



Impact of Differentiated Instructional Strategies on the Reading Comprehension Performance of Grade 5 Learners in the Private Schools of Agoo, La Union

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Abstract

This study investigated the impact of differentiated instructional strategies on the reading comprehension performance of Grade 5 learners in the private elementary schools of Agoo, La Union during the school year 2024-2025 as basis of proposed intervention activities. The study involved seventy-five (75) Grade 5 learners and four (4) English teachers as respondents. The descriptive-correlational method was employed with the aid of adopted and self-constructed questionnaires as the main data gathering tools. Frequency counts, weighted mean, percentage and ranking were the statistical tools used to quantify and qualify the data gathered, and the Phil-IRI of the Department of Education was the basis in measuring the level of reading comprehension performance of the readers. The Pearson Product-Moment Coefficient of Correlation was used to compute the correlation between the level of effectiveness and the extent of impact of using differentiated instructional strategies.

Majority of the learners are in the independent level of reading comprehension performance with 57.33 percent of the total respondents. The level of effectiveness of the differentiated instructional strategies employed by the teachers was perceived to be very highly effective, and the strategies were perceived to have been always practiced by them. The impact of the differentiated instructional strategies on the reading comprehension performance of Grade 5 learners was perceived to have a very great extent. There is a moderately low correlation between the level of effectiveness and the extent of impact of using differentiated instructional strategies in enhancing the reading comprehension performance of Grade 5 learners.

Keywords

Differentiated instruction; Reading comprehension performance; Grade 5 learners; Phil-IRI; Intervention activities

1. Introduction

Reading is the cornerstone of all study skills, and strong reading skills form the base upon which all other academic skills are built. A learner cannot excel in his or her studies without a powerful reading foundation. Reading comprehension in particular is the capacity to understand, use, and reflect on written texts in order to achieve goals, develop knowledge and potential, and participate in society.

International assessments point to a persistent difficulty among Filipino learners. The Southeast Asia Primary Learning Metrics study reported that only a small proportion of Grade 5 learners in the Philippines met the minimum reading standard expected at the end of primary education, meaning that a significant majority of learners struggle to understand texts with familiar structures and manage competing information. Idulog et al. (2023) documented the reading abilities of Filipino students together with the challenges and potential areas for improvement, while Roque et al. (2023) revisited the reading ability of Filipino pupils after the pandemic as the basis for a remediation program. Bruggink et al. (2022) similarly examined how large-scale reading assessment results can be put to use in classrooms across the globe, and Ho and Gan (2023) compared instructional practices and student reading performance across top-performing regions.

At the local level, the difficulty is well documented. Abela (2023) examined the reading comprehension difficulties of Grade 5 pupils as the basis for developing and evaluating supplementary reading activities, and Rojas (2022) identified the factors affecting reading comprehension among Grade 5 pupils. Navarra (2023) investigated the factors affecting the reading proficiency and difficulties of Grade 5 pupils as the basis for a reading intervention program, while Cabaluna (2021) analyzed the factors affecting the reading performance of Grade 5 and Grade 6 pupils. Francisco and Madraza (2019) established the relationship among reading habits, reading comprehension, and the academic performance of Grade 5 pupils, and Cadiz-Gabejan and Quirino (2021) linked reading proficiency to academic performance more broadly. Acedillo (2023) demonstrated that contextualized learning materials improve the reading comprehension skills of Grade 5 pupils, and Banditvilai (2020) established the effectiveness of reading strategies on reading comprehension.

Differentiated instruction has emerged as one response to this situation. It rests on the recognition that learners differ in readiness, interest, and learning profile, and that instruction should be adjusted accordingly. Reis and Renzulli (2018) set out the five dimensions along which instruction may be differentiated, and Pasira (2020) assessed the effectiveness of differentiated instruction strategies in diverse classrooms. Suleiman, Magablesh, and Abdullah (2022) established the impact of differentiated instruction on the reading comprehension attainment of students in mixed-ability classrooms and its effectiveness on the reading comprehension proficiency level of secondary students. Ziernwald, Hillmayr, and Holzberger (2022) systematically reviewed the promotion of high-achieving students through differentiated instruction in mixed-ability classrooms, and Van Geel et al. (2019) captured the complexity of differentiated instruction as a classroom practice.

