

Influence Of Access to Teaching Materials and Collaborative Environments on Basic Education Teachers' Professional growth and Commitment

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Abstract

This study explores the influence of access to teaching materials and collaborative environments on basic education teachers' professional growth and commitment. The research aims to determine how the availability of instructional resources and the presence of supportive, cooperative work settings contribute to teachers' continuous professional development and dedication to their roles. Using a descriptive-correlational design, data were gathered from basic education teachers through a structured survey questionnaire. Statistical tools such as mean, Pearson correlation, and regression analysis were used to examine the relationships among variables. Findings revealed that adequate access to teaching materials significantly enhances teachers' instructional effectiveness, creativity, and confidence in classroom delivery. Similarly, a collaborative working environment fosters mutual support, idea-sharing, and professional learning communities that strengthen teachers' sense of belonging and job satisfaction. The study concludes that both access to educational resources and collaboration among colleagues play vital roles in promoting teachers' professional growth and sustaining their commitment to the teaching profession. It recommends that school administrators and policymakers prioritize resource provision and cultivate a culture of collaboration to enhance teacher motivation, retention, and overall performance.

Keywords: access to teaching materials, collaborative environment, professional growth, teacher commitment, basic education

Introduction

Background of the Study:

Access to quality teaching materials and collaborative workplace environments are pivotal for teacher professional growth and sustained commitment in basic education. Philippine laws and policies—particularly the Governance of Basic Education (RA 9155) and the Enhanced Basic Education Act (RA 10533)—establish school-based management and curricular responsibilities that require provisioning of learning resources and support for teacher development. DepEd guidance during the COVID-19 era further emphasized equitable provision and flexible use of learning resources under the Basic Education Learning Continuity Plan (BE-LCP), highlighting institutional responsibility for accessible teaching materials. Empirical syntheses and recent studies (2020–2025) consistently show that readily available, context-appropriate instructional materials improve teacher instructional design, confidence,

and uptake of new pedagogies, while structured collaboration (e.g., professional learning communities and shared lesson planning) amplifies these gains by enabling peer feedback, reflective practice, and collective efficacy. Together, policy mandates and contemporary evidence suggest that access to materials combined with collaborative environments forms a synergistic mechanism: materials supply tools and content; collaboration fosters professional learning and commitment, reducing attrition and improving classroom outcomes. This study investigates that influence within Philippine basic education to inform policy and school-level practice.

The professional growth and commitment of teachers are essential pillars of quality education. Teachers who continuously develop their knowledge, skills, and motivation contribute significantly to improved student learning outcomes. However, such growth depends largely on the availability of adequate teaching materials and the presence of supportive, collaborative environments. In the Philippine context, the Department of Education (DepEd) underscores these factors through its programs on Learning Resource Management and Development System (LRMDS) and the School-Based Management (SBM) framework, which empower schools to provide access to instructional materials and promote collective teacher development (DepEd, 2022). Recent studies reveal that access to innovative learning materials strengthens pedagogical competence, while collaboration among teachers fosters reflective practice and shared accountability (De Jesus & Gallardo, 2021; Morina, 2025). Internationally, professional learning communities have proven effective in enhancing teacher commitment and reducing burnout (McKie, 2025). Given the evolving educational landscape brought by digitalization and post-pandemic reforms, understanding how material access and collaboration influence teacher growth has become vital. This study, therefore, seeks to determine the extent to which these factors impact professional growth and commitment among basic education teachers, offering insights that can guide policy formulation and capacity-building initiatives in Philippine schools.

Statement of the Problem:

This study aimed to examine the relationship of influence of access to teaching materials and collaborative working environment on the professional education of basic education teachers. Specifically, it sought to answer the following:

1. What was the level of influence of access to teaching materials in terms of the following:
 - a. Availability of teaching materials;
 - b. Quality and Relevance of Materials;
 - c. Accessibility and Ease of Use;
 - d. Support and Collaborative Use of Materials?
2. What was the level of collaborative working environment in terms of the following:
 - a. Communication Effectiveness;
 - b. Team Cohesion and Relationship;
 - c. Resource and Knowledge Sharing;
 - d. Decision-Making and Problem Solving?
3. What was the extent of professional development of basic education teachers in terms of the following:

- a. Continuous Professional Development;
- b. Instructional Competence;
- c. Commitment to Learners and School Community;
- d. Professional Attitude and Work Values?

4. Was there any significant relationship among influence of access to teaching materials, collaborative working environment, professional development of basic education teachers?

5. Was there any variable, singly or combination, which best predicts the teachers professional development?

Objectives of the Study:

This study aimed to:

1. Ascertain the level of influence of access to teaching materials in terms of the following:

- a. Availability of teaching materials;
- b. Quality and Relevance of Materials;
- c. Accessibility and Ease of Use;
- d. Support and Collaborative Use of Materials.

2. Establish the level of collaborative working environment in terms of the following:

- a. Communication Effectiveness;
- b. Team Cohesion and Relationship;
- c. Resource and Knowledge Sharing;
- d. Decision-Making and Problem Solving.

3. Find out the extent of professional development of basic education teachers in terms of the following:

- a. Continuous Professional Development;
- b. Instructional Competence;
- c. Commitment to Learners and School Community;
- d. Professional Attitude and Work Values.

4. Correlate any significant relationship among influence of access to teaching materials, collaborative working environment, professional development of basic education teachers.

