

The experiential approach in the teaching of Araling Panlipunan to learners with special educational needs in an inclusive setting towards a proposed remediation program

Christine Joy P. Labrador

University of Makati

Makati, Metro Manila, Philippines

Email: christinejoypareja@gmail.com

ABSTRACT

This study examined the effects of an experiential approach on the teaching of Araling Panlipunan 7 among learners with special educational needs (LSEN) in an inclusive setting. It specifically developed a remediation program entitled Conquering Araling Panlipunan Successfully Through Experience (CASTE) to address LSENs' learning challenges. Guided by the goals of identifying LSENs' current performance level, common difficulties, and appropriate instructional strategies, the research also sought to determine the significant difference in learners' academic performance before and after exposure to the experiential approach. Employing a quasi-experimental pre-test–post-test design, the study was conducted during the second quarter of the school year 2018–2019 at Benigno “Ninoy” S. Aquino High School, involving fifteen LSEN participants and five Araling Panlipunan receiving teachers as informants. Data were collected through pre-tests, post-tests, rubrics, and focus group discussions over a five-week implementation period encompassing orientation, experiential teaching, and debriefing. Statistical analyses, including percentage change and paired-sample t-tests, were applied to assess performance differences. Findings revealed that most LSENs initially performed at the “Beginning” level and exhibited difficulties in memorization, written works, comprehension, and application of concepts. The integration of experiential strategies—such as modifying printed and non-print materials, incorporating ICT tools, promoting peer socialization, and utilizing community resources—significantly improved their performance, engagement, confidence, and interpersonal relations. Post-test results confirmed a statistically significant increase in LSENs' academic performance after the application of the experiential approach. The study concluded that experiential learning fosters better understanding and retention by linking classroom instruction to real-world experiences, thus addressing diverse learning needs in inclusive education. It recommended the adoption of the CASTE Program and continuous training for teachers in special education to enhance instructional design, assessment, and remediation strategies.

DOI: <http://doi.org/10.69651/PIJHSS0404509>

Recommended citation:

Labrador, C. J. P. (2025). The experiential approach in the teaching of Araling Panlipunan to learners with special educational needs in an inclusive setting towards a proposed remediation program. *Pantao (The International Journal of the Humanities and Social Sciences)* 4 (4), 5494-5508. <http://doi.org/10.69651/PIJHSS0404509>

Keywords: experiential approach, inclusive education, Araling Panlipunan, learners with special educational needs, CASTE Program, quasi-experimental design

Date Submitted: August 10, 2025
Date Accepted: September 9, 2025
Date Published: October 7, 2025

INTRODUCTION

Every learner possesses a unique learning style that defines how they process and understand lessons—some learn best through reading and writing, others through imitation or auditory instruction. Recognizing these individual learning preferences is essential for teachers, as effective instruction requires familiarity with varied approaches to help students learn meaningfully and improve overall academic performance. In Araling Panlipunan (Social Studies), the heart of teaching lies in molding students into critical, productive, humane, God-fearing, and nationalistic individuals who value society across time. However, the pedagogy in this field is particularly challenging, as it seeks to develop individuals equipped with 21st-century skills. Many students perceive Araling Panlipunan as a subject burdened with heavy memorization of dates, places, people, and events, thus necessitating the adoption of innovative and interactive strategies. Teachers have responded by incorporating technology, modifying instructional materials, and developing creative activities to make lessons in history, economics, and current issues more dynamic and meaningful (Good & Scates, 1956; Calmorin, 1995).

Teaching Araling Panlipunan to learners with special educational needs (LSEN) intensifies these challenges. Educators must find ways to make lessons simpler and more concrete while still fostering critical thinking, moral development, and social awareness. Experiential learning—defined as purposeful engagement through direct experience and reflective observation—offers a promising pedagogical approach (Miami University, 2015). It emphasizes “learning by doing,” allowing LSEN to construct understanding through hands-on activities and real-world exposure. This method has shown success not only in education but also in other disciplines such as medicine, law, and agriculture. Despite its potential, the approach remains underutilized in the Philippines due to constraints in time, resources, and teacher training. Although the Department of Education encourages the use of differentiated instruction through Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, many teachers still struggle to implement constructivist, reflective, and integrative approaches effectively (DepEd Order No. 45, s. 2017).

