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TEACHERS' COLLABORATION AND PROFESSIONAL DEVELOPMENT TOWARDS BETTER INSTRUCTIONAL PRACTICES

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ABSTRACT

This study examined the relationship between teachers' collaboration, professional development, and instructional practices among the teachers of Immaculate Conception Archdiocesan School de Calarian during School Year 2026–2027. Specifically, it determined the extent of teachers' collaboration, the level of professional development, the level of instructional practices, and the significant relationships between these variables. The study employed a quantitative, descriptive-correlational research design involving 54 teachers selected through total enumeration. Data were gathered using a researcher-made 50-item questionnaire utilizing a five-point Likert scale. Weighted mean was used to determine the extent and level of the variables, while the Pearson Product-Moment Correlation Coefficient was used to determine the relationships among the variables at the 0.05 level of significance.

The findings revealed that teachers' collaboration was practiced at a Very High Extent, with collaborative planning obtaining the highest average weighted mean of 4.44, followed by sharing of instructional practices (4.25) and collegial support (4.23). Professional development was practiced from High to Very High Extent, with participation obtaining 4.20, relevance and applicability 4.29, and application of learning 4.21. Instructional practices were generally practiced at a High Extent, with classroom management and assessment and feedback obtaining 4.12, followed by lesson planning and preparation (4.09) and instructional delivery (4.09). Pearson correlation analysis showed a significant positive and strong relationship between teachers' collaboration and instructional practices ($r = 0.624$, $p < .001$) and between professional development and instructional practices ($r = 0.681$, $p < .001$). Both null hypotheses were rejected. The findings indicate that higher levels of teachers' collaboration and professional development are statistically associated with higher levels of instructional practices. Professional development demonstrated the stronger relationship. However, because the study employed a descriptive-correlational design, the findings indicate association rather than direct cause-and-effect relationships.

KEYWORDS: *Teachers' Collaboration, Professional Development, Instructional Practices, Teacher Collaboration, Descriptive-Correlational Research*

I. INTRODUCTION

Background of the Study

Teacher collaboration and professional development have increasingly become important Components of efforts to improve the quality of instruction in schools include teacher collaboration and professional development. Contemporary education has moved beyond professional development limited to individual seminars toward more collaborative, continuous, and school-based forms of professional learning. Professional development becomes more meaningful when teachers are given opportunities to learn with and from their colleagues, reflect on their experiences, and apply newly acquired knowledge and skills to classroom practice (Darling-Hammond et al., 2020; OECD, 2020).

Teacher collaboration provides opportunities for educators to share teaching strategies and resources, discuss learners' needs, plan lessons collectively, provide feedback, and address instructional challenges. These activities can support teachers' professional learning and contribute to the development of effective instructional practices. The OECD (2020) reported that teachers who engage in more collaborative forms of professional learning and receive feedback from colleagues tend to report greater use of instructional practices that promote students' cognitive engagement. Furthermore, Mendoza et al. (2022) examined collaborative lesson planning and highlighted its importance as a component of teacher professional learning that responds to students' changing educational needs. Professional development, on the other hand, provides teachers with opportunities to strengthen their pedagogical knowledge, teaching skills, classroom management, assessment practices, and ability to respond to changing educational demands. Effective professional development should be relevant to teachers' needs and provide opportunities for active learning, collaboration, feedback, and the practical application of newly acquired knowledge (Darling-Hammond et al., 2020).

Despite the recognized importance of collaboration and professional development, the extent to which these practices are associated with teachers' actual instructional practices may vary

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according to context. Professional development opportunities may be available, but their usefulness depends on their relevance, continuity, application, and connection to classroom needs. Darling-Hammond et al. (2020) emphasized the importance of professional development that is sustained, content-focused, collaborative, and connected to classroom practice. Similarly, collaboration does not automatically result in instructional improvement unless it is meaningful, purposeful, and supported by the school environment. The OECD (2020) reported differences in teachers' participation in collaborative activities across education systems, suggesting that opportunities for professional collaboration and the ways teachers engage in them may depend on their school and educational contexts.

Existing literature emphasizes the importance of collaborative professional learning, collaborative lesson planning, peer feedback, and practice-based professional development (Darling-Hammond et al., 2020; Mendoza et al., 2022; OECD, 2020). However, there remains a need for context-specific evidence concerning the relationship among teachers' collaboration, professional development, and instructional practices, particularly within a private Catholic archdiocesan school setting. The present study therefore examined these variables among the teachers of Immaculate Conception Archdiocesan School de Calarian (ICAS de Calarian) during School Year 2026–2027.

