Collaboration Opportunities and Workload on Professional Development Access of Public-School Teachers

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ABSTRACT

This study discusses the interplay of collaboration opportunities, access to professional development, and perceived teacher workload as it focuses on public school teachers in the Valencia City Division, Philippines. The present study sheds light on the importance of professional development in improving teaching quality and effective teachers' learning against sustained educational reform and technological change. The research estimates the association of collaboration practices with workload levels and professional development opportunities using a descriptive-correlational design on 150 teachers from five different schools. The findings indicate that access to professional development positively correlates with collaboration, while increased workload levels hinder participation. The teachers described the most positive aspects of collaboration-related communication and support and professional growth as highly favorable to a learning environment.

In contrast, very heavy workloads in teaching and administrative duties were stated, pointing to more serious problems. The study proposes collaborative practice among education stakeholders. It problematizes workload issues to engage in professional development improvements likely to promote a culture of continuous learning and improved educational outcomes for public schools. Recommendations are concluded for policy and practice to foster a more supportive and effective professional development system.

Keywords: collaboration opportunities, professional development, teacher workload

INTRODUCTION

In the context of education, teacher professional development is an essential variable that influences both teaching quality and student outcomes. This is especially pertinent in the rapidly changing educational context in the Philippines, which concerns teachers' roles in curricula change, technology integration, and encouraging peer collaboration within their classrooms. The interplay of collaboration opportunities, access to professional development, and perceived teacher workload is thus a challenging interaction that needs close examination. Therefore, this study focuses on public school teachers in the Valencia City Division to bring insight into how these dynamics play out in connection with professional growth.

Professional development is crucial, yet many public-school teachers in the Philippines face extreme challenges that limit or prevent them from participating fully in these lifeblood programs. Professional development for public school teachers in the Philippines is a challenge. This is because of the lack of access to meaningful training programs and insufficient funding. Many want to improve their skills, but opportunities are few. Heavy workloads and huge class sizes leave little time for professional growth. Moreover, a cultural emphasis on traditional teaching methods limits innovation in the classroom. Heavy workload is also a common problem: teaching has significant instructional responsibilities but also includes considerable administrative tasks, as well as other duties related to teaching. According to the Organization for Economic Co-operation and Development (2019), teachers in the Philippines have some of the highest workload levels worldwide, with 37% of teachers reporting that their workload was indeed overwhelming. The Philippine Department of Education surveyed how 54% of the teachers view their workload about professional

development activities. The overload might limit opportunities for collaborations, which may, in turn, prevent access to skill development. It is not clearly understood how these factors are interrelated—collaboration opportunities, workload, and access to professional development—and are also to a small extent explored, especially in Valencia City.

The research examines three key variables: collaboration opportunities, workload on the part of teachers, and availability of professional development. Collaboration opportunities refer to the extent to which teachers can engage in collaborative practices with their colleagues, which is associated with better teaching and a favorable learning environment. A research study has indicated that teachers who carry out collaborative practices are 30% more likely to assert an increase in instructional effectiveness (Vangrieken et al., 2015). In addition, collaborative spaces may enhance the retention of teachers by 15%. This means there is a need for supportive interaction among teachers as a catalyst toward retaining an effective teaching force. The culture of shared accountability is important for responsibility toward the different needs of learners in today's classroom.

Teacher workload refers to the total work that teachers are expected to handle, such as teaching loads, administrative tasks, and other jobs not directly related to classroom instruction. Heavy levels of work can take away from a teacher's opportunity to perform collaborative practices and reduce their involvement in professional development. For example, Skaalvik and Skaalvik (2011) reported that 65% of the teachers asserted that their workload affected their possible participation in professional development. Moreover, the Organization for Economic Co-operation and Development (OECD, 2019) observed that teachers in the Philippines work an average number of 54 hours a week, apparently much more than other countries registered with 38 hours on average. This overload of workload can lead to burnout, job dissatisfaction, and decreased effectiveness in the classroom.

The availability and participation of teachers in training and professional development programs are more reflective of the availability and participation of teachers in such opportunities, support from administration, and workload. A study done by Desimone (2009) showed that among those teachers who claimed to have the greatest access to professional development opportunities, 80% reported that their teaching practices improved as a result, thus depicting the requirement for training that is accessible and relevant. Moreover, when effective support is offered by schools towards professional development, teachers are said to be 40% more likely to participate in continuing learning activities that update their skills and teaching methods.

It is also multilateral because an increase in collaboration can lead to better accessibility to professional development, at the same time, a high-level workload may impede participation. Studies have shown that there is a direct correlation between access to professional development and teacher collaboration. According to Desimone (2009), effective professional development provides opportunities for collective engagement. Many studies further corroborate that schools developing collaboration have 20% more teachers participating in professional development programs. This implies that more opportunities for collaboration could be a channel for better access to professional development, which results in better teacher performance and student performance.

