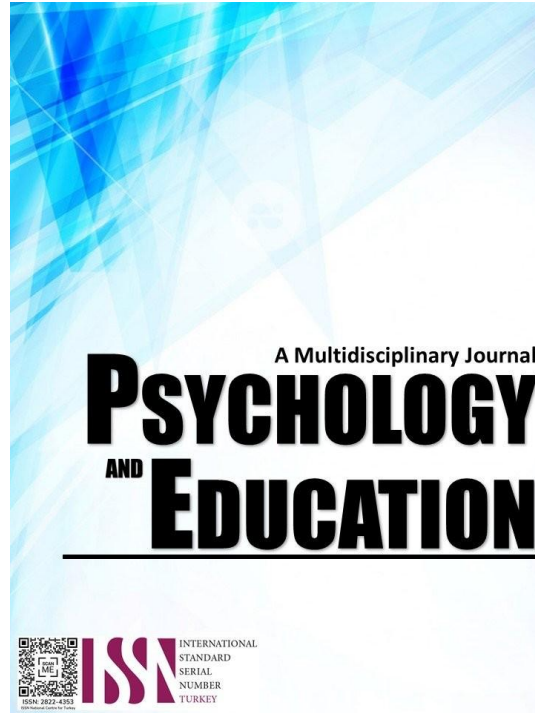


BENEFITS AND DRAWBACKS OF COLLABORATION IN AN INTEGRATED SCHOOL



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 47

Issue 1

Pages: 1-23

Document ID: 2025PEMJ4537

DOI: 10.70838/pemj.470101

Manuscript Accepted: 08-31-2025

Benefits and Drawbacks of Collaboration in an Integrated School

Reynalyn T. Lavadia*

For affiliations and correspondence, see the last page.

Abstract

This study, entitled “Benefits and Drawbacks of Collaboration in an Integrated School,” aimed to determine the impact on teachers in an integrated school in terms of professional development, enhancement of instructional design, improvement of professional task/related teaching tasks, and support from colleagues and administration at Congressional District I, Division of Nueva Ecija. The study used a descriptive-correlational design. Participants were purposively selected using total enumeration to meet the objective of the study, with a total of 199, as follows: 9 school heads, 69 elementary teachers, and 121 junior high school teachers of respective integrated schools in CD I. Survey questionnaires were the main instruments to gather needed data. The findings of the study are: teachers from integrated schools belonged to the ages 31-35, female, and married. They had a Master's Degree, taught Grade 5 pupils, and were permanent in a plantilla position. Using Spearman's rho analysis at $p < 0.05$ (2-tailed), the highest educational attainment was significantly related to the benefits and drawbacks of collaboration. The grade level taught was significantly related to the drawbacks of collaboration, particularly in terms of support from colleagues and administration. Furthermore, there was a significant relationship between the benefits of collaboration, such as enhancement of instructional design, and the drawbacks, including professional development, enhancement of instructional design, improvement of professional tasks, and support from colleagues and administration. Moreover, there were significant differences in the responses of elementary teachers, Junior high school teachers, and school heads regarding their perceptions of the benefits and drawbacks of collaboration in terms of improving professional tasks and receiving support from colleagues and administration.

Keywords: *Collaboration, Integrated School, Professional Development, Instructional Design, Teacher Support*

Introduction

Collaboration helps teachers find solutions to problems by resolving misunderstandings and clarifying assumptions through peer instruction or peer teaching and learning. It has been demonstrated in numerous study studies to aid teachers in developing higher-level thinking, communication, and self-management skills, as well as fostering interactions, improving self-esteem and responsibility, and increasing exposure to multiple perspectives, thereby enhancing readiness for instructional needs. Teachers are widely recognized as the most significant in-school factor influencing student success, satisfaction, and achievement, and teacher well-being is intimately linked to the quality of their work (CESE, 2014). As a result, teacher well-being is important for the future of education.

Teacher collaborations have been shown to be successful in studies, with teachers demonstrating a strong commitment to consistency in professional development, guidance in improving instructional design, support from colleagues and administrators, and interactions among teachers in an atmosphere of trust and mutual understanding. According to the studies, effective implementation of teacher collaboration requires commitment, guidance, support, and trust. Teacher collaboration has also been shown to support professional knowledge development in studies.

According to Pawan and Orloff (2018) and Stanley (2015), when teachers succeed in collaborating, specific types of activities will arise. Teachers, for example, may gain feedback from their colleagues, reflect on their instructional strategies, and create creative and innovative teaching techniques through successful cooperation on professional tasks (Goddard & Tschannen-Moran, 2017). Importantly, collaborative learning experiences can enable teachers to be more competent in terms of improving student learning than isolated work (Cajkler, Wood, Norton, & Pedder, 2014; Printy, 2018).

Teacher collaborations are complex because of their involvement in an organizational sense, collegiality, mutual trust amongst teachers in engaging in dialogue and sharing experiences, teacher autonomy, and a critical focus on collaboration.

Based on the studyer's personal experiences, collaborating with peers in teaching is incredibly challenging due to a variety of factors that have a significant impact on achieving goals that help students improve their academic performance. It is very difficult to overcome time and personality differences, as well as the exchange of ideas and shared goals. Collaboration has numerous advantages, especially for teachers who can use it to improve social skills and implement self-reflection strategies that lead to positive outcomes. However, considering the advantages, peer collaboration has a disadvantage. Some were unable to share their thoughts or handle time effectively and viewed others as rivals for potential advancement.

That is why the studyer wants to conduct this study because of the situations, problems, and scenarios she mentioned above. The studyer aims to identify other variables of benefits and drawbacks of collaboration in integrated schools in Congressional District I, in the Division of Nueva Ecija, specifically in terms of professional development, enhancement of instructional design, improvement of professional/teaching-related tasks, and support from colleagues and administration.

Study Questions

This study specifically examined the Benefits and Drawbacks of Collaboration in integrated schools. It answered the following questions:

1. How may the profile of the respondents be described in terms of their:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. civil status;
 - 1.4. highest educational attainment;
 - 1.5. grade level assigned; and
 - 1.6. plantilla position?
2. How may the benefits of collaboration in an integrated school be described in terms of:
 - 2.1. professional development;
 - 2.2. guidance in enhancing teachers' instructional design;
 - 2.3. improvement of professional task; and
 - 2.4. support from colleagues and administration?
3. How may the drawbacks of collaboration in an integrated school be described in terms of:
 - 3.1. professional development;
 - 3.2. guidance in enhancing teachers' instructional design;
 - 3.3. improvement of professional task; and
 - 3.4. support from colleagues and administration?
4. Is there a significant relationship between the profile of the respondents and the benefits of collaboration in an integrated school?
5. Is there a significant relationship between the profile of the respondents and drawbacks of collaboration in an integrated school?
6. Is there a significant relationship between the benefits and drawbacks of collaboration in an integrated school?
7. Is there a significant difference between the benefits and drawbacks of collaboration in an integrated school as assessed by elementary and junior high school teachers?

Methodology

Study Design

In this study, the descriptive study method was used to describe the correlation between the variables regarding the benefits and drawbacks of collaboration.

Ariola (2016) stated that a descriptive study describes current events and that questions posed are based on present phenomena or state of affairs. A descriptive study is one in which information is collected without altering the environment (i.e., nothing is manipulated). It is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from surveys, which describe the status quo, to correlation studies, which investigate the relationship between variables, to developmental studies, which seek to determine changes over time. Sometimes these are referred to as "correlational" or "observational" studies. In a human study, a descriptive study can provide information about the naturally occurring health status, behavior, attitudes, or other characteristics of a particular group. Descriptive studies are also conducted to demonstrate associations or relationships between things in the world around you.

Respondents

The total respondents of the study was 190, composed of 121 elementary teachers and 69 junior high school teachers in the Congressional District I of Nueva Ecija. Additionally, the nine school heads served as validators of the participants' responses regarding collaboration in an integrated school. They were selected using a purposive sampling procedure in accordance with the objectives of the study.

Total population sampling is a type of purposive sampling where the whole population of interest (i.e., a group whose members all share a given characteristic) is studied. The survey method requires the researcher to have prior knowledge of the study's purpose so that they can properly choose and approach eligible participants.

The researcher used total sampling because she wanted to access the whole population of participants/respondents of the study.

The official lists of integrated schools in Congressional District 1 were utilized in the Schools Division of the Office of Nueva Ecija, for a total of 9 Integrated schools.

The distribution of participants was shown in Table 1 as follows:

Table 1. *Distribution of Participants*

	<i>Integrated School</i>	<i>Junior High School Teachers</i>	<i>Elementary Teachers</i>	<i>School Heads</i>
1	Maybubong Integrated School, Guimba	7	13	1
2	San Pascual Integrated School, Talavera North	7	13	1
3	Bunol Integrated School, Guimba	7	11	1
4	San Alejandro Integrated School, Quezon	8	13	1
5	San Andres 1 Integrated School, Guimba	8	10	1
6	San Bernardino Integrated School, Guimba	8	12	1
7	Bakal II Integrated School, Talavera North	8	16	1
8	Quezon Integrated School, Quezon	8	16	1
9	San Juan Integrated School, Aliaga	8	17	1
	TOTAL	69	121	9

Instrument

To gather the needed data, a survey questionnaire was utilized as the main instrument of the study.

The study used a self-made questionnaire. The questionnaire had three parts. The first part of the instrument shows the profile of respondents. The next part was intended for the self-evaluation on the benefits of collaboration, and the last part for the drawbacks of collaboration. The respondents were guided using the following ratings scale: 4-3.25 – 4.00 - Always, 3- 2.50 – 3.24 - Often, 2- 1.75 – 2.49-Sometimes, 1-1.00 – 1.74-Almost Never.

Procedure

Permission to gather data was secured from the Schools Division Superintendent of Nueva Ecija to allow her to distribute the questionnaire to the respondents of the study. The distributions of the questionnaire were done using Google Forms. The researcher collected the data, tabulated it, and subjected it to statistical analysis for interpretation and presentation.

Data Analysis

Frequency and percentage distribution were used to determine the profile of respondents. The weighted mean was utilized to describe the respondents' work motivation factor using the following guide:

Spearman's rho and Pearson's r for correlation were employed to determine the relationship between variables.

Results and Discussion

1. Profile of Teacher-Respondents

Table 2. *Profile of the Teacher Respondents*

	<i>Profile</i>	<i>Frequency</i>	<i>Percent</i>
Age	25-30 years	44	23.2
	31-35 years	59	31.2
	36-40 years	44	23.2
	41-above	43	22.6
	Total	190	100.0
	Gender		
	Male	51	26.8
	Female	139	73.2
	Total	190	100.0
Civil Status	Single	67	35.3
	Married	84	44.2
	Separated	27	14.2
	Widow/er	12	6.3
	Total	190	100.0
Highest Educational Attainment	Bachelor's degree	34	17.9
	with MA units	61	32.1
	MA Grad	93	48.9
	Ph.D units	2	1.1
	Ph.d Grad	0	0.0
	Total	190	100.0
Grade Level Taught	Grade 4	46	24.2
	Grade 5	52	27.4

Grade 6	23	12.1
Grade 7	9	4.7
Grade 8	24	12.6
Grade 9	23	12.1
Grade 10	13	6.8
Total	190	100.0
Plantilla Position		
Teacher I	98	51.6
Teacher II	3	1.6
Teacher III	80	42.1
Master Teacher I	9	4.7
Total	190	100.0

Age

Table 2 presents the data on the teacher profile. In terms of age, 59 individuals, or 31.1%, were aged 31-35 years, 44 individuals, or 23.2%, were aged 25-30 years and 36-40 years, and 43 individuals, or 22.6%, were aged 41 years and above.

