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# UNDERSTANDING THE LINK BETWEEN INTERPROFESSIONAL COLLABORATION AND INCLUSIVE CLASSROOM IMPLEMENTATION AMONG TEACHERS IN A PUBLIC ELEMENTARY SCHOOL

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**Abstract.** This study examined the extent of interprofessional collaboration and inclusive classroom implementation among regular teachers at Inayawan National High School during School Year 2025–2026. Specifically, it determined the extent of interprofessional collaboration, assessed the extent of inclusive classroom implementation, examined the significant relationship between the two variables, and served as the basis for an action plan. A quantitative descriptive-correlational research design was employed. Thirty regular teachers were selected through purposive sampling. Data were collected using an adapted survey questionnaire consisting of demographic information, interprofessional collaboration indicators, and inclusive classroom implementation measures. The data were analyzed using frequency counts, percentages, weighted means, standard deviations, and Pearson's product-moment correlation coefficient. Findings revealed that regular teachers demonstrated a generally positive level of interprofessional collaboration (M = 3.16, SD = 0.51), particularly in communication, coordination, information sharing, and respect for professional expertise. Inclusive classroom implementation was likewise evident (M = 2.86, SD = 0.74), with stronger practices observed in creating supportive learning environments and encouraging learner participation. However, differentiated instruction and assessment adaptation emerged as areas requiring further enhancement. Correlation analysis revealed a statistically significant positive relationship between interprofessional collaboration and inclusive classroom implementation (r = 0.326, p = 0.041). The findings indicate that higher levels of collaborative engagement among educational professionals are associated with stronger implementation of inclusive classroom practices. An action plan was proposed to strengthen collaborative practices and support more effective inclusive education implementation.

***Keywords:*** *inclusive education, interprofessional collaboration, regular teachers, public elementary school*

## Introduction

Inclusive education is widely recognized as a fundamental educational principle that promotes equitable access to quality learning opportunities for all students regardless of their abilities, backgrounds, or educational needs. It aims to ensure that learners with diverse characteristics are educated in supportive environments that minimize barriers to participation and encourage meaningful engagement (de Borba et al., 2024). The success of inclusive education extends beyond individual teachers and requires a collective effort among educational professionals who contribute different forms of expertise to support learner development.



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Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

According to Бессараб et al. (2024), effective inclusion is grounded in the principles of inclusive pedagogy and emphasizes adapting teaching practices and learning environments to accommodate learner diversity while fostering participation, achievement, and belonging for all students.

One key mechanism supporting inclusive education is interprofessional collaboration: coordinated efforts by teachers, school administrators, guidance personnel, special education teachers, therapists, and other educational professionals to address learners' diverse academic, behavioral, social, and emotional needs. Interprofessional collaboration promotes shared decision-making, open communication, resource sharing, and joint problem-solving, allowing professionals to combine their expertise in developing appropriate interventions and instructional strategies. Through collaborative partnerships, schools are better positioned to create inclusive environments that respond effectively to learner diversity and provide appropriate support for students requiring specialized assistance.

Recent studies have consistently highlighted the importance of collaboration in strengthening inclusive educational practices. Jeremy et al. (2025) reported that structured collaboration between teachers and occupational therapists improves instructional responsiveness and learner support by integrating specialized expertise into classroom practices. Similarly, Abdullah et al. (2025) emphasized the value of co-teaching, collaborative planning, and stakeholder engagement in fostering sustainable inclusive learning environments. In addition, Paju et al. (2021) found that collaboration between regular and special education teachers facilitates more effective responses to learner diversity and promotes inclusive teaching practices. Collectively, these studies suggest that collaborative professional relationships play a critical role in strengthening inclusive education by improving instructional decision-making and learner support systems.

Despite their recognized importance, translating collaborative principles into consistent classroom practice remains a continuing challenge in many schools. Regular teachers often encounter learners with varying abilities, learning difficulties, behavioral concerns, and socio-emotional needs. Effectively addressing such diversity requires differentiated instruction, flexible assessment practices, collaborative intervention planning, and continuous monitoring of learner progress. However, when collaboration among educational professionals is limited, inconsistent, or unstructured, opportunities for coordinated support may be reduced. Consequently, teachers may struggle to meet students' diverse learning needs, affecting the quality and sustainability of inclusive classroom implementation.

