tasks and clear rubrics ensures that assessment is both fair and inclusive, with performance-based tasks accurately reflecting learners' actual competencies.

1.2 Learning Environment Differentiation

Table 11 depicts the assessment of the four groups of respondents who rated the differentiated instructions as to learning environment differentiation as Highly Evident with an overall weighted mean of 4.35. All items rated as Highly Evident, namely: safety rules are consistently implemented during TLE activities; and teacher support builds learner confidence in technical tasks with both the composite weighted mean of 4.43 as rank 1.5 respectively; diverse learning needs and skill levels are respected with a composite weighted mean of 4.40 as rank 3; the environment promotes active participation and collaboration with a composite weighted mean of 4.37 as rank 4; classroom routines allow independent and group work with a composite weighted mean of 4.34 as rank 5; the TLE learning environment supports safe and inclusive skill development with a composite weighted mean of 4.33 as rank 6; workshop and classroom layouts are adjusted for varied learning activities with a composite weighted mean of 4.27 as rank 7; and tools

Table 11 Differentiated Instructions as to Learning Environment Differentiation

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. The TLE learning environment supports safe and inclusive skill development.	4.50	HE	4.30	HE	4.39	HE	4.14	E	4.33	HE	6
2. Workshop and classroom layouts are adjusted for varied learning activities.	4.50	HE	4.20	HE	4.29	HE	4.11	E	4.27	HE	7
3. Tools and materials are made accessible to all learners.	4.50	HE	4.10	E	4.14	E	4.16	E	4.23	HE	8
4. Safety rules are consistently implemented during TLE activities.	4.50	HE	4.50	HE	4.55	HE	4.18	E	4.43	HE	1.5
5. The environment promotes active participation and collaboration.	4.50	HE	4.30	HE	4.46	HE	4.21	HE	4.37	HE	4
6. Classroom routines allow independent and group work.	4.50	HE	4.30	HE	4.39	HE	4.18	E	4.34	HE	5
7. Teacher support builds learner confidence in technical tasks.	4.50	HE	4.50	HE	4.57	HE	4.15	E	4.43	HE	1.5
8. Diverse learning needs and skill levels are respected.	4.50	HE	4.50	HE	4.43	HE	4.18	E	4.40	HE	3
Overall Weighted Mean	4.50	HE	4.34	HE	4.40	HE	4.16	E	4.35	HE	

and materials are made accessible to all learners with a composite weighted mean of 4.23 as rank 8.

The results show that teachers are effectively creating a safe, inclusive, and supportive learning environment that fosters confidence, collaboration, and active engagement among learners in TLE activities. The consistent implementation of safety measures and strong teacher support highlights a well-managed classroom atmosphere conducive to skill development. On the other hand, the relatively lower ratings on the accessibility of tools and flexibility of physical learning spaces indicate a need to further improve resource organization and workshop arrangement to better accommodate varied learning activities and ensure equal access for all learners.

The earlier findings were in harmony with Corpuz (2019), who asserts that learning environment differentiation centers on establishing flexible and supportive classroom settings. The authors emphasize that strategically arranging classrooms to encourage collaboration, hands-on activities, and learner autonomy significantly enhances student participation and confidence. These dynamic environments actively promote active learning, thereby mirroring the Philippine curriculum's strong commitment to learner-centered instruction, especially within Technology and Livelihood Education and other applied subjects.

Table 12 Summary of Differentiated Instructions

Criteria	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Content Differentiation	4.47	HE	4.36	HE	4.32	HE	4.15	E	4.33	HE	4
2. Process Differentiation	4.69	HE	4.30	HE	4.50	HE	4.16	E	4.41	HE	1
3. Product Differentiation	4.56	HE	4.35	HE	4.47	HE	4.15	E	4.38	HE	2
4. Learning Environment Differentiation	4.50	HE	4.34	HE	4.40	HE	4.16	E	4.35	HE	3
Grand Mean	4.56	HE	4.34	HE	4.42	HE	4.16	E	4.37	HE	

As summarized in Table 12, the four groups of respondents rated the differentiated instructions as Highly Evident with the grand mean of 4.37. All criteria were rated as Highly Evident, such as process differentiation with a composite weighted mean of 4.41 as rank 1; product differentiation with a composite weighted mean of 4.38 as rank 2; learning environment differentiation with a composite weighted mean of 4.35 as rank 3; and content differentiation with a composite weighted mean of 4.33 as rank 4.

The findings indicate that differentiated instruction is strongly and consistently practiced across content, process, product, and learning environment dimensions in TLE classes. This reflects teachers' commitment to addressing diverse learner needs through flexible strategies that enhance engagement, skill development, and meaningful learning experiences. Notably, process and product differentiation emerge as the most strongly implemented areas, suggesting effective support for active learning and performance-based tasks. In contrast, content differentiation, while still highly evident, points to a need for further refinement in tailoring instructional materials to varying learner readiness levels to ensure even more balanced implementation across all dimensions.

The aforementioned outcome matches the study conducted by Ferrer & Naanep (2025), who strongly support the observation that a consistent application of differentiated instruction within TLE classes, where teachers employ varied strategies across content, process, product, and learning environment to effectively address the diverse needs of learners, leads to improved student performance and learning outcomes, especially in skill-based subjects like TLE. This approach, reflecting a learner-centered philosophy, fosters meaningful and effective learning experiences.

This is also supported by the directives of the Department of Education (2022), which encourages flexible teaching approaches to meet the different needs of learners. Process and product differentiation were more commonly practiced, allowing students to participate actively and experience varied ways of learning. However, content differentiation still needs improvement to better fit students' readiness levels, as noted by Tiñas (2025).

Sub-problem No. 2. Is there a significant difference among the assessments of the four groups of respondents relative to differentiated instructions using the above-mentioned variables?