The majority of respondents considered themselves middle-aged teachers and mature enough to handle classes and collaborate with others for the continuous development and improvement of teaching and learning materials/resources for learners, as the main beneficiaries.

According to Hundred (2020), the age of the teacher does not matter in terms of collaborating with others. Different age levels learn naturally from each other, and they are all free to share their ideas, experiences, and learn as well by collaborating.

Gender

With regards to gender, as shown in Table 2, almost half, 139 or 73.2% of the respondent-teachers are female, while 51 or 26.8% are male.

The teaching profession remains predominantly female-dominated. This was supported by Santiago's (2018) study, which confirmed that there are more female teachers than male teachers in private and public schools.

School teaching has long been associated with women. This has been an ideological link between women's domestic role and their career as a school teacher as an extension of motherhood (Ullah, 2015).

Civil Status

Table 2 projected the profile of the teachers in terms of civil status, with 84 or 44.2% already married, 67 or 35.3% still single, 27 or 14.2% separated, and 12 or 6.2% widowed.

This implies that the majority of teachers before entering the teaching profession were already married, and this civil status is considered suitable and appropriate in the teaching profession, considering them as a second parent who also plays a significant role in giving guidance, love, and care to their students.

According to Alufohai and Ibhaifidon (2015), married teachers performed better than single, widowed, and separated teachers and had a positive impact on the students' academic performance.

Highest Educational Attainment

As gleaned in Table 2, the majority, 93 or 48.9% of the teachers in integrated schools in CD I had Master's Degree, followed by 61 or 32.15% with MA units, 34 or 17.9% graduated in Bachelor's degree, and only 2 or 1.1 % earned Ph.D/EdD units.

Findings revealed that respondents, even those with busy schedules or working as teachers, still pursued higher levels of education for personal and professional growth and development.

Teachers who pursue higher educational levels showed a willingness to share more ideas, actively participated in sharing their beliefs and vision, and are ready to work cooperatively in forming learning communities (Shih-Hsiung Liu, 2017).

Grade Level Taught

Based on the data presented in Table 2, there are 52 or 27.4% who taught Grade 5, 46 or 24.2% taught Grade 4, 24 or 12.6% taught Grade 8, 23 or 12.1% taught Grade 6 and Grade 9, 13 or 6.8% taught Grade 10, and 9 or 4.7% taught Grade 10.

Findings show that the majority of the teachers taught at the elementary level, as they teach in Grades 4 to 6.

It also shows that there is a limited number of teachers in Junior High School since the implementation of integrated schools is new and has been operated for only a minimum number of years, up to the present, considering the limited number of enrollees.

It is well acknowledged that teachers are the most important in-school factor contributing to student success, satisfaction, and

achievement, and that teacher wellbeing is deeply connected to the quality of their work (CESE, 2014).

Studies from Erickson et al. (2015) and Puchner and Taylor (2016), have shown the successful experiences of teacher collaborations, such as teachers' strong commitment to consistency in professional development guidance in enhancing teachers' instructional design, support from colleagues and administrators, and interactions among teachers in an atmosphere of trust and mutual understanding. The above studies revealed that commitment, guidance, support, and trust lead to the successful implementation of teacher collaboration. Studies have also shown the benefits of teacher collaborations on professional knowledge development (Burke, 2013; Egodawatte, McDougall, & Stoilescu, 2018; Nelson, 2018). Specific types of activities can emerge when teachers succeed in collaborating (Pawan & Ortloff, 2011; Stanley, 2015).

Plantilla Position

And with the plantilla position, Table 2 shows that there are 98 or 51.6% who were Teacher I, 3 or 1.6% who were Teacher II, 80 or 42.1% who were Teacher III, and 9 or 4.7% who were Master Teacher I.

These findings confirmed that all teaching personnel in public schools had a position in the plantilla of permanent personnel. Teachers are eligible to practice their teaching profession in accordance with guidelines and principles, and in satisfaction of the mission, vision, and core values implemented by the Department of Education in all public schools.

As per Memorandum Circular No. 14, s. 2018 of Civil Service Commission (CSC) Resolution No. 1701009 o 2017 Omnibus Rules on Appointments and Other Human Resource Actions (ORAOHRA) under Section 9-Permanent position Plantilla-a an appointment issued to a person who meets all the qualification requirements of the position to which he/she is being appointed to, including the appropriate eligibility, in accordance with the provisions of law, rules, and standards promulgated in pursuance thereof.

Benefits of Collaboration

Table 3. Benefits of Collaboration in an Integrated School in Terms of Professional Development

	<i>Elem Teachers</i>		<i>JHS Teachers</i>		<i>School HEADS</i>	
	<i>WM</i>	<i>VD</i>	<i>WM</i>	<i>VD</i>	<i>WM</i>	<i>VD</i>
Professional Development						
1. Guide each other in reading professional literature.	3.58	Always	3.59	Always	3.50	Always
2. Engaging in informal dialogue with your colleagues on how to improve teaching during lunch or coffee break.	3.87	Always	3.90	Always	3.90	Always
3. Shift on a shared set of values during collaboration.	3.73	Always	3.80	Always	3.80	Always
4. Assist the school in creating and sharing common beliefs and values by brainstorming and collaborating.	3.74	Always	3.80	Always	3.70	Always
5. Guide each other in engaging advance learning during LAC Session or INSET.	3.60	Always	3.59	Always	3.60	Always
6. Join in workshop, educational meeting, and supervision for the development of teachers' knowledge and understanding.	3.58	Always	3.81	Always	3.50	Always
7. Participate in promoting the sense of adaptability in curriculum change during formal or informal dialogue with your colleague.	3.79	Always	3.86	Always	3.80	Always
8. Compliant when being facilitated by a "More knowledgeable other" while strengthening peer to peer relationship during discussion of education-related topics.	3.64	Always	3.74	Always	3.70	Always
9. Take interest in educational conferences or seminars (where teachers and/or studyers present their study results and discuss educational problems).	3.74	Always	3.68	Always	3.60	Always
10. Participation in a network of teachers formed specifically for the professional development of teachers.	3.64	Always	3.78	Always	3.40	Always
Average wm	3.69	Always	3.76	Always	3.65	Always
Enhancement of Instructional Design						
1. The teachers conduct collaborative activities in developing programs for the learners.	3.83	Always	3.91	Always	3.50	Always
2. The teachers collaborate in designing instructional material suited to the learning needs of the learners.	3.74	Always	3.81	Always	3.90	Always
3. The teachers are correcting each other about the development of instructional materials.	3.80	Always	3.80	Always	3.90	Always
4. The teachers give assessment to each other about the teaching methods implemented to the learners during the teacher to teacher classroom observation.	3.50	Always	3.70	Always	3.70	Always
5. The teachers supervise the learning development of students by providing their previous performance record to their new adviser.	3.59	Always	3.59	Always	3.70	Always
6. The teachers conduct mentoring and/or peer observation and coaching, as part of a formal school arrangement	4.00	Always	4.00	Always	3.80	Always
7. The teachers share reliable instructional resources when creating effective and	3.79	Always	3.84	Always	3.90	Always

interesting instructional materials with their colleagues.						
8. The teachers' guide their colleagues in obtaining digital sources for the improvement of their instructional materials	3.70	Always	3.72	Always	3.90	Always
9. The teachers educate their co-teachers in proper interpretation of rules in making instructional materials	3.72	Always	3.78	Always	3.90	Always
10. The teachers show the proper assessment and evaluation of learners' performance based on the given instructional materials to their colleague especially to the beginner.	3.70	Always	3.75	Always	3.40	Always
Average wm	3.74	Always	3.79	Always	3.76	Always
Improvement of Professional Task/Teaching Related Task						
1. The teachers assist each other in facilitation of school related programs.	4.00	Always	4.00	Always	4.00	Always
2. The teachers collaborate to supplement the needs of the program and activities.	3.80	Always	3.80	Always	3.50	Always
3. The teachers conduct brainstorming to formulate a solution for the possible problem arises during the programs and activities.	3.80	Always	3.80	Always	3.70	Always
4. The teachers are willing to share their contact person or market that can assist the proper organization of programs.	3.90	Always	3.91	Always	3.90	Always
5. The teachers are prompt to share their professional expertise for the operation and mobilization of materials needed in the program and activities	3.70	Always	3.71	Always	3.70	Always
6. The teachers are sharing in responsibility for the given task.	3.98	Always	3.75	Always	3.80	Always
7. The teachers conduct assessment on the possible outcome of task.	3.79	Always	3.83	Always	3.60	Always
8. The teachers participate in the evaluation of validity and reliability of the task in the personal and professional growth of school staff.	3.83	Always	3.81	Always	3.30	Always
9. The teachers team up to explore options to acquire financial aid needed for the activities.	3.88	Always	3.83	Always	3.50	Always
10. The teachers cooperate with other schools in the proper improvement of program assigned to them.	3.75	Always	3.78	Always	3.30	Always
Average wm	3.84	Always	3.82	Always	3.63	Always
Support from Colleagues and Administration						
1. The teachers allow and support diverse perspective to develop positive outcomes for school operations.	3.32	Always	3.49	Always	3.30	Always
2. The teachers collaboratively participate in any activities necessary for the school improvement.	3.54	Always	3.59	Always	3.30	Always
3. The teachers display positive body language and enthusiasm when exchanging of ideas during brainstorming and collaborations.	3.82	Always	3.90	Always	3.50	Always
4. The teachers provide words of encouragement and gestures of reassurance to their colleagues during problem solving.	3.88	Always	3.90	Always	3.70	Always
5. Senior teachers and I serve as confidants and counselor in meeting day to day challenges.	3.69	Always	3.71	Always	3.30	Always
6. The teachers show emphatic concerns regarding to the needs of their colleagues.	3.56	Always	3.90	Always	3.50	Always
7. The teachers develop and fulfill clear roles during collaboration.	3.54	Always	3.71	Always	2.80	Often
8. The teachers establish a positive environment to encourage experience sharing of every teacher for the safe exchange of ideas.	3.59	Always	3.91	Always	2.70	Often
9. The teachers build trust and safety about opening up and disclosing one's problems during collaboration.	3.59	Always	3.74	Always	2.90	Often
10. The teachers promote a sense of belonging in the community regardless of the years in service in the field.	3.44	Always	3.87	Always	2.60	Often
Average wm	3.60	Always	3.77	Always	3.16	Often

Legend: 1.00-1.74 –Almost Never, 1.75-2.49 – Sometimes, 2.50 3.24 – Often, 3.25-4.00 – Always

Professional Development

Table 3 shows the benefits of collaboration in an integrated school in terms of Professional Development. According to the table, the elementary teachers who received professional development had an average of 3.69, while junior high school teachers had a mean of 3.76, both of which were interpreted as “Always”, with an overall mean of 3.71 among teachers, also interpreted as “Always”. Both elementary and JHS teachers who were “Engaging in informal dialogue with their colleagues on how to improve teaching during lunch or coffee break” got the highest mean of 3.87 and 3.90, respectively, and both were interpreted as “Always”. Teachers’ “Guide each other in reading professional literature and join in workshop, educational meeting, and supervision for the development of teachers’ knowledge and understanding” got the lowest mean of 3.58 and 3.59, and both were interpreted as “Always”.

