

The Role of Collaboration and Peer Support in Predicting Teachers' Readiness for Inclusion

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Abstract: This study determined the role of collaboration and peer support in predicting teachers' readiness for inclusive education at Ramon Duterte Memorial National High School, Cebu City Division, during the School Year 2025–2026. It specifically evaluated the level of collaboration, peer support, and teachers' preparedness for inclusion, while also investigating the correlations between collaboration and preparedness, as well as peer support and preparedness. The study utilized a descriptive–correlational quantitative research design and employed a complete enumeration sampling technique with eighty-five (85) teachers as respondents. The main tool for collecting data was a validated survey questionnaire. The statistical tools used were frequency count, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Findings revealed that the level of collaboration among teachers was very high, the level of peer support was very high, and the level of teachers' readiness for inclusive education was high. Results further showed that there was a significant relationship between collaboration and teachers' readiness for inclusive education, and a significant relationship between peer support and teachers' readiness for inclusive education, with peer support emerging as the stronger predictor. Collaborating and receiving peer support have proved to make great contributions to teachers' preparedness for inclusive education. Finally, schools need to enhance structured collaborative practices, peer mentoring, and capacity-building programs in order to further augment the preparedness of teachers toward inclusive education.

Keywords: Inclusive Education, collaboration, peer support, teachers' readiness, descriptive-correlational design, Cebu City, Philippines.

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Inclusive education was a widely recognized method of ensuring that children of all abilities, regardless of the disability, and from any background were provided with the same educational opportunities. It was a movement that needed teachers not just to be qualified but also to be prepared, confident, and supported by the professional community around them (Ainscow, 2020).

Teachers' willingness to apply inclusive education was affected not only by their individual skills but also by the social and professional conditions in which they were working, especially through cooperation and peer support (Pozas et al., 2023; Vantieghem et al., 2023).

The current researches indicated that when teachers work together, not only will the instruction be of high quality, but also the inclusive practices will be promoted through such collaboration techniques as co-planning, problem-solving, and reflective talk (Hargreaves, 2019). Moreover, support from colleagues had become synonymous with the motivation and thus the effective practices in inclusive classes, as it had been recognized as the main cause of the professional support's performance in the first place through decreased teachers' emotional burnout, increased teacher's confidence, and the like (Desombre et al., 2021). The empirical evidence made possible through research done in 2020-2025 recognizes that teachers who worked in collaborative environments were likely to implement flexible teaching and inclusive teaching successfully (Alnahdi, 2021).

In the national context, inclusive education was still experiencing implementation gaps within Philippine public schooling settings. In spite of efforts aimed at the implementation of inclusive education, teachers continue experiencing a lack of preparedness in responding to the needs of learners, especially in relation to differentiated teaching, evaluation, and classroom organization. Furthermore, the large number of learners, a lack of opportunities for specialized training, and a lack of school-based supportive structures continue posing constraints on the efficient implementation of inclusive education. Some of the recent research carried out in Philippine secondary schools indicated that teachers experience positive attitudes towards inclusive education but a lack of readiness in the subject area, especially in relation to professional support (Arboiz et al., 2023; Tenerife-Cañete et al., 2025).

These challenges also existed in the research setting, Ramon Duterte Memorial National High School in Cebu City Division. Teachers in the school have numerous and inclusive classes and have learners of different capabilities. Although the teaching strategies were shared through informal interaction, teamwork was ineffective. There was also a lack of opportunities for co-planning, mentoring, and professional dialogue on inclusive teaching. Therefore, it was difficult for the teachers to implement inclusive teaching, assistive technologies, and teach learners with different capabilities in their classes.

Topics of concern within the context of teaching and collaboration included inadequate time allocated for collaborative planning of teaching, and inadequate opportunities for structured discussion among professionals on inclusive teaching. Support among teachers was mostly informal and there was no mentoring or coaching system which led to differences in support and the facilitation of teaching and emotional support of teachers. The teachers' preparedness was a major issue they have to deal with; besides, they were not very sure of their competence in implementing the inclusive teaching approach, disability-specific assessment, and managing the inclusive classroom.

These issues brought the need to investigate the role of collaboration and peer support in improving teachers' readiness for inclusive education. It was imperative to note that the relationship between collaboration, peer support, and teachers' readiness for inclusive education was crucial in designing interventions at the school to improve inclusive education practices. The results of this study will play an important role in ensuring that professional support structures at the school are enhanced. Consequently, this research aimed to identify the extent of collaboration, support, and the teachers' readiness for inclusive education at Ramon Duterte Memorial National High School, as well as the inter-relationships between these variables. The intervention output from this research becomes an intervention plan to improve collaboration and support among teachers. This research output is expected to help teachers improve their professionalism and confidence, school administrators to create support for teachers, as well as learning environments for students.

Theoretical Background

The theoretical framework of the study explained the impact of teacher collaboration, peer support, and readiness for inclusive education among teachers. Collaboration and peer support were some of the crucial professional tools that influenced teachers' beliefs, skills, and attitudes toward inclusive education. Readiness for inclusive education among teachers was perceived to be complex, comprising confidence, teacher interaction, and expectations.

This study was anchored by three (3) theories: Self-Efficacy Theory (Bandura, 1997), Social Constructivism (Vygotsky, 1978; Lave & Wenger, 1991), and the Theory of Planned Behavior (Ajzen, 1991). These theories together provided the researcher with a strong basis for recognizing how collaboration and peer support assisted educators in preparing their learners for inclusion. Additionally, the study was supported by the following legal bases: Republic Act No. 10533 (Enhanced Basic Education Act of 2013), Republic Act No. 9422 – Amendment to the Magna Carta for Persons with Disabilities (RA 7277), and DepEd Order No. 72, s. 2009 – Inclusive Education as Strategy for Increasing Participation Rate of Children with Disabilities.

Self-Efficacy Theory (Bandura, 1997)

Albert Bandura's Self-Efficacy Theory (1997) highlighted the importance of individuals' beliefs about what they could do in influencing their motivational, effort, and performance levels. Whereas in inclusive education, teachers' belief in their capacity to cater to the needs of diverse learners played an important part in influencing teachers' readiness in embracing inclusive education. Collaboration helped teachers gain experiences that boosted their self-efficacy, hence influencing teachers' readiness in embracing inclusive education. Collaboration in planning helped teachers gain confidence in handling inclusive classrooms, thus influencing teachers' readiness in embracing inclusive education.

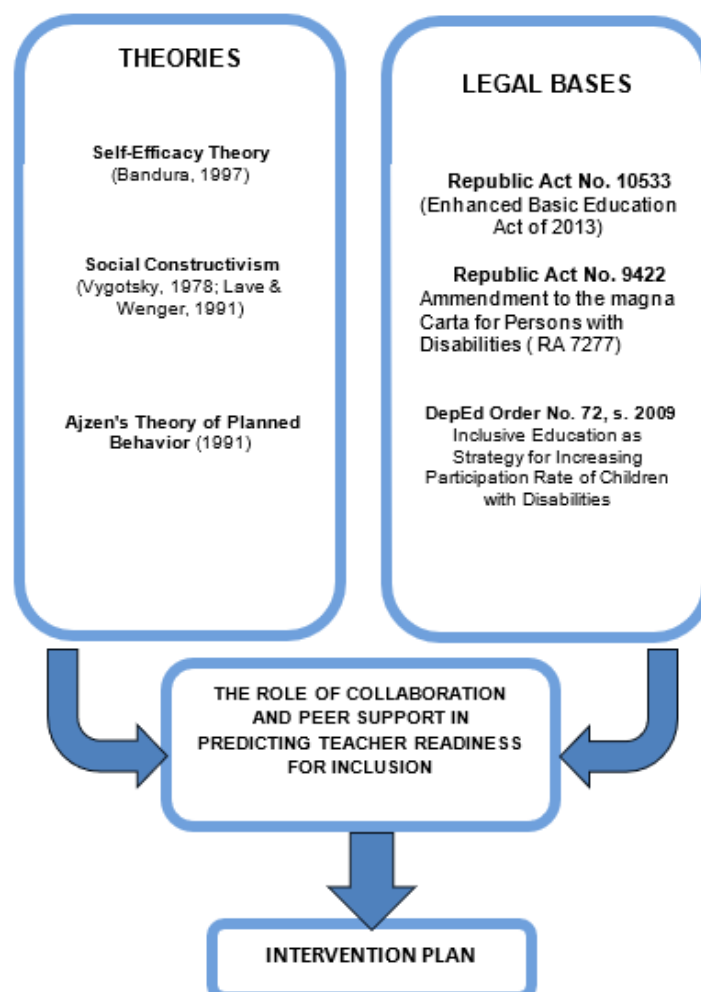


Figure 1 Theoretical Framework of the Study

Moreover, it emphasized that individuals' beliefs in their competence to effectively execute tasks profoundly affected their motivation, perseverance, and overall performance. It was very important when teachers worked together, felt supported, and were guided by colleagues. Teachers could design lessons, teach, and observe one another's teaching practices when they collaborated and supported each other. Bandura (1997) stressed that self-efficacy arose from experiences of mastery and opportunities to learn from observing others. On the other hand, it was more difficult to address the needs of learners when educators lacked confidence in themselves, were hesitant, and faced challenges in implementing inclusive settings (Woodcock et al., 2022).

This theory was relevant to the role of collaboration and peer support in predicting teacher readiness for inclusion, as it explained the impact of teachers' confidence in their skills on their readiness to implement inclusive teaching strategies. Readiness was not merely dependent on knowledge or training; it was profoundly influenced by educators' confidence in their capacity to modify lectures, supervise inclusive classrooms, and collaborate with colleagues. Moreover, peer support encouraged teachers to enhance their self-esteem through adherence to social standards and constructive feedback. Evaluating teachers' readiness for inclusion demonstrated the influence of these efficacy-boosting factors, as educators with increased self-efficacy were more likely to perceive themselves as capable of implementing inclusive practices.

Social Constructivism (Vygotsky, 1978; Lave & Wenger, 1991)

This study was grounded in Vygotsky's (1978) social constructivist theory and Lave and Wenger's (1991) theory of communities of practice. Social Constructivism and the concept of Communities of Practice further strengthened the framework by explaining that learning and professional development occurred through social interaction and collective engagement. Under this view, the teacher readiness to embrace inclusive education was mediated by engagement in collaborative endeavors such as joint planning, peer observation, and joint reflection. Through these encounters, the teacher developed joint knowledge to shape common understandings on inclusive education. Informed by this stance, the research presupposed the importance of collegiality/support as fundamental to the development of inclusive competence among the teaching fraternity.