This study was inspired by the researcher’s encounters with LSEN and the difficulties faced by Araling Panlipunan teachers at Benigno “Ninoy” S. Aquino High School. Teachers reported that LSEN often forget lessons easily, have trouble following instructions, and struggle with both oral and written communication. Some also exhibit undesirable behaviors that hinder classroom engagement. These issues, coupled with inadequate instructional materials, limited learning space, and insufficient time allotment, complicate the implementation of inclusive education. The research aligns with findings that experiential learning can strengthen comprehension by connecting abstract concepts to real-life activities (Special Connections, University of Kansas). The researcher’s participation in the AWARE-WRN! Program of the Education Development Council and DepEd-NCR, sponsored by the J.P. Morgan Chase Foundation, further affirmed the

positive impact of experiential modules in developing students' soft skills, communication, leadership, and values.

Grounded in David Kolb's (1984) Experiential Learning Theory, this study asserts that knowledge is created through transforming experience via four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. It also draws on John Sweller's (2018) Cognitive Load Theory, which emphasizes reducing mental load through effective instructional design, thereby supporting LSEN learning. The research uses the modified "Bayanihan Framework," symbolizing communal unity, to illustrate how collaborative efforts among teachers, administrators, and parents can help LSEN improve academically. In this framework, the house represents LSEN as the core of the study—filled with determination (red), supported by the experiential approach (brown), and striving for intellectual growth (yellow). The entire structure, encircled in white, symbolizes holistic development. The study culminates in the proposed Conquering Araling Panlipunan Successfully Through Experience (CASTE) Program, designed to enhance LSEN's performance by integrating realia, ICT tools, peer interaction, and community-based activities. Conducted among 15 Grade 7 LSEN during the second quarter of School Year 2018–2019, this research aims to evaluate the effectiveness of the experiential approach in improving LSEN's academic performance, engagement, and confidence in an inclusive Araling Panlipunan classroom.

Statement of the problem

The main purpose of the study is to determine the effect of experiential approach in the performance of LSEN in Araling Panlipunan before and after its introduction, results of which led to the development of a remediation program for LSEN. Specifically, it sought an answer the following questions:

1. What is the present level of performance of learners with special education needs (LSEN) in Araling Panlipunan?
2. What common difficulties do LSEN manifest in Araling Panlipunan?
3. What teaching strategy may be proposed to resolve difficulties encountered by LSEN?
4. How do LSEN perform in the pre-test and post- tests before and after the introduction of the proposed teaching approach?
5. Is there a significant difference in the level of performance of LSEN in Araling Panlipunan to their performance after the use of experiential approach?
6. Based from the findings, what remediation program can be proposed?

METHODOLOGY

This study employed a quasi-experimental research design that involved a single group of participants exposed to an experiential teaching intervention in Araling Panlipunan and assessed through pre-test and post-test measures to determine its effectiveness. The design did not include a control group, as the primary purpose was to identify changes in the same participants' academic performance before and after the application of the experiential approach. This method allowed the researcher to examine the impact of hands-on, experience-based learning in improving

comprehension and engagement among learners with special educational needs (LSEN) in an inclusive setting.

The research was conducted at Benigno “Ninoy” S. Aquino High School, situated along Aguho Street, Comembo, Makati City. For the school year 2018–2019, the school had a total enrollment of 4,761 students, making it one of the largest secondary schools in the Division of Makati City. The institution employed 233 teachers and 16 non-teaching personnel and offered both junior and senior high school programs, as well as the Alternative Learning System (ALS) and Open High School Program under the Strengthened Technical-Vocational Program. It is a regular public secondary school that implements inclusive education by catering to LSEN. The school’s vision is to produce students who are academically competent, technologically adept, physically fit, environmentally conscious, morally upright, and disciplined citizens, reflecting its commitment to holistic education and inclusivity.

The respondents of the study consisted of fifteen Grade 7 LSEN enrolled at Benigno “Ninoy” S. Aquino High School. These learners were identified through previous assessments and teacher recommendations based on classroom observations of evident physical, behavioral, and learning difficulties. Among the fifteen LSEN, three were visually impaired, one had an intellectual disability, four had learning disabilities, two had speech problems, and five had emotional and behavioral challenges, with some manifesting multiple disabilities. Their profiles reflected varied needs: LSEN 1 had low vision and difficulty focusing on topics; LSEN 2 had speech problems and very low comprehension; LSEN 3 exhibited learning disabilities and could not follow multi-step instructions; LSEN 4 had low vision and was a slow reader; LSEN 5 stuttered and had reading problems; LSEN 6 had limited attention span and learning disabilities; LSEN 7 was hyperactive, tongue-tied (previously operated), and aggressive; LSEN 8 showed emotional instability and poor social interaction; LSEN 9 had communication difficulties; LSEN 10 had intellectual disabilities and struggled with comprehension and communication; LSEN 11 was hyperactive and aggressive; LSEN 12 had emotional and behavioral problems; LSEN 13 had a visual impairment (cross-eyed) and self-help difficulties; LSEN 14 had low comprehension and emotional issues; and LSEN 15 was hyperactive with a very short attention span.

