Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

INTERPROFESSIONAL COLLABORATION AND INCLUSIVE CLASSROOM IMPLEMENTATION AMONG REGULAR TEACHERS: BASIS FOR AN EDUCATION ENHANCEMENT PLAN

Felchie A. Lao

Author's Affiliation:

College of Teacher Education, Cebu Technological University (CTU)- Main Campus, Cebu City, Philippines

Corresponding Author:
laofelchie@gmail.com

Article History:

Date Submitted: October 2, 2026
Date Accepted: October 26, 2026
Date Published: November 5, 2026

APA 7th Edition Reference:

Lao, F. A. (2026). Interprofessional collaboration and inclusive classroom implementation among regular teachers: Basis for an education enhancement plan. Ascend: *Journal of Interdisciplinary Scholarship and Innovation, 2*(2), 27-45. https://doi.org/10.5281/zenodo.23974783

Abstract. This descriptive-correlational study examined the relationship between interprofessional collaboration and inclusive classroom implementation among regular teachers at Mabolo National High School during School Year 2025–2026. Using total enumeration sampling, all 30 eligible regular teachers served as respondents. Data were gathered through an adapted and content-validated survey questionnaire and analyzed using weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient (Pearson *r*). The findings showed that respondents were predominantly female, generally in the middle to late stages of their teaching careers, and mostly held regular teaching positions. Results also showed that interprofessional collaboration was generally evident among the respondents, particularly in communication, information sharing, coordination, and recognition of other educational professionals' expertise. However, participation in formal multidisciplinary discussions received comparatively lower ratings. Likewise, inclusive classroom implementation was generally high, with teachers demonstrating strong practices in creating supportive learning environments, encouraging learner participation, managing diverse classrooms, and utilizing varied instructional materials. Assessment adaptation emerged as the least emphasized area. Statistical analysis revealed a significant moderate positive relationship between interprofessional collaboration and inclusive classroom implementation (r = .482, p = .004), indicating that greater collaborative engagement was associated with stronger implementation of inclusive educational practices. The study concluded that interprofessional collaboration significantly supports inclusive classroom implementation among regular teachers. Consequently, the study proposed an Education Enhancement Plan to strengthen multidisciplinary collaboration, increase teacher participation in collaborative decision-making, and enhance professional development on inclusive and differentiated instructional practices.

Keywords: *inclusive classroom strategies, inclusive education, interprofessional collaboration, regular teachers, special education*

Introduction

Inclusive education has become a central principle of contemporary educational systems, emphasizing all learners' right to equitable, quality education regardless of ability, background, or learning needs. The Global Education Monitoring Report 2020 highlighted that inclusive education aims to ensure all learners participate meaningfully in learning by eliminating barriers to access, participation, and achievement. Inclusive educational environments recognize learner

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

diversity as a valuable resource rather than a challenge and encourage schools to adopt responsive instructional practices that address varying learner needs.

In inclusive educational settings, collaboration among educational professionals is essential to ensure learners receive comprehensive academic, behavioral, and socio-emotional support. Interprofessional collaboration involves coordinated efforts by general education teachers, special education teachers, guidance counselors, therapists, and other specialists who work together to address students' diverse needs. According to Friend et al. (2010), collaborative practices such as co-teaching and shared instructional planning enable educators to collectively provide specialized support while ensuring that learners with disabilities remain engaged in general education classrooms. Such collaboration promotes shared responsibility, effective communication, and coordinated intervention strategies that contribute to enhanced learning experiences and educational outcomes.

The increasing diversity of learners within contemporary classrooms has further emphasized the importance of collaborative educational practices. Teachers regularly encounter students who differ in terms of learning readiness, cognitive abilities, interests, cultural backgrounds, and educational needs. In response, educators are expected to implement differentiated instruction and inclusive strategies that provide meaningful learning opportunities for all students. Tomlinson (2017) emphasized that effective differentiated instruction requires teachers to modify content, learning processes, products, and classroom environments according to learners' varying needs and abilities. This instructional flexibility often requires professional support and consultation from specialists with expertise in addressing specific learner challenges.

Despite the recognized importance of inclusion, implementing inclusive classroom practices remains complex. Teachers often face challenges with instructional adaptation, classroom management, learner engagement, and assessment modification, especially when serving students with diverse educational needs. The successful implementation of inclusive practices therefore depends not only on individual teacher competence but also on the availability of collaborative support systems within the school environment. When opportunities for professional collaboration are limited, teachers may struggle to plan appropriate interventions, access specialized expertise, and consistently support learners who need additional assistance.

International studies have consistently highlighted interprofessional collaboration's contribution to inclusive education. Jeremy et al. (2025) found that structured collaboration between classroom teachers and occupational therapists in Australian primary schools enhanced inclusive instructional practices by integrating specialized knowledge into classroom activities. Similarly, Abdullah et al. (2025) identified collaborative teaching, multidisciplinary partnerships, and stakeholder participation as critical factors in strengthening inclusive educational environments and improving learner outcomes. Furthermore, research conducted in Finland demonstrated that collaboration between general education teachers and special education teachers contributed significantly to the distribution of instructional responsibilities and the provision of appropriate support for learners with diverse educational needs (Paju et al., 2021). These studies

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

collectively suggest that professional collaboration plays a vital role in promoting inclusive educational practices across different educational contexts.

