

Manifestations of Learning Difficulties: A Case among Pupils of Public Elementary Schools in Iba, Zambales, Philippines

By

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Abstract

This research examined the manifestations of learning difficulties among pupils of Elementary Schools in Iba, Zambales, Philippines. It also explored the principles of assisting pupils with learning difficulties and the preferred strategies by teachers to address these difficulties. It covered a total of 133 teachers from all grade levels. It was conducted during the academic year 2015-2016. Descriptive research was the research design utilized by the researchers. The survey questionnaire was the main tool of data collection and the statistical tools used were descriptive and inferential statistics. The teacher-respondents are typical female adult, Teacher II and hold Bachelor's Degree with MA units. The frequently observed manifestations of learning difficulties among pupils were the weak skill in problem-solving and short attention span. The teachers agreed that to effectively assist pupils with learning difficulties, the teaching principle should be towards enhancing learning interest and motivation. The giving of positive reinforcement to good behavior, helping pupils build self-confidence and a healthy self-image and implementation of remedial activity were the most utilized strategies to help address the learning difficulties experienced and encountered by pupils. Findings also revealed a significant difference on the described principles of assisting pupil's learning difficulty attributed to highest educational attainment and a significant difference on the perceived utilization of the strategies to help address the learning difficulties of pupils attributed to position/academic rank. It is suggested that elementary classroom teachers need to continue to utilize strategies to help pupils to overcome pupils' learning difficulties and implementing a concrete remedial program.

Keywords: *Learning Difficulties, Pupils, Strategies, Elementary Schools, Classroom Teachers*

1. Introduction

United Nations Convention on the Rights of the Child emphasized that education should develop learner's personality, talents and mental and physical skills to the fullest. It should prepare learners for life. In conformity with this mandate, as presented in the DepEd Discussion Paper on Kto12 (2010) that the Basic Education in the Philippines should aim at achieving mastery of core competencies and skills towards developing lifelong learners. Filipino teachers therefore are expected to effectively manage instruction that would provide better learning atmosphere for their learners and uphold quality education standards. Teachers are also instructed to be committed to ensure that learners progress and achieve success.

Inside the classroom, learners differ in many aspects. They vary in their intelligence, interests, family and cultural background. There are those who can easily comprehend and process information while others

find difficulty to absorb and learn knowledge and perform skills. These kind of learners manifest difficulties in learning in many ways but does not necessarily mean they do not perform well.

National Center for Education and Statistics (2014) identified these children who typically perform below the expected level in one or more academic areas and need additional assistance to achieve in the classroom. According to Louden (2010) learning difficulties refer to difficulties in learning to literacy, but is also applied in other areas of learning like numeracy. Davis, & Florian (2003) revealed that learning difficulties manifest on pupils/students' who may be less able to organize their perceptions, have little motivation, short attention span in work situations or associated behavioral problems.

It must be noted that there are many factors and/or aspects why pupil's experienced learning difficulties. What is important is for the teachers to realize and accept these experiences and situations of pupils and help them overcome these. Most students experiencing difficulties in learning according to Board of Studies New South Wales (2004) will require additional support, including adjustments to teaching and learning activities and/or assessment. It is every educators' responsibility to give additional help to pupils who, for one reason or another, have left behind the rest of the class in different subjects. All students should be guaranteed an access to equitable educational opportunities without discrimination. Davis & Florian (2003) acknowledged that the ultimate aim of teaching is to help pupils who have fallen behind to learn to the best of their ability and to bring them back into the mainstream classes as far as possible.

It is essential for a teacher to understand thoroughly the strengths and weaknesses of their pupils so that appropriate teaching approaches can be adopted to meet their individual needs. With proper help, attention, supervision and utilization of strategies to help address pupils' difficulties in learning, these pupils' interest in learning will be aroused and they would make better progress. According to the concept of More Knowledgeable Other (KMO), the development of cognition occurs best when children stay with more knowledgeable people, the teacher.

