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# INCLUSIVE TEACHING PRACTICES AND SELF-DETERMINATION OF ELEMENTARY SCHOOL TEACHERS IN PANABO CITY DIVISION

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## ABSTRACT

*This study examined the relationship between inclusive teaching practices and self-determination of elementary school teachers in the Division of Panabo City. Specifically, it determined the extent of inclusive teaching practices in terms of personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies, determined the extent of self-determination in terms of self-realization, psychological empowerment, self-regulation, and autonomy, tested the significant relationship between the variables, and identified which domains of inclusive teaching practices significantly influence self-determination. The study employed a quantitative descriptive correlational research design. Data were gathered from 121 elementary school teachers using adapted, validated, and pilot-tested survey questionnaires. Statistical tools used in the analysis were weighted mean, standard deviation pearson product moment correlation, and multiple regression analysis at a 0.05 level of significance. Findings revealed that both inclusive teaching practices and self-determination were extensive, indicating that these were oftentimes evident among teachers. Results further showed a significant relationship between inclusive teaching practices and self-determination. Moreover, all domains of inclusive teaching practices significantly influenced self-determination, with communicative scaffolding strategies emerging as the strongest predictor, followed by collaboration and assessment strategies and personalized instructional strategies. The findings affirm that strengthening inclusive teaching practices contributes to enhancing teachers' autonomy, empowerment, and self-regulation. Based on the findings, it is recommended that educational leaders strengthen professional development programs focused on inclusive pedagogy, school administrators sustain supportive structures for collaborative and responsive teaching, teachers continue enhancing inclusive practices, and future researchers conduct related studies using broader contexts and additional variables to further validate and expand the findings.*

**KEYWORDS:** *Inclusive teaching practices; Taching self-determination; Panabo City Division*

## INTRODUCTION

Inclusive education, ensures every students no matter their abilities or where they come from-gets a fair chance to learn and access a good quality education has become a pivotal focus in global educational discourse. This approach not only promotes diversity but also create a space where every student feels supported and has the chance to grow and succeed. However, the journey toward fully inclusive educational systems is fraught with challenges at international, national, and local levels. Understanding these challenges, particularly at the local level, is crucial for implementing effective strategies that promote teaching self-determination.

Globally, efforts of inclusive education policies varies significantly in different parts of the world. While frameworks like Salamanca Statement advocate for inclusive education, many nations struggle with effective policy execution. Factors like not having enough trained teachers, not having enough materials or support to meet students' needs and societal resistance make it harder to achieved progress. For instance, a global report by Inclusion International highlighted that fewer than 5% of children with disabilities worldwide complete primary school, underscoring the gap between policy and practice (Inclusion International, 2020).

Another international challenge is the preparedness of educators to handle inclusive classrooms. Many teacher education programs lack comprehensive training on inclusive pedagogies, so teachers may not feel ready or supported to meet the different needs of their students. A study by Natividad (2024) emphasized that teachers often feel they are not fully ready to put inclusive teaching into practice due to insufficient training and support (Natividad, 2024). This gap affects their ability to modify instruction, adapt materials, and employ diverse teaching strategies essential for inclusive education.

In the Philippines, despite legislative frameworks like the "Magna Carta for Disabled Persons" (Republic Act 7277 ) that ensure getting the chance to go to schools and learn for people with disabilities, there are still on going difficulties in providing high quality inclusive education. A report by Ruh Global Impact highlighted that, despite legal mandates, students with disabilities often face barriers such as inadequate accommodations and support services, hindering their educational experience (Ruh Global Impact, 2020).

Teacher preparedness is also a significant concern at the national level. Many educators in the Philippines feel unprepared to implement inclusive teaching practices due to limited training and resources. A study by Barnido (2020) revealed that English language teachers in Panabo City faced challenges in facilitating inclusive classrooms due to a lack of training and support (Barnido, 2020). This inadequacy hampers their ability to employ personalized instructional strategies and effectively manage diverse classrooms.

At the local level, specifically in Panabo City, the implementation of inclusive education faces distinct challenges. A phenomenological study by Cagape (2024) explored the experiences of special education teachers in Panabo City Division, revealing that teachers often encounter challenging behaviors and lack parental support, making it difficult to implement inclusive teaching practices effectively (Cagape, 2024).

