Original Research Article

**FEEDBACK TECHNIQUE AND INCLUSIVE TEACHING PRACTICES OF PUBLIC ELEMENTARY**

**SCHOOL TEACHERS**

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ABSTRACT

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| This study aimed to determine the significant relationship between feedback techniques and inclusive teaching practices among public elementary school teachers in Mati North District, Division of Mati City. A descriptive-correlational research design was employed, with a sample of 182 teachers from public elementary schools in Mati North District, Division of Mati City. Data were gathered using standardized questionnaires administered through face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that feedback techniques and inclusive teaching practices were very extensive among teachers. Correlation analysis indicated a significant relationship between feedback techniques and inclusive teaching practices. Moreover, the study identified that the domains of feedback techniques significantly influenced inclusive teaching practices. It is recommended that school administrators focus on fostering teachers' feedback techniques through professional development programs that emphasize providing constructive, praise-driven, functional, and structured feedback. By enhancing these feedback techniques, teachers will be better equipped to create an inclusive and supportive learning environment, thereby improving their overall teaching effectiveness and student outcomes. This approach can ultimately promote a more equitable and inclusive educational experience for all students. |

*Keywords*: Feedback Techniques, Inclusive Teaching Practices, Public Elementary School, Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

Inclusive teaching practices are essential in fostering an equitable learning environment for all students, particularly those with disabilities and other marginalized groups. However, many teachers struggle to implement effective inclusive strategies due to a lack of training, awareness, and institutional support. Poor inclusive teaching practices can result in the exclusion of students with diverse learning needs, limiting their academic success and overall educational experience.

Internationally, the challenge of poor inclusive teaching practices persists despite global efforts to promote inclusive education. The United Nations Sustainable Development Goal 4 emphasizes the need for inclusive and equitable quality education for all, yet many countries still face barriers in its implementation (Johnstone et al., 2020). Teachers often lack the necessary pedagogical skills, resources, and institutional backing to fully integrate inclusive strategies into their classrooms (Ferguson & Roofe, 2020). In many developed and developing nations like Ghana, students with disabilities or learning difficulties remain marginalized due to outdated teaching approaches, insufficient teacher training programs, and a lack of policy enforcement (Arkorful et al., 2020). As a result, international educational systems continue to struggle to achieve true inclusivity in classrooms.

Moreover, inclusive feedback techniques often encourage self-reflection and independent learning, which are key components of inclusive teaching practices (Klefbeck, 2023). Teachers who incorporate open-ended questions and allow students to assess their own progress promote a sense of ownership over their learning. This can help students from diverse backgrounds, including those with special educational needs, develop greater confidence and autonomy in their learning journeys (Tahir & Tahir, 2023).

Teachers who adopt inclusive feedback practices such as offering feedback in multiple formats (written, verbal, and visual) are better able to meet the diverse needs of their students (Bülbül, 2024). This type of feedback, which considers varied learning styles and language proficiencies, helps ensure that all students feel included and capable of improving their performance (Goosen & Steenkamp, 2023). Furthermore, inclusive feedback techniques allow teachers to identify and address learning gaps early, offering students the opportunity to develop necessary skills and knowledge at their own pace (Al-Mansouri, 2024).

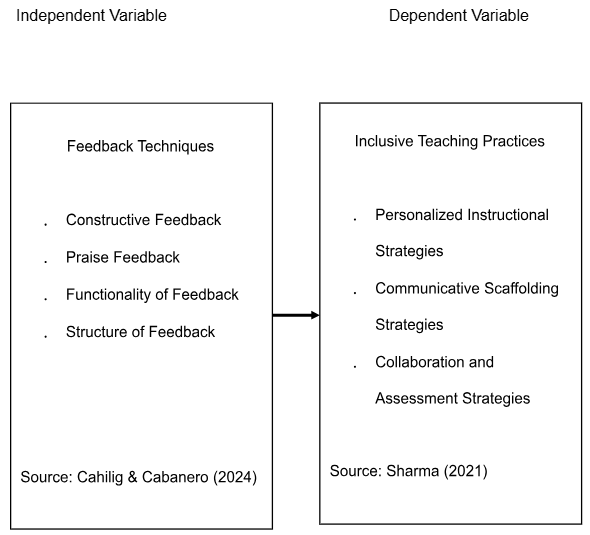
In the Philippines, inclusive education is mandated under the Enhanced Basic Education Act of 2013 and reinforced by the Department of Education’s policies. However, despite legal frameworks supporting inclusive education, many teachers still encounter difficulties in applying inclusive teaching practices (Dela Fuente, 2021). Studies have identified issues such as inadequate teacher training, resistance to inclusion due to traditional teaching methods, and a lack of support services for students with special needs (Faragher et al., 2021; Jardinez & Natividad, 2024). Additionally, large class sizes and limited resources in public schools further hinder teachers’ ability to provide individualized instruction, making it challenging to foster an inclusive learning environment (Toquero, 2021).

