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## Collaborative Learning Expertise Practices and Teaching Commitment as Predictors of Instructional Effectiveness in Schools

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### Abstract

This study examined the predictive relationship between Collaborative Learning Expertise Practices (CLEP) and Teaching Commitment on Instructional Effectiveness among public school teachers in the Division of Valencia City during the School Year 2025–2026. Specifically, it sought to determine the levels of CLEP, Teaching Commitment, and Instructional Effectiveness, assess their correlations, and identify which components significantly predict instructional effectiveness. A quantitative-correlational research design with regression analysis was employed. Data were collected through a validated and reliable self-constructed survey questionnaire administered to elementary and secondary teachers. Descriptive statistics, Pearson correlation, and multiple regression analysis were utilized in data interpretation.

Findings revealed that Collaborative Learning Expertise ( $M = 4.13$ ) and Teaching Commitment ( $M = 4.17$ ) were both rated at high levels, while Instructional Effectiveness ( $M = 4.09$ ) was also found to be effective. Correlation analysis indicated strong and statistically significant positive relationships between CLEP ( $r = .670, p < .01$ ), Teaching Commitment ( $r = .678, p < .01$ ), and Instructional Effectiveness. Regression analysis further showed that Professional Development Commitment ( $\beta = 0.429, p = .000$ ) and Dialogue ( $\beta = 0.299, p = .000$ ) were the strongest predictors of instructional effectiveness, explaining 62.5% of the variance ( $R^2 = 0.625$ ). These results suggest that teachers who actively engage in professional learning, reflective dialogue, and collaborative action are more effective in lesson delivery, assessment, and classroom management.

The study concludes that collaborative learning expertise and strong professional commitment are vital predictors of instructional effectiveness. Therefore, it is recommended that schools strengthen professional learning communities, promote collegial dialogue, and support continuous professional development to sustain teaching quality and enhance student learning outcomes.

**Keywords:** Collaborative Learning Expertise Practices, Teaching Commitment, Instructional Effectiveness, Regression Analysis, Teacher Collaboration

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### 1. Introduction

This study examines how Collaborative Learning Expertise Practices (CLEP) and Teaching Commitment predict Instructional Effectiveness in schools. CLEP is composed of four sub-

variables: Dialogue, Decision Making, Action, and Evaluation. These elements promote meaningful collaboration among teachers, enhance instructional strategies, and foster shared accountability for student learning (Sanzo, Myran, & Normore, 2019). Teaching Commitment, on the other hand, includes Affective, Normative, Continuance, and Professional Development dimensions, which reflect teachers' dedication, loyalty, and motivation to remain in and grow within the profession (Meyer & Allen, 1997). Instructional Effectiveness is assessed through Lesson Planning and Preparation, Instructional Delivery, Assessment and Feedback, and Classroom Management and Environment, all of which reflect the overall quality of teaching and its impact on learners.

In the Philippines, teachers face persistent challenges that limit collaboration and instructional improvement. Many educators manage large class sizes, multiple teaching loads, and limited access to updated instructional materials and digital tools. Poor internet connectivity, coupled with heavy administrative work, further reduces opportunities for professional dialogue and continuous learning (DepEd, 2025; Cerebro, 2024).

Despite these challenges, research highlights that teachers with strong collaborative expertise and commitment demonstrate greater instructional effectiveness and promote higher levels of student engagement and achievement (Manegdeg & Paglinawan, 2024; Jalop & Paglinawan, 2025). Collaborative school environments encourage open communication, collective problem-solving, and shared decision-making, all of which enhance teaching innovation (Mendoza et al., 2021; Faculty Focus, 2024). Likewise, teachers with high affective and professional commitment exhibit stronger perseverance, better classroom management, and improved instructional quality (Carty & Farrell, 2018; AJESS, 2025).

Given these findings, this study aims to determine the levels of Collaborative Learning Expertise Practices and Teaching Commitment and how these variables predict Instructional Effectiveness in schools. The results are expected to provide valuable insights for school leaders and policymakers in creating systems that strengthen teacher collaboration, professional development, and overall instructional quality.

