IJGGSD
ISSN: 3155-7716
International Journal of Global Goals and Sustainable Development
RESEARCH | INNOVATION | INCLUSION | SUSTAINABLE FUTURES
DOI: https://doi.org/10.65339/ijggsd.V1.I1.94

Relationship Between the Professional Learning Community (PLC) Practices and the Development of Elementary Public School Teachers' Collaborative Skills

Ruth Emmanuelle C. Zarate1, Alvin S. Sicat, LPT, PhD
[1]Master of Arts in Education Major in Educational Management, PHINMA St. Jude College, Manila, Philippines
[2]Faculty, Graduate School, PHİNMA St. Jude College, Manila, Philippines

Email: Ruth.zarate@deped.gov.ph

ABSTRACT

This study examined the relationship between Professional Learning Community (PLC) practices and the development of collaborative skills among Grade 6 teachers in selected public elementary schools in District 6, Manila, as a basis for proposing a PLC model. Using a quantitative correlational design, data were collected from 100 purposively selected teachers across ten schools through a validated, researcher-developed questionnaire and analyzed using descriptive statistics and Pearson correlation. PLC practices were manifested to a very great extent (M = 3.65), with Observational Learning and Modeling receiving the highest rating (M = 3.73). Teachers strongly agreed with the perceived development of their collaborative skills (M = 3.65), particularly Professional Dialogue and Reflective Practice (M = 3.68). All 25 examined relationships were positive and statistically significant ($r = 0.634–0.798$, $p < 0.001$), indicating that stronger assessments of PLC practices were associated with higher assessments of collaborative skills. The findings support the relevance of collaborative professional learning without establishing causality. Schools should sustain peer observation, strengthen collaborative planning and structured professional support, and pilot the proposed PLC model. The study's purposive sampling, self-reported measures, and single-district correlational design limit generalizability and causal interpretation. The findings provide an evidence-based foundation for educational and institutional sustainability, supporting SDG 4 (Quality Education) and complementing SDG 17 (Partnerships for the Goals) through sustained teacher collaboration and professional learning.

Keywords: *Collaborative Skills, Elementary Teachers, Professional Development, Professional Learning Communities, Quantitative Correlational Design, Social Cognitive Theory, Teacher Collaboration*

1. INTRODUCTION

Professional Learning Communities (PLCs) provide a collaborative approach to teachers' professional development through shared learning, reflective dialogue, peer support, and continuous improvement. Rather than relying exclusively on individual expertise, PLCs encourage teachers to exchange instructional knowledge, examine professional practices, and collectively address educational challenges. Chiang et al. (2024) emphasized the importance of understanding PLCs as professional learning environments, while Zhang et al. (2022) demonstrated how organizational and interpersonal conditions shape teacher learning within PLCs. In the Philippine educational system, Learning Action Cells (LACs) serve as school-based professional development mechanisms intended to strengthen teaching practices through collaboration. De Guzman et al. (2023) highlighted the importance of supportive leadership, clearly defined responsibilities, adequate resources, and systematic implementation in sustaining LAC activities. Despite these initiatives, the presence of PLC structures does not automatically establish the development of teachers' collaborative competencies. Meaningful collaboration requires opportunities for shared planning, professional dialogue, mentoring, collective problem-solving, and constructive feedback. This study examines the relationship between PLC practices and the development of collaborative skills among Grade 6 teachers in selected public elementary schools in District 6, Division of Manila. Guided by Social Cognitive Theory, the investigation provides an empirical basis for proposing a PLC model designed to strengthen professional collaboration and support sustainable teacher development.

