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## DIFFERENTIATED INSTRUCTIONS IN THE Kto12 SOCIAL STUDIES PROGRAM AND STUDENTS' ACADEMIC PERFORMANCE

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**ABSTRACT:**The study determined and described the status of the utilization of methods of Differentiated Instructions in the Kto12 Social Studies Program of High Schools in Zone 3, DepEd Division of Zambales, Philippines. The perceptions and insights were solicited from the teacher-participants. This study employed a descriptive research method with the survey checklist as the research instrument. The statistical treatment of this study utilized descriptive statistical tools such as frequency and mean. Pearson r was used as inferential statistics. The result was correlated to the students' academic performance. The findings revealed that the teachers always utilized the method Buzz Groups in Differentiated Instructions (DI) of Social Studies, however, they sometimes utilized the method Use of Task Cards. Primarily, the Buzz Groups was utilized to clarify the assignment, guidelines and reporting expectations. Other methods utilized were Group-Investigation, Round Robin, Think – Pair – Share, and Issue analysis. The present study determined the academic performance of the high school students in Economics and it was described as Proficient. When it was correlated with the perceived extent of utilization of methods of differentiated instructions, the Pearson-r computation reveals that there is negligible relationship between students' academic performance in Economics and teaching methods in Social Studies for Differentiated Instruction.

**Keywords:***Differentiated Instructions, Kto12, Social Studies Program, Teaching Methods, Students' Academic Performance*

### I. INTRODUCTION

Effective teachers adapt instruction to meet the needs of individual learners. Differentiated instructions, otherwise known as responsive instruction, is a philosophy that encourages teachers to modify curriculum, instructional strategies, and student products based on the readiness levels, interests, and learning profiles of individual students (Tomlinson, 2003 and Tomlinson &Imbeau, 2010). Effective teachers of Social Studies incorporate a variety of techniques in the instruction, assessment, and grouping of students because not everyone learns the same thing at the same time with the same approach. By proactively identifying the needs of each student, teachers are better able to make decisions regarding curriculum adaptation, instructional design, instructional tools integration (e.g., computer, graphic organizers, visual aids, and cues), and data interpretation (Lovin, Kyger, &Allsopp, 2004). The ultimate goal of Differentiated Instructions (DI) in the Social Studies classroom is to help all students experience success, regardless of their learning capabilities. In the Philippine setting, the Kto12 Social Studies Curriculum of the Basic Education Curriculum Framework aims for students to develop 21st Century Skills to nourish a functionally literate and developed Filipino. The overall objective of Social Studies is to hone learners to become citizens who are investigative, critical thinkers, responsible, productive, environment friendly, patriotic and values oriented with a nationalistic and global view and value to social and historical topics.

Some of the responsibility for meeting students' needs shifts to the learners themselves (Waterman, 2007). The shift brings increases in motivation, independence, and opportunity for democracy in action, where students are members of learning communities (Westphal, 2007). Differentiation is a way of teaching. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning. As Carol Ann Tomlinson has said, differentiation means giving students multiple options for taking in

information (1999) as cited in Robb (2018). Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction.

Students with diverse backgrounds and abilities pose new and different challenges as teachers seek to meaningfully include and effectively educate all students. Most certainly, as diversity among students increases so must the differentiation of teaching and learning. Vygotsky believed, as Miller (2002) states, Process is more important than product. They looked directly at a child's series of actions and thoughts as she tries to solve a problem and, in the process, advance her own thinking. It is important for a teacher to try to teach to all learning styles. Gardner (2011) is well known for his theory of Multiple Intelligences (MI), which was derived from cognitive science. John Dewey, who is known as the father of progressive education believed in making curriculum relate to real life and using children's interests as a basis of learning. Wilson (2010) states Dewey believed interest was larger than choosing your favorite idea, but rather more about engaging in your community and the world around you. He also felt highly individualized approach built around children's interests and the social life of the children's community would prove to be more educative than traditional academic studies. Given the differing abilities in a classroom, students work at different speeds and some may require extra time to process information (Weselby, 2014). Differentiated instructions encourages teachers to embrace such diversity and tailor the instruction to meet all needs.