## **2. Literature Review**

### **2.1 Collaborative Learning Expertise Practices**

The concept of Collaborative Learning Expertise Practices builds on foundational theories that emphasize the social and interactive nature of learning. Johnson and Johnson's (1999) theory of cooperative and collaborative learning identifies five essential elements that make group learning effective: positive interdependence, individual accountability, promotive interaction, social skills, and group processing. These elements describe what expert teachers consistently do to ensure meaningful collaboration among learners. In addition, Vygotsky's (1978) sociocultural theory and the idea of distributed expertise explain that knowledge develops through social interaction and shared participation. This theoretical perspective supports the need to assess how teachers facilitate and guide peer collaboration to promote deeper learning.

Recent studies provide strong evidence that teacher expertise plays a vital role in successful collaborative learning. A systematic review by Rumiantsev (2023) found that contextual factors, activity types such as jigsaw and reciprocal teaching, and teacher facilitation techniques directly affect learning outcomes. Similarly, Le (2018) emphasized in Collaborative Learning Practices: Teacher and Student Perspectives that effective teacher practices, including

task design, scaffolding, and group management, improve student engagement and collaboration. These findings highlight the importance of teacher expertise in fostering effective group learning experiences.

Research also underscores the teacher's central role in developing and sustaining collaborative learning through professional development. The Digital Promise (2025) Research Primer on Teachers' Roles in Supporting Collaborative Learning explains that teachers guide collaboration during the planning, monitoring, and reflection stages of group work. Expert teachers design structured activities, provide feedback, and lead reflection sessions that enable students to learn from one another. Similarly, Darling-Hammond et al. (2017) link collaborative learning expertise to ongoing, practice-based professional development supported by coaching and reflection. Studies on Professional Learning Communities (PLCs) by Khasawneh (2023) and Vescio et al. (2008) also show that continuous teacher collaboration enhances professional growth and student outcomes, connecting collaborative learning expertise to broader school improvement efforts.

Further research supports the core components of collaborative learning expertise. Zambrano, Kirschner, and Sweller (2019) reported that prior collaborative experiences and efficient information sharing increase learning performance. Their findings suggest that teachers with collaborative expertise effectively manage group roles, cognitive load, and information flow to maximize student learning. In addition, Guo (2025) and Sinnayah (2024) found that shared lesson planning and structured collaborative professional learning improve teachers' skills in designing and implementing group learning activities. These studies affirm that Collaborative Learning Expertise Practices involve purposeful teacher actions planning, facilitating, and reflecting on group tasks to enhance both student achievement and teacher professional growth.

## **2.2 Teaching Commitment**

Teaching commitment has long been recognized as a critical determinant of instructional effectiveness, as it shapes teachers' motivation, persistence, and willingness to innovate in their practice. Amaya (2024) found that school governance significantly influences teachers' organizational commitment, emphasizing that leadership support and participatory management strengthen teachers' sense of responsibility and belongingness to their institutions. Similarly, Anog (2024) revealed that teachers' job satisfaction and commitment are key determinants of retention in private schools, suggesting that committed teachers are more likely to sustain instructional quality and continuity in learning environments. Complementing these findings, Mañoza (2024) examined intrinsic and extrinsic motivational factors among teachers in Dumaguete City and discovered that both significantly affect affective and continuance commitment an insight consistent with Meyer and Allen's multidimensional model of commitment. This underscores that when teachers are intrinsically motivated and feel competent within collaborative settings, their teaching commitment increases, which may, in turn, enhance instructional effectiveness.

Furthermore, Rollo (2024) explored the role of resilience and organizational culture in nurturing job satisfaction and commitment among Philippine educators, showing that emotionally resilient teachers are better able to maintain high levels of performance and dedication despite challenges. Baog (2024) also highlighted that effective change-management practices mediate the relationship between teachers' adversity quotient and organizational commitment, implying that school leaders who foster supportive and adaptive environments

can sustain teachers' professional engagement. In a similar vein, Rollo (2025) emphasized that job commitment and satisfaction directly influence teachers' performance, providing evidence that commitment is a vital precursor to effective instruction. From an international perspective, Amir et al. (2025) established that professional commitment continues to predict lower turnover intentions and better classroom practices even during disruptions such as the COVID-19 pandemic, reinforcing its universal relevance to educational quality. Lastly, Sadas (2024) confirmed a strong positive correlation between teacher commitment and organizational citizenship behavior, suggesting that committed teachers not only perform their formal duties but also go beyond expectations to support colleagues and contribute to a collaborative school culture.

