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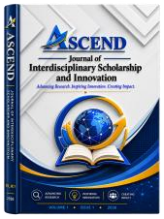

BEYOND COLLABORATIVE GOODWILL: EXAMINING THE RELATIONSHIP BETWEEN INTERPROFESSIONAL COLLABORATION AND INCLUSIVE CLASSROOM IMPLEMENTATION AMONG REGULAR TEACHERS

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Abstract. This descriptive-correlational study examined the relationship between interprofessional collaboration and inclusive classroom implementation among regular teachers at Quiot Elementary School, Cebu City Division, during School Year 2025–2026. A total enumeration sampling involving all 30 regular teachers handling inclusive classes. Data were collected through validated survey questionnaires and analyzed using weighted mean, standard deviation, and Pearson's product-moment correlation coefficient. Findings revealed that interprofessional collaboration was generally practiced (M = 3.08, SD = 0.57), with professional respect for specialist expertise (M = 3.38) and open communication (M = 3.26) receiving the highest ratings. However, participation in formal multidisciplinary team discussions was less evident (M = 2.79), indicating limited structured collaboration. Inclusive classroom implementation was likewise evident (M = 3.13, SD = 0.51), particularly in fostering a positive classroom climate (M = 3.45) and encouraging learner participation (M = 3.32), while adapting assessments to accommodate diverse learning needs emerged as the least implemented practice (M = 2.88). A major finding of the study was the absence of a statistically significant relationship between interprofessional collaboration and inclusive classroom implementation (r = .217, p = .264). This suggests that although teachers demonstrate collaborative dispositions and generally implement inclusive practices, these efforts operate independently rather than through systematic and integrated instructional partnerships. The study concludes that existing collaborative practices function primarily as consultative support and have not yet translated into enhanced classroom instruction and assessment adaptation.

Keywords: *basic education, inclusive education, interprofessional collaboration, regular teachers*

Introduction

Inclusive education has emerged as a global educational priority, driven by international commitments to equity, social justice, and the recognition of diversity as a fundamental characteristic of learning communities. Guided by the United Nations Sustainable Development Goal 4 (SDG 4), educational systems must ensure inclusive, equitable, quality education for all learners, regardless of disability, socioeconomic status, ethnicity, language, or other individual differences. In response, schools worldwide have increasingly shifted from segregated and integrated educational models toward inclusive approaches that promote the participation, achievement, and well-being of all learners within mainstream educational settings. This transition has transformed contemporary classrooms into increasingly heterogeneous environments where

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regular teachers are expected to address diverse learning needs through differentiated instruction, responsive assessment, and supportive classroom environments (Chow et al., 2024).

The success of inclusive education largely depends on teachers' ability to implement evidence-based instructional and support strategies that address learner diversity. Research consistently shows that inclusive classroom implementation goes beyond placing learners with disabilities in regular classrooms and requires meaningful participation, equitable learning opportunities, and appropriate accommodations that support academic and social development (Paulsrud & Nilholm, 2023). However, many regular teachers still struggle to adapt lessons, manage diverse behavioral and learning needs, and design appropriate assessments for learners with varying abilities (Dev et al., 2024). These challenges are often intensified by limited training, insufficient resources, and inadequate institutional support systems, highlighting the need for collaborative approaches to inclusive practice.

One of the most widely recognized ways to strengthen inclusive education is interprofessional collaboration. Interprofessional collaboration refers to a systematic partnership among educational professionals and allied specialists, including classroom teachers, special education (SPED) teachers, guidance counselors, school psychologists, speech-language pathologists, and other support personnel who work together to plan, implement, monitor, and evaluate educational interventions for learners with diverse needs. Effective collaboration builds shared expertise, coordinates decision-making, and supports collective problem-solving, enabling schools to provide more responsive and comprehensive support to students (Fasting & Breilid, 2024). Studies have shown that collaborative structures such as co-teaching, joint instructional planning, and multidisciplinary consultation contribute positively to teacher efficacy, instructional quality, and student engagement in inclusive classrooms (Jurkowski et al., 2023).