The study also involved five Araling Panlipunan receiving teachers as informants, each possessing varying teaching experiences and qualifications. Teacher A, 39 years old and married, was a licensed public school teacher for 14 years, a graduate of BSE major in Social Science, with 39 master’s units in Administration and Supervision from Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST), and served as Grade Leader of Araling Panlipunan. Teacher B, 33 years old and married, had 10 years of teaching experience, held a BSE degree major in History, and was pursuing a Master of Arts in History at the Philippine Normal University. Teacher C, 31 years old and married, had 11 years of experience, graduated with a BSE major in Social Studies from the University of Makati, and handled four LSEN across three classes. Teacher D, 48 years old and married, had 15 years of experience, was a BSE Social Studies graduate with units in MA Special Education from the University of Makati, and taught one LSEN in his class. Teacher E, 24 years old and single, had two years of experience, was a BSE Social Studies graduate from the University of Makati, and handled four LSEN in four classes.

The study used both quantitative and qualitative research instruments. The main tools included an interview guide, a 15-item pre-test, and a 15-item post-test developed by the researcher. Documentary analysis was also conducted to determine LSEN’s academic performance

in accordance with the Guidelines on the Assessment and Rating of Learning Outcomes under the K to 12 Basic Education Curriculum (DepEd Order No. 73, s. 2012). The rubric categorized performance into five levels: Advanced (90% and above), Proficient (85%–89%), Approaching Proficiency (80%–84%), Developing (75%–79%), and Beginning (74% and below). The pre-test and post-test, which focused on the topic of cultural evolution, consisted of two parts: the first part was a five-item matching type activity on the uses of contributions from different cultural phases, and the second was a ten-item test in which learners colored a jigsaw puzzle according to a color-coded classification system representing cultural phases. Both instruments were validated by Araling Panlipunan teachers and the department head to ensure content alignment with the Department of Education's prescribed curriculum and the subject's budget of work. The interview guide was also developed for a focused group discussion with teachers to determine LSEN's learning difficulties and gather insights on proposed strategies for remediation.

The data collection process followed a five-week treatment plan. During the first week, an orientation was conducted among the fifteen LSEN to explain the objectives of the study, their role as participants, and the standards of engagement. Parental consent forms were distributed and collected. The second week involved administering the pre-test, which took forty minutes to complete. In the third week, the teacher organized an experiential classroom setup divided into four thematic corners representing the Paleolithic, Neolithic, Mesolithic, and Metal Ages. Each corner displayed paintings, replicas of tools, and artifacts such as caves, bows and arrows, rough and fine stones, jars, metals, and farming implements. These materials were used during the experiential demo class, in which LSEN actively manipulated objects, asked questions, interacted with peers, and responded to teacher facilitation. The demo class lasted one hour. In the fourth week, the post-test was administered under the same conditions as the pre-test to measure knowledge acquisition. The fifth and final week was devoted to debriefing, during which the researcher thanked participants and their parents for their cooperation and observed that LSEN exhibited improved participation and confidence upon returning to their regular Araling Panlipunan classes.

Ethical protocols were strictly followed throughout the study. Formal permission was obtained from the Schools Division Superintendent of Makati City, and approval was secured from the school principal and the Araling Panlipunan department head. All participants were informed of the study's objectives, procedures, and their right to withdraw at any time without penalty. Parental consent and confidentiality of all gathered data were ensured.

The data gathered were analyzed using both descriptive and inferential statistical tools. Frequency and percentage were used to measure the percent change between pre-test and post-test results. Following Kenton's (2018) formula, the percent change was computed by subtracting the original number from the new number, dividing by the original number, and multiplying by 100. A paired-sample t-test, also known as the correlated pairs t-test, was conducted using the Statistical Package for the Social Sciences (SPSS) software to determine whether there was a significant difference between the pre-test and post-test scores of LSEN after exposure to the experiential approach. This statistical analysis allowed the researcher to draw valid conclusions regarding the effectiveness of the experiential teaching method in improving the academic performance of learners with special educational needs in Araling Panlipunan.

RESULTS AND DISCUSSION

This chapter presents the results, analyses, and interpretations of the data collected from fifteen learners with special educational needs (LSEN) and five Araling Panlipunan receiving teachers at Benigno “Ninoy” S. Aquino High School in Makati City. As described in the methodology, the study employed a quasi-experimental research design with pre-test and post-test evaluations, supplemented by focused group discussions with teacher-informants. The intervention involved the use of an experiential approach to teaching Araling Panlipunan 7, particularly lessons on cultural evolution, to determine its effect on LSENs’ academic performance. The discussion that follows presents the learners’ pre-intervention performance, their learning difficulties, the strategies proposed by teachers to address these challenges, and the impact of the experiential approach based on post-test results and teacher feedback.