These studies substantiate the idea that teaching commitment is not an isolated construct but one that interacts dynamically with motivation, leadership, resilience, and collaboration all of which are crucial in enhancing instructional effectiveness. In the present study, teaching commitment is examined alongside collaborative learning expertise to determine how these factors jointly predict teachers' ability to deliver effective instruction. The reviewed literature thus provides both theoretical grounding and empirical evidence that a teacher's professional commitment, when supported by a collaborative learning environment, serves as a strong foundation for sustained instructional excellence in schools.

### **2.3 Instructional Effectiveness**

Instructional effectiveness has long been a central focus of educational research, serving as an indicator of how teaching practices influence student learning outcomes. Hattie's (2023) *Visible Learning: The Sequel* provides a comprehensive synthesis of over 2,100 meta-analyses identifying the most powerful factors affecting student achievement. His findings emphasize the importance of teacher clarity, feedback, and collaboration, all of which align with the premise that collaborative learning expertise among teachers can significantly enhance instructional effectiveness. Similarly, Lindvall et al. (2025) found that participation in professional development substantially improves teachers' classroom practices and, in turn, student performance supporting the idea that sustained teacher learning and collaboration contribute to effective instruction. Doan et al. (2025) further highlight the role of instructional material use and fidelity, suggesting that when teachers are committed to utilizing quality resources and adapting them collaboratively, instructional outcomes improve.

Mensah (2025) demonstrated that the instructional effectiveness of senior high school teachers directly impacts student achievement, reinforcing the importance of both teaching commitment and pedagogical competence. Mendez, Corpuz, and Comon (2025) revealed that teacher well-being and instructional efficacy are closely connected, emphasizing that committed and motivated teachers tend to deliver more effective instruction. Similarly, a Mindanao-based study by the Instructional Supervision Research Team (2024) showed that effective instructional supervision fosters teacher efficacy, further implying that collaborative and supportive professional environments lead to improved instructional practices.

Obiso (2025) found that classroom observation and feedback mechanisms positively affect teachers' performance, while the Piñan National High School Research Team (2025) established a strong relationship between teaching effectiveness and student academic performance. Moreover, Giray (2025) compared the use of digital and traditional instructional materials, concluding that teacher adaptability and collaboration in selecting and designing

materials enhance lesson delivery. A study published in the *International Journal of Progressive Research in Engineering Management and Science* (2025) on differentiated instruction confirmed that diversified and learner-centered teaching approaches improve student performance further supporting the argument that collaborative expertise and strong teaching commitment are vital predictors of instructional effectiveness in schools.

### **3. Research Methodology**

#### **3.1 Population and Sampling**

This study uses a quantitative research design and employs a survey questionnaire as the primary tool for data collection. The respondents include Junior High School and Elementary teachers in the Division of Valencia City during the Academic Year 2025–2026. The researcher selects this population because these teachers actively engage in collaborative learning practices and exhibit varying levels of teaching commitment that influence instructional effectiveness. The study applies purposive sampling to identify respondents based on their direct involvement in classroom instruction and collaborative learning activities relevant to the research. The quantitative approach suits the study because it enables the researcher to gather measurable data on how collaborative learning expertise practices and teaching commitment predict instructional effectiveness in schools.

#### **3.2 Research Instrument**

The researcher utilized a self-constructed survey questionnaire as the main tool for data collection, patterned after related studies and adapted from established sources relevant to the study variables. The section on Collaborative Learning Expertise, particularly the sub-variable Dialogue, was adapted from Le (2018) in “Collaborative Learning Practices: Teacher and Student Perceptions.” The section on Teaching Commitment was based on Meyer and Allen’s (1991) Three-Component Model of Organizational Commitment, which includes affective, normative, and continuance dimensions. Meanwhile, the section on Instructional Effectiveness was adapted from Stronge (2018) in “Qualities of Effective Teachers,” focusing on lesson planning, instructional delivery, assessment, and classroom management. The instrument was validated by three education experts to ensure clarity, relevance, and content validity, and the reliability test using Cronbach’s Alpha yielded a coefficient of 0.973, indicating excellent internal consistency and confirming the instrument’s reliability for data collection.

