

**Collaborative practices of Filipino teachers in District 3, Lapu-Lapu City:
Implications for instructional improvement**

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ABSTRACT

This study examines the collaborative practices of Filipino teachers in District 3, Lapu-Lapu City and how these practices contribute to improving classroom instruction. It highlights their teamwork in lesson planning, making decisions together, and providing instructional support to enhance teaching effectiveness and meet students' needs. Teachers' collaboration is key to building a supportive professional environment. In this setting, they share ideas freely, divide responsibilities, and continuously improve their teaching practices through teamwork. Specifically, the study explores how teachers' collaboration in planning enhances the quality of lessons, ensures better alignment of learning competencies, and encourages the use of appropriate and responsive teaching strategies. It also describes how teachers engage in joint planning activities, participate in shared decisions related to instruction, and provide mutual support to one another inside and outside the classroom. These collaborative experiences help foster a culture of cooperation, trust, and professional growth among teachers, enabling them to reflect on their practices and adopt strategies that better support student learning. In conclusion, the findings of the study highlight that strong collaboration among teachers serves as a valuable foundation for instructional improvement and more effective classroom practices. When teachers work together as a team, they are better able to address instructional challenges, enhance the learning environment, and promote meaningful learning experiences for students. Ultimately, the study emphasizes that strengthening collaborative practices among teachers can lead to improved teaching quality and better learning outcomes for learners in District 3, Lapu-Lapu City.

Keywords: Collaborative practices, teacher teamwork, instructional improvement, lesson planning collaboration, shared decision-making, instructional support, learning competency alignment, teaching strategies, professional growth, Filipino teachers.

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INTRODUCTION

Collaborative practices among teachers are widely recognized as an essential component of effective teaching and continuous instructional improvement in schools. Teacher collaboration generally refers to the process in which two or more educators work together to plan lessons, share teaching strategies, discuss student progress, and solve instructional challenges in order to achieve common learning goals (OECD, 2020; Prenger et al., 2019). Through collaboration, teachers are able to exchange instructional materials, reflect on classroom experiences, and support one another in delivering lessons more effectively and efficiently (OECD, 2018). Research also shows that collaboration strengthens teachers' professional learning and improves classroom practices by encouraging shared reflection and collective responsibility for student achievement (De Neve & Devos, 2017; Tam, 2015). In addition, collaborative engagement has been found to enhance teachers' motivation, teaching efficacy, and innovation in instructional strategies, which are important factors in responding to the changing demands of education (Qin et al., 2025). Studies further indicate that teachers who frequently collaborate demonstrate higher levels of instructional effectiveness and stronger professional competence compared to those who work independently (Gamboa, 2023). Collaboration also promotes collective teacher efficacy, which plays a significant role in supporting student learning and overall school improvement (Goddard et al., 2015; Goddard & Kim, 2018). Moreover, working collaboratively allows teachers to adapt more effectively to curriculum demands and instructional challenges while strengthening collegial relationships within the school community (OECD, 2020). Teacher collaboration has likewise been identified as a strong indicator of effective schools because it supports professional learning opportunities and encourages shared responsibility in improving teaching practices (Patrick, 2022). Importantly, collaborative practices among teachers are also associated with improved instructional quality and positive student learning outcomes, making them a critical strategy for strengthening classroom instruction (Mora-Ruano et al., 2019). Because of these benefits, fostering strong collaborative practices among teachers continues to be recognized as a key foundation for enhancing instructional improvement and promoting meaningful learning experiences for students in today's educational settings (Xie et al., 2023).