The level of collaboration among teachers indicated the extent of their efforts in planning, problem-solving, and instruction. Social constructivism posited that educator collaboration enhanced everyone's "zone of proximal development" by offering scaffolding through collective expertise and reflective discourse. Lave and Wenger's communities of practice suggested that collaboration extended beyond simple resource sharing, promoting a holistic understanding of knowledge and professional identity. A study by Basister et al., (2025) revealed that collaboration improved teachers' ability to design innovative approaches to inclusive education. Similarly, Pozas et al., (2023) found that advanced teamwork, including co-construction and joint planning, was more effective in fostering inclusive practices than superficial interactions. Peer support was also essential for teacher growth. Vygotsky (1978) affirmed that peer support served as scaffolding, enabling more knowledgeable colleagues to instruct and coach others in inclusive teaching. Lave and Wenger (1991) also posited that peer networks helped teachers who were new or less confident move from "legitimate peripheral participation" to full participation in inclusive teaching communities. Studies by Jabri et al., (2025) further emphasized that collegial support and collaborative interactions enhanced teacher efficacy and positively influenced attitudes toward inclusivity.

The study highlighted the interconnectedness of collaboration, peer support, and readiness, validating the theoretical frameworks of Vygotsky and Lave and Wenger while providing evidence-based insights for practical interventions. Inclusive education encompassed not merely individual competencies but the collective effort of all participants to learn, develop, and succeed.

Ajzen's Theory of Planned Behavior (1991)

Ajzen's Theory of Planned Behavior (1991) explained how teachers' attitudes toward inclusion, perceived social expectations, and perceived control influenced their readiness to implement

inclusive practices. Collaboration and peer support affected teachers' attitudes positively by creating positive experiences related to inclusion, reinforced subjective norms by creating workplace professional expectations, and improved perceived control by improving accessibility to practical as well as emotional support. Teachers working in favorable professional contexts perceived inclusive education as viable and professional, thus improving their intentions to practice it.

Collaboration impacted TPB by shaping subjective norms and perceived behavioral control. Teachers who participated in collaborative activities such as co-planning, co-teaching, and professional learning communities had heightened confidence in addressing learner diversity, enhancing their sense of control (Pozas et al., 2023; Sannen et al., 2021). Collaboration also fostered a professional culture where inclusive actions were expected and respected.

Furthermore, peer support influenced teachers' attitudes and perceived importance of inclusion. Collegial support, mentoring, and guidance strengthened subjective norms, creating shared expectations that inclusion was both possible and necessary (Desombre et al., 2021). Peer support also reduced stress and professional isolation, which are common barriers to implementing inclusive policies. Together, collaboration and peer support influenced TPB determinants—attitudes, subjective norms, and perceived behavioral control—thereby affecting teachers' preparedness to implement inclusive education (Vantieghem et al., 2023).

Collectively, these three theories emphasized that teachers were well-prepared for inclusive education when they possessed self-efficacy, engaged in collaborative practices, and operated within supportive professional environments. The study indicated that collaboration and peer support served as key predictors of readiness. Interventions that enhanced teacher self-efficacy, promoted structured collaboration, mentorship, and professional learning communities were vital for making inclusive education more accessible.

Republic Act No. 10533 (Enhanced Basic Education Act of 2013)

Besides these theoretical underpinnings, the framework was further supported by national laws and education policies on inclusive education, presently emphasizing teacher preparedness. Republic Act 10533, known as the Enhanced Basic Education Act of 2013, placed emphasis on learner-centered and inclusive education, in which teachers were challenged to address the needs through effective ways. This act underscored the relevance of continuous enhancement on the part of the teachers in terms of adaptability, correlating with the support aspect in improving the teachers' readiness concerning inclusivity.

Teacher collaboration and peer support were essential for enhancing preparedness, as educators shared strategies, mentored one another, and jointly developed the competencies necessary for implementing differentiated instruction, inclusive teaching approaches, and appropriate assessment tools. Studies such as Krasniqi (2021) substantiated this claim, indicating that administrators who fostered a collaborative learning environment enhanced teacher professional development and readiness for inclusive education.

Therefore, collaboration and peer support were key predictors of a teacher's readiness for inclusive education, highlighting the significance of ongoing professional development and active engagement in collaborative learning environments.

Republic Act No. 9422 – Amendment to the Magna Carta for Persons with Disabilities (RA 7277)

This was further strengthened in its legal basis by the Republic Act No. 9422, the amendatory law of the Magna Carta for Persons with Disabilities under Republic Act No. 7277. This law provided for equal access to quality education of persons with disabilities and presupposed the proper accommodation and supportive learning environments from schools. Thus, teachers were expected to have the competencies in implementing inclusive practices.

It is in collaboration and peer support that they are able to execute the call for legal obligations through the sharing of expertise, strategies, and inclusive teaching methods. Accardo et al., (2020) demonstrated that collaboration between special education educators and families improved support for students with disabilities, though further training was often needed to optimize these collaborative strategies.

In relation to the role of collaboration and peer support as predictors of teacher readiness, educators often needed to work together to identify effective teaching methods, adjust curricula, and provide additional assistance to learners with special needs. Mentoring, co-teaching, and professional learning communities were examples of strategies through which teachers shared knowledge, provided constructive feedback, and contributed to creating classrooms that were welcoming and inclusive for all students.

DepEd Order No. 72, s. 2009 – Inclusive Education as Strategy for Increasing Participation Rate of Children with Disabilities

This DepEd order no. 72, S. 2009 ensured that learners with special needs received appropriate educational assistance and emphasized the necessity of enhancing educators' competencies in inclusive education. Professional development was necessary to equip teachers with the skills and supportive approach required to meet the diverse needs of students.

Teachers were expected to discern the individual needs of each student, employ varied instructional strategies, and implement inclusive classroom management techniques. This indicated that preparedness for inclusive education encompassed knowledge, emotions, and the capacity to collaborate with fellow educators. Studies by Krasniqi (2021) and Accardo et al., (2020) reinforced the importance of collaboration, showing that principals who fostered cooperative learning environments improved teacher development and preparedness, and that partnerships between teachers and families enhanced student support. To maximize these benefits, educators generally required formal professional training. DepEd Order No. 16 also mandated the establishment of organized teacher support networks, mentorship, and collaborative learning programs, providing opportunities for teachers to share experiences, solve problems collectively, and enhance confidence in managing diverse classrooms.

Collectively, this study was anchored on both theoretical and legislative foundations to demonstrate that teacher readiness for inclusive education was shaped by a combination of personal confidence, collaborative engagement, and supportive professional environments. Self-Efficacy Theory, Social Constructivism and Communities of Practice, and Ajzen's Theory of Planned Behavior highlighted the importance of teacher self-belief, collaboration, and professional norms in preparing educators for inclusive classrooms. Complementing these theories, RA 10533, RA 9422, and DepEd Order No. 72, s. 2009 provided the legal and policy framework mandating teacher competence, continuous professional development, and structured collaborative support systems.

For inclusive education to be effective, educators had to possess the requisite knowledge, skills, and commitment to addressing the diverse needs of all learners. Central to enhancing this preparedness were collaboration and peer support, which enabled teachers to share expertise, develop competencies, and gain confidence in implementing inclusive strategies. Pozas (2023) emphasized that collaboration strengthened teachers' efficacy through mutual exchange, synchronized planning, and peer teaching, thereby enhancing proficiency and confidence in inclusive classrooms. Collaborative teaching and joint planning not only facilitated practical skill development but also fostered a culture of teamwork, highlighting the critical role of professional cooperation in preparing educators for inclusive settings.

Yousefi et al., (2025) confirmed this in the international context, revealing that participation in collaborative networks was the primary determinant of teacher readiness, enabling educators to innovate and adapt pedagogical approaches to meet diverse learner needs effectively. Collectively, these studies showed that collaboration not only built knowledge and skills but also enhanced teachers' confidence and sense of preparedness for inclusion.

Alongside collaboration, peer support played a pivotal role in promoting teacher readiness. Martinot D., et.al. (2022) highlighted that colleagues served as essential sources of guidance, problem-solving assistance, and professional encouragement, with teachers who received consistent peer support exhibiting higher engagement, resilience, and willingness to embrace inclusive approaches. In the Philippines, Mabanag, R., et al. (2024) confirmed the contextual importance of peer support, noting that mentoring and structured assistance from peers and school administration significantly enhanced teachers' confidence and ability to implement inclusive strategies.

Overall, the review of related literature and studies both foreign and local evidence indicated that teacher collaboration and peer support were key predictors of readiness for inclusive education. Educators who engaged meaningfully in collaborative practices developed higher confidence, improved competencies, and a stronger willingness to adopt inclusive methodologies. These findings underscored the necessity of fostering professional cooperation, peer support, and continuous professional development programs to enhance teacher preparedness, guiding interventions that promoted equitable learning opportunities for all students.

The Problem

Statement of the Problem

This study assessed the contribution of collaboration and peer support relation to teachers' readiness for inclusive education in Ramon Duterte National High School, Cebu City Division during the school year 2025 – 2026 as basis for a propose intervention plan.

1. What is the level of collaboration among teachers?
2. What is the level of peer support among teachers?
3. What is the level of teacher readiness for inclusion?
4. Is there a relationship between the:
 - 4.1 collaboration and teacher readiness for inclusion,
 - 4.2 peer support and teacher readiness for inclusion?
5. Based on the finding, what intervention plan can be proposed?

Statement of the Null Hypothesis

In quantitative research, hypotheses were developed to statistically evaluate the relationships among specified variables. This study investigated the impact of collaboration and peer support on teachers' preparedness for inclusive education. To objectively assess these relationships, the subsequent null hypotheses were evaluated at the 0.05 level of significance.

Ho1. There was no significant relationship between the level of collaboration among teachers and their readiness for inclusive education.

Ho2. There was no significant relationship between the level of peer support among teachers and their readiness for inclusive education.

Significance of the Study

The significance of the study provided an explanation of the importance of the research on who would influence the study, and how the study contributed to knowledge, practices, and policy. This section outlined the practical and theoretical significance of the study that is useful to persons who are:

DepEd Officials. DepEd officials could have derived useful insights from the findings of this research based on evidence which indicated, teachers' level of collaboration, peer support, and preparedness for inclusive education. These insights could have aided in the development of further refined training programs and policies to support teachers' capacity for working with diverse

learners. It could have also provided an instructional lens with which to develop or enhance existing DepEd inclusive education initiatives as a division or region.

Curriculum Planners. Curriculum planners could have utilized the results of this study to refine the training modules and learning resources that advocated collaboration, equity and inclusiveness for teachers. The evidence from the research would have pointed to the need for developing competency-based teacher education programs with respect to peer mentoring, peer observation, inclusive pedagogy, and the needs of learners with varying abilities, which professionally equipped teachers to work with their learners.

School Administrators. School administrators could have derived useful insights from this study to understand how collaboration and peer support could shape teacher readiness for inclusion. The evidence could have informed design for school based programs which increased teamwork, peer observation, and communities of practice. These programs helped to build confidence in teachers while encouraging positive dispositions for inclusive practices in the classroom.