According to Subban (2006), aspects that continue to require investigation include the teacher's response to adopting a new model, the impact of teaching experience on the teacher's ability to differentiate instruction, and teachers' perception on the implementation of differentiated techniques. Within this framework, this study investigated the usage/utilization of the differentiated instruction model as a pedagogical instrument to facilitate the learning process. It is important to understand the extent to which teachers understand DI prior to implementing any changes and training. Some teachers may believe they are implementing effective strategies when in reality their strategies do not totally satisfy their own and students' needs. For these reasons, it is important to survey teachers to understand key strategies to improve Social Studies instruction. Teachers have to address students' varied academic needs and investigate and address the persistent and long held teacher beliefs.

The researcher hopes to help the curriculum planners to further develop strategies to increase teachers' effective implementation of differentiated instruction. On the other hand, administrators have overall responsibility for working with their teachers and make the necessary changes or innovations on differentiated instruction utilization. Moreover, this study enables the Social Studies teachers to have deeper understanding of DI, its nature and components. Differentiated instruction is a way for teachers to provide specialized and individualized instructions and track progress at each student's instructional level in order to meet these standards.

## **II. OBJECTIVE OF THE STUDY**

The study determined and assessed the utilization of methods of Differentiated Instructions in the Kto12 Social Studies Program and the students' academic performance of High School in Zone 3, Department of Education, Division of Zambales, Philippines during school year 2019-2020.

Specifically, this study determined the extent of utilization of teaching Methods in Social Studies for Differentiated Instructions such as Think – Pair – Share, Issue Analysis, Group-Investigation, Buzz Groups, Round Robin; and Use of Task Cards; described the academic performance of the students in Economics; and tested the relationship between the teaching methods in Social Studies for Differentiated Instruction and the students' academic performance in Economics.

## **III. MATERIALS AND METHODS**

This research study employed a descriptive research method with the survey questionnaire as the main research instrument. For Shields (2013) descriptive method includes the collection of data to test the hypothesis and to answer the questions concerning the present status of the study. Descriptive research involves and employs the process of inquiry, interpretation and attempts to develop knowledge. This method is describing what is involved, the description of recording, analysis and interpretation of condition that exist. The present study described the status of utilization of different methods of Differentiated Instruction in Social Studies in High Schools of Zone 3 (Cabangan District, San Felipe District, San Narciso District and San Antonio District), Division of Zambales. The result was correlated to the students' academic performance. The perceptions and

insights were solicited from the Social Studies teachers. A total population of one hundred (100) Junior/Senior High Social Studies teachers were the respondents of the research study.

The main instrument which was used in gathering the data for the present study was a survey checklist. Survey is probably the most commonly used research design in Social Sciences. The survey is a flexible research approach used to investigate a wide range of topics. Surveys often employ the questionnaire as a tool for data collection. This resource considers the use of surveys and questionnaires in descriptive and social sciences research. The contents of the survey checklist were lifted from the questionnaires of the studies of Whipple (2012) and Guido (2016).

The survey assessed the preferred teaching methods in Social Studies for Differentiated Instruction. It had a total of 6 Methods with five indicators each. The respondents answered on a 4point scale ranging from 4 (Always Utilized), 3 (Sometimes Utilized), 2 (Moderately Utilized) to 1 (Never Utilized). The last part is the academic performance of the high school students in Economics during the 3<sup>rd</sup> quarter of academic year 2019-2020.

The instrument in its first draft was presented to the panel of experts of President Ramon Magsaysay Graduate School for validity purpose. Their ideas, suggestions and corrections were sought in terms of the extent of clarity, consistency and suitability of the indicators. Panels' amendments and revisions were carried on in the finalization of the research instrument. The conduct of a pilot test was necessary for the research instrument's test of reliability. The pilot test was conducted among the Social Studies High School teachers of Botolan National High School, Botolan, Zambales. After making the final draft of the survey checklist, the researcher sought the permission and approval of the Schools Division Superintendent, Division of Zambales, through letters signed by the researchers to administer the survey questionnaire to the respondents.

After securing the endorsement, the researchers personally distributed the instrument to the participants on the 4<sup>th</sup> week of January, 2020. The objectives of the study were explained to the participants, for them to consider and gain better understanding of the objectives of the research study. The respondents' answers were treated confidential. The instruments were collected immediately. The statistical treatment of this study utilized descriptive statistical tools such as percentage and mean. Pearson r was the inferential statistics used. All the data which were obtained in the instrument were tallied, tabulated, analyzed and interpreted in accordance with the objectives of the study.

