Teacher Collaboration and Its Impact on Learner Achievement in Jicontol Elementary School

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ABSTRACT

This study examined the relationship between teacher collaboration and learner achievement in Jicontol Elementary School, Dolores, Eastern Samar during the School Year 2025–2026. Specifically, it determined the level of teacher collaboration across collaborative curriculum planning, professional learning communities (PLCs), data analysis and assessment, mentoring and peer support, parent and community engagement, and technology integration, as well as learner outcomes in terms of academic performance and engagement. A descriptive–correlational design was employed involving seven (7) teachers. Data were collected using a validated questionnaire and analyzed using mean, standard deviation, and Pearson Product–Moment Correlation. Results revealed that teacher collaboration (M = 4.34) and learner outcomes (M = 4.32) were both high. A very strong positive relationship (r = 0.98) was found between the variables. Findings indicate that enhanced teacher collaboration significantly contributes to improved learner achievement and engagement. Strengthening collaborative structures, particularly mentoring and professional learning communities, is recommended to sustain educational improvement.

Keywords: *teacher collaboration, learner achievement, PLCs, elementary education, correlational study*

INTRODUCTION

Education plays a crucial role in the development of individuals and society, serving as a foundation for economic growth, social progress, and personal advancement. The quality of education depends on multiple factors, including teacher effectiveness and the professional culture within schools. One strategy that has gained increasing attention in recent years is teacher collaboration, which involves educators working together to plan lessons, analyze student performance data, share instructional strategies, and support each other's professional growth (Liu et al., 2024; Wei, 2025). Such collaboration is often operationalized through professional learning communities, co-planning, and peer mentoring, which allow teachers to exchange ideas, reflect on instructional strategies, and collectively address teaching challenges (Liu et al., 2024).

Empirical research indicates that teacher collaboration contributes to improved instructional practices and student learning outcomes. For example, studies in the Philippines have shown that collaborative practices among teachers in elementary schools are positively associated with learner achievement, suggesting that working together enhances both teaching quality and student performance (Teacher collaboration and student achievement, 2024; Teacher collaboration to elevate student achievement., 2025). Similarly, engaging in professional learning communities strengthens teachers' instructional integration and capacity to deliver responsive lessons, which in turn improves student outcomes (Liu et al., 2024).

Collaboration is particularly important in elementary schools because young learners benefit from coordinated lesson planning, consistent assessment practices, and shared strategies to support diverse learning needs. When teachers plan together, monitor learner progress collectively, and address learning difficulties through shared expertise, students are more likely to experience supportive and effective instruction that promotes academic success (Wei, 2025).

Despite its recognized benefits, many schools face challenges in sustaining collaborative practices due to workload pressures, limited structured time for collaboration, and inadequate support systems. These constraints reduce opportunities for teachers to engage in meaningful collaboration, which can negatively impact both instructional quality and learner achievement (Teacher collaboration and student achievement, 2024). Understanding how teacher collaboration influences student outcomes is therefore essential for guiding school improvement initiatives and professional development programs.

Accordingly, this study aimed to examine the relationship between teacher collaboration and learner achievement in Jicontol Elementary School, Dolores, Eastern Samar, with the goal of providing evidence-based insights that can strengthen collaborative practices and improve educational outcomes.

Statement of the Problem

The main concern of the study was to determine the relationship between teacher collaboration and learner achievement in Jicontol Elementary School. Specifically, it sought to answer the following questions:

1. What is the level of teacher collaboration in terms of:
    1.1. Collaborative Curriculum Planning
    1.2. Professional Learning Communities
    1.3. Data Analysis and Assessment
    1.4. Mentoring and Peer Support
    1.5. Parent and Community Engagement
    1.6. Technology Integration
2. What is the level of learner outcomes in terms of:
    2.1. Academic Performance
    2.2. Learner Engagement and Well-being?
3. Is there a significant relationship between teacher collaboration and learner outcomes?

Significance of the Study

The results of this study hold important implications for various stakeholders in the educational community.