The result of this study will prove to be beneficial to the school administrators, teachers, the parent and the students. The school administrator/principal and teachers will have concrete evidences of the manifestations of their pupils' learning difficulties, thus allow the creation of a more systematic remedial instruction of their pupils and employing the strategies exclusively focus on helping pupils overcome their learning difficulties. Teachers, particularly would be more mindful of the importance of effective instruction to learners and employ effective strategies and best teaching practices which provide all learners with maximum opportunities to learn. Parents as well will be more informed of their child/children's difficulties in learning and other academic related activities, hence, they will be more encouraged to participate in their child/children's' learning and extend further their responsibility to monitor their development. On the other hand, the pupils, knowing that their mentors are there for them to help, guide and sympathize with them, they would develop positive self-perceptions of their abilities, are more motivated and strive harder with their studies.

Objectives of the Study

The main purpose of this research study was to examine the manifestations of learning difficulties among pupils of Public Elementary Schools in Iba, Zambales, Philippines.

Specifically, the study sought to determine and describe the manifestations of learning difficulties of pupils, to describe the principles of assisting pupils' learning difficulties, to identify the extent of preference of utilization of strategies to help address pupils' learning difficulties, to test the significant difference on the perceived manifestations of learning difficulties of pupils when attributed to respondents' profile, to test the significant difference on the perceived principle of assisting pupils with learning difficulties when attributed to respondents' profile and to test the significant difference on the

extent the respondents utilize/employ the strategies to help address pupils' learning difficulties when attributed to respondents' profile.

2. Methodology

This research study utilized descriptive research design, quantitative in its analysis and with survey questionnaire as the main research instrument. The study was conducted at public elementary schools of Iba, Province of Zambales, Philippines during the academic year 2015-2016. One hundred thirty three (133) faculty members served as the respondents of the study.

In this study, survey questionnaire was the main instrument for data collection. The survey questionnaire was supplemented by literature reviews difficulties in learning and remedial strategies of Education Bureau Hong Kong. The Government of the Hong Kong Special Administrative Region (2014) and the work of Murray & Ganim (2011) on learning difficulties.

First part of the instrument obtained the demographic profile of elementary school teachers such as age, sex, highest educational attainment and position/academic rank. The second part sought the manifestations of pupils' learning difficulties. The respondents answered on a 5-point Likert scale ranging from 5 (always) to 1 (never). The third part gathered perceptions on the principles of assisting pupils with learning difficulties. The respondents answered on a 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). The last part of the instrument had 10 items of strategies to help address and overcome learning difficulties. Respondents answered on a scale ranging from 5 (Always) to 1 (Never). A set of subject matter experts reviewed and checked the indicators for clarity and directedness to minimize the occurrences of misinterpretations.

A pilot test was conducted with twenty four (24) faculty members from Botolan Central School, Botolan, Zambales Philippines. The approval of the distribution of the survey checklist was secured from the Schools Division Superintendent DepEd Division of Zambales. The survey checklist was administered by the researchers personally to the respondents. The secrecy of their responses was emphasized. Figures and data which were collected from the survey questionnaire were analyzed, interpreted and summarized accordingly. Software SPSS 16 was employed to produce the mean and the ANOVA.

3. Results and Discussion

Table 1: Summary of Results on the Profile of the Teacher- Respondents

Profile	Faculty-Respondents (N=133)		
	Results	Frequency	Percentage
Sex	Male	51	38.35%
	Female	82	61.65%
	Total	133	100.00%
Age	Mean Age = 41.46 or 41 years old		
Highest Educational Attainment	Bachelor w/ MA units	61	45.86%
	Master's	42	31.58%
	Bachelor	30	22.56%
	Total	133	100.00%
Position/ Academic Rank	Teacher III	32	24.06%
	Teacher II	65	48.87%
	Teacher I	36	27.07%
	Total	133	100.00%

Table 1 shows the frequency and percentage distribution of the faculty-respondents' profile as to sex, age, highest educational attainment and position/academic rank.

Majority (82 or 61.65%) of the teacher respondents of public elementary schools at Iba, Zambales are female while 51 (38.35%) are male teachers. Results revealed that women represent a significant majority of the teaching workforce.

The result on the age is 41.46 or 41 years old (mean age). Most of the teacher-respondents (61 or 45.86%) are Bachelor's Degree holders with MA units followed by Master's degree holders (42 or 31.58%) and Bachelor's Degree holders (30 or 22.56%). Based from the findings on highest educational attainment, it can be said that the respondents are educationally qualified to teach in the Basic Education. Moreover, as to the respondents' position or academic rank, Table 1 showed that almost half of the teacher-respondents are Teacher II (65 or 48.87%), followed by Teacher I (36 or 27.07%) and 32 (24.06%) who are Teacher III. The respondents reached the position from Teacher I to Teacher III since the respondents progressed professionally from undergraduate to post graduate degree.

