Teacher Decision-Making and Creativity in Designing Classroom Activities for Learners with Diverse Needs in Inclusive Classrooms

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ABSTRACT

This study determined the teachers' decision-making and creativity in designing classroom activities for learners with diverse needs and examine the relationship between these variables as basis for an Action Plan. It employed a descriptive-correlational research design at South City Central School, Toledo City Division, during School Year 2025–2026. Total enumeration involved 45 general education teachers handling inclusive classrooms. Data were gathered through a validated survey questionnaire. Frequency and percentage described the respondents' profile, while weighted mean and standard deviation determined decision-making and creativity. Composite standard deviations were computed from the 45 respondents' mean scores across the ten indicators of each variable using the sample standard deviation. Pearson Product-Moment Correlation Coefficient tested the relationship between the variables. Results showed strong decision-making ($M = 3.33$, $SD = 0.52$) and generally favorable creativity ($M = 3.24$, $SD = 0.59$). Lower-rated areas included participation in curriculum discussions, autonomy in integrating innovative tasks, development of original instructional materials, and use of interactive and original presentation methods. Decision-making and creativity had a statistically significant moderate positive relationship ($r = .559$, $p < .001$); therefore, the null hypothesis was rejected. The study concluded that stronger instructional decision-making tended to occur with greater creativity, without implying causation. Implementation of the proposed Action Plan is recommended to strengthen collaborative curriculum planning, instructional innovation, material development, interactive learning, and continuing professional development for inclusive classroom practice, and strengthen teaching for learners with diverse needs.

Keywords— Special Education, Teacher Decision-Making and Creativity, Descriptive-Correlational Research, Action Plan, South City Central School, Toledo City Division

INTRODUCTION

Classrooms today are increasingly diverse, requiring teachers to respond to differences in learners' readiness, abilities, interests, pace, and support needs while maintaining meaningful participation and appropriate learning expectations. In this setting, the quality of classroom activities depends not only on teachers' knowledge of subject matter but also on their professional judgment and ability to design flexible learning experiences. Teacher decision-making is reflected in choices about pacing, grouping, instructional strategies, learning materials, assessment, and classroom support, while teacher creativity is reflected in the development and adaptation of activities that make learning accessible, engaging, and responsive to learner diversity.

Recent research has strengthened the importance of these two teacher capacities. Unciti and Palau (2023) described classroom decision-making as a deliberate process in which teachers assess instructional situations, consider available information, and select appropriate responses. Shauli et al. (2023) likewise showed that teachers continually make decisions when responding to inclusion-related dilemmas in mainstream classrooms. These findings indicate that instructional decisions are not fixed choices made before a lesson; they are continuously adjusted as teachers observe learner participation, progress, and emerging classroom needs.

Teacher creativity is equally important because diverse classrooms require more than the routine use of a single instructional approach. Lacaste et al. (2024), in a mixed-method study involving 337 elementary and secondary teachers in the Philippines, found that creative self-beliefs and confidence were associated with creative teaching practices. Their findings suggest that teachers' capacity to generate and use varied instructional approaches is strengthened when they are able to draw from experience, reflect on classroom situations, and confidently adapt teaching to the learners before them.

Within the Philippine context, recent studies also emphasize the competencies required for inclusive classroom practice. Raguindin and Li (2025) identified key competencies for Filipino teachers implementing inclusive education, including the ability to use responsive teaching strategies, individualize instruction, select or develop appropriate learning materials, use assessment to inform teaching, and employ creativity and critical thinking in instructional decisions. These competencies directly connect teacher decision-making with creativity because teachers must first understand learner needs and classroom conditions before selecting, modifying, or designing suitable learning activities.

Evidence from Cebu further demonstrates the practical demands placed on general education teachers. Gonzaga, Plan, and Aguipo (2024), in a study of 104 general education teachers from selected special education centers in Cebu Province, found that teachers generally perceived themselves as ready for inclusive education but continued to experience challenges related to resources, specialist support, facilities, and the need for stronger collaboration skills. Echavez et al. (2025) likewise reported instructional, learner-related, teacher-development, and external challenges among regular teachers in an inclusive classroom setting in Cebu. These findings provide regional support for examining how teachers exercise instructional judgment and creativity when classroom conditions require flexible and responsive teaching.

For the present study, learner diversity at South City Central School is approached broadly and does not assume the presence of particular disability diagnoses unless these are supported by official school records. The study therefore focuses on learners with diverse needs and on the classroom decisions teachers make in planning, implementing, modifying, and designing activities that promote participation and learning. This framing allows the investigation to remain consistent with the actual scope of the study while avoiding unsupported assumptions about specific learner groups in the research locale.

Therefore, this study examined the extent of teacher decision-making and teacher creativity in designing classroom activities for learners with diverse needs in inclusive classrooms at South City Central School during School Year 2025–2026. The findings served as the basis for an Action Plan focused on the lower-rated indicators identified in the study, particularly areas requiring stronger participation in instructional planning, greater use of innovative learning tasks, and further development of original and engaging instructional materials and activities.

Theories and Legal Bases

This study is anchored on the principles of Constructivist Learning Theory (Lev Vygotsky, 1978), Decision-Making Theory (Herbert A. Simon, 1977), and the Theory of Multiple Intelligences (Howard Gardner, 1983), which collectively provide a framework for understanding teacher decision-making and creativity in designing classroom activities in inclusive classrooms. These theories emphasize socially mediated learning, informed instructional choices, and recognition of diverse learner strengths.

In addition to these theoretical foundations, the study is guided by major Philippine policies and laws supporting equitable and inclusive basic education. DepEd Order No. 72, s. 2009 promotes inclusive education as a strategy for increasing the participation of children in regular or inclusive classroom settings. Republic Act No. 7277, or the Magna Carta for Persons with Disability, protects the rights of persons with disabilities, including access to education. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, provides the broader K to 12 basic education framework and emphasizes a learner-centered, inclusive, and developmentally appropriate curriculum. Republic Act No. 11650, approved in 2022, provides the more specific national policy on inclusion and services for learners with disabilities and establishes mechanisms for support through Inclusive Learning Resource Centers. Together, these legal bases support teachers'

responsibility to make responsive instructional decisions and design classroom activities that address learner diversity.

Constructivist Learning Theory (Lev Vygotsky, 1978) emphasizes that learning is an active, social, and constructive process in which learners build knowledge through interaction with others, learning tasks, and their environment. Central to this theory is the Zone of Proximal Development (ZPD), which refers to the gap between what learners can accomplish independently and what they can achieve with guidance. Learning becomes most effective when instruction is situated within this zone through appropriate scaffolding and support. In this view, the teacher is not merely a transmitter of knowledge but a facilitator who designs meaningful learning experiences that promote interaction, engagement, and cognitive development.

In inclusive classrooms, this perspective becomes highly significant because learners demonstrate diverse abilities, learning styles, and developmental needs. Teachers are therefore required to design learning activities that allow all students to participate meaningfully despite these differences. Within this context, social interaction, peer learning, and guided instruction become essential strategies for addressing varied learner needs and ensuring equitable participation.

Applying this theory to classroom practice, teacher decision-making involves identifying appropriate instructional strategies that match learners' readiness levels and developmental needs. Teachers must decide how to group learners, what level of support to provide, and how to adjust tasks so that learning remains both accessible and challenging. The concept of ZPD serves as a practical guide in ensuring that classroom activities are neither too simple nor too difficult for learners.

Similarly, teacher creativity in designing classroom activities is strongly grounded in constructivist principles. Since learners construct knowledge differently, teachers are expected to design flexible, interactive, and differentiated learning tasks. Creativity is reflected in the use of collaborative activities, visual and hands-on materials, differentiated outputs, and scaffolded tasks that gradually promote learner independence while maintaining engagement and learning continuity.

Supporting this view, Sanahuja et al. (2020) found that inclusive and participatory classroom practices enhance student engagement and collaboration, reinforcing the importance of teacher-facilitated social learning. Likewise, Rahmi (2020) emphasized that teachers in inclusive settings use creative strategies such as differentiated instruction and hands-on learning to address the needs of learners with special needs. Elmarakbi et al. (2023) further highlighted that creative, multi-sensory, and flexible instructional designs improve engagement among learners with autism, showing that creativity is essential in addressing complex learning needs.

Unciti and Palau (2023) stressed that teacher decision-making relies on structured processes that include assessing learner needs, selecting strategies, and adjusting instruction accordingly. This supports the present study by showing that effective instructional planning requires deliberate and informed choices. Similarly, Shauli et al. (2023) found that teachers continuously adapt decisions in response to classroom challenges, reflecting the dynamic and responsive nature of teaching in inclusive settings.

Geurts et al. (2024) further added that involving learners in instructional decisions enhances engagement and autonomy, reinforcing the constructivist idea that learning is socially co-constructed. Together, these studies affirm that teacher decision-making and creativity are essential and interconnected components of effective inclusive instruction.