Table 13

Comparative Assessment of Differentiated Instructions

Areas of Concern		SS	MSS	df	F-value	Critical Value	Interpretation	Decision
1. Content Differentiation	Bet. Grp Within Grp.	0.053 32.07	0.017 1.145	3 28	0.01560	2.95	Not Significant	Failed to Reject Ho
2. Process Differentiation	Bet. Grp Within Grp.	0.168 32.01	0.056 1.143	3 28	0.04907	2.95	Not Significant	Failed to Reject Ho
3. Product Differentiation	Bet. Grp Within Grp.	0.097 32.01	0.032 1.143	3 28	0.02837	2.95	Not Significant	Failed to Reject Ho
4. Learning Environment Differentiation	Bet. Grp Within Grp.	0.060 32.01	0.020 1.143	3 28	0.01752	2.95	Not Significant	Failed to Reject Ho

Level of Significance: 0.05

As presented in Table 13, the comparative assessment indicate that there is no statistically significant difference in the evaluations of Supervisors, School Heads, Teachers, and SSLG Officers regarding differentiated instruction across all areas of concern. Specifically, Content Differentiation ($F = 0.01560$; $df = 3,28$; $CV = 2.95$), Process Differentiation ($F = 0.04907$; $df = 3,28$; $CV = 2.95$), Product Differentiation ($F = 0.02837$; $df = 3,28$; $CV = 2.95$), and Learning Environment Differentiation ($F = 0.01752$; $df = 3,28$; $CV = 2.95$) all have computed F-values that are lower than the critical value at the 0.05 level of significance. As a result, the null hypothesis is not rejected in all cases, indicating that the four groups share similar perceptions regarding the implementation of differentiated instruction.

This implies a strong consensus among stakeholders on how differentiated instruction is applied in the classroom, suggesting that strategies related to content, process, product, and learning environment are consistently understood and practiced.to demonstrate their understanding through varied performance-based tasks.

The preceding results are related to Smale-Jacobse et al. (2019), which emphasized that differentiated instruction allows teachers to modify learning activities and assessments based on students' readiness, interests, and learning needs, enabling learners to demonstrate their understanding in various ways. This finding is also supported by the Department of Education (2023), which encourages performance-based assessments in TLE where students can show what they have learned not only through written work but also through practical and varied learning tasks. These results indicate that teachers consistently apply differentiated instruction by adjusting content, process, product, and the learning environment to better address students' diverse needs.

Sub-problem No. 3. What is the Level of Practical Skills Performance of TLE Students?

3.1 Technical Skills

Table 14 shows the assessment of the four groups of respondents who rated the level of practical skills performance of TLE students as to technical skills as Highly Evident with an overall weighted mean of 4.38. All items were rated as Highly Evident, these are: the learner handles materials with care to minimize waste and damage with a composite weighted mean of 4.46 as rank 1; the learner demonstrates competency in basic TLE techniques relevant to the lesson with a composite weighted mean of 4.42 as rank 2; the learner completes technical tasks within expected time and quality standards with a composite weighted mean of 4.41 as rank 3; the learner follows sequence of procedures without skipping steps with a

Table 14 Level of Practical Skills Performance of TLE Students as to Technical Skills

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. The learner uses tools and equipment correctly according to standard procedures.	4.50	HE	4.20	HE	4.45	HE	4.07	E	4.30	HE	8
2. The learner applies appropriate technical steps to complete tasks accurately.	4.50	HE	4.30	HE	4.46	HE	4.16	E	4.36	HE	6
3. The learner demonstrates understanding of machine operations and safety requirements.	4.50	HE	4.30	HE	4.37	HE	4.18	E	4.34	HE	7
4. The learner follows sequence of procedures without skipping steps.	4.50	HE	4.60	HE	4.34	HE	4.14	E	4.40	HE	4
5. The learner demonstrates competency in basic TLE techniques relevant to the lesson.	4.50	HE	4.50	HE	4.53	HE	4.15	E	4.42	HE	2
6. The learner handles materials with care to minimize waste and damage.	4.50	HE	4.70	HE	4.48	HE	4.16	E	4.46	HE	1
7. The learner shows consistent accuracy in measuring and setting up equipment.	4.50	HE	4.50	HE	4.38	HE	4.14	E	4.38	HE	5
8. The learner completes technical tasks within expected time and quality standards.	4.50	HE	4.60	HE	4.38	HE	4.18	E	4.41	HE	3
Overall Weighted Mean	4.50	HE	4.46	HE	4.42	HE	4.15	E	4.38	HE	

Legend:

<i>Range Scale</i>	<i>Verbal Interpretation</i>	<i>Symbol</i>
5 4.20-5.00	Highly Evident	HE
4 3.40-4.19	Evident	E
3 2.60-3.39	Moderately Evident	ME
2 1.80-2.59	Least Evident	LE
1 1.00-1.79	Not Evident	NE

composite weighted mean of 4.40 as rank 4; the learner shows consistent accuracy in measuring and setting up equipment with a composite weighted mean of 4.38 as rank 5; the learner applies appropriate technical steps to complete tasks accurately with a composite weighted mean of 4.36 as rank 6; the learner demonstrates understanding of machine operations and safety requirements with a composite weighted mean of 4.34 as rank 7; and the learner uses tools and equipment correctly according to standard procedures with a composite weighted

mean of 4.30 as rank 8.

The results indicate that TLE students demonstrate strong technical skills performance, particularly in handling materials responsibly, applying basic competencies, and completing tasks with accuracy and efficiency. This shows that learners are not only developing practical knowledge but are also gaining discipline in following procedures and maintaining quality standards in technical work. Nevertheless, the comparatively lower rating on proper use of tools and equipment signals a need for more focused practice and reinforcement of hands-on training to further strengthen mastery of technical operations and ensure safer, more precise execution of tasks.