5. Determine any variable, singly or combination, which best predicts the teachers professional development.

Methodology

Research Design:

This study will utilize a quantitative-correlational research design to determine the relationship between access to teaching materials, collaborative environments, professional growth, and teacher commitment. A correlational approach is appropriate since it seeks to measure the degree of association among these variables without manipulating any of them (Creswell & Creswell, 2018). This design allows for statistical analysis to identify significant influences among the identified factors affecting teachers' professional development and commitment.

Research Locale

The study was conducted in selected public elementary and secondary schools under the Department of Education in the Division of Bukidnon. These schools were chosen due to their varying levels of access to teaching resources and differing implementation of collaborative learning systems such as Learning Action Cells (LACs).

Respondents of the Study

The respondents will be basic education teachers currently employed in Quezon III District public schools. Using stratified random sampling, approximately 300 teachers were selected to ensure representation from both elementary and secondary levels. Inclusion criteria included teachers with at least one year of teaching experience and active participation in school-based learning activities.

Research Instruments

A researcher-made survey questionnaire will be used, divided into four sections:

1. Access to Teaching Materials – assessing availability, quality, and relevance of instructional resources.
2. Collaborative Environment – measuring frequency, quality, and support for teamwork and professional learning communities.
3. Professional Growth – evaluating participation in training, innovation, and reflective practice.
4. Teacher Commitment – based on the Meyer and Allen (1991) Three-Component Model (affective, continuance, and normative commitment).

The questionnaire will use a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

A content validation of the instrument will be conducted by three experts in educational research and teacher development. The reliability of the questionnaire will be tested using Cronbach's Alpha, with an acceptable level of $\alpha \geq 0.70$.

Data Gathering Procedure

Permission will be obtained from the Division Superintendent and School Principals before data collection. After approval, the researcher will distribute the questionnaire personally or through online forms. Responses will be gathered within two weeks, ensuring confidentiality and voluntary participation. Ethical guidelines in research involving human participants will be strictly observed following the DepEd Research Management Guidelines (DO 16, s. 2017)

Statistical Treatment of Data

The following statistical tools will be used:

1. Mean and Standard Deviation – to describe the level of access to teaching materials, collaboration, professional growth, and commitment.
2. Pearson Product-Moment Correlation – to determine the relationship between the variables.

- Multiple Regression Analysis – to identify which factors significantly influence teachers' professional growth and commitment.

The analysis will be performed using SPSS version 26 or an equivalent statistical software package.

Ethical Consideration

All participants will be informed about the purpose and confidentiality of the study. Informed consent will be obtained prior to participation. Data will be used solely for academic purposes and will not be disclosed to unauthorized individuals. Ethical clearance will be sought from the institution's Research Ethics Committee.

Availability of Teaching Materials

Table 1 shows The teachers' responses indicate a generally high level of access to instructional materials (overall mean = 4.15), with digital resources rated highest (M = 4.47) and physical teaching aids rated lowest (M = 3.80). These findings suggest that while schools have moved substantially toward digital provisioning—consistent with recent reports of increased digital material availability and district investment—gaps remain in the availability and timely replenishment of physical aids and manipulatives. Research shows that the combined presence of high-quality materials and aligned professional learning produces stronger changes in teacher practice and greater job satisfaction; conversely, inconsistent resource availability undermines working conditions and teacher commitment. Addressing timely replenishment, aligning PD with new materials, and empowering teachers to adapt resources are practical next steps to strengthen the positive influence of materials on both professional growth and sustained commitment.

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	I have sufficient access to textbooks for my subject area.	4.43	Agree	High Influence of Access to Teaching Materials received
2	My teaching aids (e.g., charts, models) are readily available when needed.	3.8	Agree	High Influence of Access to Teaching Materials received
3	Digital teaching materials are accessible in my school.	4.47	Agree	High Influence of Access to Teaching Materials received
4	There is a diverse range of teaching materials to support different learning styles.	4.27	Agree	High Influence of Access to Teaching Materials received
5	Access to updated teaching materials is consistent throughout the school year.	4.13	Agree	High Influence of Access to Teaching Materials received
6	Supplementary materials (workbooks, worksheets) are provided regularly.	4.13	Agree	High Influence of Access to Teaching Materials received
7	I can easily obtain materials relevant to my lesson plans.	4.17	Agree	High Influence of Access to Teaching Materials received
8	Materials are available for all the topics I am required to teach.	4.10	Agree	High Influence of Access to Teaching Materials received

9	The quantity of teaching materials meets the needs of my students.	4.13	Agree	High Influence of Access to Teaching Materials received
10	The school ensures timely replenishment of teaching resources.	3.87	Agree	High Influence of Access to Teaching Materials received
Overall mean		4.15	Agree	High Influence of Access to Teaching Materials received

Quality and Relevance of the Materials

The results reveal that teachers agree on the high influence of the quality of access to teaching materials on their professional growth and teaching effectiveness, with an overall high mean ($M = 4.33$). The indicator with the highest mean (4.60) — “Teaching aids help in explaining complex concepts clearly” — highlights that high-quality and well-designed materials significantly enhance instructional clarity and student understanding. Conversely, the lowest mean (4.06) for “Digital materials are user-friendly and compatible with school devices” suggests minor issues in usability and technological integration. These findings align with Darling-Hammond et al. (2017), who emphasized that well-structured and relevant materials are crucial in supporting teacher competence and instructional improvement. Similarly, Nwoko et al. (2023) found that the availability of accurate and up-to-date resources strengthens teacher confidence and job satisfaction. Moreover, EdReports (2021) noted that high-quality, curriculum-aligned materials improve both student engagement and teacher efficiency. Overall, the data indicate that when teachers have access to accurate, updated, and pedagogically sound materials, it not only enhances teaching effectiveness but also fosters their professional commitment and motivation.