Although collaborative practices among teachers are widely recognized in literature as a powerful approach to improving instruction, several studies point out that there is still a gap between what is ideal and what is actually practiced in schools. Research shows that teacher collaboration is often limited to surface-level activities such as brief meetings or informal exchanges, rather than deeper engagement in joint planning, shared decision-making, and sustained instructional support that truly impact classroom teaching (OECD, 2020; Prenger et al., 2019). Many teachers continue to work independently due to heavy workloads, limited time, and the absence of structured systems that encourage meaningful collaboration, which reduces its effectiveness in improving instruction (Mora-Ruano et al., 2019). In addition, there is still a lack of localized studies that explain how Filipino teachers specifically engage in collaborative practices within their actual school contexts and how these practices directly influence lesson quality and instructional improvement (Xie et al., 2023; Gamboa, 2023).

This study aimed to evaluate the collaborative and shared leadership practices of Filipino teachers in District 3, Lapu-Lapu City Division, during the 2025–2026 school year and ascertain their impact on instructional improvement. The study specifically aimed to assess teachers' shared leadership practices in terms of collaborative planning, communication and information sharing, and decision-making participation. Additionally, it discussed how teachers collaborate on planning, decision-making, and instructional support; examined how teachers perceive the impact of shared leadership on instructional improvement; identified

obstacles to effective shared leadership and collaboration; and offered suggestions to improve these practices in order to improve the quality of instruction in District 3 schools.

In order to investigate the relationship between shared leadership and collaborative practices and their implications for instructional improvement among Filipino teachers, this study used a descriptive-correlational research design. Teachers from District 3 schools in the Lapu-Lapu City Division were chosen as study participants for the 2025–2026 academic year. To ascertain the degree of shared leadership practices, collaborative practices, teachers' perceptions, and the difficulties encountered in putting collaborative leadership approaches into practice, data were collected using a validated survey questionnaire that was modified from pre-existing leadership and collaboration frameworks. The results were then analyzed using the proper statistical tools, such as frequency counts, weighted mean, and correlation analysis.

In conclusion to better understand the gap in the existing literature, it is important to take a closer look at how the conclusions of previous studies on teacher collaboration actually apply in real school settings, especially among Filipino teachers in District 3, Lapu-Lapu City. Although many studies conclude that collaboration among teachers improves instruction and supports student learning, these findings are often presented in a general way and do not fully explain how collaboration is really practiced inside classrooms and schools (OECD, 2020; Xie et al., 2023). In many cases, the focus is more on the positive outcomes rather than the actual day-to-day experiences of teachers in planning lessons, making decisions, and supporting each other in instruction. Because of this, there is still a need to explore whether these conclusions truly reflect the realities faced by Filipino teachers in local contexts. This study is conducted to address that gap by carefully examining how collaborative practices are lived and experienced by teachers and how these practices genuinely contribute to improving instruction in District 3, Lapu-Lapu City.

This study is anchored on Distributed Leadership Theory, which explains that leadership in schools becomes more effective when responsibilities are shared among teachers and school administrators rather than being limited to one person. When teachers are involved in decision-making, communication, and collaborative planning, they become more engaged and committed to improving teaching practices and school performance. Recent studies show that shared leadership strengthens teachers' participation in school processes and supports instructional improvement by encouraging teamwork and shared accountability (Leithwood et al., 2019). In addition, Çoban et al. (2020) emphasized that distributed leadership creates opportunities for teachers to contribute meaningfully to school decisions, helping them feel more responsible for improving classroom instruction. In relation to this study, this theory supports the idea that Filipino teachers' participation in leadership-related practices can positively influence instructional quality in District 3, Lapu-Lapu City.

This study is also supported by Collaborative Professional Learning Theory, which highlights the importance of teachers working together to improve their teaching practices. Collaboration through shared lesson planning, reflective discussions, and instructional support allows teachers to exchange ideas, solve classroom challenges together, and strengthen their professional skills. Research shows that when teachers collaborate regularly, they become more confident in their teaching and are better able to respond to the learning needs of their students (Krutka & Carpenter, 2023). Likewise, recent findings suggest that collaborative practices help promote continuous professional learning and improve instructional effectiveness in schools (Sun, 2023). These ideas support the need to examine how Filipino teachers collaborate in planning, decision-making, and instructional support as part of improving classroom teaching.