Research Problem

Professional Learning Communities are increasingly recognized as mechanisms for promoting collaborative professional development. However, their implementation may be affected by insufficient time, limited resources, organizational conditions, and differences in teachers' participation. Guhao and Sioting (2023) established significant relationships among organizational trust, teacher self-efficacy, school culture, and PLC practices among public elementary teachers in the Philippine context. Similarly, De Guzman et al. (2023) identified implementation conditions affecting the effectiveness of school-based Learning Action Cells. These findings indicate that institutionalizing collaborative activities does not necessarily ensure that teachers experience meaningful professional learning. Recent investigations have examined relationships between PLC participation and teacher development. Dumandan and Paglinawan (2025) explored the association between PLC engagement and teacher competence among elementary teachers in Bukidnon. Hendrickx et al. (2025) further demonstrated the importance of interaction patterns in collaborative knowledge-building and teacher learning. Nevertheless, the literature reviewed for the present study provides limited direct evidence concerning the relationship between specific PLC practices and the development of collaborative skills among Grade 6 public elementary teachers in Manila. Accordingly, the research problem centers on determining how teachers assess the implementation of PLC practices and the development of their collaborative skills, whether a statistically significant relationship exists between these variables, and what evidence-based PLC model may be proposed to strengthen collaborative professional learning within the participating schools.

Assumptions of the Study

The study is guided by the assumption that PLC practices and teachers' collaborative skills can be examined through identifiable dimensions of professional learning and social interaction. PLC practices are assessed through Observational Learning and Modeling, Structured Social Learning Environment, Reinforcement and Feedback Mechanisms, Self-Efficacy Development, and Reciprocal Influence of Environment and Behavior. Teachers' collaborative skills are examined through Collaborative Planning and Shared Goal Setting, Professional Dialogue and

Reflective Practice, Peer Support, Coaching, and Mentoring, Collaborative Problem-Solving and Inquiry, and Shared Practice, Feedback, and Continuous Improvement. These assumptions are consistent with research emphasizing professional interaction, reflective dialogue, and collaborative knowledge-building as important components of teacher learning (Shim & Thompson, 2022; Hendrickx et al., 2025). The study does not presume a causal relationship between PLC practices and collaborative skills. Instead, it tests the null hypothesis that no statistically significant relationship exists between teachers' assessments of PLC practices and the development of their collaborative skills.

Objectives of the Study

The study aims to examine the relationship between Professional Learning Community practices and the development of collaborative skills among Grade 6 public elementary school teachers in selected schools in District 6, Division of Manila, during School Year 2025–2026. Specifically, it seeks to determine teachers' assessments of PLC practices in terms of observational learning and modeling, structured social learning environment, reinforcement and feedback mechanisms, self-efficacy development, and reciprocal influence of environment and behavior. It also aims to assess teachers' collaborative skills in terms of collaborative planning and shared goal setting, professional dialogue and reflective practice, peer support, coaching and mentoring, collaborative problem-solving and inquiry, and shared practice, feedback, and continuous improvement. Furthermore, the study seeks to determine whether a statistically significant relationship exists between teachers' assessments of PLC practices and their collaborative skills and, based on the findings, propose a Professional Learning Community Model to strengthen collaborative professional practices among public elementary school teachers.

Theoretical or Conceptual Basis

The study is anchored on Bandura's Social Cognitive Theory, which explains learning through the reciprocal interaction of personal factors, behavior, and the social environment. The theoretical framework emphasizes observational learning and modeling, social interaction, reinforcement and feedback, self-efficacy, and reciprocal determinism. These concepts provide a basis for understanding how teachers may develop collaborative competencies through participation in professional learning communities. Within PLCs, observational learning occurs when teachers examine colleagues' practices and share professional experiences. Structured social learning environments provide organized opportunities for dialogue, collaborative planning, and collective inquiry. Reinforcement and feedback mechanisms support professional reflection, while self-efficacy development concerns teachers' confidence in their professional capabilities. Reciprocal influence recognizes that teachers' behavior and the school's collaborative environment may shape one another. Guhao and Sioting (2023) demonstrated the relevance of teacher self-efficacy, organizational trust, and school culture to PLC functioning, while Shim and Thompson (2022) documented how sustained collaborative inquiry supported changes in teachers' professional practices. Hendrickx et al. (2025) further examined relationships between teachers' interaction patterns and professional learning gains. The study also employs an Input–Process–Output conceptual framework. The inputs consist of teachers' assessments of the five PLC practice dimensions and five collaborative-skill dimensions. The process involves questionnaire administration, data processing, statistical analysis, and interpretation of the relationship between the variables. The intended output is a proposed Professional Learning Community Model grounded in the research findings. Ismail et al. (2022) supported the importance of examining clearly defined PLC practice dimensions, while Nehez (2024) highlighted the value of identifying specific actions that can strengthen professional

learning community practices. Together, these perspectives support the proposed framework without assuming that a statistically observed relationship establishes causation.