In relation to teachers' creativity in designing classroom activities, Decision-Making Theory suggests that creativity is not separate from decision-making but is embedded within it. Since teachers operate under constraints such as limited time, diverse learner needs, and varying classroom resources, they are required to innovate in order to produce workable instructional solutions. Creative strategies—such as modifying tasks, integrating technology, and designing differentiated activities—emerge from the teacher's continuous process of analyzing classroom situations, evaluating alternatives, and selecting appropriate responses.

This reflects Simon's view that decision-making is both rational and adaptive, requiring a balance between ideal instructional goals and what is realistically achievable in practice.

In this sense, creativity becomes a practical outcome of bounded rationality rather than a purely artistic or spontaneous act. Teachers are not simply choosing between fixed options; instead, they actively construct solutions that respond to evolving classroom demands. In inclusive education, this is particularly evident as teachers adjust lessons to accommodate learners with different abilities, ensuring that instruction remains accessible and engaging for all.

Decision-Making Theory (Herbert A. Simon, 1977) emphasizes that decision-making follows a structured process involving problem identification, evaluation of alternatives, and selection of the most feasible action within constraints of time, knowledge, and resources. Simon's concept of bounded rationality explains that individuals aim for rational decisions but must settle for satisfactory solutions due to real-world limitations. In inclusive classrooms, this theory provides a clear lens for understanding how teachers plan, implement, and adapt instructional activities while responding to the diverse needs of learners (Villa & Thousand, 2021).

Bovill (2020) emphasized the value of co-creation in education, where learners are involved in shaping classroom activities. This participatory approach supports teacher decision-making by incorporating student perspectives, resulting in more responsive and inclusive instructional choices. It also reinforces the idea that decision-making is enhanced through collaboration rather than being a purely teacher-centered process.

Villa and Thousand (2021) further provided a checklist of best practices in inclusive education, underscoring that teachers must make systematic and context-sensitive decisions in lesson planning, classroom management, and activity adaptation. Their work highlights that effective decision-making requires balancing curriculum expectations, learner diversity, and available instructional resources, aligning strongly with Simon's bounded rationality framework.

Larios and Zetlin (2023) identified that teachers often experience uncertainty when addressing diverse learner needs, particularly in inclusive settings where preparedness and support may vary. This highlights the complexity of instructional decision-making and reinforces the need for adaptive strategies, consistent with Simon's view that decisions are made under incomplete information and practical constraints.

Samsudin (2021) found that teachers frequently evaluate multiple instructional approaches in real time and adjust strategies based on learner engagement and classroom dynamics. This supports the present study by showing that teacher decision-making is an ongoing and flexible process that blends theoretical knowledge with practical classroom judgment.

Rege (2025) demonstrated that in art education for learners with disabilities, teacher decisions in lesson design significantly influence creativity, engagement, and inclusivity. This reinforces the idea that instructional creativity is directly shaped by the quality of decisions teachers make in adapting content and learning experiences.

Similarly, Rahmawati et al. (2022) highlighted that teachers implementing STEAM-based learning must continuously make strategic decisions to balance curriculum demands with learner participation. Their findings show that creative instructional design emerges from deliberate decision-making processes that operate within real-world classroom constraints.

The Theory of Multiple Intelligences (Howard Gardner, 1983) posits that intelligence is not a single, fixed attribute measured solely through IQ, but a set of distinct modalities through which individuals process information, learn, and demonstrate understanding. Gardner identified multiple intelligences—linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic—emphasizing that learners possess varying strengths that shape how they engage with and comprehend content. This perspective challenges uniform instruction and underscores the importance of differentiated and inclusive teaching approaches.

In inclusive classrooms, this theory becomes particularly significant because learners demonstrate diverse cognitive, social, and emotional profiles. Teachers are therefore required to recognize these differences and design instructional activities that allow multiple pathways for learning. This ensures that students are not restricted by a single mode of instruction but are given opportunities to engage and demonstrate understanding based on their strengths.

In relation to teacher decision-making in planning and implementing classroom activities, the theory provides a clear basis for instructional choices. Teachers must determine how lessons are structured, what materials are used, and what learning tasks are appropriate for different learners. For example, spatial learners may benefit from diagrams and visual organizers, bodily-kinesthetic learners from hands-on tasks, interpersonal learners from group work, and musical learners from rhythm or sound-based activities. These decisions reflect the teacher's ability to match instructional strategies with learner diversity in a purposeful and systematic way.

At the same time, the theory strongly highlights the role of creativity in instructional design. Teachers cannot rely on a single traditional method; instead, they must develop flexible, multi-modal, and differentiated activities that allow learners to engage meaningfully. Creativity is demonstrated when teachers design varied learning experiences within a single lesson—such as combining reading tasks, experiments, modeling activities, and creative outputs like storytelling, drawing, or composing—each aligned with different intelligences.

Kim (2024) found that teachers who understand learner differences can effectively integrate artificial intelligence tools to personalize instruction, showing that awareness of multiple intelligences enhances creative teaching practices. Similarly, Phillips et al. (2023) emphasized that collaborative and distributed leadership structures support teachers in designing innovative and differentiated instructional strategies, reinforcing the importance of recognizing learner diversity in decision-making.

Marschall et al. (2025) further revealed that teachers' awareness of students' cognitive strengths directly influences lesson planning and activity design, supporting the idea that instructional decisions are shaped by learner variability. Ramírez-Montoya et al. (2021) also highlighted that Education 4.0 requires teachers to design innovative lessons that accommodate diverse learner profiles, aligning with the need for creativity in inclusive instruction.

Alam (2022) demonstrated that integrating robotics and programming in early childhood education allows teachers to address multiple intelligences such as spatial, logical-mathematical, and bodily-kinesthetic abilities, showing how creative instructional design enhances engagement and learning. Meanwhile, Deroncele-Acosta and Ellis (2024) found that teachers who consider individual learner strengths are more effective in engaging diverse students, reinforcing the importance of differentiated and inclusive strategies.

Taken together, these studies affirm that recognizing multiple intelligences directly influences both teacher decision-making and creativity. Instructional planning becomes more intentional, while classroom activities become more flexible, engaging, and inclusive when aligned with diverse learner strengths.

In conclusion, the Theory of Multiple Intelligences (Gardner, 1983), together with Constructivist Learning Theory and Decision-Making Theory, provides a comprehensive framework for understanding teaching in inclusive classrooms. While constructivism explains how learners actively build knowledge through social interaction, Decision-Making Theory clarifies how teachers make instructional choices under constraints, and Multiple Intelligences Theory highlights the need to address learner diversity through differentiated instruction.

Collectively, these theories show that effective inclusive teaching requires both sound judgment and instructional creativity. Teachers must make informed decisions based on learner needs while designing flexible, multi-modal, and engaging activities that allow all students to participate meaningfully. This integration of perspectives supports the present study by emphasizing that the extent of teacher decision-making and creativity is essential in promoting equitable, inclusive, and effective learning environments.

DepEd Order No. 72, s. 2009 institutionalizes inclusive education in Philippine schools, emphasizing that learners with disabilities, special learning needs, or other barriers to education must be provided equitable access to quality basic education. It mandates schools to develop policies, programs, and support mechanisms that promote differentiated instruction and ensure meaningful participation of all learners in classroom activities. It also promotes collaboration among teachers, school administrators, parents, and specialists in creating responsive learning environments that address learner diversity. This policy reflects the national commitment to equity and access, reinforcing that inclusive education is a shared responsibility within the school system.

In classroom practice, this legal framework directly supports teacher decision-making and creativity in designing inclusive learning activities. Teachers are expected to assess learner needs, identify appropriate instructional strategies, and implement differentiated or scaffolded tasks that ensure participation of all students. For instance, teachers may design tiered activities, modify instructional materials, or provide learning supports to accommodate varying abilities. In this way, DepEd Order No. 72 empowers teachers to exercise professional judgment and adopt creative instructional approaches that promote inclusive and equitable learning experiences.

Republic Act No. 7277, or the Magna Carta for Disabled Persons, strengthens this commitment by safeguarding the rights of persons with disabilities (PWDs) and ensuring their full participation in society, including access to education. It mandates both public and private institutions to provide reasonable accommodations, necessary support services, and accessible learning environments. The law further emphasizes the responsibility of educators to uphold dignity, eliminate barriers to learning, and promote inclusive practices that respect individual differences and capabilities.

In relation to classroom implementation, RA 7277 reinforces the role of teachers in making informed instructional decisions that address the specific needs of learners with disabilities. Teachers are encouraged and legally supported to modify lessons, adapt teaching strategies, and design creative interventions that remove barriers to learning. This may include the use of assistive technologies, visual supports, simplified materials, or differentiated tasks depending on learner needs. As such, the law strengthens teachers' authority to exercise professional judgment while promoting innovative and responsive instructional practices.

Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, further advances inclusive education by strengthening the Philippine basic education system through a learner-centered and competency-based curriculum. It recognizes the diversity of learners and promotes flexible teaching strategies, differentiated instruction, and appropriate support systems that respond to varying developmental needs. The law emphasizes quality, relevance, and inclusivity in education, ensuring that instruction is aligned with learners' abilities and real-life contexts.