Among the School heads, professional development got an average of 3.65 and was interpreted as “Always”. “Engaging in informal dialogue with your colleagues on how to improve teaching during lunch or coffee break” received the highest mean of 3.90, while “Participation in a network of teachers formed specifically for the professional development of teachers” had the lowest mean of 3.40, both of which were interpreted as “Always”.

The findings revealed that elementary teachers, JHS teachers, and the School Head have the same assessment of collaboration as always beneficial to all teachers in Integrated Schools at CD I. The teachers are more engaging in assisting their colleagues in their respective areas and those under in the same school premises where they can serve. The teachers in both elementary and junior high school are always participating in promoting and adapting to the change of curriculum to show their set of values in sharing and creating common beliefs during collaborations. The LAC sessions of school insets are the primary networks of collaboration among teachers in their respective areas and school environments, where they can engage in advanced learning and form professional development to improve the teaching and learning curriculum, satisfying learners' needs and enhancing performance.

Here are some of the responses from the interviews conducted by the researcher:

"Collaboration is very essential to us teachers because, it will help us to improve our expertise in teaching by means of adapting to shared knowledge, ideas and different strategies and methodologies used by other teachers in imparting quality education and help us improve our personal and professional development."

"In collaborating with other, it is very helpful for me especially to adopt new strategies to integrate in my teaching."

According to Kafyulilo (2014), teachers' professional development through collaboration has been reported to be effective for the improvement of schools' performance and students' learning outcomes in all curriculum subjects. The study identified four main forms of teachers' collaboration for professional development, including community of practice, lesson study groups, professional learning communities, and teacher design teams.

Enhancement Instructional Design

Regarding the benefits of collaboration in terms of instructional design enhancement, the average weighted mean for elementary teachers was 3.74, while that for junior high school teachers was 3.79, both interpreted as "always". The teachers conduct mentoring and/or peer observation and coaching as part of a formal school arrangement, which received the highest rating of 4.00 and is interpreted as "always," as assessed by both elementary and junior high school teachers. On the other hand, the teachers give assessment to each other about the teaching methods implemented to the learners during the teacher to teacher classroom observation, as assessed by elementary teacher as lowest mean 3.50 and the teachers supervise the learning development of students by providing their previous performance record to their new adviser, got lowest mean of 3.59 as assessed by those in JHS but still both interpreted as "Always".

For the assessment made by the School Head, five items had the highest mean of 3.90 and were interpreted as "Always". The teacher collaborates in designing instructional materials suited to the learning needs and educates their co-teachers in the proper interpretation of rules for creating instructional materials. Whereas, the teachers demonstrate the proper assessment and evaluation of learners' performance based on the given instructional materials to their colleagues, especially to beginners, with a mean of 3.40, interpreted as "Always".

The findings revealed that all of the respondents' assessments on the benefits of collaboration have always helped teachers to enhance their instructional design through mentoring and coaching since they have plenty of options for accessibility of sharing to better enhance and design instructional materials with complete packages of learning activities, assessment, and evaluation materials towards improvement of students' academic performance. Collaboration and peer mentoring in their respective areas would be much effective.

In the interview conducted among the respondents, they claimed:

"For me, collaboration on work, programs, and activities help me to enhance learning activities as to modify in most easiest and simplest way with the help of others and their ideas."

"Yes, it is very helpful especially during collaboration per learning area to focus on the most learning needs and priorities to address."

"Through collaboration, it helps me to understand the difficulties and struggles of students in different levels and on how to address the issues by enhancing instructional materials suited to their learning needs."

Therefore, the findings concluded that teachers from integrated schools, together with their respective school heads, have same perspective on the guidance in enhancing teachers' instructional design as they perform in a collaborative way in the different programs and activities in the school, for the betterment of all learners, including pupils, towards better academic performance.

Elisabeth and Kyndt (2015) found possible negative consequences of teacher collaboration, illustrating that teachers may experience competitiveness, an increased workload, a loss of autonomy, and tensions that can escalate into conflicts during teacher collaboration because of groupthink.

A long-lasting commitment with a vision and relationships based on trust (e.g., with colleagues and school administrators) can enhance the quality of teacher collaborations by building a stronger sense of community, emotional attachment, and empathic concerns regarding others' needs, which are identified by teachers as high-level professional competence in teacher collaborations (Tseng & Kuo, 2014). Vangrieken et al. (2015) reviewed literature related to teacher collaboration and indicated the actions facilitating collaborations (e.g., realizing task interdependence, developing clear roles for the team members, and a defined focus for collaboration).

In addition, group-level interventions (e.g., primarily focused on group members' composition) and structural supports (e.g., scheduling adequate time for collaboration and structuring collaboration meetings formally) appear to be key points of action for facilitating teacher collaboration. Thus, the experiences of success and various barriers in teacher collaboration in teaching teams should be noted.

Furthermore, if teachers can develop specific strategies through interactions in teaching teams and self-reflection when confronting challenges, they not only achieve collaborative professional development but also enhance student learning.

Improvement of Professional Task/Teaching Related Tasks

With the benefits of collaboration in terms of improving professional tasks and teaching-related tasks, elementary teachers assessed with a mean score of 3.84, while JHS teachers got a mean score of 3.82, both interpreted as "Always". The teachers assist in facilitating school-related programs, with a mean of 4.00, interpreted as "Always", as assessed by two groups of teachers. However, as assessed by the teachers in elementary and JHS, the teachers are prompt to share their professional expertise for the operation and mobilization of materials needed in the program and activities, had the lowest mean of 3.70 and 3.71, respectively, and both were interpreted also as "Always".

With the assessment made by the school head, the average mean got 3.63 and interpreted as "Always". Same with the assessment made by teachers, the highest mean score of 4.00 and interpreted as "Always" for the statement "The teachers assist teach other in facilitation of school related program" while the statement "The teachers participate in the evaluation of validity and reliability of the task in the personal and professional growth of school staff." got the lowest mean of 3.30 and interpreted as "Always".

The findings revealed that teachers and school heads have almost the same assessment in terms of collaboration in improving professional tasks and teaching-related tasks, especially in assisting each other and implementing other proper organizational programs. The teachers help each other in all school programs because they are all under one roof in the school. Assist one another and collaborate to meet the program's and activities' needs. The teachers are willing to share their professional expertise to cooperate with other schools for the proper improvement and implementation of the programs assigned to them, resulting in better output of professional tasks and other teaching-related tasks.

The results were supported by the statements of some teachers dealing with the benefits of collaboration in terms of improvement of professional tasks/teaching-related tasks, as follows:

"Teachers' collaboration program like mentoring and peer teaching was a big help for me, most especially I am new in the service, I learn a lot from my collaborative team to accomplish the task professionally and to improve my output in more productive way than before I can do it by my own. This time I can adopt their best teaching methodologies and learn from them with all their expertise."

"Through collaboration, I will improve my task professionally and other teaching related tasks by adopting the shared knowledge from my colleagues and I can immediately formulate solutions to my teaching problem and difficulties."

The findings supported by Tseng and Kuo stated that a long-term commitment to a vision and trust-based relationships will improve the quality of teacher collaborations by fostering a stronger sense of community, emotional attachment, and empathic concerns about others' needs, which all teachers identify as high-level professional competence in teacher collaborations.

Leeuwen et al. (2013) found that teachers encountered challenges while organizing collaborative activities, such as designing appropriate group tasks, composing groups, managing class time, and enhancing and monitoring productive collaboration.

Moreover, Kaendler et al. (2014) found that teacher competencies aimed at fostering the quality of student collaboration, such as defining learning goals, instructing beneficial student behavior, monitoring, supporting, consolidating, and evaluating students' interactions.

Support from Colleagues and Administration

The data from Table 3 shows the assessment made by teachers in elementary and JHS, and with their respective school heads on the support from colleagues and administration. The teacher assessment got an average of 3.60 and 3.77, respectively, and was interpreted as "Always". The teacher provided words of encouragement and gestures of reassurance to their colleagues during problem solving, as assessed by both teachers, who got the highest mean of 3.88 and 3.90, respectively, whereas the teachers who allow and support diverse perspectives to develop positive outcomes for school operations got the lowest mean of 3.32 and 3.49, and all interpreted as "Always".

However, School Head assessed the benefits of collaboration towards support from Colleagues and Administration got an average mean of 3.16 and interpreted as "Often". Similarly, the assessment of teachers revealed that the teacher provides words of encouragement and gestures of reassurance to their colleagues during problem-solving, with the highest mean of 3.70, interpreted as "Always". Thus, the teachers promote a sense of belonging in the community, regardless of the years in service in the field, with a mean of 2.60, interpreted as "Often".

The finding implies that teachers have the same assessment on the benefits of colleagues and administration as always, while the School Head had assessed often. The teachers believe that collaboration can provide them with support from colleagues and administration through words of encouragement and gestures of reassurance during problem-solving, as they are familiar with each other, despite

differences in the grade levels they teach. On the contrary School Head can see to their teachers as often to promote a sense of belongingness in the community. But still, the school heads agreed that administration and colleagues support collaboration for teachers. They enable teachers to support diverse perspectives, fostering positive outcomes that contribute to better school development, improvement, and operations.

In addition, supporting one another shows emphatic concern for all members of the school community, which can build trust and establish a safe and positive environment. The teachers perceive more support from each other rather than from the School Heads because they often work together under the instruction of the School Head, whom they view as their superior.

Some of the respondents' responses support findings of the study, which are as follows:

"In collaboration, I always feel the sense of belongingness and support coming from my colleagues and administrators that really help me to fulfill my tasks."

"With the support of my co-teachers and School Head I can finish all my tasks with substance than before."

"It's very helpful for me if there are supportive School Head and co teachers. It means a lot because I can get ideas from them to be more effective and creative in teaching."

According to Ainscow (2016), collaborative school activities are those that encourage non-affiliated organizations to work together on a common initiative or goal in order to improve student achievement. This can be both rewarding and difficult, particularly for schools that are dealing with environmental and contextual issues such as poverty and financial constraints. Collaboration among school staff is administratively supervised, mandatory, implementation-oriented, time- and place-bound, and the outcomes are predictable in contrived collegiality. Constructed collegiality, on the other hand, is ambiguous, according to Hargreaves (2014).

Moreover, Vangrieken et al. (2015) reviewed the literature on teacher collaboration and identified acts that facilitate collaborations, such as recognizing task interdependence, creating specific roles for team members, and establishing a collaborative emphasis. Schools have also shifted to collaboration as a creative tool for change. School principals are increasingly relying on stakeholder engagement to drive effective school improvement initiatives, such as position extension, improved employee relations, curriculum adoption, data-driven decision-making, teacher growth, and increased student achievement. These instances illustrate that collaboration can be used to specific targets, but they also show that collaboration is not the objective in and of itself, but rather a way to achieve specific results.