Teachers. Teachers would gain confidence and competence in handling inclusion through collaboration and peer support as this study highlighted its significant role in realizing an inclusive classroom. Findings of this study yielded realistic and useful strategies that strengthened teachers' confidence, design differentiated instructions, and effectively respond to the needs of diverse learners. Teachers would also learn how peer mentoring and collaboration could reduce constraints associated with professional isolation and to deepen their own inclusive practices.

Parents. Parents of children with disabilities would feel comfortable knowing that their child's teachers had the skills and confidence to assist their child. This comfortability helped account for parent trust, and aided to strengthen collaboration between parents and teachers.

Learners. Learners were the primary benefits of study. Supported and well-prepared teachers could create classrooms that were inclusive, positive, and responsive to the learning needs of diverse learners. Learners with disabilities would be given opportunities to feel the sense of belongingness, to receive equal learning opportunities where they could actively participate in a learning environment that they felt valued. While learners without disability would also benefited from an inclusive learning environment where they learned the value of cooperation, empathy, and respect for diversity.

Researcher. The research could have enhanced the researcher's knowledge regarding the association between collaboration, peer support, and teacher readiness. Engaging in the research opportunity built the researcher's skills related to data analysis and advocacy for inclusive education. As well, the research furthered commitment to proffering teacher empowerment and evidence-based practices in her professional role.

Future researchers. Future researchers could have a reference to build on this study by exploring related topics in inclusive education and teacher development. The findings and the methodology could be referenced when researching in other school contexts and in professional settings as future researchers use the current research to add to an exploration of the growing body of knowledge regarding inclusive and collaborative teaching practices.

Research Methodology

This section explained the research design, study flow, environment, research respondents, instruments, data gathering procedure, statistical treatment, and scoring procedure.

Research Design

The study used a descriptive-correlational research design. Miksza et.al (2023) explained that descriptive research is mainly about identifying and summarizing the features of a population or a phenomenon. At the same time, correlational research determines the degree and direction of a relationship between two or more variables without manipulating them. The research variables in this study: collaboration and peer support were independent variables, while teachers' readiness for inclusive education was the dependent variable.

The descriptive part of the design was about finding out the levels of collaboration and peer support among teachers and their readiness for inclusive education. The correlational part, conversely, checked if these variables were significantly related and to what extent collaboration and peer support could predict teachers’ readiness to implement inclusive practices.

The use of this design was considered appropriate as the research intended to portray the existing situation and find out the relationship between variables without intervening or controlling them. It allowed the researcher to collect data which teachers' real experiences and perceptions were, thus, the findings are a valid basis for how collaboration and peer support affect teachers’ readiness for inclusive education at Ramon Duterte National High School.

Flow of the Study

Figure 2 illustrated the flow of the study, encompassing all research activities. This study used the structured process—Input-Process-Output (IPO) to look into the collaboration and peer support from teachers, as predictors of teacher readiness for inclusive education, which, according to Deng et.al (2022), served as a conceptual framework that organized the research components by showing how the inputs were transformed through specific processes to produce the expected outputs. This model clearly illustrated the direction of the study and ensured logical alignment between its objectives, design, and findings.

Input Phase. Inputs included the key variables such as level of teacher collaboration, level of peer support, and teacher readiness for inclusive education. These inputs represented the main data necessary to determine how collaboration and peer support were related to teachers’ readiness to implement inclusive practices.

Process Phase. This part of the study has been described by the researcher as a descriptive-correlational research design. Various activities characterizing this stage include obtaining approval through transmittal letters, distributing and collecting survey questionnaires, tabulating the collected data, and analyzing the data with the help of appropriate statistical tools. Such measures

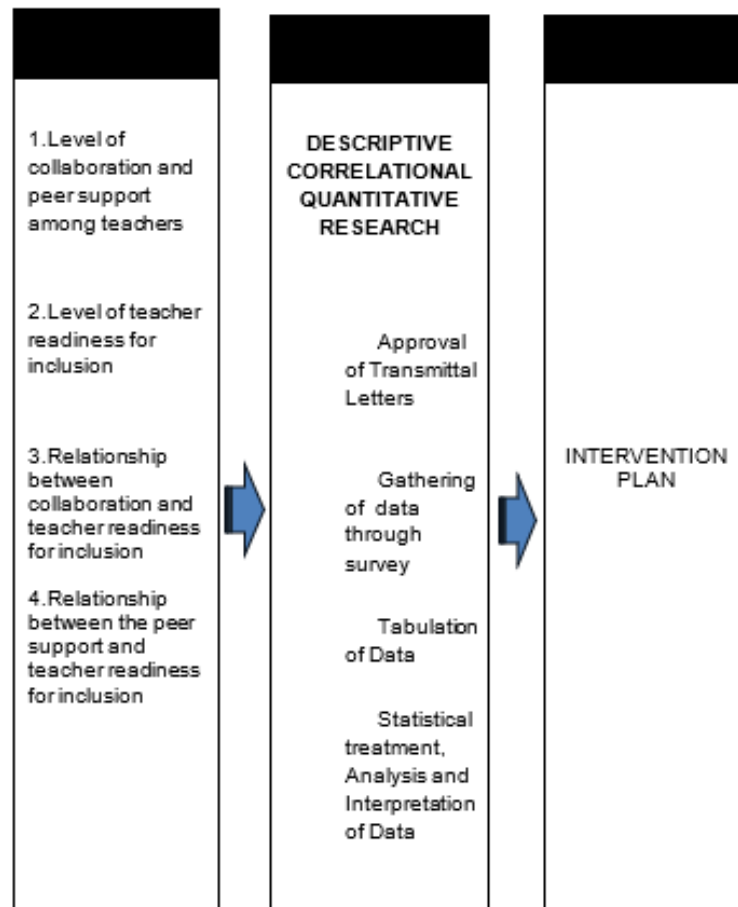


Figure 2: The Flow of the Study

were taken to ensure that information was not only gathered but also processed and interpreted in a systematic manner so as to reveal significant relationships among the variables.

Output Phase. In the Output Phase, the findings from the research have been instrumental in the teacher collaboration enhancement and peer support intervention plan creation to effect teachers' readiness for inclusive education improvement. The intervention plan was aimed at providing practical recommendations that schools could implement to create a collaborative and inclusive teaching environment.

Environment

Ramon Duterte Memorial National High School was located at V. Rama Avenue, Guadalupe, Cebu City. The school had a total of 5,067 students and the average class size was 50. Ten non-teaching personnel assisted them. Students with special needs were integrated in regular classrooms of the school. Due to the fact that the classes were large, it became difficult for teachers to provide individual attention to each student. The school was of the opinion that inclusive education is not only a philosophy, but a manner of practice that made the school good for everyone and equipped students to live in an inclusive society.



Figure 3: Location Map of the Research Environment

Ramon Duterte National High School was one of the many public schools under the Division of Cebu City. The school had extensively engaged in inclusive education which they were very much committed to but continued to face challenges in teacher collaboration and peer support systems. Teachers often relied on informal discussions or occasional sharing of teaching strategies, resulting in inconsistent collaborative practices. Being situated in the heart of Cebu City, this school made it easier to collect research data, thus, the study could be better understood in the context of a vibrant urban learning environment. The schools' measures to be inclusive made them a practical and

relevant source for the examination of these two factors—collaboration and peer support—that may have a significant impact on teachers' readiness to work with the diverse needs of all students.

Respondents

The participants were teachers from Cebu City Division. Specifically, the study focused on Ramon Duterte National High School, which has a total of 85 teachers. Instead of selecting a sample, the study utilized a complete enumeration technique which made sure that every teacher in the population had the chance to participate thus, sampling bias was avoided and a more valid basis for analyzing the relationship among the study variables—teacher collaboration, peer support, and readiness for inclusive education was provided.

Furthermore, the school was observed to have very few activities related to peer mentoring or collaboration programs. The inclusion of all teachers, both junior and senior high school educators, thus, allowed for a wider and more accurate evaluation of how these factors influenced their readiness for inclusive practices. Consequently, the findings became more accurately represented the actual conditions at the school, hence, the study's reliability and relevance in the context of inclusive education were elevated.

Table 1 presented the distribution of respondents for this study.

Table 1. Distribution of the Respondents

Grade Level Handled	n	Percentage
Junior High School	62	72.94%
Senior High School	23	27.06 %
TOTAL	85	100%

RESEARCH INSTRUMENT

The survey questionnaire was the primary data-collecting tool applied in this research that was specially crafted to quantify three broad constructs, namely teacher collaboration, peer support, and teacher preparedness for inclusion. The tool was adopted from Moosa et al., (2020) and Ainley et al. (2018) both of whom created and employed equivalent tools in empirical studies investigating inclusive education in the Philippine context. Their measures were used and tested in research that focused on teacher attitudes, professional support, and readiness to implement inclusive instruction, which made the tool appropriate and reliable for the current study.

The survey questionnaire was structured to gather quantitative information that would shed light on the relationship of collaboration and peer support with teachers' preparedness for inclusive education. It consisted of three sections measuring a particular aspect of the study's variables.

Part I – Teacher Collaboration

This subscale had fifteen (15) items that examined frequency and adequacy of teachers collaborating to meet common objectives. The indicators addressed such practices as co-planning, sharing teaching resources, joint problem-solving, and peer mentoring. This subscale aimed to establish the degree of professional collaboration among teachers and how it affected their ability to manage inclusive classrooms.

Part II – Peer Support

The second half included fifteen (15) statements that evaluated the extent of social, emotional, and professional support teachers received from their colleagues. It explored dimensions like encouragement from colleagues, sharing of advice, appreciation, and peer help during teaching difficulties. This section aimed to know how peer support influenced motivation and belief among teachers for applying inclusive practices.

Part III – Teacher Readiness for Inclusion

The final section contained fifteen (15) items that assessed teachers' perception of themselves in being ready to teach in inclusive environments. The statements addressed how capable they were in modifying lessons like dealing with various learners, utilizing assistive technologies, and working with parents and specialists. This section measured teachers' perceptions of themselves in being able to bring about inclusive education for both disabled and non-disabled students.

The survey instrument utilized a five-point Likert scale to measure the responses. For the collaboration and inclusion readiness sections, respondents were asked to rate each item on the following scale: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree. On the other hand, the peer support section employed a frequency-based scale: 5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, and 1 – Never. This scale enabled respondents to indicate the degree of their agreement or frequency of behavior which can be easily interpreted to show the levels of collaboration, peer support, and readiness among teachers.

The questionnaire was distributed in paper form to facilitate access and allow teachers to respond at their convenience during their spare time. The researcher personally handed out and collected the questionnaire forms after consulting with the principals of the schools and obtaining clearance from the Schools Division Office. Respondents were instructed to read each statement carefully and mark the box that corresponded to their response.

