TEACHERS' BEST PRACTICES IN MEETING DIVERSE LEARNERS' NEEDS: AN EXPLORATORY SEQUENTIAL DESIGN

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ABSTRACT

This study aimed to explore and evaluate teachers' best practices in meeting the diverse needs of learners through Exploratory Sequential Design. Through comprehensive interviews and focus group discussions, ten primary themes were identified, emphasizing the importance of adopting inclusive practices that cater to individual needs and foster a positive learning environment. The themes included Differentiated Learning Methods, Personalized Inclusive Assessment, and Instructional Technology Integration, among others. An Exploratory Factor Analysis (EFA) revealed seven underlying dimensions of best practices, such as Culturally Inclusive Education and Empowerment Through Inclusivity, with an overall reliability score (Cronbach's alpha) of 0.906, indicating high reliability and validity of the measurement instrument. The instrument finalized consists of 61 items across these dimensions. The study concludes that to effectively meet diverse learners' needs, educators must implement differentiated and adaptive learning strategies, integrate instructional technologies, and foster a culture of empathy and cultural inclusivity within the classroom. Recommendations include continuous professional development for teachers in inclusive education practices, integration of culturally representative materials in curricula, and the utilization of gamified learning to enhance student engagement and motivation.

Keywords: *Inclusive Education, Differentiated Learning, Empathy-Driven Classroom, Instructional Technology, Culturally Inclusive Education, Municipality of Matalam, North Cotabato, Philippines.*

INTRODUCTION

Teachers are facing the challenge of balancing and meeting the diverse learning needs of their students. Many classrooms are increasingly diverse, including students with different levels of abilities, backgrounds, learning styles, and experiences. Teachers must provide students with individualized instruction to ensure that each student can achieve their best potential. This can be challenging to do in a traditional classroom setting with limited resources and large groups of students to manage (McAleese, Dawes & Hattie, 2021).

Data from the National Center for Education Statistics (NCES) revealed that in the 2019-20 school year, 37% of teachers indicated that they did not feel adequately

prepared to meet the needs of the students with diverse learning needs in their classrooms. Teachers need improved resources and support in order to effectively meet the needs of learners with diverse learning needs (National Center for Education Statistics, 2020). Pillay & Crellin, 2023) also confirmed that teachers are often faced with the challenge of balancing the needs of all their students, particularly those with diverse learning needs. This could include those with special educational needs, English as an additional language, and those facing socioeconomic disadvantages.

Other report by National Education Association (2021), according to a 2021 report from the National Education Association, the percentage of teachers who report feeling prepared to meet the needs of diverse learners has decreased from 80% in 2016 to 68% in 2021. Furthermore, 73% of teachers reported that they feel that they are doing more with less to meet students' needs due to budget cuts and other educational challenges. The report also found that most teachers feel that having additional resources would help them better meet the needs of their diverse learners. Also confirmed by Zembylas, Brown & Rawlinson 92021) that teachers today face the challenge of meeting the needs of students with diverse learning styles, abilities, and backgrounds. The challenge comes in part from the wide range of teaching strategies and curricula, which vary from school to school, grade to grade, and even between individual classrooms at the same school. This challenge is particularly pronounced in classrooms with students who are more diverse, including those with special needs, and those from different ethnic and socioeconomic backgrounds.

According to UNESCO's 2018 Global Education Monitoring Report, more than 55 percent of Asian teachers' report having no access to training or guidance on how to best meet the diverse needs of their students. This is concerning, given that many countries in the region are facing rapidly diversifying student bodies, due to growing population mobility. Given this context, a recent study by the Asia Resource Foundation found that, in 2020, only 22 percent of teachers in Asia had received professional development in how to better meet the needs of diverse learners in their classrooms (Asia Resource Foundation. 2020).

According to a 2019 report by UNESCO, only 2.6% of teachers in the Philippines have received training in how to meet the needs of diverse learners, with the percentage including only those of pre- and in-service teachers. The report identified many barriers to accessing such training render it less accessible to most teachers. These include lack of resources and incentives for in-service training, limited human resources, economic constraints, and lack of adequate infrastructure. Furthermore, teacher level of English proficiency was identified as an obstacle as well. The report concluded that more support measures for training and mentor requirements are thus needed in order to adequately enable educators to meet the individual needs of all students and ensure inclusive and quality education in the Philippines (Izutsu & Jaiyeoba, 2019).

Despite the prevalence of approaches that address students' diverse learning needs in the education literature, little is known about what teachers actually need in the way of resources, support, and guidance in order to effectively and successfully balance and meet these individual student learning needs. Researchers will study the effects of different types of instructional and organizational strategies on student outcomes in

relation to meeting the needs of students with various levels of ability. Such research has implications for teacher education programs and preservice preparation, as well as for the professional development of current teachers.

METHODS

Research Design

The exploratory sequential design was used in this study. The phase of qualitative data collection and analysis preceded the phase of quantitative data collection and analysis in this design. Additionally, the goal of this design was to investigate a phenomenon that could be helpful when creating a questionnaire.

Qualitative data was appropriate when variables had not yet been identified or a theory had not yet been formed. It involved content analysis, which operates on the idea that people's thoughts and opinions may be reliably inferred from what they say. As a result, one purpose of content analysis was to ascertain participants' perspectives. Content analysis involved categorizing individual opinions into cohesive and collective groups; it could be highly systematic. This design was used to create and categorize the initial items based on participant interviews. Concept validity was a component of the quantitative approach that aided in determining the concept or measure's factor structure (Cresswell, 2017).

Research Participants

The study included ten (10) teachers for in-depth interviews and seven (7) for focus group discussions. For the preliminary (qualitative) part of the study, ten teachers were contacted for in-depth interviews, and seven were invited for focus group discussions (FGD). The results of which were used to identify the themes that began to emerge, as well as the questions that were utilized to create the questionnaire.

A purposeful sampling strategy was used to choose participants for the IDI and FGD. Purposive sampling is a type of non-probability sampling in which the sample is chosen based on the characteristics of the population and the objective of the study. Purposive sampling is also known as selective, judgment, or subjectivity sampling. The information gathered was transcribed and thematically analyzed.

The participants in this study were selected teachers from Municipality of Matalam basic public schools. There were 75 respondents per district in the quantitative survey. A total of 300 teachers from the four districts took part in the event. Simple random selection was used to identify the responders.