Drawbacks of Collaboration

Table 4. *Drawbacks of Collaboration in an Integrated school in Terms of Professional Development*

	<i>Elem Teachers</i>		<i>JHS Teachers</i>		<i>School Heads</i>	
	<i>WM</i>	<i>VD</i>	<i>WM</i>	<i>VD</i>	<i>WM</i>	<i>VD</i>
Professional Development						
1. The teachers are unable to have quality time and lack of reading professional literature	2.20	Sometimes	2.20	Sometimes	2.60	Often
2. The teachers' differences in time frame during coffee or lunch break resulting of lack in discussion with their colleagues about the teaching improvement.	2.79	Often	2.80	Often	3.00	Often
3. The presence of teachers existing values and beliefs that causes disagreement of opinions.	2.69	Often	2.70	Often	2.90	Often
4. Differences in teachers' subject area and grade level resulting conflict of sharing resources and professional ideas.	2.40	Sometimes	2.39	Sometimes	2.70	Often
5. Lack of available time of teachers for collective learning discussion because of being occupied in doing school task and operations.	2.20	Sometimes	2.20	Sometimes	2.40	Sometimes
6. Insufficient funds of school to support all willing teachers to join workshop and educational program for their professional growth.	2.51	Often	2.65	Often	2.40	Sometimes
7. The teachers stick in traditional way of professional development which is to take position of working alone.	2.56	Often	2.38	Sometimes	2.70	Often
8. Diverse motivation of teachers in contributing for school-related challenges such as a few want to work in solitude and prefer to lead themselves in the problem-solving process.	2.38	Sometimes	2.20	Sometimes	2.70	Often
9. Poor initiatives of teachers to participate in seminars regarding professional development due to work overload.	2.29	Sometimes	2.52	Often	2.70	Often
10. Changing educational circumstances cause teachers to struggle from isolation to collaboration regarding to their professional development.	2.48	Sometimes	2.41	Sometimes	2.40	Sometimes
Average wm	2.45	Sometimes	2.44	Sometimes	2.65	Often
Enhancement of Instructional Design						
1. A lot conflicting ideas of every teachers arises during consultations in developing programs for the students.	2.31	Sometimes	2.29	Sometimes	3.00	Often
2. Lack of materials for teachers in designing instructional material suited to the learning needs of the learners.	2.21	Sometimes	2.20	Sometimes	2.60	Often

3. Conflict of ideas between teachers about the instructional materials to be developed.	2.51	Often	2.51	Often	2.70	Often
4. Misinterpretation in assessment of teaching methods of their co-teachers on the same grade level and same subject area.	2.71	Often	2.71	Often	3.00	Often
5. The teachers are unable to locate student's performance due to lack of previous records came from their previous teachers.	2.91	Often	2.91	Often	3.10	Often
6. Limited time given for the teachers to collaborate for the enhancement of instructional design due to their own professional task.	2.39	Sometimes	2.36	Sometimes	2.50	Often
7. Not all instructional resources are suited to the learning needs of the learners since the teachers came from the different grade level and subject area.	2.48	Sometimes	2.35	Sometimes	2.30	Sometimes
8. The teachers were not all technology savvy that can immediately adopt technological changes.	2.59	Often	2.65	Often	2.40	Sometimes
9. Distinct interpretation of every teacher in the rules causing discordance in designing of instructional materials.	2.62	Often	2.48	Sometimes	2.60	Often
10. The teachers can't fully share assessment method because of the difference in assessment tool and percentage of performance task based on the subject area.	2.57	Often	2.49	Sometimes	2.80	Often
Average wm	2.53	Often	2.50	Often	2.70	Often
Improvement of Professional Task/Teaching Related Task						
1. Too many teachers trying to lead the group and many of the members are not willing to just take the backseat.	3.80	Always	3.80	Always	3.70	Always
2. Clash in different working styles of the teachers within the group that cause factionalism.	3.30	Always	3.30	Always	3.20	Often
3. The teachers are unable to have contingency plan because of the assigned pile of tasks needed to accomplish in a short period of time.	3.79	Always	3.80	Always	3.60	Always
4. The teachers are unnerved to refer a contact person to the program to avoid the blame when problem will arise.	3.79	Always	3.80	Always	3.60	Always
5. Lack of trust of the teachers to their colleagues to let them lead some of the major task of the important programs.	3.79	Always	3.80	Always	3.70	Always
6. Presence of seniority between the teachers existed sometimes when the task is hard so that the newbie were commanded to accomplish everything.	3.52	Always	3.84	Always	2.50	Often
7. The teachers' mindset is to meet the deadline of their task especially if under time pressure and unable to multitask to assess its result.	3.38	Always	3.80	Always	2.40	Sometimes
8. Teachers are different in subject area and grade level causes the evaluation of the program more personal than for the sake of the group needs for their growth.	3.60	Always	3.90	Always	3.30	Always
9. The teacher manpower were consumed and being unable to initiate to think how to solve the financial aid needed for the program as well.	3.51	Always	3.77	Always	3.40	Always
10. The teachers are not familiar to the other school personnel so they cannot communicate properly.	3.31	Always	3.81	Always	3.20	Often
Average wm	3.58	Always	3.76	Always	3.26	Always
Support from Colleagues and Administration						
1. The teachers have to achieve the goals set by others so their brainstorming is limited only to achieve that certain goal.	3.80	Always	3.80	Always	3.40	Always
2. The teachers with strong personalities often try to dominate the group and take over the discussion, which may affect team morale.	3.69	Always	3.70	Always	3.70	Always
3. Teachers' pile of work creates tension in the working area that lessens the initiative of the members.	3.79	Always	3.80	Always	3.50	Always
4. When collaboration is controlled by administration the teachers are lacking in motivation to pioneer the given task.	3.79	Always	3.80	Always	3.60	Always
5. Inevitable use of informal power of senior teachers to control the organization and claim the credit solely for them.	3.79	Always	3.80	Always	3.50	Always
6. Too much meddling of other teacher to each other causing for delay of works	3.64	Always	2.97	Often	3.40	Always
7. Urgent task need to achieve by the teachers created pressure and unorganized division of duty among every member.	3.80	Always	3.16	Often	3.80	Always
8. Significant credits on work sometimes create rivalry among the teachers that builds tension to the organization.	3.80	Always	2.87	Often	3.60	Always
9. Overdo in collaboration and relaying to others to solve a problem can loss the teachers' sense of autonomy and independence.	3.62	Always	2.78	Often	3.50	Always
10. Age gap among teachers can cause factionalism due to their diverse viewpoint and hobby.	3.60	Always	2.91	Often	2.50	Often
Average wm	3.73	Always	3.36	Always	3.45	Always

Legend: 1.00-1.74 –Almost Never, 1.75-2.49 – Sometimes, 2.50 3.24 – Often, 3.25-4.00 – Always

Professional Development

Table 4 shows the data on the drawbacks of collaboration in terms of professional development. The average weighted mean, as assessed by elementary teachers, was 2.45, while that of JHS teachers was 2.44, both of which were interpreted as “Sometimes”. The teachers’ differences in time frame during coffee or lunch breaks resulted from a lack of discussion with their colleagues about teaching improvement, rated as having the highest mean by both elementary teachers (2.79) and JHS teachers (2.80), and interpreted as “Often”. The same applies to the assessment made on the lowest mean, where teachers are unable to have quality time and lack reading of professional literature, rated as the lowest mean of 2.20 and interpreted as “Sometimes”.

The teachers rated “The teachers’ differences in time frame during coffee or lunch break resulting of lack in discussion with their colleagues about the teaching improvement” got highest mean of 2.79 and verbally interpreted as “Often” while “lack of available time of teachers for collective learning discussion because of being occupied in doing school task and operation” and “The teachers are unable to have quality time and lack of reading professional literature” both rated lowest mean of 2.20 and interpreted as “Sometimes”.

On the School Head assessments, the drawback of collaboration had an average mean of 2.65 and was interpreted as “Often”. The teachers’ differences in time frame during coffee or lunch break resulting of lack in discussion with their colleagues about the teaching improvement” got highest mean of 3.00 and interpreted as “Often” while lack of available time of teachers for collective learning discussion because of being occupied in doing school task and operation and insufficient funds of school to support all willing teachers to join workshop and educational program for their professional growth got lowest mean of 2.40 and interpreted as “Sometimes”.

The findings indicated that teachers and school heads have nearly identical assessments of the drawbacks of collaboration in terms of professional development. They both agreed that teachers frequently lack the opportunity to discuss teaching improvement with their colleagues due to the limited time frame during coffee or lunch breaks. They occasionally have quality time to collaborate with their colleagues because of the numerous school tasks and operational schedules. And frequently have limited support for financial budgets and initiatives for training and seminars, which hinder continuous professional growth and development.

Here are some of the responses of the teacher-respondents on the interview:

“As teachers there are some struggles with collaborations because of different time break schedule, and no more time for collaboration because of busy schedule.”

“Collaboration had big help for us teachers to improve teaching but due to different subjects handle, grade level and time conflict, better output is very difficult to achieve.”

“One of the problems in achieving better outcome in collaboration was the conflict on values and beliefs of the teachers and also the term pride in share ideas and knowledge.”

Jonson (2014) confirmed that the drawbacks of teacher collaboration include work intensification, lack of autonomy, interpersonal conflicts, and factionalism, which are some of the disadvantages of teacher collaboration. However, collaborative interactions enable teachers to form more networks of relationships, which can aid them in sharing their reflective experiences, resulting in joint practices that are referred to as a key component of professional growth.

Enhancement of Instructional Design

As gleaned from Table 4, the teacher assessed the drawbacks of collaboration in terms of enhancement, with an average weighted mean of 2.53 and 2.50, respectively, and interpreted as “Often”. The teachers are unable to locate students’ performance due to lack of previous records. The previous teacher had the highest mean of 2.91, interpreted as “Often,” while the lack of materials for teachers in designing instructional materials suited to the learning needs of learners had the lowest means of 2.21 and 2.20, respectively.

On the assessment made by the School Heads, the average weighted mean got 2.70 and interpreted as “Often”. The statement the teachers are unable to locate students’ performance due to lack of previous records came from their previous teacher got also highest mean of 3.10 and interpreted as “Often”. While not all instructional resources are suited to the learning needs of the learners since the teachers came from the different grade level and subject areas got the lowest men of 2.30 and interpreted as “Sometimes”.

The findings revealed that teachers and school head had same assessments on drawbacks of collaboration in terms of enhancement of instructional design. Because of different grade levels and subject areas handled, the teachers was not easily locate students’ performance due lack of previous records form their previous teachers since they have their different assessment strategies and portfolio especially among elementary and Junior High School teachers. The teacher were also challenge and difficulties on the assessment of teaching method use of other teachers because of time conflict and conflict of ideas between the instructional materials to be developed by grade levels. The identified drawbacks of collaboration in terms of enhancement of instructional designs are, the conflict of teachers based on grade level subject taught, ideas, limited time frame, willingness of the teachers and poor knowledge in technology.

Due to the differences in instructional design across cultures, teachers in both elementary and junior high schools continue to find ways to collaborate with others, resulting in better outcomes. Some were only giving suggestions and comments for the enhancement of instructional design based on their points of view, even if the teachers could not relate to the subject matter taught, as they did not

belong to or were not experts in the field. And also the teachers have on the same way on based on the guidelines and policies of Department of Education as their basis on the enhancement of instructional design should they followed such as for format, directions and flows of lessons/topic but discretion of teacher itself on what strategies and methodologies they should applied.

Responses of teachers on drawbacks of collaboration in terms of enhancement of instructional materials:

“Conflict of time and grade level taught are our major problems to conduct collaboration.”

“One of the problems to achieve success in collaboration was the limited time due to lot of work overload and school paper work.”

“It is very hard to achieve successful collaboration because of conflict of schedule and subject assignment to develop instructional material.”