Within the Philippine educational system, inclusive education has gained increasing attention in response to national and international commitments to educational equity. However, schools continue to face challenges related to teacher preparedness, access to specialized support services, instructional adaptation, and collaborative practice. Kyamko et al. (2024) found that teachers who perceived collaboration positively were more likely to demonstrate effective inclusive practices, although institutional support significantly influenced implementation. This finding highlights the importance of establishing collaborative structures that enable teachers to access professional guidance, share expertise, and engage in collective problem-solving efforts. As schools work to strengthen inclusive education initiatives, understanding how collaboration shapes classroom practice is increasingly important.



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Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

Although previous studies have documented the significance of interprofessional collaboration and inclusive education, most investigations have examined these constructs independently or in international contexts. Furthermore, limited studies have examined the direct relationship between interprofessional collaboration and inclusive classroom implementation among regular teachers within Philippine public school settings. Existing literature offers valuable insights into collaborative practices and inclusive instructional approaches; however, empirical evidence on how the extent of professional collaboration relates to the implementation of inclusive classroom practices in specific local contexts remains insufficient. This gap is particularly evident in public secondary schools, where regular teachers are the primary implementers of inclusive education and where collaborative practices may vary depending on organizational structures and available support mechanisms.

At Inayawan National High School, teachers continuously work with learners who exhibit diverse academic, behavioral, social, and emotional needs. These circumstances require teachers to collaborate regularly with various school personnel while implementing inclusive instructional strategies in their classrooms. Although collaborative practices may already exist through consultation, professional communication, and coordinated learner support, the extent to which these efforts are linked to inclusive classroom implementation remains largely unexplored in school settings. Understanding teachers' perceptions is essential because they directly translate inclusive education principles into everyday classroom experiences. Their perspectives can offer meaningful insights into existing collaborative strengths, implementation challenges, and areas that require further professional support.

In response to these gaps, the present study examines the relationship between interprofessional collaboration and inclusive classroom implementation among teachers at Inayawan National High School. Specifically, it determines the extent of interprofessional collaboration, assesses the extent of inclusive classroom implementation, and investigates whether a significant relationship exists between these two variables. Employing a descriptive-correlational research design, the study seeks to provide empirical evidence regarding the association between collaborative professional practices and inclusive teaching implementation. The findings are expected to contribute to the growing body of literature on inclusive education, inform school-based interventions, and serve as the basis for an action plan to strengthen collaborative practices and enhance inclusive classroom implementation. Ultimately, the study aspires to support the development of more responsive, collaborative, and equitable learning environments that effectively address the diverse needs of all learners.

# Methodology

## Design



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Volume 2 | Issue 2 | November | 2026

This study employed a quantitative descriptive-correlational research design to examine the relationship between interprofessional collaboration and inclusive classroom implementation among regular teachers. The descriptive component was utilized to describe the demographic characteristics of the respondents and determine the extent of interprofessional collaboration and inclusive classroom implementation. Meanwhile, the correlational component was used to determine whether a statistically significant relationship existed between the two variables under investigation.

This design was deemed appropriate because it allowed the researcher to describe existing conditions and examine associations among variables without manipulating the research environment. Since no intervention was introduced and no variables were controlled, the findings were interpreted as indicators of association rather than evidence of causal relationships.

**Locale**

The study was conducted at Inayawan National High School, a public secondary school in Inayawan, Cebu City, Philippines. The school serves learners with diverse academic, social, emotional, and behavioral needs, making it an appropriate setting for investigating issues related to inclusive classroom implementation and professional collaboration.

The school was selected because regular teachers routinely engage with various educational professionals and support personnel to address learner diversity and implement inclusive educational practices. Its educational context provided a suitable environment for examining teachers' perceptions of interprofessional collaboration and the implementation of inclusive classrooms.

**Respondents and Sampling Technique**

The study respondents consisted of thirty (30) regular teachers from Inayawan National High School. Participants were selected through purposive sampling, a non-probability sampling technique that selects individuals with specific characteristics relevant to the study's objectives. To qualify for participation, respondents had to be regular classroom teachers currently employed during School Year 2025–2026, possess at least one year of teaching experience, and have experience teaching in inclusive classroom settings or collaborating with other educational professionals.

Teachers who were on leave, assigned to non-teaching duties, had less than one year of teaching experience, or lacked relevant experience in inclusive education were excluded from the study. Purposive sampling ensured that respondents had adequate knowledge and experience related to the variables being investigated, enhancing the relevance and credibility of the data collected.