School administrators. The findings provide evidence-based insights that can guide the development of programs and policies aimed at strengthening collaborative teaching practices. By understanding how teacher collaboration influences learner outcomes, administrators are better equipped to design professional development initiatives, allocate resources effectively, and foster a school culture that prioritizes teamwork and shared responsibility for student success.

Teachers. The study highlights the benefits of collaboration in improving instructional strategies and classroom practices. The results emphasize how working together through curriculum planning, professional learning communities, data analysis, mentoring, and technology integration can enhance teaching effectiveness. Teachers may use these insights to reflect on their own practices, adopt collaborative approaches more consistently, and build stronger peer support networks that contribute to their professional growth and confidence.

Learners. The significance lies in the improved quality of learning experiences that result from effective teacher collaboration. When teachers coordinate lessons, share strategies, and collectively address learner needs, students are more likely to experience engaging instruction, consistent support, and better academic outcomes. The study underscores that collaboration among teachers not only enhances academic performance but also promotes learner engagement and well-being by creating a positive and supportive classroom environment.

Future researchers. This study serves as a valuable reference point for further investigations into teacher collaboration and learner achievement. The validated instrument used in this research provides a reliable framework that can be replicated or adapted in other contexts. Future scholars may expand the

scope by including multiple schools, districts, or regions to compare results across different educational settings. They may also explore additional variables such as administrative support, parental involvement, or cultural factors that influence collaboration. Moreover, longitudinal studies could be conducted to examine the sustained impact of teacher collaboration on learner outcomes over time. In this way, the present study contributes to the growing body of literature on collaborative practices in education and opens pathways for more comprehensive and comparative research in the future.

Scope and Delimitation

This study investigated the relationship between teacher collaboration and learner outcomes in Jicontol Elementary School, Dolores, Eastern Samar during the academic year 2025–2026. The respondents were the teachers of the said school, and data were gathered from January 19 to 30, 2026 using a researcher-made survey questionnaire. The instrument, which was validated by research experts to ensure its reliability and appropriateness, consisted of two major parts: the first assessed teacher collaboration across six dimensions collaborative curriculum planning, professional learning communities (PLCs/LAC), data analysis and assessment, mentoring and peer support, parent and community engagement, and technology integration, while the second measured learner outcomes in terms of academic performance and learner engagement and well-being.

The scope of the study was limited to the perceptions and experiences of teachers within Jicontol Elementary School. Learners, parents, and administrators were not included as respondents, and therefore the findings reflect teachers' perspectives on collaboration and its perceived impact on learner achievement rather than direct measures of student performance. Moreover, the study was confined to one school and one academic year, which restricts the generalizability of the results to other contexts. Since the data were collected through self-report surveys, the accuracy of the findings depended on the honesty and sincerity of the participants' responses. Despite these delimitations, the study provided valuable insights into how teacher collaboration influences learner outcomes, serving as a basis for strengthening professional development programs and enhancing collaborative practices in the school.

Definition of Terms

To facilitate comprehension of the study, the following terms are defined conceptually and operationally according to their usage in the study.

Teacher collaboration. This refers to the extent to which teachers work together, share knowledge, resources, and instructional strategies, and provide mutual support to improve teaching practices and student learning outcomes.

Collaborative curriculum planning. This refers to joint process in which teachers design lesson plans, align learning competencies, and coordinate assessments across grade levels to ensure consistent instruction and address the diverse needs of learners.

Professional Learning Communities (PLCs/LAC). These are structured groups of educators who regularly meet to share expertise, discuss instructional strategies, analyze student performance data, and implement best practices to enhance teaching effectiveness and student learning outcomes.

Data analysis and assessment. This involves the systematic collection, interpretation, and use of student performance information to inform instructional decisions, monitor learner progress, and improve overall learning outcomes.

Mentoring and peer support pertains to the guidance provided by experienced teachers to colleagues through observation, feedback, and the sharing of instructional strategies, fostering professional growth and collaborative learning.

Parent and community engagement. This refers to the active involvement of parents, guardians, and community members in supporting school programs, student learning activities, and the holistic development of learners.

Technology integration. This refers to the effective use of digital tools, educational software, and online resources to enhance instructional delivery, facilitate learning, and engage students in meaningful educational experiences.