The study primarily aligns with Sustainable Development Goal (SDG) 4—Quality Education through its emphasis on teachers' continuing professional development, collaborative learning, and the strengthening of professional competencies. By examining the relationship between PLC practices and collaborative skills, the research addresses an institutional mechanism that may support the sustained professional learning of teachers. UNESCO (2024) emphasized the importance of educational leadership, collaboration, and professional capacity in strengthening education systems. The study consequently contributes to educational and institutional sustainability by providing evidence that may guide schools in organizing collaborative professional learning and maintaining reflective, supportive, and improvement-oriented practices. The study also has a complementary alignment with SDG 17—Partnerships for the Goals through its emphasis on shared professional responsibility and collaboration among teachers, school heads, and educational administrators. Its proposed PLC model may provide a framework for strengthening coordination and collective learning within participating schools. However, the research does not directly evaluate formal partnerships or measure progress toward SDG indicators. Its contribution to sustainability is therefore primarily educational and institutional, with potential implications for collaborative school governance and the continued development of teachers' professional competencies.

2. METHODOLOGY

Research Design

The study utilized a quantitative correlational research design to determine the degree and direction of the relationship between teachers' assessments of PLC practices and the development of their collaborative skills. According to Creswell (2014), correlational research examines relationships between variables without manipulating them. The first variable comprised PLC practices, while the second involved teachers' perceived development of collaborative skills. This design allowed the researcher to assess the association between the two variables without establishing causality.

Research Locale or Study Setting

The study was conducted in ten selected public elementary schools in District 6, Schools Division of Manila, Philippines. Four schools were situated in Pandacan, two in Sta. Mesa, three in Sta. Ana, and one in San Miguel. The participating institutions offered Kindergarten to Grade 6 basic education and supported professional development initiatives, including PLC and Learning Action Cell (LAC) activities. These schools were selected based on their active participation in collaborative teaching, professional learning, and continuous school improvement programs. To maintain institutional confidentiality, the participating schools were designated using codes from School A to School J.

Participants or Data Sources

The study involved 100 Grade 6 public elementary school teachers selected through purposive sampling from 132 qualified teachers across the ten participating schools. Respondents were required to be currently assigned to Grade 6, have at least one year of teaching experience, and have participated in PLC or LAC activities. Teachers who did not meet these criteria were excluded. Participation was voluntary, and incomplete questionnaires were removed during data screening. The respondents were described according to age, gender, highest educational attainment, years of teaching experience, and number of PLC activities attended. The final

sample consisted of 100 teachers with complete responses, representing approximately 75.76% of the qualified Grade 6 teacher population in the participating schools.

Research Instruments or Materials

The study utilized a researcher-made, three-part survey questionnaire developed using Albert Bandura's (1977) Social Learning Theory and Department of Education (DepEd) Order No. 35, s. 2016, as conceptual and policy foundations. The first part gathered respondents' demographic and professional profiles. The second assessed PLC practices across five dimensions: Observational Learning and Modeling, Structured Social Learning Environment, Reinforcement and Feedback Mechanisms, Self-Efficacy Development, and Reciprocal Influence of Environment and Behavior. Responses were measured using a four-point Likert scale ranging from 1 (Not at All) to 4 (Very Great Extent). The third part assessed teachers' perceived collaborative skills through Collaborative Planning and Shared Goal Setting; Professional Dialogue and Reflective Practice; Peer Support, Coaching, and Mentoring; Collaborative Problem-Solving and Inquiry; and Shared Practice, Feedback, and Continuous Improvement. A four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree) was employed. The English-language questionnaire underwent content validation by three experts in education and academic research, followed by pilot testing involving 20 teachers from a public elementary school outside the final study sample. Reliability testing of the 50-item instrument yielded a Cronbach's alpha of 0.905, indicating excellent internal consistency according to George and Mallery (2003).