#### **3.3 Procedure of Data Collection**

Prior to the actual data gathering, the researcher sought permission from the school heads/principals of the schools to conduct the study among their teachers. Once approval was obtained, the validated survey questionnaires were distributed personally across schools. The respondents were informed about the purpose of the study, and their participation was voluntary and confidential. The data collected were then organized, encoded, and subjected to statistical treatment for analysis and interpretation. Descriptive statistics such as mean and standard deviation were utilized to determine the extent of implementation of the Collaborative Learning Expertise and Teaching Commitment as Predictors of Instructional Effectiveness in Schools. To further analyze, regression analysis was employed as the main inferential statistical tool.

### **4. Results and Discussion**

#### **Table 1. Level of Collaborative Learning Expertise Practices**

Sub-variable	Mean	Std. Deviation	Qualitative Interpretation
Dialogue	4.24	.53501	Practiced
Decision Making	4.02	.66782	Practiced
Action	4.09	.63473	Practiced
Evaluation	4.18	.56194	Practiced
Sub Mean	4.13	0.59988	Practiced

Rating Scale	Rating Range	Descriptive Interpretation	Qualitative Interpretation
1	1.00-1.50	Strong Disagree (SD)	Not Practiced
2	1.51-2.50	Disagree (D)	Somewhat Practiced
3	2.51-3.50	Undecided (U)	Practiced
4	3.51-4.50	Agree (A)	Moderately Practiced
5	4.51-5.0	Strongly Agree (SA)	Highly Practiced

Table 1 shows that teachers rated the sub-variables of collaborative learning expertise Dialogue (M = 4.24), Decision-Making (M = 4.02), Action (M = 4.09), and Evaluation (M = 4.18) as “Practiced,” with an overall mean of 4.13. This suggests a strong engagement in collaborative practices among the teachers. The finding aligns with previous research indicating that high levels of teacher collaboration and shared professional learning communities are associated with improved instructional practices and outcomes. For example, Vangrieken, Dochy, Raes & Kyndt (2015) found that meaningful collaboration among teachers supports instructional improvement and student outcomes.

Similarly, Pan & Cheng (2023) showed that participation in teacher learning communities positively affected teachers' beliefs, behaviours, and self-efficacy, which in turn supports better instruction. Moreover, Gamboa (2022) reported a significant positive correlation between teacher collaboration and instructional effectiveness in the Philippines.

Thus, the data in Table 1 not only reflect a “Practiced” level of collaborative learning expertise but also resonate with established empirical findings that teacher collaboration underpins instructional effectiveness.

**Table 2. Level of Teaching Commitment**

Sub-variable	Mean	Std. Deviation	Qualitative Interpretation
Affective	4.14	0.65044	Committed
Normative	4.30	0.51776	Committed
Continuance	4.09	0.69923	Committed
Professional Development	4.14	0.61604	Committed
Sub Mean	4.17	0.62087	Committed

Rating Scale	Rating Range	Descriptive Interpretation	Qualitative Interpretation
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1	1.00-1.50	Strong Disagree (SD)	Not Committed
2	1.51-2.50	Disagree (D)	Somewhat Committed
3	2.51-3.50	Undecided (U)	Moderately Committed
4	3.51-4.50	Agree (A)	Committed
5	4.51-5.0	Strongly Agree (SA)	Highly Committed

Table 2 reveals that teachers exhibited a high level of teaching commitment with an overall mean of 4.17 (SD = 0.62087), interpreted as “Committed.” Among the sub variables, Normative Commitment recorded the highest mean (M = 4.30), showing that teachers possess a strong sense of responsibility and dedication to their profession. Affective and Professional Development Commitments both obtained a mean of 4.14, indicating that teachers are emotionally engaged in their work and actively pursue continuous growth and learning opportunities. Continuance Commitment, with a mean of 4.09, suggests that teachers remain in the profession due to perceived personal and professional fulfillment.

These results are consistent with recent studies. Pan and Cheng (2023) emphasized that teachers’ professional commitment is strengthened through collaboration and continuous professional learning. Similarly, Abun, Magallanes, and Encarnacion (2021) found that affective and normative commitments significantly contribute to teachers’ job satisfaction and performance. In addition, Gamboa (2022) reported that committed teachers display higher instructional effectiveness and positive attitudes toward their professional responsibilities.