In classroom practice, RA 10533 has a direct influence on teachers' decision-making and creativity in designing instructional activities. Teachers are guided to plan developmentally appropriate lessons, assess learner differences, and implement varied instructional approaches such as collaborative learning, multi-modal strategies, and scaffolded tasks. These practices ensure that learners are actively engaged and able to demonstrate understanding in multiple ways. The law therefore supports teachers in exercising both pedagogical judgment and instructional creativity in delivering inclusive education.

Republic Act No. 11650, or the Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act, provides the most specific legal mandate among these laws for the inclusion of learners with disabilities. It strengthens the provision of appropriate support services and establishes Inclusive Learning Resource Centers to help schools respond to learner needs. In relation to the present study, the law reinforces the need for teachers to make informed instructional decisions, coordinate appropriate support, and design or adapt classroom activities so that learners with disabilities can participate meaningfully in regular learning environments.

In conclusion, DepEd Order No. 72, s. 2009, Republic Act No. 7277, Republic Act No. 10533, and Republic Act No. 11650 provide complementary legal support for inclusive classroom practice. DepEd Order No. 72

promotes participation through inclusive education; RA 7277 protects the educational rights of persons with disabilities; RA 10533 establishes the broader learner-centered K to 12 basic education framework; and RA 11650 specifically institutionalizes inclusion and services for learners with disabilities. Their functions are therefore related but distinct, and together they support accessible, responsive, and equitable learning opportunities.

Together, these legal bases reinforce the critical role of teachers in inclusive education. They establish both the mandate and responsibility for educators to exercise sound decision-making, professional judgment, and instructional creativity in planning and implementing classroom activities. Ultimately, these laws support the development of inclusive, responsive, and equitable learning environments where all learners are given meaningful opportunities to participate and succeed.

Significance of the Study

This study serves as a basis to support different stakeholders in inclusive education, particularly in addressing the needs of learners with exceptionalities. It is beneficial to the following: the Department of Education, school administrators, teachers, learners with diverse needs, the researcher, and future researchers.

Objectives of the Study

This study examined the extent of general education teachers' decision-making and their creativity in designing classroom activities for learners with diverse needs in inclusive classrooms at South City Central School, Toledo City Division, during School Year 2025–2026.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

   1.1 age,
   1.2 educational attainment,
   1.3 years of teaching experience,
   1.4 teaching position,

   1.5 total number of learners in inclusive classrooms, and

   1.6 related trainings and seminars attended on planning, designing and implementing activities in inclusive education?

2. What is the extent of teachers' decision-making in planning and implementing classroom activities for learners with diverse needs?

3. What is the extent of teachers' creativity in designing classroom activities in inclusive classrooms?

4. Is there a significant relationship between teachers' decision-making and creativity in designing classroom activities in inclusive classrooms?

5. Based on the findings, what Action Plan can be proposed to support teachers in improving decision-making and enhancing creativity in designing classroom activities?

Statement of Null Hypothesis

Based on the objectives of the study, the null hypothesis was tested at the 0.05 level of significance:

H0. There is no significant relationship between teachers' decision-making and creativity in designing classroom activities in inclusive classrooms.

RESEARCH METHODOLOGY

This section of the study presented the research design, the process for selecting teacher-respondents, and the description of the research setting. It details the methodology, including the instruments and procedures used for data collection, such as validated questionnaires, as well as ethical considerations like obtaining informed consent and maintaining respondent confidentiality. Additionally, it outlines the statistical techniques and procedures applied to analyze the data, ensuring the accuracy, reliability, and validity of the findings. This approach provides meaningful insights into the extent of teacher decision-making and creativity in designing classroom activities within inclusive classrooms.

Research Design

This study utilized a descriptive–correlational research design, which described the extent of teacher decision-making and creativity in designing classroom activities, and examined the relationship between these two variables in inclusive classrooms at South City Central School during the school year 2025–2026. According to Creswell (2020), correlational research is appropriate for exploring relationships among variables without manipulating them, making it suitable for studies where direct intervention is not possible or ethical.

This design was appropriate for the study because it determined whether a significant relationship existed between the extent of teachers' decision-making and their creativity in designing classroom activities. Using this approach, the study assessed how teachers made instructional choices, adapted learning tasks, and implemented creative strategies for diverse learners without manipulating the variables.

Environment

The study was conducted at South City Central School, Toledo City, which served as the research environment for examining teachers' decision-making and creativity in designing classroom activities for learners with diverse needs. The school provided an appropriate setting because the study focused on the actual instructional decisions and classroom practices of its general education teachers. The research environment was described only in relation to the scope of the study and did not assume the presence of specific disability categories unless supported by official school records.

Instrument

The research instrument was a structured questionnaire used to gather data on the respondents' demographic profile, teacher decision-making, and creativity in designing classroom activities for learners with diverse needs in inclusive classrooms. The instrument drew on related literature and measures discussed by Burić and Frenzel (2021), Gilmour and Wehby (2020), Bereczki and Kárpáti (2018), and Henriksen, Mishra, and Fisser (2016) in developing indicators relevant to instructional decision-making and creativity.

Before final administration, the instrument underwent content validation to establish the clarity, relevance, and appropriateness of the items. It was also pilot-tested with teachers outside the study locale to examine the clarity and consistency of the questionnaire. Necessary revisions were incorporated before the instrument was administered to the respondents.

The questionnaire was divided into three parts.

Part I. It gathered demographic information on age, educational attainment, years of teaching experience, teaching position, total number of learners in inclusive classrooms, and related trainings and seminars attended on planning, designing, and implementing activities in inclusive education.

Part II. It measured teachers' decision-making in planning and implementing classroom activities for learners with diverse needs, focusing on autonomy, flexibility, instructional judgment, and classroom adaptation.

Part III. It measured teachers' creativity in designing classroom activities in inclusive classrooms, including the use of varied strategies, differentiated activities, real-life integration, and active learning approaches. Parts II and III used a four-point Likert scale from Strongly Agree to Strongly Disagree.

Data Gathering Procedure

Preliminary Stage. The researcher began the study by securing formal approval from the principal of South City Central School through a transmittal letter. After approval was granted, coordination was made with the appropriate school personnel regarding the administration of the questionnaire to the 45 teacher-respondents. The purpose and procedures of the study were explained to the participants, including the voluntary nature of participation, confidentiality of responses, and their right to decline or withdraw without penalty. Informed consent was obtained before data collection.

Data Gathering Stage. The researcher administered the printed questionnaire to the 45 teacher-respondents. The instructions were explained clearly, and respondents were given sufficient time to complete the instrument without disrupting their teaching responsibilities. Completed questionnaires were retrieved and handled confidentially for subsequent checking, encoding, and analysis.

Post-Data Gathering Stage. After the questionnaires were collected, the researcher checked the responses for completeness and organized the data for encoding and statistical analysis. The responses were then subjected to the appropriate statistical treatments to describe the respondents' profile, determine the extent of teacher decision-making and creativity, and examine the significant relationship between the variables. Confidentiality and ethical handling of the data were maintained throughout the process.

Statistical Treatment

Frequency Count. Frequency count was employed to determine the number of teacher-respondents belonging to each category of the demographic profile in terms of age, educational attainment, years of teaching experience, teaching position, total number of learners in inclusive classrooms, and related trainings and seminars attended. It provided the actual distribution of the 45 teacher-respondents according to their personal and professional characteristics and classroom context.

Percentage. Percentage was used to determine the proportion of teacher-respondents represented by each category of the demographic profile. It complemented the frequency count by showing the relative distribution of the 45 respondents in terms of age, educational attainment, years of teaching experience, teaching position, total number of learners in inclusive classrooms, and related trainings and seminars attended.

Weighted Mean. Weighted mean was used to determine the extent of teachers' decision-making in planning and implementing classroom activities and the extent of teachers' creativity in designing these activities. It summarized the respondents' ratings for each indicator using the four-point Likert scale and provided the basis for determining the overall extent of the two variables investigated in the study.

Standard Deviation. Standard deviation was used to describe the variability and consistency of the respondents' ratings in relation to the computed mean scores. For the overall values of teacher decision-making and creativity, each respondent's composite mean score across the 10 indicators was first computed. The sample standard deviation ($n - 1$) of the 45 respondent-level composite mean scores was then calculated.

Pearson Product-Moment Correlation Coefficient. Pearson Product-Moment Correlation Coefficient was applied to determine whether a significant relationship existed between teachers' decision-making and their creativity in designing classroom activities. Pearson r was computed using the 45 paired respondent-level composite mean scores for the two variables.

Ethical Consideration

The study observed appropriate ethical principles throughout the research process to protect the rights, privacy, dignity, and welfare of the 45 teacher-respondents of South City Central School. Prior to the conduct of the

study, the researcher secured permission from the appropriate school authorities. The purpose, significance, and procedures of the study were clearly communicated to ensure proper coordination and compliance with established research protocols.

Informed Consent. Informed consent was secured from the teacher-respondents before the administration of the research instrument. The respondents were informed about the purpose of the study, the nature of their participation, and the manner in which the information gathered would be used. They were given an opportunity to understand the study before deciding whether to participate.

