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DO COLLABORATIVE PRACTICES MATTER? EXAMINING THE RELATIONSHIP BETWEEN INTERPROFESSIONAL COLLABORATION AND INCLUSIVE CLASSROOM IMPLEMENTATION AMONG TEACHERS

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Abstract. This descriptive-correlational study examined the extent of interprofessional collaboration and inclusive classroom implementation among regular teachers at Milan-Cantuod National High School during the School Year 2025–2026 and determined whether a significant relationship existed between these variables. The study involved 30 regular teachers selected through total enumeration sampling and were gathered using an adapted and validated survey questionnaire and analyzed using weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Findings showed that teachers generally practiced interprofessional collaboration, particularly by respecting other professionals' expertise and maintaining open communication with school specialists. Inclusive classroom implementation was also evident, with the highest ratings for creating learning environments where all learners feel accepted and respected and for encouraging the participation of learners with disabilities. However, participation in formal multidisciplinary discussions, differentiated instruction, and assessment adaptation received comparatively lower ratings. Correlation analysis revealed a weak positive relationship between interprofessional collaboration and inclusive classroom implementation ($r = 0.263$); however, the relationship was not statistically significant ($p = 0.131$). The findings suggest that while collaboration remains a component of inclusive education, factors such as teachers' competencies, professional preparation, institutional support, and available resources might influence the implementation of inclusive classroom practices, and can be considered for future studies. The study concludes that strengthening structured collaborative opportunities and providing targeted professional development in inclusive pedagogical practices may further enhance the quality of inclusive education implementation.

Keywords: *collaborative practice, inclusive classroom implementation, inclusive education, interprofessional collaboration, regular teachers*

Introduction

The global movement toward inclusive education has transformed the responsibilities of teachers and other educational professionals in supporting learners with diverse needs. Inclusive education advocates equitable access to learning opportunities for all students regardless of disability, socioeconomic status, language background, or learning differences. Achieving this goal requires collaboration among educators, school leaders, guidance counselors, special

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education (SPED) teachers, psychologists, therapists, and other specialists who collectively support learner success. Consequently, interprofessional collaboration has become essential to effective educational practice, particularly in schools implementing inclusive education programs (Agran et al., 2020; Schwab et al., 2022).

Inclusive education has increasingly been recognized as a fundamental principle for achieving educational equity and social justice. According to UNESCO (2020), inclusive education requires education systems to eliminate barriers to participation and learning by ensuring all learners, regardless of background and ability, receive equitable opportunities for academic success. Consistent with this perspective, Ainscow (2020) emphasized that successful inclusion depends on collaborative school cultures, shared leadership, and coordinated support systems that enable educators to respond effectively to learner diversity. Furthermore, Florian and Beaton (2018) argued that inclusive pedagogy requires teachers to move beyond individualized accommodations and adopt teaching approaches that proactively address learner variability within mainstream classrooms. These perspectives underscore the importance of collaborative practices in fostering inclusive educational environments and improving learning outcomes for diverse student populations.

In contemporary classrooms, regular teachers increasingly face the challenge of addressing diverse cognitive, behavioral, emotional, and physical learning needs at the same time. These demands often extend beyond a single educator's expertise and require coordinated support from professionals within and beyond the school setting. Effective collaboration enables educators to share expertise, design appropriate interventions, coordinate learner support services, and implement instructional accommodations that promote meaningful participation among all learners. In contrast, insufficient collaboration may lead to fragmented services, inconsistent classroom interventions, duplicated efforts, and less effective inclusive educational practices (Mundschenk & Foley, 2021). Furthermore, inadequate institutional structures for collaboration may increase workload and professional stress and reduce teachers' capacity to respond effectively to learner diversity (Hamilton-Jones & Vail, 2024).

