



USING DIFFERENTIATED INSTRUCTIONS IN TEACHING SCIENCE TO CATER DIVERSE NEEDS LEARNERS: BASIS FOR LEARNING MATERIALS

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ABSTRACT

The students learning lacking in the country, and that raises serious concerns over the effectiveness of science education in the Philippines. Students who do not have strategies of teaching may have a significant gap in their competencies, which can make it difficult for them to pursue careers related to STEM. Nonetheless, not all students can learn and those who not all students understand the instructions of teachers, this poses a great concern regarding to comprehend and apply the understanding in real world. Among the several barriers to high-quality science teaching is still the lack of learned and engagement of students. Policy implementation, resource allocation, and infrastructure development are considered to solve this problem in order to ensure that students from everywhere would experience hands-on scientific learning. However, Experimental quantitative Method was used to measure the perceptions of the respondents on using differentiated instructions in teaching science to cater diverse needs learners' basis for learning materials involving thirty (30) Grade 11 STEM students. The following are the results of the study: The respondents were agreed to all assertion. That they perceived that using differentiated instructions in teaching to cater diverse needs learners of highly effective and adequate for science classes. The respondents agreed to all assertions. That they perceived attempts to teach pupils with a variety of interest

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and backgrounds. The statements were regarded as agreed by the respondents, this suggests that they believed that Instructional materials will benefit pupils had a considerable impact on their academic performance. There is no significant difference on the assessment of respondents on attempts to teach pupils with a variety of interest and backgrounds when make instructional materials that will benefits pupils.

Keywords: *Using Differentiated Instructions, teaching science, diverse needs learners, basis for learning materials*



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