#### IV. RESULTS AND DISCUSSION

##### 1. Extent of Utilization of Teaching Methods in Social Studies for Differentiated Instruction

Indicated in Table 1 the extent of utilization of Teaching Methods in Social Studies for Differentiated Instruction such as Think – Pair Share, Issue Analysis, Group-Investigation, Buzz Groups, Round Robin; and Use of Task Cards.

**Think – Pair Share.** Rank 1 was item 2, asks an open-ended question (AWM=3.83), rank 2 was 1, teacher models the technique with a volunteer (AWM=3.40), rank 3.5 were 3, Students write a response to a question and 4, Students pair up and share their responses (AWM=3.38), respectively, and rank 5 was 5, Ask pairs to report back on their conversations (AWM=3.34), with descriptive rating of Always. The Social Studies teacher-respondents always utilized the most important features, steps and characteristics of Buzz Group as method for Differentiated Instruction. Here the teachers model the technique with a volunteer, asks the students an open-ended question, then students write a response to a question, students pair-up and share their thoughts and responses and ask pairs to report back on their conversations. The Think-Pair-Share activity gives students the opportunity to feel more comfortable sharing their thoughts and differentiate instruction by providing students' time and structure for thinking on a given topic (Daraceea, Salehib&Fakhr, 2016). Students in Think-pair-share (TPS) work together to solve a problem or answer a question about an assigned reading. This strategy requires students to think individually about a topic or answer to a question, and share ideas with classmates (Esa&Mahbib, 2015). Think-pair-share helps students to think individually about a topic or answer to a question, teaches students to share ideas with classmates and builds oral communication skills and helps focus attention and engage students in comprehending the reading material (Koch, 2019). Over all, the computed weighted mean for the Think – Pair Share was 3.47, interpreted as Always Utilized. The teachers of the present study always utilized the Think – Pair Share as method for DI in teaching Social Studies.

Table 1 Mean Rating on the Extent of Utilization of Teaching Methods in Social Studies for Differentiated Instruction

<b>Think – Pair – Share</b>	<b>AWM</b>	<b>Descriptive Rating</b>	<b>Rank</b>
1. Teacher models the technique with a volunteer	3.40	Always Utilized	2
2. Asks an open-ended question.	3.83	Always Utilized	1
3. Students write a response to a question.	3.38	Always Utilized	3.5
4. Students pair up and share their responses.	3.38	Always Utilized	3.5
5. Ask pairs to report back on their conversations.	3.34	Always Utilized	5
<b>Overall Weighted Mean</b>	<b>3.47</b>	<b>Always Utilized</b>	
<b>Issue Analysis</b>	<b>AWM</b>	<b>Descriptive Rating</b>	<b>Rank</b>
1. Students read the issue with comprehension.	3.61	Always Utilized	1
2. Students identify the most important problems.	3.60	Always Utilized	2
3. Use creativity to come up with solutions.	3.60	Always Utilized	2
4. Students explain the logic they used to choose one alternative and reject the others.	3.28	Always Utilized	5
5. Ask someone to explain how to implement the decision.	3.49	Always Utilized	4
<b>Overall Weighted Mean</b>	<b>3.52</b>	<b>Always Utilized</b>	
<b>Group-Investigation</b>	<b>AWM</b>	<b>Descriptive Rating</b>	<b>Rank</b>
1. Facilitate awareness of interesting aspects of general topic.	3.60	Always Utilized	5
2. Helps students to formulate their plan.	3.71	Always Utilized	4
3. Continues to help maintain cooperative norms.	3.72	Always Utilized	3
4. Conducts discussions of feedbacks.	3.74	Always Utilized	2
5. Evaluates higher level of thinking and cooperative behaviour.	3.78	Always Utilized	1
<b>Overall Weighted Mean</b>	<b>3.69</b>	<b>Always Utilized</b>	
<b>Buzz Groups</b>	<b>AWM</b>	<b>Descriptive Rating</b>	<b>Rank</b>
1. Pre-assess the group	3.50	Always Utilized	5
2. Share the purpose and objectives of the activity.	3.78	Always Utilized	3
3. Clarify the assignment, guidelines and reporting expectations	3.84	Always Utilized	1
4. Acknowledge each group's input	3.82	Always Utilized	2
5. Conduct a post-assessment	3.61	Always Utilized	4
<b>Overall Weighted Mean</b>	<b>3.71</b>	<b>Always Utilized</b>	
<b>Round Robin</b>	<b>AWM</b>	<b>Descriptive Rating</b>	<b>Rank</b>
1. Think of the topic to discuss.	3.81	Always Utilized	1
2. Consider the placement so that groups won't be distracted by other groups.	3.63	Always Utilized	2
3. Assign leader of the group and another the recorder.	3.50	Always Utilized	4
4. Give groups tokens so when it's each student's turn to talk, they must turn in a token.	3.39	Always Utilized	5
5. Have the leader present their group's ideas.	3.62	Always Utilized	3
<b>Overall Weighted Mean</b>	<b>3.59</b>	<b>Always Utilized</b>	
<b>Use of Task Cards</b>	<b>AWM</b>	<b>Descriptive Rating</b>	<b>Rank</b>
1. Print, cut, laminate, and put task cards on a ring.	3.05	Sometimes Utilized	5
2. Divide your students and present one task card at a time.	3.16	Sometimes Utilized	2
3. When the time is up, you say, "Switch."	3.13	Sometimes Utilized	4
4. Let students swap problems with a partner and then check each other's work.	3.22	Sometimes Utilized	1