**Instrument**



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Volume 2 | Issue 2 | November | 2026

Data were collected using an adapted three-part survey questionnaire designed to measure teachers' perceptions of interprofessional collaboration and inclusive classroom implementation.

Part I gathered respondents' demographic profile, including age, gender, educational attainment, years of teaching experience, and teaching position.

Part II measured the extent of interprofessional collaboration using indicators of communication, coordination, consultation, information sharing, and collaborative problem-solving. The items were adapted from the instrument developed by Qin et al. (2025) and rated on a four-point Likert scale from 1 (Strongly Disagree) to 4 (Strongly Agree).

Part III assessed the extent of inclusive classroom implementation across dimensions such as differentiated instruction, classroom management, learner participation, instructional adaptation, and collaborative learning activities. The items were adapted from Kluge et al. (2025) and utilized the same four-point Likert scale.

To establish content validity, the instrument underwent expert review by professionals with backgrounds in educational research, inclusive education, and instructional practice. The researcher incorporated their comments and recommendations to improve item clarity, relevance, language appropriateness, and alignment with the study's objectives. The researcher revised the instrument accordingly before administration.

**Data Gathering Procedure**

Before data collection, the researcher secured permission from the school principal and complied with all applicable school and division research protocols. After obtaining approval, the researcher coordinated with the respondents regarding the purpose and procedures of the study.

Potential participants were informed about the nature of the research, their rights as respondents, the voluntary nature of participation, and the confidentiality of the information they would provide. Informed consent was obtained before distributing the survey questionnaires.

The questionnaires were personally administered to the respondents on a schedule convenient to both the participants and the school administration to avoid disrupting regular instructional activities. Upon retrieval, the completed questionnaires were checked for completeness and accuracy. The responses were subsequently organized, coded, tabulated, and prepared for statistical analysis.

**Ethical Consideration**

The study adhered to established ethical principles governing educational research. Participation was voluntary, and respondents were informed they could refuse to participate or withdraw at any time without penalty or adverse consequences. Informed consent was secured before data collection commenced.

The confidentiality and anonymity of all respondents were maintained throughout the research process. No unnecessary personal identifiers were collected, and all responses were kept strictly confidential. Data were presented in aggregate form to prevent the identification of individual participants.



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Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

Furthermore, all collected information was securely stored and accessed only by the researcher for legitimate research purposes. The study complied with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) in protecting the privacy, confidentiality, and security of respondent information. The study also observed ethical standards of honesty, objectivity, integrity, and respect for participants.

## Results and Discussion

**Table 1**
*Age Profile of the Respondents*

| Age(in years) | f | % |
|---|---|---|
| Below 25 | 1 | 3.33 |
| 25–34 | 6 | 20.00 |
| 35–44 | 13 | 43.33 |
| 45–54 | 7 | 23.33 |
| 55 and above | 3 | 10.00 |
| Total | 30 | 100.00 |

Table 1 shows that the largest proportion of respondents belonged to the 35–44 age group (43.33%), followed by those aged 45–54 (23.33%), 25–34 (20.00%), 55 years and above (10.00%), and below 25 years old (3.33%). The findings indicate that most respondents were in mid-career, suggesting substantial professional experience and exposure to classroom teaching and collaboration with other educational professionals. A workforce composed primarily of experienced teachers may contribute positively to collaborative practices because prolonged engagement in educational settings provides greater opportunities for professional interaction, shared decision-making, and participation in learner support initiatives.

This finding supports Friedman et al. (2023), who emphasized that effective interprofessional collaboration develops through continued professional engagement and collaborative experiences among educators. The age distribution further suggests that the respondents possess the maturity and professional exposure needed to implement inclusive educational practices and participate in collaborative efforts designed to support diverse learners.

**Table 2**
*Gender Profile of the Respondents*

| Gender | f | % |
|---|---|---|
| Male | 6 | 20.00 |
| Female | 24 | 80.00 |
| Total | 30 | 100.00 |



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

Table 2 shows that most respondents were female (80.00%), while only 20.00% were male. This distribution is consistent with the demographic composition commonly observed in the teaching profession, where female educators constitute a significant proportion of the workforce. The predominance of female teachers suggests that perceptions of interprofessional collaboration and inclusive classroom implementation largely reflect women educators' experiences in schools.

