

Meeting the Needs of Diverse Learners: Narratives of Junior High School Teachers in the Classroom

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Abstract. This study explores the experiences, coping mechanisms, and educational insights of private junior high school teachers in addressing the needs of diverse learners. Using a qualitative approach, this research investigates the phenomenological experiences of eight private junior high school teachers from the Esperanza District, Division of Sultan Kudarat. The observed experiences include building positive relationships, providing individualized support and interventions, and promoting an inclusive classroom environment. The coping mechanisms used to address these challenges include building community partnerships, demonstrating adaptability and flexibility, and collaborating with support services. Finally, the educational insights learned from the experiences of private junior high school teachers were recognizing the role of cultural competence, emphasizing social-emotional support, and continuous professional development. All these themes were ways in which skills cultivated in each role offer valuable insights into diverse learners' potential benefits or challenges. Furthermore, exploring the experiences of private junior high school teachers in meeting the needs of diverse learners not only contributed to a comprehensive understanding of modern teaching demands but also provided valuable insights for educators and educational institutions, potentially leading to enhanced classroom management techniques and creative teaching approaches. This study may also be published in any respectable research journal.

KEY WORDS

1. Diverse learners 2. Junior High School Teachers 3. Diverse learners

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1. Introduction

In today's increasingly diverse educational landscape, addressing the unique needs of students with varying backgrounds, abilities, and learning styles has become a critical concern for educators. Recognizing that a one-size-fits-all approach to teaching is inadequate, this study examines the experiences and perspectives of junior high school teachers who navigate the complex task of meeting diverse learners' needs. France, known for its cultural diversity and multicultural communities, requires educational approaches that embrace inclusivity and equity. The concept of diversity extends beyond cultural differences to include linguistic, socio-economic, and exceptional learning needs. Junior high school teachers play a crucial role in creating inclusive learning environments that value and support the unique strengths and challenges of every student (Champagne, J Descamps, C. 2019). Dervin and Pasco (2020) stated that France Junior High School teachers meet the needs of diverse learners through the

different approaches, highlighting their experiences, perspectives, and practices. Understanding the challenges they face, the strategies they employ, and the outcomes of their efforts contributes to the existing knowledge on inclusive education and informs educational policies and practices in France.

Japan, known for its cultural heritage and highly regarded education system, recognizes the importance of inclusive education. Diversity in Japanese junior high schools encompasses various dimensions, including cultural, linguistic, socio-economic, and exceptional learning needs (Fujita, 2018). Junior high school teachers play a pivotal role in creating inclusive learning environments that support the individual strengths and challenges of every student. Junior high school teachers in Japan employ various strategies to meet the needs of diverse learners. They utilize differentiated instruction, collaborative learning, and individualized support to accommodate different learning styles and abilities. Culturally responsive teaching is emphasized to acknowledge students' diverse backgrounds, while creating a positive classroom environment. Ongoing assessment, feedback, and professional development enhance instructional practices. Overall, these approaches reflect the commitment of Japanese teachers to create inclusive learning environments that support the diverse needs of their students (Fujita, 2018; Koguchi Aoki, 2020). In Taiwan, Junior high school teachers employed various strategies to meet the needs of diverse learners. They implement differentiated instruction, adapting their teaching methods, materials, and assessments to accommodate different learning styles and abilities. This approach ensures that all students have equal opportunities to engage and succeed academically. By tailoring instruction to individual needs, teachers can address specific learning challenges and provide appropriate support (Chen, 2018).

Additionally, Junior high school teachers

in Taiwan prioritized the provision of individualized support to students with exceptional learning needs or those requiring additional assistance. They develop personalized learning plans, modify assignments, offer remedial classes, and collaborate with special education teachers to ensure that every student's unique requirements are addressed. This individualized approach acknowledges the diverse needs of students and supports their academic progress and overall well-being (Chen, 2018). In the Philippines, junior high school teachers employed various strategies to meet the needs of diverse learners and create inclusive educational environments. Firstly, they utilize differentiated instruction, adapting their teaching methods, materials, and assessments to accommodate different learning styles, abilities, and interests. By recognizing and addressing individual student needs, teachers ensure that all learners have equal opportunities to engage and succeed academically (Sanchez, 2019). Secondly, collaborative learning is emphasized as a means of meeting the needs of diverse learners. Teachers encourage group work, cooperative projects, and discussions, allowing students to learn from and with their peers. Collaborative activities foster peer support, enhance social interaction, and promote the sharing of diverse perspectives and experiences, creating an inclusive classroom environment (Santos, 2021). Moreover, junior high school teachers in the Philippines provide individualized support to students with exceptional learning needs or those requiring additional assistance. They may develop personalized education plans,

offer remedial classes, provide extra guidance, or collaborate with special education professionals to address the unique requirements of each student. This individualized approach helps ensure that diverse learners receive the necessary support to thrive academically and personally (Sanchez, 2019). In the local scenario particularly in the secondary schools in

Esperanza District, Division of Sultan Kudarat, junior high school teachers encountered a variety of experiences in meeting the needs of diverse learners. Some of the experiences are enriching one while others are negatively affecting the teaching profession. It is in this context that this study was conceptualized to collect the experiences of junior high school teachers as they meet the needs diverse learners.

1.1. Purpose of the Study—The purpose of this phenomenological study is to investigate the experiences of private junior high school

- (1) What are the experiences of junior high school teachers in meeting the needs of diverse learners?
- (2) How do junior high school cope with challenges in meeting the needs of diverse learners?
- (3) What educational management insights gained are drawn from the experiences of the informants?

To clearly determine the outcomes of this study and to whom the findings are addressed, the following persons or agencies were the beneficiaries. Department of Education Officials. The findings of the study would give the DepEd officials, particularly in Esperanza district and the nearby private secondary schools in the division of Sultan Kudarat, the awareness in meeting the needs of diverse learners. Junior High School Teachers. The study would be significant to them since they would know the issues and insights on their experiences as they meet the needs of diverse learners. Stakeholders. This study would be significant to them since it would give the stakeholders the insights on how to assist school administrators in capacitating the junior high school teachers in meeting the needs diverse learners. Future Researchers. The findings generated provided comprehensive data in conducting future researches with similar or relevant scope. The following terms are operationally defined to make this study more comprehensive.

Meeting the needs of diverse learners- Meeting the needs of diverse learners involves tailor-

teachers in meeting the needs of diverse learners. Furthermore, it serves as a reference for future researchers in this area. Additionally, the results provide deeper insights into the experiences, mechanisms, and educational insights of the informants.

1.2. Research Questions—This study aims to gain insights into the experiences of private junior high school teachers in meeting the needs of diverse learners. Specifically, the study sought to answer the following questions:

ing instruction, providing support, and promoting inclusivity to accommodate the unique characteristics and requirements of students with diverse backgrounds and abilities. Junior High School Teacher. A junior high school teacher is an educator who teaches students in the middle grades, fostering their academic and personal growth.

1.3. Review of Significant Literature—
1.3.1. Meeting the Needs of Diverse Learners—In today’s educational landscape, the diversity of student populations presents both opportunities and challenges for educators. Meeting the needs of diverse learners is crucial for providing equitable and inclusive education. This study explores strategies employed by educators to support the diverse needs of learners to promote academic success and overall well-being.

Extensive research shows that students come to the classroom with various backgrounds, abilities, and learning styles. Recognizing and addressing these individual differences is essential for creating inclusive learning environments (Banks, 2019). This study aims

to uncover effective strategies and interventions used by educators to meet the diverse needs of learners.

1.3.2. Experiences of Junior High School Teachers—Junior high school teachers face a multifaceted challenge in meeting diverse learners' needs. They encounter cultural and linguistic differences, varying levels of academic readiness, and diverse learning preferences (Grant, 2020). Understanding how teachers navigate these complexities is crucial for promoting inclusive education and equitable learning outcomes.

1.3.3. Building Positive Relationships—Junior high school teachers prioritize building positive relationships with students as a foundation for meeting their diverse needs. By fostering trust and rapport, teachers enhance student engagement, motivation, and well-being (Marzano et al., 2017; Willingham, 2018). This involves understanding students' unique strengths, interests, and challenges (Cornelius-White, 2007) and maintaining open communication with parents and caregivers (De Pedro et al., 2019). Teachers also encourage active participation and collaboration (Fredericks et al., 2004).