Present level of performance of LSEN in Araling Panlipunan 7

The baseline data revealed that thirteen out of fifteen LSEN were classified under the “Beginning” level with numerical values of 74% and below, while only two learners were under the “Developing” level, with grades ranging from 75% to 79%. None of the participants achieved “Approaching Proficiency” or higher. This suggests that the majority of LSEN exhibited significant learning difficulties in Araling Panlipunan 7. The low performance was largely influenced by conditions such as visual impairments, intellectual and learning disabilities, speech problems, and behavioral or emotional challenges. These factors hindered comprehension, retention, and task performance. The findings align with Paña (2016), who emphasized that special education students often struggle in Araling Panlipunan because the subject requires a high degree of understanding, memorization, and retention, leading to mental exhaustion and frustration. Nonetheless, such difficulties also present opportunities for teachers to innovate through reflective and adaptive teaching practices.

Common difficulties of LSEN in Araling Panlipunan 7

Data from the focused group discussions with teacher-informants identified four primary areas of difficulty among LSEN: memorization, written works, comprehension, and task performance. First, LSEN demonstrated difficulty in memorizing dates, people, places, and events, a challenge attributed to cognitive limitations affecting recall and retention. Teachers shared that LSEN often forgot learning materials, provided irrelevant responses, and narrated stories out of sequence. This supports Ciullo et al. (2014), who reported that students with learning disabilities struggle with reading comprehension, recall, and sequencing, particularly as academic demands become more complex.

Second, the study revealed that LSEN encountered substantial trouble in written tasks. Teachers described issues such as poor sentence structure, uneven spacing, and frequent misspellings. Many LSEN wrote slowly, produced short and incomplete outputs, or refused to write altogether due to vision problems or motor difficulties. The National Council of Educational Research and Training (2014) noted that students with special needs often require extended time, alternative assessment methods, or scribing assistance to compensate for these limitations.

Third, LSEN showed major problems with comprehension. They found it challenging to follow verbal instructions, process information, and apply learned concepts to real-life situations. Teachers explained that LSEN often failed to generalize lessons, understand cause-and-effect relationships, or engage meaningfully in discussions. Some students also displayed impulsive behavior and inattentiveness during lessons. These findings are consistent with Steele (2010), who described high school students with mild disabilities in social studies as having reading, writing, memory, and organizational difficulties that complicate learning.

Finally, LSEN struggled with performing tasks independently. They frequently failed to complete assignments, missed deadlines, or produced inaccurate outputs. Teachers observed that LSEN lacked confidence in presentations and struggled to collaborate effectively during group work. Their behavioral challenges and limited initiative hindered participation in classroom activities. According to Wood (2015), peer-supported learning can improve engagement and social belonging among students with disabilities, emphasizing the importance of cooperative instructional strategies for learners in inclusive settings.

Proposed teaching strategies for LSEN in Araling Panlipunan 7

To address these challenges, receiving teachers suggested various experiential strategies designed to accommodate LSEN's unique learning needs. The first proposed strategy was the modification of printed materials. Teachers recommended using simplified worksheets, fill-in-the-blank activities, and graphic organizers to help LSEN organize information and express ideas creatively. Visual aids such as story maps, sketches, and illustrations were also emphasized as tools to aid comprehension and engagement. Ciecercchia (2016) and Sunal and Haas (2010) both support such adaptations, highlighting the role of visual and simplified materials in making lessons more accessible to special learners.

The second strategy focused on the manipulation of non-print materials. Teachers noted that LSEN showed increased engagement when allowed to handle real objects, such as replicas, dioramas, or historical artifacts, as these tangible experiences fostered curiosity and retention. Storytelling using realia was also effective in sustaining attention and comprehension. Johnson and Busby (2015) asserted that multisensory learning through real-life materials helps learners conceptualize abstract social studies ideas.

A third strategy involved the integration of information and communication technology (ICT). Teachers observed that LSEN were highly attentive to videos, PowerPoint presentations, and audio materials. Colorful visuals and sound-enhanced lessons stimulated focus and improved retention of historical details. Brann and Zorfass (2009) explained that technology-supported instruction enhances comprehension and analytical skills among students with disabilities by providing multimodal learning experiences.

Another strategy proposed was socialization through peer interaction. Teachers emphasized grouping LSEN with peers and providing one-step instructions to encourage participation and confidence. Play-based activities and classroom contests also motivated LSEN to engage more actively. The National Council for Social Studies (2016) similarly recommended a variety of interactive, cooperative activities to ensure inclusion and engagement for diverse learners.