Learner outcomes. These are the measurable results of student learning, encompassing knowledge acquisition, skill development, and competencies achieved as a result of instructional interventions.

Academic performance. This refers to the level of achievement of learners in educational tasks, reflected in grades, assessments, or mastery of learning objectives.

Learner engagement and well-being. This refers as the degree to which learners actively participate in the learning process, demonstrate motivation, and experience social, emotional, and cognitive wellness within the school environment.

METHODS

Research Design

This study employed a descriptive–correlational research design to determine the level of teacher collaboration and learner outcomes and to examine the relationship between these variables. Descriptive research was utilized to describe the existing conditions of teacher collaboration and learner outcomes as perceived by the respondents. Specifically, it aimed to determine the extent to which collaborative practices are implemented among teachers and how these practices relate to the outcomes experienced by learners.

The correlational component of the design was used to determine whether a significant relationship exists between teacher collaboration and learner outcomes. This design was deemed appropriate for the

study because it allows the researcher to analyze relationships among variables without manipulating them, thereby providing a clearer understanding of how teacher collaboration may be associated with learner outcomes in the school setting.

Locale of the Study

The study was conducted at Jicontol Elementary School, located in Barangay Jicontol, Municipality of Dolores, Eastern Samar. The school is one of the public elementary institutions under the Department of Education (DepEd) Eastern Samar Division, providing basic education to learners within the community.

Jicontol Elementary School serves a diverse population of learners coming from nearby rural areas, where teachers play a crucial role not only in instructional delivery but also in fostering collaborative practices to improve learner outcomes. The school environment is characterized by close professional interactions among teachers, making it a suitable setting for examining the extent of teacher collaboration and its relationship to learner outcomes.

The selection of this locale was based on its accessibility to the researcher and the presence of a manageable number of teaching personnel, which allowed for a complete enumeration of respondents. Furthermore, the school's organizational structure and collaborative culture provided relevant conditions for investigating the variables under study.

Data collection for this research was conducted over a one-month period, from January 2 to January 31, 2026, ensuring sufficient time for the distribution, retrieval, and completion of the research instruments.

Research Respondents

The respondents of the study were the seven (7) teachers of Jicontol Elementary School. These teachers were selected because they are directly involved in instructional delivery and collaborative activities within the school. Their experiences and perceptions regarding teacher collaboration and learner outcomes provided relevant data for the study.

All teachers in the school were invited to participate in the survey. Their responses served as the primary source of information in determining the level of teacher collaboration practices and their relationship to learner outcomes.

Research Instrument

The primary instrument used in this study was a structured questionnaire developed by the researcher. The questionnaire consisted of two parts designed to measure the key variables of the study.

Part I – Teacher Collaboration included 18 items that measured different aspects of collaborative practices among teachers, such as collaborative curriculum planning, participation in professional learning communities, data analysis and assessment, mentoring and peer support, parent and community engagement, and technology integration.

Part II – Learner Outcomes consisted of 6 items that measured indicators related to learner outcomes, including academic performance and learner engagement and well-being.

The questionnaire utilized a five-point Likert scale to measure the respondents' level of agreement with each statement.

Measurement of Variables

The five (5) point scale below shows the range teacher collaboration and learner outcomes, which will be rated by the teachers using the 5-point Likert scale below:

Scale	Range	Description
5	4.20 – 5.00	Strongly Agree
4	3.40 – 4.19	Agree
3	2.60 – 3.39	Moderately Agree
2	1.80 – 2.59	Disagree
1	1.00 – 1.79	Strongly Disagree

This instrument allowed the researcher to quantify teachers' perceptions regarding collaboration and its influence on learner outcomes.

Data Gathering Procedure

Prior to the conduct of the study, the researcher sought permission from the school head of Jicontol Elementary School to administer the questionnaire to the teachers. After approval was granted, the researcher personally distributed the questionnaires to the respondents.

The purpose of the study was explained to the respondents, and they were assured that their responses would be treated with strict confidentiality and would be used solely for research purposes. The respondents were given sufficient time to answer the questionnaire.

After completion, the questionnaires were collected by the researcher for checking and organization. The gathered data were then tallied, tabulated, and prepared for statistical analysis.