Data Gathering Procedure

Data collection commenced after the research proposal underwent adviser evaluation and approval through the Graduate School proposal defense. Permission to conduct the study was subsequently requested from the Schools Division Superintendent of Manila and the principals of the participating schools. Following expert validation and pilot testing, the finalized questionnaire was administered electronically through Google Forms. The survey link was distributed to eligible Grade 6 teachers through official school communication channels with the assistance of school administrators and research coordinators. Data collection was conducted from June 17 to July 17, 2026, allowing respondents to complete the questionnaire at their convenience. Submitted responses were automatically recorded, retrieved, consolidated, and screened for completeness. Incomplete responses were excluded, resulting in 100 valid questionnaires for statistical analysis.

Data Analysis

The collected data were analyzed using descriptive and inferential statistical techniques through the Statistical Package for the Social Sciences (SPSS), version 29. Means and standard deviations were computed to determine the extent of PLC practice implementation and respondents' assessments of their collaborative skills. For PLC practices, weighted means of 3.50–4.00 indicated Very Great Extent, 2.50–3.49 Great Extent, 1.50–2.49 Moderate Extent, and 1.00–1.49 Not at All. The corresponding ranges for collaborative skills were interpreted as Strongly Agree, Agree, Disagree, and Strongly Disagree, respectively. Pearson Product-Moment Correlation was employed to determine the significance, strength, and direction of the relationship between PLC practices and teachers' collaborative skills. Correlation coefficients were interpreted using the established categories ranging from very low to very high positive or negative relationships.

Ethical Consideration

The study followed established ethical research principles to protect participants' rights, privacy, and welfare. The researcher obtained the necessary institutional permissions and reported securing ethical clearance before data collection. Informed consent was obtained from respondents, who participated voluntarily and were informed of their right to withdraw without consequences. Confidentiality and anonymity were maintained through the exclusion of personally identifiable information from the questionnaire and collected data. Responses were used exclusively for research purposes, while participating schools were identified through designated codes to protect institutional identities. The research also observed fairness, non-discrimination, accuracy, and integrity throughout data collection, analysis, and reporting.

3. RESULTS AND DISCUSSION

3.1 Professional Learning Community Practices Implemented in Public Elementary Schools

3.1.1 Observational Learning and Modeling

Observational Learning and Modeling obtained an overall mean of 3.73 (SD = 0.465), interpreted as "Very Great Extent." Learning new teaching strategies through observing colleagues received the highest rating (M = 3.76, SD = 0.453), while observing effective instructional practices demonstrated during PLC meetings received the lowest rating (M = 3.71, SD = 0.457). All indicators were assessed to a very great extent, indicating consistently favorable perceptions of observation and modeling activities within PLC sessions. The findings highlight the importance of peer observation and shared instructional experiences in professional learning. Shim and Thompson (2022) demonstrated how sustained collaboration within PLCs supported changes in teachers' collective inquiry and instructional practices. Similarly, Zhang et al. (2022) emphasized the influence of collaborative interactions and organizational conditions on teacher learning. These studies support the relevance of observational learning as a component of professional development, although the present findings represent teachers' assessments rather than direct measurements of instructional improvement.