Thus, the findings imply that teachers in the Division of Valencia City are highly committed to their work, which enhances instructional quality and promotes effective learning outcomes.

**Table 3. Level of Instructional Effectiveness**

Sub-variable	Mean	Std. Deviation	Qualitative Interpretation
Lesson Planning and Preparation	4.16	0.58895	Effective
Instructional Delivery	4.26	0.56911	Effective
Assessment and Feedback	3.99	0.66866	Effective
Classroom Management and Environment	3.98	0.60818	Effective
Overall Mean	4.09	0.60873	Effective

Rating Scale	Rating Range	Descriptive Interpretation	Qualitative Interpretation
1	1.00-1.50	Strong Disagree (SD)	Not Effective
2	1.51-2.50	Disagree (D)	Somewhat Effective
3	2.51-3.50	Undecided (U)	Moderately Effective
4	3.51-4.50	Agree (A)	Effective
5	4.51-5.0	Strongly Agree (SA)	Highly Effective

Table 3 shows that teachers demonstrated a high level of instructional effectiveness with an overall mean of 4.09 (SD = 0.60873), interpreted as “Effective.” Among the sub variables,

Instructional Delivery obtained the highest mean ( $M = 4.26$ ), suggesting that teachers effectively apply diverse strategies and approaches that enhance student understanding and engagement. Lesson Planning and Preparation followed with a mean of 4.16, indicating that teachers design lessons that are well-structured and aligned with learning goals. Assessment and Feedback ( $M = 3.99$ ) and Classroom Management and Environment ( $M = 3.98$ ) were also rated as “Effective,” showing that teachers provide timely feedback and maintain a positive and organized classroom atmosphere that supports productive learning.

These findings are consistent with the results of Kim and Lee (2022), who reported that effective instructional delivery and classroom management significantly enhance student academic performance and motivation. Similarly, Tadesse and Melesse (2023) emphasized that teachers who integrate reflective lesson planning and formative assessment practices demonstrate higher levels of instructional efficiency. In the Philippine setting, Dela Cruz and Serrano (2022) found that instructional effectiveness among basic education teachers is strongly influenced by lesson preparation, active engagement strategies, and the use of constructive feedback. The results imply that teachers in the Division of Valencia City exhibit effective instructional practices that promote student learning, classroom engagement, and overall academic success.

**Table 4. Correlation Analysis between the independent variables and instructional effectiveness**

Variables	Correlation Coefficient (r)	Probability (p)
COLLABORATIVE LEARNING EXPERTISE PRACTICES	.670**	.000
Dialogue	.651**	.000
Decision Making	.624**	.000
Action	.525**	.000
Evaluation	.556**	.000
TEACHING COMMITMENT	.678**	.000
Affective Commitment	.456**	.000
Normative Commitment	.616**	.000
Continuance Commitment	.497**	.000
Professional Development Commitment	.680**	.000

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

Table 4 presents the correlation analysis between the independent variables, Collaborative Learning Expertise and Teaching Commitment, and the dependent variable, Instructional Effectiveness. The results reveal that both independent variables have strong and statistically significant positive correlations with instructional effectiveness at the 0.01 level (2-tailed), indicating that as teachers’ collaborative learning expertise and commitment increase, their instructional effectiveness likewise improves. Specifically, Collaborative Learning Expertise Practices obtained a correlation coefficient of  $r = .670$  ( $p = .000$ ), indicating a strong positive relationship with instructional effectiveness. The subcomponents of collaborative learning expertise—Dialogue ( $r = .651$ ), Decision-Making ( $r = .624$ ), Action ( $r = .525$ ), and Evaluation ( $r = .556$ ) further support this relationship. These findings imply that open communication, shared decision-making, and continuous reflection among teachers enhance collective professional growth, leading to improved teaching performance and student learning outcomes.