Another local issue is the limited collaboration between schools and families. Barnido (2020) noted that teachers in Panabo City struggled with engaging parents in the educational process, which is crucial for reinforcing inclusive teaching practices outside the classroom (Barnido, 2020). This gap affects the consistency and effectiveness of inclusive education initiatives at the local level.

The specific problem identified at the local level is the lack of teacher preparedness and support in implementing inclusive teaching practices, particularly in employing personalized instructional strategies and managing diverse classrooms. This gap hinders the promotion of teaching self-determination among students in Panabo City. Addressing this issue is crucial for fostering an inclusive educational environment that supports all learners.

This study aims to investigate the role of inclusive teaching practices in promoting teaching self-determination in Panabo City Division. By identifying the challenges faced by educators and exploring effective strategies, the research seeks to contribute to the development of a more inclusive educational system. The findings will provide valuable insights for policymakers, educators, and stakeholders in enhancing teacher preparedness and support, ultimately benefiting students with diverse learning needs.

While inclusive education is a global goal, its implementation faces various challenges at international, national, and local levels. Focusing on the specific issues in Panabo City Division, this study highlights the need for targeted interventions to support teachers in adopting inclusive teaching practices. By addressing these challenges, we can move closer to an educational system that truly embraces diversity and promotes self-determination for all students.

## THE STUDY'S OBJECTIVES

This study aimed to determine the relationship between inclusive teaching practices and teaching self-determination of teachers.

Specifically, it sought to:

1. Determine the extent of inclusive teaching practices in terms of:
    1.1. Personalized instructional strategies;
    1.2. Communicative scaffolding strategies; and
    1.3. Collaboration and assessment strategies.
2. Determine the extent of teaching self-determination in terms of:
    2.1. Self-realization;
    2.2. Psychological empowerment;
    2.3. Self-regulation; and
    2.4. Autonomy.
3. Establish whether there is a significant relationship between the inclusive teaching practices and teaching self-determination.
4. Identify which of the domains of the inclusive teaching practices significantly influence teaching self-determination.

## METHODOLOGY

This chapter presents the methodological framework of the study. It outlines the research design, the respondents who provided the data, and the instruments used for data collection. It also describes the procedures undertaken to ensure accurate, reliable, and ethical data gathering, as well as the techniques used in analyzing the data to answer the research questions. The major sections of this chapter include research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis.

**Method Used**

In this study, a quantitative research approach was employed, specifically utilizing a descriptive correlational design. Quantitative research involves collecting and analyzing numerical data to understand patterns, relationships, and trends within a given phenomenon (Creswell & Creswell, 2019). The descriptive correlational method is particularly suitable for examining the relationship between inclusive teaching practices and teaching self-determination, as it allows researchers to assess how variations in one variable correspond to changes in another without manipulating the study conditions (Apuke, 2019). This approach is essential in educational research, where naturally occurring interactions and behaviors must be observed and analyzed systematically (Bloomfield & Fisher, 2019).

The descriptive aspect of the study aims to provide a detailed account of the implementation of inclusive teaching practices among educators and the level of self-determination demonstrated by students. Descriptive research focuses on outlining the characteristics of the variables under study without any intervention from the researcher, thereby ensuring that findings accurately reflect real-world conditions (Davis, 2021). Meanwhile, the correlational component seeks to determine whether a statistically significant relationship exists between the independent variable, inclusive teaching practices, and the dependent variable, teaching self-determination. Correlational research is particularly useful in educational settings, as it helps in identifying trends and potential predictors of student success and engagement (Kabir, 2019).

This study employed a descriptive correlational design to explore the extent and nature of the association between inclusive teaching practices and teaching self-determination in the Division of Panabo City. By using this design, the study aimed to provide empirical evidence on whether and to what extent inclusive teaching strategies influence students' self-determination skills. This approach aligns with prior educational research methodologies that seek to establish relationships between teaching strategies and student outcomes (Korrapati, 2019). The findings of this study will contribute to the existing body of knowledge in inclusive education and self-determination theory by offering insights into effective practices that can be adopted in diverse learning environments.