3.1.2 Structured Social Learning Environment

Structured Social Learning Environment obtained an overall mean of 3.61 (SD = 0.532), interpreted as "Very Great Extent." Providing opportunities for teachers to exchange professional knowledge received the highest rating (M = 3.68, SD = 0.509), while consistent support from school leaders obtained the lowest rating (M = 3.55, SD = 0.573). Although all indicators remained within the highest interpretation category, this dimension received the lowest overall rating among the five PLC practices. The findings suggest that teachers generally experienced organized opportunities for collaborative learning, while leadership support and enabling conditions received comparatively lower assessments. Denee (2024) emphasized the importance of organizational support and collaborative structures in facilitating individual and collective learning within PLCs. Chiang et al. (2024) likewise identified organizational and professional conditions as important considerations in understanding PLC effectiveness. These findings support continued attention to the scheduling, resources, leadership support, and institutional arrangements that sustain collaborative professional learning.

3.1.3 Reinforcement and Feedback Mechanisms

Reinforcement and Feedback Mechanisms obtained an overall mean of 3.62 (SD = 0.543), classified as "Very Great Extent." Improving teaching practices after receiving suggestions and recognition from colleagues obtained the highest rating (M = 3.74, SD = 0.464). In contrast, receiving constructive feedback on teaching practices received the lowest rating (M = 3.48, SD = 0.608), interpreted as "Great Extent." The findings indicate favorable perceptions of professional

feedback and recognition, although constructive feedback received a comparatively lower assessment. The results emphasize the relevance of feedback quality and collegial interaction within PLC activities. Yoo and Jang (2023) examined associations between professional learning communities, teacher collaboration, feedback provision, and professional outcomes. Hendrickx et al. (2025) further demonstrated that the quality of collaborative communication is relevant to teachers' professional learning. The comparatively lower rating for constructive feedback suggests an area for strengthening professional exchanges through purposeful dialogue, peer support, and opportunities to reflect on instructional practices.

3.1.4 Self-Efficacy Development

Self-Efficacy Development obtained an overall mean of 3.65 (SD = 0.509), interpreted as "Very Great Extent." Confidence in participating in collaborative professional activities and improving instructional practices received the highest ratings, both with means of 3.68. Meanwhile, confidence in contributing to school improvement through PLC participation obtained the lowest rating (M = 3.59, SD = 0.513). These results indicate that respondents generally perceived PLC activities as supportive of their professional confidence and collaborative participation. The findings highlight the relationship between collaborative professional environments and teachers' perceptions of their capabilities. Guhao and Sioting (2023) established significant relationships among teacher self-efficacy, organizational trust, school culture, and PLC practices in Philippine public elementary schools. Yoo and Jang (2023) likewise examined teacher self-efficacy in relation to PLC participation and collaboration. These studies provide relevant support for examining self-efficacy within professional learning environments, while the current findings do not establish that PLC activities independently caused increases in teachers' confidence.

3.1.5 Reciprocal Influence of Environment and Behavior

Reciprocal Influence of Environment and Behavior obtained an overall mean of 3.62 (SD = 0.522), interpreted as "Very Great Extent." Perceiving that the school environment supports behaviors promoting teamwork received the highest rating (M = 3.66, SD = 0.496), while the indicator concerning the influence of personal behavior on colleagues obtained the lowest rating (M = 3.56, SD = 0.536). These findings indicate that teachers generally perceived a mutually supportive relationship between their professional behavior and the collaborative school environment. The results are consistent with the emphasis on professional interaction and school context in PLC research. Zhang et al. (2022) highlighted how school conditions and collaborative practices shape teachers' professional learning experiences. Guhao and Sioting (2023) also demonstrated the relevance of organizational trust and school culture to PLC functioning. These findings reinforce the importance of supportive professional environments in encouraging participation, collegial relationships, and shared responsibility for professional development.

3.1.6 Overall Assessment of Professional Learning Community Practices

The overall implementation of PLC practices obtained a mean of 3.65 (SD = 0.514), interpreted as "Very Great Extent." Observational Learning and Modeling received the highest mean (M = 3.73, SD = 0.465), followed by Self-Efficacy Development (M = 3.65, SD = 0.509), Reinforcement and Feedback Mechanisms (M = 3.62, SD = 0.543), Reciprocal Influence of Environment and Behavior (M = 3.62, SD = 0.522), and Structured Social Learning Environment (M = 3.61, SD = 0.532). All five dimensions were rated within the highest interpretation category. The findings indicate consistently favorable teacher assessments of PLC implementation across its social and professional learning dimensions. Ismail et al. (2022) demonstrated the multidimensional nature of PLC practices, while Chiang et al. (2024) emphasized the importance of examining their organizational and professional learning characteristics. The relatively small differences among

dimension means should be interpreted descriptively and do not independently demonstrate statistically significant differences in implementation.