In educational settings that prioritize inclusive feedback techniques, teachers-student relationships tend to be stronger, with teachers demonstrating greater empathy and responsiveness to students' needs (Wang, 2023). These positive relationships not only enhance students' academic outcomes but also contribute to their social and emotional development, fostering a more inclusive and supportive learning community (Mahoney et al., 2021). Ultimately, the relationship between feedback techniques and inclusive teaching practices leads to a more dynamic and impactful educational experience, ensuring that all students, regardless of their differences, are given the tools and support they need to succeed (Addy et al., 2023).

Feedback techniques play a crucial role in improving inclusive teaching practices among educators (Wullschleger et al., 2020). Constructive feedback, both from peers and students, can help teachers identify areas of improvement and refine their instructional strategies (Schwab & Alnahdi, 2020). Formative feedback allows teachers to assess the effectiveness of their inclusive teaching methods and make necessary adjustments to address students' diverse learning needs (Coogle et al., 2020). Moreover, professional learning communities and mentorship programs that emphasize feedback-driven improvement can support teachers in adopting more inclusive practices (Schwab et al., 2022).

Locally, in Mati North District, Division of Mati City, the problem of poor inclusive teaching practices remains a significant concern. While the city has made strides in promoting inclusive education through various programs and policies, gaps in teacher preparedness and classroom implementation persist . Teachers in public schools often face challenges such as a lack of specialized training, limited access to instructional materials for diverse learners, and insufficient administrative support. These factors contribute to the ineffective inclusion of students with disabilities, making it difficult for them to receive the quality education they deserve.

This study aimed to determine the relationship between feedback techniques and inclusive teaching practices among elementary school teachers in public schools in Mati North District, Division of Mati City. Given the urgency of improving inclusive education, conducting this research is crucial in identifying strategies that can help teachers implement more effective inclusive practices. The findings of this study will provide valuable insights for educators, school administrators, and policymakers in enhancing teacher training programs and support systems. By addressing the identified research gaps, this study seeks to contribute to the ongoing efforts in making education more inclusive and accessible for all learners.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between feedback techniques and inclusive teaching practices of public elementary school teachers in Mati North District, Division of Mati City. Specifically, it sought to answer the following questions:

1. What is the level of feedback techniques of teachers in terms of:

1.1 constructive feedback;

1.2 praise feedback;

1.3 functionality of feedback; and

1.4 structure of feedback?

2. What is the level of inclusive teaching practices of teachers in terms of:

2.1 personalized instructional strategies;

2.2 communicative scaffolding strategies; and

2.3 collaboration and assessment strategies?

3. Is there a significant relationship between feedback techniques and the inclusive teaching practices?

4. Which domains of feedback techniques significantly influence inclusive teaching practices?

**1.2 Hypotheses**

Ho1: There is no significant relationship between feedback techniques and inclusive teaching practices among teachers.

Ho2: None of the domains of feedback techniques significantly influence inclusive teaching practices among teachers.

2. methodology

**2.1 Research Design**

The study employed a quantitative research design, specifically utilizing a descriptive correlational approach. Quantitative research involves the systematic collection of numerical data, with statistical, mathematical, or computational techniques applied to ensure objective, accurate, and measurable results (Mohajan, 2020). To achieved reliable findings, the study used standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson, 2020).

Furthermore, a descriptive correlational research approach was applied to explore and describe the connections between two or more variables without altering them. The primary goal of this approach was to identify and understand patterns, relationships, or associations between variables (Mertler et al., 2021). Unlike experimental research, which seeks to establish causality by manipulating conditions, descriptive correlational research focuses on measuring the strength and direction of relationships as they naturally occur (Devi et al., 2022).

In the context of this study, the descriptive-correlational research design was considered suitable as it aimed to describe the extent of feedback techniques and inclusive teaching practices among teachers. It also sought to identify the significant relationship between the feedback techniques employed by teachers and their use of inclusive teaching practices.