1.3.4. Promoting an Inclusive Classroom Environment—Teachers focus on fostering an inclusive classroom environment that celebrates diversity and promotes a sense of belonging. They incorporate culturally relevant content into their curriculum (Banks, 2019) and encourage open discussions that value different viewpoints (Gay, 2018). Cooperative learning strategies promote collaboration and peer interaction, helping students develop teamwork skills and appreciate diverse strengths (Johnson et al., 2014).

1.3.5. Building Community Partnerships—Teachers actively seek partnerships with community organizations, parents, and stakeholders. These partnerships provide additional support, enrichment opportunities, and culturally

relevant resources (Epstein et al., 2019; Pianta Walsh, 1996).

1.3.6. Adapting and Flexibility—Teachers consistently adapt their teaching methods and materials to meet diverse learners' evolving needs. They modify lesson plans, assignments, and assessments to accommodate individual student requirements (Tomlinson, 2014; Pendergast Bahr, 2013; Sprick, 2018). Adapting curriculum content ensures it is accessible and meaningful to all learners (García, 2018).

1.3.7. Collaboration with Support Services—Teachers collaborate with support services like special education professionals, counselors, and therapists to address students' diverse needs. They develop individualized education plans, implement interventions, and provide necessary accommodations (Friend Bursuck, 2018; Turnbull et al., 2019).

1.3.8. Cultural Competence—Teachers gain insights into the importance of cultural competence in meeting diverse learners' needs. They understand that cultural backgrounds and perspectives significantly influence learning and engagement. By developing cultural competence, teachers create inclusive classrooms that respect students' cultural identities (Banks, 2015; Gay, 2020; Ladson-Billings, 2020).

1.3.9. Social-Emotional Support—Teachers recognize the critical role of social-emotional support. They prioritize creating a positive learning environment where students feel valued and supported. Teaching social-emotional skills, such as self-awareness and empathy, enhances students' overall development and resilience (Durlak et al., 2021; Brackett Katulak, 2019; Zins et al., 2019).

1.4. Theoretical Lens—This study was anchored on the Social-Constructivist Theory developed by Lev Vygotsky in the 1920s-1930s; social-constructivist theory posits that learning is a social and interactive process shaped by social interactions, cultural contexts, and individual experiences. Junior high school teachers' ex-

periences in meeting the needs of diverse learners can be understood through the lens of social-constructivist theory, as they navigate the social dynamics within the classroom, facilitate collaborative learning and promote active engagement among students with diverse backgrounds and abilities. In the context of junior high school teachers' experiences in meeting the needs of diverse learners, social-constructivist theory highlights the importance of collaborative learning, peer interactions, and the role of cultural factors in knowledge construction. Teachers can apply this theory by creating opportunities for students to engage in group work, discussions, and cooperative learning activities that promote active participation and shared knowledge creation (Vygotsk, 1978). The second theory used in this study is Culturally Responsive Pedagogy introduced by Gloria Ladson-Billings (1990). Culturally responsive pedagogy emphasizes the importance of considering learners' cultural backgrounds, experiences, and identities in the teaching and learning process (Ladson-Billings, 1995). It recognizes that education should be relevant and meaningful to students' lives, incorporating their cultural perspectives and honoring their identities. Culturally responsive pedagogy encourages teachers to create inclusive and supportive learning environments where students feel valued and can see themselves reflected in the curriculum and instructional practices. By acknowledging and integrating diverse cultural perspectives, teachers can promote student engagement, improve academic outcomes, and foster positive self-identity among diverse learners. The third theory use in this study is Differentiated Instruction popularized by Carol Ann Tomlinson in the 1990s, differentiated instruction focuses on providing instructional approaches that cater to the diverse needs, abilities, and learning styles of students (Tomlinson, 2001). The theory recognizes that students have different strengths, interests, and learning preferences, and that a one-size-fits-all approach is

not effective. Differentiated instruction involves modifying content, instructional strategies, and assessments to meet the individual needs of students. Teachers can use a variety of instructional techniques such as flexible grouping, varied resources, and differentiated assignments to accommodate different learning profiles and ensure that all students have access to meaningful and challenging learning experiences. By implementing differentiated instruction, teachers can create an inclusive classroom environment where all students can thrive and reach their full potential. This study leverages three foundational theories to explore junior high school teachers' experiences in meeting the needs of diverse learners: Social- Constructivist Theory by Lev Vygotsky, Culturally Responsive Pedagogy by Gloria Ladson-Billings, and Differentiated Instruction by Carol Ann Tomlinson. Social-constructivist theory posits that learning is inherently social and interactive, shaped by cultural contexts and social interactions, which can be applied in classrooms through collaborative learning and active student engagement. Culturally responsive pedagogy emphasizes the importance of integrating students' cultural backgrounds into teaching practices to create inclusive and relevant learning experiences. Differentiated instruction addresses the diverse needs and learning styles of students by tailoring instructional methods and materials to individual strengths and preferences. Together, these theories provide a comprehensive framework for understanding and enhancing how junior high school teachers could effectively support diverse learners and foster inclusive, engaging, and effective educational environments. While the integration of social-constructivist theory, culturally responsive pedagogy, and differentiated instruction provide a robust framework for addressing the needs of diverse learners, each approach presents distinct challenges. Implementing social-constructivist strategies requires resources and training that may be scarce in

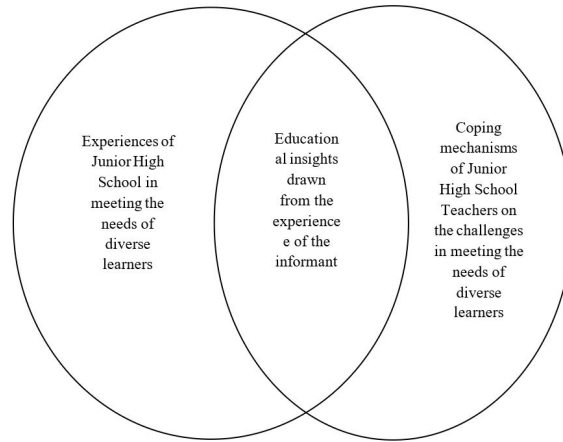


Fig. 1. Conceptual Framework of the study

under-resourced schools, making effective facilitation of collaborative learning difficult. Culturally responsive pedagogy demands that teachers integrate multiple cultural perspectives into the curriculum, which can be an overwhelming expectation given the diverse cultural backgrounds of students in many classrooms. Differentiated instruction, while addressing individual learn-

ing styles and needs, involves complex and time-consuming planning and execution, potentially leading to inconsistent application and effectiveness. Thus, while these theories offer valuable strategies for enhancing education, their practical implementation may face significant hurdles.

2. Methodology

This chapter of the study presented the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. Exploring facts and knowledge in this study necessitated the consequent design and implementation, as elaborated in this chapter. The three most common qualitative methods are participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth Interviews (IDI) were optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored. Focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented.

2.1. Philosophical Assumptions—Patton (2002) describes phenomenology as an exploration aimed at understanding the structure and essence of individuals' experiences with a specific phenomenon. This research aligns with that definition, seeking to grasp the experiences of private junior high school teachers from Esperanza District, Division of Sultan Kudarat. However, Giorgi (2007) cautioned researchers

to anticipate a more thorough and detailed investigation than the initial description might indicate. He likened the information provided to just the tip of an iceberg, suggesting that much greater depth and complexity lie beneath the surface. The philosophical assumption is a framework used to collect, analyze, and interpret data in a specific field of study. It establishes the background used to reach conclusions

and decisions. Typical philosophical assumptions have different types and are elaborated below. Good research begins with the selection of the topic, problem, or area of interest, as well as the paradigm. Stange (1987) traces ‘paradigm’ back to its Greek (paradigm) and Latin origins (paradigm), meaning pattern, model, or example among examples, an exemplar or model to follow according to which design actions are taken. Differently stated, a paradigm was an action of submitting to a view. This view was supported by Denzin and Lincoln (2000), who defend a research paradigm as a “basic set of beliefs that guide action”, dealing with first principles, “ultimate’s or the researcher’s worldview or philosophy.