The earlier findings were coherent with the study executed by Deunk et al. (2023), who strongly supports the finding that authentic, real-world tasks significantly enhance skill application, aligning with the results that show students possess robust technical skills in TLE, particularly in handling materials, applying basic competencies, and completing tasks accurately and responsibly. This highlights the effectiveness of hands-on and skills-based learning in developing practical competencies.

The Philippine News Agency (2023) lower rating observed in the proper use of tools and equipment suggests a clear need for increased guided practice and repeated exposure to further improve students' confidence, safety, and precision in performing tasks.

3.2 Psychomotor Skills

Table 15 manifests the assessment of the four groups of respondents who rated the level of practical skills performance of TLE students as to psychomotor skills as Highly Evident with an overall weighted mean of 4.34. All items rated as Highly Evident, namely: the learner demonstrates consistent physical control in practical activities with a composite weighted mean of 4.40 as rank 1; the learner adjusts hand pressure and movement according to task requirements with a composite weighted mean of 4.37 as rank 2; the learner uses

Table 15 Level of Practical Skills Performance of TLE Students as to Psychomotor Skills

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. The learner exhibits steady hand-eye coordination during practical tasks.	4.50	HE	4.40	HE	4.33	HE	4.13	E	4.34	HE	4.5
2. The learner performs movements smoothly and with control.	4.50	HE	4.30	HE	4.33	HE	4.20	HE	4.33	HE	6
3. The learner demonstrates speed and accuracy in completing manual tasks.	4.50	HE	4.30	HE	4.20	HE	4.19	E	4.30	HE	7.5
4. The learner uses correct body posture and positioning for safe practice.	4.50	HE	4.40	HE	4.34	HE	4.15	E	4.35	HE	3
5. The learner adjusts hand pressure and movement according to task requirements.	4.50	HE	4.50	HE	4.30	HE	4.19	E	4.37	HE	2
6. The learner shows dexterity in handling small parts and tools.	4.50	HE	4.40	HE	4.28	HE	4.19	E	4.34	HE	4.5
7. The learner performs tasks without unnecessary hesitation or repeated errors.	4.50	HE	4.30	HE	4.22	HE	4.16	E	4.30	HE	7.5

8. The learner demonstrates consistent physical control in practical activities.	4.50	HE	4.60	HE	4.32	HE	4.18	E	4.40	HE	1
Overall Weighted Mean	4.50	HE	4.40	HE	4.29	HE	4.17	E	4.34	HE	

correct body posture and positioning for safe practice with; a composite weighted mean of 4.35 as rank 3; the learner exhibits steady hand-eye coordination during practical tasks and the learner shows dexterity in handling small parts and tools with both the composite weighted mean of 4.34 as rank 4 and 5; the learner performs movements smoothly and with control with a composite weighted mean of 4.33 as rank 6; and the learner demonstrates speed and accuracy in completing manual tasks; and the learner performs tasks without unnecessary hesitation or repeated errors with both the composite weighted mean of 4.30 as rank 7 and 8.

The results indicate that TLE students display strong psychomotor skill development, particularly in physical control, coordination, and proper body mechanics during practical activities. This reflects effective training that supports safe, accurate, and coordinated performance of hands-on tasks essential in technical education. In the same vein, the slightly lower ratings on speed, smoothness, and confidence in task execution suggest the need for continued practice and repeated exposure to hands-on activities to further enhance fluency, precision, and efficiency in performing technical skills.

The foregoing result is aligned with the study conducted by Shang et al. (2022), who explained that engaging students in practical tasks helps improve their control, decision-making, and ability to perform tasks accurately. However, the slightly lower ratings in speed and confidence suggest that students still need more repeated practice and exposure to tasks so they can perform more smoothly, efficiently, and with greater confidence.

3.3 Workmanship / Quality of Output

Table 16 presents the assessment of the four groups of respondents who rated the level of practical skills performance of TLE students as to workmanship / quality of output as Highly Evident with an overall weighted mean of 4.33. All items were rated as Highly Evident, such as: the learner demonstrates attention to detail in finishing and presentation with a composite weighted mean of 4.38 as rank 1; the learner corrects errors immediately to improve final output with a composite weighted mean of 4.37 as rank 2; the learner shows consistency in the quality of work produced with a composite weighted mean of 4.35 as rank 3; the learner produces outputs that are functional and practical with a composite weighted mean of 4.33 as rank 4; the learner's work is neat, organized, and free of major defects with a composite weighted mean of 4.32 as rank 5; the learner's output meets the required specifications and standards with a composite weighted mean of 4.31 as rank 6; the learner completes output with a high level of craftsmanship with a composite weighted mean of 4.30 as rank 7; and the learner uses materials efficiently to avoid wastage with a composite weighted mean of 4.29 as rank 8.

Table 16 Level of Practical Skills Performance of TLE Students as to Workmanship / Quality of Output

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. The learner's output meets the required specifications and standards.	4.50	HE	4.20	HE	4.34	HE	4.19	E	4.31	HE	6
2. The learner's work is neat, organized, and free of major defects.	4.50	HE	4.30	HE	4.29	HE	4.21	HE	4.32	HE	5
3. The learner demonstrates attention to detail in finishing and presentation.	4.50	HE	4.50	HE	4.31	HE	4.20	HE	4.38	HE	1

4. The learner produces outputs that are functional and practical.	4.50	HE	4.20	HE	4.44	HE	4.20	HE	4.33	HE	4
5. The learner uses materials efficiently to avoid wastage.	4.50	HE	4.00	E	4.45	HE	4.20	HE	4.29	HE	8
6. The learner shows consistency in the quality of work produced.	4.50	HE	4.30	HE	4.39	HE	4.19	E	4.35	HE	3
7. The learner corrects errors immediately to improve final output.	4.50	HE	4.40	HE	4.38	HE	4.20	HE	4.37	HE	2
8. The learner completes output with a high level of craftsmanship.	4.50	HE	4.20	HE	4.35	HE	4.16	E	4.30	HE	7
Overall Weighted Mean	4.50	HE	4.26	HE	4.37	HE	4.19	E	4.33	HE	

The results show that TLE students demonstrate a strong level of workmanship, especially in producing outputs that are neat, functional, and meet the required standards. This suggests that students are developing the technical skills and sense of responsibility needed to complete practical tasks effectively. Their ability to produce quality work reflects their understanding of the lessons and their commitment to doing tasks properly. However, the lower rating in the efficient use of materials indicates that students still need more guidance in managing resources wisely. Providing more opportunities to practice proper resource management can help learners reduce waste, use materials more efficiently, and maintain the quality of their work while performing technical tasks.

