

## DIFFERENTIATED INSTRUCTIONAL METHOD: THE INDICES OF SUCCESS AND BOTTLENECKS IN BONNY ISLAND

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### ABSTRACT

*The mainstream system of learning often neglects students with learning needs. Hence, the study investigated the level of knowledge of Differentiated Instructional Methods (DIMs), teacher proficiency, successes, barriers to implementation, and the effect of DIMs on individual learning outcomes in Bonny Island. A structured questionnaire was administered and classroom observation was conducted for data collection. The sample population consisted of 50 teachers. Results showed that there was a high level of DIM awareness. However, the success of DIMs varied among schools. 15% of the teachers adopted DIMs. This significantly impacted the learning outcome. Inadequate training, insufficient learning resources, space, lesson preparation time, and lack of support staff were barriers to DIM implementation. A high-class population (30-44) disrupted learning. DIM implementation is imperative to cater to the needs of all children. Pre- and in-service training on DIMs and proper funding and monitoring of schools should be adopted to improve DIM application.*

**Keywords:** Differentiation, varied needs, learning outcomes, and independent learning.

### Introduction

Differentiated instructional methods (DIMs) are gaining ground in primary schools to meet the learning needs of children in mainstream classrooms. According to Gaita et al., (2022), differentiated instruction aims to ensure that every child progresses in all key skills and knowledge areas, thus encouraging them to move from their starting points to become more independent learners. In a differentiated classroom, the teacher closely assesses and monitors skills, knowledge levels, and interests to determine effective ways for all students to learn.

Pradhan and Naik (2024) stated that differentiation considers the teaching and learning of children with learning difficulties, emotional and behavioural disorders, and physical disabilities such as hearing and visual impairments. Differentiating instruction promotes engagement and inquiring about the world in a way that builds self-esteem. Furthermore, it promotes the awareness of personalized intervention in a manner that makes learning holistic. Gaitas et al. (2022) proposed that differentiated instruction with one-on-one support ensures that a child succeeds in his learning approach.

According to Langelaan et al. (2024), a teacher's perception of what will assist a child to grow in understanding and skill at a given moment is reflected through differentiated lessons. It is the teacher's responsibility to connect content, process, and product. Content