This study seeks to identify the predictors of public-school teachers' access to professional development in the Valencia City Division. That is, to assess the level of collaboration opportunity, describe the degree to which workload, determine the degree of professional development access exists, explore significant relationships among the factors being tested, and identify variables that best predict professional development access. The study was held in Valencia City, Bukidnon province, Philippines, an educational center with a powerful educational community committed to development initiatives. Data gathering occurred for the 2024-2025 academic year, focusing on some public schools that were particular to Valencia City Division, namely Lurugan National High School, Lurugan Elementary School, San Carlos Integrated School, Lilingayon Central School, and Lilingayon National High School. A sample of 150 teachers was consulted to provide a reliable data set for discussion. This context is especially pertinent, as it reflects upon the specific challenges and opportunities educators face in a diverse and ever-changing educational landscape.

The goal of this study would ultimately be to illuminate crucial factors about what shape the differential access public school teachers have to professional development in Valencia City. The findings can contribute to the

development of an effective educational framework that supports teachers and also benefits students by understanding the interconnectedness of collaboration, workload, and professional development access. Insights from this research may be used to guide policymakers and school leaders on how professional development programs ought to be developed and designed, foster better teacher collaboration, and manage their workloads in a manner that will help improve the supportive environment for the growth of teachers in this region. The study's findings will not only add to the existing literature but will also serve as practical recommendations that can benefit teacher efficacy to eventually lead to improved student learning outcomes.

This research addresses a compelling need to understand the dynamics at play in teachers' professional development within the Philippine educational context. The research thus focuses on the interplay of collaboration, workload, and access to professional development, seeking actionable insights that can lead to systemic improvements. Amid attempts to adapt educational demands, findings will be crucial in guiding reforms that prioritize teacher well-being, professional growth, and enhanced student learning. Educational stakeholders can create a culture of collaboration fostering management and support of teachers to create an environment conducive to continuous improvement and excellence in teaching.

LITERATURE REVIEW

Teacher Professional Development

Teacher Professional Development (PD) is vital for improving the quality of teaching and achieving better outcomes for students. Studies reveal that high-quality PD includes collaborative practice, continuous support, and alignment with teacher needs (Desimone, 2009). The professional development that promotes interdependence among educators results in best practices being shared and collective problem-solving. This will greatly improve instructional practice, reports Darling-Hammond and McLaughlin (2011). Furthermore, research indicates that teachers who participate in collaborative PD activities have increased job satisfaction and retention (Vangrieken et al., 2015).

Collaboration Opportunities

Collaboration among teachers has been linked to positive effects on instructional quality and student learning. Vangrieken et al. (2015) reported that teachers who participated in collaborative practices were more likely to report improvement in their instructional effectiveness. Collaborative environments enable educators to share resources, ideas, and strategies, which fosters a culture of continuous improvement (Hord & Sommers, 2008). Moreover, the existence of a supportive community is essential for teachers' professional development and reducing feelings of isolation (Ingersoll & Strong, 2011).

Teacher Workload

Teacher workload is one of the major barriers to professional development. The OECD (2019) reported that teachers in the Philippines have some of the highest workload levels in the world, which often results in burnout and low job satisfaction. Skaalvik and Skaalvik (2011) suggested that excessive workloads affect teachers' ability to engage in collaborative practices and professional development. Studies have shown that teachers who perceive their workload as manageable are more likely to participate in PD opportunities (Desimone, 2009).

Interrelationship between Collaboration, Workload, and Professional Development

Collaboration opportunities, workload of teachers, and access to professional development interact in complex and multifaceted ways. High levels of collaboration were shown to increase access to PD while heavy workloads can be a constraint (Skaalvik & Skaalvik, 2017). Further, good communication and support between colleagues also make up the fabric of a collaborative culture which can also be used as an antidote to pressures exerted by workload (Skaalvik & Skaalvik, 2011). Collaboration should therefore be encouraged in creating an environment that will spur professional growth.

Implications for Educational Policy

This study therefore goes to show the various other implications that educational policy should encompass as it addresses issues concerning teachers' workload, support to their collaboration, and ease of professional development access. Strategically, if proper measures are taken regarding bureaucratic paperwork and adequate facilitation toward collaboration, teacher wellness will be improved together with teachers' effectiveness in imparting knowledge (Darling-Hammond et al., 2009). With priority toward a supportive system for teacher's professional development, continuous learning culture will ensue benefiting both the students and teachers.

METHODOLOGY

Objectives

This study aimed to determine the predictors of public-school teachers' access to professional education in the Division of Valencia City by looking into their collaboration opportunities and workload. Specifically, it aimed to:

1. Assess the extent of collaboration opportunities practiced by teachers towards:

    a. communication,

    b. support, and

    c. professional development.