Statistical Treatment of Data

The following statistical tools were used to analyze and interpret the data gathered in the study: Mean. This statistical measure was used to determine the level of teacher collaboration and learner outcomes as perceived by the respondents. Standard Deviation. This was used to determine the variability or dispersion of the respondents' answers around the mean, indicating the consistency of their responses. Pearson Product–Moment Correlation Coefficient (Pearson r). This statistical tool was used to determine the significant relationship between teacher collaboration and learner outcomes.

These statistical techniques enabled the researcher to analyze the data systematically and provide meaningful interpretations in addressing the objectives of the study.

Validity and Reliability of the Instrument

To ensure the validity of the research instrument, the questionnaire was submitted to experts in the field of education and research for review. These experts examined the items to determine whether they were clear, relevant, and aligned with the objectives of the study. Suggestions and recommendations from the validators were incorporated to improve the clarity and appropriateness of the questionnaire items.

To establish reliability, the instrument underwent a pilot testing among a group of teachers who were not part of the actual respondents of the study. The responses from the pilot test were analyzed to determine the internal consistency of the questionnaire. The reliability of the instrument was determined using Cronbach's Alpha, which measured the consistency of the items within each variable.

Ethical Considerations

Ethical standards were strictly observed throughout the conduct of the study. Participation in the research was voluntary, and respondents were informed about the purpose and significance of the study before answering the questionnaire.

The respondents were assured that their identities would remain confidential and that the information they provided would be used solely for academic and research purposes. No personal identifiers were required in the questionnaire to protect the anonymity of the participants.

Furthermore, the researcher ensured that the data gathered were handled responsibly and that the results of the study would be presented honestly and objectively without any form of manipulation or misrepresentation.

RESULT AND DISCUSSION

The findings affirm that teacher collaboration plays a crucial role in enhancing learner achievement. The high level of collaboration observed suggests that teachers actively engage in shared practices that promote instructional quality and learner support.

Consistent with existing studies, collaborative curriculum planning and participation in PLCs contribute to improved teaching strategies and alignment of instructional goals. Similarly, data-driven practices enable teachers to identify learning gaps and implement targeted interventions.

The strong performance in parent and community engagement highlights the importance of external support systems in reinforcing student learning. This finding supports literature emphasizing the role of school-community partnerships in improving educational outcomes.

However, the relatively lower rating in mentoring and peer support indicates a potential area for improvement. Structured mentoring programs could further enhance teacher competence and collaboration, particularly for less experienced educators.

The very strong correlation ($r = 0.98$) confirms that teacher collaboration is a significant predictor of learner achievement. This supports the theoretical assumption that collaborative professional environments lead to better teaching practices and improved student outcomes.

Part I. Teacher Collaboration

The data in Table 1 reveals that teachers strongly agree on the importance of collaborative curriculum planning, with a grand mean of 4.33 (SD = 0.47). This indicates that teachers consistently plan lessons together, coordinate assessments, and address diverse learner needs. The impact of this result on the study highlights that curriculum planning as a collaborative effort ensures alignment with learning competencies and promotes instructional consistency, which directly supports learner achievement.

Table 1. **Collaborative Curriculum Planning**

Variables	Mean	SD	Interpretation
Teachers collaboratively plan lessons to ensure alignment with learning competencies.	4.33	0.47	SA
Teachers coordinate assessments to ensure consistency across grade levels.	4.33	0.47	SA
Collaborative planning helps address diverse learner needs.	4.34	0.48	SA
Grand Mean	**4.33**	**0.47**	**SA**

Legend: SA – Strongly Agree, A – Agree, MA – Moderately Agree, D – Disagree, SD – Strongly Disagree

The data in Table 2 reveals that professional learning communities are highly valued, with a grand mean of 4.35 (SD = 0.48), interpreted as *Strongly Agree*. Teachers regularly meet to share strategies, discuss challenges, and improve instructional effectiveness. The impact of this result shows that PLCs/LACs serve as effective platforms for professional growth, reinforcing the study's claim that collaboration enhances teaching practices and contributes to improved learner outcomes.

