

Predictors of German teachers' attitudes toward differentiated instruction

Abstract

Education experts have been thinking more about a suitable teaching concept that caters to the needs of different groups of students. Differentiation is often cited as one of the best approaches to solving this problem.

The aim of this study was to investigate whether attitudes towards the importance of implementing differentiation in the classroom, the level of skills and knowledge required to implement differentiation and the self-assessed level of self-efficacy of German teachers in the Republic of Croatia were related to their attitudes towards differentiated instruction and the frequency of implementing differentiation in the classroom.

German teachers (N=189) took part in the study. The results have shown that the level of skills and knowledge required to implement differentiation in the classroom is a significant predictor of both, teachers' attitudes towards differentiated instruction and the frequency of implementing differentiation in the classroom.

Keywords: constructivism; differentiated instruction; knowledge and skills; self-efficacy