International scholarship consistently identifies interprofessional collaboration as a significant factor in the successful implementation of inclusive education. Jeremy et al. (2025) reported that collaborative partnerships between teachers and occupational therapists enhanced instructional responsiveness and improved support for students with diverse learning needs in Australian schools. Similarly, Abdullah et al. (2025) highlighted the importance of collaborative teaching approaches, stakeholder engagement, and shared decision-making processes in improving educational outcomes within inclusive learning environments. In Finland, Paju et al. (2021) found that sustained collaboration between general and special education teachers strengthened shared accountability and promoted coordinated support for learners requiring additional assistance. Likewise, Ruppar et al. (2023) demonstrated that collaborative professional networks positively influenced teachers' self-efficacy and confidence in implementing instructional adaptations for students with extensive support needs.

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Recent evidence further reinforces the importance of collaborative professional practices in inclusive education. A systematic review by Jeremy et al. (2024) concluded that teacher-therapist collaboration improves educational planning, learner participation, and instructional adaptation when supported by clearly defined professional roles and shared communication mechanisms. Similarly, Till (2025) found that teachers, special educators, and speech-language pathologists viewed interprofessional practice as valuable for identifying learner needs and coordinating evidence-based interventions. Friedman et al. (2023) also reported that structured coaching and collaborative professional development significantly enhanced collaborative competencies among teachers and occupational therapists, improving support for students in inclusive educational settings. These findings suggest that collaboration is not merely an organizational practice but a critical mechanism for improving educational quality and learner support.

The Philippine educational landscape increasingly recognizes the significance of interprofessional collaboration. As the Department of Education continues to strengthen inclusive education policies, regular teachers are expected to support learners with diverse needs while collaborating with various educational stakeholders. Kyamko et al. (2024) found that teachers with positive attitudes toward professional collaboration were more likely to implement inclusive classroom practices effectively. Similarly, Magtolis and De Guzman (2023) reported that Filipino teachers generally support inclusive education; however, insufficient planning time, limited professional development opportunities, and administrative constraints frequently hinder the implementation of collaborative teaching arrangements.

Additional Philippine and regional studies suggest that collaboration alone may not guarantee successful inclusive practice. Roa and Villaver Jr. (2026) emphasized that effective paraprofessional-teacher collaboration requires clearly defined roles, systematic communication processes, and adequate institutional support to positively influence instructional outcomes. Likewise, Kyamko et al. (2024) found that organizational culture, leadership support, and access to professional learning opportunities significantly influenced how collaborative efforts translated into classroom-level practices. These findings highlight the need to examine not only the presence of collaboration but also its relationship with teachers' implementation of inclusive instructional strategies.

From a theoretical perspective, Social Interdependence Theory may help explain interprofessional collaboration, which posits that individuals achieve more effectively when they work cooperatively toward shared goals (Johnson & Johnson, 2009). In inclusive education contexts, collaborative relationships among educators facilitate the exchange of knowledge, resources, and expertise needed to address diverse learner needs. These interactions may strengthen teachers' capacity to design differentiated instruction, implement appropriate accommodations, and create supportive learning environments. However, evidence also suggests that collaboration does not automatically translate into effective classroom implementation, particularly when systemic barriers such as inadequate resources, limited training, and excessive workload persist (Forlin & Chambers, 2020; Sharma et al., 2020).

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Despite extensive literature emphasizing the importance of both interprofessional collaboration and inclusive educational practice, a notable empirical gap remains. Existing studies have frequently examined teacher collaboration and inclusive instruction as independent constructs (Boyle & Hernandez, 2022), with limited attention given to their direct statistical relationship. Moreover, many Philippine studies have focused primarily on perceptions, attitudes, challenges, or implementation experiences rather than quantitatively examining whether stronger collaborative practices are associated with higher levels of inclusive classroom implementation. Consequently, empirical evidence remains insufficient on the extent to which interprofessional collaboration contributes to, or is associated with, inclusive teaching practices among regular teachers in Philippine public secondary schools.

Given the growing demand for inclusive education and the increasing expectation for collaborative professional practice, understanding the relationship between interprofessional collaboration and inclusive classroom implementation is both timely and necessary. Examining this relationship may provide valuable insights into the factors that support effective inclusion and inform evidence-based interventions that strengthen collaborative structures within schools. Therefore, this study seeks to determine the extent of interprofessional collaboration and inclusive classroom implementation among regular teachers and to examine the significant relationship between these variables in an inclusive secondary school setting. The findings are expected to contribute to the growing body of literature on inclusive education and serve as a basis for developing programs and policies that promote collaborative and inclusive teaching practices.