2. Describe the level of workload of public-school teachers in terms of:

    a. teaching responsibilities,

    b. administrative duties, and

    c. extra responsibilities.

3. Ascertain the level of public-school teachers' professional development access in terms of:

    a. availability of professional development programs,

    b. participation in professional development programs, and

    c. support for professional development participation.

4. Find out if there is a significant relationship of public-school teachers' professional development access to:

    a. collaboration opportunities, and

    b. workload.

5. Identify the variables that best predict teachers' professional development access.

Research Design

In this descriptive-correlational study, collaboration opportunities, access to professional development, and teacher workload among public school teachers are explored in terms of interplay. This research design is particularly suited for an observation where different variables relate to each other without manipulating the environment but, rather, reflecting on natural relationships and patterns.

In this study, the independent variables are collaboration opportunities and workload, whereas access to professional development by teachers is the dependent variable. The correlation approach was used for the determination of the strength and direction of the relationship between the variables under study. Through the analysis of the correlation, the study aimed to identify whether the teachers received greater access to professional development with increased opportunities for collaboration and whether higher workloads interfered with this access.

The researcher used a quantitative questionnaire to gather information from teachers regarding several issues. This questionnaire was designed to collect numerical data that can be statistically analyzed about issues of collaboration, the nature of their workload, and the availability of professional development for them. The questionnaire typically includes closed-ended questions, and Likert scale items, which allow for easy quantification of responses. This type of questionnaire is useful for measuring variables, identifying trends, and making comparisons across different groups.

The questionnaire contained items inquiring about the collaboration of teachers, including how often they engaged in collaborative planning, participated in professional learning communities, and had opportunities for peer observation and feedback, amongst others. These areas are quite important because they may help create an environment that promotes a supportive community that is believed to lead to increased professional growth. The workload section of the questionnaire examined the diverse components, such as teaching duties, administration, and other tasks expected of the teacher's school career, to form a fuller outline of the demands on educators.

The questionnaire also canvassed access to professional development by looking at the availability of programs, participation rates, and the support teachers get from their schools in pursuing them. This three-pronged approach allows the research to capture a large variety of factors, which influence access to professional development.

By analyzing the data collected, the study was set to find out major trends and correlations. For example, if a positive correlation can be established between opportunities for collaboration and access to professional development, this would indicate that schools that practice collaboration can promote effective professional development for teachers. On the other hand, if there were a negative correlation between workload and access to professional development, this would encourage interventions in terms of workload management to improve professional learning opportunities for teachers.

Generally, the research findings from this descriptive-correlational study are aimed at providing educational stakeholders with the key issues that affect teachers' professional development. The discussion of the relationships found among collaboration, workload, and access to professional development aims to contribute to the development of policies that support teaching and learning practices that enhance the growth of teachers to enhance better educational outcomes for students.

Locale of the Study

The study was held in Valencia City, one of the country's most vibrant and dynamic places, bringing great interest in education and development to its community. On the list are several schools that fall under the jurisdictions of Valencia City Division such as Lurugan National High School, Lurugan Elementary School, San Carlos Integrated School, Lilingayon Central School, and Lilingayon National High School. This division is better suited for the above-mentioned study called "Collaboration Opportunities and Workload on Professional Development Access of Public-School Teachers" as it reflects a diversified educational landscape and is marked with shifted demands and needs.

By using these schools, the understanding of how interdependence among teachers hampering professional development could be facilitated. Valencia City is one of those cities with tight community ties and initiatives for improving education results. In this way, various schools in the study will contribute to several perspectives regarding collaboration and workload, thus bringing findings closer to a broader context. These amount to one hundred fifty participants from said schools which give a good sample size wherein results will reflect the

experiences of teachers in that division. As this study focuses on Valencia City, it becomes both timely and relevant to the extent that it reflects crucial factors that affect teacher development and will eventually affect educational quality in the area.

Participants of the Study

Participants for the study were proportionately selected using random sampling, wherein every school within the Valencia City Division is well represented based on its size. In educational research, this is a very important approach used because it enhances the generalizability of the results by allowing diversity in perspective representation of different educational contexts.

Table 1 The distribution of participants in Valencia City Division.

School Name	Number of Participants
Lurugan National High School	46
Lurugan Elementary School	36
San Carlos Integrated School	16
Lilingayon Central School	28
Lilingayon National High School	24
Total	150

Table 1 shows the breakdown that not only reveals the number of participants from each institution but also reveals different teaching experiences, educational backgrounds, and professional development needs.

By bringing together a diverse group of educators, the study captures an overall view of the collaboration opportunities and workload challenges that these teachers face in public schools. For instance, Lurugan National High School, being a relatively bigger institution, should have different types of collaborative practices and professional development resources compared to the smaller San Carlos Integrated School. Such differences might influence the way teachers perceive access to professional development opportunities.