In enhancing an instructional design it requires not only the creativity and innovativeness of the teachers but also their trust, support and openness to each other so that Hargreaves (2015) identified the characteristics of collaborative culture. First, it is being spontaneously coordinated by teachers and possibly assisted by management. Next, it is voluntary-based, without managerial tension, development-oriented, and takes place at any time and in any place, with unpredictable outcomes. Contrived collegiality is the third form of collaborative culture, and it's the polar opposite of the collaborative culture described above.

Time has also been identified as one of the most significant drawbacks to innovation and educational change in the literature on school reform. Time magnifies the issue of innovation and complicates the introduction of change (Hargreaves, 2015).

Furthermore, Collinson and Cook (2013) described five time-related obstacles to teacher collaboration: insufficient discretionary time to share, feeling stressed, insufficient discretionary time to learn, a lack of shared time with colleagues, and a lack of a defined time to share. Teachers also mentioned that they do not have enough common free time to interact and learn during the school day, so learning and sharing activities are typically done during vacations.

Moreover, Fullan and Hargreaves (2014) also mentioned the problem of overloading, more responsibilities as a result of educational changes, most of which are linked to social and behavioral issues. Overburdening teachers and administrators is a serious problem.

Improvement of Professional/Teaching Related Task

As shown in Table 4, the average weighted mean was 3.58 and 3.76, both interpreted as “Always”, as assessed by elementary teachers and JHS teachers, respectively.

The statement “Too many teacher trying to lead the group and many of the members are not willing to just take the backsets’ was rated highest mean of 3.80 as assesses by elementary teachers and with regards to assessment made by the JHS teacher, the teachers are different in subject area and grade level causes the evaluation of the program more personal than for the sake of the group needs for their growth rated as highest mean of 3.90 and bot interpreted as “always”. However, clash in different working styles of the teachers with the group that cause factionalism got lowest men of 3.30 and interpreted as “Always”

Moreover, the School Head assessment had an average of 3.26 and was interpreted as “Always”. Too many teachers trying to lead the group and many of the members are not willing to just take back seat got highest mean of 3.70 and interpreted as “Always” and the teachers’ mindset is to meet the deadline of their task especially if under time pressure and unable to multitask to assess its result got lowest mean of 2.40 and interpreted as “Sometimes”.

The results meant that both teachers and school heads had the same assessments, even though they were rated differently for each statement. The elementary teacher and school head both agreed that many teachers wanted to become a leader in collaboration but the members are not willing to cooperate to produce best output, while JHS got a different highest mean because they are new in the school setting and they avoid conflict among their senior and superior. They just wanted to comply for the deadline of for compliance purpose of compliance especially those under time and work pressures. And also teachers’ pile of work creates tension in the working area that lessens the initiative of the members to finish the task on time.

Teachers’ responses are the following:

“Because of overload it is impossible for me to attend collaborations.”

“Very difficult to achieve, because of many obstacles like time conflict, subject and grade level to collaborate to better improve the performance as whole.”

“ To achieve best output we need to collaborate with enough time and very helpful if it is done per grade level and per subject learning area to understand the learning needs based on the teachers assessment.”

Collinson and Cook (2013) described five time-related obstacles to teacher collaboration: insufficient discretionary time to share, feeling stressed, insufficient discretionary time to learn, a lack of shared time with colleagues, and a lack of a defined time to share. Teachers also mentioned that they do not have enough common free time to interact and learn during the school day, so learning and sharing activities are typically done during vacations.

In the field of public education, systematic, generalizable school reform programs remain elusive. Many studies have attempted to isolate factors such as leadership, teacher quality, quality standards, and class size that characterize successful schools. Furthermore, policy proposals have centered on access, institutionalism, and inequality among various types of children, such as race and economic disparity (Elmore, 2015). While these efforts are commendable, the school leader continues to search for comprehensive and localizable ways to leverage needed improvement in the school staff's day-to-day school life.

Support from Colleagues and Administration

As gleaned in table 4, the assessment made by the elementary teachers got average mean of 3.73 while JHS teachers got 3.36 and both interpreted as "Always". They both rated highest mean 3.380 the teachers have to achieve goals set by other so their brainstorming is limited only to achieve that certain goal and interpreted as "Always" whereas elementary teachers on age gap among teachers can cause factionalism due to their diverse viewpoint and hobby rated lowest mean 3.60 and interpreted as "Always". Thus, overdo in collaboration and relaying to other to solve a problem can loss the teachers' sense of autonomy and independence JHS teachers rated lowest mean of 2.78 and interpreted as "Often".

And school heads assessments "Urgent task need to achieve by the teachers created pressure and unorganized division of duty among every members" got the highest mean of 3.80 and interpreted as "Always" whereas "Age gap among teachers can cause factionalism due to their diverse viewpoints and hobby" with lowest mean of 2.50 and interpreted as "Often".

The findings revealed that drawbacks of collaboration in terms of support from colleagues and administration constantly arises due to limited support to achieve certain goals. On the assessment of elementary teachers and JHS teacher, in achievement of goals was limited in collaboration because of individual differences mostly more problems are arise than accomplishments may be because the administration controls collaboration, they are the power to control on whom they want to join the group or not. On the assessment of School head, drawbacks of collaboration was resulted by pressured on the urgent tasks and an unorganized division of duties and responsibilities, resulting to teachers' loss of sense of autonomy and independence, causing of delay of works and struggles. The elementary teachers perceived that an age gap can cause factionalism, as well as among the School Heads, since they have more years of teaching experience than the JHS students, making it difficult for them to get along with each other. JHS were mostly assigned in more pile of tasks that a result of collaboration.

As supported in the findings of the students some sentiments of teachers regarding collaborations towards support groups are revealed:

"Collaboration can be achieved if there is a supportive group to achieve the goals, but due to strong personality of other teachers such as superiority, most of the time it will affect better achievement of the goals resulting to delay of work and accomplishment."

"It is very hard to collaborate with others especially on the individual behavior and differences of the teachers. Mostly, the tasks were given to the younger ones and new in the teaching profession. The older teachers want the credits and recognition but lesser accomplishment. Because of collaboration they have chance to pass their tasks to others."

The findings were supported by Elisabeth and Kyndt (2015), who confirmed that group-level initiatives mostly focused on the structure of the group. Institutional supports, such as scheduling sufficient time for collaboration and formally structuring collaboration meetings, appear to be essential points of action in order to promote teacher collaboration. In addition, Fullan (2015), stated that collaboration is one of the most misunderstood terms in educational change. Without personal strength in commitment to performance and knowing the intricacies, collaboration becomes more shape than material.

Relationship between Profile of Teachers and Benefits of Collaboration

The table shows that the highest educational attainment of teachers is significantly related to the benefits of collaboration in terms of support from colleagues and administration ($r = 0.215$). This meant that the higher the educational attainment of teachers, the more they perceived the benefits of collaboration in terms of support from colleagues and administration. The hypothesis of no significant relationship was rejected.

Table 5. Relationship between Profile of Teachers and Benefits of Collaboration

	professional development	Enhancement of instructional design	Improvement of professional task	support from colleagues and administration
Age	0.166	0.136	-0.057	-0.069
Gender	-0.139	-0.057	-0.036	-0.025
Civil Status	0.104	0.163	-0.071	0.079
HEA	0.055	0.095	-0.118	0.215*
Grade Level taught	0.138	0.008	-0.042	0.179

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

Other profile variables like age, gender, civil status, and grade level taught found had no significant relationship on the benefits of collaboration. The hypothesis of no significant relationship was accepted.

The findings meant that the teacher with the highest educational attainment could share more ideas and knowledge based on their experiences and the knowledge gained through studying. They had more experience in collaboration with different people, which

enabled them to gain and share their expertise in the field or areas of specialization that support colleagues and administration towards better performance. Therefore, the results concluded that highest educational attainment had a significant relationship with the support of colleagues and administration.

Collaborative school activities are those that encourage non-affiliated organizations to work together on a common initiative or goal in order to improve student achievement (Ainscow, 2016).

Collaboration is described as direct interaction between at least two equal parties who voluntarily share decision-making while working toward a common objective (Cook & Friend, 2014).

Additionally, Mattessich et al. (2018) also described collaboration as a mutually beneficial and well-defined relationship between two or more organizations for the purpose of achieving a common goal.

Relationship between Profile of Teachers and Drawbacks of Collaboration

The data shows that the highest educational attainment of teachers is significantly related to drawbacks of collaboration in terms of enhancement of instructional design (-0.229). The hypothesis of no significant relationship is rejected.

Table 6. *Relationship between Profile of Teachers and Drawbacks of Collaboration in an Integrated School*

	<i>professional development</i>	<i>Enhancement of instructional design</i>	<i>Improvement of professional task</i>	<i>support from colleagues and administration</i>
Age	0.029	-0.067	0.016	-0.133
Gender	-0.021	0.104	0.084	-0.007
Civil Status	-0.019	-0.045	0.057	-0.100
HEA	0.021	-0.063	0.202*	-0.229*
Grade Level taught	-0.070	-0.009	0.041	-0.282*

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

The result meant that the higher the educational attainment of teachers, the more they perceived the drawbacks of collaboration in terms of improving professional tasks. However, teachers with lower educational attainment are more likely to perceive the drawbacks in terms of support from colleagues and administration. Those teachers with the highest educational attainment are able to share their expertise and knowledge towards the improvement of professional tasks more effectively than those with lower educational attainment, because of the learning they acquired during the attainment of their Graduate School degree, which enables them to share their knowledge.

Additionally, grade level taught is significantly related to drawbacks of collaboration in terms of support from colleagues and administration (-0.282). The hypothesis of no significant relationship is rejected. The findings revealed that teachers in the elementary level are more likely to perceive the drawbacks of collaboration in terms of support from colleagues and administration.

On the other hand, other variables, such as age, gender, and civil status, had no significant relationship with the drawbacks of collaboration in an integrated school.

Therefore, the results concluded that educational attainment and grade level taught had a significant relationship with the drawbacks of collaboration, specifically in terms of support from colleagues and administration. Other profile variables, such as age and gender, did not show significant relationships with the drawbacks of collaboration.

Teacher collaboration has a positive impact on school effectiveness, so it has become a governing principle of educational reforms (Hargreaves, 2015). One of the main factors that affect the teacher collaboration and interaction between teachers can be determined as school culture

According to Nias et al. (2016), collaborative culture does not mean working together on one task or official organizational meetings. Collaborative culture is evident in everyday activities, organizational events and ceremonies, during the exchange of ideas and experiences, and in the analysis of teaching practices. They argue that teachers, while working together, demonstrate trust, openness, support, and help in everyday activities, and these can be considered as the basic features of collaborative culture.

Hargreaves (2015) claimed that collaboration has negative aspects in its realizations: collaboration carries with it great danger also, in ways that can be wasteful, harmful, and unproductive for teachers and their students. In addition, Nias et al. (2016) emphasized the importance of valuing both individuals and groups simultaneously.

Relationship between the Benefits to Drawbacks of Collaboration in an Integrated Schools

Table 7 presents the data on the relationship between the benefits to drawbacks of collaboration in an integrated school.

As shown in the table, there is a significant relationship between benefits of collaboration as to enhancement of instructional design (.248) and drawbacks as to professional development (-.222), enhancement of instructional design (.248), improvement of professional task (-.289) and support from colleagues and administration (-.273). The hypothesis of no significant relationship is rejected. The results imply that the more they perceive the benefits of instructional design enhancement, the more they notice the drawbacks of instructional

design enhancement, but the less they perceive the drawbacks in professional development, improvement of professional tasks, and support from colleagues and administration.

