Professional Learning Community Strategies and Collaborative Teaching Practices of Senior High School Teachers in Pasig City: Basis for a Proposed Localized Enhancement Initiatives

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ABSTRACT

Professional Learning Communities (PLCs) have emerged as an effective framework for strengthening teachers' professional growth, promoting collaborative practices, and enhancing instructional quality. This study examined the Professional Learning Community strategies and collaborative teaching practices of Senior High School teachers in the Division of Pasig City. Specifically, it assessed the extent of implementation of PLC strategies in terms of collaborative planning and curriculum design, shared leadership, reflective professional inquiry, shared personal practice, and supportive conditions. Likewise, the study evaluated collaborative teaching practices across instructional planning, classroom implementation, assessment, communication, and professional collaboration.

A descriptive quantitative research design was employed involving 363 respondents composed of school administrators, subject group heads, and teachers from selected public senior high schools in Pasig City. Data were gathered using a researcher-developed, expert-validated questionnaire and analyzed using frequency, percentage, weighted mean, standard deviation, and appropriate inferential statistics.

Findings revealed that PLC strategies were implemented to a high extent across all dimensions, while collaborative teaching practices were likewise demonstrated at a high level among respondents. Significant relationships were observed between PLC strategies and collaborative teaching practices, indicating that stronger implementation of PLC initiatives contributes positively to teachers' collaborative engagement. Furthermore, selected demographic variables showed varying degrees of association with the implementation of PLC strategies and collaborative practices.

The study concludes that sustained participation in Professional Learning Communities enhances teachers' instructional collaboration, professional learning, and organizational effectiveness. It recommends strengthening institutional support, expanding structured PLC activities, and developing school-based professional development programs that promote collaborative leadership and continuous improvement.

THE PROBLEMS AND ITS BACKGROUND

Introduction

In today's education system, collaboration among teachers is increasingly recognized as a key factor in improving instructional quality and enhancing learning outcomes. Educators are finding that working together allows them to share strategies, reflect on their practices, and support one another in addressing classroom challenges.

In the Philippines, the Professional Learning Communities are particularly important because they promote collaboration, continuous learning, and professional growth, Studies worldwide have shown that PLCs can boost teacher morale, improve instructional approaches, and positively impact student achievement. Within PLCs, teachers engage in activities such as collaborative planning and curriculum design, shared leadership and decision-making, peer observation and feedback, professional development engagement, and reflective practices

for continuous improvement. Its goal to boost teacher morale, improve instructional approaches, and positively impact student achievement.

In addition, collaborative teaching practices include co-teaching approaches, interdisciplinary collaboration, communication and coordination, mentoring and peer support, and shared assessment and evaluation practices. Implementing these strategies enables teachers to model effective teaching behaviors, exchange knowledge across subject areas, provide guidance to colleagues, and jointly evaluate student performance, all of which contribute to improved classroom outcomes.

Furthermore, these practices are reinforced by the legal and policy framework in the Philippines. The Department of Education (DepEd)emphasizes teacher collaboration and continuous professional development as part of its mandate to improve educational quality. DepEd Order No.14(2023) encourages Senior High School teachers to engage in collaborative practices, including co-planning lessons, peer mentoring, and team teaching. The Republic Act No.10533 mandates that the K to 12 Curriculum highlights the importance of teacher professional development and collaboration to improve the learning outcomes. These policies highlight the government's commitment to fostering collaborative teaching and learning environments in schools.

In the Division of Pasig City, it is a diverse population of Senior High School teachers who faces unique challenges in balancing instructional demands with collaborative initiatives. Within this environment, teachers are expected not only to deliver effective instruction but also to engage in collaborative practices that enhance professional growth and student achievement.

Despite these initiatives,research shows that teachers often face challenges in participating effectively in PLCs and collaborative teaching. Barriers such as heavy workloads,conflicting schedules, limited trust among colleagues, inadequate access to professional development, and insufficient institutional support hinder their ability to engage fully in collaborative practices.

With these, the study examined the existing Professional Learning Community (PLC)strategies and collaborative teaching practices of Senior High School teachers in Pasig City. Identifying both effective practices and barriers to collaboration can provide a basis for developing targeted intervention programs. These interventions are intended to enhance professional collaboration, improve instructional practices, and support improved student learning outcomes. Accordingly, this study seeks to analyze teachers' collaborative practices and to propose a context-specific intervention that promotes continuous professional learning and development within schools.

THEORETICAL FRAMEWORK

This study was anchored on the Theory of Networked Learning Communities developed by Pan&Chen(2023), which builds on the idea that professional learning and growth happen best when teachers are connected.It explains that when teachers work together, exchange ideas, share experiences,and reflect on their practice,they become more open to change and improvement.

In schools,this concept closely aligns with Professional Learning Communities,where teachers collaborate to enhance their teaching and help students learn more effectively.The theory emphasizes that these communities are not just simple gatherings,but active systems that bring continuous improvement,new ideas,and the sharing of best practices.They stated that solving problems together and supporting one another creates an environment where teachers can grow professionally.It shows that collaborative practice is not just an activity,but a culture built and sustained among educators.It proves that readiness for change comes from shared practice which is exactly what learning communities are all about.It explains how having common goals,shared responsibility,and working together helps teachers turn their personal knowledge into better professional skills.This gives a clear basis to understand how being part of a network improves teaching practice,making it the perfect foundation for this research.

Furthermore,the Collaborative Knowledge Building Theory by Hendrickx et al.(2025)explains that collaborative teaching practices only reach their full purpose when there is meaningful and effective communication among

teachers.It points out that simply working together or sharing tasks is not enough;real growth happens when teachers engage in open conversation,ask relevant questions,and elaborate on each other's ideas.

The theory is appropriated to the study at it emphasized that successful collaboration is marked by interactions focused on building deeper knowledge and improving instruction, while groups that only exchange basic information show little improvement.This theory highlights that communication is the heart of successful collaboration and continuous learning.It emphasizes that professional growth is not done alone,but happens best when educators support each other and work collectively to develop better teaching skills and understanding.

Moreover, legal bases such as Republic Act No.10533, known as the Enhanced Basic Education Act of 2013 established the K to 12 Basic Education Program. This law aims to provide quality education by ensuring teachers continuously upgrade their skills and work together toward national standards. Also, DepEd Order No.35(2016) provides official guidelines for organizing Learning Action Cells, encouraging teachers to share knowledge and improve together. In addition, DepEd Order No.42(2017), or the Philippine Professional Standards for Teachers, recognizes collaboration and effective communication as core competencies that every teacher must possess. These policies are very relevant because they officially support and require the exact practices being studied.

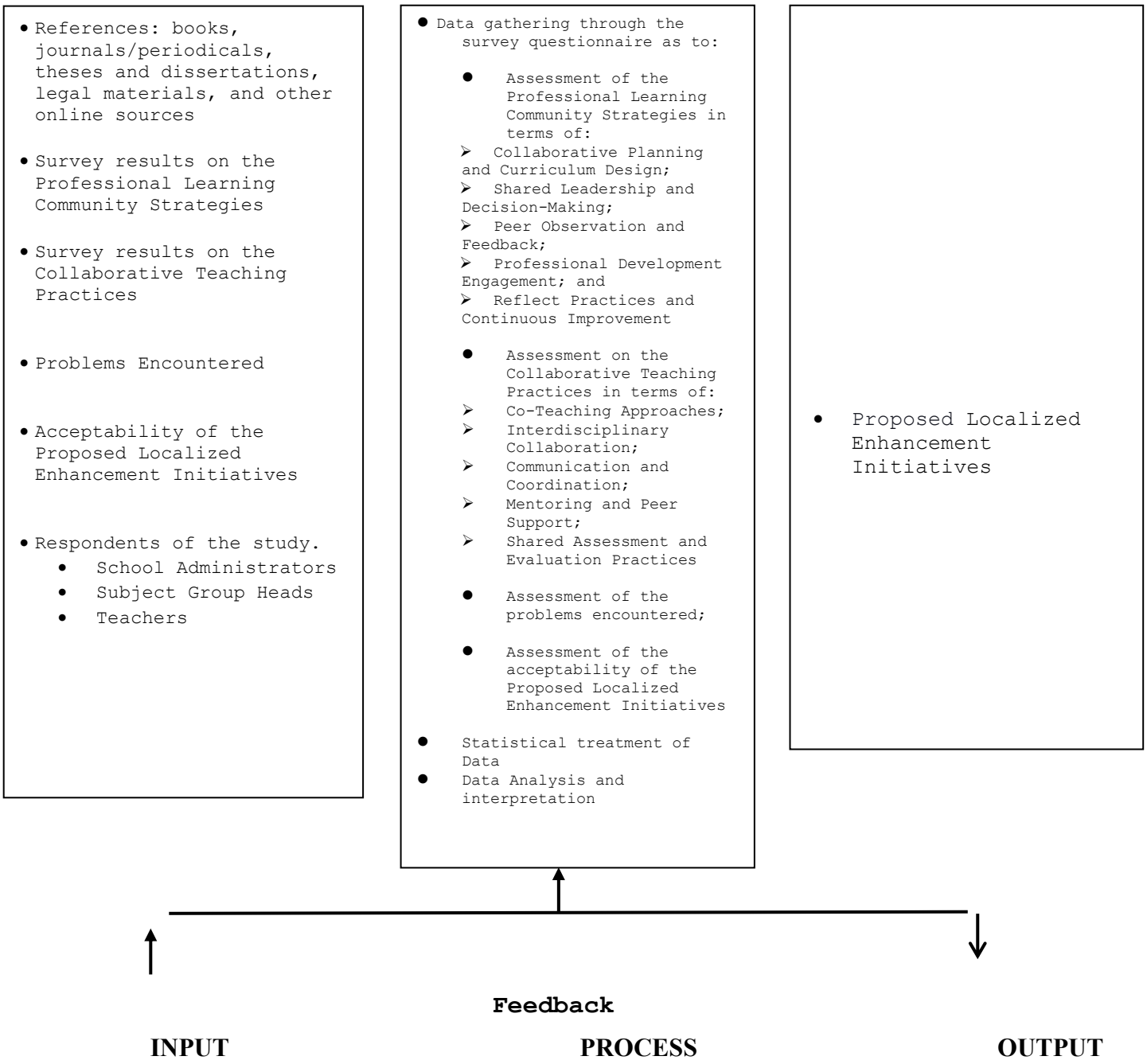
All the theories and legal bases mentioned above served as the strong foundation of this study. The Theory of Networked Learning Communities explains the structure and value of teachers working together as a group.On the other hand,the Collaborative Knowledge Building Theory explains the process and quality of interaction that makes this teamwork effective and meaningful. Together, they cover both why teachers should collaborate and how collaboration leads to real professional growth. The theoretical underpinnings of this study were further reinforced by Republic Act No.10533, DepEd Order No.35(2016), and DepEd Order No.42(2017), which established policy directions and standards supporting these educational practices. Together, these frameworks provided a strong and comprehensive theoretical basis for the research.

CONCEPTUAL FRAMEWORK

This study employed the Input-Process-Output(IPO)model that served as a guide in the conduct of this research as shown in Figure 1.

The **Input(I)** consists of the reference materials, such as books, journals/periodicals, theses/dissertations, legal materials, and other online sources; survey results on the Professional Learning Community strategies and collaborative teaching practices of senior high school teachers; problems encountered; acceptability of the Proposed Localized

Figure 1: The Research Paradigm of the Study



Enhancement Initiatives; and the respondents of the study such as school administrators, subject group heads, and teachers.

The **Process(P)**consists of the gathering of data through survey questionnaire on the assessment of the Professional Learning Community strategies in terms of collaborative planning and curriculum design, shared leadership and decision-making, peer observation and feedback, professional development engagement, reflect practices and continuous improvement;assessments on the collaborative teaching practices in terms of co-teaching approaches, interdisciplinary collaboration, communication and coordination, mentoring and peer support, shared assessment and evaluation; assessment on the problems encountered;assessment on the acceptability of the Proposed Localized Enhancement Initiatives; statistical treatment of data;and data analysis and interpretation.

The **Output(O)**is the result of the study which is the Proposed Localized Enhancement Initiatives.

Statement of the Problem

This study aimed to assess the Professional Learning Community Strategies and Collaborative Teaching Practices of Senior High School Teachers in Pasig City as basis for an intervention program.

Specifically,it sought to answer the following sub-problems:

How do the school administrators, subject group heads, and teachers assess the professional learning community strategies of senior high school teachers in Pasig City in terms of:

1.1 Collaborative Planning and Curriculum Design;

1.2 Shared Leadership and Decision-Making;

1.3.Peer Observation and Feedback;

1.4.Professional Development Engagement;and

1.5 Reflect Practices and Continuous Improvement?

Is there a significant difference in the assessments of the three groups of respondents on the professional learning community strategies using the above-mentioned variables?
How do the three groups of respondents assess the collaborative teaching practices of senior high school teachers in Pasig City in terms of:

3.1. Co-Teaching Approaches;

3.2. Interdisciplinary Collaboration;

3.3. Communication and Coordination;

3.4. Mentoring and Peer Support;and

3.5.Shared Assessment and Evaluation Practices?

4. Is there a significant relationship among the assessments of the three groups of respondents as to the professional learning community strategies and collaborative teaching practices?

5.What are the problems encountered relative to professional learning community strategies and collaborative teaching practices?

6.Based on the findings,what intervention program may be proposed?

7.How acceptable is the proposed intervention program?

Hypotheses

The study hypothesizes that:

1. There is no significant difference in the assessments of the three groups of respondents as to the professional learning community (PLC)strategies of senior high school teachers in the Schools Division of Pasig City
2. There is no significant relationship between the professional learning community strategies and collaborative teaching practices of senior high school teachers.

Scope and Limitation of the Study

The study focused on the assessment of the Professional Learning Community strategies of senior high school teachers in Pasig City in terms of collaborative planning and curriculum design,shared leadership and decision-making,peer observation and feedback,professional development engagement,and reflect practices and continuous improvement;collaborative teaching practices in terms of co-teaching approaches, interdisciplinary collaboration, communication and coordination, monitoring and peer support, and shared assessment and evaluation practices;problems encountered; and the acceptability of the Proposed Localized Enhancement Initiatives.

The study involved a total of 363 respondents,composed of 12 school administrators,24 subject group heads,and 322 teachers from selected public senior high schools in the Schools Division of Pasig City.

The locale of the study were the following schools:Pasig City Science High School-Rainforest Park Compound, Maybunga, Pasig City; Rizal Experimental Station and Pilot School for Cottage Industries-Jenny's Avenue, Maybunga, Pasig City; Rizal High School-Dr.Sixto Antonio Avenue, Caniogan, Pasig City; Nagpayong Senior High School-Nagpayong, Pinagbuhatan, Pasig City; Eusebio High School-C.Raymundo Avenue, Pasig City;and Kapitolyo High School-San Rafael Street, Kapitolyo, Pasig City;

The time frame of the study was from October 2025 to June 2026.

Significance of the Study

The study provided meaningful insights for the following groups:

Teachers. The results of the study will provide them with insights as to how Professional Learning Community(PLC)strategies can be applied to teaching practices.It helps them integrate collaboration into lesson planning,strengthen peer support,and encourage reflective practice,all of which improve classroom effectiveness.This will help them design better teaching strategies,create more effective learning materials,and adjust their methods to better support the learners needs and improve the quality of education.

Subject Group Heads. The study will offer practical skills to lead their teams more effectively.The results will guide them in designing more effective subject-specific programs, monitoring strategies, and capacity-building activities for teachers.

School Administrators. The findings from the study will provide a clear basis for strengthening policies that promote collaboration and professional learning communities.This will serve as a basis for formulating sound policies,plans,and programs that address the identified needs, challenges, or gaps in the school.It will guide them in the overall quality of instruction, school operations, and educational services provided to the learners and the whole school community.

Learners. This study will benefit learners by promoting collaborative strategies such as group work and peer support,which can enhance participation, engagement,and cognitive development. The improvements, interventions, and adjustments resulting from this study may contribute to the creation of a more supportive,effective,and conducive learning environment.Ultimately,these efforts can help improve learners' academic experiences and overall learning outcomes.

Future Researchers. The study will serve as a valuable foundation for further exploration of Professional Learning Community(PLC)strategies and collaborative teaching practices,particularly in urban public schools.The findings and recommendations can be a basis,comparison,or starting point for new research,filling in gaps that this study may not have covered.