**Sources of Data**

This study involved elementary teachers in Panabo City as research respondents. The total population consisted of 174 elementary teachers, and to determine the appropriate sample size, the Slovin's formula was applied. Slovin's formula is widely used in research to calculate a representative sample from a given population, ensuring a balance between accuracy and feasibility. A total of 121 elementary teachers were selected as respondents. This sample size is sufficient to provide reliable and generalizable findings about inclusive teaching practices and their role in promoting teaching self-determination.

The selection of respondents followed specific inclusion criteria to ensure relevance to the study. Only elementary teachers currently employed in public schools in Panabo City were included. Additionally, teachers with at least one year of teaching experience were selected to ensure that participants had adequate exposure to inclusive teaching practices and teaching self-determination strategies. Exclusion criteria encompassed teachers who were on extended leave or assigned to administrative positions, as their experiences might not directly align with classroom instruction.

Employing a stratified random sampling technique, teachers were proportionally selected from different schools to ensure equitable representation of various teaching environments and contexts. Stratified random sampling is a method that enhances the precision of research findings by grouping the population into homogeneous subgroups before randomly selecting respondents (Acharya et al., 2019). This approach helped maintain the validity and reliability of the data collected, ensuring that the insights drawn from the study accurately reflected the diverse perspectives of teachers in the division.

The use of this scientifically validated sampling method supports the study's goal of understanding the impact of inclusive teaching practices on teaching self-determination. By utilizing an appropriate sample size and selection criteria, this research contributes to the growing body of knowledge in inclusive education and teacher empowerment.

**Data Gathering Instrument**

The primary instrument for data collection was a structured questionnaire designed to measure both, inclusive teaching practices and teaching self-determination. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of inclusive teaching practices. The second set focused on the extent of teaching self-determination.

The inclusive teaching practices questionnaire was adapted from Sharma, et. al. (2021). The instrument consisted of 26 items. It had three indicators namely; personalized instructional strategies (1-8), communicative scaffolding strategies (1-10), and collaboration and assessment strategies (1-8).

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The inclusive teaching practices questionnaire was subjected to pilot testing to assess its reliability and validity before full-scale implementation. The reliability analysis using Cronbach's alpha yielded a result of 0.94, suggesting that the items have a relatively high internal consistency. This indicates that the questionnaire effectively measures the three indicators of inclusive teaching practices personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies ensuring that respondents' answers are consistent and reliable. The high reliability score implies that the instrument is a dependable tool for capturing teachers' perceptions of inclusive teaching practices in the educational setting. Below was the grading scale of the extent of inclusive teaching practices.

The teaching self-determination questionnaire was adapted from Chao, P. C. (2017). The instrument consisted of 24 items. It had four indicators namely; self-realization (1-5), psychological self-regulation (1-5), and autonomy (1-8).

| Mean Interval | Descriptive Level | Descriptive Interpretation |
|---|---|---|
| 4.20 - 5.00 | Very Extensive | The Inclusive Teaching Practices of Teachers is always evident. |
| 3.40 - 4.19 | Extensive | The Inclusive Teaching Practices of Teachers is oftentimes evident. |
| 2.60 - 3.39 | Moderately Extensive | The Inclusive Teaching Practices of Teachers is occasionally evident. |
| 1.80 - 2.59 | Less Extensive | The Inclusive Teaching Practices of Teachers is seldom evident. |
| 1.00 – 1.79 | Not Extensive | The Inclusive Teaching Practices of Teachers is never evident. |

The Teaching Self-Determination questionnaire was also subjected to pilot testing to evaluate its internal consistency. The reliability test produced a Cronbach's alpha coefficient of 0.95, indicating strong reliability. This result suggests that the questionnaire items measuring self-realization, psychological empowerment, self-regulation, and autonomy are highly consistent in capturing the intended construct. A high internal consistency ensures that the instrument accurately reflects teachers' perspectives on fostering self-determination among students. The strong reliability coefficient confirms the questionnaire's suitability for the study, reinforcing its potential to provide meaningful insights into the role of inclusive teaching practices in promoting teaching self-determination. Below was the grading scale of the extent of teaching self-determination.