The previous outcome corresponds with the investigations carried out by Organisation for Economic Co-operation and Development (2020) explained that quality workmanship reflects careful execution, attention to detail, and adherence to standards.

3.4 Work Habits and Attitudes

Table 17 shows the assessment of the four groups of respondents who rated the level of practical skills performance of TLE students as to work habits and attitudes as Highly Evident with an overall weighted mean of 4.37. All items rated were rated as Highly Evident, these are: the learner shows respect for peers, teacher, and school property with a composite weighted mean of 4.47 as rank 1; the learner demonstrates willingness to learn and participate actively with a composite weighted mean of 4.42 as rank 2; the learner follows classroom rules and safety procedures consistently; and the learner accepts feedback and makes improvements accordingly with both the composite weighted mean of 4.39 as rank 3 and 4; the learner demonstrates perseverance even when tasks are challenging with a composite weighted mean of 4.36 as rank 5; the learner shows responsibility in maintaining tools and workspace; and the learner exhibits punctuality and commitment to task completion with both the composite weighted mean of 4.33 as rank 6 and 7; and the learner arrives prepared with required tools and materials with a composite weighted mean of 4.29 as rank 8.

Table 17 Level of Practical Skills Performance of TLE Students as to Work Habits and Attitudes

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. The learner follows classroom rules and safety procedures consistently.	4.50	HE	4.40	HE	4.49	HE	4.16	E	4.39	HE	3.5
2. The learner arrives prepared with required tools and materials.	4.50	HE	4.20	HE	4.30	HE	4.14	E	4.29	HE	8

3. The learner shows responsibility in maintaining tools and workspace.	4.50	HE	4.20	HE	4.40	HE	4.20	HE	4.33	HE	6.5
4. The learner demonstrates willingness to learn and participate actively.	4.50	HE	4.50	HE	4.48	HE	4.22	HE	4.42	HE	2
5. The learner exhibits punctuality and commitment to task completion.	4.50	HE	4.30	HE	4.33	HE	4.19	E	4.33	HE	6.5
6. The learner shows respect for peers, teacher, and school property.	4.50	HE	4.70	HE	4.48	HE	4.22	HE	4.47	HE	1
7. The learner demonstrates perseverance even when tasks are challenging.	4.50	HE	4.40	HE	4.35	HE	4.21	HE	4.36	HE	5
8. The learner accepts feedback and makes improvements accordingly.	4.50	HE	4.50	HE	4.43	HE	4.15	E	4.39	HE	3.5
Overall Weighted Mean	4.50	HE	4.40	HE	4.41	HE	4.19	E	4.37	HE	

The results imply that TLE students demonstrate a strong level of workmanship, particularly in producing outputs that are detailed, functional, and aligned with required standards. This shows that learners are developing not only technical accuracy but also a sense of responsibility in producing quality and well-organized outputs. On the other hand, the relatively lower rating on efficient use of materials suggests the need to further strengthen practices on resource management and sustainability, ensuring that quality craftsmanship is matched with cost-effective and mindful use of materials in all technical tasks.

The foregoing results were aligned with the study conducted by Smale-Jacobse et al. (2022), emphasized that allowing students to demonstrate outputs based on their abilities improves the quality of their work. However, the lower rating on efficient use of materials suggests a need to strengthen resource management and promote more mindful and responsible practices, as highlighted by the World Bank (2019), which stresses the importance of discipline and responsibility in task performance.

3.5 Problem Solving and Decision-Making Skills

Table 18 Level of Practical Skills Performance of TLE Students as to Problem Solving and Decision-Making Skills

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. The learner identifies problems and potential risks during practical tasks.	4.50	HE	4.30	HE	4.34	HE	4.16	E	4.33	HE	6
2. The learner analyzes situations before deciding on the next steps.	4.50	HE	4.40	HE	4.34	HE	4.16	E	4.35	HE	3.5
3. The learner chooses appropriate solutions based on available resources.	4.50	HE	4.30	HE	4.37	HE	4.19	E	4.34	HE	5
4. The learner demonstrates logical thinking in troubleshooting errors.	4.50	HE	4.20	HE	4.31	HE	4.21	HE	4.30	HE	8

5. The learner makes safe and practical decisions during task execution.	4.50	HE	4.50	HE	4.41	HE	4.19	E	4.40	HE	1
6. The learner adjusts methods when original plans do not work.	4.50	HE	4.30	HE	4.38	HE	4.21	HE	4.35	HE	3.5
7. The learner seeks help appropriately when problems exceed their capacity.	4.50	HE	4.40	HE	4.46	HE	4.20	HE	4.39	HE	2
8. The learner reflects on mistakes to avoid repeating them in future tasks.	4.50	HE	4.20	HE	4.35	HE	4.19	E	4.31	HE	7
Overall Weighted Mean	4.50	HE	4.33	HE	4.37	HE	4.19	E	4.35	HE	

As exhibited in Table 18, the assessment of the four groups of respondents who rated the level of practical skills performance of TLE students as to problem solving and decision-making skills as Highly Evident with an overall weighted mean of 4.35. All items were rated as Highly Evident, namely: the learner makes safe and practical decisions during task execution with a composite weighted mean of 4.40 as rank 1; the learner seeks help appropriately when problems exceed their capacity with a composite weighted mean of 4.39 as rank 2; the learner analyzes situations before deciding on the next steps; and the learner adjusts methods when original plans do not work with both the composite weighted mean of 4.35 as rank 3.5 respectively; the learner chooses appropriate solutions based on available resources with a composite weighted mean of 4.34 as rank 5; the learner identifies problems and potential risks during practical tasks with a composite weighted mean of 4.33 as rank 6; the learner reflects on mistakes to avoid repeating them in future tasks with a composite weighted mean of 4.31 as rank 7; and the learner demonstrates logical thinking in troubleshooting errors with a composite weighted mean of 4.30 as rank 8.

