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The Relationship Between Teacher Collaboration and Perceived Learner Achievement in Public Elementary Schools in Manila

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ABSTRACT

This study examined the relationship between teacher collaboration and perceived learner achievement among Grade 5 public elementary school teachers in District VI, Division of City Schools of Manila, during School Year 2025–2026, as a basis for developing a Teacher Collaboration Enhancement Program. Employing a mixed-methods embedded design, the study involved 120 purposively selected teachers and 10 interview participants. Data were gathered using a validated researcher-made questionnaire and interviews, then analyzed through descriptive statistics, Pearson's correlation, and thematic analysis. Findings revealed that teacher collaboration was practiced to a very great extent (M=3.689), with Learning Action Cell participation ranking highest (M=3.803) and peer observation and feedback lowest (M=3.542). Perceived learner achievement was rated to a great extent (M=3.390), with skills-based achievement receiving the lowest rating (M=3.342). All 15 relationships were positive and statistically significant (r=0.391–0.696, $p<0.05$), with peer observation and feedback demonstrating the strongest associations across achievement dimensions. Scheduling conflicts, administrative workloads, and limited structural support emerged as major challenges. The study concluded that teacher collaboration is significantly associated with perceived learner achievement. Accordingly, implementing PROJECT CO-LEAD is recommended to strengthen peer observation, collaborative assessment, mentoring, and protected collaboration schedules. Limitations include purposive sampling, self-reported achievement, and the inability to establish causation. The findings provide context-specific evidence for strengthening school-based professional development and informing sustainable instructional improvement initiatives.

Keywords: *Collaborative Assessment, Learning Action Cells, Peer Observation, Perceived Learner Achievement, Professional Development, Teacher Collaboration, Teacher Mentoring*

1. INTRODUCTION

Teacher collaboration is an essential component of school improvement, professional development, and instructional quality. It involves teachers working collectively through lesson planning, peer observation and feedback, shared assessment, mentoring, and participation in Learning Action Cell (LAC) sessions. These practices encourage professional knowledge sharing, reflective teaching, and coordinated instructional decisions that may support learner development. However, their effectiveness depends on the quality, purpose, and instructional relevance of collaborative activities (Wijarwadi et al., 2025). Research emphasizes that meaningful collaboration requires shared instructional goals, supportive leadership, professional trust, and continuous reflection (Wijarwadi et al., 2025; Dzieciatko-Szendrei et al., 2024). Evidence also suggests that collaboration may influence learner achievement indirectly through improved instructional quality rather than through participation alone (Artillero, 2025; Wullschleger et al., 2025). In the Philippines, teacher collaboration is supported by DepEd Order No. 35, s. 2016 (Department of Education, 2016), which institutionalized Learning Action Cells, and DepEd Order No. 42, s. 2017 (Department of Education, 2017), which established the Philippine Professional Standards for Teachers. Despite these initiatives, concerns about learner achievement remain. The Organization for Economic Co-operation and Development (OECD, 2023) reported that Filipino learners performed below international averages in mathematics, reading, and science. Against this background, the present study examines the relationship between teacher collaboration and perceived learner achievement among Grade 5 public elementary school teachers in District VI, Division of City Schools, Manila, during School Year 2025–2026. It investigates collaborative practices and teachers' perceptions of academic, skills-based, and beyond-academic achievement as a basis for developing a Teacher Collaboration Enhancement Program.

Research Problem

Teacher collaboration is widely recognized as a strategy for improving instructional practices and professional learning. Nevertheless, research indicates that its effectiveness varies according to organizational conditions, collaborative processes, and instructional focus (Wijarwadi et al., 2025; Dzieciatko-Szendrei et al., 2024). High-quality collaboration characterized by shared goals, professional trust, and reflective inquiry may strengthen instructional delivery, although its direct relationship with learner achievement remains inconsistent (Zheng et al., 2025; Wullschleger et al., 2025). Studies also emphasize the importance of structured professional learning, collaborative planning, peer observation, mentoring, and shared assessment in improving teaching practices (Corcelles-Seuba et al., 2025; Nguyen, 2023). However, challenges involving workload, limited time, insufficient resources, and organizational support may restrict meaningful teacher participation (Wijarwadi et al., 2025; Sales, 2023; Vega & Orleans, 2024). Although Philippine educational policies promote collaborative professional development, the implementation of these practices does not automatically establish their relationship with learner achievement. Existing studies provide evidence concerning teacher collaboration and instructional effectiveness, but context-specific investigation remains necessary, particularly in public elementary schools serving densely populated urban communities (Artillero, 2025; OECD, 2023; Zheng et al., 2025). The research problem therefore centers on determining the extent of teacher collaboration and its significant relationship with perceived learner achievement among Grade 5 teachers in District VI, Manila. Specifically, the study examines lesson planning, peer observation and feedback, shared assessment, mentoring, and LAC participation in relation to academic, skills-based, and beyond-academic achievement. It also identifies challenges affecting collaboration and uses the findings to formulate an appropriate enhancement program. Importantly, perceived learner achievement refers to teachers' professional judgments rather than independently verified academic performance. Consequently, the investigation establishes