Research Instrument

During the qualitative phase, the researcher designed an interview guide to pose questions about the study. The interview provided readers with insight into a number of teachers' viewpoints on teachers' best practice in meeting diverse needs. Meanwhile, focus group discussions and one-on-one in-depth interviews were used to create questionnaire items based on frequency of occurrence. The tool's development from the qualitative phase revealed the level of student involvement in distance learning. This instrument was dimension reduced in order to find the elements that comprised the teachers' vision of student engagement. Experts, on the other hand, were called to

review the suitability of the items that captured the underlying aspects of the study and perform content validity on the interview questions. The goal was to make the questionnaire as simple to read and understand as possible.

Data Analysis

The notes taken during the focus group discussions and in-depth interviews were examined using thematic analysis. This method focused on detecting, evaluating, and recording patterns (or "themes") within the data. To gather and analyze interview responses, the Kaiser-Meyer-Olkin (KMO) of Sampling Adequacy and Bartlett's Test were employed.

The Kaiser-Meyer-Olkin Sampling Adequacy Test analyzed how much of the variables' variance was due to underlying variables. According to Bartlett's sphericity test, the matrix of association was an identity matrix, indicating that the variables were unrelated and thus to determine the underlying structure of a set of data, and Cronbach's alpha was used to assess the internal consistency of a scale.

RESULTS AND DISCUSSIONS

Emerging Themes on teachers' best practices in meeting diverse learners' needs

This section presents an analysis of the ten (10) primary themes that emerged from the comprehensive interviews and focus group discussions conducted with the participants. The results show eight main themes identified by the respondents in relation to the evaluation of teachers' best practices in meeting diverse learners' needs namely: Differentiated Learning Methods, Personalized Inclusive Assessment, Progress Evaluation, Adaptive Learning Approaches, Empathy-Driven Classroom Culture, Positive Learning Environment, Lack of Cultural Representation, Instructional Adaptation Struggles, Instructional Technology Integration, and Gamified Learning.

Differentiated Learning Methods. The theme Differentiated learning methods cater to individual learning styles, abilities, and interests, enabling educators to tailor instruction to each student's unique needs. This approach involves varied teaching techniques, materials, and assessments to optimize learning outcomes. It encompasses group work, one-on-one tutoring, and technology integration, allowing students to learn at their own pace and in ways that best suit their learning preferences. By acknowledging and addressing the diverse learning landscapes in classrooms, differentiated learning fosters an inclusive, supportive, and effective educational environment for all students. Thus, the significant remarks of the participants revealed below:

> *In meeting diverse needs of my students, I used varied instructional materials such as group discussions, hands-on activities, multimedia presentations and lectures (IDI_P1).*

> *Meeting the diverse needs of the learners, I used instructional methods like group discussions, hands-on activities, lectures. Sometimes I used also differentiated Instruction according to their level of difficulty (IDI_P2).*

> *Meeting the diverse needs of the learners is a critical teaching and educational practices using varied instructional methods such as group discussions, hands-on activities, and multimedia presentations (IDI_P3).*
>
> *My experiences in meeting diverse needs of my learners accommodating learning styles, abilities, and backgrounds (FGD_P1).*
>
> *My experience in adapting to the various learning styles and aptitudes of my students has allowed me to satisfy their varying needs (FGD_P4).*

As confirmed by participants 1, 2, and 3, this statement highlights the use of a variety of instructional materials and methods (like group discussions, hands-on activities, multimedia presentations, and lectures) to cater to the diverse learning preferences and needs of students. It implies a proactive approach in engaging students with different learning styles to ensure effective learning.

Also, during the Focus Group Discussions (FGD) participants 1 and 4 statement points out that personal experience in adapting teaching methods to suit various learning styles and aptitudes, highlighting the teacher's role in recognizing and responding to the unique needs of each student. It suggests a flexible and responsive approach to teaching that aims to satisfy the diverse needs of students, thereby enhancing their learning experience.

The theme implies that the adoption of differentiated learning methods has significant implications for educational practice, requiring a shift towards more flexible and student-centered teaching approaches. Educators must be prepared to assess individual learning styles, abilities, and interests, developing diverse and adaptable strategies to cater to these varied needs. This approach necessitates ongoing professional development, collaborative planning, and access to a wide range of resources.

Moreover, it is confirmed in the study of Tomlinson, C. A. (2020) that research in differentiated instruction has highlighted its effectiveness in meeting the diverse needs of learners. Differentiated learning not only accommodates different learning styles but also addresses varied levels of readiness, thereby enhancing academic achievement across a broad spectrum of students. Differentiated instruction significantly impacts engagement by allowing students to access learning through multiple paths, thus increasing motivation and participation in classroom activities.

The ideas are supported by Gay, G. (2021), they revealed that differentiated learning methods stem from the acknowledgment that students have diverse learning styles, abilities, and backgrounds. Differentiation is the process through which teachers anticipate and respond to a variety of students' needs, crafting experiences that make learning accessible and effective for all. This educational approach is rooted in

constructivist theories that view learning as a process shaped by individual experiences and understandings.

Also, *Personalized Inclusive Assessment* was the theme emerged that the personalized inclusive assessment is a method that adapts evaluation techniques to each student's unique learning profile, ensuring fair and equitable measurement of their academic abilities. This approach integrates a variety of assessment tools and strategies, recognizing diverse learning styles, cultural backgrounds, and individual strengths. It aims to accurately capture and reflect students' understanding and mastery of subject matter. By doing so, it promotes equity in education, supports positive educational outcomes, and fosters an inclusive classroom environment where every student feels valued and understood. The significant statements of the participants revealed below:

> *My best practices in meeting diverse learners' needs are to know my pupils, their strengths, weaknesses, and learning preferences (IDI_P1).*

> *My best practices in meeting diverse learners' needs are to know my pupils individually (IDI_P2).*

> *My best practices in meeting diverse learners' needs is I used variety of assessment methods that allow students to demonstrate their understanding in different ways such as written assignments, presentations or group projects (IDI_P6).*

> *My best practices in meeting diverse learners' needs is to be aware of their cultural backgrounds and experiences and get to know my pupils individually (FGD_P2).*

The statements from participants IDI_P1, IDI_P2 and IDI_P6 highlight the shift from traditional, one-size-fits-all assessment methods towards a more individualized and inclusive approach. Personalized Inclusive Assessment is designed to cater to the diverse needs of students by offering multiple avenues for demonstrating knowledge and skills, thus acknowledging, and respecting each student's unique learning journey.

Additionally, the various statements of the participants 2 imply that this method involves using various assessment tools and strategies that are best suited to each student's learning style and abilities, ensuring that assessments are fair and reflective of each student's true capabilities. The ultimate goal is to create a supportive and equitable educational environment that recognizes and celebrates diversity, enhances student engagement, and leads to improved learning outcomes for all students.