5. Task cards were hidden and once students found one, they will answer it.	3.16	Sometimes Utilized	2
<b>Overall Weighted Mean</b>		<b>3.14</b>	
<b>Grand Mean</b>		<b>3.52</b>	
		<b>Sometimes Utilized</b>	
		<b>Always Utilized</b>	

**Issue Analysis.** Rank 1 was item 1, Students read the issue with comprehension (AWM=3.61), rank 2 were 2, Students identify the most important problems and 3, Use creativity to come up with solutions (AWM=3.60), respectively; rank 4 was 5, Ask someone in the class to explain how to implement the decision (AWM=3.49), and rank 5 was 4, Students explain the logic they used to choose one alternative and reject the others (AWM=3.28), with descriptive rating of Always. The Social Studies teacher-respondents always utilized the specific aspects and steps of Issue Analysis as method for Differentiated Instruction. The Social Studies teachers always allows their students to read and study the issue/topic and most important problem with understanding, be creative to come up with solutions, make and utilize decision and explain and report the feasibility of their actions and output. Issue-centered approach/analysis include some civic classes, world affairs or regions and the declining contemporary problems (Dyngneson & Gross 2016). Proponent need to give evidences from the serious conditions that affect human well-being of the need to considerably increase attention on the unresolved aspect of most topic being studied (Pozas, Letzel& Schneider, 2019). Also, the proponent needs to demonstrate the processes of skilled inquiry and problem resolution which are critical elements of learning the citizens of democratic society (de Guzman &Ecle, 2019). Over all, the computed weighted mean for the Issue Analysis was 3.52, interpreted as Always Utilized. The teachers of the present study always utilized the Issue Analysis as method for DI in teaching Social Studies.

**Group-Investigation.** Rank 1 was item 5, 5.Evaluates higher level of thinking and cooperative behaviour (AWM=3.78), rank 2 was 4, Conducts discussions of feedbacks (AWM=3.74), rank 3 was 3, Continues to help maintain cooperative norms (AWM=3.72), rank 4 was 2, Helps students to formulate their plan (AWM=3.71), and rank 5 was 1, Facilitate awareness of interesting aspects of the general topic. (AWM=3.60), with descriptive rating of Always. The Social Studies teacher-respondents always utilized the most important elements, steps and characteristics of Group-Investigation as method for Differentiated Instruction. Here the Social Studies teachers focused the activities in developing higher level of thinking, cooperative behaviour and assessing new information, discuss feedbacks, and awareness and learning topics. Group investigation is a method for classroom instruction in which students work collaboratively in small groups to examine, experience, and understand their topic of study (Granås, 2019). Group investigation as Differentiated Instruction method help students define topics for study and then work together to complete their investigations (Guido, 2016). Group investigation can improve students' academic achievement and helpful to achieve personal learning goal by achieving group learning goal (Scott, 2012) Overall, the computed weighted mean for the Group Investigation was 3.69, interpreted as Always Utilized. The teachers of the present study always utilized the Group Investigation as method for DI in teaching Social Studies.