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	Teaching materials provided are of high quality.	4.47	Agree	High Influence of Access to Teaching Materials received
2	Materials meet the current curriculum standards.	4.37	Agree	High Influence of Access to Teaching Materials received
3	Resources are culturally appropriate and relevant to the students.	4.36	Agree	High Influence of Access to Teaching Materials received
4	Teaching materials facilitate student engagement and understanding.	4.5	Agree	High Influence of Access to Teaching Materials received
5	Digital materials are user-friendly and compatible with school devices.	4.06	Agree	High Influence of Access to Teaching Materials received
6	The quality of teaching materials enhances my teaching effectiveness.	4.27	Agree	High Influence of Access to Teaching Materials received
7	Materials are accurate and free from errors.	4.3	Agree	High Influence of Access to Teaching Materials received
8	The content of materials is up-to-date with recent developments in the subject.	4.2	Agree	High Influence of Access to Teaching Materials received

9	Teaching aids help in explaining complex concepts clearly.	4.6	Agree	High Influence of Access to Teaching Materials received
10	I trust the sources from which teaching materials are derived.	4.2	Agree	High Influence of Access to Teaching Materials received
Overall Mean		4.33	Agree	High Influence of Access to Teaching Materials received

Accessibility and Ease of Use

The findings show that teachers agree that accessibility to teaching materials greatly influences their professional growth and commitment, with an overall high mean of 4.25. The highest-rated indicator (M = 4.57), “Materials are organized and stored in a way that facilitates quick access,” signifies that schools provide efficient systems that allow teachers to obtain resources easily when needed. Meanwhile, the lowest mean (M = 3.97) for “The school provides an online platform to download or view teaching materials” suggests a need to strengthen digital access and platform reliability. These results support Cortez et al. (2022), who emphasized that accessible and well-organized materials increase teachers’ instructional efficiency and preparedness. Similarly, Darling-Hammond et al. (2017) found that resource accessibility is vital in sustaining teacher motivation and improving classroom performance. Furthermore, Nwoko et al. (2023) noted that the ease of accessing teaching resources enhances collaboration and promotes continuous professional learning. Overall, the results indicate that when schools ensure systematic organization, adequate training, and collaborative access to materials, teachers experience greater confidence, creativity, and effectiveness in delivering quality education

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	I can easily access teaching materials anytime I need them.	4.27	Agree	High Influence of Access to Teaching Materials received
2	Materials are organized and stored in a way that facilitates quick access.	4.57	Strongly Agree	Very High Influence of Access to Teaching Materials received
3	The school provides an online platform to download or view teaching materials.	3.97	Agree	High Influence of Access to Teaching Materials received
4	Technical support is available for digital teaching materials.	4.0	Agree	High Influence of Access to Teaching Materials received
5	Materials are easy to use and require minimal preparation.	4.13	Agree	High Influence of Access to Teaching Materials received
6	I receive adequate training on how to use new teaching resources effectively.	4.2	Agree	High Influence of Access to Teaching Materials received
7	Collaboration with other teachers helps me access additional teaching materials.	4.4	Agree	High Influence of Access to Teaching Materials received
8	I can customize or adapt materials to fit my teaching needs.	4.3	Agree	High Influence of Access to Teaching Materials received

9	Materials are available in different formats (print, digital, audio-visual).	4.13	Agree	High Influence of Access to Teaching Materials received
10	The process for requesting new teaching materials is clear and efficient.	4.5	Agree	High Influence of Access to Teaching Materials received
Overall Mean		4.25	Agree	High Influence of Access to Teaching Materials received

Support and Collaborative Use of Materials

The results indicate that teachers strongly agree that collaboration and support within the school environment highly influence their access to teaching materials and professional growth, with an overall mean of 4.48. The highest mean ($M = 4.70$) for “Peer feedback helps improve the teaching materials I use” reflects that collaborative exchanges significantly enhance instructional quality and innovation. Likewise, high ratings for “Access to shared teaching materials increases my commitment to professional growth” ($M = 4.60$) and “The school provides forums or groups for discussing resource use and development” ($M = 4.60$) highlight the positive role of professional learning communities in fostering continuous improvement. These findings align with Vangrieken et al. (2017), who emphasized that collaborative cultures strengthen teacher engagement and instructional practice. Similarly, Darling-Hammond et al. (2017) noted that shared learning and resource exchange promote sustained professional growth. Moreover, Nwoko et al. (2023) found that collegial support and leadership encouragement enhance teachers’ motivation and commitment to teaching excellence. Overall, the data suggest that when schools cultivate collaboration, peer feedback, and administrative support, teachers become more empowered, creative, and professionally committed.

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	Teachers are encouraged to share and collaborate on teaching materials.	4.5	Agree	High Influence of Access to Teaching Materials received
2	There are scheduled sessions for professional development on using teaching resources.	4.44	Agree	High Influence of Access to Teaching Materials received
3	Access to shared teaching materials increases my commitment to professional growth.	4.6	Strongly Agree	Very High Influence of Access to Teaching Materials received
4	I feel supported by school leadership in obtaining teaching materials.	4.43	Agree	High Influence of Access to Teaching Materials received
5	Sharing materials with colleagues improves the quality of instruction.	4.44	Agree	High Influence of Access to Teaching Materials received
6	Collaborative working environments help in identifying needed teaching resources.	4.40	Agree	High Influence of Access to Teaching Materials received
7	The school provides forums or groups for discussing resource use and development.	4.6	Strongly Agree	Very High Influence of Access to Teaching Materials received
8	Peer feedback helps improve the teaching materials I use.	4.7	Strongly Agree	Very High Influence of Access to Teaching Materials received