The implementation of differentiated instruction is not without difficulty. Lavania and Nor (2020) systematically reviewed the barriers to differentiated instruction, and Van Geel, Keuning, and Safar (2022) identified the factors that help and hinder teachers as they develop the skills for implementing it. Altun and Nayman (2022) studied the experiences and opinions of teachers who use differentiated instruction, while Pozas, Letzel, and Schneider (2020) explored the differentiation practices teachers actually adopt. Suet-Ying, Zili, and Sally Wai-yan (2023) documented the challenges and opportunities of implementing differentiated instruction during the COVID-19 pandemic. Drew (2022, 2023) has likewise catalogued practical classroom strategies and examples for differentiating instruction, and Lynch (2022) proposed specific approaches for differentiated reading instruction in the elementary classroom.

The study is anchored on several theoretical ideas. Experiential learning theory positions learning as a cyclical process driven by concrete experience, reflective observation, abstract conceptualization, and active experimentation, and it aligns with differentiated instruction by recognizing that learners engage with learning experiences in different ways (Loveless, 2023). Sensory and learning-style perspectives hold that learners take in information through different modalities and that instruction should provide multiple pathways to the same content (Othman and Amiruddin, 2010; Loveless, 2024). Information processing theory highlights the cognitive skills necessary for reading success and



suggests that difficulties may arise from weaknesses in particular areas of memory, which teachers may address through repeated reading, vocabulary building, and interactive activities (Waseem and Aslam, 2020). Duke and Cartwright (2021) situate these processes within the wider progress of the science of reading, while Epstein (2018) underscores the role of the school, family, and community in supporting the learner. Shanahan (2018) and Treptow, Burns, and McComas (2007) address the instructional consequences of having learners read at the frustration, instructional, and independent levels.

The researcher, a teacher and adviser of Grade 5 learners for five years, observed that the reading comprehension performance of her own learners was strong, with a large majority falling under the independent level. This prompted her to assess the reading comprehension performance of learners in the other private schools of Agoo, La Union and to investigate whether Grade 5 teachers are integrating differentiated instruction into their lessons, specifically in reading.

In this light, this study investigated the impact of differentiated instructional strategies on the reading comprehension performance of Grade 5 learners in the private elementary schools of Agoo District, Division of La Union during the school year 2024-2025. Specifically, it determined the level of reading comprehension performance of Grade 5 learners along the frustration, instructional, and independent levels based on the result of the reading comprehension assessment; the level of effectiveness of the differentiated instructional strategies employed by the teachers; the frequency of practice of these strategies by the teachers; the extent of impact of the strategies on the reading comprehension performance of the learners; the degree of seriousness of the challenges encountered in using them; the significant relationship between the level of effectiveness and the extent of impact of the strategies; and the intervention measures that can be proposed based on the findings. The study was guided by the null hypothesis that there is no significant relationship between the level of effectiveness and the extent of impact of the differentiated instructional strategies employed by the teachers to enhance the reading comprehension performance of Grade 5 learners.

2. Methodology

This study utilized quantitative methods of research, specifically the descriptive-correlational method of investigation. Descriptive research is used to obtain information concerning the current status of a phenomenon and to describe what exists with respect to the variables or conditions in a situation, exploring prevailing practices, ongoing processes, effects that are being felt, and developing trends, and providing a detailed picture of the variables studied through statistical measures such as means, standard deviations, and frequencies. Correlational research design, in turn, focuses on investigating relationships between variables without the researcher controlling or manipulating any of them, using statistical techniques to assess the strength and direction of those relationships. The descriptive-correlational approach is accordingly a valuable tool for exploring relationships between variables in a non-experimental setting, providing insights into co-occurrence and association.

As descriptive research, this study defined the impact of the differentiated instructional strategies on the reading comprehension performance of Grade 5 learners, examining their level of reading comprehension performance along the independent, instructional, and frustration levels, the level of effectiveness of the strategies employed by the teachers, the frequency of practice of those strategies, the extent of their impact, and the degree of seriousness of the challenges encountered in using them. In the light of the correlational design, it revealed the relationship between the level of effectiveness and the extent of impact of the strategies. Based on the results and major findings, reading intervention measures were formulated.

The study was conducted in the private elementary schools of Agoo, La Union, in both the East and West Districts, Division of La Union, during the school year 2024-2025. Agoo is situated in the Second Congressional District of La Union and is one of the prime partners of the United Nations in the region

in attaining the Sustainable Development Goals, specifically the fourth agenda on quality education. The respondents were seventy-five (75) Grade 5 learners and four (4) Grade 5 teachers. Table 1 presents the distribution of respondents by school.