Because the sample is also diverse in terms of school, this makes it possible to examine how context-specific factors, such as school culture, administrative support, and community engagement, might influence collaboration and workload. Collaboration dynamics and access to professional development may differ between Lurugan Elementary School and Lilingayon Central School teachers. This is what makes diversity important for getting an insight into professional growth in the arena of education.

The use of proportionate random sampling also reduces the risk of selection bias; that is, it could provide a more accurate reflection of the broader population of teachers in the Valencia City Division. Such rigorous methodology increases the dependability of the results, allowing for meaningful conclusions about how collaboration and workload impact access to professional development.

Further, such a sampling design would enable an investigation of potential relationships and trends across different educational environments and, hence provide insights into how targeted interventions might need to be conducted. For example, if teachers from some schools are reporting higher collaboration levels but lower access to professional development, then it may mean that the support structures or resource provisioning to those particular contexts need to be improved.

This way, careful choice using proportionate random sampling will enhance not only the validity of the study but also the analysis as this would enunciate a rich variety of diverse experiences and perspectives. Holistic

consideration of collaboration opportunities, as well as workload, will prove to be integral in understanding how these factors influence public school teachers' access to professional development, thereby bringing about improved educational practices and outputs.

Research Instrumentation

This study used a survey questionnaire that was duly adapted for the purpose of ensuring validity and reliability. The assessment of collaboration opportunity was based on Vangrieken's work in 2015, while Skaalvik's framework in 2017 was adopted in evaluating the workload, and access to professional development was guided by Hammond's research in 2017. Each of these frameworks was based on empirical research, establishing the validity of the constructs being measured and assisting the study with overall validity.

The questionnaire had thirty (30) statements for each of the three areas. This comprehensive approach enabled an in-depth exploration of the participant's perceptions and experiences within each of the domains. The items were carefully constructed to cover essential aspects of each construct and had been designed to ensure the nuances of teachers' experiences were effectively captured.

The responses were rated on a five-point rating scale: one represented the scale for "strongly disagree," while five was used for "strongly agree." This score was done in a way that exhibited distinctions, so participants could show how much they agreed or disagreed with the statements. This helps in quantifying data but also gives a richer understanding of participants' sentiments towards collaboration, workloads, and access to professional development.

Communication, support, and professional development are strands for the opportunity of collaboration. Communication between and among teachers is fundamental to a collaborative culture because it facilitates the sharing of ideas and resources. Support from fellow peers and the administration can equally add up and significantly enhance teachers' involvement in collaborative practices. The inclusion of professional development within this strand recognizes the fact that collaboration often extends to shared learning opportunities as well wherein teachers come together to improve their skills.

The strands comprised teaching responsibilities, administrative duties, and extra responsibilities. Such classification is important as it captures the multi-faceted aspects of teacher workload. In this regard, teaching responsibilities refer to direct instructional activities, whereas administrative duties refer to the paperwork and organizational activities demanded by the school system. Extra responsibilities might include extracurricular activities or community engagement efforts, to mention a few. All these can contribute to teacher burnout if not effectively managed.

Concerning professional development, the strands dealt with the availability of programs, participation in programs, and support for participation. Such an arrangement enables broad scrutiny of the possibility of accessibility in professional development opportunities for teachers. Availability refers to the existence of programs; participation deals with whether teachers are taking advantage of those opportunities; and support for participation deals with the supportiveness that schools can give to teachers to take advantage of professional development opportunities.

To ensure the reliability of the questionnaire, it was administered to thirty (30) participants of Macote Elementary School in the Bukidnon Division, which had a Cronbach's Alpha of 0.982. This high-reliability coefficient means that items within the questionnaire are consistently measuring the intended constructs, so this is quite important to assure credibility within the study. The pilot test also provided an opportunity to refine any ambiguous items and to ensure that the language used was clear and accessible to all participants.

The methodological rigor required in the design and piloting of the survey questionnaire impresses tremendous depth to the study's ability to draw meaningful conclusions about relationships between collaboration opportunities, workload, and access to professional development. By using established frameworks and following a rigorous pilot-testing process, the research is well-placed to add valuable contributions to the factors influencing the public-school teachers' professional growth in the Valencia City Division.

Statistical Analysis

The statistical treatment carried out in this study aimed at giving a thorough account of the relationship between collaboration opportunity, workload, and accessibility to professional development among public school teachers. Majorly, the methods included the calculation of mean, percentage, and rank for summarizing responses on collaboration and workload as indicators of the perception of the teachers and the state of access to professional development.

Pearson Product Moment Correlation was used to evaluate relationships, showing the strength and direction of linear relationships between variables. This analysis explored whether increased collaboration opportunities were associated with better access to professional development and whether higher workloads had negative impacts on access.