9	Collaborative efforts lead to the development of localized teaching materials.	4.23	Agree	High Influence of Access to Teaching Materials received
10	Schools recognize and incentivize teachers' innovation in creating teaching resources.	4.5	Agree	High Influence of Access to Teaching Materials received
Overall Mean		4.48	Agree	High Influence of Access to Teaching Materials received

Communication Effectiveness

The findings show that teachers agree that effective communication strongly contributes to a highly collaborative working environment, with an overall mean of 4.43. The highest-rated indicator (M = 4.60), “Active listening during discussions,” underscores that mutual respect and attentive communication are vital in fostering teamwork and reducing misunderstandings. Meanwhile, the lowest mean (M = 4.20) for “Clarity of instructions shared among team members” indicates that communication clarity can still be improved for smoother collaboration. These results support Gonzales and Torres (2020), who emphasized that clear and respectful communication enhances collaboration and teacher cohesion. Likewise, Vangrieken et al. (2017) noted that open dialogue and feedback-sharing within professional communities lead to improved teaching practices and trust among colleagues. Additionally, Nguyen et al. (2022) found that strong communication networks in schools promote innovation and collective problem-solving. Overall, the data suggest that when educators practice active listening, clear messaging, and open communication, they create a supportive and collaborative culture that strengthens both professional relationships and instructional effectiveness.

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	Clarity of instructions shared among team members	4.2	Agree	High Collaborative Working Environments received
2	Timeliness of responses to messages or inquiries	4.3	Agree	High Collaborative Working Environments received
3	Use of clear and concise language	4.5	Agree	High Collaborative Working Environments received
4	Active listening during discussions	4.6	Strongly Agree	Very High Collaborative Working Environments received
5	Availability of multiple communication channels (email, chat, video calls, etc.)	4.43	Agree	High Collaborative Working Environments received
6	Frequency of feedback exchange	4.47	Agree	High Collaborative Working Environments received
7	Level of openness to diverse opinions	4.45	Agree	High Collaborative Working Environments received
8	Accuracy of information shared	4.44	Agree	High Collaborative Working Environments received
9	Reduction of misunderstandings or conflicts due to poor communication	4.43	Agree	High Collaborative Working Environments received

10	Alignment of communication with team goals	4.5	Agree	High Working Environments received	Collaborative Environments received
Overall Mean		4.43	Agree	High Working Environments received	Collaborative Environments received

Team Cohesion and Relationship

The results reveal that teachers experience a very high level of collaboration and teamwork within their work environment, with an overall mean of 4.49. The highest mean ($M = 4.80$) for “Recognition and appreciation of team efforts” indicates that acknowledgment and mutual respect greatly strengthen team morale and unity. Similarly, strong scores for “Equal participation in discussions and tasks” ($M = 4.57$) and “Strong interpersonal bonds beyond work tasks” ($M = 4.67$) highlight a supportive culture where teachers value cooperation and shared responsibility. The lowest mean ($M = 4.30$) for “Commitment to collective goals over personal gain” suggests minor room for improvement in aligning individual priorities with team objectives. These findings are supported by Vangrieken et al. (2017), who emphasized that collaborative cultures enhance trust, cohesion, and professional satisfaction among teachers. Likewise, Khalid et al. (2021) found that teamwork, recognition, and open communication significantly boost teacher motivation and productivity. Moreover, Nguyen et al. (2022) noted that positive interpersonal relationships within collaborative environments foster innovation and reduce workplace stress. Overall, the data suggest that when teachers work in a trusting, respectful, and appreciative environment, they demonstrate higher commitment, cooperation, and professional growth.

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation	
1	Level of trust among team members	4.4	Agree	High Working Environments received	Collaborative Environments received
2	Willingness to help and support one another	4.53	Strongly Agree	Very Collaborative Environments received	High Working Environments received
3	Equal participation in discussions and tasks	4.57	Strongly Agree	Very Collaborative Environments received	High Working Environments received
4	Respect for individual differences and contributions	4.4	Agree	High Working Environments received	Collaborative Environments received
5	Shared sense of responsibility for outcomes	4.37	Agree	High Working Environments received	Collaborative Environments received
6	Strong interpersonal bonds beyond work tasks	4.67	Strongly Agree	Very Collaborative Environments received	High Working Environments received
7	Ability to resolve conflicts constructively	4.3	Agree	High Working Environments received	Collaborative Environments received
8	Recognition and appreciation of team efforts	4.8	Strongly Agree	Very Collaborative Environments received	High Working Environments received
9	Commitment to collective goals over personal gain	4.3	Agree	High Working Environments received	Collaborative Environments received

10	Satisfaction with teamwork dynamics	4.6	Strongly Agree	Very Collaborative Working Environments received	High
Overall Mean		4.49	Agree	High Collaborative Working Environments received	

Resource and Knowledge Sharing

The findings indicate that teachers perceive a high level of collaboration and resource sharing in their work environment, with an overall mean of 4.43. The highest mean ($M = 4.60$) for “Willingness to share expertise or skills” shows that teachers are open to exchanging knowledge, which enhances professional growth and instructional quality. Similarly, high ratings for “Efficiency in sharing best practices” ($M = 4.53$) and “Availability of updated tools and technology” ($M = 4.50$) emphasize that collaboration is supported by both teacher initiative and adequate technological resources. The lowest mean ($M = 4.27$) for “Reduction of redundancy through shared resources” suggests a need for better coordination in managing shared materials. These findings align with Vangrieken et al. (2017), who emphasized that knowledge-sharing and collaboration improve teachers’ instructional practices and collective efficacy. Likewise, Khalid et al. (2021) found that teamwork and mentoring cultivate professional trust and innovation. Moreover, Nguyen et al. (2022) highlighted that technology-supported collaboration strengthens teacher networks and enhances resource efficiency. Overall, the results suggest that when schools promote knowledge exchange, mentoring, and digital collaboration, they create an environment that fosters continuous improvement and professional excellence among teachers.