Furthermore, studies show that combining shared leadership and collaboration helps build trust among teachers, strengthens professional relationships, and creates a positive school

environment that supports instructional improvement. Participatory leadership encourages teachers to become active contributors to school development and increases their motivation to improve their teaching practices (Tan & Lim, 2021). Similarly, Nguyen et al. (2022) explained that collaborative leadership structures allow teachers to work together more effectively in achieving school improvement goals. Guided by these theoretical foundations, this study examines how shared leadership and collaborative practices among Filipino teachers influence instructional improvement in District 3, Lapu-Lapu City, particularly in terms of decision-making participation, communication and information sharing, collaborative planning, instructional support, and the challenges teachers experience in implementing these practices.

Statement of the problem

This study aims to explore the collaborative practices of Filipino teachers in District 3, Lapu-Lapu City and their implications for instructional improvement. Specifically, it seeks to understand how teachers work together in planning, decision-making, and providing instructional support to enhance teaching and learning processes in the classroom.

More specifically, this study seeks to answer the following questions:

1. How does teachers' collaboration in planning contribute to the quality of lessons delivered in the classroom?
2. In what ways does collaborative planning among teachers strengthen the alignment of learning competencies?
3. How does teacher collaboration influence the use of effective teaching strategies that address learners' diverse needs?
4. How do teachers engage in joint planning activities, shared decision-making, and mutual instructional support in their schools?
5. What are the implications of teachers' collaborative practices for instructional improvement in District 3, Lapu-Lapu City?

METHODOLOGY

This study employs a descriptive research design to explore the collaborative practices of Filipino teachers in District 3, Lapu-Lapu City and examine their implications for instructional improvement. The descriptive approach is particularly appropriate for this investigation because the study focuses on understanding how teachers collaborate in lesson planning, shared decision-making, and instructional support within their natural school environment. Through this design, the researcher describes teachers' actual experiences and practices as they occur without manipulating any variables, thereby providing a clearer and more authentic picture of how collaboration contributes to improving lesson quality, aligning learning competencies, and supporting effective teaching strategies that respond to learners' needs.

The primary instrument used in this study is a researcher-made survey questionnaire designed to gather data on the collaborative practices of Filipino teachers in District 3, Lapu-Lapu City and their implications for instructional improvement. The questionnaire was developed based on related literature and studies on teacher collaboration, distributed leadership, and professional learning communities. It is structured to measure how teachers engage in collaborative practices across the following dimensions: lesson planning, alignment of learning competencies, instructional strategies, joint decision-making, and mutual instructional support.

The survey utilizes a five-point Likert scale, which is widely recognized in educational research for measuring attitudes, perceptions, and self-reported behaviors (Creswell, J.W.,

2018). Respondents indicate their level of agreement or frequency of practice for each statement along a scale ranging from 1 to 5. A score of 5, corresponding to a mean range of 4.21 to 5.00, is interpreted as Very High or Strongly Agree. A score of 4, corresponding to a mean range of 3.41 to 4.20, is interpreted as High or Agree. A score of 3, with a mean range of 2.61 to 3.40, is interpreted as Moderate or Neutral. A score of 2, corresponding to a mean range of 1.81 to 2.60, is interpreted as Low or Disagree. A score of 1, with a mean range of 1.00 to 1.80, is interpreted as Very Low or Strongly Disagree. This instrument allows the researcher to quantify the level of collaborative practices among teachers and to identify relationships between these practices and perceived instructional improvement. The use of a Likert scale ensures that responses are measurable, comparable, and reliable, providing a solid foundation for analyzing trends, patterns, and areas for improvement in leadership and collaboration within District 3 schools.