Ianni et al. (2023) found that team composition and professional dynamics influence collaborative practices in inclusive educational settings. Similarly, Sebastian et al. (2022) noted that female teachers often demonstrate strong engagement in classroom-related responsibilities and instructional practices. The findings highlight the importance of designing professional development initiatives that are responsive to the characteristics and needs of the teaching population while promoting effective collaboration and inclusive teaching practices across all educators.

**Table 3**
*Years of Teaching Experience*

| Years of teaching experience | F | % |
|---|---|---|
| 1–5 years | 4 | 13.33 |
| 6–10 years | 9 | 30.00 |
| 11–15 years | 10 | 33.33 |
| 16 years and above | 7 | 23.34 |
| Total | 30 | 100.00 |

Table 3 indicates that the largest group of respondents had 11–15 years of teaching experience (33.33%), followed by those with 6–10 years (30.00%), 16 years and above (23.34%), and 1–5 years (13.33%). These findings demonstrate that most respondents possessed considerable teaching experience, suggesting familiarity with classroom management, instructional planning, and collaborative professional practices. Teachers with extensive experience are more likely to have encountered diverse learner needs and participated in various forms of school-based collaboration. This observation aligns with Jeremy et al. (2025), who found that professional experience contributes to educators' participation in collaborative practices and their understanding of diverse learner needs. The findings may also suggest opportunities for mentorship within the school, where more experienced teachers can guide and support less experienced colleagues in implementing inclusive educational practices.



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Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

**Table 4**
*Teaching Position of the Respondents*

| Position | f | % |
|---|---|---|
| Teacher I | 7 | 23.33 |
| Teacher II | 9 | 30.00 |
| Teacher III | 11 | 36.67 |
| Master Teacher I | 3 | 10.00 |
| **Total** | **30** | **100.00** |

Table 4 shows that most respondents occupied Teacher III (36.67%) and Teacher II (30.00%) positions, followed by Teacher I (23.33%) and Master Teacher I (10.00%). This distribution suggests that the teaching workforce was primarily composed of educators occupying intermediate professional ranks, with a smaller proportion serving in instructional leadership positions. The presence of teachers across different ranks may contribute to a collaborative environment where individuals bring varying levels of expertise, experience, and leadership to support learner needs.

According to Fasting and Breilid (2024), collaboration among professionals with different responsibilities and areas of specialization is an important component of inclusive education. The findings imply that teachers occupying different positions may contribute unique perspectives and experiences that enrich professional collaboration and support the implementation of inclusive classroom practices.

**Table 5**
*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. | 3.18 | 0.62 | Agree |
| I participate in regular meetings with other professionals (e.g., SPED teachers, counselors, therapists) regarding learners' needs. | 3.05 | 0.66 | Agree |
| I share classroom information with other professionals to support learners with disabilities. | 3.22 | 0.58 | Agree |
| I collaborate with other professionals in developing intervention strategies for struggling learners. | 3.10 | 0.64 | Agree |
| I openly communicate with school specialists about learners' progress. | 3.28 | 0.55 | Strongly Agree |
| I seek advice from other professionals when handling complex learner concerns. | 3.14 | 0.61 | Agree |



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

| | | | |
|---|---|---|---|
| I contribute actively during multidisciplinary team discussions about learners. | 2.98 | 0.69 | Agree |
| I work together with other professionals to monitor learners' academic and behavioral progress. | 3.20 | 0.60 | Agree |
| I respect and consider the expertise of other professionals when making decisions about learners. | 3.35 | 0.50 | Strongly Agree |
| I participate in joint problem-solving with other professionals to address classroom challenges. | 3.12 | 0.63 | Agree |
| **Aggregate Mean and Standard Deviation** | **3.16** | **0.51** | **Agree** |

Table 5 presents the extent of interprofessional collaboration among regular teachers, yielding an aggregate mean of 3.16 (SD = 0.51), interpreted as Agree. The findings indicate that respondents generally perceived interprofessional collaboration as evident in their professional practice. The highest-rated indicators were respecting and considering the expertise of other professionals when making decisions about learners (M = 3.35) and openly communicating with school specialists regarding learner progress (M = 3.28). These findings suggest that mutual respect and professional communication serve as important foundations of collaborative practice within the school.