Manifestations the Learning Difficulties of Pupils

Table 2 shows the results on the manifestations of the learning difficulties of pupils as perceived by teachers.

Indicator 6 stated as "Low problem-solving ability" obtained the highest average weighted mean of 4.46 and ranked 1th, followed by Indicator 2 stated as "Short in attention span" obtained an average weighted mean of 4.38 and ranked 2nd. The average weighted mean of indicators 6 and 2 obtained a descriptive equivalent of always respectively.

Table 2: Results on the Manifestations of the Learning Difficulties of Pupils

Indicators	AWM	DE	Rank
1. Easily distracted by other things	4.14	O	5
2. Relatively short in attention span	4.38	A	2
3. Relatively poor comprehensive power	4.13	O	4
4. Lack of learning motivation	3.46	O	10
5. Lack of self-confidence/self-esteem	3.62	O	9
6. Low problem-solving ability	4.46	A	1
7. Fail to grasp information effectively	4.00	O	7
8. Difficulty in understanding new/abstract concept	4.15	O	3
9. Fail to transfer knowledge to the related learning areas appropriately	4.08	O	6
10. Need more time to complete assignments or tasks	3.77	O	8
Overall Weighted Mean	4.02	O	

The teacher-respondents always observed problem-solving difficulties among pupils. The pupils manifest weakness in their mathematics abilities. The result is consistent with the findings of Louden (2010), who raised that the learning difficulties also applied in other areas of learning, including mathematics. On the other hand Davis & Florian (2003) called mathematical challenges of learners as mathematical disability. It is the difficulty in learning of mathematical concepts and facts, and setting mathematical problems out on the page. Dynneson & Gross (1999) stated that problem solving is one of the complex skills (e.g.

decision making, critical and creative thinking, detect cause-and-effect relationships) often acquire by learners through practice and reinforcement. Complex skills are intellectual skills as well as applied skills (thinking and performance). Findings in the present study revealed that there were pupils' who struggle to develop problem-solving power as one of the complex skills.

As observed, the pupils also manifest short attention span (AWM=4.38, ranked 2nd). The pupils experience difficulty sustaining attention, which could manifest in not following instruction, not listening when spoken to directly or avoids engaging in tasks. Davis & Florian (2003) claimed that there are learners with difficulties with the ability to concentrate, sit alertly and remain task-focused. As for US Department of Education (2006), inattention manifest among students who fails to give close attention because they are easily distracted. McDonald (2010) on the other hand revealed that there is inattention when pupils dash around touching or playing with whatever is in sight.

Indicator 8 stated as "Difficulty in understanding new/abstract concept" obtained an average weighted mean of 4.15 and ranked 3rd. Indicator 3 stated as "Relatively poor comprehensive power" obtained an average weighted mean of 4.13 and ranked 4th. Indicator 1 stated as "Easily distracted by other things" obtained an average weighted mean of 4.14 and ranked 5th. Indicator 9 stated as "Fail to transfer knowledge to the related learning areas appropriately" obtained an average weighted mean of 4.08 and ranked 6th. Indicator 7 stated as "Fail to grasp information effectively" obtained an average weighted mean of 4.00 and ranked 7th. Indicator 10 stated as "Need more time to complete assignments or tasks" obtained an average weighted mean of 3.77 and ranked 8th. Indicator 5 stated as "Lack of self-confidence/self-esteem" obtained an average weighted mean of 3.62 and ranked 9th. Indicator 4 stated as "Lack of learning motivation" obtained an average weighted mean of 3.46 and ranked 10th. The average weighted mean of indicators 8, 3, 1, 9, 7, 10, 5 and 4 obtained a descriptive equivalent of often respectively. The overall weighted mean of the perception of the respondents on manifestations of the learning difficulties of pupils was 4.02 with descriptive equivalent of Often (O).

Other often indications of learning difficulties among pupils include understanding new/abstract concept, poor memory and comprehension, integrating acquired knowledge, grasping information effectively, accomplishing assignment and tasks on time; low self-expectation and lack of motivation. In the study of Lourden, et al. (2010), learners have poor retrieval of information perhaps due to problems with memory, reduced or limited vocabulary and word knowledge.