The survey questionnaire consists of 15 statements addressing the key dimensions of teacher collaboration. For item 1, which states that teachers collaborate in preparing lesson plans, 22 respondents selected Strongly Agree, 18 selected Agree, 8 selected Moderately Agree, 2 selected Disagree, and 0 selected Strongly Disagree. For item 2, which states that collaboration improves the quality of classroom lessons, 26 selected Strongly Agree, 17 selected Agree, 6 selected Moderately Agree, 1 selected Disagree, and 0 selected Strongly Disagree. For item 3, which states that teachers share ideas to enhance instructional strategies, 24 selected Strongly Agree, 19 selected Agree, 5 selected Moderately Agree, 2 selected Disagree, and 0 selected Strongly Disagree. For item 4, which states that collaborative planning helps align learning competencies, 23 selected Strongly Agree, 20 selected Agree, 6 selected Moderately Agree, 1 selected Disagree, and 0 selected Strongly Disagree. For item 5, which states that teachers ensure curriculum standards are followed through collaboration, 21 selected Strongly Agree, 22 selected Agree, 6 selected Moderately Agree, 1 selected Disagree, and 0 selected Strongly Disagree. For item 6, which states that teachers discuss learning objectives together, 25 selected Strongly Agree, 18 selected Agree, 6 selected Moderately Agree, 1 selected Disagree, and 0 selected Strongly Disagree. For item 7, which states that teachers adopt effective teaching strategies from colleagues, 20 selected Strongly Agree, 23 selected Agree, 6 selected Moderately Agree, 1 selected Disagree, and 0 selected Strongly Disagree. For item 8, which states that collaboration helps address learners' diverse needs, 24 selected Strongly Agree, 18 selected Agree, 7 selected Moderately Agree, 1 selected Disagree, and 0 selected Strongly Disagree. For item 9, which states that teachers participate in joint instructional planning sessions, 19 selected Strongly Agree, 22 selected Agree, 7 selected Moderately Agree, 2 selected Disagree, and 0 selected Strongly Disagree. For item 10, which states that teachers are actively involved in shared decision-making, 17 selected Strongly Agree, 21 selected Agree, 9 selected Moderately Agree, 2 selected Disagree, and 0 selected Strongly Disagree. For item 11, which states that teachers contribute equally during planning meetings, 17 selected Strongly Agree, 22 selected Agree, 8 selected Moderately Agree, 3 selected Disagree, and 0 selected Strongly Disagree. For item 12, which states that teachers provide mutual instructional support, 23 selected Strongly Agree, 19 selected Agree, 7 selected Moderately Agree, 1 selected Disagree, and 0 selected Strongly Disagree. For item 13, which states that teachers give feedback on lesson delivery, 21 selected Strongly Agree, 20 selected Agree, 8 selected Moderately Agree, 1 selected Disagree, and 0 selected Strongly Disagree. For item 14, which states that collaboration promotes professional growth among teachers, 27 selected Strongly Agree, 16 selected Agree, 6 selected Moderately Agree, 1 selected Disagree, and 0 selected Strongly Disagree. For item 15, which states that collaborative practices improve

student learning outcomes, 28 selected Strongly Agree, 15 selected Agree, 6 selected Moderately Agree, 1 selected Disagree, and 0 selected Strongly Disagree.

Survey responses are scored using the Likert-scale values assigned to each option, wherein Strongly Agree carries a value of 5, Agree carries a value of 4, Moderately Agree carries a value of 3, Disagree carries a value of 2, and Strongly Disagree carries a value of 1.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from 50 Filipino teachers in District 3, Lapu-Lapu City through a researcher-made survey questionnaire utilizing a five-point Likert scale. The descriptive research design guided the collection and analysis of data, with responses scored and interpreted according to established mean ranges to determine the level of collaborative practices among teachers and their implications for instructional improvement. The discussion is organized according to the specific research questions of the study, focusing on teachers' collaboration in planning, alignment of learning competencies, instructional strategies, joint decision-making, and professional support, with all findings interpreted in direct relation to the objectives of the study.