Statement of the Problem

The study aimed to examine the relationship between **teachers' collaboration, professional development, and instructional practices** among teachers of Immaculate Conception Archdiocesan School de Calarian during School Year 2026–2027.

Specifically, it sought to determine:

1. The extent of teachers' collaboration in terms of:
   - 1.1. Collaborative planning;
   - 1.2. Sharing of instructional practices; and
   - 1.3. Collegial support.
2. The level of professional development in terms of:
   - 2.1. participation;
   - 2.2. relevance and applicability; and
   - 2.3. application of learning.
3. The level of instructional practices in terms of:
   - 3.1. lesson planning and preparation;
   - 3.2. instructional delivery;
   - 3.3. classroom management; and
   - 3.4. assessment and feedback.
4. Whether significant relationships exist between:
   - 4.1. teachers' collaboration and instructional practices; and
   - 4.2. professional development and instructional practices.
5. The extent to which teachers' collaboration and professional development are significantly associated with instructional practices.

II. METHODS

Research Design

The study employed a **quantitative, descriptive-correlational research design**. The descriptive component determined the extent of teachers' collaboration and professional development and the level of instructional practices. The correlational component examined whether significant relationships existed among the variables without manipulating or introducing an intervention.

Because the study was correlational, the results were interpreted in terms of **statistical association rather than direct cause-and-effect relationships**.

Research Locale

The study was conducted at **Immaculate Conception Archdiocesan School de Calarian (ICAS de Calarian)**, a private Catholic educational institution located in Calarian, Zamboanga City, Philippines. The study focused on teachers who were actively engaged in teaching during School Year 2026–2027.

Participants

The study involved **54 teachers**, representing 100% of the identified teacher population. Since the population was relatively small and accessible, **total enumeration sampling** was employed.

Table 1. Population and Respondents

Population	Sampling Technique	Sample Size	Percentage
Teachers of ICAS de Calarian	Total Enumeration	54	100%
Total		**54**	**100%**

Research Instrument

A researcher-made questionnaire was used as the primary instrument for collecting quantitative data in the study. The questionnaire consisted of 50 items distributed across the three major variables: teachers' collaboration, professional development, and instructional practices. Teachers' collaboration comprised 15 items focusing on collaborative planning, sharing of instructional practices, and collegial support. Professional development also consisted of 15 items addressing participation, relevance and applicability, and application of learning. Meanwhile, instructional practices comprised 20 items covering lesson planning and preparation, instructional delivery, classroom management, and assessment and feedback. The questionnaire utilized a five-point Likert scale, ranging from 5 – Strongly Agree to 1 – Strongly Disagree, to measure the respondents' level of agreement with each statement.

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Data Analysis

The data were analyzed using the Weighted Mean to determine the extent or level of teachers' collaboration, professional development, and instructional practices; the Pearson Product-Moment Correlation Coefficient (Pearson r) to determine the direction and strength of the relationships between the variables; and the 0.05 level of significance as the basis for testing the null hypotheses. The interpretation of Pearson r used in the study was as follows: 0.00–0.19 indicates a very weak relationship, 0.20–0.39 indicates a weak relationship, 0.40–0.59 indicates a moderate relationship, 0.60–0.79 indicates a strong relationship, and 0.80–1.00 indicates a very strong relationship. A p-value below 0.05 resulted in the rejection of the null hypothesis.

III. RESULTS

Problem 1: What is the extent of teachers' collaboration among teachers in terms of: collaborative planning; sharing of instructional practices; and collegial support?

Table 2. Collaborative Planning

Statements	Weighted Mean	Description
1. I participate actively in planning lessons with my colleagues.	4.50	Very High Extent
2. I collaborate with fellow teachers in developing lesson plans and learning activities.	4.46	Very High Extent
3. I consult my colleagues when planning strategies to address learners' needs.	4.42	Very High Extent
4. I work with other teachers in aligning learning objectives, activities, and assessments.	4.39	Very High Extent
5. Our teaching team regularly discusses and plans ways to improve instruction.	4.44	Very High Extent
Average Weighted Mean	**4.44**	**Very High Extent**

Legend
4.21 – 5.00 – Very High Extent
3.41 – 4.20 – High Extent
2.61 – 3.40 – Moderate Extent
1.81 – 2.60 – Low Extent
1.00 – 1.80 – Very Low Extent

