

**PERCEPTION ON THE APPLICATION OF DIFFERENTIATED
INSTRUCTION AND ACADEMIC PERFORMANCE
IN MATHEMATICS**

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ABSTRACT

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Differentiated instruction is an instructional approach that customizes teaching methods, content, and learning activities to address the diverse needs, abilities, and interests of students within the same classroom. The objective of this research is to determine the relationship between students' perception of the application of differentiated instruction and their academic performance in mathematics at Davao del Sur State College. This research adopts a quantitative non-experimental research design, utilizing a descriptive correlation technique. The findings indicate a significant relationship between students' perceptions of differentiated instruction and the academic performance of students studying Bachelor of Science in Education (BSED) mathematics. However, the correlation analysis reveals a negative correlation coefficient, suggesting a negligible correlation between these two variables. It's worth noting that the students'

perception of differentiated instruction in mathematics is rated as high, and their academic performance in mathematics is considered satisfactory.

Keywords: *Differentiated instruction, Academic Performance, Quantitative*