**2.2 Research Respondents**

This study was conducted in Mati North District, Division of Mati City. This study includes the 21 schools of Mati North District. There were 182 teachers who were involved as respondents of the study out of 335 population using the Slovin’s Formula with .05 margin of error, who rated the Feedback Techniques and Inclusive Teaching Practices of Public Elementary School Teachers. This were conducted during the school year 2024-2025. In selecting the respondents, the researcher employed a simple random utilizing the lottery sampling or fishbowl technique. Numbers were assigned to the respondents in the population assembling them in a container big enough to allow the rolled pieces of paper to move freely in all directions when they were shaken. The researcher picked out the desired numbers of participants for the study.

The inclusion criteria were as follows: first, the teacher currently employed at a public elementary school within the Mati North District, Division of Mati City during the 2024-2025 school year. Second, the teacher at least one year of teaching experience in any subject. Teachers who did not meet these criteria were excluded. Specifically, those not employed in a public elementary school within the Division of Mati City during the 2024-2025 school year, those with less than a year of teaching experience, and teachers on temporary leave or undergoing administrative actions were excluded, as they might not accurately represent regular teaching experiences. Additionally, school administrators and guidance counselors, who did not directly teach elementary subjects, were also excluded.

**2.3 Research Instrument**

The first part of the questionnaire was based on the Feedback Techniques Scale by Cahilig and Cabanero (2024). The scale measured various dimensions of feedback, including constructive, praise, functionality, and structure of feedback. Its overall Cronbach’s alpha coefficient is 0.700, which supported the reliability of the questionnaire for measuring the variable of lifelong learning attitudes. In this study, the Feedback Techniques Scale also demonstrated excellent reliability, with a Cronbach’s alpha value of 0.982.

The second part of the questionnaire was developed by Sharma et al. (2021) to assess inclusive teaching practices. The Inclusive Teaching Practices Scale evaluated the use of personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies in the classroom. The overall Cronbach’s alpha coefficient for the scale was 0.706, indicating that the questionnaire was reliable for measuring the variable of inclusive teaching practices. Additionally, the inclusive teaching practices questionnaire demonstrated excellent reliability in this study, with a Cronbach’s alpha value of 0.961.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# Permission to conduct the study. The data collection procedure for this study were carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission will be requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines was followed.

# Collection of Data Information. The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# Collection and Statistical Computation. After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, correlation analysis and multiple linear regression analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, several statistical tools were utilized to determine the aim of the study.

Mean was used to assess the extent of feedback techniques and inclusive teaching practices among teachers.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between feedback techniques and inclusive teaching practices.

Regression Analysis was employed to identify which domains of feedback techniques would influence the inclusive teaching practices of teachers.

3. results and discussion

**3.1 Extent of Feedback Techniques of Teachers among Public Elementary School Teachers**

Table 1. *Extent of Feedback Techniques of Teachers among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Constructive Feedback | 0.69 | 4.33 | Very Extensive |
| Praise Feedback | 0.72 | 4.34 | Very Extensive |
| Functionality of Feedback | 0.76 | 4.38 | Very Extensive |
| Structure of Feedback | 0.65 | 4.34 | Very Extensive |
| **Overall** | **0.58** | **4.35** | **Very Extensive** |

Presented in Table 1 is the summary of indicators in the extent of feedback techniques among teachers, including constructive feedback, praise feedback, functionality of feedback, and structure of feedback, based on the mean scores and standard deviations. The indicator of functionality of feedback has the highest mean of 4.38, which is described as "very extensive," followed closely by praise feedback and structure of feedback, both with a mean of 4.34, categorized as "very extensive." The indicator of constructive feedback received a mean of 4.33, also categorized as "very extensive." The overall mean of 4.35 is described as "very extensive," indicating that teachers generally exhibit a high level of feedback techniques across these indicators.

This suggests that teachers provide diverse and effective feedback techniques, ranging from constructive and praise feedback to ensuring the functionality and clear structure of their feedback. These practices contribute to a positive learning environment by helping students improve, stay motivated, and clearly understand their progress. Overall, the feedback techniques employed by teachers are considered to be highly effective.

The overall standard deviation of 0.58, being less than 1, indicates that the ratings were consistent and closely clustered around the mean.

This finding is supported by the study of Verma (2024), which underscores that teachers who use high-quality feedback techniques significantly enhance student engagement and achievement. When feedback is timely, clear, and well-structured, it encourages students to reflect on their learning and identify areas for improvement. Similarly, Moussa et al. (2024) emphasized that feedback techniques that are both constructive and personalized help students feel supported, motivating them to strive for growth. Meng (2023) also observed that high-quality feedback techniques, which focus on specific actions and provide actionable suggestions, foster a positive learning environment where students feel empowered to develop their skills.