The results reveal that TLE students demonstrate strong problem-solving and decision-making skills, particularly in making safe and practical choices, seeking assistance when necessary, and adjusting strategies during task execution. This reflects their growing ability to think critically and respond appropriately to challenges encountered in practical activities. Moreover, the consistent ratings across all indicators point to a well-developed capacity for analyzing situations and applying logical solutions in real time. In contrast, the slightly lower rating on reflective thinking after mistakes signals a need to further strengthen post-task reflection activities, enabling learners to better internalize lessons learned and enhance future performance in technical tasks.

The foregoing result is related to the findings of the study conducted by Lee (2025) found that when lessons are designed to match learners' needs, students become more engaged and are better able to think, understand, and respond to tasks. This directly supports the observation that students' ability to make safe decisions, adjust their actions, and respond to challenges demonstrates their developing problem-solving skills in TLE classes. However, the slightly lower rating in reflecting after mistakes suggests that students may still need more guidance in reviewing their work so they can learn from their experiences and improve their performance in future tasks.

Table 19 Summary of Level of Practical Skills Performance of TLE Students

Criteria	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Technical Skills	4.50	HE	4.46	HE	4.42	HE	4.15	E	4.38	HE	1
2. Psychomotor Skills	4.50	HE	4.40	HE	4.29	HE	4.17	E	4.34	HE	4
3. Workmanship / Quality of Output	4.50	HE	4.26	HE	4.37	HE	4.19	E	4.33	HE	5
4. Work Habits and Attitudes	4.50	HE	4.40	HE	4.41	HE	4.19	E	4.37	HE	2
5. Problem Solving and Decision-Making Skills	4.50	HE	4.33	HE	4.37	HE	4.19	E	4.35	HE	3
Grand Mean	4.50	HE	4.37	HE	4.37	HE	4.18	E	4.35	HE	

As summarized in Table 19, the four groups of respondents rated the level of practical skills performance of TLE students as Highly Evident, with the grand mean of 4.35. All criteria were rated as Highly Evident, such as: technical skills with a composite weighted mean of 4.38 as rank 1; work habits and attitudes with a composite weighted mean of 4.37 as rank 2; problem solving and decision-making skills with a composite weighted mean of 4.35 as rank 3; psychomotor skills with a composite weighted mean of 4.34 as rank 4; and workmanship / quality of output with a composite weighted mean of 4.33 as rank 5.

The findings reflect that TLE students demonstrate a strong overall level of practical skills performance, with competencies clear across technical abilities, work habits, problem-solving, psychomotor skills, and quality of output. This suggests that instructional practices are effectively supporting the development of well-rounded learners who can perform tasks with accuracy, discipline, and efficiency. Notably, technical skills and work habits emerged as the strongest areas, indicating solid foundation training in both performance and attitude. In the same direction, the slightly lower ratings in psychomotor skills and workmanship points to the need for continued enhancement of hands-on practice and refinement activities to further elevate precision, fluency, and output quality in technical tasks.

The foregoing result is aligned with the study conducted by Elarco (2023) found that using varied and differentiated instructional strategies helps improve students' practical skills, especially in hands-on and performance-based tasks. This supports the strong overall performance of students across different skill areas, which shows that they are developing into well-rounded learners who can perform tasks accurately and responsibly in TLE classes. However, the slightly lower results in psychomotor skills and workmanship suggest that students may still need more continuous practice and guided activities to further improve their precision, fluency, and quality of output.

Sub-problem No. 4. Is there a significant relationship among the assessments of the four groups of respondents as to differentiated instructions and level of practical skills performance of TLE students?

Table 20 Correlation Between Differentiated Instructions and Level of Practical Skills Performance of TLE Students

Indicators	r-value	VI	df	t-value	Critical Value	Int.	Decision
1. Technical Skills	0.99	VSC	14	3.74145	2.145	Significant	Reject H_0
2. Psychomotor Skills	0.99	VSC	14	3.74135	2.145	Significant	Reject H_0
3. Workmanship / Quality of Output	1.00	PC	14	3.74160	2.145	Significant	Reject H_0
4. Work Habits and Attitudes	0.99	VSC	14	3.74127	2.145	Significant	Reject H_0
5. Problem Solving and Decision-Making Skills	0.99	VSC	14	3.74153	2.145	Significant	Reject H_0

Legend:

Range	Verbal Interpretation	Symbol
1.0	Perfect Correlation	PC
0.71 – 0.99	Very Strong Correlation	VSC
0.51 - 0.70	Strong Correlation	SC
0.31 – 0.50	Moderate Correlation	MC
0.11 – 0.30	Weak Correlation	WC

As reflected in Table 20, there is a very strong to perfect and statistically significant relationship between differentiated instruction and the level of practical skills performance of TLE students. All indicators—Technical Skills ($r = 0.99$), Psychomotor Skills ($r = 0.99$), Workmanship/Quality of Output ($r = 1.00$), Work Habits and Attitudes ($r = 0.99$), and Problem Solving and Decision-Making Skills ($r = 0.99$)—demonstrate very strong to perfect correlations. Moreover, all computed t-values (ranging from 3.74127 to 3.74160) exceed the critical value of 2.145 at $df = 14$ and 0.05 level of significance, leading to the rejection of the null hypothesis in all cases. This confirms that differentiated instruction is significantly associated with students' practical skills performance.

