

Harmony in Diversity: Exploring Effective Teaching Strategies for Diverse Learning Styles of Learners

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Abstract: This study explored the effective teaching strategies for diverse learning styles of learners. There were ten (10) teachers who participated in this study who were coming from San Agustin Elementary School. This study made use of a phenomenological approach to extract the ideas of the primary school teachers. The in-depth interview was employed to gather some information as regards their respective experiences. Using the thematic analysis, the following themes emerged as pertaining to the experiences of the participants: The experiences of primary teachers revealed three themes namely: using differentiated instruction techniques, considering various ethnic factors, and difficulty in managing various learners. The coping mechanisms of the teachers were: involving all learners and stakeholders, enhancing learner collaboration, and utilizing classroom technologies. The insights gained from the participants showed three significant ideas namely: adopting classroom flexibility and understanding learner's unique learning patterns. For the primary teachers to be more aggressive in determining the classroom needs of the learner while under their care. For the principals may be more attentive in observing new school management policies and standards in terms of primary education. The teachers may further undergo training to improve their services and better understand the learner's needs.

Keywords: *Harmony in Diversity; Effective Teaching Strategies ; Diverse Learning Styles of Learners.*

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I. INTRODUCTION

Every student has different backgrounds, and in their years of growing, they have adapted to different perspectives and learned different compositions of knowledge that allow the concept of diversity in today's time. These diverse experiences that they encounter allow uniqueness to be fostered, making each and every one of them distinguishable in terms of character. But that does not fall under personality and character only, but also their ability to adapt and think about different situations, according to how their critical thinking was molded as they were growing in their early years.

As they step into school, they are surrounded by people who have opposite experiences with them, which increases the possibility of contrasting styles in learning. Some are also exposed to learners with similar backgrounds, which also offers the opportunity for similar techniques in learning. This is what we call the click-in connections between the learners as they socialize and fasten their intellectual pieces of knowledge and styles in an educational setting.

This study, titled "Harmony In Diversity: Exploring Effective Teaching Strategies For Diverse Learning Styles Of Learners" aimed to provide new perspectives and techniques despite differences in learning styles from the different backgrounds of growth. Through this study, elementary teachers could look for methods to successfully improve the learning of their learners. Teaching young learners is quite challenging sometimes, especially when there are diverse styles of learning. It is then important that innovation and strategic choices are implemented to foster the maximum capacity of students to absorb lessons that they learn as they grow despite the differences or diversity in their style of learning. This study was intended to open new perspectives to teachers, especially in the elementary section, be made aware of the different styles, provide experiences, connect, and cite strategies that may be of help, especially in teaching. The study's findings lead to suggestions that may be a steppingstone for improvement, increasing the different effects of effective learning, such as comprehension. More specifically, the study's results, strengths, and limitations may be of use for larger-scale implementations.

In conclusion, this study highlights the importance of recognizing and adapting to the diverse learning styles of students in the classroom. By understanding the varying backgrounds and perspectives that shape learners, educators can implement innovative and effective teaching strategies that cater to individual needs. The findings from this research provide valuable insights for elementary teachers to foster an inclusive learning environment, where all students, regardless of their learning styles, can thrive. As the study suggests, embracing diversity in the classroom not only enhances comprehension but also encourages a more personalized and engaging educational experience.

II. METHOD

Using social constructivism as a framework for qualitative presumptions, people tried to make sense of their world and develop unique meanings based on their experiences (Creswell, 2013). The researcher chose to investigate the complexity of viewpoints rather than condense them into a small number of categories or concepts since she was aware of the diversity and richness of these meanings. Furthermore, the researcher previously tried to mostly depend on the participant's perspectives. Rather than being just engrained in people's lives, these subjective meanings frequently encountered difficulties within social and historical settings. The researcher used a phenomenological approach in this study, which puts emphasis on meaningful experiences rather than inflexible facts. Without placing restrictions or expectations on the participants' speech, this analytical method allows meaning to arise from their words.