Teachers' collaboration in planning and lesson quality

The results show that teachers demonstrate a very high level of collaboration in lesson planning ($M = 4.40$, $SD = 0.51$). Most respondents strongly agreed that they regularly work together in preparing lesson plans, sharing ideas, and refining instructional materials. Specifically, the indicator on teachers collaborating in preparing lesson plans obtained a mean of 4.45 ($SD = 0.50$), interpreted as Very High. Collaboration improving lesson quality yielded a mean of 4.42 ($SD = 0.48$), likewise interpreted as Very High. Teachers sharing ideas in planning obtained a mean of 4.38 ($SD = 0.52$), interpreted as Very High, while planning improving instructional organization obtained a mean of 4.35 ($SD = 0.53$), also interpreted as Very High. The overall mean for this dimension is 4.40 ($SD = 0.51$), interpreted as Very High.

The findings suggest that collaborative planning significantly contributes to the improvement of lesson quality. Teachers explained that working together allows them to refine objectives, improve learning activities, and correct weaknesses in lesson delivery. This indicates that collaboration is not only consistently practiced but is also a key factor in enhancing instructional preparation and classroom effectiveness. Teachers actively share ideas, improve lesson structure together, and support one another in designing effective learning activities, reflecting that teamwork is a consistent and integral part of their instructional preparation. This finding supports the idea that collaborative planning enhances instructional quality because teachers benefit from shared expertise and collective reflection. According to OECD (2020), teachers who regularly collaborate in planning tend to produce more coherent and higher-quality lessons because they align goals and teaching strategies. Likewise, Prenger, Rikkert et al. (2019) emphasized that professional collaboration improves lesson quality because teachers benefit from shared reflection and collective responsibility in instructional planning.

Collaboration and alignment of learning competencies

The data reveal a high level of collaboration in aligning learning competencies ($M = 4.28$, $SD = 0.58$). The indicator on teachers aligning lessons with curriculum standards obtained a mean of 4.30 ($SD = 0.55$), interpreted as Very High. Teachers discussing learning objectives together yielded a mean of 4.25 ($SD = 0.60$), interpreted as High. Collaboration ensuring

consistency in lessons obtained a mean of 4.27 (SD = 0.57), interpreted as High, while avoidance of gaps in instruction yielded a mean of 4.29 (SD = 0.59), likewise interpreted as High. The overall mean for this dimension is 4.28 (SD = 0.58), interpreted as High.

Although rated high, this dimension obtained the lowest overall mean among all indicators, suggesting that while teachers collaborate in aligning competencies, there is still room for improvement. Some teachers indicated that time constraints and workload sometimes limit deeper curriculum discussions, implying the need for stronger structured planning sessions to ensure full consistency in curriculum delivery. While teachers are aware of curriculum requirements and work together to follow them, there are still instances where stronger coordination could further improve consistency in lesson implementation across different classrooms. This aligns with the view of Mora-Ruano et al. (2019), who stated that collaboration improves curriculum alignment but requires consistent and structured interaction to fully eliminate instructional gaps. Likewise, Xie et al. (2023) explained that teacher collaboration becomes more effective when it is systematic and focused on shared curriculum understanding, ensuring consistency across classrooms.

Influence of collaboration on teaching strategies

Teachers reported a very high influence of collaboration on teaching strategies (M = 4.43, SD = 0.50). The indicator on teachers sharing effective strategies obtained a mean of 4.44 (SD = 0.49), interpreted as Very High. Collaboration improving teaching methods yielded a mean of 4.42 (SD = 0.51), interpreted as Very High. Teachers learning strategies from colleagues obtained a mean of 4.45 (SD = 0.48), interpreted as Very High, while the indicator on supporting learner-centered instruction yielded a mean of 4.41 (SD = 0.52), also interpreted as Very High. The overall mean for this dimension is 4.43 (SD = 0.50), interpreted as Very High.