Ontology. This part of the research pertains on how the issue relates to the nature of reality. According to Creswell (2012), reality is subjective and multiple as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, experiences of private Junior High School Teachers in meeting the needs of diverse learners were discussed by the participants and tries to investigate their coping mechanisms in addressing the challenges and educational insights learned. In this study, I relied on voices and interpretations of the participants through extensive quotes, and themes that reflected their words and provided evidence of different perspectives. The answers of the participants to the study were coded and analyzed to build and construct the commonality and discreteness of responses. It was made sure that the responses of the participants were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal

bias as the study progressed.

Epistemology. This refers to the awareness of how knowledge claims are justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln, as cited by Creswell (2012), state that on the epistemological assumption, I lessen the distance between myself and the participants. He suggests that being a researcher he or she collaborates, spends time in the field with participants, and becomes an ‘insider’. Based on Davidson (2000) and Jones (2011). The researcher identified phenomenology with the use of thematic analysis as the best means for this type of study. In this regard, individual researchers “hold explicit belief”. The intention of this study was to gather information from the participants or private Junior High School Teachers in Esperanza District, Sultan Kudarat, to meet the needs of diverse learners. It is assumed that there was an establishment of close interaction with the participants to gain direct information that would shed light on the knowledge behind the inquiry, particularly on the experiences and strategies used in the provision for school emergencies.

Axiology refers to the role of values in research. Creswell (2012) avers that the role of values in a study was significant. Axiology suggests that I openly discuss the values that shape the narrative and include their interpretation in conjunction with the interpretation of participants. I ensured the dignity and value of every detail of information obtained from the participants. I understand the personal and value-laden nature of information gathered from the study. Therefore, I preserved the merit of the participants’ answers and carefully interpreted them considering their interpretations.

Rhetoric. It means reporting what reality was through the eyes of the research participants. This was important because it meant that the research would report objectively on what was observed and heard from the participants.

The research used personal voice and qualitative terms and limited definitions. In the context of the study, I used the first person in elucidation of the experiences of private Junior High School teachers in meeting the needs of diverse learners.

2.2. Qualitative Assumptions—The methodology was different from the method. The methodology was a creative and responsive approach to understanding questions and subject matter, while the method refers to the exact knowledge and procedure (Gerodias, 2018). In this study the experiences of private Junior High School teachers in meeting the needs of diverse learners in Esperanza district were gathered through an In-Depth Interview (IDI) as well as their coping mechanisms were extracted from the participants. The researcher’s drive to know the deeper meaning of the experiences of private Junior High School teachers in meeting the needs of diverse learners became the basis for doing qualitative research, a means by which Kalof and Dietz (2018), as cited by Gerodias, (2018) considered helpful in looking for “meanings and motivations that underline cultural symbols, personal experiences, and phenomena”. By using phenomenology, this need was hoped to be addressed by bringing the experiences of private Junior High School teachers in meeting the needs of diverse learners in a manner that, as David (2020) wrote, the themes, symbols, and meaning of the experiences presented. Phenomenological research was based on two premises. The first was that experience was a valid, rich, and rewarding source of knowledge. According to Becker (2022), as cited in Morrissey Higgs (2019), that experience describes as a source of knowledge and shapes one’s behavior. From the definition, human experience was viewed as a cornerstone of knowledge about human phenomena and not as an unreliable source. The second premise of phenomenological research lies in the view that the everyday world is a valuable and productive

source of knowledge, and that we can learn much about ourselves and reap key insights into the nature of an event by analyzing how it occurs in our daily lives (Morrissey Higgs, 2019). By doing phenomenology which was concerns with the “what” and the “how” (Moustakas, 2018), I projected that the experiences, and mechanisms used by private Junior High School teachers were explored, and insights learned were the basis for possible future research and policy analysis related to this research.

2.3. Design and Procedure—This study employed a qualitative approach to research specifically a phenomenological research design. According to Creswell, (2022), phenomenology was an approach to qualitative research that focused on the commonality of lived experiences within a particular group. The fundamental goal of the approach was to arrive at a description of the nature of the phenomenon. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation, or experience. Other forms of data, such as documents, observations, and art, were also used. The data were read and reread and were culled for phrases and themes that were grouped into clusters of meanings. Through this process, I was able to construct the universal meaning of the event, situation, or experience and arrived at a more profound understanding of the phenomenon. Moreover, Maxwell (2018) also added that with its roots in philosophy, psychology, and education, phenomenology attempts to extract the purest, untainted data. In some interpretations of the approach, I used bracketing to document personal experiences with the subject to help remove him or her from the process. One method of bracketing is taking notes. According to Corbetta (2018), the phenomenological research design was a qualitative type of research for which interviews provide an in-depth method that could grant access to deep knowledge and explanations and help grasp the subjects’ perspective.

Creswell (2022) also claimed that interviews are primarily used in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often, audio tapes were utilized to allow more consistent transcription. Interviews are also useful for following up with individual respondents after questionnaires, such as to further investigate their responses. In qualitative research, interviews were used to pursue the meanings of central themes in the world of their subjects. The main task in doing interviews was to understand the meaning of what the interviewees said (McNamara, 2019). Withal, based on the statements of Quad (2019), I transcribed and typed the data into a computer file, to analyze it after interviewing. Interviews particularly be useful for uncovering the story behind a participant's experiences and pursuing in-depth information about a topic. I collected data, typically via long interviews, from individuals who have experienced the phenomenon under investigation. Next, the data analysis involved triangulation that extracted significant statements from the transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience both the textural description of what was experienced and the structural description of how it was experienced. I incorporated his or her personal meaning of the experiences here.

Finally, the report was written such that readers understand better the essential, invariant structure of the essence of the experience. Conversely, several challenges have been pointed out. I required a solid grounding in the philosophical guidelines of phenomenology. The subjects that were selected for the study were individuals who had experienced the phenomenon. I needed to bracket his or her own experiences

and observations, which was difficult to do. I also needed to decide how and when his or her personal observations would be incorporated into the study. Epistemologically, phenomenological approaches were based on the paradigm of personal knowledge and subjectivity and emphasized the importance of personal perspective and interpretation. As such they were powerful tools for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the cluster of taken-for-granted assumptions and conventional wisdom. Since the focus of this study is to explore and assess the experiences and feelings of disaster risk reduction management coordinators in the provision of school emergencies, I employed the phenomenology type of qualitative method research.

2.4. Ethical Considerations—The ethical considerations were significant in the design of this research study. I needed to consider several ethical issues about the research participants in this fieldwork. Ethical considerations were specified as one of the most important parts of the research. I needed to adhere to promote the aims of the research, imparting authentic knowledge, truth, and prevention of error.

Social Value. The research was essential to society. In this study, the social value was focused on the experience of disaster risk reduction management coordinators. This study was conducted explicitly among the elementary disaster risk reduction management coordinators. This study also served as a basis for the higher authorities to create more programs and resolutions where disaster risk reduction management coordinators could benefit. Thus, the social problem that piqued my interest was the challenges faced by private junior high school teachers in meeting the needs of diverse learners.

Informed Consent. In the conduct and practice of this study, the Treaty Principle of Participation as cited by McLeod (2009) was adhered

to. The invitation to the participants was ensured that their participation in the research was completely voluntary in nature and was based on the understanding of adequate information. The participant recruitment and selection were lodged in the appendices of this study. Gaining the trust and support of research participants was critical to the informed and ethical academic inquiry and phenomenological research (Walker, 2018 as cited by Pillerin, 2022). All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide a signed personal acknowledgment, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter was to introduce the research effort, provide contact information, articulate the intent of the study, request voluntary participation by the recipients, and anticipate the information that the informants were expected to provide. All participants were required to sign and return the letter of consent to the researcher before participating in the research.

Vulnerability of Research Participants. The participants of this study could answer the research instrument for they are all professional teachers in public elementary schools. Thus, I assured them that as the researcher, he or she can easily be reached through the contact number and address in case there are some clarifications or questions about the study.