Voluntary Participation. Participation in the study was voluntary. The teacher-respondents were not forced, pressured, or unduly influenced to participate or provide particular responses. They were informed that they could decline to participate or withdraw from the study without penalty or adverse consequences.

Privacy and Confidentiality. The researcher maintained the privacy and confidentiality of the information provided by the respondents. Personal information that could directly identify individual teachers was not disclosed in the presentation, analysis, and interpretation of the findings. Responses were reported collectively and were used solely for legitimate academic and research purposes.

Anonymity of the Respondents. The identities of the teacher-respondents were protected throughout the study. Individual names were not presented in the statistical tables, discussion of findings, conclusions, or recommendations. The results were not used to identify, rank, or evaluate individual teachers based on their decision-making or creativity in designing classroom activities.

Data Protection. The accomplished questionnaires and encoded data were handled responsibly and securely. Access to the gathered information was limited to purposes directly related to the conduct, analysis, and completion of the study. The researcher exercised appropriate care in organizing, storing, processing, and reporting the information provided by the respondents.

Research Integrity. The researcher observed honesty, objectivity, and accuracy in gathering, processing, analyzing, interpreting, and reporting the data. The respondents' answers were recorded and analyzed without deliberate alteration or manipulation. Sources and ideas used in the study were properly acknowledged, and the conclusions and recommendations were based on the findings generated from the data.

RESULTS AND DISCUSSION

This chapter presented, analyzed, and interpreted the data gathered for the study. The discussion followed the sequence of the research questions and was supported with tables to clearly present the results.

Demographic Profile

This part of the study described the respondents based on their demographic characteristics. It provided background information necessary for a clearer interpretation of the succeeding data presentations.

Age

This part of the study presented the respondents according to their age. It provided a basic profile of the participants in terms of their demographic distribution

Table 2 Age of the Respondents

Age	f	%
Below 25 years	1	2.22
25–34 years	9	20.00
35–44 years	16	35.56
45–54 years	12	26.67
55 years and above	7	15.56
Total	**45**	**100.00**

Table 2 presented the age distribution of the respondents. The distribution covered five age brackets, reflecting the workforce composition in terms of professional stage and teaching experience.

The results showed that the highest proportion of respondents belonged to the 35–44 years age group, with 16 teachers or 35.56%. This was followed by those aged 45–54 years, comprising 12 teachers or 26.67%. The 25–34 years group accounted for 9 respondents or 20.00%, while the 55 years and above category had 7 respondents or 15.56%. The smallest group was the below 25 years category, with only 1 respondent or 2.22%.

The distribution indicated that the teaching workforce was largely concentrated in the middle-age brackets, particularly between 35 and 54 years old. This suggests that most respondents were already well into their professional careers, carrying substantial classroom experience and exposure to varied instructional situations. Such a composition often reflects a stable teaching workforce where instructional practices are shaped by long-term engagement with learners and school-based responsibilities.

The relatively smaller proportion of younger teachers suggests limited entry of new educators into the system, while the presence of older teachers shows continued retention of experienced personnel nearing the later stages of their careers. This mix creates a professional environment where established teaching practices are likely dominant, while newer approaches may depend on continuous upskilling and exposure to emerging educational tools.

From a practical standpoint, this age structure suggests that instructional practices are likely grounded in experience-driven strategies, with gradual integration of new pedagogical innovations. In modern inclusive education contexts, this becomes particularly relevant as adaptation to diverse learner needs increasingly requires openness to emerging tools and methods.

This interpretation aligns with Fitas (2025), who emphasized that inclusive education is increasingly supported by artificial intelligence tools that assist teachers in addressing learner diversity and language barriers. However, the effective use of such innovations depends heavily on teachers' willingness and capacity to adapt, which is often influenced by professional stage and exposure to new technologies. In this sense, a predominantly mid-career workforce may require targeted support to fully integrate AI-assisted strategies into inclusive classroom practices.

Viewed through Constructivist Learning Theory (Vygotsky, 1978), the dominance of mid-career teachers suggests a strong foundation for scaffolding learning based on accumulated classroom experience, while still requiring continuous engagement with new instructional tools to remain responsive to diverse learners. In relation to Decision-Making Theory (Simon, 1977), the age profile indicates that instructional decisions are likely shaped by experience-based judgment, where teachers rely on established routines while gradually incorporating newer strategies as they become familiar with them.

Aligned with Gardner's Theory of Multiple Intelligences (1983), the exposure of mid-career teachers to a wide range of learners over time may strengthen their ability to recognize different intelligences, although effective application still depends on ongoing professional development and access to innovative instructional support such as AI-based tools.

Educational Attainment

This part of the study presented the educational attainment of the respondents. It described their highest academic qualifications and provided insight into their professional preparation.

Table 3 Educational Attainment		
Educational Attainment	**f**	**%**
Bachelor's Degree	35	77.78
Master's Degree	8	17.78
Doctorate Degree	2	4.44
Total	**45**	**100.00**

Table 3 presented the educational attainment profile of the respondents. The distribution provided insight into the academic qualifications of teachers, which reflects their level of formal preparation for instructional delivery and classroom management.

The findings showed that the majority of respondents held a Bachelor's Degree, with 35 teachers or 77.78%. This was followed by those with a Master's Degree, comprising 8 respondents or 17.78%. A small proportion of the respondents held a Doctorate Degree, with 2 teachers or 4.44%.

The results indicate that most of the teaching workforce was composed of professionally licensed educators whose highest qualification remained at the undergraduate level. This suggests that instructional practices in the school are largely grounded in foundational teacher education, with a smaller segment having pursued advanced academic specialization. The presence of graduate and doctoral degree holders, although limited, indicates some level of advanced expertise that may contribute to mentoring, instructional leadership, and deeper curriculum understanding within the school.

The relatively small number of doctorate degree holders suggests that highly specialized academic preparation is still limited among the respondents. However, the presence of graduate-level teachers may still support instructional improvement through shared expertise and professional collaboration.

In practical terms, this distribution implies that while teachers generally possess the minimum required qualifications for teaching, the depth of preparation for handling increasingly diverse and inclusive classrooms may vary. This becomes particularly important in inclusive education settings where teachers are expected to address wide-ranging learner needs using differentiated and responsive instructional strategies.

This interpretation aligns with Larios and Zetlin (2023), who emphasized that preparing teachers for inclusive classrooms remains a persistent challenge, particularly in ensuring that all educators are adequately equipped to teach diverse learners effectively. Their study highlighted that gaps in teacher preparation can influence instructional quality, especially when teachers are expected to manage varied learning needs without sufficient specialized training or support.

From the perspective of Constructivist Learning Theory (Vygotsky, 1978), the predominance of bachelor's degree holders suggests that classroom practices are likely rooted in foundational pedagogical knowledge, where learning is facilitated through guided interaction and experience-based teaching rather than highly specialized instructional approaches.

In relation to Decision-Making Theory (Simon, 1977), differences in educational attainment may influence how teachers interpret classroom situations and select instructional strategies, with more advanced qualifications potentially supporting more informed and reflective decision-making processes in handling diverse learners.

Aligned with Gardner's Theory of Multiple Intelligences (1983), the variation in academic qualifications may influence teachers' ability to design differentiated instruction that responds to the diverse strengths, abilities, and learning preferences of learners. Teachers with broader academic preparation and relevant professional knowledge may be better equipped to recognize individual differences and select varied instructional strategies, materials, and classroom activities that provide multiple opportunities for learner participation. This becomes particularly important in inclusive classroom environments, where teachers are expected to make appropriate instructional decisions and creatively adapt learning experiences to address the diverse and complex educational needs of learners.

Years of Teaching Experience

This part of the study presented the respondents' length of teaching experience. It reflected the duration of their service in the teaching profession.

Table 4 Years of Teaching Experience		
Years of Teaching Experience	**f**	**%**
Less than 1 year	1	2.22
1–5 years	14	31.11
6–10 years	16	35.56
11–15 years	11	24.44
16–20 years	2	4.44
More than 20 years	1	2.22
Total	45	100.00

Table 4 presented the years of teaching experience of the respondents in the second school setting. The distribution reflected the length of service of teachers, which is closely associated with their exposure to classroom realities, instructional refinement, and familiarity with diverse learner needs.

The results showed that the largest group of respondents belonged to the 6–10 years of teaching experience bracket, with 16 teachers or 35.56%. This was closely followed by those with 1–5 years of experience, comprising 14 respondents or 31.11%. Teachers with 11–15 years of experience accounted for 11 respondents or 24.44%. Meanwhile, those with 16–20 years of experience were only 2 or 4.44%, while both the less than 1 year and more than 20 years categories recorded 1 respondent each or 2.22%.

The distribution indicates that the teaching workforce was largely composed of mid-career professionals, particularly those within the 1–10-year range. This suggests that most teachers were still in the process of strengthening their instructional competence while already having sufficient classroom exposure to manage everyday teaching demands. The presence of teachers in the 11–15-year bracket further reflects a stable group of educators with more established classroom routines and instructional confidence.

The relatively small proportion of both novice and highly experienced teachers suggests limited representation at the early and late stages of the teaching career cycle. This implies that the instructional environment is primarily shaped by teachers who are still building long-term pedagogical mastery while actively engaging in classroom practice.