Table 7. *Relationship between the benefits to drawbacks of collaboration in an integrated school*

<i>Drawbacks</i>	<i>Benefits of collaboration</i>			
	<i>professional development</i>	<i>Enhancement of instructional design</i>	<i>improvement of professional task</i>	<i>support from colleagues and administration</i>
professional development	0.182	-0.222*	-0.187	-0.137
Enhancement of instructional design	0.023	0.248*	0.336**	0.233*
improvement of professional task	0.126	-0.285*	-0.289*	0.027
support from colleagues and administration	0.069	-0.362**	-0.154	-0.273*

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

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

Furthermore, there is a significant relationship between the benefits of collaboration in terms of improvement of professional tasks (-0.187) and drawbacks in terms of enhancement of instructional design (.248) and improvement of professional tasks (.336). The hypothesis of no significant relationship is rejected. The results revealed that the more they perceived the benefits of collaboration in improving professional tasks, the more they perceived the drawbacks in enhancing instructional design, but the less they noticed the drawbacks in improving professional tasks.

Moreover, there is a significant relationship between the benefits of collaboration, such as support from colleagues and administration (-0.273), and drawbacks, including the enhancement of instructional design (0.248) and support from colleagues and administration (-0.273). The hypothesis of no significant relationship is rejected. Teachers who perceive the benefits of collaboration, such as support from colleagues and administration, are more likely to see the drawbacks in enhancing instructional design. However, they less likely to perceive the drawbacks and support from colleagues and administration.

Hence, drawbacks in terms of professional development, enhancement of instructional design, improvement of professional tasks and support from colleagues and administration have no significant relationships with the benefits of collaboration. The hypotheses of no significant relationship were accepted.

The results concluded that the benefits of collaboration were significantly related to the enhancement of instructional design, improvement of professional tasks, and support from colleagues and administration. However, the drawbacks of collaboration were significantly related to professional development, enhancement of instructional design, improvement of professional tasks, and support from colleagues and administration. This meant that the benefits of collaboration were significantly related to the drawbacks of collaboration.

Mattessich et al. (2018) also described collaboration as a mutually beneficial and well-defined relationship between two or more organizations for the purpose of achieving a common goal.

Opinions on the advantages and benefits of collaboration are varied and often diametrically opposed. Hargreaves (2015) claimed that collaboration has a positive impact on several factors, including increased teacher efficacy, professional development and learning opportunities, job responsibility, reflection on instructional practice, and reduced heavy workloads.

Furthermore, institutional supports such as arranging sufficient time for collaboration and formally structuring collaboration meetings and group-level strategies primarily focused on group members' composition appear to be essential factors of action in an effort to enhance teacher collaboration. Huffman and Kalnin (2017) conducted a study that suggests collaborative teams may use deliberate work shared among them to influence effective student achievement.

A recent study confirms the drawbacks of teacher collaboration. Work intensification, lack of autonomy, interpersonal conflicts, and factionalism are some of the disadvantages of teacher collaboration (Jonson, 2014). Nevertheless, the benefits of cooperation on teacher learning and motivation are discussed. He discovered that collaborating with colleagues benefits teachers emotionally and mentally because teamwork allows them to learn from one another. Moreover, collaborative interactions enable teachers to form more networks of relationships, which can aid them in sharing their reflective experiences, evaluating beliefs about teaching and learning, and co-constructing knowledge. As a result, joint practices are referred to as a key component of professional growth.

Moreover, Elisabeth and Kyndt (2015) discovered possible negative consequences of teacher collaboration, stating that teachers may experience competition, increased workload, lack of autonomy, and tensions that can escalate into conflicts due to groupthink during teacher collaboration.

Significant Difference between the Benefits and Drawbacks of Collaboration in an Integrated Schools

The table shows that there is a significant difference in the responses of elementary teachers, Junior high school teachers and school heads on their perception on the benefits and drawbacks of collaboration in terms of improvement of professional task (F Benefits = 14.942; F Drawbacks = 15.915) and support from colleagues and administration (F Benefits = 32.334; F Drawbacks = 27.615).

Table 8. *Significant Difference between the Benefits and Drawbacks of Collaboration in an Integrated School as Assessed by Elementary and Junior High School Teachers and School Heads*

	<i>F</i>	<i>Sig</i>	<i>Interpretation</i>
Benefits			
Professional development	2.116	.123	Not Significant
Enhancement of instructional design	2.393	.094	Not Significant
Improvement of professional task	14.942**	.000	Significant
Support from colleagues and administration	32.334**	.000	Significant
Drawbacks			
Professional development	2.986	.053	Not Significant
Enhancement of instructional design	1.252	.288	Not Significant
Improvement of professional task	15.915**	.000	Significant
Support from colleagues and administration	27.615**	.000	Significant

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

The table shows that there is a significant difference in the responses of elementary teachers, Junior high school teachers, and school heads on their perception on the benefits and drawbacks of collaboration in terms of improvement of professional tasks (F Benefits = 14.942; F Drawbacks = 15.915) and support from colleagues and administration (F Benefits = 32.334; F Drawbacks = 27.615). The results imply that teachers and school heads have different responses to the benefits and drawbacks of collaboration in terms of improvement of professional task and support from colleagues and administration. They have a different professional task to be accomplished and different view on supporting their colleagues since the teacher is the body of the school so that they can easily get along to others in the same position, while the School Heads is the leader who gives instruction.

On the other hand, the benefits of collaboration in terms of professional development and enhancement of instructional design have been found to have no significant difference from the drawbacks of collaboration, also in terms of professional development and enhancement of instructional design, in an integrated school. The hypotheses of no significant difference were accepted.

Teachers in both junior and high school level had the same assessment on the benefits and drawbacks of collaboration especially in terms of enhancement of instructional design. Because they have set guidelines that they need to follow in enhancing instructional design, aligned with and based on the Most Essential Learning Competencies (MELCs) and DepEd guidelines.

Grossman et al. (2013) went even further, claiming that to achieve successful collaboration that positively affects students' achievement, teachers need shared curriculum experience in their collaboration, either by teaching together or by observing each other.

Collaboration is a difficult task that can yield a variety of outcomes depending on the circumstances. According to Welch, (2017) to lead collaboration effectively, educational leaders must have a thorough understanding of the various components required, such as facilitators and norms, processes, and obstacles, as well as knowledge of the specific contexts in which to apply collaboration strategies. In schools, collaboration can take many form.

Conclusions

The respondents are middle-aged female teachers who have their own families. They completed their Master's Degree and were taught and assigned as Grade 5 teachers in a permanent position.

In terms of the benefits of collaboration in integrated schools, teachers can share and engage with ideas, knowledge, and expertise, resulting in strengthened creativity and innovation, improved instructional designs, a professional learning community, community practice, and support for colleagues and administration, ultimately leading to better school performance and operations.

The teachers' individual differences, behavior, attitudes, time conflict of schedule, different learning areas & specialization, and grade level taught were the drawbacks of collaboration experienced by the teachers, which cause delay of work, loss of sense of autonomy and independence.

Teachers with higher educational levels can better provide support to their colleagues and to the administration. As they can share their gained knowledge and expertise based on their respective specialization.

Teachers with bachelor's degrees assigned to lower grade levels need significant support from their colleagues and administration, particularly those with a high level of expertise in their areas of specialization. They need support, especially in developing instructional materials to meet learning goals and objectives in alignment to the curriculum.

The benefits of collaboration have been found to have a significant relationship with the enhancement of instructional design, improvement of professional tasks, and support from colleagues and administration. Drawbacks of collaboration include hindrance to professional development, decline in instructional design, falling back on professional tasks and division among colleagues and administration. The benefits of collaboration are significantly related to the drawbacks of collaboration.

The teacher and school head had different responses on the benefits and drawbacks of collaboration in terms of professional tasks and

supports. Because of different grade levels and subjects taught, teachers need different professional training and support from schools and superiors.

Teachers in elementary and junior high school in integrated school should collaborate with others in the same grade level and subject areas for the improvement of instructional learning materials in accordance to the learning needs and subjects learning curriculum. They may also share their knowledge and skills gained from their postgraduate studies.

The PSDS may assign school information officer in every school composed of elementary and junior high school by the help of the School Head that will be posted in social media platform exclusively for them that will update and orient information on how to source out funds among stakeholders for effective school programs and giving incentives like token of appreciation to the group who collected the greater funds for the program. Moreover, the school heads, together with the Faculty President, should design a common faculty room for collaboration between elementary and JHS teachers to improve instructional learning materials in accordance with the learning needs and subjects' learning curriculum.

For the EPS, the support program plan formulated by the School Head for effective collaboration by assisting, guiding & monitoring the collaboration of teachers to avoid miscommunication and give misleading information for better professional development, and cope up guidance from their superior.

For the SDS and Supervisor, it may be further encouraged to encourage the teacher with a bachelor's degree to pursue a higher educational level by reaching out to other stakeholders or sectors to vouch for the best-performing teacher in enrolling in graduate school studies.

Creation of peer mentoring in an engaging atmosphere by adding some icebreakers and conducting regular team building activities supported by the PSDS among teachers regarding school operations should be practiced to avoid further drawbacks in collaboration among teachers in an integrated school.

There should be a suggestion box for teachers to share their impressions/views on their collaboration with other teachers, so that this topic can be discussed in every meeting and receive ample solutions.

The PSDS may prescribe to conduct a periodic feedback anonymously written between the teacher and the School Heads to reassess the bond between the teacher and administration and to seek better alternatives despite of differences to form a path towards the same vision jointly.

References

- Achinstein, B. (2014). Conflict amid community: the micropolitics of teacher collaboration. *Teachers College Record*, 104(3), pp421-455
- Ainscow, M. M. (2016). Collaboration as a strategy for improving schools in challenging circumstances. *Improving Schools*, 192-202.
- Alchemer (n.d). Purposive Sampling 101. Survey Gizmo. LinkedIn.
- Alufohai, P.J. & Ibahafidon, H.E. (2015). Influence of Teachers' Age, Marital Status and Gender on Students' Academic Achievement. *Asian Journal of Education Study*. Vol.3. No. 4, 2015, ISSN 2311-6080
- Anderson, K. D. (2016). The Nature of Teacher Leadership in Schools as Reciprocal Influences Between Teacher Leaders and Principals. *School Effectiveness and School Improvement*, 15(1), 97-113.
- Arens, A. K., & Morin, A. J. S. (2016). Relations between teachers' emotional exhaustion and students' educational outcomes. *Journal of Educational Psychology*, 108(6), 800-813. Doi:10.1037/edu0000105. 10 F. Marsh University of Southampton Doctoral Programme in Educational Psychology
- Ariola, M.M.. (2016). Principles and Methods of Study. 1st edition. Manila: Rex Book Store
- Arias (2019). New School Establishment and Integration. School Article, Department of Education, Division of Malaybalay City
- Bajorek, Z., Gulliford, J., and Taskila, T. (2014) Healthy teachers, higher marks? Establishing a link between teacher health & wellbeing, and student outcomes. Retrieved from: Education Support Partnership
- Barth, R. S. (2014). The Culture Builder. *Educational Leadership*, 59(8), pp. 6-11.
- Bauwens, J. & Hourcade, J.J. (2016). Cooperative Teaching: Rebuilding the Schoolhouse for all Students. Austin, TX: PRO-ED.
- Beddington, J., Cooper, C. L., Field, J., Goswami, U., Huppert, F. A., Jenkins, R., Thomas, S. M. (2016). The mental wealth of nations. *Nature*, 455(7216), 1057-1060. DOI: 10.1038/4551057a.
- Bemak, F. (2015). Transforming the Role of the Counselor to Provide Leadership in Educational Reform through Collaboration. *Professional School Counseling*, 3(5), 323-332.