The foregoing result is supported by Kara & Tekindur (2025), who found that students exposed to differentiated instruction perform notably better than those taught using traditional methods. Consequently, teachers are strongly encouraged to continue both using and strengthening differentiated strategies within TLE classes to further elevate students' overall performance.

Sub-problem No. 5. What are the problems encountered relative to differentiated instructions and level of practical skills performance of TLE students?

5.1. Differentiated Instructions

Table 21 Problems Encountered Relative to Differentiated Instructions

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers have trouble in preparing learning materials that address varied learner readiness.	4.25	HE	4.20	HE	3.91	E	3.73	E	4.02	E	7
2. Presenting lessons using multiple formats to meet diverse learning preferences remains challenging.	3.40	E	3.60	E	4.12	E	4.03	E	3.79	E	8
3. Limited time and resources constrain the use of varied instructional strategies.	4.25	HE	4.00	E	4.09	E	3.93	E	4.07	E	4.5
4. Providing flexible guidance to accommodate different learning paces is difficult.	4.75	HE	3.90	E	4.21	HE	4.02	E	4.22	HE	1
5. Designing varied assessment tasks for diverse learners poses a challenge.	4.25	HE	3.80	E	4.20	HE	4.01	E	4.07	E	4.5
6. Giving timely and individualized feedback on student work is often difficult.	4.25	HE	4.10	E	4.05	E	3.98	E	4.10	E	3
7. Limited classroom space and resources hinder varied learning activities.	4.25	HE	4.30	HE	4.10	E	4.05	E	4.18	E	2
8. Creating an inclusive and supportive classroom environment remains challenging.	4.25	HE	3.90	E	4.11	E	3.87	E	4.03	E	6
Overall Weighted Mean	4.21	HE	3.98	E	4.10	E	3.95	E	4.06	E	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Encountered	HE
4	3.40-4.19	Encountered	E
3	2.60-3.39	Moderately Encountered	ME
2	1.80-2.59	Least Encountered	LE
1	1.00-1.79	Not Encountered	NE

As revealed in Table 21, the four groups of respondents rated the problems relative to differentiated instructions as Encountered, with an overall weighted mean of 4.06. One (1) item rated as Highly Encountered which is providing flexible guidance to accommodate different learning paces is difficult with a composite weighted mean of 4.22 as rank 1. Seven (7) items rated as Encountered, these are: limited classroom space and resources hinder varied learning activities with a composite weighted mean of 4.18 as rank 2; giving timely and individualized feedback on student work is often difficult with a composite weighted mean of 4.10 as rank 3; limited time and resources constrain the use of varied instructional strategies; and designing varied assessment tasks for diverse learners poses a challenge with both the composite weighted mean of 4.07 as rank 4.5 respectively; creating an inclusive and supportive classroom environment remains challenging with a composite weighted mean of 4.03 as rank 6; teachers have trouble in preparing learning materials that address varied learner readiness with a composite weighted mean of 4.02 as rank 7; and presenting lessons using multiple formats to meet diverse learning preferences remains challenging with a composite weighted mean of 3.79 as rank 8.

The findings indicate that teachers continue to face notable challenges in implementing differentiated instruction, particularly in providing flexible guidance for learners with varying paces and needs. This suggests that while differentiation is practiced, practical constraints such as limited space, insufficient resources, and time pressures affect its full and consistent execution. In addition, difficulties in giving individualized feedback, preparing varied materials, and designing diverse assessments highlight the need for stronger institutional support, professional development, and improved classroom resources to make differentiated strategies more manageable and effective.

The foregoing result was connected to Subban (2021) noted that teachers face limitations such as time, workload, and lack of resources, which strongly supports the idea that the challenges in providing flexible guidance and varied materials show that implementing differentiated instruction can be difficult in real classroom settings. This suggests the need for stronger support, training, and resources to make differentiated instruction more effective.

5.2. Level of Practical Skills Performance of TLE Students

Table 22 Problems Encountered Relative to Level of Practical Skills Performance of TLE Students

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Learners struggle to perform technical tasks correctly due to limited guidance or practice.	4.25	HE	3.90	E	3.76	E	3.81	E	3.93	E	1
2. Learners have difficulty using tools and materials properly during practical activities.	4.25	HE	3.30	ME	3.76	E	3.53	E	3.71	E	8
3. Learners experience challenges with hand-eye coordination and precision in TLE tasks.	4.25	HE	3.30	ME	3.64	E	3.63	E	3.70	E	9
4. Improper tool handling often results in errors and slower task completion.	4.25	HE	3.50	E	3.74	E	3.67	E	3.79	E	4
5. Outputs are sometimes incomplete, disorganized, or below quality expectations.	4.25	HE	3.40	E	3.72	E	3.37	ME	3.69	E	10
6. Learners find it hard to follow correct procedures consistently for high-quality results.	4.25	HE	3.60	E	3.63	E	3.55	E	3.76	E	6

7. Learners struggle to stay focused and organized during hands-on activities.	4.25	HE	3.60	E	3.64	E	3.53	E	3.75	E	7
8. Learners show limited initiative and responsibility in using tools and finishing tasks.	4.25	HE	3.70	E	3.68	E	3.46	E	3.77	E	5
9. Some learners have difficulty identifying problems and creating effective solutions during practical work.	4.25	HE	3.70	E	3.77	E	3.59	E	3.83	E	2
10. Learners struggle to make timely decisions that ensure safe and efficient task completion.	4.25	HE	3.70	E	3.73	E	3.53	E	3.80	E	3
Overall Weighted Mean	4.25	HE	3.57	E	3.71	E	3.57	E	3.77	E	