Methodology

Design

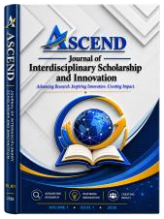
This study employed a descriptive-correlational research design to determine the extent of interprofessional collaboration and inclusive classroom implementation among regular teachers and to examine the relationship between these variables. Descriptive-correlational research is appropriate for investigating naturally occurring relationships among variables without manipulation or intervention (Creswell, 2020). Specifically, the design enabled the researcher to describe teachers' collaborative practices and inclusive classroom implementation and determine whether a significant relationship existed between the two constructs.

Locale

The study was conducted at Milan-Cantuod National High School, a public secondary school in Balamban, Cebu, Philippines. The school serves learners from Grades 7 to 12 and implements inclusive educational practices to support students with diverse learning needs. The school's collaborative environment and inclusive education initiatives provided an appropriate context for examining interprofessional collaboration and inclusive classroom implementation among regular teachers.

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Respondents

The participants consisted of 30 regular teachers of Milan-Cantuod National High School. Because the study included all eligible regular teachers, the researcher employed total enumeration sampling.

To be eligible for participation, teachers had to: (a) be currently employed as regular teachers in the school, (b) possess at least one year of teaching experience, and (c) have experience teaching in inclusive classroom settings and collaborating with other educational professionals.

The study excluded teachers who were on leave during data collection, had less than one year of teaching experience, or had no involvement in inclusive education practices.

Instrument

Data were collected using an adapted two-part survey questionnaire. Part I measured the extent of interprofessional collaboration through items assessing communication, coordination, and collaborative problem-solving among educational professionals. The indicators were adapted from Qin et al. (2025). Part II assessed inclusive classroom implementation, including differentiated instruction, classroom management, assessment adaptation, and learner participation, using indicators adapted from Kluge et al. (2025).

The instrument utilized a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Before administration, experts in inclusive education and educational research validated the questionnaire's content to ensure the items were clear, relevant, and appropriate to the study context.

Data Gathering Procedure

Data collection followed a structured, three-phase framework, comprising pre-collection preparation, actual field administration, and post-collection processing, to maintain procedural rigor and protect human subjects.

Administrative clearance initiated the preliminary phase. The researcher submitted formal transmittal letters detailing the study's scope, objective, and ethical protocols to the institutional head of Milan-Cantuod National High School. After executive endorsement, the researcher coordinated with school administrators to identify eligible regular classroom teachers engaged in inclusive practices and collaborating with specialists. Respondents received detailed briefings regarding the nature of the study, their rights to voluntary participation, and data anonymity measures. Each participant formally signed an informed consent document before data collection began.

Field administration used a two-part printed instrument to capture interprofessional collaboration levels and inclusive instructional implementation. The researcher hand-delivered the instruments, provided standardized oral instructions, and scheduled completion windows during non-teaching periods to avoid disrupting routine academic activities. This approach ensured focused, unhurried responses across all participant groups.

Post-collection protocols focused on data integrity and organization. Upon retrieving the completed instruments, systematic screening verified response completeness and usability, excluding partially filled forms from the final analytical dataset. The researcher compiled, organized, and prepared validated data for quantitative analysis to evaluate construct levels and

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test bivariate relationships. The study maintained strict compliance with data privacy standards and ethical safeguards throughout data retrieval and processing.

Data Analysis

The quantitative data were analyzed using appropriate descriptive and inferential statistical tools. The study computed the weighted mean and standard deviation to determine the extent of interprofessional collaboration and inclusive classroom implementation among regular teachers. The weighted mean described the central tendency of responses, whereas the standard deviation indicated the degree of variability among respondents' perceptions.