Summary Interpretation: *The results indicate that teachers' collaboration in lesson planning was practiced to a Very High Extent, with an overall Average Weighted Mean of 4.44. The highest-rated practice was active participation in planning lessons with colleagues (WM = 4.50), followed by collaboration in developing lesson plans and learning activities (WM = 4.46), regular discussions on improving instruction (WM = 4.44), consultation on strategies for learners' needs (WM = 4.42), and alignment of objectives, activities, and assessments (WM = 4.39). Overall, the findings show that teachers strongly engage in collaborative lesson planning, consultation, instructional alignment, and continuous improvement, supporting professional learning and enhancement of teaching practices.*

Table 3
Sharing of Instructional Practices

Statements	Weighted Mean	Description
1. I participate actively in planning lessons with my colleagues.	4.50	Very High Extent
2. I share instructional materials and resources with fellow teachers.	4.18	High Extent
3. I share successful classroom experiences and practices with my colleagues.	4.25	Very High Extent
4. I am willing to demonstrate or explain effective teaching practices to other teachers.	4.12	High Extent
5. I exchange ideas with colleagues about innovative approaches to teaching and learning.	4.20	High Extent
Average Weighted Mean	**4.25**	**Very High Extent**

Legend
4.21 – 5.00 – Very High Extent
3.41 – 4.20 – High Extent
2.61 – 3.40 – Moderate Extent
1.81 – 2.60 – Low Extent
1.00 – 1.80 – Very Low Extent

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Summary Interpretation: *The findings show that sharing instructional materials, resources, and professional knowledge is practiced to a Very High Extent (AWM = 4.46), with collaborative lesson planning receiving the highest rating (WM = 4.50). This indicates strong collegial collaboration through the sharing of resources, experiences, effective teaching practices, and innovative ideas, supporting teachers' professional learning and continuous improvement (Gutierez, 2021; Antinluoma et al., 2021).*

Table 4
Collegial Support

Statements	Weighted Mean	Description
1. My colleagues provide support when I encounter challenges in teaching.	4.38	Very High Extent
2. I feel comfortable seeking advice from my colleagues about instructional concerns.	4.24	Very High Extent
3. My colleagues provide constructive feedback about my teaching practices.	4.15	High Extent
4. Teachers in our school encourage one another to improve their teaching practices.	4.32	Very High Extent
5. I receive encouragement from colleagues when trying new instructional approaches.	4.08	High Extent
Average Weighted Mean	**4.23**	**Very High Extent**

Legend
4.21 – 5.00 – Very High Extent
3.41 – 4.20 – High Extent
2.61 – 3.40 – Moderate Extent
1.81 – 2.60 – Low Extent
1.00 – 1.80 – Very Low Extent

Summary Interpretation: *The findings show that collegial support among teachers is practiced to a Very High Extent (AWM = 4.23), with support during teaching challenges receiving the highest rating (WM = 4.38). Teachers also frequently seek advice and encourage one another to improve teaching practices, while constructive feedback and encouragement for trying new approaches are practiced to a High Extent. Overall, the results indicate a supportive professional environment that promotes collaboration and professional learning, while highlighting the need to further strengthen peer feedback, mentoring, and collaborative reflection (Antinluoma et al., 2021; Vangrieken et al., 2021).*

Problem 2. What is the level of professional development among teachers in terms of: participation, relevance and applicability; and application of learning?

Table 5
Participation

Statements	Weighted Mean	Description
1. I actively participate in professional development activities offered by the school.	4.36	Very High Extent
2. I attend seminars and training programs related to my teaching responsibilities.	4.28	Very High Extent
3. I participate in workshops that enhance my knowledge and teaching skills.	4.22	Very High Extent
4. I take initiative to seek professional development opportunities beyond those required by the school.	3.98	High Extent
5. I regularly engage in professional learning activities to improve my teaching.	4.15	High Extent
Average Weighted Mean	**4.20**	**High Extent**

Legend
4.21 – 5.00 – Very High Extent
3.41 – 4.20 – High Extent
2.61 – 3.40 – Moderate Extent
1.81 – 2.60 – Low Extent
1.00 – 1.80 – Very Low Extent