3.2 Development of Teachers' Collaborative Skills Through PLC/LAC Practices

3.2.1 Collaborative Planning and Shared Goal Setting

Collaborative Planning and Shared Goal Setting obtained an overall mean of 3.62 (SD = 0.508), interpreted as "Strongly Agree." Engaging in collaborative planning with colleagues during PLC/LAC activities received the highest rating (M = 3.68, SD = 0.489). Conversely, making collective decisions regarding teaching methods and classroom activities obtained the lowest rating (M = 3.54, SD = 0.538). Although respondents strongly agreed with all indicators, collaborative decision-making received a comparatively lower assessment. The findings highlight the importance of shared planning and collective professional responsibility. Wijarwadi et al. (2025), through a systematic review of teacher collaboration, emphasized that collaborative practices range from informal exchanges to structured professional activities requiring shared understanding and contextual support. Nehez (2024) likewise examined the interconnected practices of planning, observation, and professional dialogue within PLCs. These findings support strengthening opportunities for shared decision-making alongside existing collaborative planning activities.

3.2.2 Professional Dialogue and Reflective Practice

Professional Dialogue and Reflective Practice received the highest overall rating among the collaborative-skill dimensions (M = 3.68, SD = 0.484), interpreted as "Strongly Agree." Sharing teaching experiences and challenges during PLC/LAC sessions obtained the highest mean (M = 3.74, SD = 0.464). Reflecting on teaching performance based on feedback and having professional opinions considered by colleagues received comparatively lower ratings of 3.63. The findings indicate that respondents strongly agreed that PLC/LAC activities provided opportunities for professional exchange and reflection. The results emphasize the importance of reflective communication in collaborative professional learning. Hendrickx et al. (2025) demonstrated how interaction patterns within PLCs relate to teachers' learning gains. Shim and Thompson (2022) also documented the contribution of sustained collaborative inquiry to changes in teachers' professional practices. These findings support the relevance of structured dialogue, reflective discussion, and constructive exchanges as components of collaborative competence.

3.2.3 Peer Support, Coaching, and Mentoring

Peer Support, Coaching, and Mentoring obtained an overall mean of 3.63 (SD = 0.512), interpreted as "Strongly Agree." Sharing professional knowledge and strategies with colleagues received the highest rating (M = 3.70, SD = 0.461), while offering mentoring or assistance to peers obtained the lowest rating (M = 3.59, SD = 0.532). All indicators were assessed positively, suggesting that respondents perceived peer assistance and professional knowledge sharing as established features of PLC/LAC activities. The findings demonstrate the relevance of collegial support to teachers' professional collaboration. De Guzman et al. (2023) identified supportive leadership, clear responsibilities, and systematic implementation as important considerations in Philippine Learning Action Cell practices. Yoo and Jang (2023) also examined the relationships between PLC participation and collaborative professional outcomes. These studies support maintaining peer knowledge exchange while strengthening opportunities for reciprocal mentoring, coaching, and professional assistance.

3.2.4 Collaborative Problem-Solving and Inquiry

Collaborative Problem-Solving and Inquiry obtained an overall mean of 3.66 (SD = 0.502), interpreted as "Strongly Agree." Working collectively to address instructional challenges received the highest rating (M = 3.69, SD = 0.486), while experimenting with instructional strategies through collaborative inquiry obtained the lowest rating (M = 3.62, SD = 0.526). The results indicate that respondents strongly agreed that PLC/LAC activities supported collective problem identification, discussion, and instructional inquiry. The findings highlight the relevance of collaborative inquiry in addressing shared instructional concerns. Babichenko et al. (2024) examined how different teacher-team activities, including peer consultation, pedagogical planning, and video analysis, shaped collaborative inquiry into practice. Shim and Thompson (2022) likewise demonstrated the role of sustained collective investigation in supporting instructional development. These findings support the value of extending professional discussions toward systematic examination, application, and reflection on instructional strategies.