Definition of Terms

The terms outlined below are defined operationally and conceptually to ensure readers fully grasp their meanings and the way they are applied in this study.

Co-teaching approaches-refers to an instructional model where two or more teachers share responsibility for planning,delivering,and assessing lessons(Edutopia,2019).

Collaborative planning and curriculum design-refers to the process where teachers work together to design curriculum and lesson plans aligned with learning goals (TeachThought,2018).

Collaborative teaching practices-refer to strategies where teachers share ideas,resources,and methods to improve instruction.(Education Week,2020).

Communication and coordination-refers to the effective exchange of information and the organized alignment of tasks and responsibilities to ensure that teachers work together efficiently toward shared goals(ASCD,2017).

Interdisciplinary collaboration-refers to cooperation across subject areas to foster holistic learning like co-designing projects that integrate science,math,and humanities(Marti,2025).

Mentoring and peer support-refers to a collaborative professional process in which experienced teachers provide guidance,feedback,and support to their colleagues to enhance instructional practices,promote professional growth,and improve overall teaching effectiveness(Carroll,2018).

Peer observation and feedback-refer to reflective practices where teachers observe each other's classes and provide constructive input(Keyster-Haynes,2025).

Professional development engagement-refers to teachers actively take part in training and learning activities.It measures the involvement in workshops,seminars,and collaborative learning (VičičKrabonja et al.,2024).

Professional learning community strategies-refers to structured approaches that foster collaboration, reflection, and continuous improvement.(Mariani-Petroze,2023).

Reflect practices and continuous improvement-refer to the process of teachers critically analyzing their teaching to identify areas for growth(Frontiers in Education,2021).

School administrators-refer to principals and Assistant Principals in Pasig City who supported the PLCs by providing plans,managing resources,and strengthening school policies that promote collaboration and professional learning communities.

Shared assessment and evaluation practices-refers to the collaborative process in which teachers work together to plan,develop,implement,and review student assessments(We Are Teachers,2020).

Shared leadership and decision-making-refers to distributing authority among teachers to make collective decisions that enhance collaboration,accountability,and school improvement(Daloisio,2023).

Subject group heads-refers to as public secondary school teachers formally designated by the school principal to oversee a specific subject area in senior high school in the Division of Pasig City reflection, and the sharing of practices.By institutionalizing LACs,schools cultivate communities of practice in which teachers support one another to improve instruction,address learner diversity,and refine classroom strategies.The order reinforces the idea that professional growth thrives in collective dialogue and shared experiences rather than in isolation.

Meanwhile,DepEd Order No.42(2017)further advanced the professionalization of teaching in the Philippines by adopting the Philippine Professional Standards for Teachers(PPST).This framework defines quality teaching across career stages and outlines domains such as content knowledge and pedagogy,learning environment,diversity of learners,assessment and reporting,and community linkages.It provides teachers with a

clear roadmap for growth,ensuring their development aligns with national expectations and global standards.In practice,it empowers teachers to view their profession as a lifelong journey of learning and excellence.

Furthermore,Prudente et al.(2024)in their work,National Professional Development Programs for Basic Education Teachers:Scope,Content,and Impact,between 2013 and 2023,twenty-two(22)professional development(PD)programs were conducted nationwide,engaging 5,578 basic education teachers across regions and grade levels.These initiatives covered diverse content areas and emphasized strategies such as Learning Action Cells,pedagogy,content knowledge,technology integration,mental health support,gender-related concerns,and student-centered approaches.They aligned with the core foci of 21st-century teaching,including learning and innovation skills,information,media,and technology skills,as well as life and career skills.Professional learning community strategies were also employed to foster collaboration and shared growth among educators.To maximize teacher engagement and program impact,the study recommends that education officials and school leaders conduct training needs assessments,integrate PD participation into teacher workloads,allocate sufficient resources,and prioritize activities that directly enhance student learning outcomes.

Likewise,Lucas et al.(2017)emphasized that the rise of information and communication technology(ICT)created new opportunities to enhance learning across educational levels.However,these benefits could only be fully realized when teachers were adequately trained to use such tools.The rapid evolution of ICT required rigorous evaluation of training programs,leading to the proposal of an Analytic Hierarchy Process(AHP)-based framework for assessing workshops.This model included four main criteria—workshop design,content quality,delivery quality,and relevance—further broken down into 24 sub-indicators.Applied to ICT workshops,relevance emerged as the most critical factor,particularly in relation to new ICT knowledge that supported teachers'professional growth.The Workshop Evaluation Index(WEI)was also introduced as a benchmarking tool to track improvement,guide program design,and encourage collaborative planning to strengthen instructional practices.

On the other hand,Capili-Balbalin(2019)clarified that teacher engagement through professional learning communities(PLCs)had been recognized as an important approach to professional development.Unlike traditional programs where teachers are treated as passive learners,PLCs encourage them to take active responsibility for their own growth and improvement.In the Philippine context,principals'roles and perspectives are central to shaping PLC success,since their understanding of professional development policies,leadership style,and level of support directly influence how these communities are formed and implemented in schools.Effective leadership styles,shared decision-making,and sustained support are seen as crucial for fostering teacher development,though challenges such as limited access to continuing education programs hinder the full establishment of functional PLCs in many schools.

Lastly, Ordoňa(2025)discussed the variables about professional development strategies covering seminar attendance, collaborative learning,self-assessment and reflection,and technology integration;and teaching performance measured across domains including content knowledge and pedagogy,learning environment,diversity of learners,curriculum and planning,assessment and reporting,community linkages,professional engagement,and personal growth and development.This perceptive is relevant in professional development activities improve teaching practice,leading to the creation of a proposed management program.It also advises school leaders to design targeted support programs that address gaps in research engagement,stakeholder involvement,and participation in professional activities beyond meaningful development drives better teaching outcomes and stronger school performance.

Foreign Literature

According to Repko et al.(2020),the increasing relevance of interdisciplinary in education,noting that the evolution of academic disciplines has necessitated new approaches to solving complex problems that cross traditional boundaries.Their work provided both theoretical foundations and practical strategies for integrating diverse perspectives,emphasizing that interdisciplinary is not merely about combining knowledge but about fostering collaboration and innovation.By encouraging reflective practice and integration,they argued that educators and learners can actively contribute to knowledge creation,develop richer insights,and generate more innovative solutions.This perspective underscores the importance of equipping teachers and students with

interdisciplinary skills,which are increasingly vital for academic growth and career advancement in today's interconnected world.

Complementing these perspectives, Nguyen et al. (2024)reviewed 70 empirical studies on professional learning communities(PLCs)across the Global South and found that continuous learning,collaboration,and collective growth are central strategies for teacher development.They noted that PLCs enhance pedagogy,improve student outcomes,and sustain professional standards despite contextual challenges such as limited resources.By equipping teachers with the competencies and mindsets required to sustain innovation and excellence in education,these approaches ultimately reinforce the idea that professional development must transcend disciplinary boundaries and embrace collaborative ecosystem to ensure long-term educational resilience and impact.

Similarly,Chiang et al.(2024)analyzed PLC research through empirical-analytical,hermeneutic,and critical paradigms,concluding that collaborative teaching practices are not only practical strategies for skill improvement but also mechanisms for teacher empowerment,professional identity formation,and reflective growth.Through shared planning,observation,and feedback,teachers develop a stronger sense of ownership over their practice and a deeper commitment to their professional development.

Building on these perspectives,Mu et al.(2024)conduct a comprehensive meta-analysis of 62 previous studies involving over 15,000 teachers across different educational levels and countries,to examine the relationship between teacher self-efficacy and resilience.Findings revealed a strong positive correlation between the two constructs,indicating that teachers who believe in their own abilities are more likely to demonstrate resilience when facing challenges,and vice versa.The analysis also identified that supportive school environments,collaborative culture,and access to professional development are key factors that strengthen both self-efficacy and resilience.The study emphasized that teachers thrive best in contexts that encourage confidence,adaptability,and reflective practice,reinforcing the idea that resilience and self-efficacy are mutually reinforcing mechanisms essential for sustained professional growth and well-being.

Lastly,Romijn et al.(2021)review how professional development programs enhance teachers' intercultural competences in both in-service and pre-service teacher education. Their article highlights that effective professional development for intercultural competence goes beyond isolated workshops and needs to be embedded in contextualized practice with guided reflection and enactment to support meaningful growth in teachers' attitudes, skills,and behaviors.They argue that reflection and situated professional learning experiences are critical for deepening teachers' intercultural awareness and competencies,but such approaches remain underutilized in teacher training programs across contexts.

Local Studies

According to the study by Gonzales(2023),he examined the levels of professional learning community(PLC)among faculty members and their relationship to the organizational performance(OP)of a public higher education institution(HEI).Specifically,it explored the profile of the respondents,their levels of PLC strategies,as well as the overall and per-campus organizational performance of the university.This research employed a mixed-method research design and was conducted across different campuses of a public higher education institution in Region 02,Philippines.

As a result,the findings highlighted the importance of professional learning community strategies in strengthening collaboration among faculty members and enhancing organizational performance.

In conclusion,the study had provided valuable insights into how PLC engagement could be linked to institutional effectiveness and leadership practices in higher education.

Supporting this view, Viloria et al.(2021)explored innovative approaches to classroom observation,transforming the process into a collaborative and developmental practice among teachers.Peer-Observation of Teaching(POT)models and mentoring programs were designed to enhance instructional quality,with findings highlighting effective practices such as creating lesson motivation,using clear and illustrative

examples,providing opportunities for student inquiry,and simplifying abstract concepts,Results showed that receiving constructive peer feedback and participating in mentoring activities strengthened teacher confidence and improved their instructional skills.

The study concluded that peer observation is a powerful strategy for professional growth and proposed improved observation tools suitable for broader application across different subject areas and grade levels.

Similarly,Alfonso(2023),had determined the extent of implementation of professional learning communities(PLCs),the different challenges and opportunities experienced by teachers,and the strategies established by head teachers and principals in implementing PLCs in selected secondary schools under the City Schools Division Office of Antipolo during the school year 2021-2022.The study utilized both qualitative and quantitative methods of research,using online survey questionnaires and interviews as data-gathering instruments.The percentage,weighted mean,and ANOVA had been used as statistical tools to treat the data.The respondents of this study had been composed of 192 teachers and 25 school heads or head teachers.As a result,the findings had revealed that the extent of implementation of PLCs in the selected secondary schools had been at a very high level.The perceptions of the three groups of respondents on PLC implementation were significantly different in terms of shared and supportive leadership,shared vision and values,supportive conditions,and shared personal practice,while the only dimension that had shown no significant difference had been collective learning and application.The implementation of PLCs and the participation of teachers in these activities presented various challenges,such as heavy workload and time constraints,as well as opportunities,such as shared responsibility and improved professional support.School heads and head teachers viewed PLCs as an effective practice for enhancing and establishing the principle of shared leadership,shared responsibility,and shared accountability relative to learning outcomes and achievements.

In conclusion,PLCs generally helped and supported teachers in improving their individual and professional knowledge,skills,and competencies,particularly when collaborative planning and curriculum design were emphasized to strengthen instructional practices and professional growth.

Furthermore, Andaya&Quinito (2025)studied how teacher leadership supports collaboration,better teaching practices,and overall school success.Their research described leadership behaviors—such as teamwork,communication,subject knowledge,systems thinking,and equity—and collaborative practices like dialogue,decision-making,action,and evaluation.They also examined challenges teachers face in taking up leadership roles and suggested ways to strengthen collaboration in schools.The study used a quantitative, descriptive-correlational research design with 109 junior high school teachers as respondents,gathering data through validated questionnaires and analyzing results using statistical software,while ensuring strict confidentiality and informed consent.Results showed strong manifestation of teacher leadership,especially in mentoring and sharing expertise,and active collaborative practices,particularly in active listening during meetings and supporting new teaching strategies.A significant positive relationship was found between teacher leadership and collaborative culture,highlighting shared leadership and decision-making as vital elements for instructional improvement.

They concluded that the main challenge reported was guiding colleagues to improve teaching methods,while lack of professional development was the least reported issue.

As evaluated by Romorosa & Ucang (2025), teachers' participation in diverse professional development initiatives proved crucial for both personal and professional advancement,particularly among public-school teachers in Bukidnon, Philippines.Through purposive sampling,six teachers were selected as participants,and data were gathered through semi-structured interviews and analyzed using Braun and Clarke's thematic approach.The study uncovered two major themes:continuous learning and growth,and fostering professional collaboration.Findings revealed that continuous learning involved staying relevant and updated in the field,enhancing content knowledge and pedagogy,improving student outcomes,career promotion,and compliance with national professional standards,while collaboration was emphasized as essential for sustaining collective growth and solving common classroom challenges.

The study concluded that professional development is indispensable for teachers' ongoing advancement and quality performance,and called on education administrators to provide structured opportunities that foster both individual improvement and collaborative practices among educators.

Similarly, Abelilla(2024)demonstrated that Filipino students at age fifteen were five to six years behind in critical competencies such as mathematics,science,and reading,underscoring the importance of effective teaching strategies.Focusing on the reflective practices of educators at Los Baños Central Elementary School,the study examined how these practices evolved before,during,and after the transition to new learning modalities in the 2020–2021 and 2021–2022 academic years. Using a transcendental phenomenological approach, data were gathered through in-depth interviews with seven educators and analyzed to identify common themes and experiences.Findings revealed that teachers consistently engaged in reflection to manage challenges,adapt to new modalities,and improve instructional methods.

The author concluded that reflective practice plays a pivotal role in advancing the teaching-learning process,enabling educators to continuously refine their strategies and ultimately enhance student academic performance.

Also,Baldera(2025),explored the lived experiences of Master Teachers(MTs)in the Philippines,who were positioned at the Highly Proficient level of the Philippine Professional Standards for Teachers(PPST)and were expected to model exemplary practice,mentor peers, and drive school improvement.Triangulation,reflective analysis,and bracketing were applied to ensure the trustworthiness and credibility of the findings.Results showed that Master Teachers lead through mentoring,collaborative planning,classroom modeling,and peer observation and feedback,acting as relational rather than authoritative leaders.Their professional identities evolved and shifted based on reflective practice,the requirements of PPST,and the different challenges and opportunities present in their school contexts.They also perceived their professional influence as extending beyond their own classrooms,reaching professional learning communities and contributing to overall school quality and development.

The writer concluded that the leadership of Master Teachers is rooted in relational influence,distributed leadership,and mentoring,and the findings of the study were used to develop a proposed micro coaching model and log sheet aligned with Sustainable Development Goal 4,Target 4.c regarding the quality of education and teachers.

Thus,Dumandan & Paglinawan (2025)elucidated the relationship between teachers' engagement in Professional Learning Communities (PLCs)and their instructional competence.Using a descriptive-correlational design,data had been collected from 175 elementary school teachers in District I of Don Carlos, Bukidnon. Teachers were asked to rate their level of engagement in PLC activities,and results showed a high level of engagement across all dimensions,with mean scores of 4.17 for Collaborative Culture,4.20 for Focus on Learning,and 4.17 for Shared Practice.These findings indicated that teachers actively participated in team-based discussions,engaged in reflective practice,and shared responsibility for the improvement of instruction and student learning outcomes.Teachers also rated themselves as competent in all three key instructional areas,with Pedagogical Skills having the highest mean score of 4.22,followed by Assessment Practices with a mean of 4.16,and Content Knowledge with a mean of 4.11.These results reflected the teachers' confidence in delivering classroom instruction,using different assessment methods,and mastering the subject matter they teach.Further statistical analysis revealed a significant positive correlation($r=0.330, p<0.01$)between PLC engagement and instructional competence,suggesting that increased involvement in collaborative professional practices directly supported higher teaching effectiveness and performance.

In conclusion,active participation in PLC activities enhanced the instructional competence of teachers,and the study emphasized that engagement in professional development is a key factor in sustaining collaboration,shared learning,and improved educational outcomes for learners.