Participation was voluntary, and all answers were handled strictly in confidence in compliance with the Data Privacy Act of 2012. The survey did not require for any writing down of names or personal identifiers. All the collected data were utilized for academic purposes only to provide anonymity and ethical conformity.

Data Gathering Procedure

Participants answered a questionnaire and shared their responses, while ensuring that their information remained confidential.

Preliminary Stage. A transmittal letter requesting permission to undertake the study was sent to the division office and school principals. After permission was obtained, the rest of the steps of the research proceeded.

Data Gathering Stage. The questionnaire was distributed to the teachers through the school principal. The respondents were requested to give truthful answers based on personal details, opinions about collaboration and peer support among teachers and teachers' readiness for inclusion. Through the use of an online platform, the respondents enjoyed convenience and flexibility in completing the survey at their own time.

Post Data Gathering Stage. Following the data collection process, all received answers were collected, tabulated, and analyzed. The completed questionnaire of each participant was checked for all items had been filled out. The data will then be statistically treated pursuant to the corresponding analysis methods. The researcher ensured the confidentiality and privacy of all collected data, using the said data for research purposes alone in adherence to the Data Privacy Act.

Ethical Consideration

Ethical standards direct the behavior of this study to ensure responsibility, integrity, and credibility. Over and above institutional obligation, the research maintains honesty, safeguards participants' rights, and ensures that the results benefit the common good.

An Informed Consent is secured before participation. The scope, aims, and methodology of the study are clearly described to the participants, who are informed that their participation is voluntary and that they can withdraw at any time without any negative effect. A written consent form is signed by each respondent to indicate full understanding and voluntary consent.

Confidentiality and anonymity are ensured at all times. All information are kept securely and identifying details are deleted to avoid identification of individuals. Results are presented in

summary only, and participants are informed that their responses are anonymous and cannot be traced.

The research also values participants' time and professional commitments. The surveys are conducted at decent times not to interfere with work commitments. All the questions are posed in a respectful and situation-appropriate style. Precautions are taken to reduce risks, thus maintaining participants' safety and welfare during the research process.

Statistical Treatment

The collected data from the survey questionnaires were carefully tallied, analyzed, and interpreted using various statistical tools to meet the study's requirements. The tools were selected to accurately describe the teachers' responses and identify whether there was a relationship among teacher collaboration, peer support, and inclusion readiness. Each of the statistical methods played a specific role in organizing and understanding the research information.

First, the frequency count was used to determine how many teachers selected each of the responses in the questionnaire. It provided a direct view of how frequently certain answers appeared and allowed the researcher to identify common patterns or tendencies among the teachers' responses. Furthermore, the percentage was calculated to indicate the number of responses relative to the total number of participants. By employing frequency and percentage, the researcher was able to present the data clearly and explain how teachers in general felt about collaboration, peer support, and preparedness for inclusive education.

The weighted mean was then applied to calculate the average rating for each statement in the survey. Since the instrument used a five-point Likert scale, each response was assigned a numerical value. The weighted mean summarized all responses into a single score that represented the overall level of agreement or frequency for each indicator. This enabled the researcher to understand whether teachers tended to agree, disagree, or remain neutral toward specific practices and attitudes concerning inclusion.

To determine the homogeneity of the teachers' responses, the standard deviation was computed. This statistical measure indicated how close or distant the responses were from the mean. A low standard deviation implied that most teachers had similar views or experiences, while a higher standard deviation suggested more diverse responses. This helped the researcher assess whether teachers' views on collaboration, peer support, and readiness were consistent or varied.

Lastly, the Pearson Product-Moment Correlation Coefficient (r) was applied to determine the correlation between the main variables of the study. As an inferential statistic, it measured the strength and direction of the relationship between the independent variables (teacher collaboration and peer support) and the dependent variable (teacher readiness for inclusion). A positive correlation indicated that increased collaboration or greater peer support was associated with increased readiness for inclusion, while a negative correlation suggested the opposite. Results were tested at the 0.05 level of significance to ensure that any identified relationships were statistically significant and not merely due to chance.

In conclusion, the use of these statistical measures enabled the researcher to describe, compare, and interpret the data appropriately. The descriptive statistics—frequency, percentage, weighted mean, and standard deviation—provided a clear overview of the teachers' responses, while the inferential statistic, the Pearson correlation, determined whether significant relationships existed among the variables. Through these procedures, the researcher was able to draw valid conclusions regarding how collaboration and peer support contributed to teachers' preparedness for inclusive education.

Scoring Procedure

The responses gathered from the survey questionnaire were scored and interpreted using a five-point Likert scale. Each statement was assigned a numerical value to quantify the teachers' level of agreement or frequency of behavior. This procedure allowed the researcher to convert qualitative views into measurable data suitable for statistical analysis.

For the sections on teacher collaboration and teacher readiness for inclusion, the Likert scale consisted of the following responses: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree. However, in interpreting the results, the researcher did not use these literal responses. Instead, adjectival ratings were applied to describe the degree or intensity of each construct rather than the respondents’ exact choice of words. This approach provided a more meaningful and analytical interpretation of the results, focusing on the level of practice rather than the phrasing of agreement.

The scale below was applied in interpreting the calculated mean scores for teacher collaboration and teacher preparedness for inclusion:

Scoring Procedure on Levels of Teacher Collaboration Scale

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
5	4.21 - 5.00	Very High	The practice or behavior is consistently evident among teachers.
4	3.41 - 4.20	High	The practice or behavior is often evident.
3	2.61- 3.40	Moderate	The practice or behavior is sometimes evident.
2	1.81 - 2.60	Low	The practice or behavior is rarely evident.
1	1.00 - 1.80	Very Low	The practice or behavior is not evident at all.

For the peer support section, which assessed how frequently teachers experienced assistance, recognition, and encouragement from colleagues, a frequency-based scale was used. The following adjectival descriptions were applied:

Scoring Procedure on Levels of Peer Support Scale

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
5	4.21 - 5.00	Very High	The behavior or support is consistently experienced.
4	3.41 - 4.20	High	The behavior or support is frequently experienced.
3	2.61- 3.40	Moderate	The behavior or support is occasionally experienced.
2	1.81 - 2.60	Low	The behavior or support is seldom experienced.
1	1.00 - 1.80	Very Low	The behavior or support is not experienced at all.

The weighted mean was computed for each item and construct to determine the overall descriptive rating. Higher mean scores indicated stronger collaboration, greater peer support, or higher readiness for inclusion, while lower mean scores reflected the opposite.

Scoring Procedure on Levels of Teacher Readiness for Inclusion Scale

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
5	4.21 - 5.00	Very High	Respondents feel fully confident and competent in implementing inclusive education practices.
4	3.41 - 4.20	High	Respondents generally feel prepared, possessing adequate skills and strategies for inclusive classrooms.
3	2.61- 3.40	Moderate	Respondents remain uncertain about their preparedness, reflecting mixed confidence and capability.
2	1.81 - 2.60	Low	Respondents feel unprepared, showing limited

			skills and confidence in inclusive teaching.
1	1.00 - 1.80	Very Low	Respondents strongly disagree with their readiness, indicating very limited competence and confidence in handling inclusion.

By using adjectival descriptors rather than literal response categories, the analysis became more objective and reflective of teachers' actual levels of practice and preparedness. This approach emphasized the intensity and extent of collaboration, support, and readiness demonstrated by teachers, ensuring a more meaningful and research-driven interpretation of the results.

Definition of Terms

To ensure better understanding and clearer insights, the following terms are defined conceptually and operationally to guide the study.

Collaboration- In concept, collaboration is the collaborative effort of teachers to plan, problem-solve, and share strategies to meet the diverse needs of learners. In the operational sense, it is measured by teachers' self-reported practices that reflect collaborative approaches, including sharing a lesson plan, collaboratively planning strategies to address diverse learner needs, co-facilitated problem solving, peer support and mentoring, and co-teaching skills, as referenced in Part I of the survey questionnaire.

Inclusive Education- In concept, Inclusive education meant the combination of all learners, including those with special needs continuously educated in a regular and self-contained classed, where the learning of all students takes place and there is additional support available for students as needed. In this study, it was mainly concerned with how educators implemented to promote equal opportunities for all students to participate and learn.

Intervention Plan- In concept, the intervention plan meant the intended output of this study, emphasized to enhance teacher collaboration, equality among peers, and readiness through readiness in inclusive education. It also meant the organized plan or framework to increase teachers' competence and confidence in teaching learners with diverse abilities.

Level of Collaboration- In concept, level of collaboration meant the degree while collaborated, shared and supported to plan and teach, and problem solve, related to unique and inclusion issues in the classroom. In this study, this meant when educators engaged in both cooperative and instructional practices related to inclusive education, as a result of special education, and inclusive education philosophies.

Level of Peer Support- In concept, the level of peer support referred to the extent of support, encouragement, and job-related assistance teachers received from their colleagues. In particular, this level was concerned with the emotional, instructional, or practical support teachers provided to each other in the context of enacting inclusive instruction.

Level of Teacher Readiness- In concept, the level of teacher readiness referred to the extent of teachers' preparedness, confidence, and capacity to implement inclusive education. In this study, level of teacher readiness indicated how prepared teachers were in terms of the knowledge, attitude, and skills necessary to provide effective management to learners who are diverse.

Peer Support- In concept, peer support refers to the emotional, social, and professional support offered by colleagues to one another in the workplace. In the operational sense, it is measured by the extent to which teachers perceive peer support through encouragement, recognition, and tangible assistance from peers in any of the following categories: emotional support, sharing of inclusive teaching resources, support for seeking advice, and professional opportunities for teacher growth, as referenced in Part II of the survey questionnaire.

Predictors- In concept, a predictor is a term used to describe the variables that are researched to determine their impact on another variable. In this study, collaboration and peer support are of

interest as predictors. The relationship is measured operationally to teacher readiness for inclusion in a statistical analysis for correlation.

Special Education- In concept, special education meant a range of services and programs geared towards meeting the specific learning needs for the children with disabilities or exceptionalities. In this study, it described any kind of educational support that would assist teachers in supporting different abilities in an inclusive classroom.

Teacher Readiness for Inclusive Education- In concept, teacher readiness refers to the understanding, abilities, and confidence to enact inclusive practices that attend to the needs of both students with and without disabilities. Operationally, it includes the following indicators of teacher readiness for Inclusive Education.

CHAPTER 2

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presented, analyzed, and interpreted the data gathered from Ramon Duterte National High School- Day and Night on the role of collaboration and peer support in predicting the readiness of teachers to implement inclusive education. The data were organized systematically to give a clear and coherent analysis. The demographic profiles of the respondents will be depicted through the tables showing their age, gender, marital status, educational attainment, and length of service. These demographic characteristics served as the contextual basis for understanding the differences in collaboration, peer support, and readiness levels.