Lastly, the utilization of community resources was suggested. Teachers recommended field visits to Araling Panlipunan Lundayan exhibits, museums, and similar local sites to make learning more experiential. Outdoor activities, such as guided visits and interactions with new people, promoted natural curiosity and improved behavior. Peterson (2011) supported this, noting that nature-based and experiential learning fosters critical thinking and positive behavior, while Mezieobi et al. (as cited by Salihu, 2012) emphasized that community resources deepen understanding and broaden learners' social awareness.

Performance of LSEN in pre-test and post-test

The pre-test and post-test results demonstrated a marked improvement in LSEN performance after the experiential intervention. Pre-test scores ranged from 3 to 12, while post-test scores increased significantly, ranging from 5 to 15. The highest percentage increase was 366.67%, while the lowest was 16.67%, with an overall mean improvement of 108.42%. The results show that the experiential approach enhanced LSEN's understanding and retention of cultural evolution concepts in Araling Panlipunan 7. This finding supports Rodriguez and Morant (2018), who concluded that experiential learning strategies improve comprehension and result in superior academic performance compared to traditional methods.

Significant difference in LSEN Performance after experiential approach

Statistical analysis using the paired-sample t-test further confirmed the effectiveness of the intervention. The computed mean scores increased from 6.8 in the pre-test to 12.27 in the post-test. With a t-value of -7.778 and a significance value of 0.000 at the 0.05 level, the null hypothesis was rejected, indicating a significant difference between LSEN performance before and after the introduction of the experiential approach. These results suggest that real, hands-on learning experiences effectively enhance understanding and foster meaningful engagement among learners with special needs. Dolotallas and Nagtalon (2015) similarly found significant differences in achievement between students taught using experiential learning and those taught through traditional methods, concluding that experiential teaching can significantly boost student performance across disciplines.

Teachers also observed qualitative improvements in learners' attitudes and classroom behavior following the intervention. LSEN demonstrated greater enthusiasm, confidence, and willingness to participate. They showed pride in being able to manipulate materials, answer questions, and share insights during lessons. Some even asked if the experiential class could be repeated. Their classmates reacted positively to their participation, clapping and showing acceptance, which fostered self-worth and reduced bullying. As T3 remarked, LSEN who were once quiet began expressing ideas, and the class community became more inclusive.

Overall, the experiential approach was found to enhance not only the academic performance of LSEN but also their social and emotional well-being. Teachers agreed that with adequate administrative and material support, such approaches could be sustained and expanded. They emphasized that experiential learning helps address LSENs' cognitive, social, and behavioral challenges, promoting holistic development—a goal aligned with the vision of Araling Panlipunan education to cultivate active, critical, and socially aware citizens (Sun Star Pampanga, 2017).

CONCLUSION

This study was conducted to determine the effect of the experiential approach in teaching Araling Panlipunan 7 to learners with special educational needs (LSEN) in an inclusive setting. It aimed to develop a remediation program that would help at-risk learners improve their academic performance. Using a one-shot pre-experimental design with quantitative methods, the study was conducted at Benigno “Ninoy” S. Aquino High School, Division of Makati City, involving fifteen LSEN as participants in an experiential demo class and five Araling Panlipunan receiving teachers as informants. The data collection utilized a validated interview guide, pre-test and post-test instruments, and statistical analyses including percentage increase and t-test to measure performance differences before and after the implementation of the experiential approach. The results were further supported by teacher observations and post-interviews that captured both academic and behavioral changes among learners.

The findings revealed that the overall level of academic performance of LSEN in Araling Panlipunan 7 was categorized as “Beginning,” corresponding to numerical values of 74% and below, while only two learners were classified as “Developing” with grades between 75% and 79%. This indicates that most LSEN were at risk of failing and did not meet the minimum learning competencies required by the K to 12 Curriculum. The focused group discussion with teacher-informants identified four major learning difficulties that affected LSEN performance: challenges in memorization, difficulties in written works, problems in comprehension, and inability to perform tasks independently. These findings confirm that LSEN require modified and differentiated instructional strategies to address their unique learning needs.

Teachers suggested the use of experiential strategies that focus on modifying printed materials, manipulating non-print materials, integrating information and communication technology (ICT), fostering socialization through peer interaction, and utilizing community resources. These strategies, rooted in experiential learning, were found to engage LSEN in direct and meaningful experiences, enabling them to connect abstract lessons with tangible realities. The results of the pre-test and post-test demonstrated significant improvement in learners’ scores, with an overall percentage increase of 108.42%. The computed t-value of -7.778 and significance value of 0.000 at the 0.05 level indicated a statistically significant difference in LSEN performance before and after the use of the experiential approach. This confirms that the intervention effectively enhanced learners’ understanding, retention, and ability to apply concepts learned in Araling Panlipunan.