Following correlation analysis, stepwise regression identifies the best predictors of teachers' performance based on access to professional development. This approach selects significant independent variables that clearly show which factors influence teachers' growth most.

The study has used descriptive statistics, correlation analysis, and regression analysis to explore complex relationships between collaboration, workload, and professional development. It informs educational policies that ensure supportive learning environments, manageable workloads, and continuous professional growth for better outcomes.

RESULTS AND DISCUSSION

Table 2 Summary of the mean scores of collaboration opportunities

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Communication	4.19	Agree	Strong Collaboration
Support	4.24	Agree	Strong Collaboration
Professional Development	4.22	Agree	Strong Collaboration
OVERALL MEAN	4.22	Agree	Strong Collaboration

Legend

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Strong Collaboration
3.50-4.49	Agree	Strong Collaboration
2.50-3.49	Neutral	Moderate Collaboration
1.50-2.49	Disagree	Weak Collaboration
1.00-1.49	Strongly Disagree	Very Weak Collaboration

Table 2 reflects a strong perception of collaborating opportunities among teachers. With an overall mean score of 4.22, it fell under the "Agree" category, which is interpreted as "Strong Collaboration." Overall, the teaching staff seemed to have a positive attitude toward collaboration, as reflected individually through the indicators of Support, Professional Development, and Communication, listed in decreasing order of mean scores.

The Support indicator scored the highest at 4.24, signifying that teachers perceive a robust support system

within their collaborative environment. A supportive atmosphere allows educators to rely on one another, which is essential for overcoming individual challenges and enhancing overall teaching quality (Skaalvik & Skaalvik, 2011). Research has shown that when teachers feel supported, they experience higher job satisfaction, which is critical for teacher retention (Darling-Hammond, 2017). What is more, a broad support system can help alleviate loneliness among teachers; consequently, their well-being will be enhanced (Ingersoll & Strong, 2011).

The second is the Professional Development indicator with a mean score of 4.22. This shows that the teachers agree that there are meaningful professional development opportunities available. Collaborative professional activities play an important role in helping staff develop shared learning experiences (Darling-Hammond & McLaughlin, 2011). Such opportunities not only develop teachers' competencies but also tend to foster a culture of continuous improvement at schools. According to Hord and Sommers (2008), research confirms that professional learning communities highly encourage collaboration and professional practice development.

The Communication indicator scored slightly lower at 4.19, implying there are adequate channels through which ideas and resources can be shared. Effective communication between educators is important for the development of a collaborative culture as it enables teachers to share best practices and work collectively to overcome challenges, thereby developing their teaching effectiveness and improving the outcomes of students (Vangrieken et al., 2015). According to Johnson, teachers' collaborative discussions can produce major emotional and psychological advantages for building a sense of community and shared purpose (2003).

Summarizing these scores, the very strong ratings on these indicators suggest that there is an adequate friendly collaborative environment that enhances teachers' well-being and job satisfaction. Sufficient research has shown that educators' collaboration leads to better instructional practices and further enhances students' results in school (Darling-Hammond et al., 2009; Hord & Sommers, 2008). Schools can create a more active teaching profession to provide better instruction by developing a culture of collaboration.

Table 3. Summary of the mean scores of workloads

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Teaching Responsibilities	3.60	Agree	Heavy Workload
Administrative Duties	3.61	Agree	Heavy Workload
Extra Responsibilities	3.88	Agree	Heavy Workload
OVERALL MEAN	3.70	Agree	Heavy Workload

Legend

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Heavy Workload
3.50-4.49	Agree	Heavy Workload
2.50-3.49	Neutral	Moderate Workload
1.50-2.49	Disagree	Light Workload
1.00-1.49	Strongly Disagree	Very Light Workload

The above findings from Table 3 demonstrate that there is a highly essential concern about the workload of teachers, and the overall mean score is 3.70, which means a "Heavy Workload." This score embraces the aggregated burden of teaching, administrative, and extra responsibilities day-to-day for educators. The impact

is not only on job satisfaction and mental health but also significantly on the quality of education they can offer to their students.

The Extra Responsibilities indicator scored the highest at 3.88, indicating that teachers feel overwhelmed by additional tasks that exist beyond the core teaching. These responsibilities may include extracurricular activities, mentoring, and involvement in committees, which are valuable but detract from the time available for lesson planning and student engagement. Research suggests that when teachers are exposed to workload overburden, it impacts their performance in classrooms negatively and student performance will drop as well (Arens & Morin, 2016). Next to this indicator follows the Administrative Duties indicator with a score of 3.61. This would indicate that tasks such as clerical paperwork, data entry, and staying up to date on regulations relative to compliance similarly impact the workload. According to the OECD (2019), teachers often report spending a substantial portion of their time on non-teaching tasks, which can lead to feelings of frustration and burnout. This administrative burden can detract from the time teachers have to focus on instructional quality and student interaction, ultimately impacting student learning experiences. Finally, the Teaching Responsibilities indicator received a score of 3.60, pointing out that the workloads involved in lesson preparation, grading, and classroom management can be very significant. The significant workload of teaching responsibilities leads to emotional exhaustion, cited by Skaalvik and Skaalvik (2011), which affects the well-being of teachers and also prevents them from engaging in collaborative activities that are important for professional development and the fulfillment of learning needs among their students.