The concept of inclusive pedagogy also supports the effectiveness of inclusive education. Florian and Black-Hawkins (2011) argued that inclusive teaching practices should focus on extending learning opportunities for all students rather than developing separate approaches for those identified as having additional needs. Their work emphasized that effective inclusion occurs when teachers intentionally create classroom environments that recognize learner diversity and support every student's participation. This perspective highlights the importance of instructional approaches supported by collaboration, professional reflection, and continuous knowledge sharing among educators.

In the Philippine educational context, inclusive education has gained increasing attention through policies and programs that promote equitable access to learning opportunities for all learners. Implementing inclusive education in public schools requires regular teachers to work closely with special education teachers, guidance counselors, and other professionals to address learner diversity effectively. Previous local research by Kyamko et al. (2024) found that teachers with positive perceptions of collaborative practices were more likely to implement inclusive instructional strategies effectively. However, the study also emphasized that organizational support and school structures influenced the consistency and effectiveness of collaborative efforts. These findings suggest that while collaboration is recognized as important, its successful implementation still depends on contextual and institutional factors.

Although existing literature consistently demonstrates the importance of collaboration and inclusive education, several gaps remain evident. Previous investigations have generally examined interprofessional collaboration and inclusive classroom practices as separate areas of inquiry. Some studies focused on collaborative relationships among educational professionals, whereas others concentrated on inclusive instructional strategies and teacher attitudes toward inclusion. Moreover, most available studies examined specific professional partnerships, co-teaching arrangements, or organizational factors affecting inclusive education. Limited research has directly investigated the relationship between regular teachers' participation in interprofessional collaboration and their implementation of inclusive classroom strategies, particularly within Philippine public secondary schools. Consequently, empirical evidence is still needed to explain how collaborative professional engagement relates to teachers' actual implementation of inclusive educational practices.

To address this gap, the present study examined the extent of regular teachers' participation in interprofessional collaboration and their implementation of inclusive classroom strategies at Mabolo National High School during School Year 2025–2026. Specifically, the study sought to determine the extent of regular teachers' participation in interprofessional collaboration, assess the extent of their implementation of inclusive classroom strategies, examine the relationship between these variables, and formulate an Action Plan based on the findings. By investigating these factors simultaneously, the study aimed to deepen understanding of how collaborative professional practices support inclusive education in secondary school settings.

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

The findings are expected to provide valuable insights for school administrators, teachers, special education practitioners, and policymakers on the role of interprofessional collaboration in strengthening inclusive education. The results may serve as an empirical basis for developing programs, policies, and professional development initiatives that foster stronger collaborative relationships among educational professionals. Furthermore, the proposed Action Plan may help improve inclusive classroom practices and support the creation of more responsive, equitable, and learner-centered educational environments for students with diverse educational needs.

Methodology

Design

The study used a quantitative descriptive-correlational research design to determine the extent of regular teachers' participation in interprofessional collaboration and their implementation of inclusive classroom strategies, and to examine the relationship between these variables. Descriptive-correlational research is appropriate when the purpose of the investigation is to describe existing conditions and determine the degree of association among variables without manipulating them. According to Creswell and Creswell (2023), correlational research examines the statistical relationship between two or more variables. It enables researchers to determine whether changes in one variable are associated with changes in another while maintaining the natural setting in which the variables occur.

The descriptive component of the study was used to determine the extent of regular teachers' participation in interprofessional collaboration and their implementation of inclusive classroom strategies. Meanwhile, the correlational component was employed to determine whether a statistically significant relationship existed between interprofessional collaboration and inclusive classroom implementation. This design was appropriate because the study sought to understand naturally occurring professional practices among teachers without introducing an experimental intervention or manipulating the research variables.

Through this approach, the study examined teachers' perceptions regarding their collaborative engagement with special education teachers, guidance counselors, and other educational specialists, as well as their implementation of inclusive instructional practices within actual classroom settings. Furthermore, the design provided empirical evidence regarding whether stronger professional collaboration was associated with higher levels of inclusive classroom implementation. The findings served as the basis for developing an action plan intended to strengthen collaborative practices and enhance inclusive education at Mabolo National High School during School Year 2025–2026.

Environment

The study was conducted at Mabolo National High School, a public secondary educational institution in Cebu City, Philippines. The school serves learners in both junior and senior high school and adheres to the Department of Education's commitment to providing equitable and inclusive learning opportunities for all students. As a public educational institution serving learners with diverse academic abilities, learning profiles, and socio-emotional needs, the school provides

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

an appropriate context for examining interprofessional collaboration and inclusive educational practices.

Within the school setting, teachers regularly collaborate with guidance counselors, school administrators, special education personnel, and other educational stakeholders to implement instructional interventions and learner-support mechanisms. Such collaborative activities include instructional planning, case discussions, learner monitoring, classroom management consultations, and referral processes for learners requiring specialized support. These professional interactions make the school a suitable environment for investigating the relationship between interprofessional collaboration and inclusive classroom implementation.

The selection of Mabolo National High School was based on its accessibility, the presence of regular teachers with experience in inclusive classroom instruction, and the school's ongoing efforts to address learner diversity through collaborative educational practices. Consequently, the school provided a relevant setting for generating context-specific evidence regarding teachers' collaborative experiences and inclusive instructional practices.

Respondents

The study respondents consisted of thirty (30) regular teachers from Mabolo National High School during School Year 2025–2026. These teachers were selected because they actively participated in classroom instruction and had direct experience working with learners who exhibited diverse academic, behavioral, and educational needs. Their professional experiences made them appropriate sources of information on interprofessional collaboration and inclusive classroom implementation.