Beyond academic gains, the experiential approach also improved LSENs’ confidence, communication, class engagement, and peer relationships. Teachers observed that learners became more participative, enthusiastic, and socially responsive. Previously withdrawn or hesitant students began to express ideas and interact more positively with classmates, fostering an inclusive and supportive classroom environment. The experiential learning activities, which included storytelling, hands-on manipulation of realia, and the use of ICT tools, made learning enjoyable and accessible. The approach not only promoted comprehension and retention but also nurtured LSEN’s emotional and social development, aligning with the goals of inclusive education and holistic learning.

In light of these findings, it is concluded that the experiential approach significantly enhances the academic and behavioral performance of learners with special educational needs in Araling Panlipunan 7. The strategy effectively addresses their learning difficulties by making lessons more interactive, sensory, and learner-centered. Through experiential learning, LSEN are able to bridge the gap between abstract knowledge and practical understanding, thus achieving higher levels of academic competency and confidence. The study further concludes that experiential learning supports the inclusive education framework by accommodating diverse learning styles and promoting collaboration, empathy, and active participation among all learners.

Given these results, it is recommended that school administrators and Araling Panlipunan receiving teachers undergo specialized orientations, training, and seminars on Special Education to enhance their knowledge and instructional competence in addressing LSEN learning needs. Continuous use of the experiential approach should be encouraged, particularly through activities involving modified materials, real objects, ICT integration, peer collaboration, and community engagement. Department heads and teachers are likewise advised to conduct regular academic coaching and sharing of best practices to ensure consistent and effective implementation of inclusive teaching strategies. Moreover, the proposed remediation program, Conquering Araling Panlipunan Successfully Through Experience (CASTE), should be adopted by the City Schools Division of Makati as a model for strengthening inclusive education and improving the academic outcomes of LSEN. Finally, future researchers are encouraged to replicate the study across other learning areas and examine the broader effects of the experiential approach on communication skills, classroom engagement, and social relationships, thereby enriching the body of knowledge on inclusive pedagogy and experiential learning in Philippine education.

REFERENCES

- Adeoti, Y., & Olfunke, Y. (2016). Teachers' characteristics as determinants of academic performance of junior secondary school students in Osun State, Nigeria. *Journal of Scientific Research and Reports*, 9(5), 1–5.
- Akessa, G., & Dhufera, A. (2015). Factors that influence students' academic performance: A case of Rift Valley University, Jimma, Ethiopia. *Journal of Education and Practice*.
- Alkan, F. (2016). Experiential learning: Its effects on achievement and scientific process skills. *Journal of Turkish Science Education*. Retrieved from https://www.researchgate.net/publication/307569599_Experiential_Learning_Its_Effects_on_Achievement_and_Scientific_Process_Skills
- Alrehaili, N. (2015). *The relationship between self-concept and academic achievement*. Fredonia, NY: Fredonia Press.
- Armstrong, T. (2013). 7 ways to bring out the best in special-needs students. Magination Press. Retrieved from https://www.edweek.org/tm/articles/2013/04/08/fp_armstrong.html

Bizimungu, J. (2016). How to help slow learners in class. The New Times Publication Ltd (RW). Retrieved from <https://www.newtimes.co.rw/section/read/200378>

Brann, A., & Zorfass, J. (2018). Supporting reading in social studies. Retrieved from <https://www.ldonline.org/article/61306>

Bulgren, J., Graner, P., & Deshler, D. (2013). Literacy challenges and opportunities for students with learning disabilities in social studies and history. Retrieved from <https://onlinelibrary.wiley.com/doi/10.1111/ldrp.12003/full>

Cengilci, T. (2013). Social studies teachers' views on learning outside the classroom. *Educational Sciences: Theory and Practice*, 13(3).