In practical terms, this experience profile suggests a workforce that is adaptable and open to instructional improvement, particularly in integrating new strategies that respond to evolving learner needs. However, it may also indicate a need for structured support in handling more complex instructional challenges that arise in diverse classrooms.

This interpretation is reinforced by Harrison (2023), who emphasized that inclusive learning environments benefit when teachers are exposed to structured, engaging, and innovative instructional experiences that strengthen their ability to support learners with disabilities and neurological differences. The study highlights that teaching experience becomes more meaningful when combined with active engagement in inclusive and interactive learning practices that enhance instructional responsiveness.

From the perspective of Constructivist Learning Theory (Vygotsky, 1978), the predominance of mid-level experience suggests that teachers are continuously constructing their instructional knowledge through classroom interaction and lived teaching experiences, which strengthens their ability to support learner development over time.

In relation to Decision-Making Theory (Simon, 1977), the distribution suggests that instructional decisions are shaped by developing professional judgment, where teachers increasingly rely on accumulated experience to make classroom-based choices that address learner diversity and instructional demands.

Aligned with Gardner's Theory of Multiple Intelligences (1983), the variation in teaching experience implies differences in how teachers perceive and respond to learner diversity, particularly in recognizing multiple learning styles and adapting instruction to support varied cognitive strengths in inclusive classroom settings. Teachers with longer classroom experience may have encountered a wider range of learner characteristics and

instructional situations, allowing them to develop practical approaches for adjusting activities according to learners' needs and abilities.

Teaching Position

This part of the study presented the current teaching positions of the respondents. It described their roles and designations within their respective schools.

Table 5 Teaching Position		
Teaching Position	**f**	**%**
Teacher I	7	15.6
Teacher II	9	20
Teacher III	21	46.7
Master Teacher I	5	11.1
Master Teacher II	3	6.67
Total	**45**	**100.00**

Table 5 presented the teaching positions of the respondents in the second school context. The distribution described the professional roles occupied by teachers, which reflects levels of responsibility, instructional authority, and leadership involvement within the school organization.

A clear pattern emerged from the data, showing that the majority of respondents were Teacher I with 7 individuals or 15.6%, Teacher II with 9 individuals or 20%, and 21-Teacher III or 46.7%. These classroom teachers indicate that most of the respondents were directly involved in day-to-day instruction and classroom management. Their role is primarily centered on delivering lessons, assessing learner performance, and implementing instructional strategies for diverse learners.

In contrast, there were 5 of Master Teacher I or 11.1% and 3 of Master Teacher II or 6.67% positions, representing a smaller but significant group of instructional leaders. These teachers typically provide mentoring support, instructional supervision, and technical assistance to peers, contributing to the enhancement of teaching quality within the school.

The distribution suggests a workforce structure that is heavily classroom-centered, with instructional delivery primarily carried out by rank-and-file teachers. Leadership roles are present but limited in number, which may indicate a hierarchical but teacher-driven instructional environment. This setup places the bulk of instructional decision-making and classroom innovation in the hands of classroom teachers, who directly engage with learners on a daily basis.

This structure becomes particularly relevant in inclusive education settings, where classroom teachers carry the greatest responsibility in adapting instruction to meet diverse learner needs. The relatively smaller proportion of instructional leaders suggests that support and guidance are concentrated among a few individuals, making collaboration and mentoring essential for maintaining instructional quality.

This interpretation aligns with Harrison (2023), who emphasized that inclusive and interactive learning environments require strong instructional support systems that help teachers respond effectively to learners with disabilities and neurological differences. The study highlights that teacher effectiveness improves when classroom practitioners are supported by structured collaboration and shared instructional practices. From the perspective of Constructivist Learning Theory (Vygotsky, 1978), the dominance of classroom teachers reflects the central role of direct teacher-learner interaction in knowledge construction, where learning is shaped through guided instruction and social engagement within the classroom environment.

In relation to Decision-Making Theory (Simon, 1977), the structure suggests that most instructional decisions are made at the classroom level, where teachers exercise bounded but practical judgment in responding to

learner needs within existing institutional guidelines. Aligned with Gardner's Theory of Multiple Intelligences (1983), the distribution implies that classroom teachers play a critical role in recognizing and addressing diverse learner strengths, as they are the ones directly engaged in implementing differentiated instruction across varying learner profiles.

Number of Learners in the Classroom

This part of the study presented the number of learners handled by the respondents in their classrooms.

Table 6 Number of Learners in the Classrooms		
Number of Learners	**f**	**%**
30–39	12	26.67
40–49	18	40.00
50 and above	15	33.33
Total	**45**	**100.00**

Table 6 presented the number of learners handled by the respondents in their respective classrooms. The distribution described class size, which is a key factor influencing instructional delivery, classroom management, and the ability of teachers to respond to individual learner needs.

The results showed that the largest group of respondents handled 40–49 learners, with 18 teachers or 40.00%. This was followed by those managing 50 and above learners, comprising 15 respondents or 33.33%. Meanwhile, 12 respondents or 26.67% reported classroom sizes of 30–39 learners, which represented the smallest proportion.

The data clearly indicate that most teachers were handling large classes, with more than two-thirds of the respondents managing at least 40 learners. This reflects a teaching environment characterized by high learner-to-teacher ratios, where instructional attention must be distributed across many students simultaneously. The presence of classrooms with 50 or more learners further highlights the intensity of classroom demands placed on teachers.

Such large class sizes have direct implications for instructional quality, particularly in inclusive education contexts where learners may have different academic abilities, behavioral needs, and learning paces. Teachers in these settings are often required to rely on group-based instruction, structured routines, and time-efficient strategies rather than individualized support for each learner.

This finding aligns with Bongabong et al. (2023), who emphasized that inclusive classrooms are often challenged by real-life constraints such as large class sizes, diverse learner needs, and limited instructional resources. Their study highlighted that these conditions significantly affect how teachers manage instruction and respond to learner diversity, often requiring them to make rapid instructional adjustments while balancing multiple classrooms demands.

From the perspective of Constructivist Learning Theory (Vygotsky, 1978), large class sizes can limit the depth of teacher-learner interaction needed for effective scaffolding. However, they also encourage the use of collaborative learning strategies where students learn through peer interaction, which becomes essential in managing diverse learning needs within crowded classrooms.

In relation to Decision-Making Theory (Simon, 1977), the findings suggest that teachers operate under bounded rationality, where instructional decisions are shaped by constraints such as time pressure, workload, and class size. This often leads to the use of practical, efficient strategies rather than highly individualized instructional approaches.

Aligned with Gardner's Theory of Multiple Intelligences (1983), large class environments may limit the extent to which teachers can fully tailor instruction to multiple intelligences. Instead, teachers are more likely to

employ generalized and group-based strategies to accommodate diverse learners within manageable instructional frameworks. This situation emphasizes the need for flexible and creative classroom activities that allow teachers to address different learner strengths while maintaining effective instruction for the entire class.

Number of Trainings and Seminars in Inclusive Education

This part of the study presented the respondents' participation in trainings and seminars related to inclusive education. It indicated their level of professional development in inclusive practices.

Table 7 Number of Trainings and Seminars in Inclusive Education		
Number of Trainings	**f**	**%**
None	3	6.67
1–2	26	57.78
3–4	14	31.11
5 and above	2	4.44
Total	**45**	**100.00**

Table 7 presented the number of trainings and seminars attended by the respondents related to inclusive education. The distribution reflected the extent of teachers' exposure to professional development activities designed to strengthen competencies in handling diverse learners.

The findings showed that most respondents had attended 1–2 trainings, with 26 teachers or 57.78%. This was followed by those who participated in 3–4 trainings, comprising 14 respondents or 31.11%. A smaller group reported attending 5 and above trainings, with 2 respondents or 4.44%. Only 3 respondents or 6.67% indicated that they had no training in inclusive education.

The pattern suggests that while training exposure was generally present among teachers, it was largely at a basic to moderate level. The dominance of the 1–2 training category indicates that many teachers had only limited opportunities for sustained or advanced professional development in inclusive education practices. Meanwhile, the presence of teachers with 3–4 trainings suggest gradual improvement in specialization for a smaller segment of the workforce.

However, the low percentage of respondents with 5 or more trainings highlights a gap in continuous and intensive capacity-building. This may affect teachers' long-term readiness to consistently apply advanced inclusive strategies, particularly in addressing complex learner needs and implementing differentiated instruction at a deeper level.

The small proportion of teachers with no training suggests that awareness of inclusive education is relatively widespread, but not yet fully strengthened through continuous professional learning. This uneven distribution points to differences in how deeply teachers are prepared to handle increasingly complex classroom demands.

This finding is supported by Khazanchi and Khazanchi (2024), who emphasized that emerging tools such as generative artificial intelligence can enhance teacher preparation for inclusive classrooms by expanding access to instructional support, simulations, and adaptive learning resources. Their work highlighted that when teachers are exposed to innovative training systems, particularly AI-supported professional development, their capacity to design inclusive and differentiated instruction improves significantly. However, they also implied that without sustained and structured training opportunities, teachers may struggle to fully develop advanced competencies needed for inclusive education.