associations between variables without claiming that teacher collaboration directly causes improvements in actual learner achievement.

Assumptions of the Study

The study is guided by the assumption that teacher collaboration provides opportunities for professional knowledge sharing, collective problem-solving, instructional reflection, and improvement of teaching practices. Meaningful professional interactions may help teachers develop more consistent and responsive instructional strategies (Wijarwadi et al., 2025; Dzieciatko-Szendrei et al., 2024). It further assumes that collaborative lesson planning, peer observation, shared assessment, mentoring, and LAC participation represent measurable dimensions of teacher collaboration. These activities provide opportunities for teachers to exchange instructional strategies, evaluate classroom practices, and strengthen professional competencies (Zheng et al., 2025; Dela Cruz & Baguio, 2024). The study also assumes that teachers' professional assessments can provide information about learners' academic understanding, practical competencies, critical thinking, socio-emotional development, and classroom behavior. However, these perceptions may differ from objectively measured achievement and may be influenced by individual expectations and assessment practices. The null hypothesis states that there is no significant relationship between the extent of teacher collaboration and perceived learner achievement among Grade 5 public elementary school teachers in District VI, Division of City Schools, Manila. This assumption is subjected to empirical testing rather than accepted as an established relationship.

Objectives of the Study

The primary objective of this study is to determine the relationship between teacher collaboration and perceived learner achievement among Grade 5 public elementary school teachers in District VI, Division of City Schools, Manila, during School Year 2025–2026. Specifically, the study aims to assess the extent of teacher collaboration in terms of lesson planning, peer observation and feedback, shared assessment, mentoring, and participation in Learning Action Cell (LAC) sessions. It also seeks to evaluate perceived learner achievement across academic, skills-based, and beyond-academic dimensions and determine whether a significant relationship exists between teacher collaboration and perceived learner achievement. Furthermore, the study intends to identify the challenges encountered by teachers in promoting and sustaining collaborative professional practices. Based on the findings, the study aims to develop a proposed Teacher Collaboration Enhancement Program that will provide context-specific strategies for strengthening professional collaboration, enhancing instructional practices, and supporting learner development in public elementary schools.

Conceptual and Theoretical Framework

The study is anchored in Vygotsky's (1978) Social Constructivist Theory, Bandura's (1977) Social Learning Theory, and DuFour and Eaker's (1998) Professional Learning Community Model, complemented by Wijarwadi et al.'s (2025) perspective on professional culture. These theories emphasize social interaction, observational learning, collective inquiry, and shared responsibility as foundations of teacher collaboration. Through collaborative planning, peer observation, mentoring, and reflective practices, teachers can strengthen their instructional competencies and professional development (DuFour & Eaker, 1998; Zheng et al., 2025; Dzieciatko-Szendrei et al., 2024). Conceptually, the study adopts an Independent Variable–Dependent Variable–Output framework. Teacher collaboration serves as the independent variable, encompassing lesson planning, peer observation and feedback, shared assessment, mentoring, and Learning Action Cell (LAC) participation (Wijarwadi et al., 2025; White & Maher, 2024). Shared assessment promotes consistent evaluation practices (Dzieciatko-Szendrei et al.,

2024), while mentoring supports professional growth (OECD, 2025). The dependent variable, perceived learner achievement, comprises academic achievement (OECD, 2023), skills-based achievement (OECD, 2023), and beyond-academic achievement (UNESCO & International Task Force on Teachers for Education 2030, 2024). The findings will serve as the basis for developing an evidence-based Teacher Collaboration Enhancement Program to strengthen instructional practices and professional development (UNESCO & International Task Force on Teachers for Education 2030, 2024).