**Buzz Groups.** Rank 1 was item 3, Clarify the assignment, the guidelines and the reporting expectations (AWM=3.84), rank 2 was 4, Acknowledge each group's input (AWM=3.82), rank 3 was 2, Share the purpose and objectives of the activity. (AWM=3.78), rank 4 was 5, Conduct a post-assessment (AWM=3.61), and rank 5 was 1, pre-assess the group (AWM=3.50), with descriptive rating of Always. The Social Studies teacher-respondents always utilized the most important features, steps and characteristics of Buzz Group as method for Differentiated Instruction. Here the teachers clarify the assignment, the guidelines and criteria of reporting, acknowledge each group's input, share the objectives and expectations of the activity, and conduct a pre and post-assessment of the group. Sogo & Jeremiah (2018) stressed that Buzz Group is an informal arrangements particularly effective for differentiated instruction and motivation, to get students to state initial opinions, to select a narrow topic and to share brief reactions. It's called a 'buzz' group because it mimics the sound of people in intense discussion Maulana, et al. (2019) stated that a buzz group is a small, intense discussion group usually involving to 3 persons responding to a specific question or in search of very precise information. Guido (2016) argued that buzz groups is a small discussion groups with the objective of developing a specific task (idea generation, consensus on their ideas, problem solving and so on). Over all, the computed weighted mean for the Buzz Groups was 3.71, interpreted as Always Utilized. The teachers of the present study always utilized the Buzz Groups as method for DI in teaching Social Studies.

**Round Robin.** Rank 1 was item 1, think of the topic to discuss (AWM=3.81), rank 2 was 2, consider the placement so that groups won't be distracted by other groups (AWM=3.63), rank 3 was 5, have the leader present their group's ideas (AWM=3.62), rank 4 was 3, assign leader of the group and another the recorder (AWM=3.50), and rank 5 was 4, give groups tokens so when it's each student's turn to talk, they must turn in a token. (AWM=3.39), with descriptive rating of Always. The teacher-respondents always utilized the most important elements, steps and characteristics of round robin as method for Differentiated Instruction. According to Koch (2019), first in Round Robin is to present a category for discussion. Have students take turns going

around the group, present their insights and naming items that fit the category. Smale-Jacobse, et al. (2019) discoursed that Round Robin strategy is a brainstorming strategy where students are situated around a table in an academic discussion. Like other brainstorming sessions, students generate ideas on a specific topic or question. For Guido (2016), round-robin is a game used by teachers to informally observe learned information in an interactive and entertaining way. Over all, the computed weighted mean for the Round Robin was 3.59, interpreted as Always Utilized. The teachers of the present study always utilized the Round Robin as method for DI in teaching Social Studies.

**Use of Task Cards.** Rank 1 was item 4, let students swap problems with a partner and then check each other's work (AWM=3.22), rank 2 was 2, divide your students and present one task card at a time and 5, task cards were hidden and once students found one, they will answer it (AWM=3.16), respectively, rank 4 was 3, when the time is up, you say, "Switch." (AWM=3.13), and rank 5 was 1, print, cut, laminate, and put task cards on a ring. (AWM=3.05), with descriptive rating of Sometimes Utilized. The teacher-respondents always utilized the most important features, steps and characteristics of Use of Task Cards as method for Differentiated Instruction. To utilize this, the teachers always allow their students/switch exchange problems with a partner and then check each other's work, divide students and present one task card at a time, task cards were hidden and once students found one, they will answer it. The use of task cards allows active Social Studies classroom, allows students to think critically and be responsible on the task at hand. According to Guido (2016) the 'Use of Task Cards', like differentiated learning stations, allow the teachers to give students a range of content. Students answering task cards can also be a small-group activity, adding variety to classes that normally focus on solo or large-group learning. Chick & Hong (2012) pointed out that task cards are a great activity to add to any learning center and its usage can encourage students to work together in order to complete a task. Koch (2019) opined that task cards can also be used individually by a small group of students so that each student is working on a different activity based on the same concept. Over all, the computed weighted mean for the Use of Task Cards was 3.14, interpreted as Sometimes Utilized. The teachers of the present study sometimes utilized the Use of Task Cards as method for DI in teaching Social Studies.