To ensure that the respondents possessed relevant experiences related to the study variables, the following inclusion criteria were applied: (1) currently employed as a regular teacher at Mabolo National High School, (2) possessing at least one year of teaching experience, and (3) having previous experience collaborating with educational personnel such as special education teachers, guidance counselors, school administrators, or other specialists in addressing learner needs.

The study excluded teachers who were on extended leave, not actively engaged in classroom instruction during the data collection period, had less than one year of teaching experience, or had no prior experience with inclusive educational practices.

Sampling Technique

The study employed total enumeration sampling. Under this approach, all thirty (30) regular teachers who met the established inclusion criteria were included as respondents. Total enumeration is recommended when the target population is relatively small and manageable, allowing the researcher to gather information from every eligible member of the population rather than selecting only a representative sample.

Total enumeration minimized sampling error and increased the representativeness of the findings because all eligible teachers participated in the investigation. Furthermore, including the entire accessible population enabled the researcher to obtain a more comprehensive understanding

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

of teachers' collaborative experiences and inclusive instructional practices within the research setting.

Instrument

The study utilized an adapted survey questionnaire as the primary data-gathering instrument. The questionnaire was designed to collect information on respondents' participation in interprofessional collaboration and the implementation of inclusive classroom strategies.

The instrument consisted of three parts:

Part I: Interprofessional Collaboration. This section measured the extent of teachers' participation in interprofessional collaboration. The items focused on professional communication, coordination, information sharing, collaborative problem-solving, and cooperation with educational specialists. The statements were adapted from the instrument developed by Qin, Jia, and Su (2025) and were measured using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

Part II: Inclusive Classroom Implementation. This section assessed the extent to which teachers implemented inclusive classroom strategies. The items focused on differentiated instruction, learner participation, instructional accommodations, classroom management, and support for diverse learners. The statements were adapted from Kluge et al. (2025) and were likewise measured using a four-point Likert scale.

Considering that the instruments were adapted from previously developed measures, modifications were made to ensure contextual appropriateness and alignment with the objectives of the present study. Experts with experience in inclusive education and educational research validated the adapted questionnaire. The validators evaluated the instrument based on clarity, relevance, coherence, appropriateness, and alignment with the study variables. The researcher incorporated validators' recommendations to improve the questionnaire's quality and comprehensibility before administration.

A limitation of the instrument was that the researcher did not conduct reliability testing before data collection. Consequently, although expert evaluation established content validity, the researcher did not statistically determine the adapted instrument's internal consistency reliability. Future studies are encouraged to conduct pilot testing and reliability analysis using Cronbach's alpha to establish the instrument's psychometric properties further.

Data Gathering Procedure

The data collection procedure outlined the organized steps followed to gather, arrange, and prepare the information required for the investigation. It included the preliminary phase, actual data collection, and post-collection activities to ensure that the research was carried out properly and ethically at Mabolo National High School.

Preliminary Phase. Before conducting the study, the researcher secured formal approval from the Office of the School Principal of Mabolo National High School by submitting a transmittal letter and other required research documents. After approval, the researcher coordinated with school administrators and designated personnel to facilitate the study and identify regular teachers who met the established inclusion criteria.

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

The researcher subsequently explained the nature, purpose, objectives, and significance of the study to the prospective respondents. The researcher placed particular emphasis on investigating interprofessional collaboration and inclusive classroom implementation among regular teachers. Respondents were informed that their participation was entirely voluntary and that all information gathered would be treated with utmost confidentiality. Before participating, each respondent received an informed consent form and sufficient time to read, understand, and voluntarily sign it before completing the survey questionnaire.

Data Collection Phase. After approval and consent, the researcher personally administered the survey questionnaires to the identified respondents. The instrument consisted of two sections: (1) interprofessional collaboration and (2) inclusive classroom implementation.

Before administering the questionnaire, the researcher provided standardized instructions on how to answer the instrument and addressed respondents' questions to ensure a common understanding of the survey items. The researcher distributed the questionnaires during respondents' available non-teaching periods to avoid disrupting regular classroom activities and school operations.

The data-gathering procedure consisted of a series of systematic and ethical steps undertaken to ensure the accuracy, reliability, and integrity of the data collected for the study. The procedure included three phases: the preliminary phase, data collection phase, and post-data collection phase.

As indicated in the informed consent form, respondents were informed that completing the questionnaire would require approximately 15 to 20 minutes. Respondents were given adequate time to complete the instrument without pressure or interruption. After completion, the researcher immediately retrieved the questionnaires to ensure a high retrieval rate and minimize incomplete responses.

Post-Data Collection Phase. After retrieving the completed questionnaires, the researcher carefully reviewed each instrument to determine its completeness, consistency, and suitability for analysis. The researcher included questionnaires with complete responses in the study database. The researcher then organized, encoded, and systematically classified the collected data by study variable.

For the variables on interprofessional collaboration and inclusive classroom implementation, the researcher coded responses using the assigned numerical values of the four-point Likert scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. The researcher then entered the encoded data into a statistical database for analysis.

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

After encoding, the researcher cleaned the data to check for encoding errors, inconsistencies, and missing responses. The researcher then subjected the finalized dataset to appropriate statistical treatments to determine the extent of interprofessional collaboration, the extent of inclusive classroom implementation, and the relationship between the two variables. Throughout the entire process, the confidentiality, anonymity, and rights of the respondents were continuously safeguarded in accordance with established ethical standards and the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173).

This systematic procedure ensured that the data collected were accurate, organized, and suitable for statistical analysis, thereby enhancing the credibility and trustworthiness of the study findings.