Lastly,Confesor & Belmi(2022)described the structures, activities, and teacher development of Communities of Practice(CoPs)among secondary Science teachers in the Philippines.Effective Science instruction necessitates sustained professional learning and continuous improvement, and previous reports about CoPs indicated varying

processes and levels of implementation,often limited only to school-based or regional initiatives,showing a lack of common understanding and standard application across the country.The research utilized a descriptive embedded multiple-case study design involving four exemplary schools nominated by the Department of Education Regional offices from different regions:National Capital Region(NCR),Luzon,Visayas,and Mindanao.Qualitative data sources such as interviews, observations, and document analysis were used to gather relevant information.As a result,the findings revealed that the successful implementation of Science CoPs required vital elements of community structure,including visible and active leadership,committed membership,and regular opportunities for interaction through collaborative activities and shared work.Science teachers' involvement in CoPs led them to collaborate effectively with colleagues,become more optimistic and adaptable in dealing with challenges,and act as innovative and goal-oriented facilitators of science learning.In addition,members fostered camaraderie and built effective working relationships,making them more confident,flexible,and motivated individuals,thus aiding their social and personal development as educators.

In conclusion,Science CoPs promoted reflective practices and continuous improvement,strengthening both the quality of instruction and the professional growth of teachers.

Foreign Studies

A comprehensive study was conducted by Arrafii(2021)on teachers' assessment practices among 327 Indonesian educators by employing the Assessment for Learning in International Contexts(ALIC)questionnaire,analyzed through descriptive statistics,Exploratory Factor Analysis(EFA),and regression analysis.The findings revealed that learning-oriented,curriculum-driven,and student agency practices were the most commonly used assessment approaches among the respondents,with three core themes emerging:making learning goals clear and explicit,promoting learner autonomy,and addressing errors constructively to support growth.Interestingly,teacher age was found to be only a weak predictor of assessment practices,suggesting that effective assessment strategies are shaped more by teachers' pedagogical orientation and the collaborative culture in their schools than by demographic characteristics. Furthermore,teacher collaboration improves assessment quality,ensures consistent feedback,and increases student engagement.In conclusion, Arrafii highlighted that assessment environments that empower students are best developed when teachers work together and align their practices toward common learning goals.

Additionally,Sapkota et al.(2025) investigated university-school collaboration as a strategy for implementing decentralized educational policies,focusing on the experiences of teachers,school principals,and university-based teacher educators in relation to professional development.Their research examined how partnership between higher education institutions and schools influence the design,delivery,and outcomes of professional development programs under decentralized governance systems.Findings indicated that successful collaboration depends on clear communication,shared decision-making,and mutual understanding of roles and responsibilities across stakeholders.Their study identified challenges such as resource constraints,differing priorities,and administrative barriers that can limit the effectiveness of joint initiatives.These results suggested that well-structured university-school partnerships create meaningful opportunities for teacher learning,but require sustained commitment and coordinated effort to fully realize their potential within decentralized educational frameworks.

Moreover, Nasir(2024)explored the influence of professional learning communities,teacher collaboration,and professional empowerment on teaching effectiveness in the Maldivian educational setting.Drawing on data from practicing teachers,the study analyzed how participation in collaborative activities and levels of professional autonomy relate to measures of instructional quality and student learning outcomes.Results showed that engagement in well-functioning PLCs and opportunities for meaningful collaboration with colleagues strongly correlated with improved teaching performance.Furthermore,teachers who experienced higher levels of professional empowerment demonstrated greater confidence,creativity,and commitment in their work.

They concluded that fostering collaborative environments and supporting teacher autonomy are essential strategies to enhance instructional quality and strengthen educational outcomes at the school level.

Furthermore,Ari & Çiftçi (2022)conducted an action research study to explore the use of collaborative teaching techniques and their effects on classroom practice and teacher growth.Implemented over the 2018-2019 school year with primary school teachers and students,the research involved observing lessons before intervention,gathering insights through interviews,designing action plans,and carrying out a series of teaching sessions.The analysis compared outcomes before and after implementation,revealing that collaborative teaching methods reduced competitive classroom dynamics,minimized disruptive behaviors,increased student interest in learning,and supported continuous professional development for teachers.They emphasized that learning built on shared knowledge and mutual support creates more effective educational experiences and provides practical guidance for educators seeking to adopt collaborative approaches.

Consequently,Qin(2024)examined collaborative lesson study in intercultural education among Chinese university instructors,showing that reflective and participatory approaches to teaching foster deeper collaboration and adaptability in diverse classrooms.The study utilized a qualitative research design,gathering data through classroom observations,lesson plan reviews,and in-depth interviews to document teachers' experiences and practices.Findings showed that reflective and participatory approaches to teaching fostered deeper collaboration,improved instructional strategies,and enhanced teachers' ability to adapt to the needs of learners from different cultural backgrounds.The study also highlighted that collaborative teaching practices extend beyond simply improving subject mastery;they also serve as powerful tools for developing intercultural competence,professional resilience,and reflective thinking among educators.Qin concluded that collaborative lesson study helps teachers work more closely and effectively,enabling continuous professional growth and supporting the delivery of high-quality instruction in diverse learning environments.

Similarly,Boom-Muilenburg et al.(2021)explored how school leaders' personal interpretation and educational beliefs shape the sustainability of professional learning communities.Their study analyzed the relationship between leaders' perspectives and the long-term continuity of collaborative professional development initiatives in educational institutions.Findings showed that leaders who viewed PLCs as transformative spaces for shared learning and school-wide improvement established more enduring and effective collaborative structures,while those who regarded then merely as administrative requirements often struggled to maintain meaningful engagement over time.They highlight the aligning PLC goals with leaders' core educational values strengthens commitment,support consistent practice,and ensures that collaborative efforts remain relevant and impact for both teachers and students.

Likewise,Charalambous et al.(2021)examined the challenges educators encounter when working collaboratively to understand teaching quality and identified possible solutions to address these difficulties.Their research focused on common barriers such as differing professional perspectives,limited time for joint reflection,and variations in understanding what constitutes high-quality instruction.Through reviewing collaborative initiatives across different educational contexts,the including establishing shared frameworks for observation,creating structured opportunities for dialogue,and providing targeted support to facilitate collective inquiry.

The study concluded that planning,clear communication,and a focus on shared goals help educators overcome obstacles,enabling more meaningful collaboration that deepens understanding of teaching practice and enhances overall educational quality.

Meanwhile,Burger(2023)reiterated that mentoring in teacher education is shaped by both constructivist and transmissive approaches,each influencing new teachers' development in different ways.This research employed a mixed-method design,combining survey data from 185 novice teachers and 46 mentors,as well as interview data to gain deeper insights into mentoring processes and outcomes.Findings showed that constructivist mentoring emphasizes reflective dialogue,emotional support,and collaborative meaning-making.Significantly enhanced teacher self-efficacy, confidence, and professional resilience.In contrast, transmissive mentoring,relying heavily on directive guidance and direct instruction,provided clear information and practical tips but offered limited opportunities for deeper learning and long-term growth.In conclusion,effective mentoring must intentionally balance structured guidance with reflective and collaborative practices.By fostering purposeful conversations,building trust,and encouraging shared inquiry,mentoring becomes a dynamic process that empowers new teachers while cultivating a culture of collaboration and shared responsibility among all educators.

Moreover,Valckx et al.(2020)investigated the role of professional learning communities(PLCs)as key platforms for teacher development and school improvement,specifically analyzing how core PLC characteristics take shape within secondary school departments and identifying factors that influence these collaborative practices.Their study focused on three key variables;principals' transformational leadership, teachers' autonomy,and teachers' self-efficacy.Their study revealed strong positive links between teachers' sense of collective responsibility,their self-efficacy beliefs,and the quality of reflective dialogue within groups.Further analysis showed that collective responsibility fully mediated the relationship between transformational leadership strengthens collaborative exchanges primarily by fostering a shared sense of accountability among educators.Similarly,teacher autonomy connected to reflective dialogue through teachers' self-efficacy;when schools grant educators greater independence in their work,teacher develop stronger confidence in their abilities,which in turn encourages more meaningful professional conversations.The study found that in departmental professional learning communities(PLCs)in secondary schools,teachers' collective responsibility and self-efficacy are crucial for promoting rich reflective dialogue about teaching and learning.Transformational leadership by principals was not directly linked to reflective dialogue;instead,it operated indirectly by strengthening teachers' shared sense of responsibility for student outcomes,which in turn encouraged more professional discussion.Likewise,teacher autonomy did not directly increase reflective dialogue,but it enhanced teachers' self-efficacy,and this higher confidence in their own teaching led them to engage more actively in PLC conversations.

They concluded that successful departmental PLCs depend less on formal structures and more on psychological conditions within the team—specifically,strong collective responsibility and high self-efficacy,which are shaped by leadership practices and organizational support for teacher autonomy.

Furthermore,Hendrickx et al.(2025)examine collaborative knowledge building within professional learning communities(PLCs).Data were gathered through meeting observations,audio recordings of collaborative discussions, and teacher interviews,and analyzed using qualitative content analysis and social network analysis.The findings demonstrated that the way teachers interact and communicate within PLCs directly influences the extent of learning gains and improvement in instructional practice.Results emphasized that PLCs are most effective when they move beyond surface-level information sharing to cultivate trust,openness,and a genuine commitment to collective growth.The study concluded that sustained collaboration within PLCs not only enhances individual teacher expertise but also fosters a culture of shared responsibility for student learning.By engaging in structured dialogue,co-construction of knowledge,and iterative cycles of reflection,teachers develop deeper pedagogical insights and greater adaptability to diverse classroom challenges.Ultimately,PLCs function as dynamic ecosystems where professional development is continuously renewed,positioning collaborative knowledge building as a key foundation for long-term educational innovation and improvement.

Notably,Yan et al.(2024)examined co-teaching in blended synchronous classrooms.In a practice,processes,and effects on Student Engagement,the practice of co-teaching in blended learning settings,where students join classes both on-site and online at the same time.The study gathered data through classroom observations,teacher interviews,and survey responses from 268 students,which were analyzed using both descriptive and inferential statistical methods.Findings revealed that structured co-teaching arrangements—particularly the on-site teacher's provision of emotional and affective support greatly improved student engagement and participation.The analysis further showed that the physical presence and interaction of the on-site teacher had a stronger influence on learners' engagement than the input of the teacher teaching remotely.

Ultimately,the study concluded that emotional support,clear role division,and coordinated instructional strategies are critical for sustaining engagement in blended synchronous environments.It underscored the importance of designing co-teaching models that balance clear pedagogical structure with emotional responsiveness to meet the diverse needs of learners.

According to McAllister(2021),interdisciplinary STEM teaching demonstrates that collaboration among instructors from different fields enhances students' problem-solving abilities and provides a more integrated understanding of STEM concepts.The study involved 120 teachers and 750 Grade 9 to 12 students across 15 schools,using a mixed-method design that combined classroom observations,teacher interviews,and student achievement data.Findings showed that interdisciplinary collaboration enabled learners to approach complex

problems from multiple perspectives,leading to deeper connections between different subject areas and a more integrated understanding of STEM concepts.Students also reported increased confidence in applying their knowledge to real-world situations when guided by teachers with diverse expertise and specializations.

McAllister concluded that sustained interdisciplinary collaboration is essential for cultivating holistic STEM learning.

In addition,Peters(2022)investigated communication and coordination and quality of Instruction explored how teaching teams can work effectively together to deliver high-quality instruction.Data were collected through semi-structured interviews with 38 teachers and 14 school leaders,as well as document analysis of team meeting records and lesson plans.The study found that regular team meetings,clear definition of roles and responsibilities,and collaborative planning were key practices that strengthened communication and coordination among teachers.These practices were also linked to improved teaching efficiency,reduced misunderstandings,and consistent delivery of high-quality instruction across different classes and sections.

The writer concluded that systematic communication structures and collaborative planning processes are indispensable for sustaining high-functioning teaching teams.The study recommended that educational institutions prioritize routine coordination and clear role definition as part of school policy,to ensure consistent instructional quality and strong professional relationships among teachers.

Conversely,Pilot et al.(2023)pointed out the benefits of peer mentoring as part of a student-centered approach to teaching an undergraduate Research Methods and Statistics(RMS)course in Psychology.The research followed an experimental design across two academic semesters:in the first semester,one section of the course included a peer mentoring intervention,while the other section was taught using the standard approach without mentors,with the same curriculum and assessment measures used in both.In the second semester,peer mentors were introduced to both sections to test the consistency of results.Multivariate Analysis of Covariance(MANCOVA)was used to analyze exam performance data while controlling for students' academic background and prior achievement.Findings revealed significant differences in student performance during the first semester,where students in the section with peer mentors obtained significantly higher scores compared to those in the section without mentors.However,no significant differences were observed in the second semester when both sections had access to peer support.The study highlighted that mentoring and peer support serve as practical and effective strategies to enhance student learning,particularly in difficult or technical subjects.

In conclusion,the research demonstrated that the presence of peer mentors in the classroom is a cost-effective and sustainable approach to improving student learning outcomes and academic performance.

Lastly,Vilkova(2022)presented learning-oriented assessment within co-teaching environments,focusing on the quantity and quality of feedback and its impact on student engagement.The study investigated how co-teachers provided feedback and how it influenced students' active participation and motivation in the classroom.Through mixed-methods data collection,including surveys and classroom observations,the research examined the role of feedback in supporting learning processes.As a result,the findings indicated that both the quantity and quality of feedback provided by teachers significantly enhanced student engagement and active participation in learning activities.In particular,the study found that when co-teachers used shared assessment standards and coordinated their feedback strategies,students received more consistent guidance and clearer information on how to improve their work.In conclusion,the study demonstrated that deliberate feedback strategies and collaborative assessment approaches are essential elements of effective co-teaching.These practices directly support learning progress,foster student engagement,and contribute to better overall learning outcomes

Synthesis

The core idea of guiding this investigation on the Professional Learning Community(PLC)strategies and collaborative teaching practices of Senior High School teachers in the Division of Pasig City is anchored on the principle that meaningful teacher development is most effective when it is rooted in genuine collaboration,regular reflective practice,and shared leadership.Specifically,a thorough review of both local and

international literature and studies shows that these key elements are consistently emphasized across different educational settings,thereby creating a strong and unified basis for the present research.

In line with this view,local educational policies provide clear direction and standards that support the said principle.Notably,DepEd Order No.35(2016),DepEd Order No.24(2020),and DepEd Order No.42(2017)lay down formal frameworks that aim to improve the quality of teaching and learning by promoting active engagement and collective growth among educators.Furthermore,these policies are backed by various local studies that explore how such frameworks work in actual school settings.For instance, Prudente et al.(2024),Lucas et al.(2017), Capili-Balbalin(2019),and Ordoñia(2025)all highlight that structured systems in schools allow teachers and school heads to prioritize instructional leadership,meaningful collaboration,and lifelong professional development.

Similarly,perspectives from international literature reinforce and expand these ideas,proving that the value of collaboration and shared growth goes beyond local boundaries.In fact,foreign research stresses that modern education requires more than just individual expertise;it calls for dynamic systems that encourage continuous improvement.For example,Repko et al.(2020),Chiang et al.(2024),Nguyen et al.(2024),Mu et al.(2024),and Romijn et al.(2021)all point out that interdisciplinary,regular mentoring,co-teaching arrangements,and supportive learning environments are all essential to keep education systems innovative,resilient,and responsive to diverse needs.Moreover,these authors explain that such practices help teachers develop not just professional skills,but also the ability to understand and work with people from different backgrounds,which is becoming increasingly important in today's interconnected world.

Apart from general literature and policy guidelines,empirical studies also provide concrete evidence on how these practices affect school operations and teacher performance.In the local setting,research by Gonzales(2023),Viloria et al.(2021),Alfonso(2023),Andaya & Quinto(2025),Romorosa & Ucang(2025), Abelilla(2024), Baldera(2025), Dumandan & Paglinawan(2025),and Confesor & Belmi(2022)consistently show that the implementation of PLCs and the practice of shared teacher leadership lead to positive changes in schools.For instance,these studies found that when teachers work closely together and support one another,collaboration becomes stronger,teaching competence improves,and the school as a whole performs better. Additionally,these works highlight that reflective practices—where teachers regularly assess their own work and learn from experience—are key to helping educators adapt to new challenges and improve their teaching methods over time. Meanwhile,findings from international empirical studies further strengthen these conclusions and provide a wider view of how these practices work across different education systems.Consistent with local results,research conducted by Arrafii(2021),Sapkota et al.(2025), Nasir(2024), Ari & Çiftçi(2022) Qin(2024), Boom-Muilernburg et al.(2024), Charalambous et al.(2021), Burger(2024),Valckx et al.(2020), Hendrick et al.(2025), Yan et al.(2024), McAllister(2021), Peters(2022), Pilot et al.(2023), and Vilkova(2022) demonstrate that organized teamwork and open feedback systems have significant positive effects on both teachers and students.In particular,these studies show that when teachers plan lessons together,share resources,and discuss teaching approaches,they are able to make classes more interesting and engaging for students.