Indicators were presented in tables, along with weighted means and descriptive ratings, to illustrate the degree of readiness and to what extent teachers engage in collaborative practices and rely on peer support. This was a structured way of presenting the information so that a comprehensive understanding of how these interpersonal and professional factors feed into readiness for inclusive education could be assessed.

Statistical treatments, like Pearson's 'r', were used to deepen the analysis. Such an analysis was particularly important in identifying significant relationships between demographic characteristics, the level of collaboration and peer support that teachers experience, and their overall readiness. These statistical test results will provide important information toward crafting focused professional development efforts and interventions geared to strengthen the collaborative and peer-support structures to improve teacher readiness.

The chapter concluded with the synthesis of data that underpins the proposed intervention plan geared towards addressing deficiencies identified, building on emerging strengths, developing a culture of collaboration and peer support, and ultimately leading towards an inclusive and supportive learning environment for all students.

PROFILE OF THE RESPONDENTS

The respondents' profile in this research was essential to get an in-depth understanding of the participants' background, which may have an impact on the results. Considering the demographic and professional characteristics like age, gender, educational attainment, and teaching experience provided a background to the results and ensured that the analysis recognized the differences in responses. Incorporating the respondents' profile helps to comprehend the data better in terms of the levels, measures, and the relationship between variables, thus making the research more credible and reliable.

Besides, it allowed the researchers to pinpoint those groups which may be in need of certain interventions or supports as they understand the factors that lead to teachers' readiness for inclusion. The presentation of the respondents' profile allowed the study to draw meaningful and practical implications for educational practice.

Age and Gender of the Respondents

The distribution of age and gender among respondents helped to contextualize attitudes and behaviors towards inclusion. Understanding the age and gender was essential because these factors influenced teachers' experience levels, perspectives on inclusion, and collaborative practices. The age can indicate the teachers' career stage and their possible exposure to professional learning about inclusive education, whereas the gender composition can influence the interactions within the peer support systems because the communication and collaboration were differently styled. Collecting this demographic data made it possible to understand the later descriptions of collaboration, peer support, and readiness not to be influenced by demographic factors.

Table 2 showed the age and gender distribution of respondents and is included in the study to provide foundational demographic context.

Table 2. Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
Above 50	12	14.12	3	3.53	15	17.65
41-50	24	28.24	8	9.41	32	37.65
31-40	23	27.06	7	8.24	30	35.29
21-30	8	9.41	0	0.00	8	9.41
Total	67	78.82	18	21.18	85	100.00

The results indicated that most teachers are between 31 and 50 years old, thus identifying mid- to late-career educators and a strong female majority with numerous years of teaching experience. This age bracket was considered very important because experienced teachers are likely to possess instructional maturity and classroom management skills that support their capacity to teach in inclusive environments. Recent studies confirmed that age contributes positively to teacher adaptability in inclusive settings, as older teachers develop stronger professional judgment and resilience. According to Woodcock, 2023; Franzen et al., mid-career educators have higher self-efficacy and more stable classroom management skills, both of which were instrumental in the facilitation of inclusion.

The analysis by gender in the table 2 revealed that 78.82% of the respondents were females. This research corresponded to worldwide patterns which revealed that the instructional staff in primary and secondary education was mainly composed of females. The difference in the number of males and females may influence the interaction of personnel in schools as women were more likely to engage in relational collaboration. Pozas, 2023; Mitchell, 2023 found that female teachers reported higher levels of engagement in collegial exchange and emotional support, thereby enhancing teaching efficacy in inclusive settings. Thus, the gender mix of the sample most probably contributed to the high ratings for collaboration and peer support that were represented in the following tables.

Besides, women were usually more communicative and relationally capable, which was also an important aspect of inclusive education. A study of Santiago (2023) affirmed that female teachers, as a rule, have been shown to be more empathetic and possessed higher relational competence, traits that facilitated the establishment of an inclusive environment in the classroom. In the present study, this gender-driven tendency toward collaboration and peer support may help explain the overall readiness for inclusion among the respondents.

The predominance of the 41–50 age group among the teachers also implied that the staff had gained considerable practical experience in handling learner diversity. Experience comes with age but at the same time, it may signify deeply rooted habits that are difficult to change; similarly, gender-related relational characteristics can strengthen peer support networks but, for them to be turned into well-qualified inclusive teaching through high-quality training and the involvement of the institution, there should be a combination of formal training and institutional support (Franzen et

al., 2024; UNESCO,. 2021). This demographic profile suggested a stable, experienced workforce within the school environment.

Taken together, age and gender findings provide a foundational understanding of teachers' professional dispositions. The demographic makeup of the respondents probably fosters the building of collaborative cultures and peer support systems vital in molding readiness for inclusive education among teachers.

Marital Status of the Respondents

Marital status was a vital social factor that can significantly impact the teachers' resilience, emotional stability, and engagement in the profession. It can describe source of social support from outside the school, as well as affect the time and energy devoted to collaboration and readiness activities. It was an essential element in understanding whether the situation of personal life could impact the teacher's ability or even the willingness to engage in peer collaboration and support, which were the core of this research, thus, the focus on readiness for inclusion.

Table 3 presented the marital status of the respondents

Table 3. Marital Status of the Respondents

Marital Status	f	%
Single	29	34.12
Married	51	60.00
Widow	3	3.53
Others	2	2.35
Total	85	100.00

The results showed that more than half of the respondents were married (60%), and quite a large percentage were singles (34.12%). It was, therefore, apparent that these groups not only experience stress differently but also behave differently in terms of interpersonal functioning. Besides, married teachers may receive more emotional support from their family, which was outside the work environment and thus can contribute to their wellness and keep away from burnout occurrence in situations of demanding inclusive environments. It was speculated that married teachers may be in a position to get external emotional resources (spousal support), whereas single or other-status teachers may get most of their social support from colleagues; both situations influenced the manner in which teachers participate in the school-based support systems (Agyapong et al., 2022).

Meanwhile, single teachers might be more dependent on support systems that were available within the workplace, especially peer support networks. This relationship, therefore, underlined the significance of the collegial structures which were the main contributors of the emotional health of the staff. Peer support programs and collegial mentoring, as shown by recent studies, can be a source of professional efficacy and well-being of teachers, thus, can very largely contributed to offsetting the limited external support (Pozas, 2023; Fan et al., 2024). This was indeed consistent with the current study in which peer support has been found to be at a high level.

The inclusion of a few respondents who were widowed and whose status was different from others shows that they have various life circumstances that also can influence their professional behavior. Teachers in the middle of a personal transition might suffer from emotional issues; however, at the same time, they may develop a stronger sense of empathy - an essential attribute of an effective educator. Emotional understanding is influenced by teachers' personal life experiences, which helps them engage more effectively with students in need of differentiated support (E. Calandri et al., 2025).

Additionally, marital status can affect the patterns of collaboration as well. Typically, those who were married might be having stable routines and, as a result, they can be available for planned collaboration, whereas single teachers can have a more flexible timetable which allowed them to interact with their peers spontaneously. In both cases teachers' engagement was enhanced which

was crucial for the success of collaborative practices but there was a possibility of difference in terms of their structure and occurrence. Several times have the personal support systems been referred to in the international literature as one of the major factors leading to a decrease of the risk of burnout and teachers’ capacity augmentation for investing in collegial activities that support inclusion (Agyapong et al., 2022; Mitchell, 2023).

In summary, marital status constituted a psychological and relational context that aids in understanding the levels of the respondents in terms of collaboration, peer support, and inclusion readiness. The emotional stability and interpersonal connectivity associated with different marital categories can significantly shape teachers’ professional confidence and their willingness to participate in inclusive practices.

Highest Educational Attainment of the Respondents

Highest educational attainment of the respondents was one of the most important factors closely related to the theoretical knowledge, professional competence, and openness of the teaching staff to the inclusive pedagogy. By collecting the data on the levels of education, the research will be able to find out if higher educational qualifications would result in a higher level of collaboration, increased usage of peer support, and better readiness for inclusion. Advance academic training may influence teachers’ readiness for inclusive education.

Table 4 showed the highest educational attainment of the respondents.

Table 4. Highest Educational Attainment of the Respondents

Educational Attainment	f	%
Doctorate Graduate	4	4.71
With Doctorate Units	5	5.88
Master’s Graduate	13	15.29
With Master’s Units	49	57.65
Bachelor’s Degree	14	16.47
Total	85	100.00

The results indicated that a majority of teachers hold master's units, at 57.65%, indicating a highly professionalized workforce. Such academic preparation equipped teachers with state-of-the-art theoretical and practical competencies concerning inclusive pedagogies. Empirical evidence has shown that teachers with postgraduate training were much more likely to engage in reflective inquiry, deploy differentiated instruction, and participate in collaborative improvement cycles-all practices that support inclusion (Hogan, 2025; Woodcock, 2023). In short, higher educational attainment can raise the baseline competence for inclusion.

However, educational attainment does not solely guarantee applied inclusive skills; practical experience, targeted professional development on SPED assessment, and opportunities for co-planning matter. Several indicators in Table 8-for example, a lower mean for collaboration with SPED specialists-suggested that even with strong qualifications, disciplinary silos or limited interdisciplinary practice may prevail. Research on teacher education for inclusion emphasized that course content needs to be connected with sustained school-based practice if it is to translate into readiness (Kimhi & Bar Nir, 2025; Kebede, 2024).

The interpretation should therefore consider educational attainment as enabling but not decisive. Teachers who have more advanced qualifications were better prepared to learn and apply strategies for inclusion, but it takes institutional supports-coaching, time for collaboration with specialists, and applied assessment training-to translate knowledge into practice (Franzen et al., 2024).

Finally, the teacher's educational profile served as a resource in internal capacity building; such teachers can lead peer coaching, run lesson-study cycles, and mentor their peers—functions that evidence suggested accelerate whole-school inclusion readiness when formally supported.

Respondents Number of Years of Teaching

Teaching experience considerably influenced professional confidence, the ability to manage the classroom, and the adaptability of the teachers. It reflected a large pool of the teachers’ years of experience and their exposure to the classroom and inclusion. Experience played an important role in both the teachers’ confidence and their knowledge of collaboration, as these things mature over time, and thus it is crucial to evaluate the collective professional maturity of the sample. The research, by presenting this table, concurred that tenure in teaching not only affects the development of collaborative cultures and the efficiency of peer support, but also determined the level of readiness for inclusive instruction.

Table 5 revealed the respondents’ number of years of teaching.