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

The study primarily aligns with Sustainable Development Goal 4 (Quality Education), particularly its emphasis on equitable quality education, effective teaching, and strengthened professional competencies among educators. By examining teacher collaboration and perceived learner achievement, the research contributes to understanding school-based professional development practices that may support instructional quality and learner progress. Collaborative lesson planning, peer observation, shared assessment, mentoring, and LAC participation provide opportunities for continuous professional learning and more responsive teaching practices. The study also supports the educational priorities reflected in the Philippine Professional Standards for Teachers and the Basic Education Development Plan 2030, which emphasize teacher quality, professional development, educational equity, and improved learning outcomes. Additionally, the research has a relevant connection to SDG 17 (Partnerships for the Goals) through its emphasis on cooperation, shared professional knowledge, and collective responsibility among teachers and school leaders. Although the study does not examine international partnerships, its focus on institutional collaboration reflects the broader importance of cooperative approaches to achieving educational development objectives. The proposed Teacher Collaboration Enhancement Program may contribute to these goals by providing a structured, evidence-based approach to strengthening professional learning and instructional collaboration within public elementary schools. From a sustainability perspective, the study primarily addresses educational and institutional sustainability. Educational sustainability is reflected in its emphasis on continuous teacher development, improved instructional practices, and sustained attention to learner needs. Institutional sustainability is reflected in its support for structured professional collaboration, mentoring, and school-based learning mechanisms that can be maintained within existing educational systems. The study also has implications for socio-economic sustainability through its intended contribution to the development of learners' academic competencies, practical skills, and socio-emotional capabilities. However, these broader benefits are potential implications rather than outcomes directly measured by the investigation. Overall, the research contributes to the objectives of SDG 4 and the collaborative principles of SDG 17 by generating context-specific evidence that may strengthen teacher professional development, support learner achievement, and promote sustainable school improvement in District VI, Division of City Schools, Manila.

2. METHODOLOGY

Research Design

The study utilized a Mixed-Methods Embedded Design, primarily employing a descriptive-correlational quantitative approach with an embedded qualitative component. The quantitative approach assessed the extent of teacher collaboration across lesson planning, peer observation and feedback, shared assessment, mentoring, and Learning Action Cell (LAC) participation, as well as perceived learner achievement in academic, skills-based, and beyond-academic dimensions. Pearson’s product-moment correlation coefficient was used to determine the strength, direction, and significance of the relationship between the variables without manipulating the natural school setting. The qualitative component employed thematic analysis

of teachers' responses to identify operational, structural, and interpersonal challenges affecting collaboration. Integrating both approaches provided empirical and contextual evidence for the proposed enhancement program.

Research Locale or Study Setting

The study was conducted in public elementary schools in District VI, Division of City Schools of Manila, during School Year 2025–2026. The setting included schools where Grade 5 teachers participated in collaborative instructional activities such as joint lesson planning, peer observation, shared assessment, mentoring, and LAC sessions. These schools provided the context for examining teacher collaboration and its relationship with perceived learner achievement.

Participants or Data Sources

The study involved 120 Grade 5 public elementary school teachers from District VI, Division of City Schools of Manila, selected through purposive non-probability sampling. Participants were active teachers handling English, Mathematics, Science, Filipino, Araling Panlipunan, and MAPEH who were directly involved in collaborative instructional practices. Their demographic characteristics, including age, sex, civil status, highest educational attainment, and years of teaching experience, were also gathered. Additionally, 10 teachers from the 120 respondents were purposively selected for individual interviews to provide qualitative insights into challenges affecting teacher collaboration. The combined data supported the examination of collaborative practices, perceived learner achievement, and barriers to sustained professional cooperation.

Research Instruments or Materials

The study utilized a researcher-made survey questionnaire and a qualitative interview guide. The questionnaire contained 40 items measured using a four-point Likert scale. The first 25 items assessed teacher collaboration across five dimensions: lesson planning, peer observation and feedback, shared assessment, mentoring, and LAC participation, with five items per dimension. The remaining 15 items measured perceived learner achievement in academic, skills-based, and beyond-academic dimensions, also with five items each. Responses ranged from 4 (Very Great Extent) to 1 (Least Extent). The interview guide contained one open-ended question, supplemented by probing questions, to explore operational, systemic, and interpersonal challenges in sustaining teacher collaboration. The instruments were administered in English and underwent content validation by three experts: a Public Schools District Supervisor, a School Principal, and a Master Teacher. The validators evaluated the instruments' relevance, clarity, appropriateness, and alignment with the research objectives. Pilot testing was conducted among 30 public elementary school teachers who were excluded from the final sample. Reliability analysis using Cronbach’s alpha yielded an overall coefficient of 0.926, indicating very high internal consistency and supporting the instruments' suitability for data collection.