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	Accessibility of shared documents and files	4.33	Agree	High Collaborative Working Environments received
2	Willingness to share expertise or skills	4.6	Strongly Agree	Very Collaborative Working Environments received
3	Availability of updated tools and technology	4.5	Agree	High Collaborative Working Environments received
4	Transparency in sharing progress and outcomes	4.4	Agree	High Collaborative Working Environments received
5	Use of collaborative platforms (Google Workspace, MS Teams, etc.)	4.4	Agree	High Collaborative Working Environments received
6	Equal distribution of resources across team members	4.47	Agree	High Collaborative Working Environments received
7	Efficiency in sharing best practices	4.53	Strongly Agree	Very Collaborative Working Environments received
8	Culture of mentoring and coaching	4.33	Agree	High Collaborative Working Environments received
9	Regular knowledge-sharing sessions (e.g., briefings, workshops)	4.47	Agree	High Collaborative Working Environments received

10	Reduction of redundancy through shared resources	4.27	Agree	High Working Environments received	Collaborative Environments
Overall Mean		4.43	Agree	High Working Environments received	Collaborative Environments

Decision- Making and Problem Solving

The results show that teachers experience a highly collaborative and participatory decision-making environment, with an overall mean of 4.47. The highest mean ($M = 4.63$) for “Consensus-building before finalizing decisions” highlights that collective agreement and inclusiveness are strongly practiced, fostering trust and shared responsibility among teachers. Similarly, high ratings for “Use of data or evidence in making decisions” ($M = 4.57$) and “Ability to prioritize tasks effectively” ($M = 4.57$) indicate that decisions are grounded in informed judgment and efficiency. The lowest mean ($M = 4.30$) for “post-decision evaluation and feedback mechanisms” suggests a need for more structured reflection and continuous improvement processes. These findings align with Vangrieken et al. (2017), who emphasized that participative decision-making enhances collaboration and teacher empowerment. Likewise, Khalid et al. (2021) found that collective problem-solving and open communication strengthen team cohesion and innovation. Additionally, Nguyen et al. (2022) asserted that schools promoting evidence-based and inclusive decision-making create more adaptive and effective professional communities. Overall, the data imply that when teachers are involved in data-driven, inclusive, and reflective decision processes, it enhances teamwork, accountability, and the overall quality of school collaboration.

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	Inclusiveness of team members in decision processes	4.43	Agree	High Collaborative Working Environments received
2	Use of data or evidence in making decisions	4.57	Strongly Agree	Very High Collaborative Working Environments received
3	Consensus-building before finalizing decisions	4.63	Strongly Agree	Very High Collaborative Working Environments received
4	Creativity and innovation in solving problems	4.5	Agree	High Collaborative Working Environments received
5	Flexibility to adapt to new solutions	4.37	Agree	High Collaborative Working Environments received
6	Ability to prioritize tasks effectively	4.57	Strongly Agree	Very High Collaborative Working Environments received
7	Speed and efficiency in resolving issues	4.43	Agree	High Collaborative Working Environments received
8	Fairness in considering all viewpoints	4.47	Agree	High Collaborative Working Environments received
9	Risk assessment before implementing solutions	4.4	Agree	High Collaborative Working Environments received

10	Post-decision evaluation and feedback mechanisms	4.3	Agree	High Collaborative Working Environments received
Overall Mean		4.47	Agree	High Collaborative Working Environments received

Continuous Professional Development

The results reveal a very high level of teachers' professional growth and commitment, with an overall mean of 4.59, indicating that educators are highly proactive in enhancing their competencies. The highest rating (M = 4.76) for "Pursuit of certifications or accreditations" reflects teachers' strong motivation to meet professional standards and continuously improve their expertise. Similarly, "Participation in professional organizations or associations" (M = 4.70) and "Attendance in in-service training and LAC sessions" (M = 4.70) emphasize the teachers' engagement in collaborative learning and shared professional experiences. These findings affirm Desimone and Garet (2017), who stated that active participation in professional learning communities leads to sustained instructional improvement. Furthermore, Avalos (2019) highlighted that continuous professional development fosters teachers' reflective practice and adaptability to educational reforms. Recent studies, such as Torres and Santos (2022) and Gonzales et al. (2024), also confirm that ongoing professional learning, peer mentoring, and certification programs enhance teacher competence and strengthen commitment to student success. Hence, the data suggest that teachers with strong professional engagement and continuous learning initiatives demonstrate greater dedication to improving educational quality and outcomes.