Data Analysis

The gathered data were analyzed using appropriate descriptive and inferential statistical tools to answer the study's research questions. The weighted mean was used to determine the extent of interprofessional collaboration and inclusive classroom implementation among the teacher-respondents. At the same time, the standard deviation was employed to assess the variability and consistency of their responses.

To determine whether a significant relationship existed between interprofessional collaboration and inclusive classroom implementation, the Pearson Product-Moment Correlation Coefficient (Pearson *r*) was computed.

All inferential statistical analyses were tested at the 0.05 level of significance to determine the statistical significance of the relationship between the study variables.

Ethical Consideration

The study strictly adhered to established ethical principles governing educational research, including respect for persons, beneficence, non-maleficence, confidentiality, anonymity, and voluntary participation. Before data collection, the researchers secured approval from the Office of the School Principal of Mabolo National High School.

Participation in the study was entirely voluntary. The respondents received an informed consent form explaining the purpose, objectives, procedures, potential benefits, and minimal risks associated with participation. They were informed of their right to refuse participation or withdraw at any stage without penalty or adverse consequences.

To ensure confidentiality and anonymity, we did not collect identifying information such as names, employee numbers, or contact details. Instead, we assigned numerical codes to completed questionnaires solely for data management purposes. All collected data were treated confidentially and used exclusively for academic and research purposes.

The study also adhered to Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, by ensuring the secure collection, storage, processing, and disposal of research data. Electronic files were password-protected, while printed documents were securely stored and accessed only by the researcher.

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

Results and Discussion

Extent of Interprofessional Collaboration of Regular Teachers

Interprofessional collaboration is an important component of inclusive education since it enables teachers to work collectively to address learners' diverse needs. Also, collaboration contributes to the successful implementation of inclusive practices within schools. Table 1 presents the extent of interprofessional collaboration among regular teachers based on various indicators related to communication, coordination, consultation, and collaborative problem-solving.

Table 1.

Extent of Interprofessional Collaboration of Regular Teachers

Indicators	WM	SD	Verbal Description
I coordinate with special education teachers when planning instruction for learners with diverse needs.	3.25	0.57	Strongly Agree
I participate in regular meetings with other professionals (e.g., SPED teachers, counselors, therapists) regarding learners' needs.	3.12	0.63	Agree
I share classroom information with other professionals to support learners with disabilities.	3.30	0.54	Strongly Agree
I collaborate with other professionals in developing intervention strategies for struggling learners.	3.18	0.61	Agree
I openly communicate with school specialists about learners' progress.	3.36	0.49	Strongly Agree
I seek advice from other professionals when handling complex learner concerns.	3.22	0.58	Agree
I contribute actively during multidisciplinary team discussions about learners.	3.05	0.66	Agree
I work together with other professionals to monitor learners' academic and behavioral progress.	3.28	0.55	Strongly Agree
I respect and consider the expertise of other professionals when making decisions about learners.	3.41	0.47	Strongly Agree
I participate in joint problem-solving with other professionals to address classroom challenges.	3.20	0.60	Agree
Aggregate Mean and Standard Deviation	**3.24**	**0.58**	**Agree**

Note: 1.0-1.74 Strongly Disagree; 1.75-2.49 Disagree; 2.50-3.25 Agree; 3.26-4.0 Strongly Agree

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

Table 1 presents the extent of interprofessional collaboration among regular teachers. The aggregate mean of 3.24 and standard deviation of 0.58 indicate that the respondents generally agreed that interprofessional collaboration was practiced in their school. This finding suggests that regular teachers commonly collaborate with special education teachers, counselors, and other educational professionals to address students' diverse learning needs.

Among the indicators, the highest-rated statement was “I respect and consider the expertise of other professionals when making decisions about learners” (WM = 3.41, SD = 0.47), followed by “I openly communicate with school specialists about learners' progress” (WM = 3.36, SD = 0.49) and “I share classroom information with other professionals to support learners with disabilities” (WM = 3.30, SD = 0.54). These results indicate that professional respect, communication, and information sharing are the strongest dimensions of collaboration among the respondents. The findings suggest that regular teachers recognize the value of specialized expertise and are willing to work with other professionals to support learners with diverse educational needs.

In contrast, the lowest-rated indicator was “I contribute actively during multidisciplinary team discussions about learners” (WM = 3.05, SD = 0.66), although it was still interpreted as Agree. This finding suggests that while collaborative practices are generally evident, teachers may have fewer opportunities to participate in formal multidisciplinary discussions and collaborative decision-making. Factors such as teaching workload, scheduling constraints, and limited opportunities for organized meetings may influence teachers’ participation in these activities.

The findings support the view that interprofessional collaboration is an important component of inclusive education. In fact, multiple studies collectively confirm that successful collaboration among general educators, special educators, and support staff is defined by shared accountability, open dialogue, and joint preparation (Gourvennec et al., 2022; Jortveit & Kovač, 2021; Zhang et al., 2025). These integrated practices consistently correlate with improved instructional differentiation, fewer behavioral disruptions, and enhanced academic achievement across heterogeneous student populations (Roa & Villaver, 2026; Van Weerdenburg &Kroesbergen, 2025). Similarly, Jeremy et al. (2025) found that collaboration between classroom teachers and specialists enhanced inclusive instructional practices by integrating professional expertise into classroom interventions. These studies reinforce the present finding that communication and professional respect are central features of effective collaborative practice.