Taken together,the body of literature and studies reviewed in this research provides a solid and reliable foundation for the current investigation.Ultimately,all sources—whether local or international,policy-based or empirical—agree on one important point:professional development works best when it is built on the pillars of collaboration,reflection,and shared leadership.As such,PLCs,mentoring programs,and interdisciplinary approaches are more than just strategies or activities;they serve as dynamic systems that help teachers grow individually and work together toward common goals.

In addition,these insights show that teacher development should not be limited by subject areas or school levels;instead,it should cross boundaries and operate within systems that are flexible,culturally appropriate,and focused on collective improvement.Consequently,professional development can no longer be seen as something that happens in separate seminars or training sessions.Rather,it should be viewed as a continuous,community-led process that strengthens both individual teachers and the whole school system.In effect,this realization is especially relevant for Senior High School teachers in Pasig City,as it highlights the need to strengthen

collaborative practices and support systems to ensure that they can deliver the best possible education for their students.

METHODOLOGY

Research Design

This study employed a descriptive research design to assess Professional Learning Community Strategies and Collaborative Teaching Practices of Senior High School Teachers in Pasig City.

Descriptive research is a non-experimental approach designed to systematically portray the characteristics of a population or phenomenon without altering variables.By employing methods such as surveys,observations,and case studies,it provides an accurate snapshot of"what is,"making it a foundational strategy in fields like education,social sciences,and business(Creswell,J.W.&Creswell,J.D.,2018).

The descriptive research design was deemed appropriate for this study because it facilitated a systematic examination of the Professional Learning Community(PLC)strategies and collaborative teaching practices employed by senior high school teachers in Pasig City. This design enabled the researcher to describe the existing practices,levels of collaboration,and patterns of professional interaction among teachers without manipulating any variables.

Population and Sampling

This study used a total of 363 respondents,composed of 12 school administrators,29 subject group heads,and 322 teachers in selected Senior High Schools in Pasig City from a total population of 392.

The study utilized purposive sampling in selecting the respondents.It is a non-random technique where participants are intentionally selected based on specific characteristics or experiences relevant to the research goals.This method allows researchers to focus on individuals who possess valuable knowledge or expertise related to the topic,enduring that only those with direct experience are included.Purposive sampling is particularly useful in quantitative research when in-depth insights from a targeted group are needed.(Etikan et al.,2016).

Purposive sampling was well-suited for the study because it focuses on participants who directly hold the roles in professional learning communities and collaborative teaching practices.These include school administrators,subject group heads,and Senior High School teachers.Targeting these groups ensures that the data collected is relevant and reflects the perspective of key stakeholders in teaching and leadership.

Table 1 Population and Sample

Respondents	**N**	**n**	**%**
School Administrators	12	12	100
Subject Group Heads	29	29	100
Teachers	351	322	91.73
Total	**392**	**363**	**92.60**

As presented in Table 1,the study had a sample size of 392 respondents from public senior high schools in the Division of Pasig City.This included 12 school administrators,29 subject group heads,three hundred 51 teachers.From the total population,the respondents of the study have a frequency of 363 or 92.60 percent of the population.Using complete enumeration,school administrators have a frequency of 12 or 100 percent,subject group heads have a frequency of 29 or 100 percent,and lastly,teachers have a frequency of 322 or 91.73 percent,respectively.

This implies the high participation levels ensure that the sample closely mirrors the actual population of public senior high school personnel in the Division of Pasig City,effectively minimizing sampling bias and maximizing the representatives of the data.

As a results,the findings derived from this study are highly reliable,valid,and can be confidently generalized to the entire target population,providing a strong evidence base for crafting relevant policies,interventions,and improvements in the educational system within the division.

Table 2 Respondents by School

Public School	School Administrators		Subject Group Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Eusebio High School	2	16.67	5	17.24	51	15.84	59	15.98
Kapitilyo High School	2	16.67	2	6.90	32	9.94	36	9.92
Nagpayong National High School	2	16.67	6	20.69	84	26.09	92	25.34
Rizal High School	2	16.67	16	55.17	121	37.58	123	33.88
Rizal Experimental Station	2	16.67			17	5.28	35	9.64
Pasig City Science High School	2	16.67			17	5.28	19	5.23
Total	**12**	**100.00**	**29**	**100.00**	**322**	**100.00**	**363**	**100.00**

As presented in Table 2,59 or 15.98 percent of the respondents are from Eusebio High School,36 or 9.92 percent are from Kapitolyo High School,92 or 25.34 percent are from Nagpayong High School,123 or 33.88 percent are from Rizal High School,35 or 9.64 percent are from Rizal Experimental Station,19 or 5.23 percent are from Pasig City Science High School.

This implies that Rizal High School had the most respondents at 33.48 percent,Nagpayong High School with 25.34 percent and Eusebio High School with 15.98 percent.The rest had smaller shares from 5.23 percent to 9.92 percent.Since all six schools were included,the views gathered represent the whole public senior high school system in Pasig City,making the findings applicable and relevant to the entire division.

Respondents of the Study

The respondents of the study were the school administrators,subject group heads,and teachers from selected Public Senior High Schools in the Division of Pasig City.They are described according to their profile characteristics in terms of age,sex,civil status,educational attainment,and number of years in service as presented in the following tables:

Table 3 Respondents as to Age

Age (in years)	School Administrators		Subject Group Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
51 years old and above	3	25.00	4	13.79	18	5.59	25	6.89
46–50 years old	6	50.00	14	48.28	32	9.94	52	14.33
41–45 years old	3	25.00	11	37.93	48	14.91	62	17.08
36–40 years old					52	16.15	52	14.33
31–35 years old					74	22.98	74	20.39
26-30 years old					39	12.11	39	10.74
25 years old and below					59	18.32	59	16.25
Total	**12**	**100.00**	**29**	**100.00**	**322**	**100.00**	**363**	**100.00**

As presented in Table 3,the distribution of respondents as to age such as 74 or 20.39 percent are aged 31-35 years old,62 or 17.08 percent are aged 41-45 years old,59 or 16.25 percent are aged 25 years old and below,52 or 14.33

percent are both aged 36-4-years old,and aged 46-50 years old,39 or 10.74 percent are aged 26-30 years old,and 25 or 6.89 percent are aged 51 years old and above.

This implies that most respondents are aged 31-35 years old,while only small portion are 51 years old and above.This shows the teaching workforce is mainly composed of early to mid-career educators who are active,capable,and experienced,with fewer senior teachers.Their age profile reflects a balanced mix of energy and expertise,representing the typical composition of teachers in the Division of Pasig City.

Table 4 Respondents as to Sex

Sex	School Administrators		Subject Group Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Male	3	25.00	11	37.93	128	39.75	142	39.12
Female	9	75.00	18	62.07	194	60.25	221	60.88
Total	**12**	**100.00**	**29**	**100.00**	**322**	**100.00**	**363**	**100.00**

As reveals in Table 4,the majority of the respondents are female with a frequency of 221 or 60.88 percent,while male with a frequency of 142 or 39.12 percent,respectively.

This implies that female educators make up the majority of the teaching workforce,while male teachers represent a smaller portion.This distribution aligns with the common trend in the education sector where women are more dominant in the teaching profession.It shows that the views and experiences gathered are largely shaped by female teachers,yet the inclusion of male respondents still ensures that both genders are adequately represented in the study.

Table 5 Respondents as to Civil Status

Civil Status	School Administrators		Subject Group Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Single			10	34.48	131	40.68	141	38.84
Married	12	100.00	18	62.07	190	59.01	220	60.61
Widow/ed			1	3.45	1	0.31	2	0.55
Total	**12**	**100.00**	**29**	**100.00**	**322**	**100.00**	**363**	**100.00**

As manifested in Table 5,the distribution of respondents as to civil status such as:married with a frequency of 220 or 60.61,single with a frequency of 141 or 38.84 percent,and lastly,widow/ed with 2 or 0.55 percent.

This implies that most teachers in the Division of Pasig City are married,while only a very small number are widowed.This distribution shows that the workforce is mostly composed of educators with established family lives,who likely carry strong sense of responsibility and maturity.

Table 6 Respondents as to Educational Attainment

Educational Attainment	School Administrators		Subject Group Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Doctorate Degree	10	83.33	13	44.83	2	0.62	25	6.89
Doctorate with earned units	2	16.67	1	3.45	32	9.94	35	9.64
Master's Degree			15	51.72	153	47.52	168	46.28
Master's with earned units					117	36.34	117	32.23
Bachelor's Degree					18	5.59	18	4.96
Total	**12**	**100.00**	**29**	**100.00**	**322**	**100.00**	**363**	**100.00**

As revealed in Table 6,the distribution of respondents as to educational attainment such as:master's degree with a frequency of 168 or 46.28 percent,masters with earned units with a frequency of 117 or 32.23 percent,doctorate

with earned units with a frequency of 35 or 9.64 percent,doctorate degree with 25 or 6.89 percent,and lastly,bachelor's degree with 18 or 4.96 percent,respectively.

This implies that the majority of teachers hold a master's degree or have earned graduate units,showing that the workforce is highly qualified and has pursued advanced education.Very few remain at the bachelor's level,and a notable number have reached doctorate studies or degrees.

Table 7 Respondents as to Number of Years in Service

Number of Years in Service	School Administrators		Subject Group Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
31 years and above					3	0.93	3	0.83
26–30 years	1	8.33			3	0.93	4	1.10
21-25 years	3	25.00	4	13.79	4	1.24	11	3.03
16–20 years	7	58.33	7	24.14	33	10.25	47	12.95
11-15 years	1	8.33	13	44.83	60	18.63	74	20.39
6-10 years			4	13.79	103	31.99	107	29.48
1–5 years			1	3.45	116	36.02	117	32.23
Total	**12**	**100.00**	**29**	**100.00**	**322**	**100.00**	**363**	**100.00**

As revealed in Table 7,the distribution of respondents as to number of years in service,such as:1-5 years in service with a frequency of 117 or 32.23 percent,6-10 years in service with a frequency of 107 or 29.48 percent,11-15 years in service with a frequency of 74 or 20.39 percent,16–20 years with a frequency of 47 or 12.95 percent,21-25 years with a frequency of 11 or 3.03 percent,26-30 years in service with 4 or 1.10 percent,and lastly,31 years and above with 3 or 0.83 percent,respectively.

This implies that most teachers are relatively new in the profession,having served only 1 to 5 years,while very few have stayed for 31 years or longer.The distribution reflects a growing workforce with fresh perspectives and updated knowledge,though the presence of long-serving teachers still ensures that valuable experience and wisdom are also represented in the study.

Research Instrument

The Survey Questionnaire was the sole instrument used and carefully constructed to measure the extent of Professional Learning Community(PLC)strategies and collaborative teaching practices among selected senior high school teachers in Pasig City.

To ensure the reliability and validity of the survey questionnaire on professional learning community strategies and collaborative teaching practices of senior high school teachers,a systematic and well-planned process were followed.The instrument was carefully developed,with each item aligned to the objectives of the study and designed to gather relevant information.The survey questionnaire was subjected to validation by the experts to ensure the survey questionnaire was properly designed,clearly understood,free from bias,and truly measured what it intended to measure to improve its validity and reliability.

Finally,pilot testing was administered to refine the questionnaire,enhance clarity,and ensure that all items were easily understood by the respondents.All those involved in the pilot testing were no longer included in the final survey.

The survey questionnaire had the following sections:

Part I.Demographic profile of the Respondent. This was used to gather data on the demographic information from the respondents,including their age,sex,highest educational attainment,civil status,and number of years in service.

Part II.Assessment on the Professional Learning Community Strategies of Senior High School Teachers in Pasig City. This was used to collect information about the Professional Learning Community strategies in terms of collaborative planning and curriculum design,shared leadership and decision-making,peer observation and feedback,professional development engagement,and reflect practices and continuous improvement.

P**art III.Assessment on the Collaborative Teaching Practices of Senior High School Teachers in Pasig City.**This was used to elicit data on the collaborative teaching practices in terms of co-teaching approaches,interdisciplinary collaboration,communication and coordination,mentoring and peer support,and shared assessment and evaluation practices.

Part IV.Assessment on the Problems Encountered Relative to the Professional Learning Community Strategies and Collaborative Teaching Practices. It was utilized to collect data on the problems encountered relative to professional learning community strategies and collaborative teaching practices of senior high school teachers.

Part V.Assessment on the Acceptability of the Proposed Localized Enhancement Initiatives. This part was used to gather information as to the acceptability of the Proposed Localized Enhancement Initiatives.

Data Gathering Procedures

The following procedures were undertaken in the collection of data:

1. Permission was sought from the Schools Division Superintendent and school heads in the selected schools in the Division of Pasig City to conduct the study.

2. The survey questionnaires were distributed to the respondents via email,Google Forms and personal visit to the selected respondents.

3. The completed questionnaires were retrieved,sorted,and tallied for data organization.

4. The data were statistically treated,interpreted,and analyzed with the help of the statistician and adviser.

5. The data were presented in both textual and tabular formats,ensuring alignment with the study's sub-problems and hypotheses of the study.

Statistical Treatment of the Data

The following statistical tools and formulas for interpreting results according to sub-problems were used.

1. **Percentage.**This is used to indicate the ratio or proportion of frequencies across different variables to describe the respondents.(Gravetter&Wallnau,2020)The percentage was applied to summarize the demographic profile of the respondents in terms of age,sex,civil status,educational attainment,and number of years in service.

2. **Weighted Mean.**It is a statistical measure that accounts for the relative importance of each data point by assigning weights before calculating the average.Unlike the simple mean,which treats all values equally,the weighted mean gives more influence to values with higher assigned weights(Healey,2019).In this study,the weighted mean was applied to answer sub-problems 1,3,5,and 7.

Formula: $WM=\frac{\sum(w1f1+w2f2\ldots+wnfn)}{N}$

Where:

WM=weighted mean

f1=frequency of first cell

w1=weight of first cell

f2=frequency of second cell

w2=weight of second cell

N=number of cases

Five-Point Likert Scale. It is a widely used measurement

tool in research for assessing attitudes,perceptions,and opinions.It typically offers five ordered response options that reflect varying degrees of agreement or disagreement.Conceptually,it is a type of ordinal scale that allows researchers to quantify subjective data,making abstract constructs such as satisfaction,motivation,or agreement measurable(Taherdoost,2021).It was applied to capture the assessments of school administrators,subject group heads,and teachers regarding the professional learning community strategies and collaborative teaching practices,problems encountered,and acceptability of the Proposed Localized Enhancement Initiatives.The numerical boundaries of the scale were as follows:

A. Assessment on the Professional Learning Community Strategies and Collaborative Teaching Practice

Scale	Range	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Evident	HE
4	3.40-4.19	Evident	E
3	2.60-3.39	Moderately Evident	ME
2	1.80-2.59	Least Evident	LE
1	1.00-1.79	Very Least Evident	VLE

B.Assessment on the Problems Encountered

Scale	Range	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Encountered	HE
4	3.40-4.19	Encountered	E
3	2.60-3.39	Moderately Encountered	ME
2	1.80-2.59	Least Encountered	LE
1	1.00-1.79	Very Least Encountered	VLE

C.Assessment on the Acceptability of the Proposed Intervention Program

Scale	Range	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Acceptable	HA
4	3.40-4.19	Acceptable	A
3	2.60-3.39	Moderately Acceptable	MA
2	1.80-2.59	Least Acceptable	LA
1	1.00-1.79	Very Least Acceptable	VLA

Analysis of Variance(ANOVA). It is a statistical technique used to determine whether there are significant differences between the means of three or more groups.Conceptually,ANOVA partitions the total variation in data into variation between groups and variation within groups,allowing researchers to test hypotheses about group differences.It is widely applied in experimental and survey research where multiple treatments,categories,or conditions are compared(Gravetter&Wallnau,2020).It was applied to answer sub-problem number 2.