Risks, Benefits and Safety. The recruitment of the respondents was free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the chair of the panel or panel members in case they had queries related to the study. Furthermore, if respondents would experience potential discomfort and inconvenience while answering the questions, they were not compelled to participate in any manner. Furthermore, I ensured that the respondents were safe during

the conduct of the survey and interview. Thus, the distribution of the questionnaire was conducted in a safe venue and administered at their convenient time. The dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality and the minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized by taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to ensure that the data cannot be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed output that was carried out from this study was kept in anonymity. Furthermore, all the issues were given consideration so that there would be no conflict of interest among the researcher and the respondents. Any type of misleading information, as well as representation of primary data findings in a biased way, must be avoided.

Justice. The respondents were informed of my role and their corresponding role during data gathering. They were briefed that they had to be fully honest in answering the survey questions and that any type of communication-related to the research should be done with honesty. Similarly, they were informed that they were the ones to benefit first from the study's results.

Transparency. The results of the study were accessed by the respondents and heads of the participating schools because the information was available and was placed on CD or other storage devices that could be requested from me. In addition, by learning about the results of the study, classroom teachers were aware of the significance of the study and its contribution to their well-being. Further, each of the participants was advised that they had the right to

withdraw their information at any time up to the completion of the data collection process and that they could request and be allowed to verify their individual transcripts after the interview was carried out. This provided the participants with the opportunity to amend or remove any information that they feel might identify them. I reserved the right to employ pseudonyms and change names and/or non-significant dates in the interest of protecting the participant's identity in all subsequent data analysis and reporting.

Qualification of the Researcher. I assure you that I possess the needed qualifications to conduct the study. I have completed my academic requirements and passed the comprehensive examination prior to thesis writing, which was the last requirement to obtain my master's degree, and I am qualified to conduct the study physically, mentally, emotionally, and financially. In addition, the advisee-adviser tandem ensured that the study would reach its completion.

Adequacy of Facilities. I strived that this study would be completed successfully in the specified time and that I would be equipped with the necessary resources. Likewise, the technical committee helped me in the enhancement of the paper by giving the needed suggestions and recommendations for the improvement of the study. Also, I ensured that I had enough funds to continue and finish this research. Thus, this study was hoped to be completed in the target time.

Community Involvement. I showed respect for the local traditions, culture, and views of the respondents in this study. Moreover, this study did not use deceit in any stage of its implementation, specifically in recruiting the participants or data collection methods. Furthermore, I expressed great pleasure at the wholehearted participation of the interviewees in the conduct of the study. **Plagiarism and Fabrication.** I respected other works by properly citing the author and rewriting what someone else has said

in his or her own way. I also used quotes to indicate that the text had been taken from another paper. Similarly, I ensured that honesty was present in working on the manuscript, and no intentional misrepresentation and making up of data or results was included, or I purposefully put forward conclusions that were not accurate.

2.5. Research Participants—Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes were large enough to obtain feedback for most perceptions. They obtain most or all the perceptions that lead to saturation. Saturation occurs when more participants are added to the study, which does not result in additional perspectives or information.

Glaser and Strauss (2018) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommends five (5) to 25, and Morse (1994) suggests at least six (6). There were no specific rules for determining an appropriate sample size in qualitative research. Qualitative sample size may be best determined by the time allotted, resources available, and study objectives (Patton, 1990). This study's participants were Eight (8) private junior high school teachers in Esperanza District, Division of Sultan Kudarat. The participants were chosen based on the following criteria: they must have been in the service for at least five years, be junior high school teachers, and handle learners with diverse needs. I utilized the purposive sampling design, which was also known as judgmental, selective, or subjective sampling. The participants were chosen based on the criteria or purpose of the study (Creswell, 2014), and the selection was purposefully done to ensure that the findings were authentic (Marshall, 1996).

2.6. Role of the Researcher—I was responsible for uncovering, transferring, and exploiting knowledge for the benefit of educational institutions. To do so, I take up the following

roles during the study: I was a facilitator and Promoter of Unbiased Research. I interviewed the participants and guided them through the process. To avoid the intrusion of bias, I interpreted the ideas and responses based on existing literature and related studies rather than on my own knowledge, thoughts, and feelings.

Expert in qualitative methods. I implemented the qualitative method correctly. To do so, I assessed myself and sought help from the research adviser and other research professionals. These help him exhibit competence in explaining the study without biasing the participants, conducting interviews properly according to the design, making appropriate field observations, selecting appropriate artifacts, images, and journal portions, and employing environmental triangulation and thematic content analysis precisely.

Collector and Keeper of data. I ensured different ways of making a record of what was said and done during the interview and Focus Group Discussion, such as taking handwritten notes or audio and/or video recording. The recordings were transcribed verbatim before data analysis began. Records keeping were done by myself and are properly secured as it contains sensitive information that were relevant to the research. However, the data that were collected was my primary responsibility of safeguarding it for the participants. Mechanisms for such safeguarding were clearly articulated to participants and were approved by a relevant research ethics review board before the research began.

Data Analyst. I ensured that the phenomenon or problem from the participants' perspective was gathered by interpreting data, transcribing, and checking, reading between the lines, coding, and theming. I also ensured that the findings were true to the participants and that their voices were heard. I organized and presented data. I presented the problem and the related literature and studies that support it. I also presented the study's findings by research

question, stating the results for each one using themes to show how the research questions were answered in the study. Moreover, I gave future directions and implications of the study for improving educational policy and practices.

2.7. *Data Collection*—The following the step-by-step process of gathering the data needed. Securing endorsement from the Dean of Graduate School. I asked for an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges as one of the documents needed for submission to the office of the Schools Division Superintendent in asking permission to conduct the study. Asking permission from the Schools Division Superintendent. I asked permission from the Schools Division Superintendent to conduct the study in the identified school. I sent a letter addressed to the Schools Division Superintendent with Chapters 1 and 2 attached, together with the research instrument, which explains the objectives of the study and the identification of the participants. I waited for the SDS's response before I conducted the study. Asking for permission from the Public School District Supervisor. After securing the SDS's approval, I sent letters to the supervisor explaining the study to be conducted in their cluster/district. I asked permission from the school heads. After securing the PSDS's approval, I sent letters to the principals explaining the study to be conducted in their schools. Obtaining consent from the participants. I asked permission from the participants and their parents/guardians. They were formally oriented about the study and the process they would go through as participants. Conducting the interview. I conducted the in-depth interview using the interview questionnaire. I took the participants' profiles, jotted down notes, and recorded conversations using a sound recorder for easy transcription. I listened carefully and responded actively during the interviews. Transcribing the responses of the interviewees. I transcribed the responses of the interviewees precisely by re-

calling their answers from the sound recorder. Since the participants used their vernacular language, I translated it to English language.

Data Coding and Thematic Content Analysis. After the transcription, the data were then categorized and coded. Then, themes were extracted and

Individual data within the participants was compared. I conducted a second round of interviews (FGD) to corroborate any data that needed further explanation and input from the participants. Additional information gathered was examined thoroughly and integrated into the existing body of data. After that, data were compared between the participants to come up with patterns and trends.

2.8. *Data Analysis*—In this study, thematic analysis was utilized to analyze the gathered data. I analyzed the answers of the participants from the conducted interviews with the use of Creswell's Model specifically the identifying of themes approach. According to Creswell (2012) themes in qualitative research were similar codes aggregated together to form a major idea in the database. Familiarization with the data was common to all forms of qualitative analysis; I immersed myself in and became intimately familiar with their data, reading and re-reading it and noting any initial analytic observations. As the researcher, I played a pivotal role in the data analysis process. Coding, a common element of many approaches to qualitative analysis, involved generating concise labels for important features of the data that were relevant to the broad research question guiding the analysis. This was not a mere method of data reduction, but also an analytic process, capturing both a semantic and conceptual reading of the data. I meticulously coded every data item and concluded this phase by collating all the codes and relevant data extracts, ensuring a comprehensive understanding of the data. Searching for themes was a coherent and meaningful pattern in the data relevant to the research question.