Table 1. Distribution of Teacher and Learner Respondents by School

Name of School	Number of Teachers	Number of Learners
Agoo Montessori Learning Center and High School Inc.	1	35
Agoo Kiddie Special School	1	17
Hands of Hope Faith Academy	1	15
Polytechnic College of La Union	1	8
Total	4	75

The researcher utilized a modified survey-questionnaire as the main data gathering instrument. The survey-questionnaire is composed of five parts: Part I focused on the level of reading comprehension performance of Grade 5 learners along the independent, instructional, and frustration levels; Part II delved into the level of effectiveness of the differentiated instructional strategies employed by the teachers; Part III elicited the frequency of practice of those strategies; Part IV dealt with the extent of impact of the strategies on the reading comprehension performance of the learners; and Part V delved into the degree of seriousness of the challenges encountered in using them. The passages read by the learner respondents were adapted from the Philippine Informal Reading Inventory (Phil-IRI) 2018 manual edition of the Department of Education, and the other items were collated by the researcher from her readings on reading and differentiated instruction.

To ensure that the questionnaire contained the necessary items or indicators to be analyzed, the instrument was subjected to validation. It was pre-tested with four (4) elementary reading teachers and ten (10) Grade 5 learners in a public elementary school of Santo Tomas District, Division of La Union other than the actual respondents of the study, in order to establish validity as to content, format, and language, and the Spearman rank correlation was used to determine the reliability of the instrument.

Before the administration of the survey-questionnaire, the researcher sought permission from the president or principal of each private school through a formal letter presenting the objectives of the study, with the endorsement of the Dean of the Graduate School of Polytechnic College of La Union. A read-aloud test was conducted after approval, during which the researcher noted the time and the reading miscues made by each Grade 5 learner while reading the passage, after which the learner answered the comprehension questions orally. The passage used was "Frog's Lunch," adopted from the Phil-IRI. The administration and retrieval of the survey-questionnaire for the teachers was done on the same day, and all responses were kept confidential in accordance with the informed consent agreed upon by the respondents and the researcher.

The data gathered were tallied, organized, and presented in tabular form. Frequency counts, percentage, weighted mean, and rankings were used as statistical tools, and the computation of the reading comprehension scores of the Grade 5 learners was adopted from the Phil-IRI. The Pearson Product-Moment Coefficient of Correlation was used to determine the relationship between the level of effectiveness and the extent of impact of the differentiated instructional strategies employed by the teachers, and most computations were done through the Microstat computer program.

The oral reading level of the learners was interpreted using the Phil-IRI oral reading profile presented in Table 2, in which a word reading score of 97 to 100 percent corresponds to the independent level, 90 to 96 percent to the instructional level, and 89 percent and below to the frustration level.

Table 2. Phil-IRI Oral Reading Profile

Oral Reading Level	Word Reading Score (in percent)
Independent	97-100
Instructional	90-96
Frustration	89 and below

The perceptions of the teacher respondents were interpreted using five-point scales with the following statistical limits: 4.21-5.00, very highly effective, always, very great extent, or very highly serious; 3.41-4.20, highly effective, frequent, great extent, or highly serious; 2.61-3.40, moderately effective, sometimes, moderate extent, or moderately serious; 1.81-2.60, slightly effective, seldom, slight extent, or slightly serious; and 1.00-1.80, not effective, never, low extent, or not serious.

3. Results and Discussion

Level of Reading Comprehension Performance of Grade 5 Learners

Table 3 presents the reading levels of the Grade 5 learners based on the result of the reading comprehension assessment. The majority of the learners fall under the independent level at 57.33 percent, followed by the instructional level at 40.00 percent, with only 2.67 percent at the frustration level.

Table 3. Reading Levels of Grade 5 Learners Based on the Result of the Reading Comprehension Assessment

Oral Reading Level	Frequency	Percentage	Rank
Independent	43	57.33	1
Instructional	30	40.00	2
Frustration	2	2.67	3
Total	75	100.00	

The distribution indicates a strong reading foundation for a substantial portion of the cohort. Learners at the independent level are able to read and comprehend a passage with minimal assistance, while those at the instructional level require teacher guidance to reach full comprehension. That only two learners fell at the frustration level is notable, since Treptow, Burns, and McComas (2007) established that reading at the frustration level depresses both comprehension and time on task, and Shanahan (2018) has since reexamined the instructional consequences of assigning texts at that level. The combined 97.33 percent of learners reading at the independent and instructional levels suggests that the reading materials in use are broadly matched to the ability of the learners.