From the perspective of Constructivist Learning Theory (Vygotsky, 1978), the variation in training exposure suggests differences in how teachers construct understanding of inclusive practices. Teachers with more training opportunities are likely to build deeper conceptual and practical knowledge through guided learning experiences, while those with limited exposure may rely more on experiential learning within their classrooms.

In relation to Decision-Making Theory (Simon, 1977), the findings indicate that the quality and depth of teachers' instructional decisions are influenced by their level of professional development. Greater training exposure enhances teachers' ability to make informed, adaptive decisions, while limited training may constrain their confidence and flexibility in addressing diverse classroom needs.

Aligned with Gardner's Theory of Multiple Intelligences (1983), differences in training levels may affect teachers' capacity to design instruction that addresses varied learner intelligences. Teachers who have engaged in more extensive or innovative training are more likely to implement differentiated strategies that respond to multiple learning styles, while those with limited training may rely on more generalized instructional approaches. Continuous professional development may therefore provide teachers with additional knowledge, strategies, and practical techniques for creating activities that recognize and develop different learner strengths. Moreover, sustained exposure to inclusive education training may strengthen teachers' confidence and creativity in adapting classroom activities to meet the diverse learning needs of students in inclusive settings.

TEACHERS' DECISION-MAKING IN PLANNING AND IMPLEMENTING CLASSROOM ACTIVITIES FOR LEARNERS WITH DIVERSE NEEDS

This part of the study presented the extent of teachers' decision-making in planning and implementing classroom activities for learners with diverse needs.

Table 8 **Teachers' Decision-Making in Planning and Implementing Classroom Activities for Learners with Diverse Needs**

S/N	Indicators	WM	SD	Verbal Description
1	I have the freedom to choose appropriate teaching strategies that suit my students' needs.	3.44	0.50	Strongly Agree
2	I am involved in selecting suitable instructional materials for my lessons.	3.29	0.59	Strongly Agree
3	I decide on the pacing and sequence of lesson activities based on student readiness.	3.24	0.61	Agree
4	I adjust my classroom activities when I notice students are not responding effectively.	3.51	0.51	Strongly Agree
5	I plan creative classroom activities based on my professional judgment rather than a fixed script.	3.29	0.55	Strongly Agree
6	I am allowed to modify existing lesson plans to better support learners with diverse needs.	3.40	0.54	Strongly Agree
7	I choose assessment methods that best reflect my students' learning and progress.	3.36	0.57	Strongly Agree
8	I actively participate in curriculum discussions to enhance my instructional decisions.	3.11	0.65	Agree
9	I have the autonomy to integrate innovative learning tasks in my classroom activities.	3.20	0.63	Agree
10	I adjust my classroom activities based on learners' responses and progress during instruction.	3.44	0.50	Strongly Agree
	Aggregate Mean	3.33		
	Aggregate Standard Deviation		0.52	

Legend: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

Table 8 presented the teachers' decision-making in planning and implementing classroom activities for learners with diverse needs. The weighted means and item standard deviations were recomputed from the responses of the 45 teachers. In addition, the aggregate standard deviation was computed from each respondent's composite mean across the ten decision-making indicators rather than by averaging the individual item standard deviations.

The highest-rated indicator was "I adjust my classroom activities when I notice students are not responding effectively," which obtained a weighted mean of 3.50 and a standard deviation of 0.48, interpreted as Strongly Agree. Another highly rated indicator was "I have the freedom to choose appropriate teaching strategies that

suit my students' needs," with a weighted mean of 3.45 and a standard deviation of 0.52, also interpreted as Strongly Agree. These findings indicate that teachers reported a high extent of instructional decision-making in adapting classroom practices and selecting strategies responsive to learners' needs.

Other highly rated indicators included modifying existing lesson plans to better support learners with diverse needs (WM = 3.40, SD = 0.53), choosing assessment methods that reflect students' learning and progress (WM = 3.35, SD = 0.57), selecting suitable instructional materials (WM = 3.30, SD = 0.58), and planning creative classroom activities based on professional judgment (WM = 3.28, SD = 0.55). These indicators were interpreted as Strongly Agree and show that teachers exercised professional judgment in several classroom-level instructional decisions.

The indicator on deciding the pacing and sequence of lesson activities based on student readiness obtained a weighted mean of 3.24 and a standard deviation of 0.61 and was interpreted as Agree. This indicates that teachers generally considered learner readiness when organizing the pacing and sequence of instructional activities, although this practice was less strongly endorsed than several other decision-making indicators.

The two lower-rated entries were the indicator on integrating innovative learning tasks (WM = 3.20, SD = 0.62) and participation in curriculum discussions to enhance instructional decisions (WM = 3.10, SD = 0.65), both interpreted as Agree. These results suggest comparatively greater room for strengthening teachers' opportunities for instructional innovation and participation in curriculum-level discussions.

Overall, Table 8 yielded an aggregate mean of 3.33, interpreted as Strongly Agree, and an aggregate standard deviation of 0.52. The aggregate SD was recomputed from the 45 respondents' composite mean scores across the ten decision-making indicators using the sample standard deviation ($n - 1$). This provides the appropriate overall measure of dispersion because the variability is based on respondent-level composite scores rather than on an average of the individual item standard deviations. The results indicate a generally high extent of teacher decision-making, with comparatively lower ratings in curriculum participation and autonomy to integrate innovative learning tasks.

This finding is supported by Debasu and Yitayew (2024), who emphasized that the creation of inclusive learning environments depends heavily on teachers' capacity to design, adapt, and manage instruction within classroom settings. Their review highlighted that effective inclusion is largely shaped by practical classroom-level decisions, particularly in modifying instruction and responding to learner diversity.

Similarly, Alsudairy (2024) highlighted that professional development programs focused on collaboration and co-teaching significantly enhance teachers' instructional flexibility and decision-making skills. The study emphasized that when teachers are supported through structured training and collaborative practices, they become more effective in adjusting instruction and responding to diverse learner needs, which aligns with the high levels of classroom-based decision-making observed in this study.

From the perspective of Constructivist Learning Theory (Vygotsky, 1978), the findings reflect the active role of teachers in constructing learning environments through responsive instructional decisions. The strong agreement across most indicators suggests that learning is continuously shaped through interaction, adaptation, and contextual responsiveness.

In relation to Decision-Making Theory (Simon, 1977), the results reflect the principle of bounded rationality, which suggests that individuals make decisions based on the information, resources, experiences, and constraints available to them rather than continuously seeking an ideal solution. Within the classroom context, teachers are often required to make immediate and practical decisions while considering learners' needs, available instructional materials, curriculum expectations, time limitations, and existing classroom conditions. The findings indicate that teachers are capable of making effective and timely instructional decisions within these realities, particularly in adapting teaching strategies, modifying lesson plans, selecting appropriate assessment methods, and making necessary adjustments to classroom activities to address learners' diverse needs.

At the same time, the findings indicate that teachers' decision-making is more evident in areas directly within their classroom responsibilities than in broader curriculum planning and institutional decision-making. This suggests that while teachers exercise considerable professional judgment in managing instruction and responding to learners, opportunities to contribute to decisions beyond the classroom may remain comparatively limited. Such a pattern is consistent with Simon's view that decision-making occurs within organizational structures that shape the range of choices and opportunities available to individuals.

Aligned with Gardner's Theory of Multiple Intelligences (1983), the findings further suggest that teachers are actively responding to differences among learners through flexible instructional strategies, modifications of classroom activities, and varied approaches to assessment. Recognizing that learners may demonstrate different strengths and ways of processing information requires teachers to move beyond a single approach to instruction and provide learning experiences that offer varied opportunities for participation and understanding.

Teachers' Creativity In Designing Classroom Activities In Inclusive Classrooms

This part of the study presented the extent of teachers' creativity in designing classroom activities in inclusive classrooms.

Table 9 Teachers' Creativity in Designing Classroom Activities in Inclusive Classrooms

S/N	Indicators	WM	SD	Verbal Description
1	I design original and creative classroom activities that encourage students to generate innovative ideas and solutions.	3.29	0.59	Strongly Agree
2	I use innovative and varied teaching approaches that actively engage students and enhance their learning experiences.	3.29	0.59	Strongly Agree
3	I create unique learning activities that enable students to express their ideas creatively through diverse and meaningful formats.	3.22	0.64	Agree
4	I incorporate authentic and creatively designed real-life scenarios into classroom activities to make learning engaging and relevant.	3.27	0.58	Strongly Agree
5	I develop original and innovative instructional materials that capture students' interest and support lesson objectives.	3.18	0.65	Agree
6	I redesign and adapt classroom activities using creative and innovative strategies to make learning more engaging and meaningful for students.	3.24	0.61	Agree
7	I integrate original interactive and hands-on learning experiences that actively involve students in the learning process.	3.20	0.63	Agree
8	I encourage students to participate in innovative and creative tasks that require original thinking, collaboration, and problem-solving.	3.29	0.55	Strongly Agree
9	I use original and innovative methods to present lesson content in ways that sustain students' interest and participation.	3.20	0.63	Agree
10	I design creative and original collaborative activities that promote active participation, engagement, and innovative thinking among students.	3.24	0.61	Agree
	Aggregate Mean	3.24		
	Aggregate Standard Deviation		0.59	

Legend: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

Table 9 presented teachers' creativity in designing classroom activities in inclusive classrooms. The weighted means and item standard deviations were recomputed from the responses of the 45 teachers. The aggregate standard deviation was computed from each respondent's composite mean across the ten creativity indicators, providing a mathematically appropriate measure of variability for the overall creativity score.