As manifested in Table 22, the four groups of respondents rated the problems relative to level of practical skills performance of TLE students as Encountered with an overall weighted mean of 3.77. All items were rated as Encountered, namely: learners struggle to perform technical tasks correctly due to limited guidance or practice with a composite weighted mean of 3.93 as rank 1; some learners have difficulty identifying problems and creating effective solutions during practical work with a composite weighted mean of 3.83 as rank 2; learners struggle to make timely decisions that ensure safe and efficient task completion with a composite weighted mean of 3.80 as rank 3; improper tool handling often results in errors and slower task completion with a composite weighted mean of 3.79 as rank 4; learners show limited initiative and responsibility in using tools and finishing tasks with a composite weighted mean of 3.77 as rank 5; learners find it hard to follow correct procedures consistently for high-quality results with a composite weighted mean of 3.76 as rank 6; learners struggle to stay focused and organized during hands-on activities with a composite weighted mean of 3.75 as rank 7; learners have difficulty using tools and materials properly during practical activities with a composite weighted mean of 3.71 as rank 8; learners experience challenges with hand-eye coordination and precision in TLE tasks with a composite weighted mean of 3.70 as rank 9; and outputs are sometimes incomplete, disorganized, or below quality expectations with a composite weighted mean of 3.69 as rank 10.

The findings reveal that students still encounter several challenges in developing practical skills, particularly in performing technical tasks correctly, solving problems, and making timely decisions during hands-on activities. This indicates that while skill acquisition is progressing, some learners require more structured guidance, repeated practice, and closer supervision to strengthen competence and confidence. Furthermore, difficulties related to tool handling, coordination, focus, and output quality suggest the need for enhanced training opportunities, clearer demonstrations, and continuous feedback to improve overall performance in TLE practical tasks.

This is supported by Raab (2019, who emphasized that psychomotor skills develop through continuous and guided practice. Difficulties in tool handling, coordination, and output quality further indicate the need for clearer demonstrations and consistent feedback to strengthen overall skill mastery.

Sub-problem No. 6. Based on the findings, what intervention plan may be proposed?

A Proposed Localized Enhancement Program was developed based on the findings of the study to strengthen the implementation of differentiated instruction and improve the practical skills performance of Technology and Livelihood Education (TLE) students in selected public Junior High Schools in the Division of Parañaque City. This also aims to promote more effective, meaningful, and competency-based learning experiences for students. Developing practical skills is essential in preparing learners for real-life applications, future employment, and livelihood opportunities, which calls for more focused and structured instructional support.

Also, the Proposed Localized Enhancement Program contains the following features, such as Key Result Areas, Objectives, Programs/Activities, Persons Involved, Time Frame, Budget/ Source of Budget, and Performance

Indicators. (See Appendix A)

Sub-problem No. 7. How acceptable is the proposed intervention plan?

Table 23 Acceptability of the Proposed Localized Enhancement Program

Indicators	Supervisors		School Heads		Teachers		SSLG Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. The proposed Localized Enhancement Program is relevant and feasible for improving TLE technical skills.	4.50	HA	4.40	HA	4.36	HA	4.29	HA	4.39	HA	3.5
2. The program meets diverse learning needs following differentiated instruction principles.	4.50	HA	4.50	HA	4.28	HA	4.26	HA	4.39	HA	3.5
3. It provides clear guidance for improving school policies and procedures that support professional growth.	4.50	HA	4.30	HA	4.30	HA	4.30	HA	4.35	HA	5
4. The intervention can boost learners' engagement and participation in practical tasks.	4.50	HA	4.50	HA	4.35	HA	4.38	HA	4.43	HA	2
5. The overall design, content, and objectives are practical and workable in TLE classes.	4.50	HA	4.50	HA	4.39	HA	4.42	HA	4.45	HA	1
Overall Weighted Mean	4.50	HA	4.44	HA	4.34	HA	4.33	HA	4.40	HA	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Acceptable	HA
4	3.40-4.19	Acceptable	A
3	2.60-3.39	Moderately Acceptable	MA
2	1.80-2.59	Least Acceptable	LA
1	1.00-1.79	Not Acceptable	NA

As illustrated in Table 23, the assessment of the acceptability of the proposed skill building initiative is rated as Highly Acceptable with an overall weighted mean of 4.40. All items rated as Highly Acceptable, such as: the overall design, content, and objectives are practical and workable in TLE classes with a composite weighted mean of 4.45 as rank 1; the initiative can boost learners' engagement and participation in practical tasks with a composite weighted mean of 4.43 as rank 2; the proposed Localized Enhancement Program is relevant and feasible for improving TLE technical skills.; and the program meets diverse learning needs following differentiated instruction principles with both the composite weighted mean of 4.39 as rank 3.5 respectively; and lastly, It provides clear guidance for improving school policies and procedures that support professional growth. with a composite weighted mean of 4.35 as rank 5.

The findings indicate that the proposed intervention plan is strongly supported by respondents and is viewed as practical, relevant, and suitable for TLE classes. This suggests that the plan has strong potential to enhance learner engagement, strengthen technical skills, and address diverse learning needs through differentiated instruction

strategies. Moreover, the consistently high ratings across all indicators reflect confidence in their feasibility and effectiveness, making it a promising basis for classroom implementation and future instructional improvement.

The foregoing results aligns with the study conducted by Titus (2025), who found that when instruction is carefully adjusted to meet learners' individual needs, students become significantly more engaged, demonstrably more confident, and ultimately more active in their assigned tasks. This compellingly suggests that the proposed plan has the strong potential to not only enhance student participation but also to substantially strengthen their technical skills and foster more effective, impactful teaching practices overall.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The following are the salient findings of the study:

1. On the assessment as to the Differentiated Instruction in public junior high Schools in the Division of Parañaque City.