Level of Effectiveness of the Differentiated Instructional Strategies

Table 4 presents the level of effectiveness of the differentiated instructional strategies employed by the teachers to enhance the reading comprehension performance of Grade 5 learners. The average weighted mean of 4.26 corresponds to a Very Highly Effective (VHE) descriptive rating, with seven of the ten indicators rated very highly effective.

Table 4. Level of Effectiveness of the Differentiated Instructional Strategies Employed by the Teachers to Enhance the Reading Comprehension Performance of Grade 5 Learners (N=4)

Effects of the Differentiated Instructional Strategies	WM	DR	Rank
Increasing vocabulary knowledge of learners	5.00	VHE	1
Improving the reading comprehension skills of learners	4.75	VHE	2
Lessening of reading difficulties of learners	4.50	VHE	3
Improving the reading performance of the school in general	4.25	VHE	4
Developing all skills necessary for proficient reading	4.25	VHE	4
Developing reading competence of learners	4.25	VHE	4
Cultivating love of reading to become good and happy readers	4.25	VHE	4
Reduces or eradicates the number of struggling readers	4.00	HE	5
Increasing the percentage of independent readers in the school	3.75	HE	6
Developing learners to read at their own grade level	3.75	HE	6
Average Weighted Mean	4.26	VHE	

The teachers rated increasing the vocabulary knowledge of learners as the foremost effect (5.00), a unanimous rating across the four respondents, followed by improving the reading comprehension skills of learners (4.75) and lessening the reading difficulties of learners (4.50). Vocabulary development is the outcome most directly served by differentiated reading materials, since matching texts to the readiness level of each learner increases the number of words encountered in a comprehensible context. The finding is consistent with the position of Duke and Cartwright (2021) that comprehension depends on the interaction of word recognition and language processes rather than on either alone.

The lowest rated effects are developing learners to read at their own grade level (3.75) and increasing the percentage of independent readers in the school (3.75), both rated highly effective rather than very highly effective. These are school-level and grade-level benchmarks rather than individual gains, and they depend on factors beyond the reach of a single teacher's instructional adjustments. Lavanaia and Nor (2020) noted in their systematic review that the barriers to differentiated instruction frequently lie at the institutional level, which may explain why the teachers were more reserved about outcomes measured against school-wide standards.

Frequency of Practice of the Differentiated Instructional Strategies

Table 5 presents the frequency of practice of the differentiated instructional strategies employed by the teachers. The average weighted mean of 4.40 corresponds to an Always (A) descriptive rating, indicating that differentiated instruction is a routine rather than an occasional feature of the reading classes observed.

Table 5. Frequency of Practice of the Differentiated Instructional Strategies Employed by the Teachers to Enhance the Reading Comprehension Performance of Grade 5 Learners (N=4)

Differentiated Instructional Strategies	WM	DR	Rank
Helps students read appropriate books at their own level	5.00	A	1
Presents reading ideas using pictures, charts, videos, and graphics	5.00	A	1
Offers differentiated enrichment activities at the end of a reading unit	4.75	A	2
Offers opportunities for groupwork or partnerships to motivate learners	4.50	A	3
Provides different levels of support after a class lesson by creating a teacher station	4.25	A	4
Differentiates follow-up assignments after reading a passage or story	4.25	A	4
Implements scaffold instruction by verbally and visually explaining a topic or idea	4.25	A	4
Conducts conferences with students to find out what they would like to learn more about	4.00	F	5
Presents lessons through the use of audiobooks, speeches, text to speech, and structured debate	4.00	F	5
Connects reading concepts to students through movements and specific gestures	4.00	F	5
Average Weighted Mean	4.40	A	

Two strategies were practiced always by all four teachers (5.00): helping students read appropriate books at their own level, and presenting reading ideas using pictures, charts, videos, and graphics. The first is differentiation by readiness and the second is differentiation by learning profile, and together they represent the two most established entry points into the practice. The prominence of multimodal presentation is consistent with the sensory and learning-style perspectives described by Othman and Amiruddin (2010), which hold that learners take in information through different channels and that instruction should offer more than one pathway to the same content.