3.2.5 Shared Practice, Feedback, and Continuous Improvement

Shared Practice, Feedback, and Continuous Improvement obtained an overall mean of 3.67 (SD = 0.489), interpreted as "Strongly Agree." Improving teaching practices through shared professional feedback received the highest rating (M = 3.72, SD = 0.452), while sharing teaching materials and best practices received the lowest rating (M = 3.58, SD = 0.534). All indicators were positively assessed, indicating that respondents perceived PLC/LAC participation as supportive of shared professional learning and continuing instructional refinement. The findings underscore the importance of connecting professional feedback with ongoing improvement activities. Nehez (2024) demonstrated the value of identifying and improving interconnected PLC practices through action research. Lomos et al. (2025) further examined how collaborative goal setting, planning, and reflection supported teacher professional development within PLC-based training. These studies reinforce the relevance of systematic feedback, sharing of resources, reflective practice, and continuous learning within collaborative professional communities.

3.2.6 Overall Assessment of Teachers' Collaborative Skills

The overall assessment of teachers' collaborative skills obtained a mean of 3.65 (SD = 0.499), interpreted as "Strongly Agree." Professional Dialogue and Reflective Practice received the highest mean (M = 3.68, SD = 0.484), followed by Shared Practice, Feedback, and Continuous Improvement (M = 3.67, SD = 0.489), Collaborative Problem-Solving and Inquiry (M = 3.66, SD = 0.502), Peer Support, Coaching, and Mentoring (M = 3.63, SD = 0.512), and Collaborative Planning and Shared Goal Setting (M = 3.62, SD = 0.508). All dimensions received consistently favorable assessments. The findings suggest that respondents perceived PLC/LAC practices as relevant to multiple aspects of their collaborative competencies. Wijarwadi et al. (2025) emphasized the multidimensional nature of teacher collaboration, while Hendrickx et al. (2025) highlighted the importance of communication and collaborative knowledge-building processes. The consistently high ratings suggest a favorable professional learning environment, although they represent teachers' perceptions and should not be interpreted as direct evidence of causal skill development.

3.3 Relationship Between PLC Practices and Teachers' Collaborative Skills

Pearson Product-Moment Correlation analysis revealed statistically significant positive relationships between all five PLC practice dimensions and all five collaborative-skill dimensions. Across the 25 relationships examined, correlation coefficients ranged from r = 0.634 to r = 0.798, with all p-values below 0.001. Twelve relationships were classified as high positive correlations, while thirteen were moderate positive correlations. The strongest association was

between Observational Learning and Modeling and Professional Dialogue and Reflective Practice ($r = 0.798$, $p < 0.001$), followed by Reinforcement and Feedback Mechanisms and Peer Support, Coaching, and Mentoring ($r = 0.774$, $p < 0.001$). Other notable relationships included Reinforcement and Feedback Mechanisms with Professional Dialogue and Reflective Practice ($r = 0.750$) and Self-Efficacy Development with Peer Support, Coaching, and Mentoring ($r = 0.736$), both statistically significant at $p < 0.001$. Accordingly, the null hypothesis was rejected for all 25 relationships. The findings indicate that higher assessments of PLC practices were consistently associated with higher assessments of collaborative skills. Hendrickx et al. (2025) demonstrated the importance of collaborative interaction patterns in teacher professional learning, while Yoo and Jang (2023) examined relationships between PLC practices, collaboration, feedback, and teacher-related outcomes. The positive associations are also consistent with the social learning principles underlying the study's conceptual framework, particularly observation, professional interaction, feedback, self-efficacy, and reciprocal influence. However, the correlational design does not establish that PLC practices independently caused improvements in collaborative skills. Rather, the findings provide empirical evidence of association between the two multidimensional constructs within the participating schools.