Furthermore, the results align with Paju et al. (2021), who reported that collaboration between general education and special education teachers facilitated the sharing of instructional responsibilities and strengthened support systems for learners requiring additional assistance. This means that, when structured effectively, this shared responsibility enhances academic achievement, pupil self-efficacy, and educator retention (Bahr et al., 2023; Berry, 2021). Likewise, Kyamko et al. (2024) found that teachers who demonstrated positive perceptions of professional collaboration were more likely to implement inclusive educational practices effectively. The present findings affirm that collaborative relationships among educational professionals contribute to the development of more responsive and inclusive learning environments.

The findings may also be explained through Social Interdependence Theory (Johnson & Johnson, 2009), which emphasizes that individuals achieve more effective outcomes when they work cooperatively toward common goals. In inclusive education, collaboration enables teachers and specialists to combine their expertise and resources to address learner needs more effectively.

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

Moreover, Vygotsky's Constructivist Theory (1978) highlights the importance of social interaction in knowledge construction, suggesting that collaborative engagement among educators strengthens professional learning and instructional improvement. These theoretical perspectives support the finding that regular teachers' collaborative relationships with other professionals contribute positively to inclusive educational practice.

Extent of Inclusive Classroom Implementation as Perceived by Regular Teachers

Inclusive classroom implementation is essential to ensuring that all learners, regardless of their abilities and educational needs, have equitable opportunities to participate and succeed in the learning process. It reflects teachers' efforts to create supportive learning environments, utilize appropriate instructional strategies, and address learner diversity through inclusive practices. Table 2 presents the extent of inclusive classroom implementation as perceived by regular teachers across various dimensions of inclusive instruction and classroom management.

Table 2.

Extent of Inclusive Classroom Implementation as Perceived by Regular Teachers

Indicators	WM	SD	Verbal Description
I modify instructional strategies to accommodate learners with diverse abilities.	3.30	0.58	Strongly Agree
I provide differentiated learning activities for learners with different needs.	3.22	0.61	Agree
I use varied teaching materials to support inclusive learning.	3.35	0.55	Strongly Agree
I implement classroom management strategies that support all learners.	3.48	0.50	Strongly Agree
I encourage participation of learners with disabilities in classroom activities.	3.52	0.48	Strongly Agree
I adapt assessments to suit the learning needs of diverse learners.	3.15	0.63	Agree
I provide additional learning support for struggling learners during lessons.	3.32	0.56	Strongly Agree
I create a classroom environment where all learners feel accepted and respected.	3.60	0.44	Strongly Agree
I use collaborative learning activities that involve both typical learners and learners with disabilities.	3.28	0.59	Strongly Agree

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

I monitor the learning progress of students with special needs and adjust instruction accordingly.	3.38	0.54	Strongly Agree
Aggregate Mean and Standard Deviation	**3.36**	**0.55**	**Strongly Agree**

Note: 1.0-1.74 Strongly Disagree; 1.75-2.49 Disagree; 2.50-3.25 Agree; 3.26-4.0 Strongly Agree

Table 2 presents the extent of inclusive classroom implementation as perceived by regular teachers using ten indicators. The overall mean of 3.36 and standard deviation of 0.55 indicate that the respondents strongly agreed that inclusive classroom practices were generally implemented in their instruction. This finding suggests that teachers were highly committed to creating learning environments that accommodated and supported learners with diverse educational needs.

Among the indicators, the highest-rated statements were “I create a classroom environment where all learners feel accepted and respected” (WM = 3.60, SD = 0.44), “I encourage participation of learners with disabilities in classroom activities” (WM = 3.52, SD = 0.48), and “I implement classroom management strategies that support all learners” (WM = 3.48, SD = 0.50). These findings indicate that inclusive classroom implementation was most evident in fostering a positive classroom climate, promoting active participation, and establishing supportive management practices. The results suggest that teachers place substantial emphasis on ensuring that all learners are valued, respected, and actively engaged in the learning process regardless of their abilities or backgrounds.

Conversely, the lowest-rated indicator was “I adapt assessments to suit the learning needs of diverse learners” (WM = 3.15, SD = 0.63), which was interpreted as Agree. Although the result still reflects positive implementation, it indicates that assessment adaptation was practiced less consistently than other dimensions of inclusion. This finding may suggest challenges in modifying assessment tools, limited training in differentiated assessment practices, or difficulties in balancing inclusive assessment with standardized evaluation requirements.

Overall, the results indicate that inclusive classroom implementation was highly evident among the respondents, particularly in creating supportive learning environments and encouraging learner participation. However, assessment adaptation remains an area that may require additional professional development and institutional support to strengthen teachers' capacity to address diverse learner needs effectively.

The findings support the principles of inclusive pedagogy proposed by Florian and Black-Hawkins (2011), which view learner diversity as an asset rather than a deficit. This perspective is further supported by Jardinez and Natividad (2024), O’Leary et al. (2020), and Sudarso et al. (2024), who emphasized recognizing diversity as a strength that enhances participation and learning. The high ratings for learner acceptance and participation suggest that teachers are actively implementing practices that promote equitable access, engagement, and inclusion for all learners.

Likewise, UNESCO (2020) emphasized that inclusive education requires schools and teachers to establish learning environments that support the meaningful participation and achievement of all learners, regardless of their individual differences.