The three least frequently practiced strategies, all rated frequent rather than always (4.00), are conducting conferences with students about what they would like to learn, presenting lessons through audiobooks, speeches, text to speech, and structured debate, and connecting reading concepts through movements and gestures. These are the strategies with the highest preparation and scheduling cost, which aligns with the challenges the same teachers reported in Table 7. Pozas, Letzel, and Schneider (2020) similarly found that teachers gravitate toward differentiation practices that can be embedded in existing routines and are slower to adopt those requiring separate time allocations.

Extent of Impact of the Differentiated Instructional Strategies

Table 6 presents the extent of impact of the differentiated instructional strategies of the teachers on the reading comprehension performance of Grade 5 learners. The average weighted mean of 4.36 corresponds to a Very Great Extent (VGE) descriptive rating.

Table 6. Extent of Impact of the Differentiated Instructional Strategies of the Teachers on the Reading Comprehension Performance of Grade 5 Learners (N=4)

Impact of the Differentiated Instructional Strategies	WM	DR	Rank
Improves the reading comprehension skills of learners	5.00	VGE	1
Enhances the reading comprehension competence of learners	4.75	VGE	2
Increases the vocabulary knowledge of learners	4.75	VGE	2
Develops reading habits among the learners	4.50	VGE	3
Cultivates love of reading among learners	4.25	VGE	4
Develops learners to read at their own grade levels	4.25	VGE	4
Develops all skills necessary for proficient reading	4.25	VGE	4
Improves reading performance of the school in general	4.00	GE	5
Reduces the number of struggling readers in the school	4.00	GE	5
Increases the percentage of independent readers in the school	4.00	GE	5
Average Weighted Mean	4.36	VGE	

The teachers reported the greatest impact on the reading comprehension skills of learners (5.00), followed by reading comprehension competence and vocabulary knowledge (4.75 each) and the development of reading habits (4.50). The pattern closely tracks the effectiveness ratings in Table 4, with learner-level outcomes rated higher than school-level ones. As in Table 4, the three lowest rated items are all school-wide measures (4.00 each), namely improving the reading performance of the school in general, reducing the number of struggling readers, and increasing the percentage of independent readers.

The consistency between the two tables indicates that the teachers distinguish between what differentiated instruction does for the individual learner in front of them and what it can be expected to move at the level of the institution. Suleiman, Magableh, and Abdullah (2022) reported comparable gains in reading comprehension attainment in mixed-ability classrooms, and Ziernwald, Hillmayr, and Holzberger (2022) confirmed in their systematic review that differentiated instruction benefits learners across the ability range when it is consistently applied.

Degree of Seriousness of the Challenges Encountered

Table 7 presents the degree of seriousness of the challenges encountered by the teachers in using differentiated instructional strategies. Heavy teaching loads, lack of time to develop and prepare reading materials for all reading levels, and limited knowledge of teachers about differentiated instructional strategies were ranked as the foremost challenges, while poor implementation of the school action plan in reading was ranked least serious.

Table 7. Degree of Seriousness of the Challenges Encountered in Using Differentiated Instructional Strategies to Enhance the Reading Comprehension Performance of Grade 5 Learners (N=4)

Challenges Encountered in Using Differentiated Instructional Strategies	WM	DR	Rank
Heavy teaching loads	3.25	MS	1
Lack of time of teachers to develop and prepare reading materials for all reading levels	3.25	MS	1
Limited knowledge of teachers about differentiated instructional strategies	3.25	MS	1
Limited administrative support to reading activities and learner needs	3.00	MS	4
Insufficient learning materials for different reading levels	3.00	MS	4
Poor reading habits of learners	3.00	MS	4
Limited supervision of organized remedial reading classes	2.75	MS	7
Inadequate support of parents to the school reading program	2.75	MS	7
Lack of interest of non-readers to attend remedial reading classes	2.25	SS	9
Poor implementation of school action plan in reading	1.25	NS	10
Average Weighted Mean	3.68	HS	

The three foremost challenges are all constraints on teacher capacity rather than deficiencies in the learners. Heavy teaching loads and the absence of preparation time bear directly on the feasibility of differentiation, since the practice requires the teacher to prepare and manage several sets of materials for a single lesson. Van Geel, Keuning, and Safar (2022) identified precisely these conditions among the factors that hinder teachers as they develop the skills for implementing differentiated instruction, and Lavania and Nor (2020) reported the same barriers across the literature they reviewed. Limited knowledge of the strategies themselves, ranked equally, points to a professional development need that Altun and Nayman (2022) also documented in their study of teacher experiences and opinions.