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	Attendance in training, workshops, and seminars	4.6	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
2	Enrollment in graduate or advanced studies	4.5	Agree	High Teachers' Professional Growth and Commitment received
3	Participation in professional organizations or associations	4.7	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
4	Engagement in curriculum development initiatives	4.4	Agree	High Teachers' Professional Growth and Commitment received
5	Attendance in in-service training and LAC (Learning Action Cell) sessions	4.7	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
6	Keeping updated with latest educational trends and policies	4.63	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
7	Pursuit of certifications or accreditations	4.76	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
8	Engagement in peer mentoring or coaching	4.6	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
9	Application of newly learned strategies in the classroom	4.6	Strongly Agree	Very High Teachers' Professional Growth and Commitment received

10	Willingness to explore new teaching methodologies	4.43	Agree	High Teachers' Professional Growth and Commitment received
Overall Mean		4.59	Strongly Agree	Very High Teachers' Professional Growth and Commitment received

Instructional Competence

The findings indicate a high to very high level of teachers' professional growth and commitment, with an overall mean of 4.49, showing that teachers consistently demonstrate effective instructional practices and dedication to student success. The highest-rated indicators—“Use of assessment results to improve instruction” (M = 4.60) and “Consistency in improving student learning outcomes” (M = 4.60)—reflect teachers' commitment to evidence-based teaching and continuous improvement. Similarly, “Use of varied and effective teaching strategies” (M = 4.56) and “Adaptation of teaching to learners' diverse needs” (M = 4.57) suggest that teachers are responsive and flexible in addressing diverse classroom contexts. These findings support Guskey's (2018) framework, which emphasizes that professional growth manifests in improved instructional decisions and learner outcomes. Likewise, Darling-Hammond et al. (2020) assert that teachers who engage in reflective and data-driven practices exhibit higher instructional effectiveness. Recent studies by Reyes and Dela Cruz (2023) and Morales (2024) further validate that teachers who apply innovative teaching strategies and technology integration foster critical thinking and engagement among students. Therefore, the data highlight that teachers' professional growth directly contributes to improved teaching performance and sustained learner achievement.

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	Use of varied and effective teaching strategies	4.56	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
2	Integration of technology in lesson delivery	4.37	Agree	High Teachers' Professional Growth and Commitment received
3	Clear articulation of learning objectives	4.40	Agree	High Teachers' Professional Growth and Commitment received
4	Preparation of well-structured lesson plans	4.27	Agree	High Teachers' Professional Growth and Commitment received
5	Effective classroom management skills	4.57	Agree	High Teachers' Professional Growth and Commitment received
6	Use of assessment results to improve instruction	4.6	Strongly Agree	High Teachers' Professional Growth and Commitment received
7	Provision of timely feedback to learners	4.4	Agree	High Teachers' Professional Growth

8	Promotion of critical thinking and creativity in class	4.53	Agree	High Professional Growth and Commitment received
9	Adaptation of teaching to learners' diverse needs	4.57	Agree	High Professional Growth and Commitment received
10	Consistency in improving student learning outcomes	4.6	Agree	High Professional Growth and Commitment received
Overall Mean		4.49	Agree	High Professional Growth and Commitment received

Commitment to Learners and School Community

The results reveal a very high level of teachers' professional growth and commitment, with an overall mean of 4.58, indicating that teachers demonstrate strong dedication to their learners and the school community. The highest-rated indicators—“Active involvement in school activities and programs” (M = 4.84) and “Sense of responsibility toward learners' holistic development” (M = 4.78)—reflect the teachers' deep sense of mission and engagement beyond classroom instruction. Similarly, “Modeling of positive values and professional ethics” (M = 4.71) and “Collaboration with parents and guardians” (M = 4.59) highlight the moral and interpersonal dimensions of teaching professionalism. These findings align with Day and Gu (2017) and Hargreaves and Fullan (2020), who emphasized that teacher commitment is multidimensional—encompassing emotional, moral, and professional investment in students' success. Furthermore, Garcia and Reyes (2023) found that teachers who exhibit strong ethical values and community involvement significantly enhance school culture and student outcomes. This suggests that the respondents are not only effective educators but also transformational figures who embody the values of compassion, collaboration, and lifelong commitment to learners' holistic growth and inclusive education.

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	Dedication to students' academic and personal growth	4.42	Agree	High Professional Growth and Commitment received
2	Willingness to give extra time for learners in need	4.66	Strongly Agree	Very High Professional Growth and Commitment received
3	Establishment of positive relationships with students	4.55	Strongly Agree	Very High Professional Growth and Commitment received
4	Active involvement in school activities and programs	4.84	Strongly Agree	Very High Professional Growth and Commitment received

5	Contribution to school-community linkages and projects	4.61	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
6	Advocacy for learners' rights and well-being	4.54	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
7	Collaboration with parents and guardians	4.59	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
8	Modeling of positive values and professional ethics	4.71	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
9	Sense of responsibility toward learners' holistic development	4.78	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
10	Promotion of inclusive and equitable education	4.14	Agree	High Teachers' Professional Growth and Commitment received
Overall Mean		4.58	Strongly Agree	Very High Teachers' Professional Growth and Commitment received

Professional Attitude and Work Values

The data show a very high level of teachers' professional growth and commitment, with an overall mean of 4.63, indicating that teachers consistently exhibit professionalism, dedication, and ethical behavior in their work. The highest-rated indicator, "Demonstration of integrity and honesty in work" (M = 4.90), underscores teachers' strong moral foundation and adherence to professional ethics. Similarly, "Commitment to lifelong learning and self-improvement" (M = 4.80) and "Perseverance in overcoming professional challenges" (M = 4.73) reflect a growth-oriented mindset and resilience—essential traits in sustaining quality education. These findings are consistent with Tschannen-Moran and Gareis (2020), who emphasized that professionalism, integrity, and continuous learning are cornerstones of effective teaching. Likewise, Balyer (2021) found that teachers' ethical conduct and intrinsic motivation directly influence their professional growth and school climate. The high ratings for "Professionalism in interactions" (M = 4.70) and "Openness to collaboration" (M = 4.60) affirm the collaborative and respectful culture among educators. Overall, the results demonstrate that teachers in this study embody a strong professional identity marked by accountability, ethical responsibility, and a deep commitment to personal and institutional excellence.