Table 5. Respondents’ number of years of teaching

Number of Years of Teaching	f	%
16 and above	29	34.12
11-15	26	30.59
6-10	16	18.82
1-5	8	9.41
less than one year	6	7.06
Total	85	100.00

Most of the respondents said that they have had over 10 years of experience in teaching, with 34.12% of them having 16 years or more. It unveiled a workforce that has been through different instructional challenges and student profiles and thus has acquired the necessary experiential knowledge of inclusive teaching. Empirical studies showed that there was a positive relationship between the amount of teaching experience and self-efficacy for inclusive instruction, in such a way that teachers who were more experienced tend to claim that they were more competent in behavior management, differentiating instruction, and dealing with classroom logistics for diverse learners (Woodcock, 2023; Franzen et al., 2024).

However, on the other hand, experience without continuous professional development may eventually run out of limits. For example, long-serving teachers may fall back on their already-established routines which may require them to be updated with modern inclusive strategies (e.g., assistive technologies). Recent research on this topic points out that professional learning should be continuous even among veteran teachers if high-quality inclusion practices are to be maintained (Hogan, 2025; Kimhi & Bar Nir, 2025).

Additionally, experience enabled one to take up the collaborative roles more effectively. Usually, veteran teachers became mentors, and in this capacity, they influenced the school’s collaborative culture and transferred practical implementation ideas to their less experienced colleagues. Pozas (2023) portrayed the development of teacher collaboration categories (exchange, synchronization, co-construction) through the involvement of experienced teachers in leading reflective cycles; this type of leadership enhanced the communal instructional practice.

The teaching experience profile of the respondents was indicative of a seasoned teaching force that was willing and able to support, model, and sustain inclusive practices. Their accumulated knowledge, professional stability, and mentoring roles were, therefore, major contributors to the overall readiness for inclusion.

LEVEL OF COLLABORATION AMONG THE RESPONDENTS

Collaboration was one of the key elements that supports the successful implementation of inclusive education, where teachers can utilize their individual and collective knowledge, interchange tactics, and jointly respond the different needs of learners. In this study, an investigation into the collaboration level of the respondents has become the key point that showed how teachers who efficiently engage in shared instructional planning, problem-solving, and resource exchange,

communicated. Resource exchange, shared instructional planning, and problem-solving were activities that invigorated an inclusive learning environment. Besides, collaboration helps the researcher find out how professional interactions among teachers affect their preparedness in meeting the challenges of a diverse classroom.

Collaborative work must be evaluated through the lens of situations in which teachers all students received the same quality of instruction. So, evaluation of the collaboration levels by the respondents gave the extent to which such practices are occurrences within the school as well as contributors to a culture of shared responsibility. It reflected the concept of shared professionalism and the creation of a community as a source of support and collaboration which, consequently, leads to readiness for inclusion.

Table 6 indicated the level of collaboration among the respondents.

Table 6. Level of collaboration among the respondents

S/N	Indicators	WM	SD	Verbal Description
1	I share lesson plans with colleagues for feedback and improvement.	4.26	0.66	Very High
2	I openly discuss teaching challenges with peers.	4.41	0.66	Very High
3	Teachers in my school collaborate in modifying lessons for diverse learners.	4.31	0.69	Very High
4	We exchange classroom materials and teaching resources regularly.	4.14	0.71	High
5	I feel encouraged to try new strategies because of peer collaboration.	4.42	0.66	Very High
6	Teachers in my school build professional trust with one another.	4.26	0.62	Very High
7	I participate in joint problem-solving related to inclusive education.	4.16	0.69	High
8	Collaboration among teachers enhances our capacity for inclusion.	4.49	0.57	Very High
9	We co-plan strategies to address students' special learning needs.	4.28	0.57	Very High
10	Teachers in my school engage in team teaching when needed.	4.24	0.68	Very High
11	I seek advice from colleagues when adapting lessons.	4.41	0.64	Very High
12	Collaboration helps me feel more confident in inclusive classrooms.	4.53	0.61	Very High
13	We conduct peer mentoring for inclusive practices.	4.27	0.66	Very High
14	I actively contribute to collaborative decision-making.	4.34	0.61	Very High
15	I see collaboration as essential in preparing for inclusion.	4.48	0.59	Very High
Aggregate Weighted Mean		4.33		Very High
Aggregate Standard Deviation			0.64	
Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low				

The result demonstrated an extraordinarily high mean of collaboration at an aggregate level (4.33) along with the top three shared lesson, co-planning, and co-construction of materials scored strong. It reflected a professional culture in which teachers not only release the fruits of their work to each other but also promoted joint work to transform instruction regularly. A number of teacher collaboration studies argued that these activities can lead to improved differentiated instruction and

the provision of consistent classroom supports for diverse learners (Pozas, 2023; Franzen et al., 2024).

Besides, collaborative styles also promote collective efficacy, i.e., the perception that teachers, as a group, have a positive impact on student learning. Collective efficacy was a strong and leading factor for successful inclusive education. In the study conducted by Pizana, R. F. (2022), it was found that teachers who were always collaboratively reflecting experience higher collective efficacy, which in turn results in the implementation of effective instructional strategies in inclusive classrooms. This was align with the respondents' high level of collaboration as evidenced by their scores.

Moreover, resource sharing was a vital position of collaboration. Teachers in inclusive settings may have to cope with the needs for differentiated materials, visual aids, assistive devices, and modification of assessments. Generally, good collaboration scores implied that teachers do not hold back the sharing of such resources. The research indicated that deliberate resource-sharing within teacher teams can lead to the lessening of the individual's workload, at the same time, it improved the quality of instruction, thus the teachers became more ready to implement inclusive practices (Bravo, 2022; Oude Groote Beverborg, 2024).

Professional trust was also one of the significant collaborative factors in this research. High averages in items related to professional trust depicted a workplace where teachers were confident that they can seek advice, present feedback, and talk about their areas of weakness. The trust between professionals in schools served as a base to collaborative professional cultures and, thus, considerably increased teachers' readiness to embrace inclusive instructional strategies (Polat & Turhaner, 2024).Such trust served direct communication, sharing of resources, and joint problem-solving, thus teachers became more ready for the implementation of differentiated support strategies, besides these activities leading to the creation of more inclusive classrooms.

According to findings, the practice of protecting collaborative time by leaders should be complemented with their lesson-study cycles endorsement focused on inclusion and co-teaching models' incentivizing. And so, these structured forms of support and collaboration, evidenced by (European Agency, 2024; Pozas, 2023), empowered teachers in planning differentiated lessons and assessment adaptations, thus leading to improved inclusion outcomes.

LEVEL OF PEER SUPPORT RECEIVED BY THE RESPONDENTS

The level of peer support among teachers reflects the social and emotional aspects when one teacher helps the other. Peer support was one of the main factors that facilitate the transition to inclusion, which requires not only technical but also affective skills. In this way, monitoring peer support can show how social and emotional resources, in this case, teachers’ networks, helped teachers become more prepared for inclusive education practices.

Table 7 illustrated the level of peer support received by the respondents.

Table 7. Level of peer support received by the respondents

S/N	Indicators	WM	SD	Verbal Description
1	I receive emotional support from my peers during stressful times.	4.04	0.70	High
2	I feel comfortable asking colleagues for help.	4.29	0.70	Very High
3	My contributions are valued in group discussions.	4.15	0.70	High
4	My colleagues are approachable when I need advice.	4.28	0.75	Very High
5	Peers support me when I face difficulties in teaching.	4.27	0.64	Very High
6	I get encouragement from colleagues to try new strategies.	4.32	0.64	Very High
7	Peer support helps me grow professionally.	4.45	0.57	Very High
8	I feel that I belong to a supportive teacher community.	4.31	0.82	Very High
9	I can rely on my peers in managing diverse classrooms.	4.20	0.72	High
10	I receive help from colleagues in preparing inclusive lesson	4.11	0.72	High

	materials.			
11	Peers encourage me to continue teaching despite challenges.	4.32	0.66	Very High
12	I am motivated by peer recognition of my efforts.	4.29	0.61	Very High
13	My colleagues boost my confidence in handling learners with disabilities.	4.27	0.76	Very High
14	Peer support strengthens my commitment to inclusion.	4.31	0.62	Very High
15	I consider peer support as vital in preparing for inclusive teaching.	4.39	0.60	Very High
Aggregate Weighted Mean		4.27		Very High
Aggregate Standard Deviation			0.68	
Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low				

The data in Table 7 demonstrated that the overall peer support level was very high with its mean value of 4.27. Both kinds of supports - emotional and instructional - from colleagues to teachers have been revealed by the study to have a significant influence on the teachers' preparedness for inclusive education. When teachers seek help, get motivated, and feel a certain connection, they say that they are comfortable. According to recent studies, such support networks among peers directly motivated and energized teachers to try new inclusive strategies (Fan et al., 2024; Mitchell, 2023). Moreover, emotional support helped to do away with the affective change barriers hence teachers became more willing to make inclusive adaptations.

Emotional support matters a lot for those teachers who take care of heterogeneous classes. The presence of children with different needs may thus be quite a stressful matter for the teachers emotionally. In case the workplace was not supportive, teachers were likely to experience burnout. High means for emotional support were indicative of a school culture in which teachers feel that they were understood and appreciated by their colleagues. Plenty of research has demonstrated that emotional as well as social support from colleagues helped to boost teachers' confidence, and as a result, they became more willing to employ inclusive instructional strategies (Desombre, Delaval, & Jury, 2021).

Instructional support was equally important. Teachers may turn to colleagues for help when making inclusive materials, preparing differentiated activities, or solving behavioral issues. The high scores on peer support in the instructional area showed that there was effective sharing of professional knowledge and strategies. Research by Martinot et al., (2022) has demonstrated that instructional support from peers along with peer-mediated strategies not only can lead to the use of inclusive pedagogies by teachers but also enhance student engagement.

When formal resources were scarce, peer support was even more crucial. Several recent studies conducted in low-resource settings have documented teacher peer networks as one of the major factors that mitigate the effects of limited specialist access by providing immediate practical strategies and morale support (Mitchell, 2023; Kebede, 2024). In this regard, the presence of solid peer support at the school level may be considered as one of the key institutional resources that facilitated the implementation of practical inclusion despite the possible existence of systemic constraints.

Finally, the evidence led to the conclusion that schools should structurally create opportunities for peer support via mentoring programs, peer coaching, and collaborative inquiry frameworks. As a result, informal encouragement of persons involved in professional learning was not only elevated to a higher level of sustained professional learning but also the impact peer support has on the practical application of the skills of inclusion is deepened (Pozas, 2023; Fan et al., 2024).

LEVEL OF RESPONDENTS' READINESS FOR INCLUSION

Readiness for inclusion was the main factor that was changed into a quantitative variable because it indicated how much teachers had the skills, the confidence and the right mindset to teach diverse learners. This was a decisive moment because it exemplified the primary outcome variable the

study desired to comprehend and forecast. While measuring readiness through multiple indicators, it provided a thorough picture of teachers’ self-perception of their preparedness, which can later be examined concerning their reported collaboration and peer support levels.