Formula: $F=\underline{MSS_b}$

MSS_w 2056

Where:

MSS_b=Mean Sum of Squares Between

MSS_w =Mean Sum of Squares Within

The critical t-value at a five percent(0.05)level of significance(alpha level)with respective degrees of freedom was used to set the region of acceptance and rejection in the study.

Pearson Correlation Moment r. It is a statistical measure used to determine the strength and direction of the linear relationship between two continuous variables.Conceptually,it ranges from–1 to+1,where values close to+1 indicate a strong positive correlation,values close to–1 indicate a strong negative correlation,and values near 0 suggest little to no linear relationship(Privitera,2018).This was used in sub-problem number 4.

Formula:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

x=viability

y=organizational performance

n=number of samples

Guide in interpreting Coefficient Correlation(Cohen,J.,et al.,2013)

Range of r	**Verbal Interpretation**
0.00–0.09	Negligible Correlation
0.10–0.29	Weak Correlation
0.30–0.49	Moderate Correlation
0.50–1.00	Strong Correlation

Presentation,Analysis,and Interpretation of Data

Sub-problem No.1:How do the school administrators,subject group heads,and teachers assess the Professional Learning Community Strategies of Senior High School Teachers in Pasig City in terms of:

Collaborative Planning and Curriculum Design

Table 8 presents the assessment of the three groups of respondents who rated the professional learning community strategies as to collaborative planning and curriculum design as Evident,with an overall weighted mean of 4.12.Three(3)items rated as Highly Evident,namely:teachers share instructional resources during collaborative planning sessions with a composite weighted mean of 4.42 as rank 1;teachers plan lessons together to ensure alignment with curriculum standards and competencies with a composite weighted mean of 4.31 as rank 2;and collaborative planning helps improve student learning outcomes with a composite weighted mean of 4.20 as rank 3.Five(5)items rated as Evident,such as:team planning supports coherent instruction across subjects with a composite weighted mean of 4.15 as rank 4;collaborative**Table 8**

Professional Learning Community Strategies as to Collaborative Planning and Curriculum Design

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers plan lessons together to ensure alignment with curriculum standards and competencies.	4.67	HE	4.10	E	4.15	E	4.31	HE	2
2. Teachers share instructional resources during collaborative planning sessions.	4.67	HE	4.07	E	4.53	HE	4.42	HE	1
3. Lesson plans are jointly developed to address diverse learner needs.	4.08	E	3.90	E	4.06	E	4.01	E	7
4. Teachers regularly review curriculum guides as a team.	3.83	HE	3.79	E	3.57	E	3.73	E	8
5. Collaborative planning promotes consistency in teaching practices.	4.33	HE	3.90	E	4.10	E	4.11	E	5
6. Teachers discuss assessment strategies during planning meetings.	4.17	E	3.93	E	4.02	E	4.04	E	6
7. Team planning supports coherent instruction across subjects.	4.42	HE	3.97	E	4.08	E	4.15	E	4
8. Collaborative planning helps improve student learning outcomes.	4.42	HE	4.10	E	4.08	E	4.20	HE	3
Overall Weighted Mean	**4.32**	**HE**	**3.97**	**E**	**4.08**	**E**	**4.12**	**E**	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Evident	HE
4	3.40-4.19	Evident	E
3	2.60-3.39	Moderately Evident	ME
2	1.80-2.59	Least Evident	LE
1	1.00-1.79	Very Least Evident	VLE

planning promotes consistency in teaching practices with a composite weighted mean of 4.11 as rank 5;teachers discuss assessment strategies during planning meetings with a composite weighted mean of 4.04 as rank 6;lesson plans are jointly developed to address diverse learner needs with a composite weighted mean of 4.01 as rank 7;and teachers regularly review curriculum guides as a team with a composite weighted mean of 3.73 as rank 8.

The results imply that PLC strategies for collaborative planning and curriculum design are generally well implemented.Teachers regularly share resources,plan lessons together following curriculum standards,and align instruction to boost student learning.The collaboration improves teaching quality and student outcomes.

In addition,collaborative planning supports more consistent instruction,better coordination across subjects,and improved discussion of assessment and lesson planning.However,the practice of regularly reviewing curriculum guides as a team received the lowest rating,suggesting that this aspect is less consistently carried out.

The study is supported by Arrafii(2021),who mentioned the importance of collaborative planning and curriculum design are important for better teaching and learning.Specifically,in aligning lessons,sharing resources,and

standardizing assessments,when teachers plan together and share goals,instruction becomes more consistent,and students perform better.The study recommends setting regular time and structured systems for curriculum reviews,to keep collaboration useful and effective for all.Moreover,DepEd Order No.35,s.2016 institutionalizes the Learning Action Cell as a school-based strategy to strengthen curriculum alignment and improve instruction through collective effort.Their guidelines highlight that working together in designing lessons ensures content is relevant,well-organized,and responsive to the required standards.

Shared Leadership and Decision-Making

Table 9 manifests the assessment of the three groups of respondents who rated the professional learning community strategies as to shared leadership and decision-making as Highly Evident,with an overall weighted mean of 4.34.Seven(7)items rated as Highly Evident,these are:teachers feel valued in school-level decision-making processes with a composite weighted mean of 4.50 as rank 1;teachers feel empowered to voice professional opinions regarding teaching strategies and learner support systems with a composite weighted mean of 4.41 as rank 2;teachers collaborate with school leaders in

Table 9 Professional Learning Community Strategies as to Shared Leadership and Decision-Making

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers participate in instructional decision-making at the school level.	4.58	HE	4.24	HE	4.17	E	4.33	HE	6
2. Teachers are encouraged to lead professional learning activities.	4.33	HE	4.28	HE	4.08	E	4.23	HE	7
3. Leadership roles are shared among teachers within learning teams.	4.50	HE	4.10	E	3.65	E	4.08	E	8
4. Teachers contribute ideas during academic planning discussions related to curriculum implementation and instructional improvement.	4.42	HE	4.17	E	4.50	HE	4.36	HE	5
5. Teachers feel empowered to voice professional opinions regarding teaching strategies and learner support systems.	4.58	HE	4.21	HE	4.45	HE	4.41	HE	2
6. Teachers feel valued in school-level decision-making processes.	4.75	HE	4.28	HE	4.48	HE	4.50	HE	1
7. Teachers collaborate with school leaders in implementing school programs.	4.50	HE	4.21	HE	4.48	HE	4.40	HE	3.5
8. Teachers work together with administrators to monitor progress and adjust school plans as needed.	4.50	HE	4.21	HE	4.48	HE	4.40	HE	3.5
Overall Weighted Mean	**4.52**	**HE**	**4.21**	**HE**	**4.29**	**HE**	**4.34**	**HE**	

implementing school programs;and teachers work together with administrators to monitor progress and adjust school plans as needed with both the composite weighted mean of 4.40 as rank 3.5 respectively;teachers contribute ideas during academic planning discussions related to curriculum implementation and instructional improvement with a composite weighted mean of 4.36 as rank 5;teachers participate in instructional decision-making at the school level with a composite weighted mean of 4.33 as rank 6;and teachers are encouraged to lead professional learning

activities with a composite weighted mean of 4.23 as rank 7.One(1)item rated as Evident which is leadership roles are shared among teachers within learning teams with a composite weighted mean of 4.08 as rank 8.

The results imply that shared leadership and decision-making in the Professional Learning Community are strongly practiced.Teachers feel valued,contribute to school decisions,share ideas,and work with leaders on programs.They also help shape instruction and lead learning activities,supporting their growth.However,leadership roles within teams are not evenly shared and need improvement.

The results aligned with Burger(2024),who emphasized that shared leadership and decision-making are fundamental elements of effective collaboration and teacher development in educational institution worldwide.Their study highlights that distribution roles,and letting teachers contribute leads to better school performance and job satisfaction. However,fairly dividing leadership tasks remains a challenge,consistent with our finding that role assignment in terms is the least practiced.Both studies agree that shared leadership drives school success,and clearer role distribution is needed to fully benefit teachers and students.Likewise,DepEd Order No.24(2020)emphasized that effective leadership and shared accountability are vital to enhancing teacher quality and school improvement.Their framework highlights that distributing roles and involving all members in decision-making builds a strong sense of ownership and commitment.

Peer Observation and Feedback

Table 10 reveals the assessment of the three groups of respondents who rated the professional learning community strategies as to peer observation and feedback as Highly Evident with an overall weighted mean of 4.27.Five(5)items rated as Highly Evident,such as:teachers participate in peer observation activities to learn effective instructional strategies from colleagues with a composite weighted mean of 4.43 as rank 1;teachers provide constructive feedback to

Table 10 Professional Learning Community Strategies as to Peer Observation and Feedback

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers participate in peer observation activities to learn effective instructional strategies from colleagues.	4.67	HE	4.14	E	4.49	HE	4.43	HE	1
2. Classroom observations among peers are conducted in a supportive and non-evaluative manner.	4.50	HE	4.21	HE	4.47	HE	4.39	HE	3
3. Teachers provide constructive feedback to colleagues to help improve teaching practices and classroom management.	4.67	HE	4.14	E	4.45	HE	4.42	HE	2
4. Peer feedback discussions focus on enhancing student engagement and learning outcomes.	4.50	HE	4.00	E	4.46	HE	4.32	HE	5
5. Teachers reflect on insights gained from observing peers and apply them to their own teaching practices.	4.58	HE	4.07	E	4.49	HE	4.38	HE	4

6. Peer observation schedules are organized to allow meaningful professional dialogue and reflection.	4.25	HE	3.76	E	3.99	E	4.00 2060	E	8
7. Teachers openly accept feedback from colleagues as part of their professional growth.	4.17	E	4.00	E	4.07	E	4.08	E	7
8. Peer observation practices contribute to a culture of trust,collaboration,and continuous learning.	4.25	HE	4.07	E	4.06	E	4.13	E	6
Overall Weighted Mean	**4.45**	**HE**	**4.05**	**E**	**4.31**	**HE**	**4.27**	**HE**	

colleagues to help improve teaching practices and classroom management with a composite weighted mean of 4.42 as rank 2;classroom observations among peers are conducted in a supportive and non-evaluative manner with a composite weighted mean of 4.39 as rank 3;teachers reflect on insights gained from observing peers and apply them to their own teaching practices with a composite weighted mean of 4.38 as rank 4;and peer feedback discussions focus on enhancing student engagement and learning outcomes with a composite weighted mean of 4.32 as rank 5.Three(3)items rated as Evident,these are:peer observation practices contribute to a culture of trust,collaboration,and continuous learning with a composite weighted mean of 4.13 as rank 6;teachers openly accept feedback from colleagues as part of their professional growth with a composite weighted mean of 4.08 as rank 7;and peer observation schedules are organized to allow meaningful professional dialogue and reflection with a composite weighted mean of 4.00 as rank 8.

The results imply that peer observation and feedback are strongly practiced in the Professional Learning Community.Teachers regularly observe each other's classes,give and receive constructive feedback,and apply insights to improve their teaching.These activities are conducted in a supportive way and are focused on enhancing student engagement and learning.

However,areas such as strengthening trust,openness to feedback,and organizing observation schedules received slightly lower ratings,suggesting room for improvement.

The result is supported by Qin(2024),who affirmed that peer observation and feedback are powerful strategies used globally to enhance teaching competence and sustain continuous professional development.Their study highlights that observing classes,sharing constructive input,and applying new insights are key activities that help teachers refine their practices and create better learning experiences for students.Similarly,Victoria et al.(2021)affirmed that peer observation and feedback are powerful strategies used to refine teaching methods and build professional confidence.They highlight that observing classes,giving constructive input,and applying new insights help teachers improve their delivery and student engagement.

Professional Development Engagement

Table 11 depicts the assessment of the three groups of respondents who rated the professional learning community strategies as to professional development engagement as Highly

Table 11 Professional Learning Community Strategies as to Professional Development Engagement

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers actively participate in Learning Action Cells(LACs)to address instructional challenges and professional needs.	4.67	HE	4.07	E	4.20	HE	4.31	HE	4
2. Professional development activities are aligned with the Philippine Professional Standards for Teachers(PPST).	4.75	HE	4.10	E	4.57	HE	4.47	HE	1
3. Teachers apply knowledge and skills gained from training and seminars to improve classroom instruction.	4.42	HE	4.00	E	4.08	E	4.17	E	8
4. Teachers collaborate with colleagues to share insights from professional development activities.	4.58	HE	3.93	E	4.10	E	4.21	HE	6
5. Participation in professional learning activities supports teachers'career growth and instructional competence.	4.42	HE	4.03	E	4.13	E	4.19	E	7
6. Teachers identify personal professional development needs and seek relevant learning opportunities.	4.58	HE	4.10	E	4.10	E	4.26	HE	5
7. School-based professional development activities are responsive to emerging teaching and learning concerns.	4.58	HE	4.24	HE	4.51	HE	4.45	HE	2
8. Teachers demonstrate commitment to lifelong learning through continuous participation in professional development programs.	4.58	HE	4.17	E	4.55	HE	4.43	HE	3
Overall Weighted Mean	**4.57**	**HE**	**4.08**	**E**	**4.28**	**HE**	**4.31**	**HE**	

Evident,with an overall weighted mean of 4.31.Six(6)items rated as Highly Evident,namely:professional development activities are aligned with the Philippine Professional Standards for Teachers(PPST)with a composite weighted mean of 4.47 as rank 1;school-based professional development activities are responsive to emerging teaching and learning concerns with a composite weighted mean of 4.45 as rank 2;teachers demonstrate commitment to lifelong learning through continuous participation in professional development programs with a composite weighted mean of 4.43 as rank 3;teachers actively participate in Learning Action Cells(LACs)to address instructional challenges and professional needs with a composite weighted mean of 4.31 as rank 4;teachers identify personal professional development needs and seek relevant learning opportunities with a composite weighted mean of 4.26 as rank 5;and teachers collaborate with colleagues to share insights from professional development activities with a composite weighted mean of 4.21 as rank 6.Two(2)items rated as Evident,such as:participation in professional learning activities supports teachers'career growth and instructional competence with a composite weighted mean of 4.19 as rank 7;and teachers apply knowledge and skills gained from training and seminars to improve classroom instruction with a composite weighted mean of 4.17 as rank 8.

The results show that teachers are highly engaged in professional development within the Professional Learning Community.This shows that most activities are aligned with professional standards and responsive to teachers'needs,with strong participation in trainings,Learning Action Cells,and other learning opportunities.Teachers also demonstrate commitment to continuous learning and sharing of insights with colleagues.However,the lower ratings on applying training outputs in actual classroom instruction and linking professional development more strongly towards career growth suggests areas for improvement.

These results are supported by DepEd Order No.42(2017),which was established the Philippine Professional Standards for Teachers as the framework for career progression and quality instruction.The guidelines highlight that learning activities must be directly connected to classroom application and professional goals.Similary,Ordoňa(2025),underscoring the importance of professional development engagement among Senior High School teachers,especially activities aligned to teaching standards,suited to real classroom needs,and collaborative efforts like trainings and learning sessions. Their findings show that active participation,continuous learning,and sharing knowledge improve teachers' skills,work performance,and build a culture of growth in schools.The study recommends focusing more on applying new leanings in class and linking the activities to career progress,to become relevant and helpful for both teachers and students.