3.4 Proposed Professional Learning Community Model

The study developed a proposed Professional Learning Community Model based on the consistently favorable assessments of PLC practices and collaborative skills and the statistically significant relationships between their dimensions. The model comprises four interconnected components: Observe and Model, Plan and Dialogue, Support and Give Feedback, and Inquire, Apply, and Improve. These components form a continuous professional learning cycle integrating peer observation, collaborative planning, professional dialogue, coaching, mentoring, constructive feedback, collective inquiry, and reflective evaluation. The model also identifies protected time, leadership support, adequate resources, trust, open communication, and shared decision-making as enabling conditions. It was proposed as an enhancement and sustainability framework and was not empirically tested as an intervention. The proposed model reflects the importance of combining professional interaction with structured organizational support. Denee (2024) highlighted the potential of PLC models to support sustained individual and collective learning, while Lomos et al. (2025) emphasized collaborative planning, shared goals, and reflective engagement within professional development programs. Babichenko et al. (2024) also demonstrated the relevance of structured collaborative inquiry activities to teachers' professional discussions. Together, these studies support the conceptual relevance of an integrated PLC model that builds on existing collaborative strengths while addressing comparatively lower-rated areas. The proposed model may therefore guide school administrators and teachers in organizing professional learning activities, subject to subsequent implementation and evaluation.

4. CONCLUSIONS AND RECOMMENDATIONS

The study found that Professional Learning Community (PLC) practices were manifested to a very great extent among 100 Grade 6 public elementary school teachers from ten selected schools in District 6, Manila. Observational Learning and Modeling was the most evident practice, whereas Structured Social Learning Environment received the lowest, although still favorable, assessment. Teachers also strongly agreed that PLC activities supported their collaborative skills, particularly Professional Dialogue and Reflective Practice, while Collaborative Planning and Shared Goal Setting received the lowest rating. All examined relationships between the five PLC practice dimensions and five collaborative-skill dimensions were positive and statistically significant, indicating that higher assessments of PLC practices were associated with stronger perceived collaborative skills. These findings support the relevance of social learning, peer

interaction, and reflection to collaborative professional development without establishing causality. The proposed PLC model integrates these dimensions to provide a framework for strengthening shared professional learning and continuous improvement in participating schools.

School heads and PLC/LAC facilitators should sustain regular peer observations, demonstration teaching, exchanges of effective instructional strategies, and guided reflective discussions, given the favorable assessments of observational learning and professional dialogue. They should strengthen comparatively lower-rated areas through protected time for PLC/LAC sessions, adequate resources, administrative support, and a trusting environment that encourages constructive feedback and open communication. Teachers should actively engage in collaborative planning, shared goal setting, reciprocal mentoring, joint problem-solving, and professional inquiry to reinforce collective responsibility for instructional improvement. In coordination with Department of Education officials, participating schools should contextualize and pilot the proposed PLC model, establish clear implementation responsibilities, and evaluate its feasibility and effectiveness before wider adoption. Future researchers should examine the model across additional educational settings and larger samples, explore differences associated with teaching experience and PLC participation, and consider qualitative, mixed-method, or longitudinal approaches to provide further evidence regarding collaborative professional development.

The research involved 100 purposively selected Grade 6 teachers from ten public elementary schools in District 6, Manila, during School Year 2025–2026; consequently, its findings may not directly apply to other grade levels, schools, or districts. PLC practices and collaborative skills were assessed through teachers' questionnaire responses, while the correlational design could not establish causal relationships. Respondents' demographic characteristics were examined descriptively without subgroup analyses. The study also excluded other organizational influences and did not investigate long-term teaching performance or student achievement. Future studies may employ broader samples, longitudinal designs, and mixed-method approaches to extend these findings and evaluate the proposed PLC model.

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