The differentiated instruction in public junior high schools in the Division of Parañaque City was rated as Highly Evident, as manifested by the overall grand mean of 4.37.

2. On the comparison of assessments of the four groups of respondents relative to differentiated instruction in public junior high schools in the Division of Parañaque City.

The results of the ANOVA analysis reveal that there's no statistically significant difference in the evaluations of supervisors, school heads, teachers, and SSLG Officers regarding differentiated instruction across all areas of concern. Specifically, Content Differentiation ($F = 0.01560$; $df = 3,28$; $CV = 2.95$), Process Differentiation ($F = 0.04907$; $df = 3,28$; $CV = 2.95$), Product Differentiation ($F = 0.02837$; $df = 3,28$; $CV = 2.95$), and Learning Environment Differentiation ($F = 0.01752$; $df = 3,28$; $CV = 2.95$) all have computed F-values that are lower than the critical value at the 0.05 level of significance.

3. On the assessment as to the level of Practical Skills Performance of TLE students in selected schools in the Division of Parañaque City.

The four groups of respondents assessed the level of practical skills performance of TLE students as Highly Evident, as shown by the grand mean of 4.35.

4. On the significant relationship between differentiated instruction and practical skills performance of TLE students.

There is a very strong to perfect and statistically significant relationship between differentiated instruction and the level of practical skills performance of TLE students. All indicators—Technical Skills ($r = 0.99$), Psychomotor Skills ($r = 0.99$), Workmanship/Quality of Output ($r = 1.00$), Work Habits and Attitudes ($r = 0.99$), and Problem Solving and Decision-Making Skills ($r = 0.99$)—demonstrate very strong to perfect correlations. Moreover, all computed t-values (ranging from 3.74127 to 3.74160) exceed the critical value of 2.145 at $df = 14$ and 0.05 level of significance, leading to the rejection of the null hypothesis in all cases.

5. On the problems encountered relative to differentiated instruction and practical skills performance of TLE students.

The four groups of respondents rated the problems encountered relative to differentiated instructions and practical skills performance of the TLE students as Encountered with an overall weighted mean values of 4.06 and 3.77, respectively.

6. On the proposed intervention plan based on the findings of the study.

A Proposed Localized Enhancement Program was developed based on the findings of the study to strengthen the

implementation of differentiated instruction and improve the practical skills performance of Technology and Livelihood Education (TLE) learners in selected Junior High Schools in the Division of Parañaque City.

7. On the acceptability of a Proposed Localized Enhancement Program

The Proposed Localized Enhancement Program was rated as Highly Acceptable, as supported by the overall weighted mean of 4.40.

Conclusions

Based on the findings, the following conclusions are hereby drawn:

1. The differentiated instruction is clearly demonstrated in selected junior High Schools in the Division of Parañaque City.
2. There are no noticeable variations in how the four groups assess differentiated instruction, indicating a shared understanding and consistent application of strategies across the areas of content, process, product, and learning environment.
3. The students demonstrate a strong level of competence in performing practical tasks and applying the knowledge and skills acquired through their TLE learning experiences.
4. The effective implementation of differentiated instructional strategies contribute to the development of students' practical competencies. The results show that when instruction is tailored to learners' diverse needs, abilities, and learning preferences, students are more likely to demonstrate higher levels of performance in practical tasks.
5. The respondents experienced several challenges in the implementation of differentiated instruction and in fostering the practical skills development of TLE learners. These challenges indicate the need for continuous enhancement of instructional practices and learning support systems. Strengthening the use of diverse teaching approaches, meaningful learning tasks, and experiential learning opportunities may help address learners' varying needs and improve skill acquisition. Moreover, institutional support through the provision of appropriate instructional materials, facilities, and professional assistance can further contribute to creating a more effective learning environment that promotes students' practical competence and overall development.
6. The Proposed Localized Enhancement Program is crafted to strengthen differentiated instruction and improve the practical skills of TLE learners by guiding teachers with clear, learner-centered strategies that make learning more meaningful and better prepare students for real-life situations and future work.
7. The Proposed Localized Enhancement Program is deemed suitable as it is seen as clear, relevant, and helpful in supporting differentiated instruction and strengthening the practical skills of TLE learners.

Recommendations

Based on the findings and conclusions the following recommendations are drawn:

1. The school administrators, in coordination with the supervisors and teachers, may implement the Proposed Localized Enhancement Program in Sun Valley National High School, and later expand in other public junior high schools in the Division of Parañaque City.
2. The school administrators may sustain strong collaboration with the supervisors, teachers, and SSLG officers by maintaining open communication and consistent practice on to differentiated instruction to enhance practical skills performance of TLE learners.
3. Teachers may continue enhancing students' practical skills by providing more meaningful, hands-on activities and real-life tasks that may further develop their technical, psychomotor, and problem-solving abilities.
4. The teachers may consistently apply and improve differentiated instruction strategies to further support and elevate students' practical skills development.
5. School administrator, in collaboration with teachers, may address the challenges encountered by providing relevant interventions to better improve differentiated instruction and practical skills performance of TLE learners.
6. The Proposed Localized Enhancement Program may be integrated into classroom practices to guide

teachers in delivering more learner-centered and practical lessons that prepare students for real-life applications.

8. The school head, in coordination with supervisors, may take an active role in the regular monitoring and evaluation of the Proposed Localized Enhancement Program to ensure its effective implementation in strengthening differentiated instruction and improving the practical skills performance of TLE students. This may be done through scheduled classroom observations, review of instructional outputs, and assessment of learners' performance outcomes. In addition, gathering feedback from teachers and students should be made an essential part of the process to capture their experiences, challenges, and suggestions.
9. Parallel studies may be conducted to further validate the findings of the present research. Such studies may adopt the same setting and research parameters but involve different groups of respondents to strengthen the reliability and generalizability of the results. This will help confirm the consistency of the findings and provide additional evidence to support or refine the conclusions of the current study.

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