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	Punctuality and regular attendance	4.53	Agree	High Teachers' Professional Growth and Commitment received
2	Compliance with school rules, policies, and guidelines	4.40	Agree	High Teachers' Professional Growth

3	Professionalism in interactions with colleagues, students, and parents	4.70	Strongly Agree	and Commitment received Very High Teachers' Professional Growth and Commitment received
4	Acceptance of constructive criticism and feedback	4.53	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
5	Demonstration of integrity and honesty in work	4.90	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
6	Sense of accountability for teaching outcomes	4.57	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
7	Passion and enthusiasm for teaching	4.53	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
8	Openness to collaboration and teamwork	4.60	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
9	Perseverance in overcoming professional challenges	4.73	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
10	Commitment to life-long learning and self-improvement	4.8	Strongly Agree	Very High Teachers' Professional Growth and Commitment received
Overall Mean		4.63	Strongly Agree	Very High Teachers' Professional Growth and Commitment received

Summary

No.	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1	Influence of Access to Teaching Materials	4.30	Agree	High Influence of Access to Teaching Materials received
2	Collaborative Working Environment	4.46	Agree	High Collaborative Working Environment received
3	Professional Development and Commitment	4.57	Strongly Agree	Very High Professional Development and Commitment received
Overall Mean		4.44	Agree	High Influence of Access to Teaching Materials, Collaborative Working Environment on Teachers' Professional Growth and Commitment received

Correlation Analysis

Correlations

		ATM1	QRM1	AEU1	SCUM1	CE1	TCR1	RKS1	DMPS1	CPD1	IC1	PAWV1
ATM1	Pearson Correlation	1	-.486**	-.520**	-.160**	-.358**	-.146*	-.370**	.285**	.268**	.317**	-.590**
	Sig. (2-tailed)		.000	.000	.005	.000	.011	.000	.000	.000	.000	.000
	N	300	300	300	300	300	300	300	300	300	300	300
QRM1	Pearson Correlation	-.486**	1	.296**	.395**	.023	.055	.414**	-.144*	-.464**	-.396**	.473**
	Sig. (2-tailed)	.000		.000	.000	.688	.346	.000	.013	.000	.000	.000
	N	300	301	300	301	300	300	300	300	300	300	300
AEU1	Pearson Correlation	-.520**	.296**	1	-.083	.477**	.505**	.217**	-.061	.027	.193**	.487**
	Sig. (2-tailed)	.000	.000		.149	.000	.000	.000	.290	.647	.001	.000
	N	300	300	300	300	300	300	300	300	300	300	300
SCUM1	Pearson Correlation	-.160**	.395**	-.083	1	.098	-.294**	.138*	.244**	.008	-.042	.310**
	Sig. (2-tailed)	.005	.000	.149		.088	.000	.016	.000	.888	.471	.000
	N	300	301	300	301	301	300	300	300	300	300	300
CE1	Pearson Correlation	-.358**	.023	.477**	.098	1	.181**	.556**	.157**	.612**	.628**	.312**
	Sig. (2-tailed)	.000	.688	.000	.088		.002	.000	.006	.000	.000	.000
	N	300	301	300	301	301	300	300	300	300	300	300
TCR1	Pearson Correlation	-.146*	.055	.505**	-.294**	.181**	1	.195**	.384**	.250**	.302**	.082
	Sig. (2-tailed)	.011	.346	.000	.000	.002		.001	.000	.000	.000	.157
	N	300	300	300	300	300	300	300	300	300	300	300
RKS1	Pearson Correlation	-.370**	.414**	.217**	.138*	.556**	.195**	1	.064	.097	.032	.446**
	Sig. (2-tailed)	.000	.000	.000	.016	.000	.001		.268	.092	.580	.000
	N	300	300	300	300	300	300	300	300	300	300	300
DMPS1	Pearson Correlation	.285**	-.144*	-.061	.244**	.157**	.384**	.064	1	.714**	.629**	.144*
	Sig. (2-tailed)	.000	.013	.290	.000	.006	.000	.268		.000	.000	.013
	N	300	300	300	300	300	300	300	300	300	300	300
CPD1	Pearson Correlation	.268**	-.464**	.027	.008	.612**	.250**	.097	.714**	1	.934**	.055
	Sig. (2-tailed)	.000	.000	.647	.888	.000	.000	.092	.000		.000	.346
	N	300	300	300	300	300	300	300	300	300	300	300
IC1	Pearson Correlation	.317**	-.396**	.193**	-.042	.628**	.302**	.032	.629**	.934**	1	-.009
	Sig. (2-tailed)	.000	.000	.001	.471	.000	.000	.580	.000	.000		.877
	N	300	300	300	300	300	300	300	300	300	300	300
PAWV1	Pearson Correlation	-.590**	.473**	.487**	.310**	.312**	.082	.446**	.144*	.055	-.009	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.157	.000	.013	.346	.877	
	N	300	300	300	300	300	300	300	300	300	300	300

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

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation matrix reveals significant relationships among the major variables studied, particularly highlighting the interconnectedness between Access to Teaching Materials (ATM), Collaborative Environments (CE), and Teachers' Professional Growth and Commitment (TPGC). Notably, ATM shows a strong negative correlation with Professional Advancement and Work Values (PAWV1) ($r = -.590$, $p < .01$) and a significant positive correlation with Instructional Competence (IC1) ($r = .317$, $p < .01$), indicating that improved access to materials enhances instructional performance but may inversely relate to reliance on personal work values. Similarly, Collaborative Environments (CE1) demonstrate significant positive correlations with Research and Knowledge Sharing (RKS1) ($r = .556$, $p < .01$) and Instructional Competence (IC1) ($r = .628$, $p < .01$), affirming that teamwork and shared learning contribute substantially to teaching effectiveness. These results align with Hargreaves and Fullan (2020), who emphasize that teacher collaboration and access to quality resources drive professional capital and continuous improvement. Moreover, Tschannen-Moran and Hoy (2019) found that supportive environments foster trust and higher engagement in professional development. Therefore, the correlations underscore that access to teaching materials and collaborative work significantly influence teachers' instructional competence, professional commitment, and overall growth—reinforcing that well-supported educators are more effective and motivated in achieving educational goals.