- Bricheno, P., Brown, S., & Lubansky, R. (2017). Teachers' wellbeing: A review of the evidence. London: Teacher Support Network.
- Briner, R., Dewberry, C. (2015) Report for work life support on the relation between well-being and climate in schools and pupil performance. Retrieved from: SCRIBD, 34205400
- Briscoe, C., & Peters, J. (2017). Teacher Collaboration across and within Schools: Supporting Individual Change in Elementary Science Teaching. *Science Education*, 81(1), 51-65.
- Bronstein, A.S. (2013). Teacher collaboration in the age of teaching standards: the study of a small, suburban school district. A dissertation in Educational and Organizational Leadership Presented to the Faculties of the University of Pennsylvania in Partial Fulfillment of the Requirements for the Degree of Doctor of Education
- Bullough, R. V., & Birrell, J. R. (2015). Paradise unrealized: Teacher educators and the costs and benefits of school/university partnerships. *Journal of Teacher Education*, 50(5), 381-391. <https://doi.org/10.1177/002248719905000511>
- Burke, B. M. (2013). Experiential professional development: A model for meaningful and long-lasting change in classrooms. *Journal of Experiential Education*, 36(3), 247-263. <https://doi.org/10.1177/1053825913489103>
- Cajkler, Wood, Norton, & Pedder, (2014). Printy, (2018). Lesson study as a vehicle for collaborative teacher learning in a secondary school. *Professional Development in Education*, 40(4), 511-529. <https://doi.org/10.1080/19415257.2013.866975>
- Caputi, M., Lecce, S., & Pagnin, A. (2017). The role of mother-child and teacher-child relationship on academic achievement. *European Journal of Developmental Psychology*, 14(2), 141-158. DOI:10.1080/17405629.2016.1173538
- CCSSO, (2017). InTASC: Model Core Teaching Standards and Learning Progression for Teachers 1.0. CCSSO's Interstate Teacher Assessment and Support Consortium. (pp. 29-30)
- CESE, (2014). Teacher Wellbeing: A Review of literature. https://apo.org.au/sites/default/files/resource_files/2017_10/apo-nid201816.pdf
- Chan, C.K., & Pang, M.F. (2015). Teacher collaboration in learning communities. *Teaching Education*, 17(1), pp1-5.
- Chang, M.L., Davis H.A. (2017). Understanding the role of teacher appraisals in shaping the dynamics of their relationships with students: Deconstructing teachers' judgments of disruptive behaviour/students. In: Schutz, P., Zembylas, M. (Eds.). *Advances in Teacher Emotion Study: The impact on teachers' lives* (p. 95-127). Boston, MA: Springer.
- Civil Service Commission Memorandum Circular No. 14 s. 2018. 2017 Omnibus Rules on Appointment and Other Human Resource Actions, Retrieved from: Revised July 2018. Civil Service Commission
- Clement, M., & Vandenberghe, R. (2018). Teachers' professional development: A solitary or collegial (ad)venture?. *Teaching and Teacher Education*, 16(1), pp81-101.
- Cohen, D. K., & Ball, D. L. (2018). Instruction, capacity, and improvement. CPRE Study Report no.RR-043).Philadelphia: University of Pennsylvania, Consortium for Policy Study in Education. Available at: <http://files.eric.ed.gov/fulltext/ED431749.pdf>
- Cole, M.S., Walter, F., Bedeian, A.G., & O'Boyle, E.H. (2015). Job burnout and employee engagement: A meta-analytic examination of construct proliferation. *Journal of Management*, 38(5):1550-81, DOI: 10.1177/0149206311415252 Cornelius-White, J. (2015). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Study*, 77(1), 113-143. DOI: 10.3102/003465430298563
- Collinson, V. & Cook, T. F. (2013). I don,t have enough time: Teachers, interpretations of time as a key to learning and school change. *Journal of Educational Administration*, 39(3), pp266-281.
- Cook, L., & Friend, M. (2014). Principles for the practice of collaboration in the schools. *Preventing School Failure*, 35, pp. 6-9.
- Crosnoe, R., Morrison, F., Burchinal, M., Pianta, R., Keating, D., Friedman, S. L., & ClarkeStewart, K. A. (2017). Instruction, teacher-student relations, and math achievement trajectories in elementary school. *Journal of Educational Psychology*, 102(2), 407-417. DOI: 10.1037/a0017762.
- Crossman, A. (2020). Understanding Purposive Sampling. ThoughtCo: thoughtco.com/purposive-sampling-3026727.
- Danielson, C. (2017). The Framework for Teaching Rubric: 2011 Revised Edition. San Francisco, CA: Teachscape. Available at:http://usny.nysed.gov/rttt/teachersleaders/practicerubrics/Docs/Teachscape_Rubric.pdf
- Darling-Hammond, L. (2015). Teacher Quality and Student Achievement: A review of State Policy Evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- Deal, T., & Kennedy, A. (2017) *Corporate Cultures*. Reading, MA: Addison-Wesley.

- Deal, T. E. & Peterson, K. D. (2017, 2nd Edition). *Shaping School Culture*. San Francisco: Jossey-Bass.
- DelliCarpini, M. (2015). Teacher collaboration for ESL/EFL academic success. Retrieved from ITESLJ: <http://iteslj.org>
- Department of Education. DepEd Order No. 91, s.1991- Guidelines on the Establishment and Operations of Integrated School
- Ding, C., & Sherman, H. (2016). Teaching effectiveness and student achievement: Examining the relationship. *Educational Study Quarterly*, 29(4), 39-49.
- DuFour, R., Eaker, R., & DuFour, R. (2015) *On Common Ground: The Power of Professional Learning Communities*. Bloomington, IN: Solution Tree.
- Ebmeier, H., & Nicklaus, J. (2017). The Impact of Peer and Principal Collaborative Supervision of Teachers' Trust, Commitment, Desire for Collaboration, and Efficacy. *Journal of Curriculum and Supervision*, 14(4), 351-378.
- Edmunds, S., Biggs, H., Goldie, I., Cyhlarova, E., Lawton-Smith, S., McCulloch, A., & Carson, J. (2013). *Let's get physical: the impact of physical activity on well-being*. Mental Health Foundation.
- Education Support Partnership (2017). *Mental health and wellbeing in the education profession*. Education Support Partnership, European Trade Commission for Education.
- Egodawatte, G., Mcdougall, D. and Stoilescu, D. (2018). The effects of teacher collaboration in Grade 9 Applied Mathematics. *Educational Study for Policy and Practice*, 10, 189-209. <https://doi.org/10.1007/s10671-011-9104-y>
- Elisabeth, R., & Kyndt, R. (2015). *Teacher Collaboration; A Systematic Review*. Centre for Study on Professional Learning & Development, Corporate Training and Lifelong Learning, University of Leuven, Dekenstraat, Belgium. (pp. 1-3)
- Elmore, R. F. (2015). *School Reform from the Inside Out: Policy, Practice, and Performance*. Cambridge, MA: Harvard Education Press.
- Erickson, G., Brandes, G. M., Mitchell, I., & Mitchell, J. (2016). Collaborative teacher learning: Findings from two professional development projects. *Teaching and Teacher Education*, 21(7), 787-798. <https://doi.org/10.1016/j.tate.2005.05.018>
- Frey, B. B., Lohmeier, J. H., Lee, S. W., & Tollefson, N. (2016). Measuring Collaboration Among Grant Partners. *Americal Journal of Evaluation*, 383-392.
- Fullan, M. (2016). Why Teachers Must Become Change Agents. *Educational Leadership*, pp. 12-16.
- Gable, R.A., & Manning, M.L. (2017). The role of teacher collaboration in school reform. *Childhood Education*, 73(4), pp219-223
- Gajda, R. (2016). Utilizing collaboration theory to evaluate strategic alliances. *American Journal of Evaluation*, 65-77.
- Gallup (2018). Gallup student poll technical report. Gallup Technical Report/Services/177095
- Gallup (2014). State of America's schools: The path to winning again at education. Retrieved from: [How does teacher well-being affect student learning? 11blog.soton.ac.uk/edpsych22/09/2017/178769](http://www.blog.soton.ac.uk/edpsych22/09/2017/178769)
- Gavine, D. & Forsyth, P. (2018). Use of VIG in schools. In Kennedy, H., Landor, M., & Todd, L. (Ed), *video interaction guidance: A relationship-based intervention to promote attunement, empathy and wellbeing* (p134-144). London: Jessica Kingsley Publisher.
- Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2016). A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools. *Teachers College Record*, 109, 877-896.
- Gordon, G. (2015). *Building engaged schools: Getting the most out of America's classrooms*. US: Gallup Press.
- Grammer, J. K., Coffman, J. L., Sidney, P., & Ornstein, P. A. (2016). Linking teacher instruction and student achievement in mathematics: The role of teacher language. *Journal of Cognition and Development*, 17(3), 468-485. DOI: 10.1080/15248372.2015.1068777
- Gray, C., Nordstokke, D., & Wilcox, G. (2017). Teacher mental health, school climate, inclusive education and student learning: A review. *Canadian Psychological Association*, 58(3), 203-210. DOI: 10.1037/cap0000117.
- Grossman, P., & Thompson, C. (2013). Learning from curriculum materials: Scaffolds for new teachers?. *Teaching and Teacher Education*, 24, 2014-2026.
- Guiney, E. (2018). Coaching isn't just for athletes: The role of teacher leaders. *Phi Delta Kappan*, 740-743.
- Guthrie, J.T., Dreher, M.J. & Baker, L. (2015). Why teacher engagement is important to student achievement. In: Baker, L., Dreher, M.J., & Guthrie, J.T. (Eds.). *Engaging young readers* (p. 1-16). New York: The Guilford Press.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2015). Burnout and work engagement among teachers. *Journal of School Psychology*,