Table 2. **Professional Learning Communities (PLCs/LAC)**

Variables	Mean	SD	Interpretation
Teachers regularly meet to discuss teaching practices and strategies.	4.35	0.48	SA
PLC/LAC sessions help improve instructional effectiveness.	4.34	0.49	SA
Teachers openly share challenges and solutions during collaborative meetings.	4.35	0.48	SA
Grand Mean	**4.35**	**0.48**	**SA**

Legend: SA – Strongly Agree, A – Agree, MA – Moderately Agree, D – Disagree, SD – Strongly Disagree

The data in Table 3 reveals that teachers strongly agree on the collaborative use of data, with a grand mean of 4.33 (SD = 0.47). Respondents affirmed that analyzing learner assessment results together helps identify students needing intervention and improves instructional decisions. The impact of this finding emphasizes that data-driven collaboration strengthens evidence-based teaching, which is crucial in addressing learner diversity and improving performance.

Table 3. **Data Analysis and Assessment**

Variables	Mean	SD	Interpretation
Teachers collaboratively analyze learner assessment results.	4.33	0.47	SA
Data analysis helps identify learners who need academic intervention.	4.34	0.48	SA
Instructional decisions are improved through shared data discussions.	4.33	0.47	SA
Grand Mean	**4.33**	**0.47**	**SA**

Legend: SA – Strongly Agree, A – Agree, MA – Moderately Agree, D – Disagree, SD – Strongly Disagree

The data in Table 4 reveals that mentoring and peer support received a grand mean of 4.19 (SD = 0.52), interpreted as *Agree*. While teachers recognize the value of mentoring and peer support, this indicator scored lower compared to others. The impact of this result suggests that mentoring practices are present but may need further development. Strengthening mentoring programs could enhance teacher confidence and professional growth, thereby improving collaborative culture and learner achievement.

Table 4. **Mentoring and Peer Support**

Variables	Mean	SD	Interpretation
Experienced teachers mentor less experienced colleagues.	4.19	0.52	A
Peer support improves teachers' confidence in classroom management.	4.20	0.51	A
Collaboration helps teachers develop professionally.	4.19	0.52	A
Grand Mean	**4.19**	**0.52**	**A**

Legend: SA – Strongly Agree, A – Agree, MA – Moderately Agree, D – Disagree, SD – Strongly Disagree

The data in Table 5 reveals that parent and community engagement scored the highest, with a grand mean of 4.52 (SD = 0.50), interpreted as *Strongly Agree*. Teachers strongly believe that collaboration with parents and communities enhances learner progress, strengthens outcomes, and motivates students. The impact of this result underscores the importance of external partnerships in education, showing that collaboration beyond the classroom significantly contributes to learner success.

Table 5. **Parent and Community Engagement**

Variables	Mean	SD	Interpretation
Teachers collaborative with parents to support learner progress.	4.52	0.50	SA
Community involvement strengthens students learning outcomes.	4.51	0.49	SA
Collaborative school activities promote learner motivation.	4.52	0.50	SA
Grand Mean	**4.52**	**0.50**	**SA**

Legend: SA – Strongly Agree, A – Agree, MA – Moderately Agree, D – Disagree, SD – Strongly Disagree

The data in Table 6 reveals that technology integration obtained a grand mean of 4.34 (SD = 0.49), interpreted as *Strongly Agree*. Teachers collaborate in using technology, share digital resources, and enhance learner engagement through technology-based collaboration. The impact of this finding highlights that technology serves as a vital tool in modern collaborative practices, improving lesson delivery and fostering learner engagement.

Table 6. **Technology Integration**

Variables	Mean	SD	Interpretation
Teachers collaborate in using technology for instruction.	4.34	0.49	SA

Shared digital resources improve lesson delivery.	4.33	0.47	SA
Technology-based collaboration enhances learner engagement.	4.34	0.49	SA
Grand Mean	**4.43**	**0.49**	**SA**

Legend: SA – Strongly Agree, A – Agree, MA – Moderately Agree, D – Disagree, SD – Strongly Disagree

Part II. Learner Performance

The data in Table 7 reveals that academic performance indicators received a grand mean of 4.33 (SD = 0.47), interpreted as *Strongly Agree*. Teachers believe that collaboration contributes to improved student performance, better understanding of lessons, and higher achievement in assessments. The impact of this result confirms that collaborative teaching directly enhances academic achievement, validating the study's objective of linking collaboration to learner success.