| Mean Interval | Descriptive Level | Descriptive Interpretation |
|---|---|---|
| 4.20 - 5.00 | Very Extensive | Teaching self-determination development is always evident. |
| 3.40 - 4.19 | Extensive | Teaching self-determination is oftentimes evident. |
| 2.60 - 3.39 | Moderately Extensive | Teaching self-determination is occasionally evident. |
| 1.80 - 2.59 | Less Extensive | Teaching self-determination is seldom evident. |
| 1.00 – 1.79 | Not Extensive | Teaching self-determination is never evident. |

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

**Sampling Technique**

The study employed a stratified random sampling technique to determine the respondents from the target population of elementary school teachers in the Division of Panabo City. The total population consisted of one hundred seventy-four (174) elementary teachers. Using Slovin's formula with a margin of error of 0.05, a sample size of one hundred twenty-one (121) respondents was obtained. Stratified random sampling was deemed appropriate as it ensured proportional representation of teachers from different public elementary schools within the division, thereby enhancing the representativeness of the sample and minimizing sampling bias (Etikan & Bala, 2017; Taherdoost, 2016).

This approach was particularly suitable for the study because it allowed the researcher to capture diverse perspectives from teachers across various school contexts while maintaining statistical reliability. By randomly selecting participants within each stratum or school, the study ensured that each teacher had an equal chance of being included, thereby increasing the generalizability of the findings within the Division of Panabo City. The method also strengthened the validity of the results by reflecting the actual distribution of teachers in the population.

The use of stratified random sampling was further supported by the implementation of specific inclusion and exclusion criteria. Participants were required to be full-time elementary school teachers currently assigned in public schools within the Division of Panabo City, actively engaged in classroom instruction, and willing to participate voluntarily in the study. Teachers who were on leave, assigned to non-teaching positions, or unwilling to participate were excluded to ensure the relevance and accuracy of the data collected.

To highlight, the sampling technique ensured that the study obtained reliable and representative data, thereby strengthening the credibility of the findings regarding the relationship between inclusive teaching practices and self-determination among elementary school teachers.

**Procedure of the Study**

The data gathering procedure for this study follows a systematic and ethically guided process to ensure the accuracy, reliability, and integrity of the research results. The procedure includes securing the ethics compliance certificate, obtaining the endorsement letter from the dean, requesting the permit to conduct the study from the Schools Division Superintendent (SDS), sending letters to the school principals, and validating the research instruments prior to the administration of the questionnaires. The data collection is conducted among respondents in the Division of Panabo City.

**Statistical Treatment**

For a comprehensive interpretation and analysis of the data, the following statistical tools were employed:
To address the first and second research subproblems, which sought to determine the extent of inclusive teaching practices and the extent of teaching self-determination among elementary school teachers, the weighted mean and standard deviation were utilized. The weighted mean provided a numerical summary of the respondents' average ratings across the different indicators, namely personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies for inclusive teaching practices, and self-realization, psychological empowerment, self-regulation, and autonomy for teaching self-determination. The standard deviation was used to determine the degree of variability or consistency in the responses, indicating whether the teachers' perceptions were closely clustered or widely dispersed.

To answer the third research subproblem, which examined whether a significant relationship existed between inclusive teaching practices and teaching self-determination, the Pearson Product Moment Correlation Coefficient was employed. This statistical test measured the strength and direction of the linear relationship between the independent variable, inclusive teaching practices, and the dependent variable, teaching self-determination. It determined whether increases in inclusive teaching practices were associated with corresponding increases in teaching self-determination.

For the fourth research subproblem, which aimed to identify which domains of inclusive teaching practices significantly influenced teaching self-determination, multiple regression analysis was used. This technique assessed the predictive influence of each domain of inclusive teaching practices, namely personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies, on teaching self-determination. It also determined the relative contribution of each predictor variable in explaining variations in the dependent variable, thereby identifying the most significant contributors to teachers' self-determination.

**Ethical Consideration**

The ethical considerations of this study ensured the protection, dignity, and rights of all teacher respondents involved. The research adhered to established ethical standards by upholding principles of confidentiality, informed consent, fairness, and transparency. All procedures were carefully designed to minimize potential risks while maximizing the benefits for the respondents and the wider educational community.