I ended this phase by collating all the coded data relevant to each theme. Reviewing themes, I reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each individual theme and the relationship between the themes. The researcher employed Thematic Content Analysis for these. Thematic Content Analysis was a descriptive presentation of qualitative data. A detailed analysis of each theme was made by identifying the 'essence' of each theme and constructing a concise, punchy, and informative name for each theme (Andersen, 2013). In addition, to enhance validity and to create a more in-depth picture of the phenomenon, Environmental Triangulation was also employed by the researcher. It was a technique to analyze the same study's results using different data collection methods. The key was identifying which environmental factors, if any, might influence the information that is received during the study. These environmental factors were changed to see if the findings were the same across the settings (David, 2015). This type of triangulation uses different settings, locations, and other factors such as time, day, and season in which the study took place. The idea was to determine which of these factors influenced the information received, and these factors were then changed to see if the findings were the same. If the findings remain unaltered under varying environmental factors, then validity was established (Naeem, Saira, 2019). In this study, such triangulation was used considering that the requirements as mentioned were the

use of environmental triangulation best suited the environment of the research being conducted. Writing up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data and contextualizing it in relation to existing literature.

2.9. *Trustworthiness of the Study*—Trustworthiness was all about establishing credibility,

transferability, confirmability, and dependability. In qualitative study, trustworthiness was very important because the result and finding of the research study would depend on the process of how it was being conducted by the researcher. The trustworthiness of a research study is important to evaluate its worth. Due to the nature of the qualitative study, honesty in all the data and details was required. Trustworthiness makes the researcher's study worthy to read, share, and be proud of. Credibility was how confident the qualitative researcher was in the truth of the research study's findings. The researcher in this study believed that honesty in everything you do was essential to attain worthwhile success. The researcher has no derogatory records or administrative issues that ruin her integrity. Lincoln and Guba (2000) stated that credibility refers to the idea of internal consistency, where the main issue was "how we ensure rigor in the research process and how we communicate to others that we have done so." Transferability was how the qualitative researcher demonstrated that the research study's findings were applicable to other contexts. In this case, "other contexts" could mean similar situations, similar populations, and similar phenomena. The researcher has already studied the effects of using graphic organizers as a strategy for teaching reading comprehension. The use of graphic organizers as a strategy for teaching reading comprehension was effective in the domains of analysis and creation. With this, the researcher was interested to know the students' perspective on using this strategy. Gasson (2004) emphasized transferability as the extent to which the reader was able to provide a generalization of the study based on his own context and can be able to address the core issue of "how far a researcher may make claims for a general application of the theory." Confirmability was the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not any

potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. The information using the audit trail in this situation was thoughtfully recorded by the researcher which highlights every step of data analysis that was made to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses. Gasson (2004) states that confirmability was based on the acknowledgement that research is never objective. Dependability was the extent to which the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher used an inquiry audit to establish dependability, which requires an outside person to review and examine the research process and the data analysis to ensure that the findings were consistent and could be repeated. In this component, the use of a database was very important in backing up information collected and noting changes for all types of research studies. All the data collected was properly kept for future use as references. Gasson (2004) stated that dependability deals with the core issue that "the way in which a study was conducted should be consistent across time, researchers, and analysis techniques."

2.10. Analytical Framework—The framework analysis of this research utilizes Colaizzi's method of 1978. which was a rigorous and robust qualitative method that the researchers use to find, understand, describe, and depict the experiences of persons as they experience them, as well as reveal emergent themes and their interwoven relationships. The purpose of this method is to uncover the genuine experience of the phenomenon under investigation.

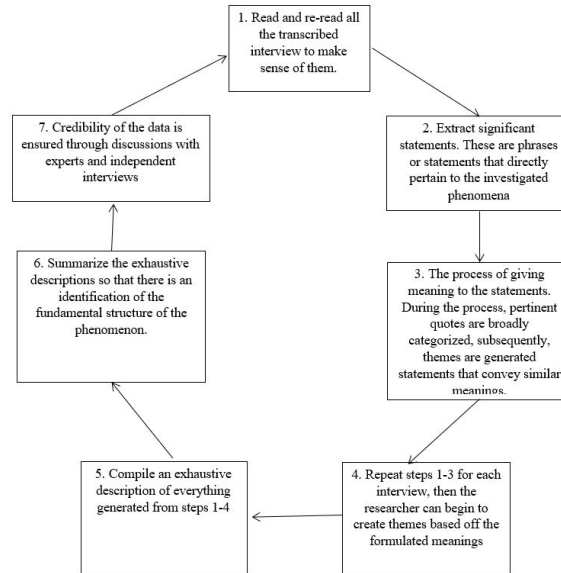


Fig. 2. Analytical Framework of the Study

Colaizzi’s method consists of seven steps. First, informants’ descriptions of the experiences are read to acquire a sense of the whole. After that, significant statements are extracted; then, meanings are formulated from the significant statements. Afterward, formulated meanings were organized into themes. Themes were then inte-
grated into an exhaustive description. Next, the essential structure of the phenomenon was formulated. Finally, for validation, the informants would evaluate the result of the analysis and if it means the same as their original experiences. (Turunen et al. 1994).

3. Results and Discussion

This part of the research dealt with the research questions and the study participants’ responses. The participants disclosed their teaching experiences, coping mechanisms, and insights into meeting the needs of diverse learners. All these themes were discussed within the chapter.

3.1. Meeting the needs of diverse learners—In today’s educational landscape, the diversity of student populations presents both opportunities and challenges for educators. Meeting the needs of diverse learners is a fundamental aspect of providing equitable and inclusive education. This study explores the strategies employed by educators to effectively support the diverse needs of students and promote their academic success and overall well-being. Extensive research has shown that students come to the classroom with a wide range of backgrounds, abilities, and learning styles (Banks,

2019). Recognizing and addressing these individual differences is essential for creating inclusive learning environments that cater to the needs of all students. By examining the experiences and perspectives of educators, this study aims to uncover effective strategies and interventions that have been employed to meet the diverse needs of learners.

3.1.1. Experiences of Junior High School Teachers in meeting the needs of diverse learners—Meeting the needs of diverse learners is a multifaceted challenge that requires a deep understanding of individual student differences

and effective instructional practices. Research has shown that junior high school teachers encounter a wide range of student diversities, including cultural and linguistic differences, varying levels of academic readiness, and diverse learning preferences (Grant, 2020). These diversities present both opportunities and challenges in instructional planning and delivery. Understanding how teachers navigate these complexities and tailor their practices to meet the needs of diverse learners is crucial for promoting inclusive education and equitable learning outcomes.

3.1.2. Build Positive Relationships—Junior high school teachers prioritize building positive relationships with their students as a foundation for meeting their diverse needs. They strive to understand students' strengths, interests, and challenges and create a supportive and respectful classroom climate (Marzano et al., 2017). By fostering positive connections, teachers establish trust and rapport, which enhances student engagement, motivation, and overall well-being. Here were the transcripts of the participants as transcribed. Building positive relationships with learners is a fundamental experience of junior high school teachers in meeting the needs of diverse learners. Research has consistently shown that positive teacher-student relationships have a significant impact on students' academic, social, and emotional development (Willingham, 2018). Junior high school teachers understand the importance of fostering trust, respect, and a sense of belonging in the classroom to create a supportive learning environment where all students can thrive. One aspect of building positive relationships involves getting to know each student on an individual level. Junior high school teachers invest time and effort in understanding students' unique strengths, interests, challenges, and cultural backgrounds (Cornelius-White, 2018). By recognizing and appreciating their students' diversity, teachers demonstrate a genuine interest in their well-being and create an inclusive class-

room climate where students feel valued and understood. Establishing clear communication channels is another crucial aspect in building positive relationships. Junior high school teachers actively listen to their students, provide constructive feedback, and maintain open lines of communication with parents and caregivers (De Pedro et al., 2019). Regular and meaningful communication helps teachers understand the needs and concerns of diverse learners, enabling them to provide targeted support and address any barriers to learning effectively. Building positive relationships also involves creating opportunities for student engagement and collaboration. Junior high school teachers encourage active participation, promote student voice, and provide opportunities for students to collaborate on projects and activities (Fredericks et al., 2018). By creating a supportive and collaborative classroom culture, teachers empower students to express their ideas, take ownership of their learning, and develop important social and communication skills.