To examine the significant relationship between interprofessional collaboration and inclusive classroom implementation, the Pearson Product-Moment Correlation Coefficient (Pearson's r) was employed. This statistical test measured the strength and direction of the association between the variables and determined whether the observed relationship was statistically significant. The study tested the null hypothesis at the 0.05 level of significance.

Ethical Considerations

The study adhered to established ethical principles governing educational research. Participation was voluntary, and the researcher obtained informed consent from all respondents before data collection. Participants were informed of their right to decline participation or withdraw from the study at any time without penalty.

To ensure confidentiality and anonymity, the survey instrument did not collect personally identifiable information. All responses were coded and used solely for research purposes. The researcher securely stored the data and accessed it only for analysis. The researcher obtained approval from the appropriate school authorities before commencing data collection.

Results and Discussion

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.	3.05	0.67	Agree
I participate in regular meetings with other professionals (e.g., SPED teachers, counselors, therapists) regarding learners' needs.	2.92	0.71	Agree
I share classroom information with other professionals to support learners with disabilities.	3.10	0.63	Agree
I collaborate with other professionals in developing intervention strategies for struggling learners.	3.02	0.68	Agree
I openly communicate with school specialists about learners' progress.	3.18	0.61	Agree

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I seek advice from other professionals when handling complex learner concerns.	2.96	0.70	Agree
I contribute actively during multidisciplinary team discussions about learners.	2.85	0.73	Agree
I work together with other professionals to monitor learners' academic and behavioral progress.	3.08	0.65	Agree
I respect and consider the expertise of other professionals when making decisions about learners.	3.22	0.58	Agree
I participate in joint problem-solving with other professionals to address classroom challenges.	3.00	0.69	Agree
Aggregate Mean and Standard Deviation	**3.04**	**0.56**	**Agree**

Table 1 presents the extent of interprofessional collaboration among regular teachers. Overall, the findings showed an aggregate mean of 3.04 with a standard deviation of 0.56, verbally interpreted as Agree, indicating that respondents generally practiced interprofessional collaboration. The relatively low standard deviation further suggests a reasonable degree of consistency in teachers' perceptions regarding their collaborative practices. These findings imply that regular teachers recognize the value of working with other professionals and regularly engage in collaborative activities to support learners with diverse educational needs.

The highest-rated indicator was "I respect and consider the expertise of other professionals when making decisions about learners" (M = 3.22, SD = 0.58), followed by "I openly communicate with school specialists about learners' progress" (M = 3.18, SD = 0.61). These findings suggest that mutual professional respect and open communication serve as the foundation of collaborative practice within the school. Teachers appear to value the specialized knowledge and perspectives of other professionals and recognize the importance of information sharing in supporting learner success. This finding supports Byrd and Alexander (2020), who emphasized that effective partnerships between regular and special education teachers are built on mutual trust, respect, and continuous communication. Similarly, Chiu (2021) found that professional communication and collaborative problem-solving positively contribute to instructional effectiveness and student support outcomes. The findings further align with Jeremy et al. (2025), who reported that productive teacher-specialist relationships facilitate more coordinated interventions and strengthen support for learners with diverse needs.

Several indicators also received relatively high ratings, including sharing classroom information with other professionals (M = 3.10), working collaboratively to monitor learners' academic and behavioral progress (M = 3.08), coordinating with special education teachers during instructional planning (M = 3.05), collaborating in developing intervention strategies (M = 3.02), and participating in joint problem-solving activities (M = 3.00). These results indicate that collaboration extends beyond communication and includes various instructional and support-related functions. Such practices are essential in inclusive education, where addressing learner diversity requires collective expertise and coordinated intervention efforts. Baier et al. (2019) found that teacher collaboration improves instructional quality and positively affects student outcomes through shared planning and professional support. Likewise, Pocaan (2022) reported

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that collaborative teaching partnerships strengthen resource utilization, improve learner support mechanisms, and promote more effective inclusive practices.