This study is primarily anchored in Social Interdependence Theory (Johnson & Johnson, 2009), which posits that outcomes improve when individuals recognize that their goals are interconnected and can be achieved through cooperative effort. Within inclusive education, this perspective suggests that regular teachers and specialists are more effective when they work collaboratively toward shared educational goals. Complementing this framework is Bronfenbrenner's Ecological Systems Theory (1979), which emphasizes that interactions among multiple environmental systems influence classroom practices. In inclusive education, collaborative relationships among teachers, specialists, administrators, and other stakeholders represent critical mesosystem interactions that shape classroom implementation and learner outcomes.

Empirical evidence from various educational contexts supports the importance of interprofessional collaboration in promoting inclusive practices. In Australia, Jeremy et al. (2025) found that structured partnerships between teachers and occupational therapists enhanced instructional adaptations and classroom accessibility for learners with diverse needs. Similarly, Fasting and Breilid (2024) reported that collaborative consultation and cross-professional cooperation strengthened inclusive educational practices and improved teacher confidence in addressing learner diversity. Studies conducted in Nordic countries further indicate that collaborative structures facilitate the sharing of professional knowledge and contribute to more effective support systems for students requiring additional educational assistance (Paju et al., 2021; Paulsrud & Nilholm, 2023). Across Southeast Asia, Abdullah et al. (2025) likewise emphasized

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that sustainable inclusive education depends on collaborative teaching practices and active participation among multiple educational stakeholders.

In the Philippine context, inclusive education has been institutionalized through national policy initiatives, particularly Department of Education (DepEd) Order No. 44, s. 2021, which provides policy guidelines for providing educational services to learners with disabilities within the basic education system. These policies highlight the shared responsibility of regular teachers, SPED personnel, school administrators, and support specialists in ensuring equitable educational opportunities for all learners. Recent local studies indicate that Filipino teachers generally demonstrate favorable attitudes toward inclusion and recognize the value of collaborative professional relationships in supporting diverse learners (Kyamko et al., 2024). Despite these positive developments, implementation challenges remain prevalent, particularly in resource-constrained public school settings where opportunities for structured collaboration are often limited.

Although existing literature has examined teacher attitudes toward inclusive education, collaborative educational practices, and the implementation of inclusive instruction, relatively few studies have investigated the direct relationship between interprofessional collaboration and inclusive classroom implementation among regular elementary school teachers. Most studies have examined collaborative practices separately from classroom implementation outcomes or have focused primarily on specialized educational contexts (Alabdallat et al., 2021; Hynek et al., 2025; Malmberg-Heimonen et al., 2025). Consequently, empirical evidence remains limited on how specific dimensions of interprofessional collaboration, such as communication, coordination, and multidisciplinary team engagement, relate to the implementation of inclusive practices in regular elementary classrooms. Furthermore, within the Philippine educational setting, research examining whether collaborative professional interactions translate into actual classroom-level inclusive practices remains scarce.

Addressing this gap matters because understanding the link between collaborative professional practices and inclusive classroom implementation can inform school policies, professional development initiatives, and support systems that strengthen inclusive education. Therefore, this study examined the extent of interprofessional collaboration and inclusive classroom implementation among regular teachers at Quiot Elementary School in the Cebu City Division. Specifically, it investigated the relationship between interprofessional collaboration and inclusive classroom implementation to develop evidence-informed strategies and interventions that may enhance inclusive educational practices in public elementary schools.

Methodology

Design

This study adopted a descriptive-correlational research design to examine the current operational status of the target variables and determine the statistical association between them. In educational research, a descriptive design allows for systematic documentation of existing perceptions, behaviors, and pedagogical practices without introducing artificial experimental manipulations (Creswell & Creswell, 2018). Concurrently, the correlational component evaluates the magnitude, direction, and statistical significance of the linear association between regular

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teachers' interprofessional collaboration and their execution of inclusive classroom practices. This non-experimental design was uniquely suited for this investigation because both professional collaboration and inclusive classroom strategies are naturally occurring professional behaviors operating within an established public-school framework. By systematically gathering quantitative data on both constructs simultaneously, the design provided a robust basis for empirical modeling without disturbing ongoing classroom instruction or administrative routines.