Chavan, M. (2011). Higher education students' attitudes towards experiential learning in international business. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/08975930.2011.615677>

Ciercerchia, M. (2016). What are learning difficulties? Retrieved from <https://www.readandspell.com/us/what-are-learning-difficulties>

Ciullo, S., Falcomata, T., & Vaughn, S. (2014). Teaching social studies to upper elementary students with learning disabilities: Graphic organizer and explicit instruction. *Learning Disability Quarterly*, Hammill Institute on Disabilities. Retrieved from <https://www.sagepublications.com>

Cox, J. (2017). How to motivate students to love social studies. K-12 Teacher's Alliance. Retrieved from <http://www.teachhub.com/how-motivate-students-love-social-studies>

Curriculum Guide in Araling Panlipunan. (n.d.). Retrieved from <https://www.officialgazette.gov.ph/k-12/>

Del Rosario, H. (2015). The teaching of Araling Panlipunan. Retrieved from <http://www.authorstream.com/Presentation/hark257649-2626936-teaching-araling-panlipunan-principles/>

Department of Education. (2017). DepEd Order No. 45, s. 2017: Guidelines on updating the basic education statistics for the beginning of school year 2017–2018 in the learner information system and enhanced basic education information system. Retrieved from https://www.deped.gov.ph/sites/default/files/order/2017/DO_s2017_045.pdf

Department of Education. (2012). DepEd Order No. 73, s. 2012: Guidelines on the assessment and rating of learning outcomes under the K to 12 Basic Education Curriculum. Retrieved from <https://www.officialgazette.gov.ph/2012/09/05/deped-order-n0-73-s-2012/>

Dolotallas, A., & Nagtalon, J. (2015). The effect of experiential learning approach on the students' performance in Filipino. *Journal of Education and Social Policy*, 2(6). Retrieved from http://jespnet.com/journals/Vol_2_No_6_December_2015/9.pdf

Efstratia, D. (2014). Experiential education through project-based learning. *Procedia - Social and Behavioral Sciences*, 152(7). Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042814054299>

Gatchalian, M. L. (2010). An in-depth analysis of the entrepreneurship education in the Philippines: An initiative towards the development of a framework for professional teaching competency program for entrepreneurship educators. *The International Journal of Research and Review*. Retrieved from https://www.researchgate.net/publication/230641637_An_Indepth_Analysis_of_the_Entrepreneurship_Education_in_the_Philippines

Gupta, P. (2017). Why schools must give importance to experiential learning for students. *EdTech Review*. Retrieved from <https://edtechreview.in/trends-insights/trends/2637-experiential-learning-for-students-and-in-schools>

Jayanthi, S., Balakrishnan, S., Ching, A., Latiff, N., & Nasirudeen, A. (2014). Factors contributing to academic performance of students in a tertiary institution in Singapore. *American Journal of Educational Research*, 2(9).

Johnson, J., & Busby, R. (2015). Including young learners with special needs in social studies classrooms. *Social Studies Research and Practice*, 10(3). Retrieved from <https://www.socstrp.org>

Kang, D. Y., & Martin, S. (2018). Improving learning opportunities for special education needs (SEN) students by engaging pre-service science teachers in an informal experiential learning course. *Asia Pacific Journal of Education*, 38(3). Retrieved from <https://www.tandfonline.com/doi/full/10.1080/02188791.2018.1505599>

Katamei, J., & Omwono, G. (2015). Intervention strategies to improve students' academic performance in public secondary schools in arid and semi-arid lands in Kenya. *School of Education*, Moi University.

Kenton, W. (2018). Percentage change. *Investopedia*. Retrieved from <https://www.investopedia.com/terms/p/percentage-change.asp>

Klein, G. (2009). Students' disability and experiential education. *The Journal of Effective Teaching*, 9(3). Rider University, New Jersey.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Lansangan, M., Quiambao, D., Baking, E., Nicdao, R., Nuquio, A., & Cruz, R. (2015). Correlates of students' academic performance in intermediate level. *Journal of Business and Management Studies*, 1(2).

Lash, J. (2016). The power of experiential learning. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2016/04/13/the-power-of-experiential-learning-solving>

Lore, M. (2016). Factors influencing academic performance of students with special needs in institutions of higher learning. University of Nairobi. Retrieved from <http://erepository.uonbi.ac.ke/handle/11295/97590>

Malbogot, L. (2017). Special educational needs. Cambridge Assessment International Education. Retrieved from <https://www.cambridgeinternational.org/images/271195-special-educational-needs.pdf>

McLeod, S. (2017). Kolb's learning styles. *Simply Psychology*. Retrieved from <https://www.simplypsychology.org/learning-kolb.html>

Ministry of Education. (2012). Funded supports and services for learners with special educational needs. Retrieved from <https://shapingeducation.govt.nz/wpcontent/uploads/201209/SpecialEducationOverview.pdf>

National Council of Educational Research and Training. (2014). Including children with special needs: Primary stage. New Delhi: Author. Retrieved from http://www.ncert.nic.in/pdf_files/SpecialNeeds.pdf

National Council for Social Studies. (2016). Powerful, purposeful pedagogy in elementary school social studies. Retrieved from <https://www.socialstudies.org/positions/powerfulandpurposeful>

National Council for Special Education. (2013). Supporting students with special educational needs in school. NCSE Policy Advice Paper No. 4. Retrieved from https://ncse.ie/wp-content/uploads/2014/Supporting_14_05_13_web.pdf

Ndiewo, P., Raburu, P., & Aloka, P. (2016). Influence of learners' reflection on academic performance of Kenyan secondary school students. Scientific and Academic Publishing House.