Despite these positive findings, the lowest-rated indicators were active participation in multidisciplinary team discussions (M = 2.85, SD = 0.73), participation in regular meetings with other professionals (*M* = 2.92, *SD* = 0.71), and seeking advice from other professionals when managing complex learner concerns (*M* = 2.96, *SD* = 0.70). Although these indicators remained within the "Agree" category, their comparatively lower ratings suggest limitations in structured and formal collaborative engagement. This finding may indicate organizational barriers, such as limited time, competing professional responsibilities, scheduling conflicts, or a lack of established collaborative protocols. Stokke (2026) similarly found that while educators generally value collaboration, institutional constraints often limit the frequency and quality of multidisciplinary interactions. Likewise, Hamilton-Jones and Vail (2024) reported that workload demands and inadequate structural supports frequently hinder sustained interprofessional collaboration in school settings.

The findings carry important implications for inclusive education practice. While teachers show positive attitudes toward collaboration and routinely communicate and coordinate, opportunities for formal multidisciplinary collaboration appear less developed. This suggests schools may benefit from institutionalizing regular case conferences, collaborative planning sessions, and multidisciplinary team meetings that allow professionals to address learner needs collectively. According to Ruppar et al. (2023), sustained collaborative networks not only improve instructional decision-making but also strengthen teacher self-efficacy in supporting learners with extensive support needs. Furthermore, Friedman et al. (2023) found that structured coaching and collaborative professional development significantly enhance the quality of teacher-specialist partnerships. Till (2025) likewise emphasized that educators perceive interprofessional collaboration as most effective when schools provide systematic opportunities for consultation, joint planning, and shared decision-making. These findings suggest that strengthening organizational support for collaboration may further enhance teachers' capacity to implement inclusive educational practices effectively.

Overall, the results indicate that regular teachers generally engage in interprofessional collaboration and value the contributions of other educational professionals. However, the relatively lower ratings for formal collaborative activities suggest a need for stronger institutional mechanisms that promote deeper, more sustained multidisciplinary engagement. Strengthening these collaborative structures may support more coordinated learner support systems and better implementation of inclusive education initiatives.

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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.	2.90	0.72	Agree
I provide differentiated learning activities for learners with different needs.	2.75	0.78	Agree
I use varied teaching materials to support inclusive learning.	3.00	0.69	Agree
I implement classroom management strategies that support all learners.	3.18	0.63	Agree
I encourage participation of learners with disabilities in classroom activities.	3.22	0.60	Agree
I adapt assessments to suit the learning needs of diverse learners.	2.68	0.81	Agree
I provide additional learning support for struggling learners during lessons.	2.92	0.72	Agree
I create a classroom environment where all learners feel accepted and respected.	3.30	0.56	Strongly Agree
I use collaborative learning activities that involve both typical learners and learners with disabilities.	2.85	0.77	Agree
I monitor the learning progress of students with special needs and adjust instruction accordingly.	2.95	0.71	Agree
Aggregate Mean and Standard Deviation	**2.97**	**0.77**	**Agree**

Table 2 presents the evaluation results regarding the Extent of Inclusive Classroom Implementation as Perceived by Regular Teachers, measured across ten specific indicators using weighted means (WM), standard deviations (SD), and verbal descriptions. Based on the scoring scale where 3.25–4.00 represents *Strongly Agree*, 2.50–3.24 represents *Agree*, 1.75–2.49 represents *Disagree*, and 1.00–1.74 represents *Strongly Disagree*, the overall data demonstrate a positive perception among regular educators regarding their execution of inclusive classroom practices. The aggregate mean of 2.97, with an aggregate standard deviation of 0.77, both verbally interpreted as Agree, indicates that regular teachers consistently attempt to foster inclusive environments despite operational hurdles.

Table 2 presents the extent of inclusive classroom implementation as perceived by regular teachers. The findings revealed an aggregate mean of 2.97 with a standard deviation of 0.77, verbally interpreted as Agree. This result indicates that inclusive classroom practices were generally evident among the respondents. The finding suggests that regular teachers make conscious efforts to accommodate learner diversity and foster participation among students with

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varying abilities and educational needs. Although the overall rating reflects positive implementation, the mean score also indicates opportunities for further strengthening inclusive practices, particularly those requiring specialized instructional adaptations and assessment modifications.