Data Gathering Procedure

Data collection commenced after securing administrative approval from the Schools Division Superintendent of Manila and the respective school heads. Following instrument validation and pilot testing, the researcher coordinated with school research coordinators to distribute the questionnaires to the selected Grade 5 teachers. Surveys were administered through printed forms and online platforms, including Google Forms, to facilitate accessibility and participation. Instructions and follow-up communications were provided to ensure timely completion and retrieval of responses. After the survey administration, 10 respondents were purposively selected for individual qualitative interviews. Participants were informed of the study's purpose, voluntary participation, and confidentiality measures, and informed consent was obtained

before the interviews. The researcher used an open-ended question with follow-up probes to explore challenges in promoting and sustaining collaboration. Interview notes and recordings, where applicable, were transcribed, verified, coded, and organized for thematic analysis. Quantitative and qualitative findings were subsequently integrated to inform the proposed Teacher Collaboration Enhancement Program.

Data Analysis

The collected data were analyzed using descriptive statistics, Pearson's product-moment correlation, and thematic analysis. Weighted means and standard deviations were computed to determine the extent of teacher collaboration across five dimensions and perceived learner achievement across three dimensions. Weighted mean scores were interpreted using four categories: Very Great Extent (3.50–4.00), Great Extent (2.50–3.49), Moderate Extent (1.50–2.49), and Least Extent (1.00–1.49). Standard deviations measured the variability of respondents' assessments. Pearson's product-moment correlation coefficient (r) was applied at a 0.05 level of significance to determine the strength, direction, and statistical significance of relationships between teacher collaboration and perceived learner achievement. Correlation coefficients were interpreted according to their magnitude as negligible, weak, moderate, or strong. Qualitative interview responses were analyzed thematically through coding and categorization to identify recurring operational, structural, and interpersonal challenges. The integrated findings provided the empirical basis for developing the proposed Teacher Collaboration Enhancement Program.

Ethical Considerations

The study adhered to established ethical research standards to protect participants' rights, welfare, privacy, and confidentiality. Administrative and ethical clearances were obtained from the Schools Division Superintendent of Manila and the respective school heads before data collection. Written informed consent was secured from all participants, who were informed that participation was voluntary and that they could withdraw at any time without penalty. Confidentiality and anonymity were maintained in accordance with Republic Act No. 10173, or the Data Privacy Act of 2012. Personally identifiable information, including names and specific school assignments, was excluded from the dataset, while codes or pseudonyms were used for interview participants. Paper and electronic responses were secured in password-protected files accessible only to the researcher, with provisions for data destruction after manuscript completion and defense. The researcher also maintained fairness, objectivity, non-discrimination, and academic integrity throughout data collection, analysis, and reporting.

3. RESULTS AND DISCUSSION

3.1 Extent of Teacher Collaboration

3.1.1 Lesson Planning

The findings revealed that teacher collaboration in lesson planning was practiced to a Very Great Extent, with an overall mean of 3.717 and a standard deviation of 0.512. Sharing instructional strategies and teaching resources received the highest mean of 3.752, followed by promoting instructional consistency across grade levels (3.736) and aligning learning objectives with curriculum standards (3.727). Reflective discussions obtained a mean of 3.711, while jointly anticipating learners' difficulties received the lowest mean of 3.661. All indicators were interpreted as Very Great Extent. These findings indicate that teachers actively engage in collaborative lesson preparation, particularly in sharing resources and maintaining instructional consistency. This supports Wijarwadi et al. (2025), who emphasized collaborative instructional design, and Rahman (2023), who highlighted the value of resource sharing. The findings also align

with Weddle (2022), who emphasized curriculum alignment through joint planning. However, the comparatively lower rating for anticipating learning difficulties supports Sales (2023), who identified the need for more structured instructional inquiry. The overall result contrasts with Vega and Orleans (2024), who reported challenges in sustaining meaningful collaborative planning.