Okon, C., & Archibong, U. (2015). School type and students' academic performance in social studies in junior secondary certificate examination (JSCE). *Academic Journal of Interdisciplinary Studies*, 4(2). McSER Publishing.

Paña, G. (2016). Strategic intervention material: Improves the academic performance of Grade 9 Peace students of New Nongnongan NHS in Araling Panlipunan. Department of Education Region X (Bukidnon). Retrieved from <https://geraldpana21.blogspot.com>

Peterson, K. M. (2011). *Nature, nurture, knowledge: The promise of experiential learning for students with special needs*. Boston, MA: Northeastern University, School of Education.

Republic Act No. 10533. (2013). *Enhanced Basic Education Act of 2013*. Retrieved from <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533>

Rodriguez, A., & Morant, G. (2018). Promoting innovative experiential learning practices to improve academic performance: Empirical evidence from Spanish business school. *Journal of Innovation and Knowledge*. Retrieved from <https://www.sciencedirect.com/science/article/pii/S2444569X18300015>

Saguid, R. (2016). The goals and scope of the teaching and learning of Araling Panlipunan. Retrieved from <https://rannsaguidbieber.wordpress.com/2016/10/12/the-goals-and-scope-of-the-teaching-and-learning-of-araling-panlipunan-social-studies/>

Salihu, J. (2012). *Resources for teaching social studies at primary and junior secondary schools*. Ahmadu Bello University. Retrieved from https://www.academia.edu/3514821/RESOURCES_FOR_TEACHING_SOCIAL_STUDIES_A_T_PRIMARY_AND_JUNIOR_SECONDARY_SCHOOLS

Schumaker, J., & Deshler, D. (2019). The educators' guide to learning disabilities and ADHD. Retrieved from https://www.idonline.org/article/Social_Skills_and_Learning_Disabilities

Shryock, K. (2015). Engaging students inside the classroom to increase learning. *IEEE Frontiers in Education Conference*.

Singh, S. P., Malik, S., & Singh, P. (2016). Factors affecting academic performance of students. *Indian Journal of Research*, 5(4).

Steele, M. (2010). Teaching social studies to middle school students with learning problems. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 81(5), 197–200. Retrieved from <https://www.tandfonline.com/doi/abs/10.3200/TSSS.98.2.59-64>

Steinmayr, R., Meibner, A., Weidinger, A., & Withwein, L. (2017). *Academic achievement*. Oxford Bibliographies. Retrieved from <http://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0108.xml>

Suleymanov, F. (2014). Academic achievements of students with special needs in inclusive education: A case study of one primary school in Azerbaijan. Retrieved from <https://www.duo.uio.no/bitstream/handle/10852/40152/Suleymanov--Master-.pdf>

Sunal, C. S., & Haas, M. E. (n.d.). Social studies education for students with disabilities. Pearson Allyn Bacon Prentice Hall. Retrieved from <https://www.education.com/reference/article/social-studies-students-disabilities>

Sun Star Pampanga. (2017). Powerful, purposeful pedagogy in elementary school social studies. Retrieved from <https://pressreader.com/philippines/sunstar-pampanga/20170331/281655369915405>

Sweller, J. (1994). Learning and instruction. Elsevier Ltd, 4(4). Retrieved from <https://www.sciencedirect.com/science/article/pii/0959475294900035>

Terziev, V. (2014). Analysis of educational needs assessment methodology of children with special educational needs in Bulgaria. Elsevier Ltd.

The University of British Columbia. (2015). Experiential learning. Centre for Teaching, Learning and Technology. Retrieved from <https://flexible.learning.ubc.ca/experiential-references>

The University of Texas at Austin. (2018). Experiential learning. Faculty Innovation Center. Retrieved from <https://facultyinnovate.utexas.edu/experiential-learning>

University at Buffalo. (2018). What is experiential learning? Retrieved from <https://www.buffalo.edu/studentlife/get-involved/experiential-learning.html>

Wood, T. (2015). Peers supporting an inclusive school climate. Inclusive School Network. Retrieved from <https://inclusiveschools.org/peers-supporting-an-inclusive-school-climate/>

Zakas, T. (2011). Teaching social studies content to students with autism using a graphic organizer intervention. University of North Carolina. Retrieved from https://libres.uncg.edu/ir/uncc/f/Zakas_uncc_06940_10187.pdf