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

The results also support Tomlinson (2017), who argued that effective instruction in diverse classrooms requires flexibility in teaching methods, classroom organization, and learning activities to accommodate varying learner needs. Educational research also confirms that effective teaching in mixed-ability classrooms requires structural and pedagogical flexibility across curriculum design, grouping formats, and learning activities (Ameko et al., 2025; Demirci-Ünal & Öztürk, 2024; Ouyang & Ye, 2023). The positive ratings for classroom management, differentiated instruction, and participation indicate that teachers implemented practices aligned with differentiated instruction principles. Similarly, Kyamko et al. (2024) found that teachers who demonstrated positive attitudes toward inclusion and collaborative educational practices were more likely to implement inclusive instructional strategies effectively. The present findings reinforce the importance of teacher commitment and instructional responsiveness in fostering successful inclusive classrooms.

From a theoretical perspective, Social Interdependence Theory (Johnson & Johnson, 2009) explains that inclusive practices become more effective when educators work toward common goals that support the success of all learners. The study's strong emphasis on participation, respect, and acceptance reflects a collaborative learning environment that encourages learners to contribute and interact meaningfully. Similarly, Constructivist Learning Theory (Vygotsky, 1978) posits that learning occurs through social interaction and active engagement. The respondents' efforts to encourage classroom participation and provide supportive learning environments align with this perspective, as such practices promote meaningful learning experiences for diverse learners. Furthermore, Systems Theory (Bronfenbrenner, 1979) suggests that classroom practices are influenced by interconnected factors within the educational environment, including school policies, professional support systems, and available resources. This perspective may explain why assessment adaptation received relatively lower ratings, as its implementation may depend on broader institutional and organizational support mechanisms.

Test of Relationship Between Interprofessional Collaboration of Regular Teachers and Inclusive Classroom Implementation as Perceived by Regular Teachers

The table presented the test of relationship between the extent of interprofessional collaboration of regular teachers and the extent of inclusive classroom implementation as perceived by the respondents. It provided a general analysis of whether a significant relationship existed between the two variables under study.

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

Table 3.

Test of Relationship between Interprofessional Collaboration and Inclusive Classroom Implementation as Perceived by Regular Teachers

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Interprofessional Collaboration and Inclusive Classroom Implementation	0.482	Moderate Positive	0.004	Reject Ho	Significant

*Note. *Significant at p<0.05 (two-tailed)*

Table 3 presents the test of the relationship between interprofessional collaboration and inclusive classroom implementation as perceived by regular teachers. Specifically, Pearson's product-moment correlation coefficient was employed to determine whether a significant relationship existed between the two variables.

The results revealed an r-value of 0.482, indicating a moderate positive correlation between interprofessional collaboration and inclusive classroom implementation. Furthermore, the p-value of 0.004 was below the 0.05 level of significance, leading to rejection of the null hypothesis. Thus, the findings confirmed that a statistically significant relationship exists between interprofessional collaboration and inclusive classroom implementation. This means that teachers who reported higher levels of collaboration with other educational professionals also tended to demonstrate stronger implementation of inclusive classroom practices.

The moderate positive relationship suggests that collaboration among regular teachers, special education teachers, guidance counselors, and other educational specialists contributes to the successful implementation of inclusive education. Through collaboration, teachers can exchange professional knowledge, discuss learner concerns, develop intervention strategies, and identify appropriate instructional approaches that address learners' diverse needs. As collaborative practices increase, teachers may become more confident and effective in implementing inclusive strategies within their classrooms.

The findings support Jeremy et al. (2025), who reported that collaboration between classroom teachers and occupational therapists enhanced inclusive educational practices by integrating specialized expertise into classroom instruction. Similarly, Paju et al. (2021) found that effective collaboration between general education and special education teachers improved support services and strengthened instructional responses to diverse learner needs. These studies suggest that collaborative professional relationships play a meaningful role in creating inclusive learning environments.

The results also align with Kyamko et al. (2024), who concluded that teachers with positive perceptions of professional collaboration were more likely to implement inclusive instructional practices effectively. Similarly, a positive attitude among special education teachers can enhance full-class instruction (Schnepel et al., 2025). Furthermore, Abdullah et al. (2025) emphasized that

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

stakeholder participation, collaborative teaching, and coordinated professional support are key factors contributing to successful inclusive education. The present study reinforces these findings by showing that collaboration and inclusion are closely linked in the school setting.

From a theoretical perspective, the findings support Social Interdependence Theory (Johnson & Johnson, 2009), which posits that individuals achieve more positive outcomes when they work cooperatively toward shared goals. In education, collaboration among teachers and specialists supports collective responsibility for addressing learner needs and improving outcomes. Likewise, Constructivist Learning Theory (Vygotsky, 1978) explains that people construct knowledge through social interaction and shared experiences. Collaboration gives educators opportunities to learn from one another, refine instructional practices, and develop more inclusive teaching approaches. Furthermore, Systems Theory (Bronfenbrenner, 1979) suggests that interconnected relationships within the school environment influence educational outcomes. The significant relationship observed in the study highlights how collaborative professional networks can positively influence teachers' implementation of inclusive classroom practices.

Overall, the findings indicate that interprofessional collaboration serves as an important factor in strengthening inclusive classroom implementation. The significant positive relationship underscores the value of fostering collaborative partnerships among educational professionals to enhance instructional practices, promote learner participation, and create more responsive and inclusive educational environments.

Conclusion

The study concluded that regular teachers in Mabolo National High School generally demonstrated interprofessional collaboration and strongly implemented inclusive classroom practices. It also found that teachers more engaged in collaboration with other professionals tended to show stronger inclusive classroom implementation. Overall, the study found a significant relationship between interprofessional collaboration and inclusive classroom implementation, indicating that collaboration among teachers and other professionals plays an important role in strengthening inclusive education practices.