3.1.2 Peer Observation and Feedback

Peer observation and feedback obtained an overall mean of 3.542, interpreted as Very Great Extent, with a standard deviation of 0.588. This was the lowest-rated dimension of teacher collaboration. Although respondents positively assessed constructive feedback and professional relationships, regularly observing colleagues' classroom instruction received the lowest indicator mean of 3.306, indicating that classroom observation was less consistently practiced than other collaborative activities. The findings suggest that teachers value professional feedback but encounter limitations in conducting regular classroom observations. This supports Nguyen (2023), who emphasized the importance of peer observation in instructional improvement, and White and Maher (2024), who highlighted constructive feedback as a professional learning mechanism. Similarly, Corcelles-Seuba et al. (2025) emphasized the role of supportive professional relationships, while Otero Saborido et al. (2024) identified difficulties in sustaining classroom observation practices. The findings contrast with Sales (2023), who reported weaker implementation of collaborative feedback mechanisms in some educational settings.

3.1.3 Shared Assessment

Shared assessment was practiced to a Very Great Extent, with an overall mean of 3.676 and a standard deviation of 0.522. Teachers demonstrated strong collaboration in reviewing learner performance, identifying learning gaps, and making instructional adjustments. Jointly developing assessment tools received the lowest indicator mean of 3.636, although it remained within the Very Great Extent category. These results indicate that teachers regularly collaborate in evaluating learner progress and improving assessment practices. The findings support Dzieciatko-Szendrei et al. (2024), who emphasized collaborative assessment, and Wijarwadi et al. (2025), who highlighted shared instructional decision-making. They also align with Mercado and Villanueva (2024), who emphasized using assessment results to identify learning needs. The relatively lower rating for developing common assessment tools reflects the concerns identified by De la Rosa and Reyes (2023). However, the overall findings contrast with Sales (2023), who reported limitations in implementing systematic collaborative assessment.

3.1.4 Mentoring

Mentoring received an overall mean of 3.706 and a standard deviation of 0.486, interpreted as Very Great Extent. The findings indicated that teachers actively participated in professional guidance, knowledge sharing, and collaborative problem-solving. Mentoring was the third-highest-rated dimension of teacher collaboration. These findings suggest that mentoring contributes to professional support and instructional development among teachers. They are consistent with OECD (2025), who emphasized mentoring as a mechanism for strengthening professional competencies. The results also indicate that experienced teachers provide opportunities for colleagues to exchange instructional knowledge and improve teaching practices through professional interaction.

3.1.5 Participation in Learning Action Cell (LAC)

Participation in Learning Action Cell sessions received the highest overall mean of 3.803 and a standard deviation of 0.426, interpreted as Very Great Extent. The findings demonstrated strong teacher involvement in collaborative professional learning, instructional discussions, sharing effective practices, and addressing classroom concerns. LAC participation was the most extensively practiced dimension of teacher collaboration. These findings indicate that LAC sessions serve as an established mechanism for collaborative professional development. The results support Dela Cruz and Baguio (2024), who emphasized the contribution of LAC activities to professional learning, and Culajara (2023), who highlighted collaborative instructional improvement. They also align with Lao and Lao (2024), who emphasized collaborative problem-solving, and Naungayan (2025), who identified the value of shared classroom experiences. However, the findings contrast with Vega and Orleans (2024), who reported limited teacher engagement in LAC sessions when activities were disconnected from instructional needs.

3.1.6 Overall Extent of Teacher Collaboration

The overall extent of teacher collaboration obtained a mean of 3.689 and a standard deviation of 0.507, interpreted as Very Great Extent. LAC participation ranked highest (3.803), followed by lesson planning (3.717), mentoring (3.706), shared assessment (3.676), and peer observation and feedback (3.542). All five dimensions were rated within the Very Great Extent category. These results demonstrate extensive collaborative professional practices among Grade 5 teachers. The findings support Artillero (2025) and Dela Cruz and Baguio (2024), who emphasized the importance of teacher collaboration in professional learning. They also align with Wullschleger et al. (2025) and Täschner et al. (2025), who highlighted collaborative instructional practices and professional support. Nevertheless, the lower rating for peer observation reflects the challenges discussed by Otero Saborido et al. (2024), while the overall results contrast with Sales (2023), who reported fragmented collaboration in some educational settings.