Locale

The study was conducted at Quiot Elementary School, a prominent public primary educational institution administered by the Department of Education (DepEd), Division of Cebu City, Philippines. Situated within an urbanizing community in Cebu Province, Quiot Elementary School serves a socio-economically diverse student population spanning kindergarten through sixth grade. In line with DepEd policy mandates for inclusive basic education, the school enforces mainstreaming policies that integrate learners with special educational needs, including those with cognitive, sensory, physical, speech, and behavioral challenges, into regular education classrooms. The school's organizational framework comprises regular general education teaching personnel working alongside itinerant Special Education (SPED) resource educators, school guidance counselors, and administrative support personnel. This specific institutional environment provided an optimal research setting for assessing regular classroom educators' direct operational engagement in cross-professional collaboration and inclusive instructional adaptation.

Respondents

The target population for this study consisted of all regular general education teachers assigned to Quiot Elementary School during School Year 2025–2026. To maximize research coverage and eliminate sampling errors inherent in subset sampling, the study utilized a total enumeration sampling design (also known as a census sample). Consequently, all N = 30 regular general education teachers currently handling inclusive classrooms at the school were included as study respondents.

To ensure sample homogeneity and data validity, the researcher established strict eligibility criteria. Inclusion criteria required respondents to: (a) hold a permanent, regular item appointment as a general education teacher under the Department of Education; (b) possess a minimum of one full year of continuous elementary teaching experience; and (c) be actively assigned as a classroom teacher managing mainstreamed or inclusive classes containing diverse learners. Exclusion criteria ruled out: (a) newly hired substitute or contractual teachers with less than one year of service; (b) regular teachers on official study, medical, or administrative leave during the data collection period; and (c) specialized personnel (such as full-time SPED center teachers or non-teaching administrative staff) whose primary daily duties did not involve managing mainstream general education classrooms. The resulting sample of 30 teachers represented 100% participation among eligible teaching staff at the study site.

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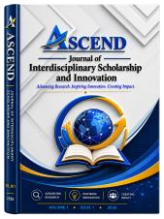

Instrument

Data collection used a structured, three-part paper-and-pencil survey instrument tailored to capture teachers' professional profiles, collaborative dynamics, and inclusive classroom practices.

The researcher collected baseline demographic characteristics, including age, sex, highest educational attainment, current teaching position, and total years of teaching experience, and measured the extent of interprofessional collaboration using a 10-item scale adapted from the validated collaboration instrument developed by Qin et al. (2025). This scale assessed three core sub-dimensions: informal and formal communication (e.g., progress sharing, specialist consultation), operational coordination (e.g., instructional co-planning, resource sharing), and multidisciplinary team engagement (e.g., joint problem-solving, active participation in case conferences). Second, evaluated the extent of inclusive classroom implementation using a 10-item scale adapted from Kluge et al. (2025). This dimension assessed four distinct domain areas: instructional strategy modification (e.g., differentiated task delivery, scaffolding), classroom management (e.g., supportive environment creation, behavioral accommodation), learner participation (e.g., peer-assisted learning, inclusive engagement), and assessment adaptation (e.g., test modification, alternative evaluation procedures).

The variables then employed a standard 4-point Likert scale to prevent neutral response bias. Response options were anchored as follows: 4 = *Strongly Agree* (3.25–4.00), indicating that the practice was consistently and fully realized; 3 = *Agree* (2.50–3.24), indicating regular practice; 2 = *Disagree* (1.75–2.49), indicating infrequent practice; and 1 = *Strongly Disagree* (1.00–1.74), indicating complete absence of the practice.

To establish construct validity, the preliminary instrument was evaluated by a panel of three independent experts comprising a Special Education University Professor, a Senior DepEd Education Program Supervisor, and a Master Teacher in Educational Management. The experts scored item relevance, clarity, and alignment using a standardized Content Validity Index (CVI), yielding an overall Scale-CVI of .94, confirming strong content validity. Following expert review, the instrument was pilot-tested on a non-participating sample of 15 regular teachers handling inclusive classes at an adjacent elementary school within the Cebu City Division. Internal consistency analysis yielded a Cronbach's alpha of 0.88 for the Interprofessional Collaboration scale and 0.86 for the Inclusive Classroom Implementation scale, demonstrating high psychometric reliability that exceeds standard academic research benchmarks (alpha ≥ 70).