The study found that regular teachers at Mabolo National High School generally demonstrated a favorable level of interprofessional collaboration, particularly in professional respect, communication, information sharing, and collaborative monitoring of learner progress. However, participation in formal multidisciplinary discussions received comparatively lower ratings, suggesting opportunities for strengthening structured collaborative practices. Likewise, respondents reported a high level of inclusive classroom implementation, with the strongest practices in creating accepting classroom environments, encouraging learner participation, and implementing supportive classroom management strategies. Nevertheless, teachers placed less emphasis on adapting assessments to meet diverse learner needs.

Furthermore, the study revealed a statistically significant moderate positive relationship between interprofessional collaboration and inclusive classroom implementation. This finding indicates that teachers who engaged more actively in collaboration with other educational professionals also tended to implement inclusive classroom practices more strongly. The results underscore the importance of collaborative professional relationships in promoting effective and responsive inclusive education.

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

Overall, the study concludes that interprofessional collaboration serves as a significant factor associated with the successful implementation of inclusive classroom practices. Strengthening communication, shared decision-making, and professional partnerships among teachers and specialists may contribute to more inclusive learning environments that effectively address learners' diverse needs.

However, the findings should be interpreted in light of several limitations. The study was conducted in a single public secondary school and involved only 30 regular teacher-respondents, which may limit the results' generalizability to other educational settings. In addition, the study relied exclusively on self-reported survey responses, which may have been influenced by respondent bias or social desirability tendencies. Finally, the descriptive-correlational design identified relationships between variables but did not establish causal relationships. Future studies involving larger samples, multiple schools, and mixed-methods or longitudinal approaches may provide a more comprehensive understanding of how interprofessional collaboration influences inclusive classroom implementation.

Recommendations

Based on the study's findings, implement an Education Enhancement Plan to strengthen interprofessional collaboration and inclusive classroom practices among regular teachers. Place particular emphasis on increasing teachers' participation in structured multidisciplinary discussions, as this indicator had the lowest mean among the interprofessional collaboration dimensions. The plan may include regular collaborative meetings, case conferences, and team-based decision-making activities involving regular teachers, SPED teachers, guidance counselors, and other relevant specialists.

School administrators should provide systematic opportunities for interprofessional collaboration by institutionalizing scheduled multidisciplinary meetings and collaborative planning sessions. Provide adequate time, clear responsibilities, and administrative support to encourage meaningful participation and improve coordination among educational professionals in addressing learners' diverse needs.

Regular teachers should continue strengthening inclusive classroom practices by maintaining supportive learning environments, promoting learner participation, and implementing differentiated instructional strategies. Greater attention should be given to adapting assessment activities and evaluation procedures, as assessment modification emerged as the least emphasized aspect of inclusive classroom implementation.

SPED teachers, guidance counselors, and other school specialists should continue providing professional support through consultation, mentoring, information sharing, and collaborative problem-solving. Strengthening these professional partnerships may improve teachers' capacity to address academic, behavioral, and social challenges encountered in inclusive classrooms.

Future researchers should replicate the study using larger samples and multiple educational institutions to improve the generalizability of the findings. They may also examine other factors influencing inclusive classroom implementation, such as teacher self-efficacy, school climate, administrative support, professional development, and availability of inclusive education resources. Furthermore, qualitative or mixed-methods approaches may be utilized to gain deeper

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

insights into teachers' experiences of interprofessional collaboration and inclusive educational practice.

References

Abdullah, N., Khairon, S. S., Mohd Yasin, M. H., & Yuwono, J. (2025). Outcomes in inclusive education: Collaborative strategies for a sustainable future review. *Journal of Research, Policy & Practice of Teachers and Teacher Education, 15*(2), 10–20. https://doi.org/10.37134/jrpptte.vol15.2.2.2025

Alshahrani, B., & Abu-Alghayth, K. (2023). Teachers' professional development for inclusive education: A perspective from Saudi (mixed methods study). Information Sciences Letters, 12(3), 1497–1504. https://doi.org/10.18576/isl/120337

Ameko, S., Boateng, S., & Ocran, P. (2025). Carol Ann Tomlinson, "The Differentiated Classroom: Responding to the Needs of All Learners." Alexandria, VA: ASCD, 2014. Research and Education. https://doi.org/10.63467/red.13.2025.art1

Bahr, D. L., Whiting, E., & Charlton, C. T. (2023). Enhancing access to general education mathematics instruction through special education preteaching: special education-general education teacher collaboration. Preventing School Failure: Alternative Education for Children and Youth, 68, 175–182. https://doi.org/10.1080/1045988x.2023.2195362

Bally, J. M. G., Spurr, S., Juckes, K., McNair, E., Hodgson-Viden, H., Mondal, P., & Sinha, R. (2024). Nursing students' perceived ability to practice interprofessional collaboration after the inclusion of virtual and immersion interprofessional education activities: A quantitative exploration. *Nurse Education in Practice*, *81*, 104169. https://doi.org/10.1016/j.nepr.2024.104169

Berry, A. (2021). Understanding Shared Responsibility Between Special and General Education Teachers in the Rural Classroom. *Rural Special Education Quarterly, 40*, 95–105. https://doi.org/10.1177/87568705211015681

Bronfenbrenner, U. (1981). The ecology of human development: Experiments by nature and design. Harvard University Press. https://doi.org/10.2307/j.ctv26071r6

Creswell, J. W. (20). Research design: Qualitative, quantitative, and mixed methods approaches (3. ed., [Nachdr.]). SAGE Publ.