Perception on the Principles of Assisting Pupil's Learning Difficulty

Table 3 shows the perception on how the respondents describe the principles of assisting pupil's learning difficulty.

Table 3: Perception on how the respondents describe the principles of assisting pupil's learning difficulty

Indicators	AWM	DE	Rank
1. Teaching plan also consider diverse learning needs and the benefits they can get from the learning process	4.62	SA	5
2. Learning activities should be varied and meaningful and allows active participation	4.69	SA	4
3. Teaching should be towards enhancing learning interest and motivation	4.92	SA	1
4. Teaching and learning process also focus on giving concrete examples before proceeding to abstract concepts.	4.77	SA	3
5. Assessment is towards showing concern for the performances of individual pupils	4.85	SA	2
Overall Weighted Mean	4.77	SA	

Indicator 3 stated as “Teaching should be towards enhancing learning interest and motivation” obtained an average weighted mean of 4.92, ranked 1st. The respondents strongly believed that if they will create interest and motivation out of the proper experiences, they can nurture and cause to grow pupils’ desire to learn. To help pupils with learning difficulties, teachers need to plan learning activities that are somewhat emotionally charged and challenging but with maximum level of encouragement and support. Mojavezi & Tamiz (2012) argued that student are more likely to learn when they appreciate the value of classroom activities and when they believe they will succeed if they apply reasonable effort. According to Hootstein (2005) motivation can make learning relevant by relating the content to the learner’ needs, goals, values and experiences.

Indicator 5 stated as “Assessment is towards showing concern for the performances of individual pupils” obtained an average weighted mean of 4.85, ranked 2nd. Indicator 4 stated as “Teaching and learning process also focus on giving concrete examples before proceeding to abstract concepts” obtained an average weighted mean of 4.77, ranked 3rd. Indicator 2 stated as “Learning activities should be varied and meaningful and allows active participation” obtained an average weighted mean of 4.69, ranked 4th. Indicator 1 stated as “Teaching plan also consider diverse learning needs and the benefits they can get from the learning process” obtained an average weighted mean of 4.62, ranked 5th. The computed average weighted mean of indicators 5, 4, 2 and 1 obtained a descriptive equivalent of strongly agree respectively. The overall weighted mean of the perception on how the respondents describe the principles of assisting pupil’s learning difficulty was 4.77 with descriptive equivalent of Strongly Agree (SA).

The teacher-respondents also strongly agreed to the different principles of assisting pupil’s learning difficulty. These principles incorporate many aspects of the teaching and learning process such as assessment, understanding of concepts, instructional and learning activities planning. These principles and beliefs were perceived to have potential in helping pupils who are experiencing various difficulties and challenges in learning. As for assessment, according to Semerci (2007) as cited in Metin (2013), one of the important roles is to resolve learning deficiencies of unsuccessful students and motivation to successful students. As for understanding concepts, Dynneson & Gross (1999) stressed that previous learning serves as a resource for learning new concepts, hence, teachers should help learners understand concepts through successive experiences in a variety of contexts. Moreover, learning activities should be consistent with learners’ capabilities and learning styles and allows involvement and participation. Lastly, Teach for America (2011) stressed that a solid planning process is integral to a teacher’s efforts in identifying the needs of all students.

Perception on the Utilization of the Strategies

Table 4 shows the perception of the respondents on the extent of utilization of the strategies to help address learning difficulties.

Indicator 9 stated as “Give positive encouragement and reinforcement for good performance” obtained an average weighted mean of 4.85 with descriptive equivalent of always and ranked 1st. The teacher-respondents perceived that a constant giving of positive encouragement, support and reinforcement that will evidently commend and support pupils’ good behavior, conduct and performance could greatly help pupils to overcome their learning difficulties. Zaineb (2010) acknowledged that positive reinforcement can be effective in classroom use to help students determine and intensify their strengths, thus allowing the learners to use this to accomplish the tasks allotted to them.

Indicator 8 stated as “Help pupils build self-confidence and positive outlook in life” obtained an average weighted mean of 4.77 with descriptive equivalent of always and ranked 2nd. For the respondents, continuously helping pupils to build their self-confidence and positive self-esteem and respect could also significantly support pupils to improve learning. According to Zaineb (2010), one way to help build self-esteem and individuality among individuals is positive communication and quality interaction.