This implies that adopting personalized inclusive assessment necessitates significant changes in educational practice, requiring educators to develop diverse assessment strategies tailored to individual learners. This approach demands extensive resources, time, and professional development, yet promises to enhance educational

equity, improve student engagement, and accurately reflect diverse learning achievements, ultimately fostering a more inclusive and effective learning environment.

The ideas are supported by Sousa, D. A., & Tomlinson, C. A. (2022) that the research has consistently shown that the understanding that students come from a wide array of cultural backgrounds, possess different learning styles, and have unique sets of strengths and weaknesses. This diversity necessitates a departure from one-size-fits-all evaluation methods in favor of strategies that are flexible, adaptive, and considerate of individual learner profiles. Such strategies include, but are not limited to, portfolio assessments, performance-based tasks, self-assessments, and peer evaluations.

Also, Progress Evaluation was the theme emerged that involves systematic monitoring and assessment of an individual's or project's development over time. It focuses on measuring achievements, identifying improvements, and addressing challenges to ensure objectives are met efficiently. This continuous feedback mechanism is essential for guiding decision-making processes and enhancing overall performance and outcomes. The significant statements of the participants revealed below:

> *To ensure that all students have equal access to my instructional content, I used differentiated instruction and regular progress monitoring to make necessary adjustments to instructional strategies and accommodations (IDI_P1).*

> *The strategies that I used to ensure that all of my students have equal access to instructional content are to monitor their progress regularly and create an inclusive classroom atmosphere where all my pupils feel valued and respected (FGD_P5).*

The statements from participants IDI_P1 describe Progress Evaluation as a crucial process that entails regularly checking and assessing the advancement towards set goals, whether for an individual's learning journey or a project's milestones. It emphasizes the importance of tracking progress to recognize successes, pinpoint areas for improvement, and tackle any obstacles encountered along the way.

Additionally, the various statements of the participants 5 imply that the ultimate aim is to make informed decisions that will optimize performance and achieve desired results more effectively. By employing such evaluations, stakeholders can ensure that they are on the right path and make necessary adjustments to enhance their chances of success.

This implies that *Implementing Progress Evaluation* has significant implications for both educational and project management settings. It demands a commitment to regular, detailed assessments and the flexibility to adapt strategies based on evaluative feedback. This approach can lead to improved outcomes by ensuring that efforts are consistently aligned with goals. However, it also requires resources for thorough data collection and analysis, as well as a cultural shift towards valuing continuous

improvement and feedback. Effective progress evaluation fosters accountability, enhances strategic planning, and drives better decision-making processes.

The ideas are supported by Westwood, P. (2021) that the essence of progress evaluation lies in its ability to provide continuous feedback, which is instrumental for adjusting strategies and interventions to better meet the needs and goals of the initiative. This dynamic process involves setting clear, measurable objectives; implementing structured assessment methods; collecting and analyzing data; and making informed decisions based on the findings. Such a comprehensive approach allows educators and project managers to make real-time adjustments that can significantly enhance outcomes and ensure success.

However, the theme that emerges from these practices is *Adaptive Learning Approaches.* This theme Adaptive learning approaches tailor educational experiences to meet the individual needs of students, using technology to assess skills and adjust content difficulty in real time. This personalized method enhances learning efficiency, engagement, and outcomes by providing customized resources and activities that align with each student's pace and understanding level. The significant statements of the participants revealed below:

> *To ensure that each of my students, regardless of their learning abilities or background, can access instruction in a meaningful way by formative assessment to adapt instruction and provide targeted feedback to help student progress (IDI_P6).*
>
> *Use assessment data to adapt instruction and provide targeted feedback to help students progress (FGD_P3).*

The statements revealed by participants 6 statements concluded that the commitment to inclusive education, recognizing the diverse learning needs and backgrounds of all students. It advocates for the use of formative assessment as a strategic tool to understand and monitor students' learning continuously. The teacher aims to adjust teaching methods and materials based on assessment insights to ensure instruction is accessible and meaningful for everyone.

Furthermore, during the Focus Group Discussions (FGD), the statements of the participants 3 confirmed that the practical application of using assessment data to refine and adjust teaching strategies to meet students' learning needs. It highlights the process of utilizing ongoing assessment outcomes to inform instructional decisions, ensuring that teaching is responsive and aligned with the students' current levels of understanding and performance.

This implies that adopting adaptive learning approaches necessitates a significant shift in educational paradigms, integrating technology-driven personalized learning paths that cater to individual student needs. This transformation demands substantial investment in technology, professional development for educators, and a reevaluation of traditional teaching and assessment methods, aiming to enhance student engagement and learning outcomes.

Similarly, the statements corroborated the ideas of Echevarria, J., Vogt, M. E., & Short, D. J. (2021) that the Adaptive learning approaches have emerged as a forefront innovation in education, aiming to tailor the learning experience to the unique needs of each student. By leveraging technology, adaptive learning systems assess individual student performance and learning styles in real time, adjusting instructional content and pacing accordingly. This personalization seeks to optimize learning efficiency, engagement, and outcomes, moving away from the one-size-fits-all model traditionally prevalent in education.

Thus, the theme *Empathy-Driven Classroom Culture* which prioritizes understanding and respecting each student's feelings and perspectives. It fosters a supportive environment where emotional intelligence is valued, promoting kindness, collaboration, and a sense of community. This approach encourages students to develop empathy, enhancing interpersonal relationships and creating a more inclusive and compassionate learning space. The significant statements of the participants revealed below:

> *I encourage every learner to share their experiences and perspectives without fear of judgment or discrimination. (IDI_P1).*

> *To create a positive and supportive classroom environment for students from diverse backgrounds through creating opportunities to open and honest discussions about diversity, equity, and inclusion (IDI_P7).*

> *By fostering a classroom environment where respect and empathy are fundamental values (IDI_P9).*

> *Learning different customs, traditions and perspectives.*
> *- encourage collaborative work and collaboration among students (FGD_P3).*

The statements revealed by participants 1, 7 and 9 statements concluded that the importance of cultivating an environment in classrooms is centered around empathy. In such a culture, the focus is on acknowledging and valuing the emotions and viewpoints of each individual within the learning community. By emphasizing emotional intelligence, the classroom becomes a place where students are encouraged to be kind, work together effectively, and support one another, thereby fostering a strong sense of belonging and community.

Furthermore, during the Focus Group Discussions (FGD), the statements of the participants 3 confirmed that the empathy-driven approach not only contributes to a positive and inclusive atmosphere but also plays a crucial role in teaching students about empathy, which is key to improving their interactions and relationships both within and outside the classroom. The overarching goal is to nurture a compassionate and understanding educational environment where all students feel valued and connected.