Data Gathering Procedure

The data-gathering process followed a structured, three-phase protocol designed to preserve research integrity and avoid disrupting school operations.

During the preliminary stage, the researcher submitted formal written transmittal letters seeking permission to conduct the study to the Schools Division Superintendent of Cebu City and the Principal of Quiot Elementary School. Upon securing official endorsement, the researcher coordinated with grade-level chairs to establish an administration schedule. The researcher conducted an orientation session for eligible teachers to explain the study's scope, academic purpose, and procedures. During data gathering, the researcher personally administered printed survey packages, containing an information sheet, an informed consent form, and the structured questionnaire, to all 30 eligible regular teachers. To prevent pressure or bias and maintain authentic

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responses, teachers were given 48 hours to complete the instrument independently during non-instructional administrative periods or planning blocks. During the post-data-gathering stage, the researcher personally retrieved completed survey packages. The researcher scrutinized each questionnaire for completeness and data integrity, achieving a 100% completion and return rate. The researcher systematically coded, tabulated, and entered the data into a secure statistical database for numerical analysis.

Data Analysis

The quantitative data retrieved from the research instrument were processed and subjected to systematic statistical analysis using software set at an alpha level of $\alpha = .05$(two-tailed). Weighted means (M) were computed for each indicator and domain to measure the overall extent of interprofessional collaboration and the level of inclusive classroom implementation across their respective dimensions. The resulting mean values were interpreted using a four-tier statistical continuum: values between 3.25 and 4.00 represented Strongly Agree, indicating that the specific practice was fully implemented or practiced at a very high level; values between 2.50 and 3.24 represented Agree, denoting regular practice or general implementation; values from 1.75 to 2.49 represented Disagree, signifying inconsistent or low practice; and values from 1.00 to 1.74 represented Strongly Disagree, indicating an absence of practice. Concurrently, standard deviations (SD) were calculated alongside each mean score to determine the dispersion of individual responses and assess the degree of consistency or variability among the regular teacher-respondents.

The Pearson product-moment correlation coefficient (r) was applied to test the null hypothesis regarding the relationship between the extent of interprofessional collaboration and the level of inclusive classroom implementation. The magnitude and direction of the linear correlation coefficient were interpreted to determine association strength. At the same time, the associated two-tailed probability value (p-value) was compared with the predetermined α=.05 significance threshold to decide whether to accept or reject the null hypothesis of no significant relationship.

Ethical Considerations

The study strictly observed ethical principles governing human subject research, in full compliance with the Philippine Data Privacy Act of 2012 (Republic Act No. 10173) and international ethical principles for social science research. The researcher secured institutional ethical approval before engaging participants.

Informed Consent: Participation was entirely voluntary. Every respondent reviewed and signed an explicit informed consent form detailing the study's background, objectives, minimal risk status, and intended dissemination. Participants were explicitly informed of their right to decline answering specific questions or withdraw from the study at any stage without prejudice, administrative reprimand, or impact on their employment status.

Anonymity and Confidentiality: To ensure strict anonymity, no direct personal identifiers (such as names or employee numbers) were recorded on the survey instruments. Alphanumeric tracking codes (e.g., R-01 through R-30) were assigned to questionnaires for data verification purposes only. All physical survey sheets were stored in a locked file cabinet in the principal investigator's office, and digitized data files were saved on password-protected, double-encrypted

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drives accessible only to the researcher. The researcher will shred physical documents and permanently delete digital files five years after publication.

Beneficence and Non-Maleficence: The study posed minimal risk to participants and involved no physical or psychological intervention. Data gathering was scheduled strictly outside instructional periods to prevent teacher stress or loss of instructional time. The results were intended to directly benefit the teaching staff by providing an empirical foundation for practical recommendations designed to strengthen institutional support, reduce teacher isolation, and enhance inclusive instructional resources.