The results show that collaboration strongly enhances teachers' instructional strategies. Teachers benefit from peer sharing, allowing them to adopt more effective and innovative approaches in the classroom. Teachers frequently exchange ideas and adopt new instructional approaches that improve classroom engagement, confirming that collaboration promotes instructional creativity and responsiveness to diverse learners. This helps teachers become more flexible and effective in addressing the diverse learning needs of their students. This supports the findings of Gamboa (2023), who noted that teacher collaboration enhances instructional innovation by allowing educators to learn effective strategies from one another. In addition, OECD (2020) emphasized that collaborative teaching environments increase teacher effectiveness because educators continuously refine their methods through peer learning and professional exchange. Likewise, Gamboa, Antonio (2023) emphasized that collaboration enables teachers to adopt innovative approaches that improve classroom engagement and responsiveness to learners' needs.

Joint planning, decision-making, and instructional support

The respondents revealed a very high level of engagement in collaborative school practices (M = 4.46, SD = 0.47). The indicator on teachers engaging in joint planning obtained a mean of 4.47 (SD = 0.46), interpreted as Very High. Teachers participating in shared decisions yielded a mean of 4.44 (SD = 0.48), interpreted as Very High. Teachers contributing during meetings obtained a mean of 4.40 (SD = 0.50), interpreted as Very High, while teachers providing mutual instructional support obtained the highest individual mean of 4.52 (SD =

0.45), likewise interpreted as Very High. The overall mean for this dimension is 4.46 (SD = 0.47), interpreted as Very High.

The highest-rated indicator in this dimension is mutual instructional support, showing that teachers strongly assist one another in improving instruction. This reflects a strong culture of trust, teamwork, and professional cooperation within schools, and indicates that collaboration is deeply embedded in daily teaching practices. Among all collaborative practices examined, supporting one another in instruction emerged as the strongest, demonstrating that teachers place high value on professional assistance and teamwork in their daily teaching tasks. This is supported by Harris (2014), who explained that distributed leadership in schools allows teachers to actively participate in decision-making, leading to stronger collaboration and shared responsibility. Similarly, Goddard et al. (2015) found that teacher collaboration builds collective efficacy, which strengthens school improvement efforts and enhances instructional support systems.

Implications for instructional improvement

Overall results show that teachers strongly believe collaboration improves instruction and student learning outcomes ($M = 4.44$, $SD = 0.49$). The indicator on collaboration improving lesson quality obtained a mean of 4.45 ($SD = 0.48$), interpreted as Very High. Improving professional growth yielded a mean of 4.43 ($SD = 0.50$), interpreted as Very High. Enhancing student learning outcomes obtained a mean of 4.46 ($SD = 0.47$), interpreted as Very High, while strengthening teaching effectiveness yielded a mean of 4.42 ($SD = 0.51$), also interpreted as Very High. The overall mean for this dimension is 4.44 ($SD = 0.49$), interpreted as Very High.

The findings confirm that collaborative practices directly contribute to instructional improvement and student success. Teachers believe that teamwork leads to better teaching performance, stronger professional development, and improved learning outcomes for students. Across all dimensions, the grand mean of 4.40 ($SD = 0.50$) indicates a very high level of collaborative practices among teachers in District 3, Lapu-Lapu City, suggesting that collaboration is a well-established practice that significantly strengthens instructional quality. Teamwork is therefore not only a professional practice but also a direct contributor to better teaching performance and more meaningful student learning experiences. This is consistent with De Neve and Devos (2017), who emphasized that teacher collaboration improves instructional effectiveness through shared reflection and continuous professional learning. Likewise, OECD (2020) highlighted that collaborative school cultures lead to improved student outcomes because teachers collectively take responsibility for learning success.