This implies that implementing an empathy-driven classroom culture requires educators to model empathetic behavior and integrate empathy into the curriculum, fostering an environment of mutual respect and understanding. This shift challenges traditional disciplinary approaches, necessitating ongoing teacher training and support, but promises to enhance student well-being, improve relationships, and create a more inclusive and effective learning environment.

Correspondingly, the statements are supported by Hollingsworth, S., & Ybarra, S. (2021). Empathy-driven classroom culture is a pedagogical approach that places empathy at the core of educational practices. It aims to cultivate a learning environment where understanding, compassion, and respect for others' feelings and perspectives are prioritized. This approach is founded on the belief that empathy is not only a vital social-emotional skill but also a critical component of a conducive learning environment that fosters inclusivity, collaboration, and mutual respect among students and educators.

Additionally, the ideas of Tomlinson, C. A., & McTighe, J. (2022) confirmed that the empathy in the classroom goes beyond merely recognizing emotions; it involves actively fostering an environment where students feel seen, heard, and valued. This entails creating spaces where students can share their experiences and perspectives, thereby enhancing their ability to understand and connect with others. Such an environment encourages students to develop deeper relationships with their peers and educators, leading to a more supportive and cohesive learning community.

Although, *Positive Learning Environment* was another theme emerged which nurtures students' confidence and curiosity in a setting marked by warmth, safety, and inclusivity. It champions active participation, celebrates diversity, and emphasizes constructive feedback, creating a foundation for academic success and personal growth. Such an atmosphere is crucial for fostering resilience and a lifelong love for learning. Thus, the significant responses of the participants revealed below:

> *To create a classroom environment that is flexible and supportive of different learning styles I will create a safe and inclusive classroom environment where students feel comfortable expressing their learning needs and seeking help when necessary (IDI_P1).*

> *Build a positive learning environment (FGD_P2).*

> *Ensure that the classroom is a safe space where students can express their identities and feelings without fear of discrimination or harassment (FGD_P3).*

The significant remarks of the participants 1 revealed that the intention to develop a classroom that accommodates diverse learning styles through flexibility and support. The goal is to cultivate an atmosphere of safety and inclusivity, where students feel at ease to voice their learning preferences and request assistance when needed. It underlines a proactive approach to understanding and meeting individual student

needs, ensuring that every student has the opportunity to thrive academically and personally within the classroom environment.

Also, the ideas were confirmed by participants 2 and 3 during the Focus Group Discussions (FGD) that the commitment to making the classroom a secure and welcoming space for all students, regardless of their identities and emotional states. It aims to protect students from discrimination and harassment, ensuring that they can express themselves freely and fully without fear of judgment or harm. This approach is vital for promoting equity, respect, and empathy within the classroom, contributing to a healthy and supportive educational experience for every student.

The statement implies that creating a positive learning environment requires deliberate efforts to foster respect, inclusivity, and engagement. This shift can dramatically enhance student well-being and academic performance but demands resources for teacher training and curriculum adaptation. Despite challenges, the benefits of a nurturing atmosphere improved motivation, reduced conflict, and stronger community are invaluable.

Similarly, the ideas are corroborated to the findings of Weimer, M. (2021), research indicates that a key component of a positive learning environment is the establishment of a safe space where students feel secure and valued. Safety in this context extends beyond physical well-being to include emotional and psychological security. Research suggests that when students feel safe, their readiness to learn and participate actively in class increases significantly. This sense of safety is closely tied to the presence of strong, supportive relationships among students and between students and teachers. Such relationships are built on mutual respect and understanding, encouraging students to express themselves and explore new ideas without fear of judgment or failure.

Furthermore, the implications of the study are supported by Gregory, G. H., & Kuzmich, L. (2022) that Inclusivity is another critical element, ensuring that all students, regardless of their background, abilities, or learning styles, have equal opportunities to succeed. An inclusive environment acknowledges and celebrates diversity, providing tailored support and adjustments as needed to meet the unique needs of each learner. Literature underscores the importance of inclusivity in promoting a sense of belonging and engagement among students, which, in turn, contributes to their academic achievement and social development.

Correspondingly, another theme emerged was Lack of Cultural Representation. The theme highlights the lack of cultural representation in educational settings undermines diversity and inclusivity, leaving students without role models or content that reflects their backgrounds. This gap can lead to disengagement and a diminished sense of belonging among students from underrepresented groups, affecting their academic motivation and success. Thus, the remarks of the participants revealed below:

> *The challenges in meeting the needs of diverse learners are varied backgrounds and experiences, I responded to this by recognizing and valuing the cultural diversity of my students (IDI_P2).*

> *The challenges that I faced in meeting diverse learners are the language barriers, I responded to this by recognizing and valuing the cultural diversity of my students (IDI_P5).*

> *Challenges: learners come from diverse cultural, socioeconomic, and educational backgrounds (FGD_P1).*

> *I responded to these by recognizing and valuing the cultural diversity of students, incorporating diverse perspectives into the curriculum and creating an inclusive learning environment (FGD_P2).*

From the statements of the participants 2 and 5 that the difficulty of addressing the varied backgrounds and experiences of a diverse student population. The response to this challenge involves a conscious effort to recognize and appreciate the cultural diversity within the classroom. By doing so, the teacher aims to create a more inclusive and respectful learning environment that acknowledges and celebrates the differences among students, thereby potentially improving engagement and educational outcomes for all.

In addition, during the interview for Focus Group Discussions, participants 1 and 2 pointed out that the broad spectrum of diversity within the classroom, encompassing cultural, socioeconomic, and educational backgrounds. It underscores the complexity of meeting the needs of such a varied student population, pointing out the multifaceted nature of the challenge faced by educators in creating equitable learning opportunities for all students.

This implies that the lack of cultural representation in education can hinder students' identity development, engagement, and academic success. It perpetuates stereotypes and reduces empathy among diverse student populations. Addressing this gap requires curriculum reforms, teacher training in cultural competency, and inclusive content that reflects the rich tapestry of student backgrounds.

The implications are supported by McCombs, B. L., & Miller, L. (2022). Research indicates that when students see their cultures and identities reflected in their learning materials and classroom discussions, they are more likely to feel valued and included in the educational community. This sense of belonging is crucial for fostering engagement and motivation, leading to improved academic outcomes. Conversely, the absence of cultural representation can contribute to a sense of invisibility and marginalization, impacting students' participation and investment in their education.