Reflect Practices and Continuous Improvement

Table 12 shows the assessment of the three groups of respondents who rated the professional learning community strategies as to reflect practices and continuous improvement as Evident with an overall weighted mean of 4.17.Four(4)items rated as Highly Evident,these are:continuous reflection supports sustained improvement in teaching practices and learner achievement with a composite weighted mean of 4.29 as rank 1;teachers engage in reflective discussions with colleagues to improve teaching and learning processes with a composite weighted mean of 4.27 as rank 2;teachers regularly reflect on their teaching practices to identify areas for improvement with a composite weighted mean of 4.26 as rank 3;

Table 12 Professional Learning Community Strategies as to Reflect Practices and Continuous Improvement

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers regularly reflect on their teaching practices to identify areas for improvement.	4.50	HE	4.14	E	4.13	E	4.26	HE	3
2. Learners'performance data are used by teachers to evaluate the effectiveness of instructional strategies.	4.25	HE	3.84	E	4.07	E	4.05	E	7
3. Teachers engage in reflective discussions with colleagues to improve teaching and learning processes.	4.58	HE	4.16	E	4.07	E	4.27	HE	2
4. Feedback from peers and school leaders informs teachers'instructional adjustments.	4.42	HE	3.93	E	3.62	E	3.99	E	8
5. Teachers assess the impact of implemented strategies on learning outcomes.	4.58	HE	4.00	E	4.06	E	4.21	HE	4

6. Reflection activities are integrated into professional learning sessions and meetings.	4.33	HE	4.03	E	4.08	E	4.15	E	6
7. Teachers set professional goals based on reflective insights and observed classroom challenges.	4.42	HE	4.00	E	4.10	E	4.17	E	5
8. Continuous reflection supports sustained improvement in teaching practices and learner achievement.	4.67	HE	4.07	E	4.15	E	4.29	HE	1
Overall Weighted Mean	**4.47**	**HE**	**4.02**	**E**	**4.03**	**E**	**4.17**	**E**	

and teachers assess the impact of implemented strategies on learning outcomes with a composite weighted mean of 4.21 as rank 4.Four(4)items rated as Evident,namely:teachers set professional goals based on reflective insights and observed classroom challenges with a composite weighted mean of 4.17 as rank 5;reflection activities are integrated into professional learning sessions and meetings with a composite weighted mean of 4.15 as rank 6;learners' performance data are used by teachers to evaluate the effectiveness of instructional strategies with a composite weighted mean of 4.05 as rank 7;and feedback from peers and school leaders informs teachers' instructional adjustments with a composite weighted mean of 3.99 as rank 8.

The results imply that reflection and continuous improvement are generally practiced within the Professional Learning Community.Teachers actively reflect on their teaching practices,engage in discussions with colleagues,and assess how their strategies affect student learning.This indicates a strong culture of self-improvement and shared learning that supports better teaching practices and learner achievement.

However,the lower ratings on using learner performance data,integrating reflection into all professional activities,and applying feedback for instructional adjustments suggest areas that still need strengthening.Overall,while reflective practice is present and valued,it can be further enhanced by making data use and feedback more consistent in guiding instructional improvement.

The study is supported by Hendrcik et al.(2025),who demonstrate that reflective practices and continuous improvement serve as core foundations of effective Professional Learning Communities globally,directly contributing to enhanced teaching competence and improved student achievement.By consistently reviewing teaching performance,analyzing the impact of instructional approaches,and applying insights gained from feedback and discussions,schools can strengthen their collaborative culture and raise the overall quality of education.This ensures that reflection becomes an integral part of daily professional work,while also addressing common challenges like under utilization of students data and limited follow-through on feedback,ultimately supporting long-term professional growth and sustained school improvement. Morever, Chiang et al(2024)stated that reflection becomes more impact when combined with data use and feedback,helping teachers make evidence-based decisions that raise the quality of instruction.

Table 13 Summary on the Professional Learning Community Strategies

Criteria	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	WM	VI	WM	
1. Collaborative Planning and Curriculum Design	4.32	HE	3.97	E	4.08	E	4.12	E	5
2. Shared Leadership and Decision-Making	4.52	HE	4.21	HE	4.29	HE	4.34	HE	1
3. Peer Observation and Feedback	4.45	HE	4.05	E	4.31	HE	4.27	HE	3
4. Professional Development Engagement	4.57	HE	4.08	E	4.28	HE	4.31	HE	2

5. Reflect Practices and Continuous Improvement	4.47	HE	4.02	E	4.03	E	4.17 2064	E	4
Grand Mean	**4.47**	**HE**	**4.07**	**E**	**4.20**	**HE**	**4.24**	**HE**	

As summarized in Table 13,the assessment of the three groups of respondents rated the professional learning community strategies as Highly Evident with the grand mean of 4.24.Three(3)criteria were rated as Highly Evident,such as:shared leadership and decision-making with a composite weighted mean of 4.34 as rank 1;professional development engagement with a composite weighted mean of 4.31 as rank 2;and peer observation and feedback with a composite weighted mean of 4.27 as rank 3.Two(2)items rated as Evident,these are:reflect practices and continuous improvement with a composite weighted mean of 4.17 as rank 4;and collaborative planning and curriculum design with a composite weighted mean of 4.12 as rank 5.

The results imply that Professional Learning Community(PLC)strategies are generally well implemented in the school.This suggests that collaboration among teachers and school leaders is strong,particularly in shared leadership,professional development engagement,and peer observation,which help improve teaching practices and support continuous learning.

However,collaborative planning and reflection for continuous improvement,while still evident,received slightly lower ratings.This indicates that although PLC practices are in place,there is still room to strengthen teamwork in curriculum planning and deepen reflective practices to further enhance instructional quality and school improvement.

The study is supported by Dumandan & Paglinawan (2025), who highlights the vital role of Professional Learning Community engagement between collaborative practices and teachers' professional competence and performance.This supports the findings where shared leadership,professional development engagement,and peer observation were highly rated,emphasizing their importance in enhancing teaching quality and sustaining continuous learning among educators.Their work reinforces that strong involvement across all PLC areas is essential for improving teaching quality and school-wide progress. Furthermore, Confessor & Belmi(2022)affirmed that PLCs promote a culture of continuous improvement that benefits both teachers and learners.They highlight that consistent collaboration and collective reflection allow educators to identify gaps and develop better approaches. Correspondingly, Gonzales(2023)emphasized that sustained engagement in these practices strengthens teaching competence and contributes significantly to raising overall school performance and educational quality.

Sub-problem No.2.Is there a significant difference in the assessment of the three groups of respondents on the Professional Learning Community Strategies using the above-mentioned variables?

Table 14 illustrates that there is no statistically significant difference in the assessments of School Administrators,Subject Group Heads,and Teachers across all areas of Professional Learning Community(PLC)strategies.For each indicator—Collaborative Planning and Curriculum Design(F=0.60680;df=2,21;CV=3.47),Shared Leadership and

Table 14 Comparative Assessment of Professional Learning Community Strategies

Areas of Concern		SS	MSS	df	F-value	Critical Value	Interpretation	Decision
1. Collaborative Planning and Curriculum Design	Bet.Grp. Within Grp.	0.066 1.144	0.033 0.054	221	0.60680	3.47	Not Significant	Accept Ho
2. Shared Leadership and Decision-Making	Bet.Grp. Within Grp.	0.052 0.778	0.026 0.037	221	0.69589	3.47	Not Significant	Accept Ho
3. Peer Observation and Feedback	Bet.Grp. Within Grp.	0.083 0.764	0.041 0.036	221	1.13418	3.47	Not Significant	Accept Ho

4. Professional Development Engagement	Bet.Grp. Within Grp.	0.123 0.497	0.061 0.024	221	2.59052	3.47	Not Significant	Accept Ho
5. Reflect Practices and Continuous Improvement	Bet.Grp. Within Grp.	0.130 0.420	0.065 0.020	221	3.23994	3.47	Not Significant	Accept Ho

Level of Significance:0.05

Decision-Making (F=0.69589;df=2,21;CV=3.47),Peer Observation and Feedback (F=1.13418;df=2,21;CV=3.47), Professional Development Engagement (F=2.59052; df=2, 21; CV=3.47), and Reflective Practices and Continuous Improvement(F=3.23994; df=2,21;CV=3.47)— all computed F-values are lower than the critical value at the 0.05 level of significance.Consequently,the null hypothesis is accepted in all cases,indicating that the three groups have similar perceptions and assessments of PLC strategies.

This implies a strong alignment among School Administrators,Subject Group Heads,and Teachers in terms of how Professional Learning Community practices are implemented and experienced within the institution.Such consistency suggests effective communication,shared goals,and a unified understanding of collaborative practices,leadership,and professional development initiatives.It also reflects that PLC strategies are being implemented in a cohesive manner across different roles,promoting a culture of collaboration and continuous improvement within the school.

This is supported by Valckx et al.(2020),who mentioned that similarity in experience and execution of PLC activities among school personnel reflects a well-integrated and functional professional learning system.This uniformity leads to shared vision,coordinated efforts,and mutual understanding of educational practices,enhancing collaboration and supporting continuous improvement across the entire institution.The study also highlights the importance of balancing standardization with flexibility to address the unique responsibilities and perspectives of each role in the school community.On the perspectives of Capili-Balbalin(2019),a successful PLC implementation depends on shared understanding and strong support from school leaders.By clear communication,common vision,and mutual respect among all stakeholders it creates an environment where collaboration can flourish.

Sub-problem No.3.How do the three groups of respondents assess the Collaborative Teaching Practices of Senior High school Teachers in Pasig City in terms of:

Co-Teaching Approaches

Table 15 reveals the assessment of the three groups of respondents who rated the collaborative teaching practices as to co-teaching approaches as Practiced,with an overall weighted mean of 4.05.One(1)item rated as Highly Practiced which is teachers reflect on co-teaching experiences to improve instruction with a composite weighted mean of 4.23 as rank 1.Seven(7)items rated as Practiced,namely:teachers coordinate teaching strategies during classroom activities with a composite weighted mean of 4.16 as rank 2;teachers jointly plan and deliver lessons in shared classrooms with a composite weighted mean of 4.15 as rank 3;co teaching enhances learners' engagement and learning outcomes with a composite weighted mean 4.13 as rank 4,co-teaching is used to promote effective classroom management with a composite weighted mean of 4.00 as rank 5;co-teaching roles are clearly defined during instruction;and teachers share instructional

Table 15 Collaborative Teaching Practices as to Co-Teaching Approaches

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers jointly plan and deliver lessons in shared classrooms.	4.50	HP	4.24	HP	3.72	P	4.15	P	3

2. Co-teaching roles are clearly defined during instruction.	4.17	P	3.93	P	3.63	P	3.91 2066	P	6.5
3. Teachers share instructional responsibilities during lessons.	4.17	P	3.90	P	3.66	P	3.91	P	6.5
4. Co-teaching supports the diverse learning needs of learners.	4.00	P	4.07	P	3.60	P	3.89	P	8
5. Teachers coordinate teaching strategies during classroom activities.	4.17	P	4.21	HP	4.12	P	4.16	P	2
6. Co-teaching is used to promote effective classroom management.	4.42	HP	3.93	P	3.64	P	4.00	P	5
7. Teachers reflect on co-teaching experiences to improve instruction.	4.58	HP	4.00	P	4.12	P	4.23	HP	1
8. Co-teaching enhances learners'engagement and learning outcomes.	4.25	HP	4.07	P	4.07	P	4.13	P	4
Overall Weighted Mean	**4.28**	**HP**	**4.04**	**P**	**3.82**	**P**	**4.05**	**P**	

Legend:

Range Scale	Verbal Interpretation		Symbol
5	4.20-5.00	Highly Practiced	HP
4	3.40-4.19	Practiced	P
3	2.60-3.39	Moderately Practiced	MP
2	1.80-2.59	Least Practiced	LP
1	1.00-1.79	Very Least Practiced	VLP

responsibilities during lessons with both the composite weighted mean of 3.91 as rank 6.5 respectively;and co-teaching supports the diverse learning needs of learners with a composite weighted mean of 3.89 as rank 8.

These findings imply that the collaborative teaching practices in terms of co-teaching approaches is rated as Practiced.Key aspect rated Highly Practiced is teachers reflecting on co-teaching experiences to improve instruction,which shows that reflective practice is a strong component.

This study is supported by Yan et al.(2024),who highlight that successful co-teaching is achieved when there is balance between established practices and continuous improvement of less developed areas.This approach ensures that collaborative teaching is not just theoretically applied,but also practically executed with unified expectations and shared goals among all stakeholders.Through such integration of strengths and improvement efforts,co teaching approaches become powerful tools for bridging gaps in instruction and promoting professional growth,ultimately producing well-aligned,inclusive,and sustainable collaborative practices in schools. Additionally, Alfonso(2023)emphasized that joint reflection and open exchange of insights make co-teaching a powerful strategy for refining lessons and increasing student engagement.

Interdisciplinary Collaboration

As presented in Table 16,the assessment of the three groups of respondents who rated the collaborative teaching practices as to interdisciplinary collaboration as Highly Practiced,

Table 16 Collaborative Teaching Practices as to Interdisciplinary Collaboration 2067

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers collaborate across subject areas to integrate learning competencies.	4.33	HP	4.17	P	4.15	P	4.22	HP	3.5
2. Teachers design learning tasks that connect multiple disciplines.	4.58	HP	4.03	P	3.66	P	4.09	P	8
3. Interdisciplinary planning aligns lessons with real-world applications.	4.50	HP	4.14	P	4.16	P	4.27	HP	2
4. Collaborative activities support holistic student development.	4.33	HP	3.90	P	4.09	P	4.11	P	7
5. Teachers share subject expertise during interdisciplinary meetings.	4.25	HP	4.24	HP	4.09	P	4.19	P	5
6. Interdisciplinary collaboration enhances curriculum relevance.	4.25	HP	4.28	HP	4.13	P	4.22	HP	3.5
7. Teachers coordinate lessons with timing across subjects.	4.33	HP	4.07	P	4.13	P	4.18	P	6
8. Collaboration across disciplines improves instructional coherence.	4.50	HP	4.21	HP	4.15	P	4.29	HP	1
Overall Weighted Mean	**4.39**	**HP**	**4.13**	**P**	**4.07**	**P**	**4.20**	**HP**	

with an overall weighted mean of 4.20.Four(4)items rated as Highly Practiced,such as:collaboration across disciplines improves instructional coherence with a composite weighted mean of 4.29 as rank 1;interdisciplinary planning aligns lessons with real-world applications with a composite weighted mean of 4.27 as rank 2;and teachers collaborate across subject areas to integrate learning competencies;and interdisciplinary collaboration enhances curriculum relevance with both the composite weighted mean of 4.22 as rank 3.5 respectively;Four(4)items rated as Practiced, these are: teachers share subject expertise during interdisciplinary meetings with a composite weighted mean of 4.19 as rank 5;teachers coordinate lessons with timing across subjects with a composite weighted mean of 4.18 as rank 6;collaborative activities support holistic student development with a composite weighted mean of 4.11 as rank 7;and teachers design learning tasks that connect multiple disciplines with a composite weighted mean of 4.09 as rank 8.

These findings imply that while interdisciplinary collaboration is widely observed and well-regarded,but there is potential to further strengthen areas like cross-subject timing coordination,task design,and support for holistic growth.Aligning perspective among different stakeholders can also help make interdisciplinary practices more purposeful and consistent,ensuring that learning is integrated,relevant,and meaningful for all learners.Aligning perspective among different stakeholders can also help make interdisciplinary practices more purposeful and consistent,ensuring that learning is integrated,relevant,and meaningful for all learners.

This is supported by McAllister(2021),who highlight that effective interdisciplinary collaboration is achieved when schools successfully combine knowledge and skills from different fields to enrich teaching and learning.Linking different subjects makes lessons more cohesive,practical,and valuables,while also boosting student engagement and achievement.Through current practices are ready strong,improvements are still needed in cross-subjects timing,task design,holistic support,and aligning views to create meaningful practices that support learners overall growth.Additionally,Baldera(2025)noted that shared planning ensures activities support holistic development,this is consistent with the findings that coordination and design need improvement.

Communication and Coordination

Table 17 Collaborative Teaching Practices as to Communication and Coordination

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers communicate regularly to coordinate instructional activities.	4.50	HP	4.24	HP	3.70	P	4.15	P	4
2. Clear communication is used to support effective team teaching.	4.17	P	4.24	HP	4.10	P	4.17	P	2
3. Teachers share classroom concerns and discuss solutions openly.	4.17	P	4.07	P	4.09	P	4.11	P	8
4. Coordination ensures consistency in instructional delivery among teachers.	4.25	HP	4.11	P	4.11	P	4.16	P	3
5. Teachers use agreed platforms for professional communication.	4.25	HP	4.07	P	4.07	P	4.13	P	5.5
6. Timely communication is used to support collaborative lesson implementation.	4.25	HP	4.10	P	4.04	P	4.13	P	5.5
7. Teachers maintain professional respect during discussions.	4.58	HP	4.14	P	4.11	P	4.28	HP	1
8. Effective communication strengthens teamwork among teachers.	4.50	HP	4.17	P	3.67	P	4.12	P	7
Overall Weighted Mean	**4.33**	**HP**	**4.14**	**P**	**3.99**	**P**	**4.15**	**P**	

As manifested in Table 17,the assessment of the three groups of respondents on the collaborative teaching practices as to communication and coordination was rated as Practiced with an overall weighted mean of 4.15.One(1)item rated as Highly Practiced which is that teachers maintain professional respect during discussions with a composite weighted mean of 4.28 as rank 1.