Table 8 presented the level of respondents’ readiness for inclusion.

Table 8. Level of respondents’ readiness for inclusion

S/N	Indicators	WM	SD	Verbal Description
1	I can adapt lessons for students with diverse needs.	4.33	0.64	Very High
2	I use instructional strategies suitable for inclusive classrooms.	4.25	0.63	Very High
3	I manage student behavior effectively in inclusive settings.	4.24	0.61	Very High
4	I create a positive learning environment for all learners.	4.38	0.58	Very High
5	I work well with parents of children with special needs.	4.20	0.81	High
6	I collaborate with SPED teachers and specialists.	3.59	1.11	High
7	I can motivate students with disabilities to participate.	4.08	0.77	High
8	I use assistive technology when needed.	4.12	0.86	High
9	I can assess learning progress of students with disabilities.	3.92	0.93	High
10	I modify teaching materials for inclusion.	4.22	0.68	Very High
11	I balance the needs of students with and without disabilities.	4.13	0.74	High
12	I handle unexpected challenges in inclusive classrooms.	4.07	0.72	High
13	I help foster peer relationships among students.	4.15	0.68	High
14	I feel adequately trained to teach in inclusive settings.	4.01	0.84	High
15	I implement inclusive practices in my daily teaching.	4.15	0.73	High
Aggregate Weighted Mean		4.12		High
Aggregate Standard Deviation			0.76	
Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low				

The findings indicated a very high average readiness level (4.12) with extremely good results in adjusting lessons and building positive learning environments, but poorer outcomes in collaboration with SPED specialists and assessment of learners with disabilities. The pattern here was that teachers have general pedagogical competence (most probably by their experience and graduate coursework) but they are short of specialist training necessary to carry out formal assessment and to be able to plan interdisciplinary in the best way—this is the talk of the town among Kebede (2024) and Kimhi & Bar Nir (2025).

Modifying materials was the skill that teachers highlighted most in their self-assessment and it is a crucial skill for inclusion. Modification of materials was a support system for differentiated instruction and accessibility. The findings of the research of Rusconi & Squillaci (2023) confirmed this where they declare that when teachers are trained in the adaptation of materials, often through Universal Design for Learning (UDL) training, it significantly improved their abilities to design accessible lessons and at the same time raised their readiness levels to implement inclusive practices.

The mixed readiness profile corresponds with the international data showing that general classroom skills (differentiation, positive classroom climate) were skills that general teachers were more likely to report than specialist assessment competencies (Woodcock, 2023; Franzen et al., 2024). To realize the transition from "high" to "very high" levels of readiness in all areas, teachers required a precisely targeted PD program on assessment for learning, assistive technology, and co-teaching models (Kebede, 2024; Hogan, 2025).

To sum up, the teachers do show a level of readiness that is worthy of praise, however, with the help of targeted interventions - specialist training, structured co-planning with SPED colleagues,

and embedded assessment training - the lower-scoring readiness elements would not only be addressed but could also lead to a more consistent, evidence-based inclusive practice.

TEST OF RELATIONSHIP BETWEEN THE COLLABORATION AND RESPONDENTS' READINESS FOR INCLUSION

This study also examined the link between collaboration and teachers' readiness for inclusion, which indicated that collaboration was one of the most important professional factors that promote successful inclusive education. To examine the relationship between teacher collaboration and teachers' readiness for inclusive education, the study employed the Pearson Product–Moment Correlation Coefficient as a test of relationship. This statistical test was selected because both the variables were measured by continuous composite scores from like scales of items that were appropriate for correlation analysis. Particularly, the tool analyzed the nature of the relationship in terms of whether there was an alignment that posed bigger or smaller readiness in relation to the increased collaborative practices among teachers. Through the tool's application, the researcher was able to go beyond descriptive analysis of readiness and collaboration among teachers and provide statistical analysis of the relationship that existed in the readiness of teachers in executing collaborative practices in the concept of instructing in an inclusive setting.

Table 9 outlined the results of statistical tests assessing correlations between between the collaboration and respondents' readiness for inclusion.

Table 9. Test of relationship between the collaboration and respondents' readiness for inclusion

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Collaboration and Readiness	0.463*	Weak Positive	0.000	Reject Ho	Significant
*significant at $p < 0.05$ (two-tailed)					

The findings depicted a weak positive correlation, however, statistically significant ($r = .463$, $p < .05$) between collaboration and readiness for inclusion. Based on this result, the null hypothesis was rejected. This suggested that a significant relationship existed between the collaboration among the teachers and the teachers' readiness for inclusion. The result showed that collaboration made a significant contribution to teachers' inclusion readiness although it was not the strongest predictor. This implied that as the degree of collaboration among the teachers increases, the degree of their instructional readiness for inclusion also increases. By working with others, teachers will have the chance to reflect, co-plan, and problem-solve with their colleagues, thus strengthening their readiness for collaboration. However, the correlation was less significant. Several recent empirical reviews as well as primary studies, concurred with this finding: collaboration matters, but its effectiveness depends on depth (co-construction vs. exchange) and leadership support (Pozas, 2023; European Agency, 2024).

The statistical significance of the correlation, although weak, confirmed that cooperative environments were conducive to teachers' instructional adaptability and their capacity to address diversity. On the other hand, the limited strength of the correlation may suggest that more structured or sustained collaborative practices were necessary. Pozas (2023) demonstrated that the effects of exchange and synchronization on instructional change were less powerful than those of co-construction (lesson study, joint lesson design), which in turn, result in greater teacher learning and practice change. If a school's collaboration was more about resource-exchange and less about the long cycles of shared inquiry, then the correlation with readiness would still be significant but limited.

Additionally, a study by Khasawneh et al., (2023) indicated that collaboration has the greatest effect on teachers' readiness when schools offered protected time for joint work and there is active administrative guidance that enabled teachers to convert shared planning into inclusive instructional

practices. In order to utilize collaboration’s impact on readiness, leaders should facilitate structured collaborative models—lesson study, co-planning with SPED teachers, coaching cycles—that focused on observation, feedback, and iteration. Both European Agency (2024) and Pozas (2023) referred to these particular elements as necessary for pedagogical changes resulting from collaboration to become sustained.

TEST OF RELATIONSHIP BETWEEN THE PEER SUPPORT AND RESPONDENTS’ READINESS FOR INCLUSION

This study examined the relationship between teachers' peer support and their inclusion readiness because peer support was the core of teachers' emotional resilience, professional confidence, and instructional adaptability—essential factors for meeting the needs of diverse learners in inclusive classrooms. Peer support offered teachers the most needed access to emotional comfort, common experiences, and practical advice, thus, it helped for lessening the stress and raising the professional efficacy.

Similarly, the Pearson Product Moment Correlation Coefficient was used to establish the relationship existing between peer support and teacher readiness to embrace inclusive education. The result of the correlation test was used to establish if there was a significant degree of correspondence and difference between the levels of peer support and teacher readiness to embrace inclusive education.

Table 10 displayed the results of the statistical tests on the relationship between the peer support and respondents’ readiness for inclusion.

Table 10. Test of relationship between the peer support and respondents’ readiness for inclusion

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Peer Support and Readiness	0.561*	Moderate Positive	0.000	Reject Ho	Significant
*significant at $p < 0.05$ (two-tailed)					

As shown by Table 10 above, the calculated value of r was 0.561, indicating a moderate positive relationship between peer support and readiness. The p-value of 0.000 was less than the significance level of 0.05, resulting in the rejection of the null hypothesis. The results showed that there was a statistically significant relationship between peer support and teacher readiness for inclusive education. This means that peer support predicted readiness to a greater extent than collaboration. The emotional and instructional supported from the colleagues of the teachers seemed to have an immediate impact on their confidence and capability to carry out the strategies of inclusion. This indicated that teachers who were exposed to more emotional and professional support from their peers were more prepared to implement inclusive education. This finding was aligned with earlier research studies, which had emphasized that peer support was an important element in enhancing teachers' feelings of confidence, resilience, and competence for inclusive school settings (Fan et al., 2024; Franzen et al., 2024; Mitchell, 2023).

The results were suggesting that schools ought to keep up with and work on the expansion of formal peer support means (mentoring, peer coaching, buddy systems) as well as informal ones (team rituals, recognition). Pozas's (2023) research revealed that the transformation of informal supports into structured, long-lasting programs significantly increases their effect on readiness as measured by recent literature case studies.

The significant relationship observed may also be explained by the immediate and personal nature of peer support, which provided teachers with direct encouragement, vicarious learning experiences, and real-time assistance. Bandura's (1997) theory on self-efficacy supported this observation, where verbal persuasion and vicarious experiences had been mentioned as being strong sources of efficacy, which further enhanced the willingness of teachers.

Finally, the moderate positive correlation was interpreted as peer support being the main factor in teachers' readiness and that the enhancement of peer relationships may led to the further development of teachers' ability to teach inclusively. The stronger influence of peer support, however, does not underestimate the collaborative work role - rather, it suggested complementarity. Collaboration builds shared knowledge; peer support converts that knowledge into confident classroom practice. The two function best in tandem, with leadership ensuring both adequate collaboration structures and a supportive social climate.

CHAPTER 3

Summary, Findings, Conclusions and Recommendations

This chapter offered an extensive summary of the study's major findings with great detail and depth, showing the results of the research on teacher collaboration, peer support, and readiness for inclusive education. It mentioned the significant outcomes of the descriptive and correlational analyses that were performed and, therefore, points out the patterns as well as the relationships that have been revealed by the data. Further, the chapter interpreted these results within relevant theoretical models, giving the explanation of how collaboration and peer support impact teachers' preparedness for inclusive teaching. Moreover, it discussed practical implications and, therefore, provides some actionable recommendations, which, if implemented, would not only help in consolidating the collaborative efforts but also, consequently, facilitate peer support and create an atmosphere of readiness for inclusive education; thus, it represents a complete summary that can be used as a guide for future initiatives in this field.

SUMMARY

This research explored how teacher collaboration and peer support among teachers can help predict their readiness for inclusive education at Ramon Duterte Memorial National High School in the 2025-2026 school year. Inclusive education was a heavy challenge for teachers as it not only required them to be pedagogically competent but also to work in a team, seek help from colleagues, and be professionally confident. In view of the growing number of learners with diverse needs in Philippine public schools, the study determined whether collaboration and peer support significantly contribute to teachers' preparedness - so that they can implement inclusive practices effectively. Understanding these factors was vital to supporting teachers, school policies-making, and the implementation of inclusive education.

A descriptive-correlational quantitative design was applied to describe current practices and determine the relationships among variables without manipulating them. The study involved 85 teachers who responded to a standardized questionnaire that measured the degrees of collaboration, peer support, and readiness for inclusion. Besides, demographic data such as age, gender, marital status, educational attainment, and years of teaching were collected to give more context to the participants' background. These profiles provided enough insights of the participants' patterns of involvement, professional behaviors, and possible influences on readiness.