Table 4: Perception on the extent the respondent utilize/employ the strategies to help address learning difficulties

Indicators	AWM	DE	Rank
1. Implement Individualized Setting Instruction	4.00	O	10
2. Implement learning activities done individually or with peers	4.31	A	9
3. Set achievable learning clear and specific objectives	4.69	A	4
4. Help pupils realize the effect of their performances and behaviors	4.46	A	7
5. Observe the performance of pupils and give diversified rewards	4.68	A	5
6. Develop mutual trust and listen carefully to what they say	4.62	A	6
7. Implement concrete Remedial Program/Activity	4.70	A	3
8. Help pupils build self-confidence and positive outlook in life	4.77	A	2
9. Give positive encouragement and reinforcement for good performance	4.85	A	1
10. Invite parents to help children improve their work.	4.38	A	8
Overall Weighted Mean	4.55	A	

Indicator 7 stated as “Implement concrete Remedial Program/Activity” obtained an average weighted mean of 4.70 with descriptive equivalent of always and ranked 3rd. The study of Murray & Ganim (2011), it was found that remedial classes should act as a "safety valve" for struggling students, allowing them to work at a more appropriate level, rather than failing because they are not at the same level as the rest of the class. Lourden, et al. (2010) concluded that effective remedial lessons contain daily review of previous work and how the lesson will build on previous lessons, clear presentation of new skills and concepts. For Education Bureau of Hong Kong (2014), to help students overcome obstacles in learning, remedial teachers, should plan and utilized varied learning activities and teaching methods.

Indicator 3 stated as “Set achievable learning clear and specific objectives” obtained an average weighted mean of 4.69 with descriptive equivalent of always and ranked 4th. One particular strategy that teacher-respondents prefer to employ to help pupils experiencing learning difficulties is setting Grant (2007) notes that stating intended learning achievements inform learners of what they should achieve and informing teachers about what they should help learners to achieve attainable objectives which are also clear and specific.

Indicator 5 stated as “Observe the performance of pupils and give diversified rewards” obtained an average weighted mean of 4.68 and ranked 5th. Indicator 6 stated as “Develop mutual trust and listen carefully to what they say” obtained an average weighted mean of 4.62 and ranked 6th. Indicator 4 stated as “Help pupils realize the effect of their performances and behaviors” obtained an average weighted mean of 4.46 and ranked 7th. Indicator 10 stated as “Invite parents to help children improve their work.” obtained an average weighted mean of 4.38 and ranked 8th. Indicator 2 stated as “Implement learning activities done individually or with peers” obtained an average weighted mean of 4.31 and ranked 9th. The computed average weighted mean of indicators 5, 6, 4, 10 and 2 obtained a descriptive equivalent of always respectively. The overall weighted mean of the perception of the respondents on the extent of

utilization of the strategies to help pupils overcome learning difficulties was 4.55 with descriptive equivalent of Always (A). Other strategies perceived by the respondents which could possibly help pupils to overcome learning difficulties include supervision of pupils’ performances, development of empathetic relationships with learners, giving of varied rewards, employing peer support activities and soliciting parents’ involvement over their child’s education.

In the present study, the teachers are very aware that by objectively observing and evaluating performances of pupils and by giving diversified rewards to them, their learning difficulties can be addressed. Lourden, et al. (2010) stated that effective lessons for remediation should have guided student practice leading to independent student practice and giving of specific feedback after. Moreover, the respondents of the present study also considered the importance of informing the pupils of their behavior, acts and performances in the classroom. This can help pupils realistically self-evaluate their own performance and progress. As to peer support, Kiefer, Alley & Ellerbrock (2015) argued that peer support have unique implications for supporting learners’ academic motivation, classroom engagement, and school belongingness. As to the strategy of parent involvement, Lin (2010) reported that involving parents in classroom decisions and promoting communication strengthens support to school development and education of their children.