Among the indicators, "I create a classroom environment where all learners feel accepted and respected" received the highest mean score (M = 3.30, SD = 0.56), corresponding to a verbal interpretation of Strongly Agree. This was followed by "I encourage participation of learners with disabilities in classroom activities" (*M* = 3.22, *SD* = 0.60) and "I implement classroom management strategies that support all learners" **(***M* = 3.18, *SD* = 0.63). These findings indicate that regular teachers are strongly committed to creating welcoming, respectful, and supportive classroom environments where all learners are encouraged to participate meaningfully. These results suggest that respondents hold positive attitudes toward inclusion and recognize the importance of fostering a sense of belonging among learners.

The findings support Vera (2023) that inclusive education requires teachers to cultivate classrooms characterized by respect, acceptance, and equal learning opportunities. Similarly, Florian and Beaton (2018) emphasized that inclusive pedagogy extends beyond physical placement and focuses on creating learning environments where all students can participate without marginalization. UNESCO (2020) likewise highlights that inclusive education should ensure that every learner feels valued, respected, and able to participate fully in educational experiences. These perspectives reinforce the present findings, suggesting that teachers have successfully developed inclusive classroom climates that promote learner engagement and social inclusion.

Other indicators also yielded favorable ratings, including the use of varied teaching materials (*M* = 3.00, *SD* = 0.69), monitoring learners' progress and adjusting instruction accordingly (*M* = 2.95, *SD* = 0.71), providing additional support for struggling learners (*M* = 2.92, *SD* = 0.72), and modifying instructional strategies to accommodate diverse abilities (*M* = 2.90, *SD* = 0.72). These findings indicate that teachers attempt to address learner diversity through instructional accommodations and ongoing monitoring of student learning. These practices align with inclusive education principles, which advocate flexible instructional approaches responsive to individual learner needs. Loreman et al. (2022) emphasized that effective inclusive practice requires teachers to employ varied instructional methods and continuously adjust teaching strategies to ensure meaningful participation among diverse learners. Likewise, Ainscow (2020) highlighted that responsive classroom practices play a critical role in reducing barriers to learning and improving educational equity.

Despite the generally favorable results, several indicators received comparatively lower ratings. The lowest-rated indicator was "I adapt assessments to suit the learning needs of diverse learners" (*M* = 2.68, *SD* = 0.81), followed by "I provide differentiated learning activities for learners with different needs" (*M* = 2.75, *SD* = 0.78) and "I use collaborative learning activities that involve both typical learners and learners with disabilities" (*M* = 2.85, *SD* = 0.77). Although these indicators were still interpreted as Agree, their relatively lower means suggest teachers face challenges implementing the more technical dimensions of inclusive practice. Unlike classroom climate and learner participation, differentiated instruction and assessment adaptation often require

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specialized pedagogical knowledge, extensive preparation, access to resources, and targeted professional development.

The findings corroborate Pozas and Letzel (2021), who found that teachers often struggle to implement differentiated instruction and adapt assessments because of limited training and insufficient classroom support. Similarly, Sharma et al. (2020) found that teachers' confidence in practicing inclusion is strongly influenced by their professional preparation and access to institutional support systems. Forlin and Chambers (2020) further argued that teachers often struggle to translate inclusive ideals into effective classroom practices when professional development opportunities and instructional resources are inadequate. In the Philippine context, Magtolis and De Guzman (2023) likewise reported that while teachers generally support inclusive education, constraints such as limited planning time, insufficient resources, and heavy workloads often hinder the consistent implementation of differentiated and specialized instructional strategies.

The findings carry important implications for educational practice and policy. The strong ratings for classroom acceptance, learner participation, and classroom management demonstrate that teachers possess positive dispositions toward inclusion and have established supportive learning environments. However, the relatively lower ratings in differentiated instruction and assessment adaptation indicate a need for targeted capacity-building initiatives. Schools may consider providing sustained professional development programs focusing on differentiated instruction, universal design for learning (UDL), assessment modification, and evidence-based inclusive teaching strategies. According to Ruppar et al. (2023), teachers who receive continuous support and professional learning opportunities demonstrate greater confidence and effectiveness in implementing inclusive practices. Additionally, Kyamko et al. (2024) found that teacher competence in inclusive education improves significantly when professional development is complemented by administrative support and collaborative professional learning communities.