**Social Value.** The researcher recognized the significant social value of this study in advancing inclusive teaching practices and strengthening teaching self determination among elementary school teachers in the Division of Panabo City. The findings contributed meaningful insights that may guide improvements in instructional strategies and promote equitable and inclusive learning environments. The study also provided evidence based information that could support policy development, teacher training, and professional development initiatives within the educational system.

**Informed Consent.** The researcher ensured that all participants were fully informed about the purpose, procedures, potential risks, and benefits of the study prior to data collection. Each teacher respondent was provided with a consent form written in clear and understandable language. Participation was voluntary, and respondents were given the opportunity to ask questions and withdraw from the study at any time without penalty. Ethical communication and respect for participants' autonomy were strictly observed throughout the process.

**Vulnerability of Research Respondents.** Although the respondents were professional educators, the researcher acknowledged the possibility of discomfort when reflecting on their instructional practices. Measures were taken to ensure that participation did not interfere with their professional responsibilities or subject them to pressure. A respectful and non intrusive approach was maintained during data collection, allowing participants to provide honest responses in a psychologically safe environment.

**Privacy and Confidentiality.** The researcher strictly adhered to the provisions of the Data Privacy Act of 2012 in safeguarding the personal information of all respondents. Identifiable data were removed and replaced with coded

identifiers to ensure anonymity. All data collected were stored securely and accessed only by the researcher and authorized academic personnel. Results were presented in aggregate form to prevent the identification of individual participants.

**Risk, Benefits, and Safety.** The study involved minimal risk to participants. The questionnaire was carefully structured to avoid sensitive or intrusive items. The benefits of participation included opportunities for professional reflection, increased awareness of inclusive practices, and contribution to educational improvement. Data collection was conducted in safe and appropriate environments such as school premises or secure online platforms, ensuring the safety and well being of all participants.

**Justice.** The researcher applied the principle of justice by ensuring fair and equitable selection of participants. Teachers from various public elementary schools in the Division of Panabo City were included without bias or discrimination. All respondents were given equal opportunity to participate and benefit from the outcomes of the study. No group was overrepresented or excluded without valid justification.

**Transparency.** The researcher maintained transparency by providing clear and accurate information about the study to all stakeholders, including school administrators and division officials. Participants were informed about how their data would be used and were given the opportunity to seek clarification when needed. A summary of the study findings was prepared for dissemination to participating schools to ensure openness and accountability.

**Qualification of the Researcher**. The researcher held a Bachelor of Science in Elementary Education and had completed formal academic training in educational research and quantitative methods. The researcher attended and participated in various research related activities, including research seminars, capability trainings, and colloquium presentations conducted at the institutional and division levels. These included participation in school based research conferences, division research congress, and workshops on research instrument validation and statistical analysis. The researcher also completed training on research ethics and data privacy compliance. Guidance was sought from the Research Management Committee and academic advisers throughout the conduct of the study to ensure adherence to ethical standards and methodological rigor.

**Conflict of Interest**. The researcher identified and managed any potential conflict of interest to maintain the integrity of the study. As the study was conducted within the Division of Panabo City, where professional relationships may exist, necessary precautions were taken to avoid bias or undue influence. Data collection, analysis, and interpretation were conducted objectively, and findings were reported based solely on empirical evidence and academic standards.

**Adequacy of Facilities**. The researcher utilized appropriate facilities for data collection and analysis. These included school meeting areas and faculty spaces for administering questionnaires, as well as secure online platforms such as Google Forms for digital data collection. A personal computer with password protected storage and statistical software was used to ensure accurate data processing. These facilities were adequate to support an organized, efficient, and secure research process.

**Community Involvement**. The researcher involved school heads, teachers, and division stakeholders during the initial stages of the study to ensure alignment with local educational needs and priorities. Their support facilitated smooth data collection and strengthened the relevance of the research. Upon completion of the study, the researcher shared the findings through summary reports and presentations to participating schools, promoting awareness, collaboration, and practical application of the results within the community.

## RESULTS

The study revealed that teachers demonstrated an **extensive level of inclusive teaching practices** with an overall mean of **4.03**. Among the domains, **communicative scaffolding strategies** obtained the highest mean (M = 4.05), followed by **collaboration and assessment strategies** (M = 4.03) and **personalized instructional strategies** (M = 4.02). These findings indicate that teachers frequently employ learner-centered, collaborative, and supportive instructional practices that address diverse student needs. The moderate standard deviation values further suggest consistent implementation of inclusive practices across classrooms.