Also, Marzano, R. J., & Simms, J. A. (2021) supported the idea that the importance of cultural representation extends beyond individual student experiences. It plays a vital role in promoting cultural awareness and empathy among all students, preparing them to navigate and contribute to an increasingly diverse society. By exposing students to a variety of cultural perspectives, educators can challenge stereotypes and encourage critical thinking about social issues, fostering a more inclusive and equitable classroom environment.

Additionally, another theme emerged was Instructional Adaptation Struggles. The theme Instructional adaptation struggles refer to the challenges educators face when modifying teaching methods, materials, and environments to meet the diverse needs of learners. These difficulties can stem from limited resources, lack of training, and resistance to change, impacting the effectiveness of personalized learning and the ability to support all students adequately. Thus, the remarks of the participants revealed below:

> *The challenge that I encountered in meeting the needs of diverse learners is the variability of learning styles. I responded to this by using differentiated instructions (IDI_P1).*

> *The challenges that I encountered in meeting diverse learners is the variability in learning styles, I responded to this by using differentiated instruction to accommodate various learning styles and abilities (IDI_P3).*

> *The challenges that I faced are the variability in learning styles, and varied backgrounds and experiences. I responded to this by using differentiated instruction and culturally responsive teaching (FGD_P1).*

From the statements of the participants 1 and 3 that the importance of fostering an environment where all students, regardless of their learning differences or abilities, feel welcomed and supported. It suggests that creating such an environment is essential for promoting academic, social, and emotional development among students.

In addition, during the interview for Focus Group Discussions, participants 1 pointed out the challenge of addressing the diverse learning styles present within a classroom. The educator's response to this challenge is the implementation of differentiated instruction. This means that the teacher actively designs and delivers lessons in a variety of ways to cater to the different ways students learn, ensuring that all students have access to the curriculum and can engage with the material effectively. This approach aims to enhance learning for all students by recognizing and valuing their individual learning preferences.

This implies that instructional adaptation struggles highlight the need for resources, professional development, and systemic support to effectively implement differentiated and culturally responsive teaching. These challenges impact educators' ability to meet diverse learners' needs, potentially affecting student engagement and achievement. Addressing these struggles is crucial for fostering inclusive and equitable educational environments.

The implications are supported by Fisher, D., & Frey, N. (2022). At the heart of these struggles is the variability of learning styles, the wide range of student abilities, and the diverse cultural backgrounds present in today's classrooms. Educators are tasked with the complex job of designing instruction that is not only academically

rigorous but also accessible and engaging for every student. This necessitates a shift towards differentiated instruction a pedagogical approach that involves tailoring teaching methods, materials, and assessment strategies to address the individual needs of students.

Also, Sousa, D. A. (2021) supported the idea that differentiated instruction, while widely endorsed, presents several implementation challenges. Teachers must possess a deep understanding of their students' learning profiles, which includes cognitive abilities, learning preferences, socio-emotional factors, and cultural backgrounds. This requires significant time for planning and preparation, ongoing assessment, and the flexible grouping of students all of which demand a considerable investment of time and resources.

Also, Instructional Technology Integration was the theme emerged that involves incorporating digital tools and resources into teaching and learning processes to enhance educational experiences. It aims to improve engagement, facilitate personalized learning, and prepare students for a technology-driven world. Effective integration requires careful planning, teacher training, and ongoing evaluation to align with curricular goals and student needs. The significant statements of the participants revealed below:

> *Incorporate multimedia resources like videos, interactive simulations, and animations to present information in different formats (IDI_P7).*

> *I used a wide range of educational apps available for different subjects and age groups (IDI_P10).*

> *By using PowerPoint and games-Internet homework assignments (FGD_P7).*

The statements from participants IDI_P7, and IDI_P10 highlight the strategic use of multimedia resources, such as videos, interactive simulations, and animations, to diversify the presentation of instructional content. By presenting information in various formats, the aim is to cater to different learning styles and preferences, thereby enhancing students' understanding and engagement. It reflects an approach to instructional technology integration that seeks to make learning more interactive and dynamic, facilitating a deeper connection with the material.

Additionally, the various statements of the participants 7 imply that describes the incorporation of PowerPoint presentations and games, as well as the assignment of Internet-based homework, as strategies to integrate technology into teaching and learning. Using PowerPoint enhances the visual aspect of lessons, making them more engaging, while games introduce a fun and interactive element to learning. Internet homework assignments encourage independent research and learning outside the classroom. Together, these approaches aim to enrich the educational experience, making learning more accessible and appealing to students, and fostering a more interactive and engaging classroom environment.

This implies that instructional technology integration offers opportunities to enhance engagement, personalize learning, and prepare students for a digital future. However, its effective implementation requires teacher training, access to resources, and alignment with educational goals. Addressing these implications can lead to more dynamic and effective teaching and learning experiences.

The ideas are supported by Erben, T., Banerjee, M., & Vincent, B. (2022) that the research has consistently shown that one of the key implications of instructional technology integration is its potential to personalize learning experiences for students. Digital tools allow educators to differentiate instruction, providing tailored learning experiences that cater to individual student needs, preferences, and learning styles. Personalized learning approaches, facilitated by technology, have been shown to improve student outcomes, including academic performance and motivation.

Correspondingly, the theme that emerges from these practices is Gamified Learning. This theme Gamified learning integrates game elements, such as points, levels, and rewards, into educational experiences to enhance engagement and motivation. It leverages the principles of game design to create interactive and immersive learning environments, fostering active participation, problem-solving skills, and enjoyment in the learning process. The significant statements of the participants revealed below:

> *I incorporate technology and multimedia resources to enhance learning for diverse learners through gamification (IDI_P6).*
>
> *Incorporating technology and multimedia resources into education can be highly effective in enhancing learning for diverse students through online learning platforms and gamification (FGD_P1).*
>
> *Gamify lessons by incorporating elements and motivate them to learn while catering to diverse learning styles (FGD_P3).*

The statements as revealed by participants 6 statements concluded that the use of technology and multimedia resources to implement gamification in education, with the goal of enhancing learning for diverse learners. Gamification involves integrating game elements, such as challenges, rewards, and competition, into educational activities to increase student engagement and motivation. By incorporating technology and multimedia resources, educators can create interactive and immersive learning experiences that cater to the diverse needs and preferences of students, thereby improving their learning outcomes.

Furthermore, during the Focus Group Discussions (FGD), the statements of the participants 1 and 3 confirmed that the emphasis is on the effectiveness of incorporating technology and multimedia resources, including gamification, into education for diverse students. Online learning platforms offer opportunities for personalized and interactive

learning experiences that can accommodate different learning styles and abilities. Gamification adds an element of fun and motivation to lessons, making learning more engaging and enjoyable for students from diverse backgrounds.