3.1.3. They have individualized Support and Interventions—Junior high school teachers provide individualized support and interventions to address the unique needs of diverse learners. They identify learners' strengths, challenges, and specific learning goals, and implement targeted interventions to help them progress (Tomlinson Moon, 2018). This can include additional one-on-one instruction, accommodations, modifications, and ongoing monitoring of student progress to ensure their success. Individualizing support and interventions is another critical experience of junior high school teachers in meeting the diverse needs of their students. Recognizing that students come with varying strengths, challenges, and learning styles, teachers strive to provide personalized assistance and interventions to ensure every learner's success. Research highlights the importance of individualized approaches in promoting students' academic growth, engage-

ment, and overall well-being (Tomlinson Moon, 2018). To begin with, junior high school teachers identify learners' unique strengths and challenges through assessments, observations, and ongoing monitoring. By understanding each student's abilities and areas for growth, teachers can tailor instruction and interventions to their specific needs (Tomlinson Moon, 2018). This individualized approach allows teachers to differentiate instruction, adapt materials, and provide targeted feedback to support students' progress. Moreover, junior high school teachers employ a range of strategies to provide individualized support. They may offer additional one-on-one instruction, small group activities, or flexible learning pathways that align with students' learning preferences (Ysseldyke et al., 2019). Individualized support can involve accommodations such as modified assignments, extended assessment time, or assistive technologies to ensure equitable access for learners with diverse needs. Furthermore, teachers regularly monitor and adjust their interventions based on learners' progress. By collecting and analyzing data, teachers can determine the effectiveness of the support provided and make informed decisions about further modifications or interventions (Fuchs Fuchs, 2019). This ongoing assessment and adjustment process ensures learners receive appropriate, targeted interventions tailored to their changing needs.

3.1.4. They promoted an Inclusive Classroom Environment—Junior high school teachers focus on fostering an inclusive classroom environment that celebrates diversity and promotes a sense of belonging for all learners. They encourage positive interactions, respect for different perspectives, and collaboration among students from various backgrounds (Banks, 2019). By creating an inclusive climate, teachers support diverse learners' social and emotional well-being, leading to improved engagement and learning outcomes. Promoting an inclusive classroom environment is a crucial experience

of junior high school teachers in meeting the needs of diverse learners. An inclusive classroom embraces the diversity of learners' backgrounds, abilities, and perspectives, creating a safe and supportive space where all students feel valued and respected. Extensive research supports the positive impact of inclusive environments on student engagement, academic achievement, and overall well-being (Banks, 2019). Firstly, junior high school teachers strive to incorporate culturally relevant and diverse content into their curriculum. They intentionally select materials, texts, and resources that reflect the experiences and perspectives of various cultures and communities (Banks, 2019). By including diverse voices and perspectives, teachers foster a sense of belonging for students from different backgrounds and promote cultural awareness and understanding among all learners. Additionally, teachers encourage open and respectful classroom discussions that value and validate different viewpoints. They create a safe space where students feel comfortable expressing their ideas and engaging in peer dialogue (Gay, 2018). By promoting inclusive discussions, teachers encourage critical thinking, enhance students' communication skills, and nurture empathy and understanding among students with diverse perspectives. Furthermore, junior high school teachers implement cooperative learning strategies that promote collaboration and peer interaction. They design group activities and projects that encourage students to work together, respect each other's contributions, and learn from one another (Johnson et al., 2018). Through collaborative learning experiences, teachers create opportunities for students to develop teamwork skills, build relationships, and appreciate their classmates' diverse strengths and talents. The Narrative of Teachers P6 and P8 showed how teachers manage inclusive special education in instruction, designed to meet the unique needs of a child with a disability. It means education is devel-

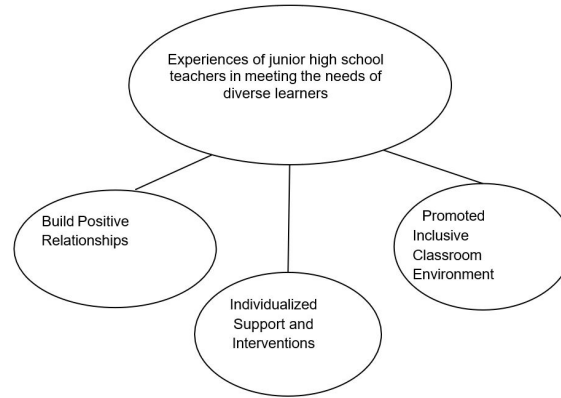


Fig. 3. The emerging themes on the experiences of junior high school teachers in meeting the needs of diverse learners

oped to address that child’s specific needs to achieve their highest learning potential. The classroom environment transformed into a space where everyone felt valued and seen, fostering a sense of belonging that positively impacted

their academic engagement. Build Positive Relationships, Individualized Support and Interventions, and Promoted Inclusive Classroom Environments are themes that were essential in the experiences of teachers.

3.2. Mechanisms of Junior High School Teachers on the Challenges in Meeting the Needs of Diverse Learners—Meeting the needs of diverse learners poses unique challenges for junior high school teachers, as they strive to create inclusive and equitable learning environments. These challenges encompass a range of factors, including varying academic abilities, diverse cultural backgrounds, and individual learning styles. However, junior high school teachers employ various mechanisms to navigate these challenges and ensure that all students have equal opportunities to succeed. By understanding and implementing these mechanisms, teachers effectively addressed the diverse needs of their students and foster an inclusive educational experience.

3.2.1. Building Community Partnerships—Junior high school teachers actively seek partnerships and collaborations with community organizations, parents, and other stakeholders. They recognize the importance of involving the broader community in supporting the diverse needs of their students. By fostering connec-

tions with community resources, teachers can access additional support, enrichment opportunities, and culturally relevant resources that enhance the learning experiences of diverse learners (Epstein et al., 2019). Junior high school teachers recognize the importance of forging strong partnerships with various stakeholders in the community to support the diverse needs of their students. They actively seek collaborations with community organizations, parents, local businesses, and other relevant institutions (Epstein et al., 2019). These partnerships enable teachers to tap into valuable resources, expertise, and support that extend beyond the school walls (Henderson Mapp, 2002). By engaging with the broader community, teachers can access additional learning opportunities, culturally relevant resources, and specialized services that enhance the educational experiences of diverse learners (Epstein et al., 2019). Community partnerships allow junior high school teachers to bridge the gap between classroom learning and real-world experiences. Through partnerships, teachers can connect their curricu-

lum to practical applications, career exploration, and community service initiatives. These collaborations also expose students to diverse perspectives, cultures, and experiences, fostering a sense of belonging and promoting inclusivity within the classroom. By integrating community resources and expertise, teachers can create authentic learning experiences that resonate with the diverse interests and backgrounds of their students (Henderson Mapp, 2022). Furthermore, building community partnerships allows junior high school teachers to involve parents and families in the educational process. Teachers establish open lines of communication, involving parents in decision-making, and seeking their input to better understand the individual needs of their children (Epstein et al., 2019). By establishing strong home-school partnerships, teachers can create a support network that enhances students' academic success and overall well-being. Engaging parents and families in their children's education helps create a collaborative and inclusive environment where diverse learners feel supported, valued, and empowered (Pianta Walsh, 2020). Adapting and Flexibility. Junior high school teachers consistently adapt their teaching methods and instructional materials to meet the evolving needs of their diverse learners. They remain flexible and willing to modify lesson plans, assignments, and assessments to accommodate individual student requirements. This ongoing adaptation ensures that instructional practices are responsive to students' changing needs (Pendergast Bahr, 2018).

3.2.2. Adapting and Flexibility—Junior high school teachers employ adaptability and flexibility in their instructional approaches to cater to the diverse needs of their students. They recognize that each learner has unique strengths, learning styles, and challenges. As such, teachers are willing to modify their teaching strategies, materials, and assessments to accommodate the individual needs of diverse learners (Tomlinson, 2019). By adapting their instruc-

tional methods, teachers can provide targeted support, differentiated instruction, and personalized learning experiences that meet the diverse needs of their students. Teachers also demonstrate flexible classroom management strategies to create an inclusive and supportive learning environment. They understand that different learners require varying levels of structure, routines, and accommodations. By being flexible, teachers can adjust their expectations, seating arrangements, and classroom procedures to accommodate the diverse learning styles and behavioral needs of their students (Sprick, 2018). This flexibility helps create a positive and conducive learning environment where students feel comfortable, engaged, and supported. Moreover, junior high school teachers display adaptability in their approach to curriculum design and instructional materials. They modify curriculum content, language, and activities to make them accessible and meaningful to all learners. This may involve providing additional support, scaffolding, or modifications to ensure diverse learners can actively engage with the curriculum and achieve their learning goals (García, 2017). By adapting the curriculum, teachers can address their students' diverse needs, interests, and cultural backgrounds, fostering a more inclusive and relevant learning experience.