## 2. Academic Performance of the Students in Economics

**Table 3** Level of Academic Performance of the Students

Descriptive Equivalent	Numerical Value	Frequency	Percent
Advanced	90 & above	0	0.00
Proficient	85 - 89	86	86.00
Approaching Proficiency	80 - 84	14	14.00
Developing	75 - 79	0	0.00
Beginning	74 & below	0	0.00
<b>Total</b>	<b>Total</b>	<b>100</b>	<b>100.00</b>
<b>Mean</b>	<b>Mean</b>	<b>87.70 – Proficient</b>	

As shown in Table 3, of the one hundred (100) students, 86 (86.00%) gained a grade point average (GPA) of 85-89 with descriptive interpretation of Proficient; followed by 14 students with GPA of 80-84 interpreted as Approaching Proficiency; no one gained a GPA of 90 and above interpreted as Advanced; 75-79 with a descriptive interpretation of Developing; and 74 & below, Beginning. The computed mean grade was 87.70 interpreted as Proficient. The level of performance of the senior high school students was Proficient. In the studies of Vasiliki, Panagiota & Maria (2016), Adu, Galloway & Olaoye's (2014) Smirnova (2016) teaching Economics in this twenty-first century requires teachers to implement effective teaching pedagogies, materials and technology-integrated teaching and providing ongoing support to learners.

## 3. Significant Relationship between Teaching Methods in Social Studies for Differentiated Instruction and the Students' Academic Performance in Economics

**Table 4** Pearson r to Test the Relationship between Differentiated Instruction Teaching Methods in Social Studies and the Students' Academic Performance in Economics

Source of Correlation		Academic Performance	Differentiated Instructional Methods	Decision/ Interpretation
Academic Performance	Pearson Correlation	1	-0.09	Negligible Relationship
	Sig. (2-tailed)		0.39	
	N	100	100	

<b>Differentiated Instructional Methods</b>	Pearson Correlation	-0.09	1	<b>Accept Ho Not Significant</b>
	Sig. (2-tailed)	0.39		
	N	100	100	

Based from Table 4, the computer generated Pearson-r value of -0.09 denotes negligible relationship/correlation. The computer generated sig value of 0.39 which is higher than 0.05 Alpha Level of Significance, therefore, the Null Hypothesis is accepted, hence there is no significant difference on the variables, Academic Performance and Teaching Methods in Social Studies for Differentiated Instruction. There is no significant relationship between the Academic Performance of the high schools students in Economics and the utilized teaching methods for Differentiated Instruction of Social Studies teachers. This result suggests that there are other aspects and factors (e.g., students' interest and learning style, learning environment and resources, other teachers' capabilities and preparedness, etc.) which can affect (negatively or positively) the academic performance of the students in Social Studies.

## V. CONCLUSIONS

The varied methods of Differentiated Instructions for Social Studies Program were explored in this study. It was found that the teachers always utilized the method Buzz Groups in teaching and learning Social Studies lessons in the high school level, however, sometimes utilized the method Use of Task Cards. Primarily, the Buzz Groups was utilized to clarify the assignment, guidelines and reporting expectations; used the Group-Investigation to evaluate higher level of thinking and cooperative behaviour; employed the Round Robin for the students to read the issue with comprehension; utilized the Think-Pair-Share for the students to ask an open-ended question; employed Issue Analysis for the students to read the issues with comprehension; and used Task Cards to let the students swap problems with a partner and then check each other's work. The present study determined the academic performance of the high school students in Economics and it was described as Proficient. When it was correlated with the perceived extent of utilization of methods of differentiated instructions, the Pearson-r computation reveals that there is negligible relationship between students' academic performance in Economics and Teaching Methods in Social Studies for Differentiated Instruction.

## VI. RECOMMENDATIONS

Based from the conclusions of the study, the researchers recommend that teachers may explore and utilize more student-centered and teacher-directed teaching methods to further the effectiveness of utilization of Differentiated Instruction in Social Studies teaching. Teachers and Department Head can maximize the benefits of collaboration among Social Studies educators by creating a professional learning community aimed to further improve the utilization of Differentiated Instruction and teaching approaches and strategies for the Social Studies Program. They may design and utilize Differentiated Instruction strategies focused on curriculum compacting/compressing, allowing time for processing and organizing information into smaller learning chunks, creating learning stations with appropriate materials, and analyzing these DI strategies on a regular basis. The school heads may require the teachers to attend seminars, trainings and workshops aimed to further improve the utilization of the different methods and strategies and components of Differentiated Instruction. Lastly, conduct a follow-up study that would include high schools in other Zones in the Division of Zambales, Philippines for validation purpose. The study would provide a spring-board from which future research will be undertaken on Differentiated Instruction and how this can be variables to other aspects of education that involves the learners, the educators and the administrators.

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