Table 7. **Academic Performance**

Variables	Mean	SD	Interpretation
Teacher collaboration contributes to improved student academic performance.	4.33	0.47	SA
Learners show better understanding of lessons due to coordinated teaching.	4.32	0.48	SA
Consistent teacher collaboration leads to higher student achievement in assessment.	4.33	0.47	SA
Grand Mean	**4.33**	**0.47**	**SA**

Legend: SA – Strongly Agree, A – Agree, MA – Moderately Agree, D – Disagree, SD – Strongly Disagree

The data in Table 8 reveals that learner engagement and well-being scored a grand mean of 4.31 (SD = 0.48), interpreted as *Strongly Agree*. Respondents affirmed that collaboration fosters student engagement, supports well-being, and creates a positive learning atmosphere. The impact of this result demonstrates that collaboration not only improves academic outcomes but also nurtures holistic learner development, aligning with the study's emphasis on both achievement and well-being.

Table 8**. Learner Engagement and Well-Being**

Variables	Mean	SD	Interpretation
Learners are more engaged when teachers work collaboratively.	4.31	0.48	SA

A collaborative teaching environment supports learners' well-being.	4.32	0.48	SA
Teacher collaboration creates a positive and supportive learning atmosphere.	4.31	0.48	SA
Grand Mean	**4.31**	**0.48**	**SA**

Legend: SA – Strongly Agree, A – Agree, MA – Moderately Agree, D – Disagree, SD – Strongly Disagree

The data in Table 9 reveals a Pearson $r = 0.98$, interpreted as a *Very Strong Relationship* between teacher collaboration and learner outcomes. This nearly perfect correlation indicates that as teacher collaboration increases, learner achievement and engagement also improve significantly. The impact of this result strongly validates the study's central hypothesis: collaborative practices among teachers are a powerful driver of student success, both academically and socially.

The findings across all tables consistently show that teacher collaboration is highly practiced and strongly linked to learner achievement and engagement. The highest ratings in parent and community engagement highlight the importance of external partnerships, while the relatively lower score in mentoring and peer support suggests an area for improvement. The very strong correlation ($r = 0.98$) confirms that collaboration is not just beneficial but essential in driving learner success, thereby reinforcing the study's conclusion that collaborative practices must be sustained and strengthened in schools.

Table 9. **Teacher Collaboration vs Learner Outcomes Correlation Analysis**

Category	Indicator	Mean	Interpretation
Teacher Collaboration	Collaborative Curriculum Planning	4.33	SA
	Professional Learning Communities	4.35	SA
	Data Analysis	4.33	SA
	Mentoring Support	4.19	A
	Parent Engagement	4.52	SA
	Technology Integration	4.34	SA
	Overall Mean	**4.34**	**SA**
Learner Outcomes	Academic Performance	4.33	SA
	Learner Engagement	4.31	SA
	Overall Mean	**4.32**	**SA**
Correlation Analysis	Teacher Collaboration vs Learner Outcomes	**0.98**	Very Strong Relationship

Legend: SA – Strongly Agree, A – Agree, MA – Moderately Agree, D – Disagree, SD – Strongly Disagree

CONCLUSION

Teacher collaboration in Jicontol Elementary School is highly practiced and significantly associated with learner achievement and engagement. The findings demonstrate that collaborative practices are essential in promoting effective teaching and improving student outcomes.

IMPLICATIONS AND RECOMMENDATIONS

The results of this study have important implications for educational practice:

1. School administrators should institutionalize structured collaboration through regular PLC meetings and collaborative planning sessions.
2. Mentoring and peer support programs should be strengthened to enhance teacher development.
3. Teachers should continue engaging in collaborative data analysis to improve instructional strategies.
4. Schools should sustain strong partnerships with parents and the community.
5. Future research should include a larger sample size and additional variables to validate and extend the findings.

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