Overall, the findings indicate that inclusive classroom implementation is generally evident among regular teachers. Their greatest strengths lie in creating safe, respectful, and participatory learning environments that promote learner inclusion. Nevertheless, challenges remain in implementing more specialized pedagogical practices, particularly differentiated instruction and assessment adaptation. These results suggest that while the foundations of inclusive education are already present, sustained institutional support, targeted professional development, and access to instructional resources are necessary to strengthen the quality and consistency of inclusive classroom implementation.

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Table 3
Test of Relationship Between Interprofessional Collaboration and Inclusive Classroom Implementation

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Interprofessional Collaboration and Inclusive Classroom Implementation as Perceived by Regular Teachers	0.263	Weak Positive	0.131	Do not reject Ho	Not Significant

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

Table 3 presents the results of the test of relationship between interprofessional collaboration and inclusive classroom implementation among regular teachers. The analysis revealed an r-value of 0.263**,** indicating a weak positive correlation between the two variables. However, the p-value of 0.131 exceeded the 0.05 level of significance, so the study did not reject the null hypothesis. Therefore, the study found no statistically significant relationship between interprofessional collaboration and inclusive classroom implementation among the respondents.

Although the relationship was not statistically significant, the positive correlation coefficient suggests that teachers who reported higher levels of interprofessional collaboration also tended to report slightly higher levels of inclusive classroom implementation. However, this association was too weak to establish that collaboration alone significantly influences or predicts the implementation of inclusive classroom practices. This finding indicates that inclusive classroom implementation is a multifaceted process influenced by various individual, organizational, and contextual factors beyond collaborative engagement. Factors such as teacher competence, self-efficacy, professional training, instructional resources, administrative support, class size, and school culture may play a larger role in shaping teachers' inclusive practices.

The findings suggest that while collaboration remains a valuable component of inclusive education, its presence alone does not necessarily guarantee successful classroom implementation. Teachers may engage in collaborative activities and maintain positive professional relationships, yet still struggle to translate these interactions into effective differentiated instruction, assessment adaptation, and learner support. This observation is particularly relevant because Table 2 identified assessment adaptation and differentiated instruction as among the lowest-rated aspects of inclusive classroom implementation, suggesting that technical instructional competencies may require support beyond collaborative interactions.

This finding aligns with Avramidis et al. (2019), who reported that collaborative structures can foster supportive professional environments but do not automatically lead to effective instructional accommodations for diverse learners. Their study emphasized that practical implementation often requires specialized knowledge, intensive coaching, and sustained

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professional development. Similarly, Forlin and Chambers (2020) argued that positive attitudes toward inclusion and collaborative efforts may have limited impact when systemic barriers such as insufficient training opportunities, inflexible curricula, inadequate resources, and heavy workloads remain unresolved. These findings suggest that structural and organizational supports must back collaboration to influence classroom practice meaningfully.

The weak association found in the present study is further supported by Loreman et al. (2022), who noted that teachers often face competing responsibilities that limit their ability to engage deeply in collaborative planning and instructional adaptation. As a result, collaborative efforts may focus more on administrative coordination than instructional innovation. Likewise, Vlachou et al. (2021) found that collaborative relationships become most effective when supported by clear institutional frameworks, shared responsibilities, and regular opportunities for professional interaction. Without these conditions, collaboration may remain largely consultative rather than transformative in classroom practice.

The findings may also be explained by teacher-related factors. Specht et al. (2016) emphasized that teachers' beliefs, confidence, and preparedness for inclusion often influence inclusive classroom practices more than collaborative arrangements alone. Similarly, Sharma et al. (2020) reported that teacher efficacy significantly moderates the effectiveness of collaborative and inclusive initiatives. Teachers with strong confidence and competence in addressing learner diversity are more likely to implement inclusive practices successfully, regardless of the extent of collaboration available in their professional environment.