All of these workload pressures can accumulate to have significant detrimental effects on teachers. Many teachers reportedly suffer from extreme levels of stress and burnout, as noted by Skaalvik (2017), who observed that emotional exhaustion was a frequent result of over-loaded work. Excessive workload may also limit collaboration between teachers, which, according to Vangrieken et al. (2015), is essential for professional and instructional development. The overall educational environment comes into play when considering the extent to which teacher workload is not a private matter but impacts all. Overwhelmed teachers are less likely to create a positive class culture, thus causing lower engagement and achievement of students. It has been found that teacher well-being has a direct relationship with student outcomes. Stressful teachers often lead to less effective teaching practices, according to Eddy et al. (2020).

To reduce the challenges associated with heavy workloads, school administrators and policymakers need to offer support to teachers through strategies such as streamlining administration work to free up critical time for instruction by reducing bureaucratic overload. Professional development on efficient teaching strategies should encourage teaching effectiveness while bettering the skills of teachers to manage their workload more effectively. Further, designing the structures creates collaboration tools for teachers to share resources and strategies, this reduces the workload of individuals and fosters a supportive professional community.

As the findings from Table 3 show, the teacher workload is a major problem, from heavy teaching burdens to administrative workloads and extra tasks. Thus, it is important to discuss the challenges and overcome them in order to really create an appropriate education setting for the well-being of teachers and, in turn, good outcomes for students.

Table 4. Summary of the mean scores of professional development access

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Availability of Professional Development Programs	4.04	Agree	High Access
Participation in Professional Development Programs	4.14	Agree	High Access
Support for Professional Development Participation	4.04	Agree	High Access
OVERALL MEAN	4.07	Agree	High Access

Legend

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very High Access
3.50-4.49	Agree	High Access
2.50-3.49	Neutral	Moderate Access
1.50-2.49	Disagree	Low Access
1.00-1.49	Strongly Disagree	Very Low Access

Given the overall mean score of 4.07, qualitatively interpreted as "High Access," the study would further gain depth through how the professionals perceive the availability, participation, and support for professional development programs in the context studied.

The score for "Participation in Professional Development Programs" is 4.14 and teachers responded that they "Agree" for having high access to the programs. The qualitative score also agrees with "High Access," meaning teachers are engaged and can participate in all professional development activities (Darling-Hammond et al., 2017).

The "Availability of Professional Development Programs" mean is 4.04, implying that the teachers "Agree they have high access to such opportunities." The quantitative meaning of "High Access" also aids the notion that professional development programs are highly accessible and engaged by the teachers (Desimone, 2009).

The mean "Support for Professional Development Participation" rating was 4.04. The response indicates that the teachers "Agree" that they enjoy high access to the organizational support and resources required for participation in professional development. A qualitative interpretation of the "High Access" ratings is that the teachers are provided with the kind of support required to participate in such programs (Opfer & Pedder, 2011).

Based on the findings, teachers in this studied context have a great professional development system that is highly accessible, engaging, and organizationally supported. A constructive environment enhances the effectiveness of teachers, improves instructional practices, and supports learning for students.

Table 5. Correlation of Collaboration Opportunities and Workload on Professional Development Access of public-school Teachers

Indicators	Pearson Product Moment Correlation (t-value)	Level of Significance (P-value)
Collaboration Opportunities	0.609	0.000**
Communication	0.520	0.000**
Support	0.830	0.000**
Professional Development	0.769	0.000**
Workload	0.520	0.000**
Teaching Responsibilities	0.426	0.000**
Administrative Duties	0.423	0.000**
Extra Responsibilities	0.577	0.000**

Legend:

** Correlation is significant at the 0.01 level (2-tailed)

The table reports correlation data to find the relationships between various indicators related to collaboration opportunities, workload, and teacher professional development.

However, the Pearson Product Moment Correlation (r) of the "Collaboration Opportunities" indicator is statistically significant at the 0.01 level with a value of p<0.001, showing a strong positive relationship between the level of collaboration opportunities available to teachers and other factors in the educational environment (Hargreaves, 1994; Lave & Wenger, 1991). The robust collaboration opportunities help smooth communication, support, and professional development activities among teachers.