**3.2** **Extent of Inclusive Teaching Practices of Teachers among Public Elementary School Teachers**

Table 2. *Extent of Inclusive Teaching Practices of Teachers among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Personalized Instructional Strategies | 0.63 | 4.40 | Very Extensive |
| Communicative Scaffolding Strategies | 0.68 | 4.39 | Very Extensive |
| Collaboration and Assessment Strategies | 0.60 | 4.40 | Very Extensive |
| **Overall** | **0.43** | **4.40** | **Very Extensive** |

Presented in Table 2 is the summary of indicators in the extent of inclusive teaching practices among teachers, including personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies, based on the mean scores and standard deviations. The indicator of personalized instructional strategies has the highest mean of 4.40, which is described as "very extensive," followed by collaboration and assessment strategies with a mean of 4.40, categorized as "very extensive." The indicator of communicative scaffolding strategies received a mean of 4.39, also categorized as "very extensive." The overall mean of 4.40 is described as "very extensive," indicating that teachers generally exhibit a very high degree of inclusive teaching practices across these indicators.

This suggests that teachers place significant emphasis on personalizing instruction to meet the diverse needs of their students, using effective communicative scaffolding strategies, and collaborating with colleagues and families to support student learning. Teachers are also committed to employing diverse assessment strategies to ensure the success and growth of all students. Overall, teachers demonstrate a strong commitment to fostering an inclusive and supportive learning environment.

The overall standard deviation of 0.43, being less than 1, indicates that the ratings were consistent and closely clustered around the mean.

This finding is consistent with the study by Woodcock et al. (2022), which underscores that teachers who employ high levels of inclusive teaching practices are more effective in addressing the diverse needs of their students. Teachers who prioritize inclusivity create a learning environment where all students, regardless of their backgrounds or abilities, feel valued and supported. Similarly, Onyishi and Sefotho (2020) also found that inclusive teaching practices, such as differentiated instruction and providing equal opportunities for all learners, significantly contribute to improved student engagement and achievement. Additionally, Osterman (2023) highlighted that inclusive teaching practices foster a sense of belonging, which can boost student confidence and motivation.

**3.3 Significant Relationship between Feedback Techniques and Inclusive Teaching Practices of Teachers**

Table 3. *Significant Relationship between Feedback Techniques and Inclusive Teaching Practices of Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Feedback Techniques | 4.35 | 0.58 |  |  |  |  |  |
|  |  |  | 0.72 | 0.52 | High | 0.000 | Reject Ho1 |
| Inclusive Teaching Practices | 4.40 | 0.52 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between feedback techniques and inclusive teaching practices among public elementary school teachers. The relationship between feedback techniques and inclusive teaching practices has a correlation coefficient of 0.72 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between feedback techniques and inclusive teaching practices. The R² value of 0.52 suggests that approximately 52% of the variation in inclusive teaching practices can be explained by feedback techniques. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that feedback techniques significantly influence inclusive teaching practices.

This suggests that teachers who employ effective feedback techniques are more likely to implement inclusive teaching practices in their classrooms. Teachers who provide constructive, praise, and functional feedback create a learning environment that promotes student engagement, motivation, and personal growth. By incorporating inclusive teaching practices alongside robust feedback, teachers can meet the diverse needs of their students, fostering a more supportive and effective educational experience. Therefore, enhancing feedback techniques among teachers can positively impact the inclusivity of their teaching practices, leading to better learning outcomes for all students.

This finding aligns with the study by Edwards-Fapohunda and Adediji. (2024), which emphasized that effective feedback techniques significantly enhance inclusive teaching practices. Their research demonstrated that teachers who provide clear and actionable feedback create a more supportive and inclusive learning environment for all students. Similarly, Monteiro et al. (2021) found that feedback that focuses on students' strengths and growth areas helps foster an inclusive classroom culture, where students feel encouraged and motivated to engage with the learning process. Furthermore, the work of Irons and Elkington (2021) highlighted that incorporating feedback techniques into teaching practices enables teachers to better support diverse learners, ensuring that every student has the opportunity to succeed.