To assess the teachers' responses, descriptive statistics that included frequency counts, percentages, weighted means, and standard deviations were employed. These statistical instruments summarized teachers' experiences and gave an accurate picture of their levels of collaboration, peer support, and readiness. Moreover, the Pearson product-moment correlation coefficient (r) was used to find out the significant relationships between collaboration and readiness as well as between peer support and readiness. This investigation enabled the researcher to assess the significance level of these professional factors as indicators of inclusive teaching readiness.

FINDINGS

The research determined that teachers demonstrated a very high level of collaboration as shown with deep involvement in the mutual planning of lessons, sharing of teaching strategies, and joint tackling of instructional issues. These practices indicated that teachers valued teamwork and saw collaborative work as essential to addressing the diverse needs of learners. Besides, a high level of

collaboration mirrored an excellent school climate, which not only facilitated communication but also shared leadership.

Peer support among teachers was also found to be very high, demonstrating that teachers frequently assist one another in both professional and emotional aspects. The support that was given among the teachers was in the form of advice, provision of resources, and the lifting of the spirits in the times of difficult teaching situations. The strong peer support was an indication that teachers had a positive collegial atmosphere that was a source of their professional growth and that made them resilient.

Teacher readiness for inclusive education was of high-level rating, which means that teachers on the whole considered themselves able to change the instruction, control the diverse learners, and create the inclusive classroom environments. Still, the research pointed out some areas that were only partially developed and thus, especially in the aspects of collaborating with the SPED specialists, and completing the learner's assessments as well as in integrating the assistive technologies. These findings disclose that teachers are internally equipped with the basic inclusive competencies; however, they still need to acquire more specialized skills.

Correlation outcomes indicated a considerable positive connection between collaboration and readiness for inclusion which implies that a higher level of collaboration goes hand in hand with greater teacher preparedness. Moreover, peer support was also at stake of making a significant contribution meaning that supportive relationships lead to the implementation of the practices with more confidence and skill. The findings revealed herein place the great importance of professional relationships in determining the outcomes of inclusive education.

CONCLUSION

Based on the findings, the study concludes that teachers at Ramon Duterte Memorial National High School showed a well-developed collaborative culture among them, which is the main factor for their professional readiness for an inclusive education. Teachers, who are on their own initiative in shared planning, professional dialogue, and team-oriented instructional strategies, become more confident and competent to handle diverse learner needs. The strong cooperation culture, which is reflected in the teachers' high level of collaboration, is the main factor that drives instructional readiness to be elevated.

Peer support or encouragement from colleagues was also identified as one of the major factors that lead to the readiness of the teachers for inclusive education. Teachers, who get a continuous encouragement, guidance, and assistance from colleagues, consider themselves as more capable of implementing inclusive practices. The support from peers thus enables teachers to become emotionally stronger, less stressful in their profession, and more reflective teaching — the characteristics that are necessary in handling the complex dynamics of inclusive classrooms.

While teachers showed that they were well prepared, the existence of gaps in specialized areas such as disability assessment, assistive technology, and coordination with SPED professionals indicates that they still need to undergo professional development. These gaps reveal that teachers should not only have general pedagogical competence but also require them to have advanced skills in order to fully meet the demands of inclusive education.

To sum up, the study affirmed that collaboration and peer support are the strongest factors that influence teacher readiness for inclusion. Strengthening these systems will not only enhance teachers' professional competence but will also promote a positive and inclusive school environment that supports equitable learning for all students.

RECOMMENDATION

Based on the findings and conclusions of the study, it is recommended that the proposed intervention plan should be implemented in Ramon Duterte Memorial National High School. The intervention plan is aimed at institutionalizing collaborative processes, improving peer support mechanisms, as well as the readiness of teachers in embracing inclusive education. By employing

this plan, collaborative professional practices, as well as the capacity for effective implementation of inclusive education in schools, shall continue to improve.

CHAPTER 4

Output of the Study

Intervention Plan

This chapter presents the results of the research which led to the development of an evidence-based intervention plan to the teachers' professional competence, which sought to enhance peer-driven learning and support sustained readiness for inclusive education. The findings pointed up the necessity of more structured collaboration, continuous peer mentoring, more specialized training opportunities, and stronger support from the administration. Consequently, the chapter features a well-organized intervention plan which fills in these voids and facilitates a detailed guide for the execution of programs aimed at establishing a collaborative, supportive, and inclusive professional environment that is conducive to the growth of the teachers.

Rationale

Inclusive education has been constantly emphasized in public secondary schools; however, the effectiveness of the concept has not been realized because of different levels of teacher preparedness. In Ramon Duterte Memorial National High School, teachers were managing inclusive learners in mainstream sections and special learners. While teachers demonstrated commitment to inclusive practices, it was observable that there was a lack of support mechanisms affecting teacher preparedness.

In the study, the researcher investigated the role of collaboration and peer support in determining teachers' readiness to adopt inclusive education. Descriptive-correlational design was used, involving all teachers in the school. The levels of teachers' collaboration, support, and readiness for inclusion were assessed.

The results indicated that teachers showed the high levels of collaboration and peer support, and were well prepared for inclusive education. On the other hand, the findings have shown that teachers felt less prepared in specific specialized areas like collaboration with SPED specialists, the use of assistive technology, and the conducting of disability-specific assessments. Furthermore, the results showed that both collaboration and peer support were significantly related to teachers' readiness for inclusion, with peer support emerging as a strong predictor.

These findings emphasized that a structured, school-based intervention is necessary to strengthen collaborative practices and formalize peer support systems. The intervention plan was developed as the output of the study. The intervention would seek to address the identified issues through institutionalizing teacher collaboration, establishing mechanisms for peer mentoring, and providing focused professional development activities aimed at enhancing teachers' readiness for inclusive education.

Objectives

The main objective of the intervention plan is to enhance teachers' readiness level for inclusive education through collaboration, and strengthening peer support systems in the school, thus making the school a more collegial and professional community of practice.

Specifically, the intervention plan is targeted to:

1. Strengthen collaboration among teachers and SPED specialists through co-planning, consultation, and problem-solving on a regular basis.
2. Develop teachers' skills through the different methods of assessment of the learners with disabilities which should also include progress monitoring and the use of proper assessment tools.

3. Improve the ability and performance level of teachers in using assistive technologies to facilitate instruction and create access for the diverse learners.
4. Increase the level of preparedness and confidence of teachers in the implementation of inclusive teaching practices through continuous and specialized professional development.

Scheme of Implementation

This research output will be submitted to the Superintendent of Division of Cebu City and the principal of Ramon Duterte Memorial National High School - Day & Night for proper endorsement. The endorsement through the office of the principal serves as an official communication between the school and the division office that pinpoints collaboration with SPED specialists, assessment of learners with disabilities, the use of assistive technologies, and preparedness for inclusive teaching as the areas wherein teachers showed a lower level of readiness. Upon approval, the plan of action will be implemented at the school, which initiates the active participation of the teachers in all activities. Detailed records will be kept before, during, and after the execution of the program to uphold openness, uniformity, and the use of evidence as the basis for deciding. By doing these things, teachers realize that their needs are not only recognized but also supported and provided for.

Intervention plan revolves more on professional development. The administration team of the school will be responsible for the preparation and facilitation of the training sessions that will mainly focus on the identified weakest areas. To conduct the workshops, to demonstrate the use of the different assessment strategies, and to give the different lectures and trainings about the different innovative teaching techniques, SPED teachers, ICT staff, and some other experts will be invited. The schedule will be organized to guarantee the systematic flow of each session. Moreover, teachers' insights, reflections, and comments will be recorded and used in the planning of future activities to ensure that the training content adapts to different levels of readiness and the practical realities of inclusive education in the classroom.

An assessment will follow the training and collaboration activities to determine the teachers' progress in the target areas of the intervention plan. This assessment will be instrumental in enhancing the current intervention plan. To provide continuous support, mentoring and peer coaching will be maintained, thus, leading to the smooth and effective implementation of the newly acquired strategies in the teaching practice of the teachers. In case there are any difficulties or misunderstandings, additional sessions will be held to give explanations and facilitate teachers' learning of the required skills. The ongoing provision of comments, time for reflection, and supervisory work will aid in confirming the success of the intervention as well as ensuring that the resources and strategies for inclusive education are being utilized to their maximum potential.

A Proposed Intervention Plan for the Identified School in Cebu City for the School Year 2025-2026

Areas of Concern	Objectives	Strategy	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Accomplishment	Remarks
Lack of Structured Collaboration especially with SPED Teachers & Specialists	-To strengthen collaboration between SPED experts	- Quarterly joint SPED– General Education Co-Planning Sessions -Form co-teaching teams (GenEd + SPED teacher/resource teacher). Open up a shared Digital Resource Bank for	Principal, SPED Coordinators, Master Teachers	P2, 500	School MOOE	3rd–4th Quarter SY 2025–2026	-Teachers collaborate on a regular basis with a clear focus and shared responsibility in addressing learner diversity. - Teachers' confidence in		

		differentiated materials.					adapting instruction increases and instructional practices become more consistent across grade levels.		
Assessing learners with disabilities	To develop teachers' assessment skills for diverse learners	-Training on Functional Assessment Tools -Workshop on IEP-based Assessment -Coaching on progress monitoring	SPED Specialist, Assessment Coordinator, Teachers	P2,000	School MOOE	Beginning of School Year	-Teachers use appropriate assessment tools; improved learner monitoring report		
Using of assistive technology/devices	-To improve the ability and performance level of teachers in using assistive technology	- Collaborate with SPED professionals to demonstrate classroom integration - Conduct hands-on training sessions on assistive technology use -Provide access to sample assistive devices for practice - Include follow-up mentoring or coaching session	Principal, SPED Coordinators, ICT Staff, Resource Persons from Assistive Tech Providers	P 5,000	School MOOE, LGU / NGU Partnership	3rd-4th Quarter SY 2025-2026	Teachers demonstrate improved confidence and practical integration of assistive technology in daily instruction - Training participation (attendance) - Pre/post assessment -Resource Utilization Report - Lesson plans using assistive tools - Classroom observation notes		
Specialized Training for Inclusive Teaching	To strengthen teachers' confidence and preparedness in inclusive setting	- Capacity-Building Seminars on Inclusive Pedagogy • Workshops on Differentiated Instruction and UDL • Peer Observation + Feedback	Master Teachers Invited SPED Teachers.	P5,000	School MOOE	Whole Year round	Teachers demonstrate increased knowledge and competence in addressing learner needs Training		

		Session -Peer Mentoring/Coaching					participati on records (Attendan ce) - Reflection Journal - Integratio n of strategies in lesson plans and class routine		
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