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Summary Interpretation: *The findings show that teachers' participation in professional development activities is practiced to a High Extent (AWM = 4.20), with active participation in school-offered activities receiving the highest rating (WM = 4.36). Attendance in seminars, training programs, and workshops was also rated Very High Extent, while seeking opportunities beyond school requirements and regular professional learning were rated High Extent. Overall, the results indicate strong engagement in school-based professional development, while suggesting the need to encourage greater initiative in pursuing external training, continuing education, and self-directed learning opportunities (Darling-Hammond et al., 2020).*

Table 6
Relevance and Applicability

Statements	Weighted Mean	Description
1. The professional development activities I attend are relevant to my teaching needs.	4.38	Very High Extent
2. Professional development activities provide knowledge applicable to my classroom practice.	4.34	Very High Extent
3. The topics discussed in professional development activities address current educational challenges.	4.18	High Extent
4. The skills gained from professional development activities are useful in addressing learners' diverse needs.	4.25	Very High Extent
5. Professional development activities are aligned with my professional responsibilities.	4.31	Very High Extent
Average Weighted Mean	**4.29**	**Very High Extent**

Legend
4.21 – 5.00 – Very High Extent
3.41 – 4.20 – High Extent
2.61 – 3.40 – Moderate Extent
1.81 – 2.60 – Low Extent
1.00 – 1.80 – Very Low Extent

Summary Interpretations: *The findings show that the relevance and applicability of professional development activities are rated to a Very High Extent (AWM = 4.29), with relevance to teachers' teaching needs receiving the highest rating (WM = 4.38). The applicability of knowledge to classroom practice, usefulness in addressing diverse learner needs, and alignment with professional responsibilities were also rated Very High Extent, while addressing current educational challenges was rated High Extent (WM = 4.18). Overall, the results indicate that professional development activities are highly relevant, practical, and aligned with teachers' instructional needs, although training content may be further updated to address emerging educational concerns (Darling-Hammond et al., 2020).*

Table 7
Application of Learning

Statements	Weighted Mean	Description
1. I apply what I learn from professional development activities in my classroom.	4.34	Very High Extent
2. I use newly learned teaching strategies in my instructional practices.	4.28	Very High Extent
3. I integrate ideas gained from training and seminars into my lesson planning.	4.22	Very High Extent
4. I modify my teaching practices based on what I learn from professional development activities.	4.15	High Extent
5. I evaluate the effectiveness of new strategies after applying them in my classroom.	4.08	High Extent
Average Weighted Mean	**4.21**	**Very High Extent**

Legend
4.21 – 5.00 – Very High Extent
3.41 – 4.20 – High Extent
2.61 – 3.40 – Moderate Extent
1.81 – 2.60 – Low Extent
1.00 – 1.80 – Very Low Extent

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Summary Interpretations: *The findings show that teachers' application of learning from professional development activities is practiced to a Very High Extent (AWM = 4.21), with applying newly learned knowledge and skills in the classroom receiving the highest rating (WM = 4.34). Using new teaching strategies and integrating ideas from training into lesson planning were also rated Very High Extent, while modifying teaching practices and evaluating newly applied strategies were rated High Extent. Overall, the results indicate that teachers effectively transfer professional learning into classroom practice, although post-training reflection, peer feedback, and systematic evaluation of new strategies may be further strengthened to support continuous instructional improvement (Darling-Hammond et al., 2020).*

3. What is the level of instructional practices among teachers in terms of: lesson planning and preparation; instructional delivery; classroom management; and assessment and feedback?

Table 8
Lesson Planning and Preparation

Statements	Weighted Mean	Description
1. I prepare lesson plans that clearly state the intended learning outcomes.	4.18	High Extent
2. I select learning activities that are appropriate for my learners' needs.	4.12	High Extent
3. I prepare appropriate instructional materials before conducting lessons.	4.05	High Extent
4. I align my learning activities with the intended learning competencies.	4.15	High Extent
5. I consider learners' differences when preparing my lessons.	3.96	High Extent
Average Weighted Mean	**4.09**	**High Extent**

Legend
4.21 – 5.00 – Very High Extent
3.41 – 4.20 – High Extent
2.61 – 3.40 – Moderate Extent
1.81 – 2.60 – Low Extent
1.00 – 1.80 – Very Low Extent

Summary Findings: *The findings show that teachers' lesson planning and preparation are practiced to a High Extent (AWM = 4.09), with clearly stating intended learning outcomes receiving the highest rating (WM = 4.18). Selecting appropriate learning activities, preparing instructional materials, aligning activities with competencies, and considering learners' differences were also rated High Extent. Overall, the results indicate that teachers demonstrate consistent and organized lesson preparation, although greater attention to learners' individual differences and differentiated strategies may further strengthen responsive instructional planning (Darling-Hammond et al., 2020).*