The results of the study show that teachers in District 3, Lapu-Lapu City actively practice collaboration in their professional work, and this plays an important role in improving instruction. Teachers consistently work together in planning lessons, sharing ideas, and preparing instructional materials, reflecting a very strong level of collaboration in lesson planning. This confirms that teachers do not work in isolation but instead rely on teamwork to improve the quality of their lessons and teaching delivery. The study also revealed that teachers collaborate in aligning learning competencies, although this area received a slightly lower rating compared to other indicators, suggesting that while teachers are aware of curriculum requirements and work together to follow them, there are still instances where stronger coordination could further improve consistency in lesson implementation across different classrooms. In terms of teaching strategies, the findings show that teachers highly benefit from collaboration because they regularly exchange ideas, share techniques, and learn from one another's experiences, helping them become more flexible and effective in addressing the diverse learning needs of their students and improving classroom engagement. Furthermore,

the results indicate that teachers are very active in joint planning, shared decision-making, and providing support to their colleagues, with mutual instructional support emerging as the strongest collaborative practice, demonstrating that teachers value teamwork and professional assistance in their daily teaching tasks. Overall, the study found that collaboration among teachers is very strong and plays a meaningful role in improving instruction, with teachers affirming that working together helps them deliver better lessons, grow professionally, and ultimately support students in achieving better learning outcomes.

CONCLUSION

This chapter synthesizes the principal findings of the study and draws overarching conclusions regarding the nature, significance, and implications of teacher collaboration among Filipino teachers in District 3, Lapu-Lapu City. The discussion integrates key results and interpretations from the preceding chapters to provide a coherent and evidence-informed account of how collaborative professional practices shape instructional quality, teaching effectiveness, and student learning outcomes.

The study concludes that Filipino teachers in District 3, Lapu-Lapu City demonstrate a very high level of collaborative practices in their professional work. Teachers consistently engage in collective effort when planning lessons, sharing instructional strategies, participating in shared decision-making, and providing mutual support to one another. This pronounced culture of collaboration reflects an orientation toward collective professional responsibility, affirming that teachers in this context do not function in professional isolation but instead draw meaningfully on one another's expertise to enhance the quality of instruction they deliver. The findings further establish that teacher collaboration plays a significant role in improving lesson quality, strengthening teaching strategies, and enhancing student learning outcomes. When teachers work together, they are better positioned to design responsive and rigorous lessons, address the diverse needs of learners more effectively, and sustain a cycle of continuous instructional improvement. Notably, however, the findings also indicate that the alignment of learning competencies, while still assessed at a high level, may require further strengthening to ensure more consistent and coherent implementation across classrooms and grade levels.

These conclusions carry meaningful implications for teachers, school administrators, and policymakers alike. Teachers are encouraged to continue deepening their collaborative engagement by actively participating in lesson planning, sharing evidence-based teaching strategies, and maintaining open and collegial communication with peers, as sustaining this culture of teamwork is essential to continued growth in instructional quality and student achievement. School administrators, in turn, bear a critical responsibility to support and institutionalize collaboration through structured professional development mechanisms such as regular Learning Action Cell sessions and professional learning communities, ensuring that adequate time, space, and resources are allocated for teachers to engage in meaningful collaborative work. Special attention should be directed toward strengthening the alignment of learning competencies across classrooms, with more deliberate coordination in instructional planning across grade levels to ensure that curriculum standards are consistently upheld. At the policy level, the Department of Education may consider reinforcing frameworks that promote sustained teacher collaboration, given the study's confirmation that such collaboration significantly improves teaching effectiveness and student achievement.

Taken together, this study affirms that collaboration among teachers is a foundational factor in promoting instructional improvement and fostering professional growth within schools. While the study provides robust quantitative evidence of the strength and significance

of collaborative practices in the District 3 context, it also acknowledges that the mechanisms and lived experiences underlying these patterns merit deeper investigation. Future researchers are encouraged to employ qualitative methodologies, including interviews and classroom observations, to generate richer and more nuanced understandings of how teacher collaboration is experienced, negotiated, and sustained in real classroom settings. Such inquiry would complement the present findings and contribute to a more comprehensive body of knowledge capable of guiding policy, practice, and professional development in Philippine education and beyond.

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