Similarly, teachers exhibited an **extensive level of teaching self-determination** with an overall mean of **4.06**. Among its dimensions, **psychological empowerment** registered the highest mean (M = 4.08), followed by **autonomy** (M = 4.07), **self-regulation** (M = 4.06), and **self-realization** (M = 4.03). These results imply that teachers consistently demonstrate confidence, independence, goal orientation, and self-awareness in their professional roles.

Correlation analysis revealed a **significant positive relationship** between inclusive teaching practices and teaching self-determination ($r = .661$, $p = .001$). All domains of inclusive teaching practices significantly correlated with the dimensions of self-determination, indicating that teachers who frequently implement inclusive instructional approaches tend to exhibit

stronger autonomy, empowerment, self-regulation, and self-awareness. Among the predictors, **communicative scaffolding strategies** showed the strongest relationship with overall teaching self-determination (r = .682).

Regression analysis further showed that inclusive teaching practices significantly predict teaching self-determination ($R^2$ = .680, F = 82.804, p < .001). Among the predictors, **communicative scaffolding strategies** emerged as the strongest predictor (β = .357), followed by **personalized instructional strategies** (β = .280) and **collaboration and assessment strategies** (β = .265). The findings indicate that inclusive instructional practices, particularly those emphasizing communication, feedback, and learner support, substantially enhance teachers' self-determination in instructional planning, delivery, and classroom management.

## SUMMARY

The main focus of this study was to determine the significance of the relationship between inclusive teaching practices and teaching self determination among elementary school teachers in the Division of Panabo City. The respondents of the study were one hundred twenty one elementary teachers selected from public elementary schools within the division. A descriptive correlational research design was employed to determine both the extent of the variables and their relationship. Adapted research instruments were utilized, validated by a panel of experts, and subjected to pilot testing prior to administration. The statistical tools used included the Weighted Mean, Pearson Product Moment Correlation, and Multiple Regression Analysis, with hypotheses tested at a 0.05 level of significance.

The findings revealed that the extent of inclusive teaching practices in terms of personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies was extensive. This indicates that inclusive teaching practices are oftentimes evident among teachers. The results suggest that teachers consistently adapt instruction to learners' needs, employ effective communication strategies, and engage in collaborative and flexible assessment practices to support diverse learners in the classroom.

Similarly, the extent of teaching self determination in terms of self realization, psychological empowerment, self regulation, and autonomy was also found to be extensive. This implies that teaching self determination is likewise oftentimes evident among teachers. The findings indicate that teachers demonstrate a strong sense of self awareness, confidence, goal setting ability, and independence in carrying out their professional responsibilities, which are essential in sustaining effective teaching practices.

With respect to the significance of the relationship of both variables, the results showed that there is a significant relationship between inclusive teaching practices and teaching self determination. This means that as teachers increasingly implement inclusive teaching practices, their level of teaching self determination also increases. The significant relationship highlights the interconnectedness of inclusive classroom practices and teachers' capacity for autonomy, confidence, and self regulated professional behavior.

Also, addressing the multiple regression analysis results, the findings revealed that all domains of inclusive teaching practices namely personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies significantly influence teaching self determination. This led to the rejection of the null hypothesis. The results indicate that each component of inclusive teaching practices contributes to enhancing teaching self determination, with communicative scaffolding strategies emerging as the strongest predictor. Overall, the findings affirm that strengthening inclusive teaching practices plays a crucial role in improving teachers' self determination, thereby fostering more responsive, reflective, and empowering educational environments.

## CONCLUSIONS

Based on the findings of this study, several conclusions are drawn in relation to the extent and relationship of inclusive teaching practices and teaching self determination among elementary school teachers in the Division of Panabo City. The extent of inclusive teaching practices in terms of personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies is extensive, indicating that these practices are oftentimes evident in classroom instruction. This suggests that teachers consistently adapt instruction, provide meaningful interaction, and engage in collaborative assessment processes to support diverse learners. These practices align with the principles of constructivism, particularly the social constructivist perspective which emphasizes that learning occurs through guided interaction and meaningful engagement (Vygotsky, 1978). Similarly, the idea that learners construct knowledge through active participation supports the presence of inclusive and student centered teaching practices (Piaget, 1952).