Demirci-Ünal, Z., & Öztürk, G. (2024). Is Need-Based Action Possible for Each Child? Preschool Teachers' Differentiated Instruction Within Multicultural Classrooms. *Early Childhood Education Journal, 53*, 2699–2718. https://doi.org/10.1007/s10643-024-01753-2

Dev, S., George, M., Rafique, S., Vaddapalli, M., Nair, S., & Al Hameli, A. (2024). Sustainable inclusive framework studio for inclusive education—Perceptions of teachers, parents, and students in the United Arab Emirates. *Sustainability, 16*(15), 6367. https://doi.org/10.3390/su16156367

Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal, 37*(5), 813–828. https://doi.org/10.1080/01411926.2010.501096

Friedman, Z. L., Hubbard, K., & Seruya, F. (2023). Building better teams: Impact of education and coaching intervention on interprofessional collaboration between teachers and occupational therapists in schools. *Journal of Occupational Therapy, Schools, & Early Intervention, 16*(2), 173–193. https://doi.org/10.1080/19411243.2022.2037492

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-teaching: An illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation, 20*(1), 9–27. https://doi.org/10.1080/10474410903535380

Grand-Guillaume-Perrenoud, J. A., Cignacco, E., MacPhee, M., Carron, T., & Peytremann-Bridevaux, I. (2025). How does interprofessional education affect attitudes towards interprofessional collaboration? A rapid realist synthesis. *Advances in Health Sciences Education, 30*(3), 879–933. [https://doi.org/10.1007/s10459-024-10368-6]

Gourvennec, A., Solheim, O., Foldnes, N., Uppstad, P. H., & McTigue, E. (2022). Shared responsibility between teachers predicts student achievement: A mixed-methods study in Norwegian co-taught literacy classes. *Journal of Educational Change, 25*, 71–102. https://doi.org/10.1007/s10833-022-09472-4

Jardinez, M. J., & Natividad, L. (2024). The The Advantages and Challenges of Inclusive Education: Striving for Equity in the Classroom. *Shanlax International Journal of Education.* https://doi.org/10.34293/education.v12i2.7182

Jeremy, J., Hinitt, J., & Spandagou, I. (2025). Interprofessional collaboration: Measuring occupational therapists and teachers' perceptions of collaborative practice in inclusive Australian primary schools. *British Journal of Occupational Therapy, 88*(5), 302–313. https://doi.org/10.1177/03080226241295601

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher, 38*(5), 365–379. https://doi.org/10.3102/0013189X09339057

Jortveit, M., & Kovač, V. (2021). Co-teaching that works: special and general educators' perspectives on collaboration. *Teaching Education, 33*, 286–300. https://doi.org/10.1080/10476210.2021.1895105

Kyamko, V. F., Tenerife, J. J., Opingo, K. M., Pinili, L., Espina, R., & Suson, R. (2024). Teacher perceptions and collaborative efforts in inclusive education: A path to effective implementation. *World Journal on Education and Humanities Research, 4*(3), 286–296. https://doi.org/10.30060/wjher.4.3

O'Leary, E., Shapiro, C., Toma, S., Sayson, H. W., Levis-Fitzgerald, M., Johnson, T. L., & Sork, V. (2020). Creating inclusive classrooms by engaging STEM faculty in culturally responsive teaching workshops. *International Journal of Stem Education, 7*. https://doi.org/10.1186/s40594-020-00230-7

Paju, B., Kajamaa, A., Pirttimaa, R., & Kontu, E. (2021). Collaboration for inclusive practices: Teaching staff perspectives from Finland. *Scandinavian Journal of Educational Research, 66*(3), 427–440. https://doi.org/10.1080/00313831.2020.1869087

Roa, M. J., & Villaver, M. (2026). T-P-C Framework: Paraprofessional- Teacher Collaboration in Inclusive Education. Futurity Education. https://doi.org/10.57125/fed.2026.06.03

Schnepel, S., Luger, S., & Opitz, E. M. (2025). The role of teacher attitudes and collaboration for inclusive teaching practices. *Teaching and Teacher Education.* https://doi.org/10.1016/j.tate.2025.105240

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0

Sudarso, H., Basri, H., Rohmatillah, N., Pettalongi, S. S., & Darmawan, R. (2024). Empowering Learners: Strategies for Inclusive Education in Diverse Classroom Settings. *Global International Journal of Innovative Research.* https://doi.org/10.59613/global.v2i5.150

Tomlinson, C. A., & Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms (Third edition). ASCD.

UNESCO. (2020). Global education monitoring report 2020: Inclusion and education: all means all. Paris. UNESCO. https://doi.org/10.54676/JJNK6989

Van Weerdenburg, M., & Kroesbergen, E. H. (2025). Collaborating for Gifted Students with Complex Educational Needs. *Psychology in the Schools, 62*. https://doi.org/10.1002/pits.23425

Vygotsky, L. S. (1980). Mind in society: Development of higher psychological processes (M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press. https://doi.org/10.2307/j.ctvjf9vz4

Zhang, J., Capellini, V., Da Rocha, E. P., Lamônica, D. A. C., & Muñoz-Martínez, Y. (2025). Editorial: Cross-sectoral collaboration in inclusive education. *Frontiers in Psychology, 16*. https://doi.org/10.3389/fpsyg.2025.1697199

© 2026 The Author(s). Published by ASCEND: Journal of Interdisciplinary Scholarship and Innovation.
Licensed under CC BY 4.0