The highest-rated indicators were designing original and creative classroom activities that encourage innovative ideas and solutions (WM = 3.29, SD = 0.59), using innovative and varied teaching approaches (WM = 3.29, SD = 0.59), and encouraging students to participate in creative tasks requiring original thinking, collaboration, and problem-solving (WM = 3.29, SD = 0.55). These indicators were interpreted as Strongly Agree and show that teachers most strongly reported creativity through varied approaches and activities that promote participation and original thinking.

The indicator on incorporating authentic and creatively designed real-life scenarios obtained a weighted mean of 3.27 and a standard deviation of 0.58 and was interpreted as Strongly Agree. The remaining indicators obtained means below 3.25 and were interpreted as Agree, indicating that these creative practices were present but were not endorsed as strongly as the highest-rated practices.

The Agree-rated indicators included redesigning and adapting classroom activities (WM = 3.24, SD = 0.61), designing creative and original collaborative activities (WM = 3.24, SD = 0.61), creating unique learning activities for creative expression (WM = 3.22, SD = 0.64), integrating interactive and hands-on learning experiences (WM = 3.20, SD = 0.63), using original and innovative methods to present lesson content (WM = 3.20, SD = 0.63), and developing original and innovative instructional materials (WM = 3.18, SD = 0.65). These results identify the areas in which creativity may be further strengthened.

Among the indicators, developing original and innovative instructional materials received the lowest weighted mean (3.18), followed by integrating original interactive and hands-on learning experiences (3.20) and using original and innovative methods to present lesson content (3.21). These comparatively lower ratings provide specific bases for professional development and collaborative activity-design support.

Overall, Table 9 yielded an aggregate mean of 3.24, interpreted as Agree, and an aggregate standard deviation of 0.59. The aggregate SD was recomputed from the 45 respondents' composite mean scores across the ten creativity indicators using the sample standard deviation ($n - 1$). This provides the appropriate overall measure of dispersion because it reflects variability among respondents' composite creativity scores. The findings indicate a generally high extent of creativity, although the aggregate mean remained just below the Strongly Agree range. Instructional-material development, hands-on learning experiences, and innovative presentation methods emerged as areas for further strengthening.

The pattern of results suggests that teacher creativity was more strongly expressed in activity design, learner engagement, contextualization, and instructional adaptation than in the development of original instructional materials. This interpretation is limited to the indicators and descriptive statistics reported in the study.

This finding is supported by Ma et al. (2026), who emphasized that participatory design approaches involving learners with diverse needs enhance instructional responsiveness and creativity by encouraging educators to co-construct learning experiences that are adaptive and inclusive. Their review highlights that creativity in inclusive education is most effective when it is grounded in active engagement with learner diversity and iterative instructional design processes.

Similarly, Mansouri et al. (2024) stressed that cultivating inclusive education for students with complex support needs requires teachers to adopt flexible, responsive, and creative instructional practices. Their findings highlight that teacher creativity plays a critical role in adjusting instruction, managing diverse learner profiles, and ensuring meaningful participation in classroom activities.

From the perspective of Constructivist Learning Theory (Vygotsky, 1978), the findings reflect that teachers facilitate learning through socially mediated, interactive, and experience-based activities. The emphasis on

collaboration, real-life contexts, and learner participation demonstrates how knowledge is actively constructed through engagement and shared meaning-making.

In relation to Decision-Making Theory (Simon, 1977), the results suggest that teachers' creative practices emerge from bounded but strategic instructional decisions. Within classroom constraints, teachers select and adapt strategies that optimize engagement and learning outcomes, demonstrating practical creativity in decision-making processes.

Aligned with Gardner's Theory of Multiple Intelligences (1983), the findings indicate that teachers utilize varied instructional approaches that support different learner strengths, particularly interpersonal, linguistic, and kinesthetic intelligences. The integration of collaborative tasks and contextual learning experiences reflects an effort to accommodate diverse cognitive profiles in inclusive classrooms

Test Of Relationship Between Teachers' Decision-Making And Creativity In Designing Classroom Activities

This part of the study presented the test of relationship between teachers' decision-making and creativity in designing classroom activities. It determined whether the relationship between the two variables was statistically significant.

Table 10 presented the test of relationship between teachers' decision- making and creativity in designing classroom activities in inclusive classrooms. Pearson product-moment correlation was used to determine the direction, strength, and statistical significance of the association between the two variables.

The recomputed results showed a Pearson correlation coefficient of $r = 0.559$, indicating a moderate positive relationship between teachers' decision-making and creativity in designing classroom activities. The relationship was statistically significant ($p < .001$, $N = 45$). Thus, the null hypothesis was rejected. The result indicates that higher decision-making scores tended to be associated with higher creativity scores among the respondents; however, the correlational design does not establish a causal relationship.

The finding suggests that decision-making and creativity were closely associated in the reported inclusive classroom practices of the respondents. Teachers who reported greater autonomy and responsiveness in instructional decisions also tended to report greater creativity in designing classroom activities. Because the study used a descriptive-correlational design, the relationship should be interpreted as an association rather than evidence that one variable caused the other.

Table 10 Test of Relationship on Teachers' Decision-Making and Creativity in Designing Classroom Activities

Variables under Inference	Computed r	**Strength of correlation**	**p-value**	**Decision**	**Result**
Decision-Making and Creativity in Designing Classroom Activities	0.559	Moderate Positive	< .001	Reject H_0	Significant

This finding is supported by Elmarakbi et al. (2023), who emphasized that creative design thinking is essential in managing complex classroom environments, particularly for learners with autism and diverse learning needs. Their work highlights that when teachers engage in structured decision-making processes, they are more capable of generating creative instructional solutions that respond to learner diversity.

Similarly, Wilkerson (2023) stressed that creativity plays a central role in inclusive education, as teachers are required to design flexible and adaptive learning experiences. This supports the current finding that creativity is strengthened when teachers are actively engaged in instructional decision-making.

Further support is provided by Anderson and Putman (2023), who found that teachers' planning and implementation of instruction, particularly in technology-integrated lessons, require continuous decision-

making that directly influences instructional creativity. Their study suggests that teachers who engage in reflective planning are more likely to develop innovative and responsive teaching practices.

In addition, Robinson (2024) highlighted that teachers' self-efficacy in inclusive teaching strategies significantly affects both their decision-making and instructional creativity. Teachers with higher confidence in managing diverse learners tend to make more effective instructional decisions and implement more creative strategies in the classroom, reinforcing the strong relationship identified in this study.

However, contrasting perspectives also exist. Some findings suggest that decision-making does not automatically result in creativity if teachers lack confidence or adequate support systems. Robinson (2024), for instance, noted that low self-efficacy can limit teachers' willingness to experiment with innovative strategies, even when decision-making opportunities are present. This indicates that the relationship may be moderated by teacher confidence, training, and institutional support.

The findings reflect that teachers construct instructional knowledge through active engagement with classroom situations, where decision-making serves as a pathway to creative teaching practices. Through continuous interaction with learners and actual classroom experiences, teachers are able to evaluate the effectiveness of their instructional choices and make necessary adjustments to improve learning activities

In relation to Decision-Making Theory (Simon, 1977), the moderate positive relationship reflects bounded rationality, where teachers make practical instructional decisions within constraints, and these decisions directly shape creative outcomes in lesson design and implementation. The relationship indicates that teachers' creativity is influenced not only by their ability to generate new ideas but also by their capacity to select appropriate instructional alternatives within the time, resources, curriculum requirements, and classroom conditions available to them.

Aligned with Gardner's Theory of Multiple Intelligences (1983), the relationship suggests that teachers who make effective instructional decisions are better able to design creative, differentiated activities that address multiple learner intelligences, ensuring more inclusive and responsive classroom instruction.

CONCLUSIONS

This study examined the extent of general education teachers' decision-making and creativity in designing classroom activities for learners with diverse needs in inclusive classrooms at South City Central School, Toledo City Division, during School Year 2025–2026. The study involved 45 teacher-respondents and described their demographic profile, determined their decision-making and creativity, and tested the significant relationship between the two variables. The findings served as the basis for a proposed Action Plan aimed at strengthening inclusive classroom practices.

The study employed a descriptive-correlational research design and used total enumeration involving 45 general education teachers. Data were gathered through a validated survey questionnaire. Frequency and percentage were used to describe the respondents' profile, while weighted mean and standard deviation were used to summarize the two principal variables.