3.2 Level of Perceived Learner Achievement

3.2.1 Academic Achievement

Perceived academic achievement obtained an overall mean of 3.445 and a standard deviation of 0.602, interpreted as Great Extent. Improved academic performance associated with effective instruction received the highest mean of 3.579, followed by instructional consistency across classrooms (3.521) and application of learned concepts (3.488). Mastery of subject-matter competencies obtained a mean of 3.339, while meeting expected learning standards across subjects received the lowest mean of 3.298. These findings suggest that teachers perceive learners as demonstrating substantial academic progress, particularly through effective and consistent instruction. The results support Fallarcuna (2025), who emphasized curriculum-aligned instruction, and Artillero (2025), who highlighted instructional effectiveness. They also align with Wullschleger et al. (2025), who emphasized instructional quality, while the comparatively lower attainment of learning standards reflects the concerns discussed by Culajara (2023). The overall findings contrast with Sales (2023), who identified persistent learning gaps in less coordinated instructional environments.

3.2.2 Skills-Based Achievement

Skills-based achievement obtained an overall mean of 3.342 and a standard deviation of 0.631, interpreted as Great Extent. Learner collaboration during group activities received the highest mean of 3.463, followed by communication skills (3.339), critical thinking (3.331), and independent task completion (3.306). Problem-solving during academic tasks obtained the lowest mean of 3.273. All indicators were interpreted as Great Extent. These findings indicate that teachers perceive learners as demonstrating positive collaborative and communication skills, although independent problem-solving requires further attention. The results support Qadir et al. (2024), who emphasized skills development, and Zheng et al. (2025), who highlighted collaborative learning. They also align with Artillero (2025), who emphasized communication competencies, while the lower problem-solving rating reflects the concerns identified by OECD (2023). The findings contrast with Sales (2023), who reported limitations in practical skills development in instruction focused primarily on memorization.

3.2.3 Beyond-Academic Achievement

Beyond-academic achievement received an overall mean of 3.382 and a standard deviation of 0.642, interpreted as Great Extent. Active participation in school and co-curricular activities obtained the highest mean of 3.488, followed by positive attitudes toward learning (3.446) and respect and responsibility (3.347). Appropriate behavior and self-discipline with emotional regulation both received a mean of 3.314. These findings indicate that teachers perceive learners as demonstrating positive participation, attitudes, and values, although behavioral regulation remains an area for improvement. The results are consistent with Asuncion (2023), who emphasized the importance of beyond-academic development in supporting learners' overall growth.

3.2.4 Overall Perceived Learner Achievement

Perceived learner achievement obtained an overall mean of 3.390 and a standard deviation of 0.624, interpreted as Great Extent. Academic achievement ranked highest (3.445), followed by beyond-academic achievement (3.382) and skills-based achievement (3.342). All three dimensions were assessed as Great Extent, indicating generally positive teacher perceptions of learner development. The findings suggest that learners demonstrate progress across academic, practical, and personal development domains, although skills-based achievement remains the lowest-rated area. This supports Fallarcuna (2025), who emphasized the importance of educational environments that promote academic competencies, practical skills, and values formation. These results reflect teachers' professional assessments rather than independently verified learner achievement.

3.3 Relationship Between Teacher Collaboration and Perceived Learner Achievement

3.3.1 Relationship with Academic Achievement

The findings revealed statistically significant positive relationships between all dimensions of teacher collaboration and perceived academic achievement, with reported p-values of .000, below the 0.05 significance level. Peer observation and feedback demonstrated the strongest correlation (r=0.696), followed by shared assessment (r=0.683), mentoring (r=0.578), lesson planning (r=0.554), and LAC participation (r=0.453). The first four dimensions exhibited strong positive correlations, while LAC participation demonstrated a moderate positive correlation. These findings indicate that peer observation, feedback, and shared assessment have

particularly strong associations with perceived academic achievement. The results support White and Maher (2024), who emphasized reciprocal classroom observation as a means of strengthening instructional quality and professional accountability. Similarly, Mercado and Villanueva (2024) highlighted the importance of collaborative assessment and data-informed instructional decisions in supporting learner progress.