Seven(7)items rated as Practiced,namely:clear communication is used to support effective team teaching with a composite weighted mean of 4.17 as rank 2;coordination ensures consistency in instructional delivery among teachers with a composite weighted mean of 4.16 as rank 3;teachers communicate regularly to coordinate instructional activities with a composite weighted mean of 4.15 as rank 4;teachers use agreed platforms for professional communication;and timely communication is used to support collaborative lesson implementation with both the composite weighted mean of 4.13 as rank 5.5 respectively;effective communication strengthens teamwork among teachers with a composite weighted mean of 4.12 as rank 7;and teachers share classroom concerns and discuss solutions openly with a composite weighted mean of 4.11 as rank 8.

The results indicate that there is a clear communication among teachers that ensure consistent instructional delivery,regular coordination platforms,timely exchange of information and openly sharing classroom concerns and solutions.

These findings imply that communication and coordination practices are already well-established and built on a solid foundation of mutual respect,but there is great potential to improve how teachers share challenges and work together as a unified team.

This is supported by Peters(2022),who discussed that systematic communication and structures coordination and structures coordination significantly strengthens the effectiveness and sustainability of collaborative work in educational settings.By fostering regular interaction,open dialogue,and shared decision-making,it enables school personnel at all levels to maintain consistency,clarify expectations,and resolve issues promptly.The findings reinforce the importance of integrating clear communication protocols and coordinated mechanism such as timely information sharing and regular consultation into the core of collaborative teaching practices.Empowering educators to collaborate smoothly and respond to needs together,ultimately leading to a more responsive,inclusive,and productive school community.Furthermore,Alfonso(2023)conformed that effective coordination leads to consistent instruction across all classes;this is consistent with our finding that communication builds teamwork,and encouraging more open exchange of challenges will strengthen the school as a single learning community.

Mentoring and Peer Support

Table 18 presents the assessment of the three groups of respondents who rated the collaborative teaching practices as to mentoring and peer support as Highly Practiced,with an overall weighted mean of 4.21.Five(5)items rated as Highly Practiced,such as:experienced teachers mentor colleagues relative to instructional practices with a composite weighted mean of 4.38 as rank 1;mentoring is used to support effective classroom management strategies with a composite weighted mean of 4.34 as rank 2;peer support is provided to foster a positive professional culture with a composite weighted mean of 4.25 as rank 3;mentoring relationships strengthens teaching competence with a composite weighted mean of 4.21 as rank 4;and teachers seek advice from colleagues to improve instruction with a composite weighted mean of 4.20 as rank 5.Three(3)items rated as Practiced,these are:teachers provide guidance to colleagues when challenges arise with a composite weighted mean of 4.17 as rank 6;teachers share best practices through peer mentoring

Table 18 Collaborative Teaching Practices as to Mentoring and Peer Support

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Experienced teachers mentor colleagues relative to instructional practices.	4.67	HP	4.31	HP	4.17	P	4.38	HP	1
2. Peer support encourages professional growth among teachers.	4.33	HP	4.14	P	3.63	P	4.03	P	8
3. Teachers provide guidance to colleagues when challenges arise.	4.58	HP	4.24	HP	3.70	P	4.17	P	6
4. Mentoring is used to support effective classroom management strategies.	4.67	HP	4.21	HP	4.14	P	4.34	HP	2
5. Teachers share best practices through peer mentoring.	4.25	HP	3.90	P	4.11	P	4.08	P	7
6. Peer support is provided to foster a positive professional culture.	4.58	HP	4.07	P	4.11	P	4.25	HP	3
7. Teachers seek advice from colleagues to improve instruction.	4.42	HP	4.07	P	4.13	P	4.20	HP	5
8. Mentoring relationships strengthens teaching competence.	4.42	HP	4.10	P	4.12	P	4.21	HP	4
Overall Weighted Mean	**4.49**	**HP**	**4.13**	**P**	**4.01**	**P**	**4.21**	**HP**	

with a composite weighted mean of 4.08 as rank 7;and peer support encourages professional growth among teachers with a composite weighted mean of 4.03 as rank 8.

The results indicate that the mentoring and peer support,guide colleagues on instructional methods,supporting effective classroom management,fostering positive professional culture,building teaching competence,and encouraging teachers

to seek advice for improvement,all of which show that knowledge sharing and professional guidance are clear strengths of current practice.

These findings imply that mentoring and peer support are already widely observed and serve as a strong foundation for professional development,but there is great potential to make support more consistent and meaningful especially in regularly sharing proven teaching strategies and actively encouraging continuous career growth.

The study is supported by Pilot et al.(2023),who demonstrate that well-established mentoring and peer support build collaborative culture,improve teaching,and help teachers grow professionally.Planned support activities encourage shared learning,targeted help,and better teamwork,letting teachers guide each other and develop skills.Though these practices are already common,support must be more consistent and relevant.Specifically,through sharing effective strategies and promoting on going career development for all staff.Correspondingly,Abelilla(2024)noted that structured support sustains motivation and continuous improvement,this is consistent with the findings that consistency of support needs enhancement.

Shared Assessment and Evaluation Practices

Table 19 Collaborative Teaching Practices as to Shared Assessment and Evaluation Practices

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers collaboratively design assessment tools and tasks.	4.67	HP	4.24	HP	4.15	P	4.35	HP	1
2. Teaching teams agree upon assessment criteria to be used.	4.50	HP	4.00	P	4.11	P	4.20	HP	3
3. Teachers discuss learners'performance during assessment reviews.	4.42	HP	4.00	P	4.11	P	4.18	P	5.5
4. Shared assessment practices promote fairness and consistency.	4.33	HP	4.10	P	4.11	P	4.18	P	5.5
5. Teachers use common rubrics to evaluate learners'outputs.	4.17	P	3.97	P	4.11	P	4.08	P	8
6. Assessment results are employed to inform instructional adjustments.	4.42	HP	4.03	P	4.13	P	4.19	P	4
7. Teachers reflect on assessment outcomes collaboratively.	4.50	HP	4.03	P	4.11	P	4.22	HP	2
8. Shared evaluation practices are conducted to improve learning outcomes.	4.25	HP	4.00	P	4.10	P	4.12	P	7
Overall Weighted Mean	**4.41**	**HP**	**4.05**	**P**	**4.12**	**P**	**4.19**	**P**	

Table 19 manifests the assessment of the three groups of respondents who rated the collaborative teaching practices as to shared assessment and evaluation practices as Practiced,with an overall weighted mean of 4.19.Three(3)items rated as Highly Practiced,namely:teachers collaboratively design assessment tools and tasks with a composite weighted mean of 4.35 as rank 1;teachers reflect on assessment outcomes collaboratively with a composite weighted mean of 4.22 as rank 2;and teaching teams agree upon assessment criteria to be used with a composite weighted mean of 4.20 as rank 3.Five(5)items rated as Practiced,such as:assessment results are employed to inform instructional adjustments with a composite weighted mean of 4.19 as rank 4;teachers discuss learners'performance during assessment reviews;and shared assessment practices promote fairness and consistency with both the composite weighted mean of 4.18 as rank 5.5,respectively;shared evaluation practices are conducted to improve learning outcomes with a composite weighted mean of 4.12 as rank 7;and teachers use common rubrics to evaluate learners'outputs with a composite weighted mean of 4.08 as rank 8.

The results indicate that the shared assessment and evaluation practices is apparent.High ratings in jointly creating and agreeing on evaluation measures reflect solid collaborative standards,while consistent performance across other items shows steady practice essential for ensuring fairness,reliability,and quality in assessing learners progress.

These findings imply that schools are effectively nurturing meaningful collaborative practices in assessing and evaluating student performance,which serves as a vital foundation for improving instruction and learning outcomes.Sustaining these strengths while enhancing areas needing further improvement will help ensure that shared assessment and evaluation practices become more unified,purposeful,and responsive to the diverse needs of both teachers and learners.

This study is supported by Vilkova(2022),who emphasized that collaborative assessment and evaluation systems are necessary in promoting transparency,shared accountability,and alignment in educational practices across the school.Their findings showing that schools are successfully developing meaningful collaborative practices in assessing and evaluating student performance,which serves as a solid foundation for enhancing instruction and learning outcomes,While current practices are already effective,sustaining existing strengths and addressing areas for improvement will help make shared assessment and evaluation even more unified,purposeful,and responsive to the varied needs of both teachers and learners.Similarly,Mu et al.(2024)emphasized that collaborative assessment helps teachers understand students'progress and identify learning gaps accurately.Their study highlights that analyzing results together leads to better and more targeted interventions.

Table 20 Summary on the Collaborative Teaching Practices

Criteria	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	WM	VI	WM	
1. Co-Teaching Approaches	4.28	HP	4.04	P	3.82	P	4.05	P	5
2. Interdisciplinary Collaboration	4.39	HP	4.13	P	4.07	P	4.20	HP	2
3. Communication and Coordination	4.33	HP	4.14	P	3.99	P	4.15	P	4
4. Mentoring and Peer Support	4.49	HP	4.13	P	4.01	P	4.21	HP	1
5. Shared Assessment and Evaluation Practices	4.41	HP	4.05	P	4.12	P	4.19	P	3
Grand Mean	**4.38**	**HP**	**4.10**	**P**	**4.00**	**HP**	**4.16**	**P**	

As summarized in Table 20,the assessment of the three groups of respondents on the collaborative teaching practices was Practiced,with the grand mean of 4.16.Two(2)items were rated as Highly Practiced,these are:mentoring and peer support with a composite weighted mean of 4.21 as rank 1;and interdisciplinary collaboration with a composite weighted mean of 4.20 as rank 2.Three(3)items rated as Practiced,namely:shared assessment and evaluation practices with a composite weighted mean of 4.19 as rank 3;communication and coordination with a composite weighted mean of 4.15 as rank 4;and co-teaching approaches with a composite weighted mean of 4.05 as rank 5.

The results indicate that the collaborative teaching practices are generally observed,with all areas showing positive performance.Leading aspects include mentoring and peer support and interdisciplinary collaboration,which are Highly practiced.High ratings in professional guidance and cross-subject work reflect solid collaborative foundations,while good ratings in shared assessment,communication,and co-teaching show consistent practice across different aspects of teaching partnership essential for quality education.

These findings imply that schools are effectively nurturing meaningful collaborative practices that support effective instruction and professional growth among teachers.Sustaining these strengths while enhancing areas needing further improvement will help ensure collaborative teaching becomes more balanced,effective,and responsive to the *diverse needs of both teachers* and learners.

This is supported by Sapkota et al.(2025),who highlighted the principle that organized collaborative systems involving different education stakeholders are central to advancing professional development,aligning educational priorities,and raising the overall quality of teaching and learning.With clear goals and frameworks,schools foster knowledge sharing,skills development,and joint reflection among teachers,leaders,and partners.This kind of well-planned teamwork helps solve real challenges,ensures consistent action,and leads to lasting improvements in instruction and student outcomes.Moreover,Chiang et al.(2024)found that continuous development of these practices leads to long-term benefits,this consistent with findings of positive but varying levels of implementation.

Sub-problem No.4.Is there a significant relationship among the assessment of the three groups of respondents as to the Professional Learning Community Strategies and Collaborative Teaching Practices?

As depicted in Table 21,there is a very strong and statistically significant relationship between Professional Learning Community(PLC)strategies and collaborative teaching practices across all indicators.Specifically,Co-Teaching Approaches,Interdisciplinary Collaboration,Communication and Coordination,Mentoring and Peer Support,and Shared Assessment and Evaluation Practices all obtained r-values of 0.99,interpreted as Very Strong Correlation(VSC).

Table 21 Correlation Between Professional Learning Community Strategies and Collaborative Teaching Practices

Indicators	r-value	VI	df	t-value	Critical value	Int.	Decision
1. Co-Teaching Approaches	0.99	VSC	14	3.74034	2.145	Significant	Reject H_o
2. Interdisciplinary Collaboration	0.99	VSC	14	3.74086	2.145	Significant	Reject H_o
3. Communication and Coordination	0.99	VSC	14	3.74100	2.145	Significant	Reject H_o
4. Mentoring and Peer Support	0.99	VSC	14	3.73949	2.145	Significant	Reject H_o
5. Shared Assessment and Evaluation Practices	0.99	VSC	14	3.74091	2.145	Significant	Reject H_o

Legend:

	Range	Verbal Interpretation	Symbol
1.0	Perfect Correlation	PC	
	0.71–0.99	Very Strong Correlation	VSC
	0.51-0.70	Strong Correlation	SC
	0.31–0.50	Moderate Correlation	MC
	0.11–0.30	Weak Correlation	WC
	0.00- 0.10	Negligible Correlation	*NC*

Additionally,all computed t-values(ranging from 3.73949 to 3.74100)exceed the critical value of 2.145 at df=14 and 0.05 level of significance,leading to the rejection of the null hypothesis in all cases.This confirms that the relationships between PLC strategies and collaborative teaching practices are statistically significant.

This implies that the implementation of strong and effective PLC strategies in education is closely associated with enhanced collaborative teaching practices.When educators actively engage in shared planning, communication, mentoring, and evaluation,it significantly strengthens teamwork and instructional coordination.The consistently high correlations suggest that improvements in PLC strategies directly contribute to better collaboration among teachers,ultimately fostering a more cohesive,supportive,and effective teaching and learning environment.

This is supported by Nasir(2024),who underscored that the implementation of Professional Learning Community strategies has a significant influence on the extent and quality of collaborative teaching practices among educators.His research established that well-structured PLC activities directly encourage stronger

teamwork,more open communication,and more coordinated instructional work among teachers.Enhancing these collaborative elements through effective PLC frameworks is essential to foster a culture of mutual support,ensuring that teachers work together more effectively and ultimately contribute to improved teaching performance and educational outcomes.In addition,Andaya & Quinto(2025)confirmed that active participation leads to a supportive school culture,builds the trust and unity needed.The foundation of this collaboration,and strengthening these strategies,will lead to a more supportive, productive, and high-performing school environment.

Sub-problem No.5.What are the problems encountered by the respondents relative to Professional Learning Community Strategies and Collaborative Teaching Practices?

Professional Learning Community Strategies

Table 22 manifests the assessment of the three groups of respondents who rated the problems encountered relative to professional learning community strategies as Moderately Encountered with an overall weighted mean of 3.36.Eight(8)items rated as Encountered,such as:teachers feel uncomfortable giving or receiving critical feedback with a composite weighted mean of 3.83 as rank 1;limited common time hinders regular collaborative lesson planning;heavy teaching loads reduce teachers' participation in curriculum design activities;and teachers have minimal involvement in instructional decision-making processes with a similar composite weighted mean of 3.63 as rank 2.5 respectively;lack of time limits regular reflective practice among teachers with composite weighted mean of 3.62 as rank 5;limited access to learners performance data hinders informed reflection with teachers actual needs with a composite weighted mean of 3.48 as rank 6;Professional development activities are sometimes misaligned with

Table 22 Problems Encountered Relative to Professional Learning Community Strategies

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Limited common time hinders regular collaborative lesson planning.	3.40	E	4.10	E	3.39	E	3.63	E	2.5
2.Heavy teaching loads reduce teachers'participation in curriculum design activities.	3.40	E	4.10	E	3.39	E	3.63	E	2.5
3.Teachers have minimal involvement in instructional decision-making processes.	3.40	E	4.10	E	3.39	E	3.63	E	2.5
4.Leadership responsibilities are unevenly distributed among teachers.	3.42	E	3.00	ME	3.01	ME	3.14	ME	10
5.Time constraints limit opportunities for peer observation.	3.50	E	3.10	E	3.06	E	3.22	E	8
6.Teachers feel uncomfortable giving or receiving critical feedback.	3.58	E	3.93	E	3.98	E	3.83	E	1
7.Professional development activities are sometimes misaligned with teachers'actual needs.	3.39	E	3.07	E	3.45	E	3.30	E	7
8.Work demands limit teachers'participation in professional learning activities.	3.39	ME	3.10	ME	3.10	ME	3.19	ME	9
9.Lack of time limits regular reflective practice among teachers.	3.40	E	4.07	E	3.39	ME	3.62	E	5

10.Limited access to learner performance data hinders informed reflection.	4.00	E	3.21	ME	3.23	ME	3.48 2074	E	6
Overall Weighted Mean	**3.48**	**E**	**3.27**	**ME**	**3.33**	**ME**	**3.36**	**ME**	

Legend:

Range Scale	Verbal Interpretation		Symbol
5	4.20-5.00	Highly Encountered	HE
4	3.40-4.19	Encountered	E
3	2.60-3.39	Moderately Encountered	ME
2	1.80-2.59	Least Encountered	LE
1	1.00-1.79	Very Least Encountered	VLE

teachers' actual needs.with a composite weighted mean of 3.30 as rank 7;and time constraints limit opportunities for peer observation with a composite weighted mean of 3.22 as rank 8.Two(2)items rated as Moderate Encountered,these are:Work demands limit teachers'participation in professional learning activities with a composite weighted mean of 3.19 as rank 9;and Leadership responsibilities are unevenly distributed among teachers with a composite weighted mean of 3.14 as rank 10.As to assessments of the groups of respondents on problems encountered relative to professional learning community strategies are as follows:school administrators rated as Encountered with an overall weighted mean of 3.48,teachers rated as Moderately Encountered with an overall weighted mean of 3.33,and subject group heads rated as Moderate Encountered with an overall weighted mean of 3.27.