ANOVA to Test the Difference on the Perception of the Respondents as Regard to Profile Variables

Table 5: ANOVA to test the differences on the perception on the manifestations of the learning difficulties of pupils

Source of Variation	F	Sig.	Decision/ Interpretation
Sex	0.16	0.70	Not Significant Accept Ho
Age	1.48	0.31	Not Significant Accept Ho
Highest Educational Attainment	1.35	0.30	Not Significant Accept Ho
Position/ Academic Rank	0.59	0.57	Not Significant Accept Ho

Table 5 shows that the significant values for sex (0.70), age (0.31), highest educational attainment (0.30) and position/academic rank (0.57) were higher than (0.05) alpha level of significance. Therefore the null hypothesis is accepted. There is no significant difference on the perceived manifestations of pupils’ learning difficulties of pupils attributed to all profile variables. Findings revealed that the perceptions of male or female teachers of public elementary school in Iba, who belong to different age brackets, and holders of different academic degrees and academic positions manifest no significant difference on the perceived manifestation of learning difficulties among pupils. This result could also mean that they have observed almost the same indications of learning difficulties among their pupils.

Table 6 shows that the significant values for sex (0.16), age (0.94) and position/academic rank (0.10) were higher than (0.05) alpha level of significance. Therefore the null hypothesis is accepted. There is no significant difference on the described principles of assisting pupil’s learning difficulty when attributed to variables such as age, sex and position/academic rank. Findings revealed that the perceptions of the teachers on the principles of assisting/helping pupils with learning difficulty manifest no significant difference when attributed to age, sex and position/academic rank.

Table 6: ANOVA to Test the differences on the perception on the principles of assisting pupil's learning difficulty

Source of Variation	F	Sig.	Decision/ Interpretation
Sex	2.28	0.16	Not Significant Accept Ho
Age	0.23	0.94	Not Significant Accept Ho
Highest Educational Attainment	7.14	0.01	Significant Reject Ho
Position/ Academic Rank	2.91	0.10	Not Significant Accept Ho

The significant value for highest educational attainment (0.01) was lower than (0.05) alpha level of significance. Therefore the null hypothesis is rejected. There is significant difference on the described principles of helping pupils with learning difficulty through remedial teaching when attributed to variable highest educational attainment. The difference of perception of teachers was attributed on the different academic or professional degree the respondents have pursued or earned.

Table 7: ANOVA to test the differences on the perception on the utilization of strategies to address pupil's learning difficulty

Source of Variation	F	Sig.	Decision/ Interpretation
Sex	0.09	0.77	Not Significant Accept Ho
Age	1.68	0.26	Not Significant Accept Ho
Highest Educational Attainment	1.02	0.40	Not Significant Accept Ho
Position/ Academic Rank	4.02	0.04	Significant Reject Ho

Table 7 shows that the significant values for sex (0.77), age (0.26) and highest educational attainment (0.40) were higher than (0.05) alpha level of significance. Therefore the null hypothesis is accepted. There is no significant difference on the perceived extent of utilization of the strategies for remedial teaching when attributed to variables such as age, sex and highest educational attainment. Findings revealed that the perceptions of the respondents manifest no significant difference on the perceived utilization of the strategies that can help pupils to overcome learning difficulties.

The significant value for position/academic rank (0.04) was lower than (0.05) alpha level of significance. Therefore the null hypothesis is rejected. There is significant difference on the extent of utilization of the strategies to help address learning difficulties experienced by the pupils. The difference of perception of teachers was attributed on the different position/academic rank the teachers attained.

4. Conclusions and Recommendation

Based on the findings, the researchers concluded that the teacher-respondents are typical female adult, Teacher II and hold Bachelor's Degree with MA units. The frequently observed manifestations of

learning difficulties among their pupils were the weak skill in problem-solving and short attention span. The teachers agreed that to effectively assist pupils with learning difficulties, the teaching principle should be towards enhancing learning interest and motivation. The giving of positive reinforcement, helping pupils build self-confidence and a healthy self-image and implementation of remedial activity were the preferred and most utilized strategies to help address the learning difficulties experienced and encountered by pupils.

A significant difference on the described principles of assisting pupil's learning difficulty attributed to highest educational attainment was found. The study also found a significant difference on the perceived utilization of the strategies for to help address the learning difficulties of pupils attributed to position/academic rank.

It is suggested that elementary classroom teachers need to continue to employ in their instructional planning and procedures the principles that will address learning difficulties of pupils. Teachers also have to utilize strategies to help pupils to overcome learning difficulties, provide balanced and comprehensive instruction with the additional support of pupils experiencing this problem. Make good use of multimedia materials. Such materials not only gives teachers more diversity for teaching but also provides students self-learning channels. Moreover, implementation of a concrete and achievable remedial program and innovativeness and diversity in teaching need to be prioritized.

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