3.2.3. Collaboration with Support Services—Junior high school teachers collaborate with support services, such as exceptional education professionals, counselors, and therapists, to address the diverse needs of students. They work together to develop individualized education plans, implement interventions, and provide necessary accommodations. By partnering with support professionals, teachers can tap into specialized expertise and resources to better support the unique needs of diverse learners (Friend Bursuck, 2018). Junior high school teachers recognize the importance of collaborating with support services to address the di-

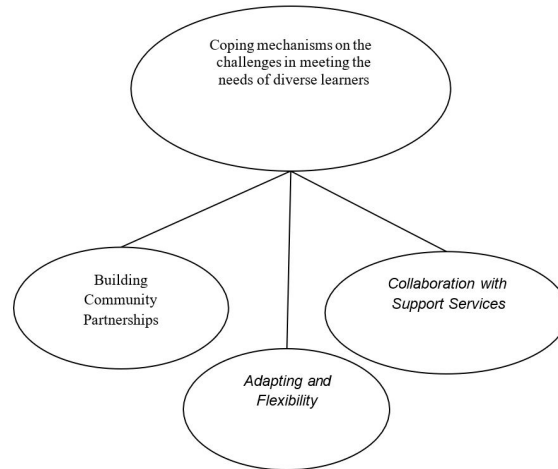


Fig. 4. The emerging themes on the coping mechanisms on challenges in meeting the needs of diverse learners

verse needs of their students effectively. They work closely with school counselors, special education teachers, speech therapists, and other support professionals to access specialized expertise and resources (Friend Bursuck, 2018). By collaborating with these professionals, teachers can develop comprehensive strategies and interventions to meet the specific academic, social-emotional, and behavioral needs of diverse learners. Teachers communicate regularly and collaborate with support services to share information, exchange insights, and develop targeted interventions. They also participate in multidisciplinary meetings and case conferences to discuss student progress, concerns, and goals (Weisner, 2017). This collaborative approach helps teachers better understand their students' needs and enables them to implement evidence-based practices and interventions tailored to individual learners. I analyze the ideas coming from the participants and arrive at familiar themes. One of these is collaboration with support services. Collaboration and support are critical in achieving success, especially in a team or group setting. They involve work-

ing together towards a common goal and aiding and guidance to one another. The coping mechanisms can be anything from positive thinking, relaxation techniques, exercise, journaling, and even seeking social support, like talking to a friend or workmates at school. Furthermore, collaboration with support services allows junior high school teachers to access additional resources and accommodations for their diverse learners. They can tap into specialized instructional materials, assistive technology, and individualized learning plans to support students with disabilities or specific learning challenges (Turnbull et al., 2015). By leveraging the expertise of support services, teachers can implement differentiated instruction, provide necessary accommodations, and create inclusive learning environments that address the unique needs of all learners. Figure 4 shows the coping mechanisms for the challenges in meeting the needs of diverse learners and the emergence of the three themes: building community partnerships, adapting and flexibility and collaborating with support services.

3.3. *Insights Gained from the Experiences of the Informants—Meeting the diverse needs*

of learners in junior high school settings is a complex and multifaceted task. Junior high

school teachers are critical in creating inclusive learning environments where every student can thrive. Through their experiences and interactions with diverse learners, teachers gain valuable insights that inform their instructional practices and foster student success. These insights encompass a range of factors, including understanding individual learning styles, addressing cultural and linguistic diversity, and implementing effective strategies to support students with unique needs (Darling-Hammond et al., 2017).

3.3.1. Recognizing the Role of Cultural Competence—Junior high school teachers gain insights into the importance of cultural competence in meeting the needs of diverse learners. They understand that cultural backgrounds, experiences, and perspectives significantly influence students' learning and engagement. By developing cultural competence, teachers can create inclusive and equitable classrooms that value and respect students' cultural identities, promote cross-cultural understanding, and foster a positive learning environment (Banks, 2015). Recognizing the role of cultural competence is an insight gained by junior high school teachers in meeting the needs of diverse learners as they come to understand the significance of considering students' cultural backgrounds, experiences, and identities. Teachers recognize that students from diverse cultural backgrounds bring unique perspectives, knowledge, and values to the classroom. By acknowledging and valuing this diversity, teachers can create a culturally responsive learning environment that promotes inclusivity, respect, and meaningful engagement for all students (Gay, 2020). Through their experiences, junior high school teachers gain insights into the impact of cultural competence on students' academic achievement, social-emotional well-being, and overall educational experience. They understand that culturally responsive teaching practices, such as incorporating diverse perspectives into the curriculum, adapting instructional strategies to accommodate different learning

styles, and fostering a supportive classroom climate, contribute to better outcomes for diverse learners (Ladson-Billings, 2020). Furthermore, recognizing the role of cultural competence allows teachers to develop stronger connections with their students and their families. By demonstrating cultural sensitivity, teachers can establish trust, establish positive relationships, and effectively communicate with students and families from different cultural backgrounds. This insight enables teachers to collaborate with families as partners in supporting students' learning and development, leading to increased student engagement and success (Banks, 2019).

3.3.2. Emphasizing Social-Emotional Support—Junior high school teachers gain insights into the critical role of social-emotional support in meeting the needs of diverse learners. They understand that students' emotional well-being and sense of belonging significantly impact their learning outcomes. By fostering positive teacher-student relationships, creating a safe and inclusive classroom climate, and providing opportunities for social-emotional learning, teachers can support students' social-emotional development and create a conducive learning environment (Durlak et al., 2021). Junior high school teachers gain insights into the critical importance of emphasizing social-emotional support as they navigate the challenges of meeting the needs of diverse learners. They recognize that students' social-emotional well-being greatly impacts their academic performance, engagement, and overall success in the classroom. By prioritizing social-emotional support, teachers create a positive and inclusive learning environment where students feel valued, supported, and safe to express themselves (Brackett Katulak, 2019). Teachers gain insights into the profound impact of nurturing students' social-emotional development, fostering positive relationships, and promoting a sense of belonging and connectedness. Moreover, junior high school teachers gain insights into the role of

social-emotional skills in enhancing students' overall development. They understand that explicitly teaching and modeling skills such as self-awareness, self-regulation, empathy, and responsible decision-making can empower students to navigate social interactions, manage their emotions, and develop resilience (Durlak et al., 2021). Teachers recognize that by promoting social-emotional skills, they equip students with valuable tools that can positively influence their academic progress, behavior, and well-being. Additionally, junior high school teachers gain insights into the various strategies and practices that promote social-emotional support. They explore research-based approaches such as restorative practices, mindfulness activities, cooperative learning, and positive behavior interventions that foster a caring and respectful classroom community (Zins et al., 2019). By incorporating these strategies into their instructional practices, teachers create an environment where students feel understood, validated, and supported in their unique social-emotional needs.