**3.4. Influence of the Domains of Feedback Techniques on Inclusive Teaching Practices of Teachers**

**Table 4.** *Influence of the Domains of Feedback Techniques on Inclusive Teaching Practices of Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.10 | 0.70 |  | 8.25 | 0.000 | Significant |
| Constructive Feedback | 0.78 | 0.65 | 0.57 | 4.20 | 0.000 | Significant |
| Praise Feedback | 0.75 | 0.60 | 0.50 | 4.18 | 0.000 | Significant |
| Functionality of Feedback | 0.72 | 0.56 | 0.46 | 4.16 | 0.000 | Significant |
| Structure of Feedback | 0.68 | 0.50 | 0.42 | 4.12 | 0.000 | Significant |
| **Regression Model** | | | | | | |
| Inclusive Teaching Practices =3.10 + 0.78 (Constructive Feedback) + 0.75 (Praise Feedback) + 0.72 (Functionality of Feedback) + 0.68 (Structure of Feedback) | | | | | | |
| R=0.720; R²=0.518; F=48.65; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis of how different domains of feedback techniques such as constructive feedback, praise feedback, functionality of feedback, and structure of feedback significantly influence inclusive teaching practices of public elementary school teachers. The regression model shows that all four domains positively contribute to inclusive teaching practices. Specifically, constructive feedback (with a Beta of 0.57) has the strongest influence with inclusive teaching practices, followed by praise feedback (Beta of 0.50), functionality of feedback (Beta of 0.46), and structure of feedback (Beta of 0.42). The t-statistics for each domain (4.20 for constructive feedback, 4.18 for praise feedback, 4.16 for functionality of feedback, and 4.12 for structure of feedback) and the p-values (all 0.000) confirm that these relationships are statistically significant.

The regression equation, inclusive teaching practices = 3.10 + 0.78(constructive feedback) + 0.75(praise feedback) + 0.72(functionality of feedback) + 0.68(structure of feedback), reveals that the overall model explains 51.8% of the variance in inclusive teaching practices (R² = 0.518). Additionally, the model's F-value of 48.65 and its p-value of 0.000 indicate that the model is statistically significant.

In conclusion, these results highlight that the domains of feedback techniques particularly constructive feedback, praise feedback, functionality of feedback, and structure of feedback play a crucial role in enhancing inclusive teaching practices among public elementary school teachers. Effective feedback practices enable teachers to support diverse learners, foster engagement, and create an inclusive learning environment that benefits all students.

This suggests that teachers who exhibit strong feedback techniques, including constructive feedback, praise feedback, functionality of feedback, and structure of feedback, are more likely to demonstrate high levels of inclusive teaching practices. Teachers who provide clear, specific, and actionable feedback are better equipped to meet the diverse learning needs of their students, promote engagement, and create a supportive learning environment. Therefore, these feedback domains significantly contribute to the development of inclusive teaching practices, ultimately enhancing the learning experiences and outcomes for all students.

This finding supports the research of Mustoip et al. (2024), who emphasized the role of feedback techniques in enhancing inclusive teaching practices. Their study highlighted that teachers who utilize high-quality feedback, such as constructive and praise feedback, are better able to create an inclusive learning environment that caters to the needs of all students. Similarly, the work of Zheng et al. (2020) found that feedback with a strong focus on functionality and structure feedback contributes to better student engagement and motivation. Furthermore, the study by Aithal and Aithal (2023) showed that effective feedback strategies can empower students, helping them reflect on their learning and take ownership of their progress, ultimately supporting the development of inclusive teaching practices.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of feedback techniques among teachers is always manifested, with teachers consistently providing constructive feedback, praise feedback, functionality of feedback, and structure of feedback in a very extensive manner. This suggests that feedback is a key element in their teaching approach, ensuring that students receive clear, supportive, and corrective responses that contribute to their learning and development.

Secondly, the extent of inclusive teaching practices among teachers is always manifested, indicating that teachers consistently apply personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies. These practices are essential for creating an inclusive environment that supports all students’ learning needs and promotes engagement and participation.

Thirdly, a significant relationship between feedback techniques and inclusive teaching practices was observed. This indicates that teachers who employ effective feedback techniques are more likely to demonstrate inclusive teaching practices, fostering an environment where all students can thrive. The findings demonstrate that high-quality feedback significantly contributes to an inclusive classroom environment and student success.

Lastly, the domains of feedback techniques significantly influence inclusive teaching practices. This finding underscores the importance of providing feedback that is not only constructive but also incorporates praise, functionality, and clear structure. Teachers who prioritize these feedback domains are more likely to implement inclusive teaching strategies, thereby enhancing the educational experience and ensuring better outcomes for all students.