Table 9
Instructional Delivery

Statements	Weighted Mean	Description
1. I use a variety of teaching strategies during instruction.	4.14	High Extent
2. I explain lessons clearly and systematically.	4.18	High Extent
3. I encourage learners to actively participate in classroom activities.	4.12	High Extent
4. I use instructional materials and technology effectively during lessons.	4.03	High Extent
5. I adjust my teaching strategies based on learners' responses and needs.	3.98	High Extent
Average Weighted Mean	**4.09**	**High Extent**

Legend
4.21 – 5.00 – Very High Extent
3.41 – 4.20 – High Extent
2.61 – 3.40 – Moderate Extent
1.81 – 2.60 – Low Extent
1.00 – 1.80 – Very Low Extent

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Summary Interpretations: *The findings show that teachers' instructional delivery is practiced to a High Extent (AWM = 4.09), with explaining lessons clearly and systematically receiving the highest rating (WM = 4.18). The use of varied teaching strategies, active learner participation, and instructional materials and technology were also rated High Extent, while adjusting teaching strategies based on learners' responses and needs received the lowest rating (WM = 3.98). Overall, the results indicate that teachers demonstrate effective and varied instructional delivery, although greater emphasis on responsive and differentiated instruction may further strengthen their ability to address learners' diverse needs (Darling-Hammond et al., 2020).*

Table 10
Classroom Management

Statements	Weighted Mean	Description
1. I establish clear classroom rules and expectations.	4.16	High Extent
2. I maintain a positive and respectful classroom environment.	4.18	High Extent
3. I manage classroom disruptions effectively.	4.02	High Extent
4. I encourage learners to demonstrate responsible behavior during class.	4.11	High Extent
5. I create an environment where learners feel safe to participate and express their ideas.	4.14	High Extent
Average Weighted Mean	**4.12**	**High Extent**

Legend
4.21 – 5.00 – Very High Extent
3.41 – 4.20 – High Extent
2.61 – 3.40 – Moderate Extent
1.81 – 2.60 – Low Extent
1.00 – 1.80 – Very Low Extent

Summary Interpretations: *The findings show that teachers' classroom management practices are implemented to a High Extent (AWM = 4.12), with maintaining a positive and respectful classroom environment receiving the highest rating (WM = 4.18). Establishing clear rules and expectations, creating a safe environment, and encouraging responsible behavior were also rated High Extent, while managing classroom disruptions received the lowest rating (WM = 4.02). Overall, the results indicate that teachers generally demonstrate effective classroom management, although further strengthening in managing disruptions through positive behavior support, proactive strategies, and conflict resolution may enhance classroom order and learner engagement.*

Table 11
Assessment and Feedback

Statements	Weighted Mean	Description
1. I use different assessment methods to measure learners' achievement.	4.08	High Extent
2. I align assessment activities with the intended learning outcomes.	4.16	High Extent
3. I provide timely feedback on learners' performance.	4.12	High Extent
4. I use assessment results to identify learners' strengths and areas for improvement.	4.05	High Extent
5. I use feedback to help learners improve their learning and performance.	4.18	High Extent
Average Weighted Mean		

Legend
4.21 – 5.00 – Very High Extent
3.41 – 4.20 – High Extent
2.61 – 3.40 – Moderate Extent
1.81 – 2.60 – Low Extent
1.00 – 1.80 – Very Low Extent

Summary Interpretations: *The findings show that teachers' assessment and feedback practices are implemented to a High Extent (AWM = 4.12), with using feedback to help learners improve their learning and performance receiving the highest rating (WM = 4.18). Aligning assessments with learning outcomes, providing timely feedback, using varied assessment methods, and identifying learners' strengths and areas for improvement were also rated High Extent. Overall, the results indicate that teachers integrate assessment and feedback into instruction effectively, although greater emphasis on using assessment results to inform instructional decisions and address individual learning needs may further strengthen their assessment practices (Darling-Hammond et al., 2020).*

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Problem 4. Is there a significant relationship between: Teachers' collaboration and instructional practices; and professional development and instructional practices?