Results and Discussion

The study evaluated the extent of interprofessional collaboration among regular teachers across ten indicators covering communication, coordination, and multidisciplinary engagement. Table 1 presents the weighted means, standard deviations, and corresponding verbal descriptions for each indicator.

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.	3.08	0.66	Agree
I participate in regular meetings with other professionals (e.g., SPED teachers, counselors, therapists) regarding learners' needs.	2.84	0.74	Agree
I share classroom information with other professionals to support learners with disabilities.	3.15	0.60	Agree
I collaborate with other professionals in developing intervention strategies for struggling learners.	2.97	0.69	Agree
I openly communicate with school specialists about learners' progress.	3.26	0.58	Strongly Agree
I seek advice from other professionals when handling complex learner concerns.	3.11	0.64	Agree
I actively contribute to multidisciplinary team discussions about learners.	2.79	0.76	Agree
I work together with other professionals to monitor learners' academic and behavioral progress.	3.18	0.62	Agree
I respect and consider the expertise of other professionals when making decisions about learners.	3.38	0.52	Strongly Agree

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I participate in joint problem-solving with other professionals to address classroom challenges.	3.06	0.67	Agree
Aggregate Mean and Standard Deviation	**3.08**	**0.57**	**Agree**

As shown in Table 1, the aggregate mean was M = 3.08 (SD = 0.57), corresponding to a verbal description of "Agree." This result indicates that collaborative practices were generally established within the school setting. Across the individual indicators, teachers expressed the highest level of agreement regarding professional respect and open communication. Specifically, respondents reported strongly respecting and considering the expertise of other professionals when making decisions about learners (M = 3.38, SD = 0.52) and maintaining open communication with school specialists regarding learner progress (M = 3.26, SD = 0.58). Teachers also indicated consistent engagement in working together with specialists to monitor academic and behavioral progress (M = 3.18, SD = 0.62), sharing classroom information (M = 3.15, SD = 0.60), seeking advice when handling complex learner concerns (M = 3.11, SD = 0.64), coordinating during instructional planning (M = 3.08, SD = 0.66), and participating in joint problem-solving to address classroom challenges (M = 3.06, SD = 0.67).

Conversely, teachers reported lower mean scores for indicators related to structured interdisciplinary participation and formal teamwork. Teachers also reported less agreement with collaborating to develop specific intervention strategies for struggling learners (M = 2.97, SD = 0.69) and participating in regular formal meetings with special educators, counselors, or therapists (M = 2.84, SD = 0.74). The lowest-rated indicator was active contribution during multidisciplinary team discussions about learners (M = 2.79, SD = 0.76).

These findings reflect a structural dichotomy in public school collaboration: while informal consultative communication and mutual professional respect are strong, systematic participation in formal multidisciplinary team meetings remains less frequent. This pattern aligns with recent empirical observations by Till (2025), who noted that classroom teachers value interprofessional practice but face systematic barriers, such as conflicting schedules and heavy instructional loads, that limit their attendance at formal team conferences. Similarly, Hynek et al. (2025) and Jeremy et al. (2024) argued that interprofessional collaboration in elementary schools often functions informally unless institutionalized co-planning structures, such as scheduled case conferences, are explicitly built into weekly timetables. From a theoretical perspective, these results reflect partial realization of Social Interdependence Theory (Johnson & Johnson, 2009). While regular teachers demonstrate positive attitudes toward shared goals, the operational structures required for true positive interdependence, where team members rely directly on joint structured output, remain underdeveloped. Furthermore, under Ecological Systems Theory (Bronfenbrenner, 1979), institutional organizational factors at the mesosystem level, such as school schedules and administrative allocations for co-planning, directly shape the depth of professional interaction.