3.3.2 Relationship with Skills-Based Achievement

All five dimensions of teacher collaboration demonstrated statistically significant positive relationships with perceived skills-based achievement. Peer observation and feedback obtained the strongest correlation (r=0.623), followed by shared assessment (r=0.532) and mentoring (r=0.506), all interpreted as strong positive correlations. LAC participation (r=0.474) and lesson planning (r=0.457) showed moderate positive correlations. All reported p-values were .000. These results suggest that collaborative professional practices, particularly peer observation, shared assessment, and mentoring, are associated with teachers' perceptions of learners' practical competencies. The findings align with Qadir et al. (2024), who emphasized the relationship between collaborative instructional practices and learners' skills development. The results highlight the relevance of professional knowledge sharing and instructional feedback to skills-oriented teaching.

3.3.3 Relationship with Beyond-Academic Achievement

The findings showed statistically significant positive relationships between all teacher collaboration dimensions and perceived beyond-academic achievement. Peer observation and feedback recorded the highest correlation (r=0.568), interpreted as a strong positive relationship. Shared assessment (r=0.483), mentoring (r=0.468), LAC participation (r=0.421), and lesson planning (r=0.391) demonstrated moderate positive correlations. All reported p-values were .000. These findings indicate that teacher collaboration is positively associated with perceived learner development beyond academic performance, including classroom behavior, values, and socio-emotional competencies. The results support Ramos and Torres (2025), who emphasized the contribution of collaborative professional practices to holistic learner development.

3.3.4 Overall Significance of the Relationships

The correlation analysis revealed that all 15 relationships between the five dimensions of teacher collaboration and the three dimensions of perceived learner achievement were positive and statistically significant at the 0.05 level. Correlation coefficients ranged from 0.391 to 0.696, with peer observation and feedback consistently demonstrating the strongest relationships across the three achievement dimensions. Consequently, the null hypothesis stating that no significant relationship exists between teacher collaboration and perceived learner achievement was rejected. These findings establish a statistically significant association between collaborative professional practices and teachers' assessments of learner achievement. Peer observation and feedback emerged as particularly relevant despite receiving the lowest overall rating among the collaboration dimensions. The findings support strengthening structured peer observation, shared assessment, and mentoring as components of the proposed enhancement program. However, the correlational design does not establish a causal relationship between collaboration and actual learner achievement.

3.4 Challenges Encountered in Teacher Collaboration

3.4.1 Time Constraints and Schedule Misalignment

The qualitative findings identified heavy teaching workloads, lesson preparation, grading responsibilities, administrative tasks, and conflicting schedules as major barriers to sustained teacher collaboration. Respondents reported limited opportunities for shared planning and professional discussions because their teaching schedules and assigned responsibilities frequently overlapped. These findings indicate that insufficient protected collaboration time restricts meaningful professional interaction. They support Department of Education (2024), who identified uncoordinated teaching assignments and administrative responsibilities as barriers to collaborative professional development. Conversely, Wullschleger et al. (2025) emphasized that structured common planning periods and administrative support facilitate consistent teacher participation in collaborative activities.

3.4.2 Socio-Professional Friction and Pedagogical Differences

The findings revealed that differences in teaching approaches, instructional beliefs, communication styles, and openness to alternative perspectives affected collaboration. Respondents also identified limited confidence in interpersonal communication, fear of criticism, and inadequate technological resources as obstacles to exchanging instructional ideas and practices. These findings suggest that effective collaboration requires professional trust, openness, and constructive communication. They align with Wijarwadi et al.'s (2025) emphasis on relational trust and professional openness in collaborative teaching. Similarly, Corcelles-Seuba et al. (2025) highlighted the importance of supportive, non-evaluative peer observation in creating psychologically safe environments for professional feedback and instructional improvement.

3.4.3 Administrative Workload and Limited Structural Support

The qualitative findings further identified excessive administrative paperwork, curriculum requirements, limited institutional support, and insufficient mentoring opportunities as challenges to collaboration. Some respondents perceived collaborative activities as additional responsibilities rather than instructional support. Beginning teachers also reported limited opportunities to receive systematic guidance from experienced colleagues. These findings indicate that administrative demands and inadequate mentoring structures may weaken the sustainability of professional collaboration. The results support Vega and Orleans (2024), who emphasized the negative effects of compliance-driven professional learning requirements. Conversely, Täschner et al. (2025) highlighted the contribution of structured mentoring and peer coaching to professional knowledge sharing and teacher development.