This implies that gamified learning offers potential to enhance engagement, motivation, and learning outcomes. However, successful implementation requires careful design, alignment with curriculum goals, and consideration of diverse learners' needs. Addressing these implications can lead to more dynamic and effective educational experiences.

Additionally, Lipton, L., & Wellman, B. (2021) study, the literature also highlights the gamified learning environments are effective in promoting active learning and problem-solving skills. Through challenges, quests, and simulations, students are encouraged to apply their knowledge and skills to solve real-world problems, fostering critical thinking and creativity. The interactive nature of gamified learning also facilitates immediate feedback, enabling students to learn from their mistakes and adjust in real time.

The results of qualitative data suggested the items for the survey questionnaire to be subjected for EFA which reflected the Teachers' Best Practices in Meeting Diverse Learners' Needs scale components which are included in the checklist. The items reflect the fundamental topics, fundamental ideas/ assertions, issues demonstrated, and implications. There are 80 items on the survey questionnaires. This instrument is thoughtfully constructed to yield a comprehensive understanding of the multifaceted dimensions inherent in the Teachers' Best Practices in Meeting Diverse Learners' Needs.

Dimensions of Teachers' Best Practices in Meeting Diverse Learners' Needs

Testing of the Propose Questionnaire consisting of 80 item scale on Teachers' Best Practices in Meeting Diverse Learners' Needs. Prior to the proposed 80-item scale for Teachers' Best Practices in Meeting Diverse Learners' Needs undergoing factor analysis, the Kaiser Meyer-Okin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. Table 1 highlighted the results.

Table 1
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.927
Bartlett's Test of Sphericity	Approx. Chi-Square	31077.558
	Df	3160
	Sig.	.000

Moreover, the results displayed aboved revealed the KMO test generated a value of .927 which is above .5. This means the sample can be treated with EFA. Also,

Bartlett's Test of Sphericity result yields a .000 significant value which tells that the data have patterned relationships, and factorability was assumed. Hence, there was empirical evidence to proceed with the factor analysis.

Derivation of Factors Structures for Teachers' Best Practices in Meeting Diverse Learners' Needs. To determine the number of factors, the 80-item scale was tested using an unrotated factor matrix with estimates of eigenvalues, percent of the variance, and cumulative variance. Eigenvalues represent the total amount of variance that can be explained by a given principal component. They can be positive or negative in theory, but in practice, they explain variance which is always positive (UCLA, 2021). Under the Kaiser criterion, all components are dropped with eigenvalues under 1.0, this being the eigenvalue equal to the information accounted for by an average single item (Costello & Osborne, 2005).

Correspondingly, five factors were identified in the model with eigenvalues above 1. The loading factor for each item corresponds to a factor score that was above .40. This means, there was a sufficient correlation between factors and variables; hence, the item can be considered as part of the particular factor.

Table 2 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loadings of items in the five factors are above .4. It can be supported by Field (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized by hair et al. (1998) that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Moreover, the item loadings of each item to their factor indicate a sufficient correlation between factors and variables, and thus can be considered as a component of the factor. By using the EFA, the seven-factor model of Teachers' Best Practices in Meeting Diverse Learners' Needs with 61 items was developed as shown in table 2, namely: Culturally Inclusive Education, Empowering Inclusive Learning, Cultivating Inclusive Responsible Learners, Diversity of Inclusive Learning, Intensifying Students Motivation in Diverse Learning, Empowerment Through Inclusivity, and Feedback and Cultural Appreciation.

However, the items that do not fit with the factor were removed from the final questionnaire. Specifically, the items deleted are Item 8, "I engage in reflective practice to improve my effectiveness with diverse learners". Item 9, "I employ technology effectively to support learning for students with diverse needs.", item 13, "I collaborate with colleagues to develop strategies for meeting the needs of diverse learners.", item 16, "I use a variety of instructional strategies to engage all learners.", item 17, "I am aware of the socio-emotional needs of diverse learners and work to address them.", item 18, "I seek out resources that challenge stereotypes and promote diversity.", item 25, "I employ strategies to reduce language barriers for English Language Learners.", item 31, "I adapt communication strategies to effectively reach every student.", item 35, "I address the unique challenges faced by first-generation students.", item 36, "I foster an environment where students can explore and appreciate their own identities.", item 37, 'I am proactive in addressing any forms of discrimination or bias in the classroom.",

item 56, "I incorporate experiential learning to connect with students' real-world experiences.", item 64, "I prioritize building strong relationships with all students." Item 65, "I explore the role of identity in learning and development.", item 66, "I ensure that group work and collaborative projects reflect diverse perspectives.", and item 80, "I am committed to dismantling educational barriers for marginalized students.".

Table 2
Pattern Matrix Seven-Factor Model

Items	1	2	3	4	5	6	7
Factor 1: Culturally Inclusive Education							
1. I implement strategies to engage parents of diverse cultural backgrounds.	.576						
2. I critically evaluate the representation of diversity in textbooks and resources.	.512						
3. I support students in developing a positive sense of their own identity.	.651						
4. I recognize and celebrate the achievements of students from all backgrounds.	.756						
5. I am aware of the mental health resources available for diverse learners.	.874						
6. I integrate mindfulness and stress-reduction techniques into my teaching.	.676						
7. I am attentive to the transitions and adjustments of newly arrived immigrant students.	.858						
8. I engage in dialogue about cultural responsiveness with my professional community.	.791						
9. I am aware of the cultural dimensions of learning styles.	.486						
10. I reflect on the impact of my own cultural background on my teaching.	.673						
11. I encourage students to pursue their interests and talents in diverse fields.	.616						
12. I maintain an open and nonjudgmental approach to all student interactions.	.580						
Factor 2: Empowering Inclusive Learning							
13. I provide a safe space for students to express their identities and opinions.		.412					
14. I recognize the importance of social-emotional learning for all students.		.590					