The finding of the study of significant influence of feedback techniques on inclusive teaching practices validates the theories of Constructivist Learning, Social Cognitive Theory, and the Universal Design for Learning (UDL) Framework.

Firstly, Constructivist Learning Theory, as outlined by Hein (1991), as cited by Zajda and Zajda (2021), asserts that learners construct their knowledge through active interaction with their environment. Feedback, in this context, becomes a crucial tool for helping students reflect on their work, connect prior knowledge, and enhance their understanding. By offering personalized feedback, teachers help students with diverse learning needs make meaningful connections to content, supporting their individual learning processes. This approach is central to fostering an inclusive learning environment where all students can actively engage in their educational journey.

Secondly, Social Cognitive Theory, developed by Bandura (1999), as cited by Manjarres-Posada et al. (2020), emphasizes the role of observational learning and modeling in the learning process. According to this theory, students learn not only by direct experience but also by observing others. Teachers who incorporate effective feedback techniques serve as role models, demonstrating how to receive, process, and apply feedback to improve. This modeling empowers students to develop self-efficacy and resilience, while the use of peer feedback further reinforces a collaborative classroom culture where all students feel supported in their learning.

Lastly, the Universal Design for Learning (UDL) Framework, developed by Smith (2012), as cited by Rao et al. (2023), emphasizes the need for flexible teaching methods that cater to the diverse needs of learners. UDL advocates for providing multiple means of feedback—such as visual, verbal, written, or technological methods—to ensure that all students, including those with disabilities or language barriers, can understand and act on feedback. This inclusive approach to feedback ensures that every student, regardless of their learning profile, receives the support they need to succeed, creating an equitable learning environment for all.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were proposed:

Firstly, given that feedback techniques among teachers are very extensive, school administrators may continue to emphasize and support the importance of providing quality feedback. Administrators may organize professional development programs focused on feedback techniques, ensuring that teachers enhance their skills in providing constructive, praise, functional, and structured feedback. Teachers may actively participate in these programs to refine their ability to provide feedback that supports student growth and contributes to a positive, inclusive classroom environment.

Secondly, considering the very extensive implementation of inclusive teaching practices observed in the study, school administrators may invest in providing teachers with additional resources and training to maintain and further enhance their inclusive practices. Administrators may create collaborative spaces for teachers to share strategies and discuss inclusive teaching methods. Teachers may continue to develop and apply diverse teaching strategies to ensure that all students, regardless of their abilities, receive appropriate support and encouragement.

Thirdly, in light of the significant relationship between feedback techniques and inclusive teaching practices, school administrators may encourage the integration of feedback techniques into daily teaching practices to further promote inclusivity. Administrators may organize workshops and training sessions that demonstrate how feedback can be used as an inclusive tool to address various learning needs and promote equitable student outcomes. Teachers may continuously reflect on their feedback practices and adapt them to meet the diverse needs of their students, fostering an inclusive classroom where every student can thrive.

Finally, recognizing the significant influence of the domains of feedback techniques on inclusive teaching practices, school administrators may prioritize creating a school culture that encourages the integration of feedback techniques as a tool for inclusivity. By providing mentorship programs, peer feedback sessions, and collaborative teaching opportunities, administrators may support teachers in refining their feedback strategies, ensuring that feedback not only enhances learning but also fosters an inclusive learning environment. Teachers may take full advantage of these opportunities to further develop their skills, ensuring that feedback becomes a tool for creating equitable and inclusive educational experiences for all students. Future researchers may explore the long-term impact of specific feedback techniques on the development of inclusive teaching practices. They could examine the influence of feedback domains in different educational contexts, and investigate how variations in feedback strategies impact student engagement, performance, and inclusivity in classrooms with diverse learners.

Consent (where ever applicable)

This study was carried out in strict accordance with recognized ethical standards to ensure the protection, dignity, and well-being of all participants. Prior to data collection, the researcher secured the necessary approvals, including authorization from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution's Ethics Review Committee. The ethical guidelines followed were based on the framework set by Pregoner et al. (2025), ensuring adherence to current research protocols for human participants in educational contexts. Participation was voluntary, with all participants fully informed about the study’s objectives, scope, and their right to decline or withdraw at any time without penalty. Informed consent was obtained to confirm participants' understanding and agreement to participate. To ensure confidentiality, no personally identifiable information was collected, and all responses were treated with the utmost confidentiality. The data collected were used exclusively for academic purposes. These procedures ensured that the study was conducted with transparency, ethical integrity, and professional accountability.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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