At the other end of the ranking, inadequate parental support (2.75) and lack of interest among non-readers in attending remedial classes (2.25) were rated lower, and poor implementation of the school action plan in reading was rated least serious of all (1.25). Epstein (2018) has argued that parental and community involvement materially affects learner outcomes, so the comparatively low rating given to parental support may reflect the particular character of the private school setting rather than a general finding. The very low rating for poor implementation of the school action plan suggests that the teachers regard programme delivery as a logistical matter that can be resolved through training and administrative support, rather than as a fundamental obstacle.

Correlation Between the Level of Effectiveness and the Extent of Impact

Table 8 displays the computation of the correlation between the level of effectiveness and the extent of impact of using differentiated instructional strategies on the reading comprehension performance of Grade 5 learners.

Table 8. Pearson Product-Moment Coefficient of Correlation Between the Level of Effectiveness and the Extent of Impact of Using Differentiated Instructional Strategies to Enhance the Reading Comprehension Performance of Grade 5 Learners

Effectiveness (X)	Impact (Y)	XY	X squared	Y squared
4	1	4	16	1
3	4	12	9	16
3	3	9	9	9
2	2	4	4	4
4	2	8	16	4
1	1	1	1	1
2	3	6	4	9
4	4	16	16	16
1	4	4	1	16
2	2	4	4	4
26	26	68	80	80

The last row presents the column totals used in the computation.

Applying the Pearson Product-Moment Coefficient of Correlation to the tabulated values yields a computed r of 0.032. The obtained coefficient indicates a moderately low correlation between the level of effectiveness and the extent of impact of using differentiated instructional strategies in enhancing the reading comprehension performance of Grade 5 learners.

The result implies that while differentiated instruction offers clear benefits, it is not by itself a guaranteed solution for improving reading comprehension across all learners. Several factors may account for the modest coefficient. Implementation is demanding, since effective differentiation requires careful planning, assessment, and adaptation, and teachers may struggle to sustain it under time constraints, limited resources, or insufficient training, as the challenges reported in Table 7 indicate. Learners also differ in learning preferences, prior knowledge, and motivation, and differentiation may not address every individual need equally well. Accurate assessment of learner needs is essential for targeting instruction, and incomplete assessment weakens the match between strategy and learner. Finally, reading comprehension is influenced by socioeconomic background, home literacy environment, and individual cognitive ability, which lie beyond the reach of instructional adjustment alone.

A low coefficient therefore does not establish that differentiated instruction is ineffective. It underscores the complexity of improving reading comprehension and the need for a multifaceted approach in which effective implementation, accurate assessment, and attention to the wider factors influencing reading are pursued together.

4. Conclusion

Based on the salient findings of the study, the following conclusions were derived. A significant majority of the Grade 5 learners demonstrated proficiency at the independent level in reading,

indicating a strong reading foundation for a substantial portion of the cohort. The findings support the effectiveness of the differentiated instructional strategies in enhancing the vocabulary knowledge of learners, indicating that tailoring instruction to individual learning needs significantly improves vocabulary acquisition. The consistent application of the strategies, reported as always implemented by the teachers, appears to be effective in ensuring that learners read books at their appropriate levels. The strategies significantly improve the reading comprehension skills of learners to a very great extent, highlighting the value of personalized learning approaches in addressing the diverse needs of learners. The challenges encountered, especially the heavy teaching load, affect the ability of teachers to implement differentiated instruction effectively, which emphasizes the importance of addressing these challenges to prevent teacher burnout and ensure successful implementation. Finally, the moderately low correlation between the level of effectiveness and the extent of impact of using the strategies does not imply that the pedagogical approach is ineffective, given the other factors that may hinder the learning of a student.

In view of these conclusions, the following recommendations were advanced. The proposed intervention activities should be discussed, adopted, and implemented to alleviate the challenges encountered by teachers in using differentiated instruction and to hasten the overall academic performance of Grade 5 learners, specifically their reading comprehension performance, and should be considered and facilitated in the private elementary schools of Agoo, La Union. Differentiated instructional strategies should be more widely practiced in delivering multifaceted lessons that enhance the reading comprehension skills of Grade 5 learners. The aspects of differentiated instruction identified as having a very great extent of impact should be sustained to improve the reading comprehension performance of the learners. Lastly, the suggested intervention measures must be strictly implemented in order to gradually eradicate the challenges encountered by the teachers.

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