3.5 Proposed Teacher Collaboration Enhancement Program

3.5.1 Basis for the Proposed Program

The findings provided the basis for PROJECT CO-LEAD (Collaborative Opportunities for Leveraging Excellence in Assessment and Delivery), a proposed Teacher Collaboration Enhancement Program for Grade 5 public elementary school teachers in District VI, Manila. Although teacher collaboration was practiced to a Very Great Extent (M=3.689), peer observation and feedback received the lowest dimension mean (3.542), particularly regular classroom observation (3.306). Perceived learner achievement was assessed to a Great Extent (M=3.390), with skills-based achievement obtaining the lowest dimension mean (3.342) and problem-

solving the lowest individual indicator mean (3.273). Qualitative findings also identified scheduling conflicts, administrative workload, professional differences, and limited mentoring opportunities. These findings indicate the need for a structured program addressing comparatively weaker collaborative practices and learner competencies. PROJECT CO-LEAD was therefore designed to strengthen peer observation, constructive feedback, collaborative assessment, mentoring, and instructional planning while addressing the operational barriers identified by respondents. The program is intended to support continuous professional development and more responsive instructional practices.

3.5.2 Program Components and Implementation

PROJECT CO-LEAD proposes the integration of collaborative lesson planning, shared assessment, reciprocal peer observation, mentoring, and LAC sessions into existing school-based professional development activities. Its components include protected collaboration schedules, constructive and non-evaluative feedback, common assessment tools, shared instructional resources, and learning activities emphasizing critical thinking, communication, and independent problem-solving. Implementation will be coordinated with school administrators and aligned with existing school schedules and applicable policies. The proposed program responds to the identified need for manageable and sustainable professional collaboration. Its implementation is intended to strengthen teachers' instructional competencies, improve coordination across classrooms, and support learners' academic, skills-based, and beyond-academic development. Monitoring will involve documented collaborative outputs, teacher feedback, and appropriate learner assessment evidence. The program remains a proposed intervention based on the study findings, rather than an intervention whose effectiveness has already been established.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that teacher collaboration was practiced to a very great extent among Grade 5 public elementary school teachers in District VI, Division of City Schools of Manila, during School Year 2025–2026. Learning Action Cell participation and collaborative lesson planning were the most established practices, while peer observation and feedback were comparatively less practiced. Perceived learner achievement was rated to a great extent across academic, skills-based, and beyond-academic dimensions, with academic achievement receiving the highest assessment and skills-based achievement the lowest, particularly in independent problem-solving. Significant positive relationships were established between all dimensions of teacher collaboration and perceived learner achievement, leading to the rejection of the null hypothesis. Peer observation and feedback consistently demonstrated the strongest associations with learner achievement. However, scheduling conflicts, administrative workloads, and limited structural support constrained collaborative practices. Overall, the findings provide context-specific evidence supporting the development of a structured Teacher Collaboration Enhancement Program.

Based on the findings, the Schools Division Office of Manila should consider implementing PROJECT CO-LEAD to strengthen structured and sustainable teacher collaboration. School administrators should establish protected collaboration schedules, facilitate regular peer observation and post-observation conferences, and review administrative responsibilities that limit professional interaction. Master teachers and grade-level coordinators should strengthen mentoring arrangements, collaborative assessment development, and instructional discussions during Learning Action Cell sessions. Particular attention should be given to peer observation

and feedback, which demonstrated the strongest relationships with perceived learner achievement despite being the least-practiced collaboration dimension. Teachers should collaboratively develop instructional materials, assessment rubrics, and learning activities emphasizing critical thinking, independent problem-solving, and practical application of knowledge. School leaders should also encourage constructive feedback and professional trust. Future researchers should evaluate the implementation and effectiveness of PROJECT CO-LEAD using longitudinal or pretest-posttest designs and independently measured learner achievement to determine its contribution to instructional improvement.

The study was limited to 120 Grade 5 public elementary school teachers in District VI, Division of City Schools of Manila, during School Year 2025–2026, selected through purposive non-probability sampling. Learner achievement was measured through teachers' perceptions rather than actual grades, standardized assessments, or independently verified performance. Self-reported responses may reflect differences in professional judgment and assessment practices. The descriptive-correlational design established significant associations but could not determine causation. Additionally, parental involvement, socioeconomic conditions, and classroom environments were not examined. Future studies may address these limitations through broader samples, objective achievement measures, additional variables, and longitudinal research designs.

5. REFERENCES

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