3.3.3. Continuous Professional Development—Junior high school teachers gain insights into the importance of continuous professional development to enhance their ability to meet the needs of diverse learners. They recognize that staying abreast of current research, instructional strategies, and best practices is crucial in effectively addressing the diverse needs of students. By engaging in ongoing professional learning opportunities, such as workshops, conferences, and collaboration with colleagues, teachers can expand their knowledge, refine their instructional practices, and adapt to the evolving needs of diverse learners (Darling-Hammond et al., 2019). Continuous Professional Development (CPD) plays a crucial role in equipping junior high school teachers with the insights and knowledge necessary to meet the needs of diverse learners. Through CPD, teachers engage in ongoing learning and professional growth,

enabling them to stay updated with the latest research, best practices, and instructional strategies. Teachers gain valuable insights from experts and colleagues by participating in workshops, conferences, webinars, and collaborative networks, expanding their repertoire of effective teaching approaches (Darling-Hammond et al., 2019). CPD empowers teachers to reflect on their instructional practices, evaluate student outcomes, and identify areas for improvement. This reflective process allows them to gain insights into their teaching methods and make necessary adjustments to support diverse learners better (Hatton Smith, 2020). Here was the transcript of the participants as transcribed. The findings of the narratives of participants P6 and P8 show that participating in professional development activities has empowered them and promoted the implementation of differentiated instruction. Continuous Professional Development is about developing your professional practice, and it may help keep your skills and knowledge up to date, prepare you for greater responsibilities, boost your confidence, help you become more creative in tackling new challenges, enable you to make better decisions, or help you take your career further. Moreover, CPD provides opportunities for teachers to develop a deeper understanding of their students' diverse needs. Professional development activities that focus on cultural responsiveness, inclusion, and differentiated instruction allow teachers to gain insights into their diverse student population's unique strengths, backgrounds, and challenges. By exploring research-based strategies and engaging in discussions with colleagues, teachers can enhance their ability to create inclusive and supportive learning environments that cater to their students' diverse learning styles, abilities, and cultural backgrounds (Timperley et al., 2017). Furthermore, participating in professional learning communities and collaborative learning opportunities allows teachers to share experiences,

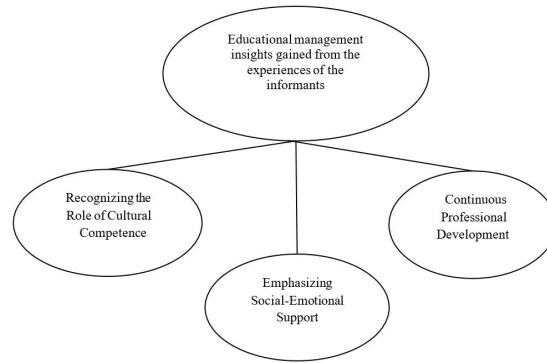


Fig. 5. The emerging themes on the insights gained by junior high school teachers in meeting the needs of diverse learners ideas, and effective practices with their peers. Through these interactions, teachers gain insights into innovative approaches and strategies that have proven successful in addressing the diverse needs of learners. This collaborative learning environment fosters a sense of collective expertise and support, encouraging teachers to experiment with new ideas and approaches in their classrooms (Darling-Hammond et al., 2017). Figure 5 shows the educational management insights gained from the informants’ experiences and the emergence of the three themes: recognizing the role of cultural competence, emphasizing social-emotional support, and continuous professional development.

4. Implications and Future Directions

The chapter shows the findings drawn from the study’s results, the implications that these situations have on junior high school teachers, possible recommendations for future uses, and future directions that have emerged from the study.

4.1. *Findings of the Study*—The study’s findings on the experiences of junior high school teachers in meeting the needs of diverse learners revealed the following: build positive relationships, provide individualized support and interventions, and promote an inclusive classroom environment. In terms of the coping mechanisms of private junior high school teachers in meeting the needs of diverse learners, it was revealed that they cope through building community partnerships, adapting and flexibility, and collaboration with support services. As to the educational management insights gained from the participants, the teachers emphasized recognizing the role of cultural competence, emphasizing social-emotional support, and contin-

uous professional development.
 4.2. *Implications of the Study*—The results of my analysis revealed the following significant findings. Based on the experiences of private junior high school teachers in meeting the needs of diverse learners, the interview revealed the following themes: First, build positive relationship. Building positive relationships with students is a fundamental experience of junior high school teachers in meeting the needs of diverse learners. By fostering positive connections, teachers establish trust and rapport, which enhances student engagement, motivation, and overall well-being—second, individualized support and interventions. Individualizing support and interventions is another crit-

ical experience for junior high school teachers in meeting the diverse needs of their students. Recognizing that students come with varying strengths, challenges, and learning styles, teachers strive to provide personalized assistance and interventions to ensure every learner's success. Third, promote an inclusive classroom environment. Promoting an inclusive classroom environment is a crucial experience for junior high school teachers in meeting the needs of diverse learners. An inclusive classroom embraces the diversity of learners' backgrounds, abilities, and perspectives, creating a safe and supportive space where all learners feel valued and respected. On the coping mechanisms of private junior high school teachers in meeting the needs of diverse learners, one theme was building community partnerships. Junior high school teachers recognize the importance of forging strong partnerships with various community stakeholders to support their students' diverse needs. They actively seek collaborations with community organizations, parents, local businesses, and other relevant institutions. By engaging with the broader community, teachers can access additional learning opportunities, culturally relevant resources, and specialized services that enhance the educational experiences of diverse learners. The second theme identified was adapting and flexibility. Private junior high school teachers employ adaptability and flexibility in their instructional approaches to cater to the diverse needs of their students. They recognize that each learner has unique strengths, learning styles, and challenges. As such, teachers are willing to modify their teaching strategies, materials, and assessments to accommodate the individual needs of diverse learners. The third theme identified was: collaboration with support services. Junior high school teachers recognize the importance of collaborating with support services to effectively address the diverse needs of their students. They work closely with school counselors, special ed-

ucation teachers, speech therapists, and other support professionals to access specialized expertise and resources. By collaborating with these professionals, teachers can develop comprehensive strategies and interventions to meet the specific academic, social-emotional, and behavioral needs of diverse learners. On the educational management insights gained from the private junior high school teachers in meeting the needs of diverse learners, the first theme identified was recognizing the role of cultural competence. Teachers recognize that students from diverse cultural backgrounds bring unique perspectives, knowledge, and values to the classroom. By acknowledging and valuing this diversity, teachers can create a culturally responsive learning environment that promotes inclusivity, respect, and meaningful student engagement. The second theme identified was emphasizing social-emotional support. Private junior high school teachers gain insights into the critical importance of emphasizing social-emotional support as they navigate the challenges of meeting the needs of diverse learners. They recognize that students' social-emotional well-being greatly impacts their academic performance, engagement, and overall success in the classroom. By prioritizing social-emotional support, teachers create a positive and inclusive learning environment where students feel valued, supported, and safe to express themselves. The third theme was continuous professional development (CPD). CPD plays a crucial role in equipping junior high school teachers with the insights and knowledge necessary to meet the needs of diverse learners. Through CPD, teachers engage in ongoing learning and professional growth, enabling them to stay updated with the latest research, best practices, and instructional strategies. Teachers gain valuable insights from experts and colleagues by participating in workshops, conferences, webinars, and collaborative networks, expanding their repertoire of effective teaching approaches.

4.3. *Future Directions*—The study on the experiences of private junior high school teachers in meeting the needs of diverse learners presents a unique opportunity to delve deeper into the complex classroom situation. As pivotal stakeholders, educators could take proactive steps to enhance their support for diverse learners. First and foremost, they may engage in continuous professional development programs that specifically address strategies for catering to diverse needs. This could include workshops on culturally responsive teaching, differentiated instruction, and effective collaboration with support services. Emphasizing the importance of building positive relationships and promoting an inclusive classroom environment should be integral to teacher training. Furthermore, educators could actively seek resources that offer insights into diverse learning styles and cultural backgrounds, ensuring their teaching approaches are dynamic and adaptable. Collaborating with colleagues to share experiences and best practices can also be instrumental in fostering a supportive community of educators dedicated to meeting the diverse needs of their students. In essence, the future direction for educators involves a commitment to lifelong learning and a dedication to creating classrooms where every learner feels valued and supported. In the wake of understanding the experiences of junior high school teachers in meeting the needs of diverse learners, the beneficiaries, primarily the students and their families, can chart future directions by advocating for continued teacher training and support. Encouraging educational institutions to incorporate culturally responsive teaching practices and promoting inclusivity in curriculum design would foster an environment where diverse learning styles and needs are acknowledged. Additionally, the beneficiaries may advocate for increased collaboration between teachers, support services, and the community, emphasizing the importance of ongoing professional development for educators. By actively participating in discussions about inclusive education, they can contribute to the evolution of educational policies that truly cater to the diverse needs of students, ensuring an equitable and enriching learning experience for all.

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