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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.	3.06	0.70	Agree
I provide differentiated learning activities for learners with different needs.	2.94	0.74	Agree
I use varied teaching materials to support inclusive learning.	3.15	0.66	Agree
I implement classroom management strategies that support all learners.	3.28	0.59	Strongly Agree
I encourage participation of learners with disabilities in classroom activities.	3.32	0.56	Strongly Agree
I adapt assessments to suit the learning needs of diverse learners.	2.88	0.76	Agree
I provide additional learning support for struggling learners during lessons.	3.10	0.68	Agree
I create a classroom environment where all learners feel accepted and respected.	3.45	0.51	Strongly Agree
I use collaborative learning activities that involve both typical learners and learners with disabilities.	3.02	0.71	Agree
I monitor the learning progress of students with special needs and adjust instruction accordingly.	3.12	0.67	Agree
Aggregate Mean and Standard Deviation	**3.13**	**0.51**	**Agree**

As displayed in Table 2, the overall aggregate mean was M = 3.13 (SD = 0.51), interpreted as "Agree," demonstrating that inclusive teaching strategies were consistently applied in general education classrooms. Teachers reported the highest implementation levels in creating a supportive classroom climate and managing inclusive learning environments. Specifically, the highest-rated practice was creating a classroom environment where all learners feel accepted and respected (M = 3.45, SD = 0.51), followed by encouraging the participation of learners with disabilities in classroom activities (M = 3.32, SD = 0.56) and implementing classroom management strategies that support all learners (M = 3.28, SD = 0.59), all of which earned "Strongly Agree" ratings. Teachers also reported high levels of engagement in using varied teaching materials (M = 3.15, SD = 0.66), monitoring the learning progress of students with special needs to adjust instruction (M = 3.12, SD = 0.67), providing additional learning support for struggling learners during lessons (M = 3.10, SD = 0.68), modifying instructional strategies to accommodate diverse abilities (M =

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3.06, SD = 0.70), and utilizing collaborative learning activities involving both typical learners and students with disabilities (M = 3.02, SD = 0.71).

In contrast, mean ratings were lower for technical pedagogical adaptations. Providing differentiated learning activities for learners with different needs obtained a mean of M = 2.94 (SD = 0.74), while adapting assessments to suit the learning needs of diverse learners recorded the lowest score across all indicators (M = 2.88, SD = 0.76).

These findings show that regular teachers excel at establishing socio-emotionally supportive, welcoming environments and encouraging learner engagement, but have greater difficulty implementing technical instructional modifications, specifically differentiated assessment and activity adaptation. This pattern aligns with global research by Chow et al. (2024) and Dev et al. (2024), who observed that while educators express strong commitment to affective inclusion and positive classroom culture, their capacity to execute formal assessment modifications remains constrained by large class sizes, standardized testing mandates, and limited training in psychometric modification.

Furthermore, Jurkowski et al. (2023) emphasized that effective pedagogical differentiation requires sustained, specialized co-planning support. Without explicit guidance on adapting evaluation tools, regular teachers tend to rely on uniform assessment instruments, even as they accommodate learners in daily interactions. Considering Vygotsky's (1978) Social Constructivism, while teachers facilitate peer social mediation within the zone of proximal development, their own professional capacity to design differentiated tools requires external scaffolding through peer coaching and specialist mentorship.

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

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Extent of Interprofessional Collaboration of Regular Teachers and Extent of Inclusive Classroom Implementation as Perceived by Regular Teachers	0.217	Weak Positive	0.264	Do not reject Ho	Not Significant

*significant at p<0.05 (two-tailed)

As presented in Table 3, the correlation analysis testing the relationship between the extent of interprofessional collaboration and the level of inclusive classroom implementation yielded a correlation coefficient of r = 0.217 with a two-tailed probability value of p = 0.264. Because the calculated p-value exceeds the established significance threshold of alpha = 0.05, the study did not reject the null hypothesis. This indicates no statistically significant relationship between the extent of interprofessional collaboration and the level of inclusive classroom implementation among the regular teachers surveyed.

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Although the correlation coefficient indicates a weak positive association (r = 0.217), the lack of statistical significance suggests that higher self-reported levels of interprofessional collaboration do not automatically translate into improved or more frequent inclusive classroom practices in this setting. This finding offers critical empirical insight into the structure of inclusive school operations, showing that informal or generalized professional collaboration, without structured, actionable classroom co-teaching mechanisms, has little direct effect on day-to-day instructional execution. This outcome aligns with findings by Paulsrud and Nilholm (2023), who noted in their comprehensive review that collaboration between regular educators and special education personnel frequently remains focused on administrative discussion or crisis management rather than collaborative lesson design, co-teaching, or joint assessment crafting.