15. I ensure that all students feel their voices are heard and respected in my classroom.		.536					
16. I actively combat stereotypes through curriculum choices and classroom discussions.		.641					
17. I facilitate peer learning opportunities that respect diverse perspectives.		.685					
18. I am sensitive to the needs of students experiencing trauma or stress.		.574					
19. I employ restorative practices to build a positive classroom community.		.775					
20. I regularly assess my instructional materials for cultural relevance and inclusivity.		.601					
21. I design learning experiences that are accessible to students with varied learning abilities.		.603					
22. I am committed to equitable treatment and opportunities for all students.		.853					
23. I understand the importance of non-verbal communication in a diverse classroom.		.749					
24. I create assignments that allow for multiple forms of expression.		.753					
25. I encourage students to critically examine bias and privilege in society.		.604					
26. I am informed about the historical context of the diverse communities I serve.		.514					
27. I apply an intersectional approach to understand the complexities of student identities.		.475					
Factor 3: Cultivating Inclusive Responsible Learners							
28. I foster a classroom atmosphere where every student feels valued and included.			465				
29. I encourage and model respect for cultural differences among my students.			.507				
30. I integrate global perspectives into the curriculum to broaden students' understanding.			.670				

31. I am adept at managing classroom dynamics to ensure inclusivity and respect.			.689				
32. I use cultural diversity as a resource for learning in my classroom.			.547				
33. I use data to inform my practice and better meet the needs of diverse learners.			.548				
34. I integrate service-learning projects that connect students to diverse communities.			.584				
Factor 4: Diversity of Inclusive Learning.							
35. I am familiar with various teaching methodologies tailored for diverse learning styles.				.414			
36. I regularly adapt lesson plans to accommodate students from different cultural backgrounds.				.636			
37. I use a range of assessment strategies to meet the needs of all learners.				.779			
38. I create an inclusive classroom environment that respects and celebrates diversity.				.636			
39. I actively seek professional development opportunities related to diversity and inclusion.				.713			
40. I ensure that my teaching materials reflect a wide range of cultures and perspectives.				.838			
41. I differentiate instruction to cater to the individual needs of my students.				.636			
Factor 5: Intensifying Students Motivation in Diverse Learning.							
42. I communicate effectively with students for whom English is an additional language.					.500		
43. I incorporate students' interests and backgrounds into my teaching.					.447		
44. I encourage and model respect for cultural differences among my students.					.490		
45. I recognize and address my own biases in the classroom.					403		

	1	2	3	4	5	6	7
46. I maintain high expectations for all students, regardless of their backgrounds.					.438		
47. I provide a safe space for students to express their identities and opinions.					.537		
48. I leverage community resources to enrich the learning experiences of diverse learners.					.594		
Factor 6: Empowerment Through Inclusivity.							
49. I make conscious efforts to ensure all students have equal access to learning opportunities.						.454	
50. I incorporate experiential learning to connect with students' real-world experiences.						.437	
51. I regularly update my knowledge on legal and ethical considerations for diverse learners.						.466	
52. I advocate for resources and support for underserved students.						.685	
53. I facilitate the development of empathy and understanding among students.						.452	
Factor 7: Feedback and Cultural Appreciation							
54. I involve parents and guardians of diverse backgrounds in the educational process.							.518
55. I am committed to ongoing learning about diversity and inclusion in education.							.516
56. I utilize feedback from diverse learners to improve my teaching practice.							.474
57. I support the development of critical thinking skills in a diverse classroom.							.456
58. I value the linguistic diversity of my students as an asset.							.419
59. I engage students in discussions about diversity, equity, and inclusion.							.506
60. I recognize the role of cultural capital in education and seek to value all forms.							.461
61. I model inclusive language and behavior in my interactions with students.							.532

Extraction Method: Principal Axis Factoring.
Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 19 iterations.

Reliability Test of the Scale

The internal consistency of the questionnaires' item was determined and evaluated for its reliability test. It can be seen in Table 3 that the overall reliability score of Teachers' Best Practices in Meeting Diverse Learners' Needs was high with Cronbach's value of (α = 0.906) the subscale or the dimension is also above the criteria reliability above score alpha namely, Culturally Inclusive Education (α = 0. 0.775), Empowering Inclusive Learning (α = 0.825), Cultivating Inclusive Responsible Learners (α = 0.995), Diversity of Inclusive Learning (α = 0.990),   Intensifying Students Motivation in Diverse Learning (α = 0.905), Empowerment Through Inclusivity (α = 0.995), and Feedback and Cultural Appreciation(α = 0.859).

According to Huck, (2007). Determining reliability is essential as it refers to the consistency throughout the parts of a quantifying instrument. Also, a scale is said to have high internal consistency reliability if the items of a scale "hang together" and quantify the same construct (Huck, 2007, Robinson, 2009).

The most used internal consistency measure is the Cronbach Alpha coefficient. It is considered as the most suitable measure of reliability when making use of Likert scales (Whitley, 2002, Robinson, 2009). However, no definite rules occur for internal consistencies, however, most concur on a minimum internal consistency coefficient of .70 (Whitley, 2002, Robinson, 2009).

Thus, Aquino (2016) implied that reliability should compel the adequacy of tools to secure validity. The implications can be derived from the educational, discovery, and case analysis of the study.

Moreover, Diaz (2019) supported the idea of Aquino (2016). He emphasized that implications on educational practices in the Philippines are standards and systematic however another measurement tool should encourage to deepen its standards and foundational course that still exist in the Educational and philosophical foundation in the educational system. It may suggest that the educational system may vary and change and find the best possible curriculum amidst this pandemic.

Table 3
Reliability Test Scale for Teachers' Best Practices in Meeting Diverse Learners' Needs.

Scale	Cronbach's alpha
Culturally Inclusive Education	0.775
Empowering Inclusive Learning	0.825
Cultivating Inclusive Responsible Learners	0.995
Diversity of Inclusive Learning	0.990
Intensifying Students Motivation in Diverse Learning	0.905
Empowerment Through Inclusivity	0.995
Feedback and Cultural Appreciation	0.859
Overall Reliability	0.906

Final Version of Teachers' Best Practices in Meeting Diverse Learners' Needs Model.

The finalized version of the instrument, resulting from this study, is presented in the format outlined in Table 4, wherein the initial set of 80 items has been refined to 61 items. The analysis reveals notable concerns regarding face validity, primarily deduced from the factor loadings associated with each item. Items exhibiting small coefficients, specifically those falling below .40, have been systematically excluded. This decision is substantiated by the guidance of Hair et al. (2010), positing that items with negligible coherence or lacking reflective power may be deemed dispensable within the model. Furthermore, in accordance with Hair et al. (2010), loading coefficients may be judiciously set by the researcher to retain only those items that most aptly encapsulate the underlying factor, thereby ensuring the exclusion of items with low coefficients from the final factor structure.