Open-ended questions were used in a phenomenological study design based on qualitative inquiry by the researchers. The goal of this kind of research is to extract the most important information from participant reports of a phenomena. In order to learn more about the study participants' experiences, the researchers put aside their own. Through the use of both technology-based teaching and traditional, in-person teaching methods, the study was able to accurately capture the instructors' common understanding of their efforts in the classroom, even in the face of variations in varied learning tactics. By exposing personal experiences and viewpoints, this phenomenological method successfully challenges normative or structural presumptions. The study can serve as the basis for practical theory by informing, supporting, or challenging policy and action through the inclusion of an interpretative component.

The research involved ten participants who were elementary school teachers in grades one to six at San Agustin Elementary School. The researcher was familiar with these teachers, who had encountered challenges in dealing with diverse learning styles among their students. In response, the teachers developed teaching and learning tasks aimed at capturing students' interest and helping them identify their preferred learning styles. These tasks not only assessed students' ability to learn using their own style but also encouraged them to adapt to different styles beyond

their comfort zones for maximum benefits in their activities. Additionally, teachers exposed students to various forms of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.

The study's main objective was to watch and analyze how teachers helped pupils understand different learning styles. The main objective was to document and examine the experiences of educators in this context. The participants had to fulfill two requirements: they had to be primary school teachers for at least two to three years, and they had to be teaching grades one through six in the 2022–2023 academic year. These standards served as a guide for the researcher as they chose appropriate subjects and gathered the exact information required to answer the study's opening chapter's research questions.

In conclusion, this study provides valuable insights into how elementary school teachers address the challenges of diverse learning styles within their classrooms. By utilizing a phenomenological approach and focusing on the lived experiences of educators, the research highlights the importance of flexible teaching strategies and the ability to adapt to students' unique learning preferences. The findings underscore the significance of both technology-based and traditional teaching methods in creating inclusive learning environments that engage students and enhance their learning experiences. This research contributes to a deeper understanding of the role of teachers in fostering diverse learning styles and provides a foundation for further exploration into effective strategies that can be implemented across various educational contexts.

III. RESULTS AND DISCUSSIONS

The first theme presented the experiences of teachers as they teach primary learners with different learning styles. Differentiated instruction techniques are important in dealing with learners with varying learning styles. This is important to address all the needs of the learners while learning new information. The learners need to feel that they are learning at their own pace and that they also belong to a group and are not isolated. The teachers may always look upon the children's learning patterns regardless of their age and cultural background.

The second theme explored the mechanisms teachers use in coping with the challenges of teaching learners with different learning styles. One of the strongest coping strategies of the primary teachers was involving all learners and stakeholders. To address the difficulties encountered by the teachers as related to the different learning styles of the children, all the stakeholders were tapped to participate in various school activities. This means that it is not only the responsibility of the teacher to teach the child but also the function of the parents, guardians, and siblings.

The third theme focused on the insights or lessons learned from the experiences of the primary school teachers. As to the insights gained from the narratives of the participants of this study, one significant idea that emerged was adopting classroom flexibility. Flexibility in the classroom is now an important component of classroom management. We no longer can get away from technologies and other gadgets to be brought inside the classroom. Teachers are now trained to be more flexible in their dealings with the learners. Given the availability of technologies, teachers are encouraged to take advantage of these cellular phones as sources of information. Flexibility in terms of shortening class discussions and delving into more practical activities are part of the new trends of being a flexible teacher.

One of the insights given by the participants was on understanding learner's unique learning patterns. The teachers must be aware of the strengths and weaknesses of the learner. Even if there were several children inside the classroom, the identification of the learning pattern or style of the child is important to make the child feel successful in the class undertakings. The Teachers are dutybound to oversee the learning progress of the children while under their care in the school.

IV. CONCLUSION

In conclusion, this study highlighted the importance of collaboration among school principals, teachers, stakeholders, and researchers in enhancing the effectiveness of primary education. By encouraging principals to actively engage with teachers and provide targeted training, teachers were able to better address the evolving needs of their students. Moreover, ensuring that stakeholders understood and supported the implementation of new school policies was crucial for the overall success of educational reforms. Finally, future research should have continued to explore diverse aspects of teaching and learning strategies, considering factors not covered in this study, to further improve educational practices across various contexts.

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