Similarly, Fasting and Breilid (2024) and Alabdallat et al. (2021) showed that cross-professional collaboration yields measurable improvements in inclusive classroom pedagogy only when high-intensity, structured co-intervention models characterize it. When interprofessional exchanges consist primarily of ad hoc advice-seeking (M = 3.11) or general progress reporting (M = 3.26) without joint classroom execution, regular teachers' pedagogical practices remain largely independent of the collaborative process.

From an organizational systems perspective (Bronfenbrenner, 1979), this non-significant relationship indicates an operational disconnect within the school's mesosystem. Collaborative goodwill exists alongside positive inclusive intentions, but the structural bridge, consisting of institutionalized co-planning periods, co-teaching protocols, and joint assessment development, is absent. Consequently, regular teachers rely primarily on their individual competencies and general classroom management strategies rather than leveraging interprofessional expertise to drive differentiated instruction and assessment.

Conclusion

This study concludes that regular teachers at Quiot Elementary School generally demonstrate positive interprofessional collaboration, particularly through professional respect, collegial relationships, and open communication with specialists. Likewise, inclusive classroom implementation is evident in the creation of supportive learning environments and the promotion of active learner participation. However, collaboration remains largely informal and consultative, with limited engagement in structured multidisciplinary meetings and collaborative decision-making processes. Moreover, differentiating assessments to meet diverse learner needs emerged as the most challenging aspect of inclusive classroom practice, indicating an area that requires further professional support and development.

A major finding of the study is that interprofessional collaboration and inclusive classroom implementation were not statistically related. This suggests that while teachers and specialists maintain positive collaborative interactions, these practices do not necessarily translate into enhanced inclusive instructional practices. The findings imply that existing collaboration mechanisms may function primarily as sources of professional support rather than as integrated structures that directly influence classroom instruction, assessment adaptation, and co-teaching practices.

The study highlights the need for more systematic and intentional collaborative frameworks that move beyond informal consultation toward sustained multidisciplinary

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engagement focused on inclusive educational outcomes. Strengthening collaborative planning, shared accountability, and assessment adaptation strategies may contribute to more meaningful integration of interprofessional collaboration within inclusive classrooms.

Despite its contributions, the study has limitations. The findings are limited to regular teachers from a single elementary school, which may restrict the transferability of the results to other educational contexts. Additionally, the study relied on self-reported perceptions, which may be subject to response bias. Future studies may include multiple schools, larger participant groups, and qualitative or mixed-methods approaches to understand better how collaborative practices influence inclusive education across diverse settings.

Recommendations

Based on the study's findings, several practical recommendations are proposed to strengthen both interprofessional collaboration and inclusive classroom implementation. First, school administrators should establish a regular schedule for collaborative meetings among regular teachers, special education teachers, and guidance personnel at least once or twice each month to discuss learner progress, instructional concerns, and intervention strategies. This will provide a structured avenue for collaboration beyond informal consultations.

Second, the school should conduct capacity-building activities to strengthen teachers' ability to adapt assessments, modify instructional materials, and address diverse learner needs. Workshops and mentoring sessions may focus on developing differentiated assessment tools, preparing alternative learning activities, and utilizing inclusive teaching strategies that support learners with varying abilities.

Third, teachers should be encouraged to engage in collaborative lesson planning and classroom observation activities. Through peer mentoring and professional sharing sessions, teachers can exchange effective practices and identify strategies that promote learner participation and inclusive classroom engagement.

Fourth, the school may strengthen its Professional Learning Community (PLC) by incorporating regular discussions on inclusive education practices, learner accommodations, and classroom challenges. Such initiatives can foster continuous professional growth and encourage collective responsibility for learner success.

Finally, future researchers are encouraged to conduct similar studies involving multiple schools and larger samples to improve the generalizability of findings. Qualitative or mixed-methods studies may also be undertaken to explore in greater depth how collaborative practices influence classroom instruction, assessment adaptation, and learner outcomes in inclusive educational settings.

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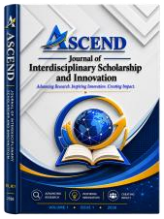

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