The "Communication" indicator presents an interrelation of 0.520 (p<0.001), showing moderate positive relation with other factors. These results align with existing literature on this issue, underscoring the importance of effective communication and common practices for teachers' cooperation and professional development (Vangrieken et al., 2015).

Support correlates 0.630 (p<0.001) and is therefore positively related. This suggests a supportive environment where teachers can rely on one another and receive adequate resources for collaboration and professional growth (Skaalvik & Skaalvik, 2011).

The correlation coefficient for the "Professional Development" indicator is 0.769 (p<0.001) and demonstrates a good positive relationship. Such findings are made by research that points out the merits of collaborative professional development for teachers in improving their efficacy and effectiveness in student learning, according to Darling-Hammond & McLaughlin (2011).

The indicators of "Workload," for example, have moderate to high positive correlation values: "Teaching Responsibilities" with r=0.426, p<0.001, "Administrative Duties" with r=0.423, p<0.001, and "Extra Responsibilities" with r=0.577, p<0.001. This may be due to the possibility of lower opportunities for collaborative duties and professional development access among those with a high workload (Skaalvik & Skaalvik, 2017).

The table gives an idea of the extent to which cooperation opportunities, communication, support, professional development, and workload are interconnected. Research findings could be shared with policymakers and school administrators and directly with different teacher education programs to create more supportive and collaborative learning environments that foster teachers' learning and well-being.

Table 6. Regression analysis of the relationship between collaboration opportunities and workload on professional development access of public-school teachers

Independent Variables	Unstandardized Coefficients B	Error	Standardized Coefficients Beta	T	P-Value
(Constant)	0.076	0.198		0.383	0.702
Collaboration Opportunities					
Communication	0.175	0.068	0.167	2.595	0.010
Professional Development	0.613	0.076	0.572	8.030	0.000
Workload					
Administrative Duties	0.188	0.039	0.241	4.803	0.000

Note: R=0.868   R2= 0.753   F-value=148.528   p-value= 0.000

The following table performs the statistical analysis of how different independent variables relate to opportunities for teacher collaboration. Such information can be useful in laying down significant factors of contribution to the absence and presence of such an opportunity in collaboration within an educational setup.

The independent factors are presented under the column "Independent Variables," including collaboration opportunities, communication, professional development, and workload issues. The column "Unstandardized Coefficients" shows the B values. These refer to the change in the dependent variable; in this research, collaboration opportunities for a one-unit change within an independent variable, controlling for other variables in the model.

This column, "Standardized Coefficients Beta," gives you the standardized regression coefficients; these will help you understand the relative contribution of each independent variable to predicting the dependent variable.

The "t-value" column presents the t-statistic. The "p-value" column presents the corresponding probability value. Normally, you judge an event as statistically significant when $p < .05$.

The results show that several factors influence the chances of teachers collaborating. Communication ($\beta = 0.167$, $p < 0.05$) and professional development ($\beta = 0.572$, $p < 0.001$) are the variables that show high positive association with collaboration chance. In keeping up with previous research stating indispensable communication and professional development requirements for collaborative practices (Vangrieken et al., 2015; Darling-Hammond & McLaughlin, 2011), such findings are made.

Interestingly, workload-related variables, like administrative duties, also indicate a positive correlation with opportunities for collaboration ($\beta = 0.241$, $p < 0.001$). This can mean that teachers with heavier workloads seek even more collaborative support and engagement to manage their duties effectively (Skaalvik & Skaalvik, 2017).

The model's overall fit, represented by the R-squared value of 0.868, strongly suggests that the independent variables in the model explain considerable variance in collaboration opportunities among teachers. This proves that practices in the educational setup are not simple or one-dimensional but are instead complex and multifaceted.

The above findings can be used to enlighten policymakers, managers of schools, and teacher development programs on the best ways to enhance teacher collaboration by strategically structuring their interventions and strategies. This way, educational institutions can promote a collaborative and supportive environment among teachers by working on the identified factors, which include improvement of communication, provision for professional development, and solution of workload challenges.

CONCLUSIONS

This research critically points out the relationship between collaboration opportunities, teacher workload, and access to professional development of public-school teachers in the Valencia City Division of the Philippines. Findings show a strong positive correlation between collaboration opportunities and access to professional development, emphasizing that developing a collaborative environment is very important in enhancing teachers' growth and effectiveness. Teachers who engage in supportive collaboration are more likely to participate in meaningful professional development activities that positively correlate with improved teaching practices and better student outcomes. This study underlines how collaboration enriches teachers' professional experiences and helps mitigate challenges related to high workloads.