In contrast, active participation during multidisciplinary team discussions obtained the lowest mean score (M = 2.98), although it remained within the Agree category. This result may indicate that while teachers frequently communicate and collaborate informally, participation in structured collaborative discussions may occur less frequently or may require further strengthening. The findings support Merki et al. (2022), who emphasized that collaborative professional practices develop through continuous interaction and shared goals among educators. Similarly, Shu et al. (2021) highlighted the role of informal professional interactions in promoting collaboration and knowledge sharing. Overall, the results suggest that interprofessional collaboration is generally practiced among teachers; however, opportunities remain to enhance participation in more formal collaborative structures and multidisciplinary decision-making processes.

**Table 6**
*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. | 2.78 | 0.79 | Agree |
| I provide differentiated learning activities for learners with different needs. | 2.60 | 0.84 | Agree |
| I use varied teaching materials to support inclusive learning. | 2.92 | 0.71 | Agree |
| I implement classroom management strategies that support all learners. | 3.05 | 0.69 | Agree |



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Advancing Research. Inspiring Innovation. Creating Impact.
Volume 2 | Issue 2 | November | 2026

| | | | |
|---|---|---|---|
| I encourage participation of learners with disabilities in classroom activities. | 3.10 | 0.66 | Agree |
| I adapt assessments to suit the learning needs of diverse learners. | 2.55 | 0.86 | Agree |
| I provide additional learning support for struggling learners during lessons. | 2.88 | 0.73 | Agree |
| I create a classroom environment where all learners feel accepted and respected. | 3.18 | 0.62 | Agree |
| I use collaborative learning activities that involve both typical learners and learners with disabilities. | 2.70 | 0.80 | Agree |
| I monitor the learning progress of students with special needs and adjust instruction accordingly. | 2.85 | 0.75 | Agree |
| **Aggregate Mean and Standard Deviation** | **2.86** | **0.74** | **Agree** |

Table 6 shows that regular teachers perceived inclusive classroom implementation to be generally evident, obtaining an aggregate mean of 2.86 (SD = 0.74, interpreted as **Agree**. The highest-rated indicators were creating a classroom environment where all learners feel accepted and respected (M = 3.18), encouraging participation among learners with disabilities (M = 3.10), and implementing classroom management strategies that support all learners (M = 3.05). These findings suggest that teachers demonstrate commitment to fostering inclusive classroom climates that promote participation, acceptance, and positive learner engagement.

Conversely, adapting assessments to meet diverse learner needs (M = 2.55) and providing differentiated learning activities (M = 2.60) received the lowest ratings, although both remained within the Agree category. These results indicate that teachers may find technical aspects of inclusive instruction more challenging than creating supportive learning environments. The findings are consistent with Till (2025), who found that collaborative support influences teachers' implementation of inclusive practices. Likewise, Sepadi (2025) emphasized that teachers are more likely to implement inclusive strategies effectively when provided with practical support and professional guidance. The results suggest that additional training and professional development may help enhance teachers' skills in differentiated instruction, assessment adaptation, and other specialized inclusive practices.



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Volume 2 | Issue 2 | November | 2026

**Table 7**
*Test of Relationship between Extent of Interprofessional Collaboration of Regular Teachers and Extent of Inclusive Classroom Implementation as Perceived by Regular Teachers*

| Variables | r-value | Strength of Correlation | p - value | Decision | Remarks |
|---|---|---|---|---|---|
| Interprofessional Collaboration and Inclusive Classroom Implementation | 0.326 | Moderate Positive | 0.041 | Reject Ho | Significant |

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

Table 7 presents the Pearson correlation analysis, which showed a statistically significant, moderate positive link between how much regular teachers collaborate with other professionals and how well they put inclusive classroom practice into action ($r = 0.326$, $p = 0.041$), meaning the null hypothesis was rejected. This positive connection shows that when teachers strengthen teamwork, make decisions together, and coordinate across disciplines, it translates directly into better inclusive teaching in the classroom.

These findings align with established research: Jeremy et al. (2024) emphasized how teacher-therapist cooperation strengthens shared decision-making for diverse learners, and Malmberg-Heimonen et al. (2025) showed that structured collaboration models boost overall inclusive outcomes. Paulsrud et al. (2023) confirmed that partnerships between general and special educators are vital for supporting students who need targeted help.

However, because the correlation is moderate, teamwork alone does not tell the whole story; implementing inclusive practices also depends on external factors such as specialized training, school resources, administrative support, and how collaboration is structured and measured (Jeremy et al., 2026). In practice, teachers often stick to simpler, less intensive forms of collaboration, like swapping materials or lesson information (Pozas et al., 2023), and specific service models and professional differences between teachers and therapists can shape teamwork (Jeremy et al., 2024).