Using the EFA, the Teachers' Best Practices in Meeting Diverse Learners' Needs Questionnaire was developed. This scale consists of 61 items. Specifically, the Teachers' Best Practices in Meeting Diverse Learners' Needs consists of sixty-one (61) items which comprises seven factors such as Culturally Inclusive Education with (12), Empowering Inclusive Learning with (15) items, Cultivating Inclusive Responsible Learners with (7) items, Diversity of Inclusive Learning (7) items, Intensifying Students Motivation in Diverse Learning with (7) items, Empowerment Through Inclusivity with (5), and Feedback and Cultural Appreciation with (8) items. Thus, the five-point Likert scale from 5-strongly agree to 1- strongly disagree is shown below.

Table 4
Final Tool for Teachers' Best Practices in Meeting Diverse Learners' Needs Questionnaire

Items	1	2	3	4	5
Factor 1: Culturally Inclusive Education					
1. I implement strategies to engage parents of diverse cultural backgrounds.					
2. I critically evaluate the representation of diversity in textbooks and resources.					
3. I support students in developing a positive sense of their own identity.					
4. I recognize and celebrate the achievements of students from all backgrounds.					
5. I am aware of the mental health resources available for diverse learners.					
6. I integrate mindfulness and stress-reduction techniques into my teaching.					
7. I am attentive to the transitions and adjustments of newly arrived immigrant students.					
8. I engage in dialogue about cultural responsiveness with my professional community.					

9. I am aware of the cultural dimensions of learning styles.					
10. I reflect on the impact of my own cultural background on my teaching.					
11. I encourage students to pursue their interests and talents in diverse fields.					
12. I maintain an open and nonjudgmental approach to all student interactions.					
Factor 2: Empowering Inclusive Learning					
13. I provide a safe space for students to express their identities and opinions.					
14. I recognize the importance of social-emotional learning for all students.					
15. I ensure that all students feel their voices are heard and respected in my classroom.					
16. I actively combat stereotypes through curriculum choices and classroom discussions.					
17. I facilitate peer learning opportunities that respect diverse perspectives.					
18. I am sensitive to the needs of students experiencing trauma or stress.					
19. I employ restorative practices to build a positive classroom community.					
20. I regularly assess my instructional materials for cultural relevance and inclusivity.					
21. I design learning experiences that are accessible to students with varied learning abilities.					
22. I am committed to equitable treatment and opportunities for all students.					
23. I understand the importance of non-verbal communication in a diverse classroom.					
24. I create assignments that allow for multiple forms of expression.					
25. I encourage students to critically examine bias and privilege in society.					
26. I am informed about the historical context of the diverse communities I serve.					
27. I apply an intersectional approach to understand the complexities of student identities.					
Factor 3: Cultivating Inclusive Responsible Learners					
28. I foster a classroom atmosphere where every student feels valued and included.					
29. I encourage and model respect for cultural differences among my students.					

30. I integrate global perspectives into the curriculum to broaden students' understanding.					
31. I am adept at managing classroom dynamics to ensure inclusivity and respect.					
32. I use cultural diversity as a resource for learning in my classroom.					
33. I use data to inform my practice and better meet the needs of diverse learners.					
34. I integrate service-learning projects that connect students to diverse communities.					
Factor 4: Diversity of Inclusive Learning.					
35. I am familiar with various teaching methodologies tailored for diverse learning styles.					
36. I regularly adapt lesson plans to accommodate students from different cultural backgrounds.					
37. I use a range of assessment strategies to meet the needs of all learners.					
38. I create an inclusive classroom environment that respects and celebrates diversity.					
39. I actively seek professional development opportunities related to diversity and inclusion.					
40. I ensure that my teaching materials reflect a wide range of cultures and perspectives.					
41. I differentiate instruction to cater to the individual needs of my students.					
Factor 5: Intensifying Students Motivation in Diverse Learning.					
42. I communicate effectively with students for whom English is an additional language.					
43. I incorporate students' interests and backgrounds into my teaching.					
44. I encourage and model respect for cultural differences among my students.					
45. I recognize and address my own biases in the classroom.					
46. I maintain high expectations for all students, regardless of their backgrounds.					
47. I provide a safe space for students to express their identities and opinions.					
48. I leverage community resources to enrich the learning experiences of diverse learners.					
Factor 6: Empowerment Through Inclusivity.					
49. I make conscious efforts to ensure all students have equal access to learning opportunities.					

50. I incorporate experiential learning to connect with students' real-world experiences.					
51. I regularly update my knowledge on legal and ethical considerations for diverse learners.					
52. I advocate for resources and support for underserved students.					
53. I facilitate the development of empathy and understanding among students.					
Factor 7: Feedback and Cultural Appreciation					
54. I involve parents and guardians of diverse backgrounds in the educational process.					
55. I am committed to ongoing learning about diversity and inclusion in education.					
56. I utilize feedback from diverse learners to improve my teaching practice.					
57. I support the development of critical thinking skills in a diverse classroom.					
58. I value the linguistic diversity of my students as an asset.					
59. I engage students in discussions about diversity, equity, and inclusion.					
60. I recognize the role of cultural capital in education and seek to value all forms.					
61. I model inclusive language and behavior in my interactions with students.					

Legend:
5 = Strongly agree
4 = Agree
3 = Moderately agree
2 = Disagree
1 = Strongly Disagree

CONCLUSIONS

To give light on the study, the following conclusions are enumerated.

1. Based on the qualitative data analysis, ten (10) primary themes that emerged from the comprehensive interviews and focus group discussions conducted with the participants. This main eight main themes identified by the respondents in relation to the evaluation of teachers' best practices in meeting diverse learners' needs namely: Differentiated Learning Methods, Personalized Inclusive Assessment, Progress Evaluation, Adaptive Learning Approaches, Empathy-Driven Classroom Culture, Positive Learning Environment, Lack of Cultural Representation, Instructional Adaptation Struggles, Instructional Technology Integration, and Gamified Learning. These findings indiicates that the need for educators to adopt inclusive practices that cater to individual needs and foster a positive learning environment.

2. Similarly, based on the results revealed from the Exploratory Factor Analysis (EFA) that there were seven (7) underlying dimensions from the teachers' best practices in meeting diverse learners' needs namely:　Culturally Inclusive Education, Empowering Inclusive Learning, Cultivating Inclusive Responsible Learners, Diversity of Inclusive Learning,　Intensifying Students Motivation in Diverse Learning, Empowerment Through Inclusivity, Feedback and Cultural Appreciation. Moreover, the tool exhibit high internal consistency of items.

3. The final instrument which can be used to measure the Teachers' Best Practices in Meeting Diverse Learners' Needs contains seven (7) dimensions with a total of 61 items. This means that these items are appropriate and passed the face validity for measuring tools in the study.

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