These findings show that while the implementation of professional learning community strategies is generally taking place,there are still key areas that require urgent attention and improvement.The data may indicate that schools need to address time-related constraints,heavy workload,and structural gaps to create an environment that truly supports collaboration,shared responsibility,and continuous professional growth.This highlight the need for better communication and shared understanding across different levels of the school organization to ensure that issues are recognized and prioritized collectively.

This is supported by Boom-Muilenburg et al.(2021),who underscored that challenges in implementing and sustaining Professional Learning Communities remain critical concerns,significantly influencing the quality of collaborative work and professional growth.Frequently reported issues include teachers' hesitation to exchange constructive feedback, insufficient shared time for joint planning and teamwork, overwhelming teaching responsibilities, limited voice in educational decision-making, lack of time for professional reflection,restricted availability of student assessment data,and training programs that do not directly respond to school priorities and needs.Addressing these challenges through strong leadership guidance,adequate resource allocation,and shared understanding among all stakeholders is essential to help schools overcome implementation barriers,ensuring smoother opportunities for sustained improvement in teaching and learning.

Collaborative Teaching Practices

Table 23 Problems Encountered Relative to Collaborative Teaching Practices

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Limited time for joint lesson preparation affects co-teaching effectiveness.	3.75	E	3.97	E	3.54	E	3.75	E	3
2. Unclear role distribution creates challenges during shared instruction.	3.33	E	3.97	E	3.44	HE	3.58	E	6

3. Differences in subject priorities hinder interdisciplinary planning.	3.67	E	3.90	E	3.04	E	3.53 2075	E	7
4. Scheduling constraints limit collaboration across learning areas.	3.58	E	3.03	ME	3.49	E	3.36	ME	9
5. Inconsistent communication leads to gaps in instructional coordination.	3.50	E	3.07	ME	3.47	E	3.34	ME	10
6. Limited opportunities for dialogue affect team teaching efforts.	3.42	E	3.93	E	3.47	E	3.60	E	5
7. Heavy workloads reduce time for mentoring activities.	3.83	E	3.14	E	3.57	E	3.51	E	8
8. Time constraints limit collaborative review of learners'performance.	3.40	E	4.00	E	4.04	E	3.81	E	2
9. Lack of common assessment tools affects consistency in evaluation.	3.75	E	3.83	E	3.48	E	3.68	E	4
10. Difficulty to regular share and analyze student performance data due to time or resource constraints.	3.42	E	4.03	E	4.03	E	3.82	E	1
Overall Weighted Mean	**3.56**	**E**	**3.68**	**E**	**3.55**	**E**	**3.59**	**E**	

Table 23 illustrates the assessment of the three groups of respondents who rated the problems encountered relative to collaborative teaching practices as Encountered,with an overall weighted mean of 3.59.Eight(8)items were rated as Encountered and ranked,namely:Difficulty to regular share student performance data due to time or resource constraints with a composite weighted mean 3.82 as rank 1;time constraints limit collaborative review of learners'performance with a composite weighted mean of 3.81 as rank 2;Limited time for joint lesson preparation affects co-teaching effectiveness.with a composite weighted mean of 3.75 as rank 3;lack of common assessment tools affects consistency in evaluation with a composite weighted mean of 3.68 as rank 4; Limited opportunities for dialogue affect team teaching efforts with a composite weighted mean of 3.60 as rank 5;Unclear role distribution creates challenges during shared instruction with a composite weighted mean of 3.58 as rank 6;Differences in subject priorities hinder interdisciplinary planning.with a composite weighted mean of 3.53 as rank 7;and Limited opportunities for dialogue affect team teaching efforts with a composite weighted mean of 3.51 as rank 8.Two(2)items rated as Practiced,such as:Scheduling constraints limit collaboration across learning areas with a composite weighted mean of 3.36 as rank 9;and inconsistent communication leads to gaps in instruction with a composite weighted mean of 3.34 as rank 10.

These findings imply that although collaborative teaching practices are being carried out in schools,they are significantly affected by various barriers that hinders their full effectiveness and intended benefits.The consistent assessment across all groups implies that these problems are widely recognized across different levels of the school system,with subject group heads perceiving them as more pronounced likely because they are directly responsible for coordinating and overseeing collaborative work,making them more attuned to the actual challenges on the ground.

This is supported by Charalambous et al.(2021),who underscored that difficulties in collaborative work and joint professional practices remain a critical barrier,significantly influencing the quality and sustainability of teamwork among educators.Addressing these challenges through clear communication,unified frameworks,and shared planning is essential to help schools overcome operational obstacles, ensuring stronger collaborative practices and lasting improvements in instruction and student outcomes. Furthermore, Romijn et al.(2021)noted that school leaders and coordinators usually have a clearer view of challenges since they manage the implementation process.They highlight that identifying these difficulties is the first essential step towards finding solutions.

Sub-problem No.6.Based on the findings,what intervention program may be proposed?

Based on the findings,a Proposed Localized Enhancement Initiatives was developed to improve the implementation of professional learning community strategies and collaborative teaching practices among Senior High School teachers in Pasig City.Its goal is to support continuous teacher development and enhance the quality of instruction through stronger teamwork and shared responsibility.These practices provide teachers with opportunities to work together,exchange ideas,address classroom concerns,and improve student learning outcomes through collaboration.

The intervention program focuses on key areas such as collaborative planning and curriculum design,shared leadership and decision-making,peer observation and feedback,professional development engagement,reflective practices and continuous improvement,co teaching approaches,interdisciplinary collaboration,communication and coordination,mentoring and peer support,and shared assessment and evaluation practices.It includes key features such as key result areas objectives,programs/activities,strategies,person involved,time frame,budget/source of budget,and performance indicators(See Appendix A)

Sub-problem No.7.How acceptable is the proposed intervention program?

Table 24 presents the assessment of the three groups of respondents who rated the acceptability of the Proposed Localized Enhancement Initiatives as Highly Acceptable,with an overall weighted mean of 4.52.All items were rated as

Highly Acceptable and ranked,these are:it provides clear guidance for improving school policies and procedures that support professional growth with a composite weighted mean of 4.57 as rank 1;the proposed intervention program provides a clear and accurate presentation of key information related to PLC strategies and collaborative teaching practices; and it offers useful knowledge and corrective strategies that enhance teaching performance and improve learning outcomes

Table 24 Acceptability of the Proposed Localized Enhancement Initiatives

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The proposed Localized Enhancement Initiatives provides a clear and accurate presentation of key information related to PLC strategies and collaborative teaching practices.	4.75	HA	4.24	HA	4.57	HA	4.52	HA	2.5
2. It is practical and feasible to implement,considering available resources and school conditions.	4.83	HA	4.17	A	4.54	HA	4.51	HA	4
3. The program helps strengthen teachers'professional l earning community strategies and collaborative practices in public senior high schools in Pasig City.	4.67	HA	4.24	HA	4.55	HA	4.48	HA	5
4. It provides clear guidance for improving school policies and procedures that support professional growth.	4.83	HA	4.32	HA	4.55	HA	4.57	HA	1
5. It offers useful knowledge and corrective strategies that enhance teaching performance and improve learning outcomes.	4.75	HA	4.24	HA	4.58	HA	4.52	HA	2.5
Overall Weighted Mean	**4.77**	**HA**	**4.24**	**HA**	**4.56**	**HA**	**4.52**	**HA**	

Legend:

Range Scale	Verbal Interpretation	Symbol
5	4.20-5.00 Highly Acceptable	HA
4	3.40-4.19 Acceptable	A
3	2.60-3.39 Moderately Acceptable	MA

2	1.80-2.59	Least Acceptable	LA
1	1.00-1.79	Very Least Acceptable	VLA

with both the composite weighted mean of 4.52 as rank 2.5 respectively;it is practical and feasible to implement, considering available resources and school conditions with a composite weighted mean of 4.51 as rank 4;and the program helps strengthen teachers' professional l earning community strategies and collaborative practices in public senior high schools in Pasig City,with a composite weighted mean of 4.48 as rank 5.practices in public senior high schools in Pasig City,with a composite weighted mean of 4.48 as rank 5.

This implies that the high level of acceptability of the Proposed Localized Enhancement Initiatives indicates that stakeholders recognize its value and relevance in strengthening professional learning community strategies and collaborative teaching practices.The program is seen as a helpful tool in shaping and refining school policies and procedures,offering clear and accurate information,providing practical and useful strategies,and enhancing the overall quality of teaching and learning outcomes.It is viewed as feasible and appropriate to implement given existing school resources and conditions,making it reliable guide for addressing identified challenges and supporting teachers' professional growth.

The result is supported by Ari & Çiftçi(2022),who emphasized that structured collaborative teaching action plans are essential for bridging theoretical knowledge and actual classroom practice,as well as for achieving continuous improvement and practical success in educational programs. Their research reveals that without well-organized collaborative frameworks,clear implementation strategies,and collective effort among educators,initiatives aimed at enhancing teaching quality and learning outcomes tend to be less effective,limiting the positive changes that can be gained from organized educational interventions. Likewise, Lucas et al.(2017),emphasize that any intervention or plan receives strong acceptance when it is developed based on the real needs,conditions,and strengths of the school.They findings stress that such practical and well-organized guides give teachers clear direction,build their confidence,and ensure that efforts lead to real improvements in instruction.

SUMMARY,CONCLUSIONS AND RECOMMENDATIONS

Summary

The following are the salient findings of the study:

1. On the assessment of the school administrators, subject group heads,and teachers as to the professional learning community strategies of senior high school teachers in the Division of Pasig City.

The three groups of respondents rated the Professional Learning Community strategies in Public Senior High Schools in the Division of Pasig City as Highly Evident,as manifested by the grand mean of 4.24.

On the comparison of assessments of the three groups of respondents on the professional learning community strategies.

The results of the ANOVA analysis reveal that there is no statistically significant difference in the assessment of School Administrators,Subject Group Heads,and Teachers across all areas of Professional Learning Community(PLC)strategies. For each indicator—Collaborative Planning and Curriculum Design(F=0.60680;df=2,21;CV=3.47),SharedLeadership and Decision-Making (F=0.69589;df=2,21;CV=3.47), Peer Observation and Feedback (F=1.13418;df=2,21;CV=3.47), Professional Development Engagement (F=2.59052; df=2, 21;CV=3.47), and Reflective Practices and Continuous Improvement (F=3.23994;df=2,21;CV=3.47)— all computed F-values are lower than the critical value at the 0.05 level of significance.Consequently,the null hypothesis is accepted in all cases,indicating that the three groups have similar perceptions and assessments of PLC strategies.

2. On the assessment of the three groups of respondents as to the collaborative teaching practices of senior high school teachers in the Division of Pasig City.

The three groups of respondents rated the collaborative teaching practices as Practiced,as supported by the grand mean of 4.16.

4.**On the significant relationship among the assessment of the three groups of respondents as to the Professional Learning Community Strategies and Collaborative Teaching Practices.**

There is a very strong and statistically significant relationship between Professional Learning Community (PLC) strategies and collaborative teaching practices across all indicators.Specifically,Co-Teaching Approaches,Interdisciplinary Collaboration,Communication and Coordination,Mentoring and Peer Support,and Shared Assessment and Evaluation Practices all obtained r-values of 0.99,interpreted as Very Strong Correlation(VSC). Additionally, all computed t-values(ranging from 3.73949 to 3.74100)exceed the critical value of 2.145 at df=14 and 0.05 level of significance,leading to the rejection of the null hypothesis in all cases.

5.On the problems encountered relative to professional learning community strategies and collaborative teaching practices.

The three groups of respondents rated the problems encountered relative to professional learning community strategies as Moderately Encountered,as indicated by the overall weighted mean of 3.36,while the collaborative teaching practices was rated as Encountered,as indicated by the overall weighted means of 3.59,respectively.

6.On the proposed intervention plan.

Based on the study findings,a Proposed Localized Enhancement Initiatives was developed to strengthen professional learning community strategies and collaborative teaching practices among senior High School teachers in Pasig City through improved teamwork,professional growth,and instructional quality.

7.On the acceptability of the Proposed Localized Enhancement Initiatives

The Proposed Localized Enhancement Initiatives was rated as Highly Acceptable,as supported by the overall weighted mean of 4.52.

CONCLUSIONS

Based on the findings,the following are the conclusions:

1. The school administrators,subject group heads and teachers manifest effective implementation of the Professional Learning Community Strategies in public senior high schools across the Division of Pasig City.

2. The three groups of respondents shared similar assessments on the Professional Learning Community Strategies across the five key areas in public senior high schools within the Division of Pasig City.

3. There is a manifestation that collaborative teaching practices are generally implemented among the respondents, indicating that teachers actively engage in teamwork and shared instructional efforts.

4. There is a strong indication that Professional Learning Community(PLC)strategies and collaborative teaching practices are closely connected,showing that when PLC strategies are effectively implemented,collaborative teaching among teachers also becomes stronger and more evident.

5. There are minimal issues concerning the implementation of the Professional Learning Community strategies,while there are issues encountered relative to Collaborative teaching practices.

6. The study led to the development of a Proposed Localized Enhancement Initiatives designed to enhance professional learning community strategies and collaborative teaching practices among senior high school teachers in Pasig City.

7. The Proposed Localized Enhancement Initiatives is recognized as greatly relevant and has the potential effectiveness in strengthening professional collaboration and instructional practices within the school setting.

RECOMMENDATIONS

Based on the conclusions of the study,the following recommendations are presented in a clear and practical manner:

The school administrators may consider adopting the

Proposed Localized Enhancement Initiatives in Rizal High School,and later,expand in other schools in the Division of Pasig City.

The school administrators may regularly conduct

consultation among subject heads and teachers to sustain and maintain the PLC through open communication and shared decision-making,to support consistent implementation.

3.The school administrators may further enhance

collaborative teaching practices to encourage more co-teaching arrangements,peer support,and structured collaboration among teachers to improve consistency and teaching effectiveness.

3. The school administrators may prioritize strengthening

PLC implementation,as this will directly contribute to improving collaboration and teamwork among teachers.

4. The school administrators may consider addressing the

problems encountered relative to professional learning community strategies and through the support of the studies output.

5. The Collaborative Teaching Action Blueprint may be

revisited and reviewed to ensure its relevance and alignment to make sure it is more organized and focused its approach to school development.

6. The Proposed Localized Enhancement Initiatives may be

regularly monitored,and continuously evaluated to ensure its

effectiveness and long-term sustainability in enhancing teaching

and learning practices.

7. The school administrators may encourage to fully

utilize and follow the Collaborative Teaching Action Blueprint that designed to strengthen existing PLC strategies and improve their daily collaborative teaching activities.

8. The subject group heads may facilitate the proper use

of the Proposed Localized Enhancement Initiatives during regular meetings and sessions,ensuring that its contents are clearly understood and applied consistently by all teachers regardless of their specialization.

9. Similar studies may be conducted using the same

parameters and setting but different respondents,to validate the results of the present study.

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