Ultimately, while schools use both proactive and reactive approaches to build inclusive teaching environments (Lakkala et al., 2021), long-term training and coaching programs offer a promising way to strengthen interprofessional collaboration between teachers and support specialists over time (Friedman et al., 2022).

# Conclusion

Based on the findings, regular teachers at Inayawan National High School generally demonstrated favorable levels of both interprofessional collaboration and inclusive classroom implementation. Among the dimensions of interprofessional collaboration, teachers showed strengths in professional communication, information sharing, coordination, and respect for other professionals' expertise. However, active participation in formal multidisciplinary discussions



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Volume 2 | Issue 2 | November | 2026

was less evident, suggesting that teachers more often demonstrated collaborative practices through routine professional interactions than through structured collaborative mechanisms.

The findings further revealed that respondents generally implemented inclusive classroom practices. Teachers were particularly effective in fostering supportive, respectful, and participatory learning environments that promote learner engagement and inclusion. Nevertheless, teachers implemented instructional practices requiring specialized competencies, such as differentiated instruction and assessment adaptation for diverse learners, less consistently. This suggests that while teachers show positive attitudes toward inclusion, they may need additional support to strengthen the technical and pedagogical aspects of inclusive instruction.

A key finding was a statistically significant positive relationship between interprofessional collaboration and inclusive classroom implementation. This indicates that teachers who reported greater engagement in collaborative practices with other educational professionals also tended to report higher levels of inclusive classroom implementation. The result underscores the importance of collaborative professional relationships in supporting teachers as they respond to diverse learner needs and implement inclusive educational practices.

Overall, the study concludes that interprofessional collaboration serves as an important component of inclusive education. Strengthening communication, consultation, coordinated decision-making, and collaborative problem-solving among educational professionals may contribute to more responsive and inclusive classroom practices. While collaboration alone does not account for all aspects of inclusive education, it represents a significant factor that supports teachers in creating learning environments that accommodate and value learner diversity.

The findings should, however, be interpreted in light of certain limitations. The study was limited to thirty regular teachers from a single public secondary school, which may restrict the generalizability of the findings to other educational settings. Furthermore, the study relied on self-reported perceptions, which may be influenced by social desirability bias or individual interpretation of the survey items. Finally, the descriptive-correlational design identifies associations between variables but does not establish causal relationships. Future studies involving larger samples, multiple schools, and mixed-methods or longitudinal approaches may provide a more comprehensive understanding of the factors influencing interprofessional collaboration and inclusive classroom implementation.

## Recommendations

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

Inayawan National High School should implement the proposed Action Plan to strengthen interprofessional collaboration among teachers and other educational professionals. Particular emphasis should be placed on increasing teachers' participation in formal multidisciplinary discussions, case conferences, and collaborative decision-making activities related to learner support and inclusive education.

School administrators should establish regular, structured collaborative mechanisms, such as multidisciplinary team meetings, professional learning communities, and collaborative



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planning sessions, to encourage ongoing communication, consultation, information sharing, and coordinated intervention planning among teachers and support personnel.

Professional development activities should enhance teachers' competencies in differentiated instruction, assessment adaptation, classroom accommodations, and other evidence-based inclusive teaching strategies. Such initiatives may help teachers address diverse learner needs more effectively and strengthen the quality of inclusive classroom implementation.

Master Teachers, school leaders, and other experienced educators should provide mentoring and coaching opportunities for teachers, particularly in collaborative problem-solving, instructional modification, and implementing inclusive educational practices.

The Department of Education and school administrators should continue providing adequate institutional support, resources, and learning materials that facilitate collaboration and promote the successful implementation of inclusive education programs within the school.

Teachers should be encouraged to stay actively engaged in collaborative professional practices by consulting specialists, sharing instructional strategies, participating in team discussions, and collectively addressing learner concerns. Such collaborative efforts may contribute to more responsive and inclusive learning environments.

Future researchers may conduct similar studies involving larger samples and multiple schools to improve the generalizability of the findings. Further investigations may also examine other factors influencing inclusive classroom implementation, such as teacher self-efficacy, professional development, administrative support, school climate, and resource availability.

By implementing these recommendations, schools may further strengthen collaborative professional practices and enhance the delivery of inclusive education that effectively responds to the diverse needs of all learners.

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

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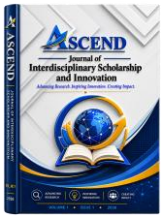

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