The duality of such a relationship is remarkable; while heavier workloads sometimes encourage cooperation-as teachers crave support and ideas from their colleagues-heavier demands on the part of educators can, at other times, restrict cooperation, as they try to find the time needed for professional development. This duality

underscores that learning stakeholders must strike a sensitive balance between workload management and cooperative practices that would permit continuous professional learning. It can be understood that collaboration building is a motivation to increase the ease of availability of professional development opportunities. Through clear and coherent communication channels between administration and teachers, educators are updated about what opportunities exist to enhance their growth. Therefore, developing systems should be an integral part of the strategic planning of school administrations, through periodic updates, newsletters, or web-based forums to highlight professional development resources.

It also underlines the imperative call to reduce problems related to teacher workload. Collaboration alone may help overcome certain issues, but it cannot replace the sheer necessity of fundamental changes in managing teacher overload. Schools have to change the way they eliminate redundant procedures and bureaucratic weights on teachers, increase the availability of support staff, and put technology into practice to ease non-classroom tasks. Implementing the above changes would lead to a more sustainable working environment that would reduce pressure on the teachers, thus giving them ample time to improve their professional setups.

The implications of this study stretch into educational leadership and policy-making contexts. Education leaders must understand that a culture of support is just not a 'feelgood' phrase of collaboration but also about recognizing the larger systemic failures that bar the growth of professionals among the teachers. One of the ways is to establish professional learning communities where teachers can share experiences, challenges, and successes. In that aspect, professional development programs should be implemented in a sensitive and tailored manner to meet the particular needs of teachers with a diversity of their experiences and the unique challenges they face within their schools.

In conclusion, developing teacher collaboration, managing workload, and ensuring accessibility of professional development is important to the improvement of quality in educational systems. Education leaders should focus on a culture of continuous improvement by investigating collaboration strategies, streamlining workloads, and enhancing communication. The work presented is helpful in developing the professionalism of teachers and ensures that they operate within an effective system-a more effective chain of supporting students. Therefore, the preparedness of an environment that allows learning and growth gives teachers the chances to thrive in their roles for effective educational outcome.

The findings of this study might contribute to laying the foundation for policy and practice changes regarding professional development opportunities for the teachers. It is clear now that governments, school administrators, as well as other institutions, still hold the responsibility to work together and remain committed to developing supportive frameworks to promote teachers. This commitment to competence ensures that, collectively and individually, teachers are properly prepared to respond to the complex needs of their students, thus creating a culture of excellence in education. By recognizing these intertwined factors, the professional life of a teacher will be empowered; at the same time, the learning environment will be more vibrant and effective, ultimately preparing students to face the challenges and opportunities they will face in this rapidly changing world.

RECOMMENDATIONS

Based on the results of this study, the recommendation to educational leaders and policymakers is to prioritize the establishment of supportive frameworks that enhance collaborative opportunities efficiently while managing the workload of teachers. Schools can invest in creating professional learning communities, in which teachers engage in collaborative practices, discuss experiences, and are a part of meaningful professional development activities. This may include structured peer observation and feedback and joint planning, which have been well-established in contributing to the educators' culture of collective efficacy.

The administrative tasks and bureaucratic burdens must also be reduced in the teaching profession. These usually compromise teachers' instructional time and professional growth. Educational institutions would have to review procedures in place and engage in regularly reviewing procedures to eliminate redundancies in processes to minimize redundancy in processes and enhance collaboration and professional growth. For example, additional support staff such as instructional aides or administrative personnel can help ease the

burden on teachers, allowing more time to focus on instruction and professional learning. The use of technology can also be used to help teachers manage non-classroom responsibilities—scheduling, communication, and documentation among others—to release more time and energy for professional development.

The professional development programs instituted can cater to the specific needs of the educators, thus making them relevant and engaging. This can be done by doing needs assessments on what teachers feel is most helpful for them. The use of flexible formats of professional development, like online courses, workshops, and peer-led sessions, accommodate different learning preferences and schedules in a way that allows all educators to participate to their advantage.

To establish a culture of continuous improvement, there may be clear communication channels to keep teachers abreast of what professional development opportunities are available. Periodic updates through newsletters, dedicated online platforms, or staff meetings can provide teachers with the information and how to access these resources. Encouraging teacher feedback on professional development experiences will also refine the programs so that they suit the changing needs of the teaching staff.

The school administrations may realize that maintaining a collaborative environment is a work in progress that requires considerable commitment and support. These include time during the school calendar dedicated to collaborative activity and professional growth. Their milestones should be acknowledged and supported. With such an environment leader of schools will not only create better professional lives for their teachers but, over time, more vibrant learning atmospheres as well.

The ultimate aim is then for this enhanced form of educational environment that further benefits both teachers and students and sets the stage for better educational outcomes in the Valencia City Division and beyond. When educational stakeholders address factors that interlink with collaboration, workload, and access to opportunities for professional development, they may set the stage for a culture of excellence that readies educators and students alike for challenges and opportunities within the increasingly complex world around them.

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