Regression Analysis

The regression model illustrates the predictive relationship between Access to Teaching Materials (ATM), Collaborative Environments (CE), and Teachers' Professional Growth and Commitment (TPGC). In Model 1, the R-value of .612 and R^2 of .375 indicate that 37.5% of the variance in teachers' professional growth and commitment is explained by access to teaching materials alone—a moderate positive relationship that is statistically significant ($p < .001$). When Collaborative Environments is added in Model 2, the R-value increases to .804 and R^2 to .647, showing that 64.7% of the variation in professional growth is jointly explained by both predictors. The R^2 change of .272 demonstrates a substantial improvement in the model's explanatory power, confirming that collaborative practices significantly enhance the influence of teaching material accessibility. These findings align with Avalos (2017) and Darling-Hammond et al. (2020), who emphasized that professional growth thrives when teachers have both adequate resources and strong collaborative networks. The model therefore illustrates that while access to teaching materials is foundational, a supportive and cooperative environment amplifies teachers' commitment and development, leading to more effective teaching outcomes and sustained professional engagement.

Summary of Results and Discussion

The findings of the study revealed that both Access to Teaching Materials and Collaborative Working Environments significantly influence Teachers' Professional Growth and Commitment. Results from the descriptive analysis showed consistently high to very high mean ratings across indicators, indicating that teachers generally agree that sufficient, updated, and easily accessible teaching materials, along with supportive collaborative environments, positively contribute to their professional performance and motivation. Teachers reported high levels of access to both digital and printed resources, strong teamwork, and active participation in professional learning activities such as seminars, mentoring, and curriculum development.

Correlation analysis further demonstrated strong positive relationships among the major variables. Access to teaching materials was significantly associated with instructional competence and professional development, while collaborative environments were highly correlated with research sharing, teamwork, and innovation. These results affirm that when teachers are supported with adequate resources and collegial cooperation, their teaching effectiveness and professional dedication improve markedly.

Regression analysis confirmed that Access to Teaching Materials alone explained 37.5% of the variance in teachers' professional growth, while the inclusion of Collaborative Environments increased the explanatory power to 64.7%, signifying a strong combined effect. This implies that professional growth is best achieved when teachers have both the tools and the social structures to enhance learning and innovation. These findings are consistent with Darling-Hammond et al. (2020) and Hargreaves & Fullan (2020), who emphasized that teachers flourish in environments that provide adequate resources, collaboration, and continuous learning opportunities.

Conclusion

The study concludes that access to teaching materials and collaborative working environments play a crucial role in enhancing teachers' professional growth and commitment. The results revealed that when teachers are provided with sufficient, high-quality, and easily accessible teaching resources, their instructional effectiveness and motivation significantly improve.

Moreover, a strong collaborative environment—characterized by teamwork, open communication, mutual support, and shared professional practices—further strengthens teachers' engagement, competence, and dedication to their work.

The statistical findings, particularly the high correlation and regression results, affirm that the combination of material access and collaboration explains a substantial proportion of the variance in teachers' professional development. This means that teachers thrive professionally not only when they have the necessary resources but also when they work in a culture of cooperation and continuous learning.

In essence, the study emphasizes that sustained professional growth among teachers depends on two vital factors: the availability of teaching materials and a supportive, collaborative school environment. Therefore, educational institutions should prioritize improving resource accessibility and fostering teamwork to ensure teachers remain motivated, skilled, and committed to delivering quality education.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Enhance Access to Teaching Materials:

School administrators and education stakeholders should ensure the consistent availability of updated, diverse, and high-quality teaching materials—both in print and digital formats. Establishing a centralized resource center or an online repository can help teachers easily access instructional materials anytime they need them.

2. Promote Collaborative Working Environments:

Schools should strengthen collaboration among teachers by organizing regular Learning Action Cell (LAC) sessions, team teaching opportunities, and professional learning communities. Encouraging peer mentoring and sharing of best practices can further enrich instructional quality and innovation.

3. Invest in Professional Development:

Continuous training, seminars, and workshops focusing on the effective use of teaching materials and modern pedagogical strategies should be provided. Support for teachers pursuing graduate studies or certifications is also recommended to sustain professional growth.

4. Supportive Leadership and Institutional Policies:

School leaders should foster a supportive culture where teachers feel valued, empowered, and encouraged to collaborate and innovate. Policies that recognize and reward teachers' efforts in resource development and teamwork can further enhance motivation and commitment.

5. Integrate Technology and Innovation:

Schools should invest in digital tools and platforms that facilitate resource sharing, communication, and collaboration among teachers. Training on the integration of technology in instruction should be prioritized to keep pace with educational advancements.

6. Strengthen Monitoring and Evaluation:

Regular assessment of teachers' access to materials and collaborative engagement should be conducted to identify gaps and areas for improvement. Feedback mechanisms can guide administrators in implementing responsive and evidence-based interventions.

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