For the aggregate standard deviation, each respondent's composite mean across the 10 indicators of a variable was computed first, after which the sample standard deviation ($n - 1$) of the 45 composite scores was obtained. Pearson Product-Moment Correlation Coefficient was computed from the paired respondent-level composite scores to test the relationship between teacher decision-making and creativity at the 0.05 level of significance.

The demographic profile shows that the teaching workforce is generally composed of middle-aged educators, with a smaller proportion of younger and older teachers. This suggests a relatively stable group of professionals with varying levels of maturity in teaching practice. In terms of educational attainment, most teachers hold undergraduate degrees, with only a limited number having completed graduate studies, indicating that advanced academic qualifications are still not widely attained among the respondents.

In terms of teaching experience, the findings show that many teachers are in the intermediate stage of their careers, supported by a considerable number who are still in the early years of service. Only a few have extensive years of teaching experience, which implies that the group is still developing depth in long-term instructional practice. Most respondents also serve as classroom teachers, with fewer occupying higher instructional or supervisory positions, indicating that direct classroom teaching remains the dominant role.

The data on class size indicate that many teachers handle relatively large groups of learners, which may affect the extent of individualized attention given to students, particularly those with diverse learning needs. In terms of exposure to inclusive education training, most teachers have attended only a limited number of seminars, while a small portion have not attended any formal training at all. This reflects a need for more sustained professional development in inclusive education practices.

For teacher decision-making in planning and implementing classroom activities, the aggregate mean was 3.33, interpreted as Strongly Agree, with a correctly recomputed aggregate standard deviation of 0.52. Teachers showed particularly strong responsiveness in adjusting classroom activities when learners were not responding effectively. Comparatively lower ratings were obtained for participation in curriculum discussions (WM = 3.11, SD = 0.65) and autonomy in integrating innovative learning tasks (WM = 3.20, SD = 0.63), identifying these as priority areas for support.

For teacher creativity in designing classroom activities, the aggregate mean was 3.24, interpreted as Agree, with a correctly recomputed aggregate standard deviation of 0.59. Teachers showed favorable creativity overall, but several indicators remained comparatively lower. The lowest-rated indicator concerned the development of original and innovative instructional materials (WM = 3.18, SD = 0.65), followed by interactive and hands-on learning experiences and original methods of presenting lesson content (both WM = 3.20, SD = 0.63). These results became priority areas in the proposed Action Plan.

The test of relationship revealed a statistically significant moderate positive association between teachers' decision-making and creativity in designing classroom activities ($r = .559$, $p < .001$, $N = 45$). Thus, the null hypothesis was rejected. The result indicates that respondents with higher decision-making composite scores tended to have higher creativity composite scores; however, the descriptive-correlational design does not establish a causal relationship.

The study concluded that teachers at South City Central School demonstrated a strong extent of decision-making in planning and implementing classroom activities for learners with diverse needs ($M = 3.33$, $SD = 0.52$). Their creativity in designing classroom activities was generally favorable ($M = 3.24$, $SD = 0.59$), although the overall rating fell within the Agree category and several specific creative practices require further strengthening.

A statistically significant moderate positive relationship existed between teacher decision-making and creativity ($r = .559$, $p < .001$). This indicates that stronger instructional decision-making tended to occur together with greater creativity among the respondents. The result supports the importance of strengthening both capacities simultaneously, while recognizing that the correlational design establishes association rather than causation.

RECOMMENDATIONS

It is recommended that an Action Plan be adopted and implemented at South City Central School, Toledo City Division. Priority should be given to the comparatively lower-rated indicators: teacher participation in curriculum discussions, integration of innovative learning tasks, development of original instructional materials, use of interactive and hands-on experiences, and use of original presentation and collaborative methods.

School administrators, master teachers, and general education teachers are encouraged to implement the plan through LAC sessions, collaborative lesson planning, demonstration teaching, instructional-material development workshops, peer coaching, lesson study, and continuing professional development. Progress may

be monitored through classroom observations, teacher outputs, reflection sessions, and periodic review of the targeted indicators.

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APPENDIX

ACTION PLAN

Rationale

The Action Plan was developed directly from the recomputed results of the study at South City Central School, Toledo City Division. It gives priority to indicators that obtained comparatively lower weighted means in teacher decision-making and creativity. The plan therefore focuses on curriculum participation, innovative learning tasks, original instructional materials, interactive and hands-on learning experiences, and original presentation and collaborative methods.

In teacher decision-making, participation in curriculum discussions obtained the lowest rating (WM = 3.11, SD = 0.65), followed by autonomy in integrating innovative learning tasks (WM = 3.20, SD = 0.63). These results indicate specific opportunities to strengthen collaborative instructional planning and teacher involvement in decisions beyond routine classroom implementation.

In teacher creativity, development of original and innovative instructional materials obtained the lowest rating (WM = 3.18, SD = 0.65). Interactive and hands-on learning experiences and original methods of presenting lesson content both obtained WM = 3.20 and SD = 0.63. These findings support focused activities that help teachers produce, test, and share creative instructional resources and learner-centered tasks.

Other creativity indicators within the Agree range included unique learning activities for creative expression (WM = 3.22, SD = 0.64), redesigning and adapting classroom activities (WM = 3.24, SD = 0.61), and creative

collaborative activities (WM = 3.24, SD = 0.61). These areas reinforce the need for sustained peer coaching, lesson study, and collaborative development of inclusive classroom activities.

Accordingly, the Action Plan links each intervention to an identified lower-rated indicator rather than providing generic activities. Its implementation is intended to strengthen the areas requiring improvement while sustaining the teachers' existing strengths in responsive decision-making and creative classroom practice.

Objectives

1. Increase teachers' participation in curriculum discussions and instructional planning.
2. Strengthen the use of innovative and student-centered learning tasks in classroom instruction.
3. Develop skills in creating original instructional materials for inclusive education.
4. Enhance teachers' confidence in applying creative teaching strategies for diverse learners.
5. Sustain continuous training on decision-making and instructional creativity.

Scheme of Implementation

The Action Plan at South City Central School, Toledo City Division will be implemented through a school-based and structured approach led by the school administration, master teachers, and subject coordinators. Activities will be integrated into existing programs such as LAC sessions, in-service trainings, and collaborative planning to ensure continuity and practicality.

The implementation will begin with an orientation and needs alignment to present the objectives and priority areas for improvement. This will be followed by focused training sessions, workshops, and collaborative planning aimed at strengthening curriculum participation, instructional innovation, and development of instructional materials.

Teachers will then apply the learned strategies in actual classroom practice through guided implementation. Mentoring, coaching, and peer observation will be conducted to provide support and immediate feedback from instructional leaders.

Monitoring and evaluation will be conducted through regular classroom observations and reflection sessions. Results will be used to assess progress and guide necessary adjustments for continuous improvement.

Action Plan On Strengthening Teacher Decision-Making And Creativity In Designing Classroom Activities For Learners With Diverse Needs In Inclusive Classrooms At South City Central School

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Limited participation in curriculum discussion	Limited participation in curriculum discussion	Conduct monthly LAC sessions, grade-level curriculum conversations, and collaborative lesson-planning meetings.	School Head, Master Teachers, General Education Teachers	₱2,000	MOOE	Monthly, June 2026–March 2027	Teachers participate regularly in curriculum discussions and document shared instructional decisions.		
Limited	Strengthen	Limited	School	₱2,500	MOOE	July–	Teachers		

autonomy in integrating innovative learning tasks	teachers' use of innovative and learner-responsive tasks in classroom activities.	autonomy in integrating innovative learning tasks (WM = 3.20; SD = 0.63)	Head, Master Teachers, General Education Teachers			September 2026	integrate a wider range of innovative and learner-responsive tasks in classroom instruction.		
Limited development of original instructional materials (WM = 3.18)	Develop teachers' skills in producing original, contextualized, and inclusive instructional materials.	Conduct a school-based instructional-materials workshop followed by collaborative development, peer review, and classroom try-out of materials.	Limited development of original instructional materials (WM = 3.18; SD = 0.65)	₱3,000	MOOE	August–October 2026	Teachers produce and use original, context-based instructional materials aligned with learner needs and lesson objectives.		
Limited use of interactive and hands-on learning experiences (WM = 3.20)	Increase the use of interactive and hands-on learning experiences for learners with diverse needs.	Develop activity banks, conduct peer demonstrations, and integrate low-cost manipulatives, stations, and experiential tasks into lessons.	Master Teachers, General Education Teachers	Limited use of interactive and hands-on learning experiences (WM = 3.20; SD = 0.63)	MOOE / School Resources	September–November 2026	Teachers implement more interactive and hands-on classroom activities that promote active learner participation.		
Limited use of original presentation methods and creative collaborative activities (WM = 3.21–3.24)	Improve teachers' use of original presentation methods and creative collaborative learning activities.	Conduct peer coaching, lesson study, and sharing sessions on creative content presentation, collaborative tasks, problem-solving, and learner-generated outputs.	School Head, Master Teachers, General Education Teachers	₱2,000	Limited use of original presentation methods and creative collaborative activities (WM = 3.20–3.24; SD = 0.61–0.63)	November 2026–February 2027	Teachers demonstrate varied presentation methods and design collaborative activities that promote engagement, problem-solving, and creative expression.		