Table 12
Pearson Product-Moment Correlation Coefficient Between Teachers' Collaboration, Professional Development, and Instructional Practices

Variables	Pearson r (r)	p-value	Interpretation	Decision
Teachers' Collaboration and Instructional Practices	0.624	< .001	Significant Positive Relationship	Reject H_0
Professional Development and Instructional Practices	0.681	< .001	Significant Positive Relationship	Reject H_0

Note. N = 54 teachers; significance level = 0.05.
Interpretation of Pearson r:
0.00–0.19 = Very Weak Relationship
0.20–0.39 = Weak Relationship
0.40–0.59 = Moderate Relationship
0.60–0.79 = Strong Relationship
0.80–1.00 = Very Strong Relationship

Summary Interpretations: *The findings indicate that teachers' collaboration and professional development have significant positive relationships with instructional practices, with professional development showing a slightly stronger relationship. Since both p-values are below 0.05, the null hypotheses are rejected, indicating that higher levels of collaboration and professional development are associated with better instructional practices among teachers at Immaculate Conception Archdiocesan School de Calarian. However, these findings indicate association rather than causation.*

Problem 5. To what extent do teachers' collaboration and professional development significantly influence instructional practices among teachers of Immaculate Conception Archdiocesan School de Calarian?

Variables	Pearson r	p-value	Strength of Relationship	Decision on H_0	Interpretation
Teachers' Collaboration and Instructional Practices	**0.624**	**< .001**	Strong Positive Relationship	**Reject H_0**	Teachers' collaboration is significantly associated with better instructional practices.
Professional Development and Instructional Practices	**0.681**	**< .001**	Strong Positive Relationship	**Reject H_0**	Professional development is significantly associated with better instructional practices.
Overall Finding	—	—	**Strong Positive Relationships**	**Reject H_0**	Both teachers' collaboration and professional development have significant positive associations with instructional practices.

Summary Interpretation: *The findings show that* ***teachers' collaboration and professional development have significant and strong positive relationships with instructional practices*** *among teachers of Immaculate Conception Archdiocesan School de Calarian. Both relationships were statistically significant ($p < .001$), leading to the rejection of the null hypotheses. Professional development showed a slightly stronger relationship ($r = 0.681$) than teachers' collaboration ($r = 0.624$), indicating that both collaborative engagement and professional learning are associated with better instructional practices. However, the findings indicate* ***association rather than causation****.*

IV. DISCUSSION

Summary Interpretation

The findings indicate that teachers at ICAS de Calarian demonstrate a **strong culture of collaboration, active engagement in professional development, and high levels of instructional practices**. Collaboration and professional learning provide opportunities for teachers to share knowledge, receive support, apply new strategies, and improve their teaching practices. While teachers generally demonstrate strong instructional practices, the lower ratings in modifying practices and evaluating newly applied strategies suggest the need for greater follow-up, reflection, coaching, and feedback. Furthermore, both teachers' collaboration (r = 0.624) and professional development (r = 0.681) have **strong and significant positive relationships** with instructional practices, with professional development showing the stronger association. However, these findings indicate **statistical association rather than direct causation**.

V. CONCLUSION

The study concludes that teachers' collaboration is **strongly practiced** at ICAS de Calarian, particularly in collaborative planning, sharing instructional practices, and collegial support. Professional development is also actively practiced, with teachers generally participating in professional learning opportunities and applying relevant knowledge and skills to their instructional responsibilities.

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Teachers' instructional practices are generally performed at a **High Extent** across lesson planning and preparation, instructional delivery, classroom management, and assessment and feedback.

Furthermore, both teachers' collaboration and professional development have **significant and strong positive relationships** with instructional practices. Teachers' collaboration obtained **r = 0.624, p < .001**, while professional development obtained **r = 0.681, p < .001**. Therefore, both null hypotheses were rejected. Professional development demonstrated the stronger statistical association with instructional practices.

However, these findings should be understood as **relationships or associations and not proof of direct causal influence**.

VI. RECOMMENDATIONS

Based on the findings, teachers should continue strengthening collaboration, professional development, and the application of newly acquired knowledge through reflection, feedback, and evaluation. School administrators should provide structured opportunities for collaborative planning, peer mentoring, professional learning communities, and relevant professional development with follow-up coaching and classroom application. The school may also establish an **Instructional Improvement Program** integrating collaboration, professional learning, peer support, reflection, and feedback to enhance instructional practices. Finally, future researchers may conduct similar studies using larger populations and qualitative, mixed-method, or longitudinal designs while examining other factors such as leadership support, teacher efficacy, workload, organizational culture, and instructional resources.

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