Also, the extent of teaching self determination in terms of self realization, psychological empowerment, self regulation, and autonomy is also extensive, indicating that these are oftentimes evident among teachers. This implies that teachers demonstrate confidence, independence, and the ability to regulate their instructional practices. These findings are supported by self determination theory which posits that autonomy, competence, and relatedness are essential for fostering intrinsic

motivation and self directed behavior (Deci & Ryan, 1985). The manifestation of these components among teachers reflects their strong internal motivation and professional commitment to effective teaching practices.

Addressing the third statement of the problem, the study concludes that there is a significant relationship between inclusive teaching practices and teaching self determination. This indicates that teachers who frequently implement inclusive practices tend to exhibit higher levels of self determination in their professional roles. This conclusion is consistent with social cognitive theory, which emphasizes that behavior, personal factors, and environmental influences interact to shape individual actions (Bandura, 1986). The inclusive classroom environment serves as a supportive context that enhances teachers' self efficacy, confidence, and motivation, thereby strengthening their self determined teaching behaviors.

With respect to the fourth statement of the problem, the study further concludes that inclusive teaching practices significantly influence teaching self determination. All domains of inclusive teaching practices, namely personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies, significantly predict teaching self determination, leading to the rejection of the null hypotheses. This finding reinforces the role of scaffolding, where guided support enables individuals to gradually develop independence and competence (Wood et al., 2022). Among the domains, communicative scaffolding strategies emerged as the strongest predictor, highlighting the importance of interaction and feedback in fostering both inclusive practices and teacher self determination.

The study concludes that inclusive teaching practices and teaching self determination are deeply interconnected and mutually reinforcing. Grounded in constructivism, social cognitive theory, and self determination theory, the findings emphasize that inclusive, interactive, and supportive learning environments not only benefit students but also enhance teachers' autonomy, confidence, and professional growth. Strengthening inclusive teaching practices therefore plays a crucial role in developing self determined teachers who are capable of sustaining responsive, reflective, and empowering educational environments.

***Recommendations***

In the light of the foregoing findings and conclusions, the following recommendations are offered:

It is recommended that inclusive education policies be continuously reinforced through sustained institutional support and clear implementation guidelines. Strengthening professional development programs that focus on inclusive teaching practices, particularly communicative scaffolding, personalized instructional strategies, and collaborative assessment, can help ensure consistency across schools. Policy initiatives may also prioritize the integration of self-determination–enhancing practices in teacher development frameworks, recognizing that empowered and self-determined teachers are better equipped to implement inclusive education effectively. Providing adequate resources, instructional materials, and capacity-building opportunities will further support teachers in maintaining inclusive and self-directed professional practices.

It is recommended that they foster a school culture that actively supports inclusivity and teacher self-determination. Instructional leadership should emphasize collaborative planning, reflective teaching, and shared decision-making, allowing teachers to exercise autonomy while remaining aligned with school goals. Principals may also encourage peer mentoring, professional learning communities, and open communication among teachers to strengthen communicative scaffolding and collaborative practices. By providing constructive feedback, recognizing teachers' initiatives, and supporting innovation in inclusive instruction, school leaders can reinforce teachers' confidence, motivation, and sustained commitment to inclusive education.

It is recommended that they continue to enhance and refine inclusive teaching practices by consciously adapting instruction to diverse learner needs and engaging students through meaningful communication and feedback. Teachers are encouraged to reflect on their instructional decisions, set professional goals, and actively participate in collaborative learning opportunities with colleagues. Strengthening self-determination through continuous self-reflection, professional growth, and shared practice can further empower teachers to sustain inclusive classrooms that promote learner autonomy, engagement, and equity. Embracing inclusive practices not only supports student development but also reinforces teachers' sense of purpose, competence, and professional fulfillment.

It is recommended that similar studies be conducted in other divisions or educational levels to validate and extend the findings of this research. Future inquiries may explore additional variables that could influence teaching self-determination, such as leadership styles, organizational support, or teacher well-being. Longitudinal and qualitative research designs may also be employed to gain deeper insights into how inclusive teaching practices and self-determination evolve over time.

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