From a systems perspective, the findings align with the European Agency for Special Needs and Inclusive Education (2018), which emphasized that successful inclusive education requires a comprehensive, interconnected approach involving leadership support, teacher preparation, adequate resources, collaborative structures, and inclusive policies. Collaboration represents only one component of this broader framework. Similarly, Ainscow (2020) argued that inclusive education is best achieved when collaborative cultures are integrated with organizational leadership, professional learning, and institutional commitment to equity and participation. These perspectives help explain why collaboration, although important, may not independently determine the quality or extent of inclusive classroom implementation.

The findings also resonate with Ruppar et al. (2023), who emphasized that collaborative networks may indirectly influence inclusive teaching by strengthening teacher self-efficacy and access to professional expertise rather than directly affecting classroom practices. This suggests that collaboration may function as a facilitating condition, with its impact mediated by other factors such as professional competence, instructional knowledge, or organizational support. Consequently, the non-significant relationship observed in this study should not be interpreted as evidence that collaboration is unimportant, but rather as an indication that its influence operates within a broader ecosystem of factors affecting inclusive education.

The results have important implications for educational practice. Schools should avoid viewing collaboration as a stand-alone solution to challenges in inclusive education. While promoting interprofessional collaboration remains important, schools should place equal emphasis

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on strengthening teachers' competencies in differentiated instruction, assessment adaptation, classroom management, and learner support. Professional development programs should therefore combine collaborative learning opportunities with practical training focused on evidence-based inclusive practices. Furthermore, school leaders should establish supportive organizational structures that provide adequate time, resources, and administrative support for both collaboration and instructional innovation.

Overall, the findings indicate that interprofessional collaboration and inclusive classroom implementation are positively related, but the relationship was not statistically significant among the respondents. This suggests that effective inclusive classroom implementation requires a multidimensional approach that goes beyond collaborative engagement and includes professional capacity-building, institutional support, and systemic commitment to inclusive education.

Conclusion

The findings revealed that regular teachers generally demonstrated a satisfactory extent of interprofessional collaboration and inclusive classroom implementation. Teachers particularly exhibited strong collaborative practices in respecting the expertise of other professionals and maintaining open communication with school specialists. Similarly, they demonstrated strengths in creating classroom environments where all learners feel accepted and respected, encouraging the participation of learners with disabilities, and implementing supportive classroom management practices. However, they received lower ratings for participation in multidisciplinary team discussions and regular interprofessional meetings. Regarding inclusive classroom implementation, challenges were noted in adapting assessments, providing differentiated learning activities, and using collaborative learning strategies for diverse learners. Furthermore, the analysis revealed a weak positive relationship between interprofessional collaboration and inclusive classroom implementation; however, this relationship was not statistically significant.

Based on these findings, it is concluded that while regular teachers actively engage in collaborative practices and strive to implement inclusive classroom strategies, interprofessional collaboration alone does not significantly influence the extent of inclusive classroom implementation. The successful implementation of inclusive education appears to depend on a combination of factors, including teachers' instructional competencies, professional preparation, access to resources, administrative support, and school-level structures that promote inclusive practices. Thus, collaboration remains essential to inclusive education but must be complemented by sustained professional development and school support to achieve meaningful and fruitful instructional outcomes.

Despite its contributions, the study has several limitations to consider when interpreting the findings. The investigation was conducted in a single public secondary school and involved only 30 regular teachers, which may limit the generalizability of the results to other educational contexts. Additionally, the study relied solely on self-reported survey data, which may be subject to response bias and may not fully capture actual classroom practices. The descriptive-correlational design also limits the ability to establish causal relationships between the variables. Future studies may use larger, more diverse samples across multiple schools and examine additional factors, such as teacher self-efficacy, professional development experiences, leadership support, and resource

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availability, to provide a more comprehensive understanding of the determinants of inclusive classroom implementation.

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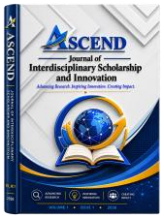
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