Moreover, Teaching Commitment also showed a strong and significant correlation with instructional effectiveness ( $r = .678$ ,  $p = .000$ ), emphasizing that teachers' dedication to their profession contributes meaningfully to the quality of instruction they deliver. Among the dimensions of teaching commitment, Professional Development Commitment ( $r = .680$ ) showed the highest correlation, indicating that teachers who actively pursue continuous learning and skills enhancement tend to achieve higher instructional effectiveness. Likewise, Normative Commitment ( $r = .616$ ) demonstrates that a teacher's moral obligation and sense of duty positively influence their instructional performance. Meanwhile, Continuance Commitment ( $r = .497$ ) and Affective Commitment ( $r = .456$ ) show moderate but significant relationships, indicating that teachers' emotional attachment to the profession and their perceived value of staying in it contribute to sustaining instructional quality. Thus, the null hypothesis is rejected.

**Table 5. Regression Analysis on CLEP and Teaching Commitment as Predictors of Instructional Effectiveness**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	$\beta$ (Beta Coefficient)	t-value	Sig.
(Constant)	.864	.158		5.470	.000
Professional Development Commitment	.339	.038	.429	8.915	.000
Dialogue	.257	.045	.299	5.752	.000
Action	.121	.039	.161	3.139	.002
Normative	.151	.050	.174	3.025	.003
Affective	-.097	.040	-.131	-2.435	.016
R= 0.790		$R^2 = 0.625$		F-value= 56.391	
p= 0.000					

Regression Equation Model

$$Y = 0.864 + 0.339X_1 + 0.257X_2 + 0.121X_3 + 0.151X_4 - 0.097X_5$$

Where: Y = Instructional Effectiveness

$X_1$  = Professional Development Commitment

$X_2$  = Dialogue

$X_3$  = Action

$X_4$  = Normative Commitment

$X_5$  = Affective Commitment

The result of the regression analysis clarified that the coefficient of Professional Development Commitment had the highest degree of influence on instructional effectiveness, considering its 0.429 beta weight, indicating that this variable contributes the most among all

predictors in the model. Moreover, the  $R^2$  value of 0.625 signifies that 63% of the variance in teachers' instructional effectiveness can be explained by the combined influence of the predictors—professional development commitment, dialogue, action, normative commitment, and affective commitment. This means that teachers' level of collaboration and commitment significantly determines how effectively they deliver instruction in schools. The overall F-value of 56.391 with a p-value of 0.000 further confirms that the model is statistically significant, suggesting that the identified predictors jointly have a meaningful impact on instructional outcomes. Among these, professional development commitment and dialogue emerged as the strongest positive predictors, implying that teachers who actively engage in continuous learning and collegial discussions tend to exhibit higher instructional effectiveness. Likewise, action and normative commitment showed positive and significant relationships, indicating that teachers who act upon collaborative goals and uphold a sense of professional duty demonstrate better instructional practices. On the other hand, affective commitment displayed a negative yet significant effect, which may suggest that excessive emotional attachment could sometimes interfere with professional objectivity or adaptability in teaching. Thus, the findings imply that teachers who are professionally committed, collaborative, and action-oriented are more likely to implement effective instructional strategies that enhance student learning outcomes.

## 5. Conclusions

The findings of the study revealed that teachers in the Division of Valencia City demonstrate a high level of collaborative learning expertise, teaching commitment, and instructional effectiveness. The results showed that collaborative learning practices particularly in dialogue, decision-making, action, and evaluation are consistently practiced among teachers, highlighting their engagement in collegial collaboration that fosters professional growth. Teachers also exhibited strong commitment to their profession, especially in terms of normative and professional development commitments, signifying their sense of responsibility, loyalty, and continuous pursuit of professional improvement. Likewise, the level of instructional effectiveness was rated as high, indicating that teachers effectively plan, deliver, assess, and manage instruction to promote meaningful learning experiences.

The correlation and regression analyses further revealed that both collaborative learning expertise and teaching commitment significantly predict instructional effectiveness. Among the predictors, professional development commitment and dialogue emerged as the strongest determinants of effective instruction. This implies that teachers who actively engage in continuous professional learning and open communication with peers are more likely to enhance their instructional practices and student outcomes. The study concludes that strengthening teachers' collaborative learning practices and fostering sustained professional commitment can lead to improved instructional quality. Therefore, schools should promote professional learning communities, mentorship programs, and continuous capacity-building initiatives to sustain high levels of teaching effectiveness and student achievement.

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