- 43, 495-513. Doi:10.1016/j.jsp.2014.11.001 Hamre, B., & Pianta, R. (2018). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625-38. Doi:10.1111/1467-8624.00301
- Hansen, D., Hill, D., McWalters, P., Paliokas, K., & Stumbo, C. (2017). *State Policy Implications of the Model Core Teaching Standards*. Washington, D.C.: Council of Chief State School Officer
- Hargreaves, A. (2015) *What's Worth Fighting for in your School: Working Together for Improvement*. Buckingham: Open University Press in association with the Ontario Public School Teachers' Federation
- Hargreaves, A., & Fullan, M. (2014). Mentoring in the new millennium. *Theory into Practice*, 39(1), 50-56.
- Hibbert, P., & Huxham, C. (2014). The Past in Play: Tradition in the Structures of Collaboration. *Organizational Studies*, 525-554.
- Hundred (2020). Collaboration between Different Ages. [Hundred.org#93692a83](https://www.hundred.org/#93692a83)
- Hanover Study (2015). Quality feedback, teacher engagement and student achievement. *Gssaweb*, 2015/04
- Hargreaves, A. (2015). *Changing teachers, changing times*. New York: Teachers' College Press.
- Hastings, M. & Agrawal, S. (2015). Lack of teacher engagement linked to 2.3 million missed workdays. Retrieved from: News Gallup, 180455
- Hattie, J. (2017). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
- Henze-Rietveld, F. A. (2015). *Science teachers' knowledge development in the context of educational innovation* (Doctoral dissertation). Leiden, The Netherlands: University of L
- Hord, S. (2016). A synthesis of study on organizational collaboration. *Educational Leadership*, 43(5), pp22-26.
- Huffman, D., & Kalnin, J. (2017). Collaborative inquiry to make data-based decisions in schools. *Teaching and Teacher Education*, 569-580.
- Iafor (2018). *Transformational Model of Management for Integrated Schools in the Philippines*. Iafor, IICE Hawaii, 39299.
- Jennings, P.A., & Greenberg, M.T. (2017). The pro-social classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Study*, 79(1), 491-525. DOI: 10.3102/0034654308325693
- John-Steiner, V., (2018). Sociocultural approaches to learning and development: A Vygotskian framework. *Educational Psychologist*, 31(3-4), 191-206. https://doi.org/10.1207/s15326985ep3103&4_4
- Johnson, B. (2014). Teacher collaboration: good for some, not so good for others. *Educational Studies*, 29(4), pp337-350.
- Johnson, D.W. & Johnson, F.P. (2018, 7th Edition) *Joining Together: Group Theory and Group Skills*. Boston: Allyn & Bacon.
- Kaendler, C., Wiedmann, M., Rummel, N., Spada, H., Rev, E.P. (2014). Teachers' competencies for the implementation of collaborative learning in the classroom: A framework and study review. *Educational Psychology Review*, 27, 505-536. Crossref, Web of Science. Google Scholar.
- Kafyulilo, A.C. (2014). Professional Development Through Teacher Collaboration: An Approach to Enhance teaching and Learning in Science and Mathematics in Tanzania. *Africa Education Review*. Volume 10, 2013-Issue 4: Teacher Education and Technology. DOI:10.1080/18146627.2013.853560
- Kelchtermans, G. (2015). Collaborative curriculum development: An encounter of different professional knowledge systems. *Teachers and Teaching: Theory and Practice*, 2(1), 71-85.
- Kipps-Vaughan, D. (2013). Supporting teachers through stress management. *Education Digest*, 79(1), 43-46.
- Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2016). Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns. *Journal of Educational Psychology*, 100(3), 702-715. DOI:10.1037/0022-0663.100.3.702
- Klusmann, U., Richter, D., & Lüdtke, O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: Evidence from a large-scale assessment study. *Journal of Educational Psychology*, 108(8), 1193-1203. DOI: 10.1037/edu0000125
- Kruse, S. (2018). Collaborate. *Journal of Staff Development*, 20(3), pp14-16.
- Kruse, S.D., Louis, K.S., & Bryk, A. (2016). An emerging framework for analyzing schoolbased professional community in Louis K.S. & Kruse S.D. (Eds) *Professionalism and Community: Perspectives on Reforming Urban Schools*. Thousand Oaks, CA: Corwin, pp23-42.
- Kyriacou, C. (2018). Teacher stress: Directions for future study. *Educational Review*, 53(1), 27-35. DOI: 10.1080/001319101

- Leeuwen, V., Jassen, A., Erkens, G., & Brekelmans, M. (2013). Teacher interventions in a synchronur, co-locate CSCL setting: Analyzing focus, means and temporality. *Computers in Human Behavior*, 29,1377-1386.
- Leiter, M.P., & Maslach C. (2014). Areas of work-life: A structured approach to organizational predictors of job burnout. In: Perrewe P, Ganster D.C. (Eds.) *Study in occupational stress and wellbeing. Emotional and physiological processes and positive intervention strategies* (p. 91–134). Oxford: Elsevier.
- Leithwood, K. A. (2015, February). The Move Toward Transformational Leadership. *Educational Leadership*, pp. 8-12.
- Leithwood, K., & Jantzi, D. (2017). The Relative Effects of Principal and Teacher Sources of Leadership on Student Engagement With School. *Educational Administration Quarterly*, 35, 679-706.
- Lieberman & L. Miller (2017). *Teachers caught in the action: Professional development that matters* (pp. 45–58). New York: Teachers College Press.
- Little, J.W. (2014). Norms of collegiality and experimentation: Workplace conditions for school success. *American Educational Study Journal*, 19(3), 325-340.
- Louis, K.S., & Ingram, D. (2016). Schools that work for teachers and students. In: Williams, B. 12 F. Marsh University of Southampton Doctoral Programme in Educational Psychology (Eds.) *In closing the achievement gap: A vision for changing beliefs and practices* (p.154-177). Alexandria: Association for Supervision and Curriculum Development.
- Louis, K.S. & Kruse, S.D. (2016). *Professionalism and Community: Perspectives on Reforming Urban Schools*. Thousand Oaks, CA: Corwin
- Louis, K. S., Marks, H. M., & Kruse, S. (2017). Teachers' professional community in restructuring schools. *American Educational Study Journal*, 33, 757-798.
- Lynch, S., Worth, J., Bamford, S. And Wespieser, K. (2016). *Engaging teachers: NFER analysis of teacher retention*. Slough: NFER.
- Mahoney, G., & Wheeden, C. A. (2017). The effect of teacher style on interactive engagement of preschool-aged children with special learning needs. *Early Childhood Study Quarterly*, 14, 51–68. DOI: 10.1016/S0885- 2015(99)80004-0
- Mattessich, P. (2018). *Collaboration: What Makes It Work*. Saint Paul: Fieldstone Alliance.
- McGregor, J. (2014). Making Spaces: Teacher workplace topologies. *Pedagogy, Culture & Society*, 11(3),pp353-378.
- McLaughlin, M.W. (2015). Rebuilding teacher professionalism in the United States. In A. Hargreaves & R. Evans (Eds.), *Beyond educational reform: Bringing teachers back in* (pp.77- 93). Buckingham, UK: Open University Press.
- McLaughlin, M. W., & Talbert, J. E. (2015). *Building school-based teacher learning communities. Professional strategies to improve student achievement*. New York: Teachers College Press.
- Meirink, J.A., Meijer, P.C., & Verloop, N. (2016). A closer look at teachers, individual learning in collaborative settings. *Teachers and Teaching: Theory and Practice*, 13(2), pp145–164.
- Muscelli, G. B., Suzanne K. (2015). The effect of co-teaching on ninth grade world history students' academic achievement and classroom behavior. Unpublished Dissertation, Nova Southeastern University, Fort Lauderdale-Davie (Florida).
- Murray-Close, M., & Monsey, B. R. (2018). *Collaboration: What Makes It Work*. St. Paul, MN: Fieldstone Alliance.
- Nelson, T. H. (2018). Teachers' collaborative inquiry and professional growth: Should we be optimistic? *Science Education*, 93(3), 548-580. <https://doi.org/10.1002/sce.20302>
- Nias, J., Southworth, G. & Yeomans, R. (2016) *Staff Relationships in the Primary School*. London: Casswell.
- Nye, B., Hedges, L. V., & Knstantopoulos, S. (2015). The Effects of Small Classes on Academic Achievement: The Results of the Tennessee Class Size Experiment. *American Educational Study Journal*, 37(1), 123-151.
- O'Reilly, & Roberts (2016). *Learning to choose: Choosing to learn* (Short papers and works in progress). (pp. 109–114). Lismore, Australia: Southern Cross University Press.
- Pawan, F., & Ortloff, J. H. (2011). Sustaining collaboration: English-as-a-second- language, and content-area teachers. *Teaching and Teacher Education*, 27, 463-471. <https://doi.org/10.1016/j.tate.2010.09.016>
- Peterson, N. (2014). Interagency collaboration under Part H: The key to comprehensive, multidisciplinary, coordinated infant/toddler interventions series. *Journal of Early Intervention*, 15(1), 89-105.
- Pianata, R.C. (2018) *Enhancing Relationships between Children and Teachers*. Washington, DC: American Psychological Association.

- Printy, S. M. (2018). Leadership for teacher learning: A community of practice perspective. *Educational Administration Quarterly*, 44(2), 187-226. <https://doi.org/10.1177/0013161X07312958>
- Puchner, L. D. & Taylor, A. R. (2016). Lesson study, collaboration and teacher efficacy: Stories from two school-based math lesson study groups. *Teaching and Teacher Education*, 22, 922-934. <https://doi.org/10.1016/j.tate.2006.04.011>
- Roberts, S., & Pruitt, E. (2014). *Schools as professional learning communities: Collaborative activities and strategies for professional development*. Thousand Oaks, CA: Corwin.
- Rosenholtz, S.J. (2016). *Teacher's workplace*. New York: Longman
- Rust, F. (2017). Teacher study and the problem of practice. *The Teachers College Record*, 111(8), pp1882-1893.
- Sackney, L., Mitchell, C., & Walker, K. (2015). Building capacity for learning communities: A case study of fifteen successful schools. Paper presented at the American Education Study Association annual meeting
- Santiago, M.T. (2018). Challenges of Non-Education Graduates teaching in the Senior High School. Graduate Thesis. Araullo University Philippines, PHINMA, Cabanatuan City.
- Sawyer, E., Rimm-Kaufman, S.E. (2017). Teacher collaboration in the context of the responsive classroom approach. *Teachers and Teaching: Theory and Practice*. 13(3), pp. 211-245
- Schlechty, P. (2015). *Creating the capacity to support innovations*. Louisville, Kentucky: Schlechty Center for Leadership in School Reform.
- Shakenova, L. (2017). The theoretical framework of teacher collaboration, 20.34-48. Kazar University Press. DOI: 10.5782/2223-2621.2017.20.34.
- Shih-Hsiung Liu, (2017). Teachers' Experiences of Collaborating in School Teaching Teams. *Asian Social Science*, 13, 2017. DOI: 10.5539/ass.v13n2p159
- Silva, J.C. & Morgado, J. (2015). Facilitators to collaboration between teachers: effects of gender, teaching experience and subject area. Inclusive and Supportive Education Congress International Special Education Conference Inclusion: Celebrating Diversity, 1st - 4th August 2005. Glasgow, Scotland. Available at: http://www.isec2005.org.uk/isec/abstracts/papers_c/castrosilva_j.shtml
- Skanson, E.M, (2016). *Mindful collaboration to influence school improvement*. University Of Minnesota, Minneapolis.
- Slater, L. (n.d). *Collaboration: A Framework for school improvement*. Retrieved from: eric PDF file, ej98456.pdf
- Smith, D., Wilson, B., & Corbett, D. (2017). Moving beyond talk. *Educational Leadership*, 66(5), pp20-25.
- Smylie, M.A. (2015). Redesigning teachers' work: Connections to the classroom. *Review of Study in Education*, 20(1), 129-177.
- Southworth, G. (2017) *Staff Relationships in the Primary School*. London: Casswell.
- Stanley, A. M. (2015). The experiences of elementary music teachers in a collaborative teacher study group. *Bulletin of the Council for Study in Music Education*, 192, 53-74. <https://doi.org/10.5406/bulcouresmusedu.192.0053>
- Stewart, A.J. (2016). Collaboration: Towards improved education practice. *Education Canada*, 36(1), 21-25.
- Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2015). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), pp221-258.
- Strahan, D. (2017, November). Promoting a Collaborative Professional Culture in Three Elementary Schools that Have Beaten the Odds. *The Elementary School Journal*, 104(2), 127-146.
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate study. *Review of Educational Study*. DOI: 10.3120//003465431348390
- The New Oxford Dictionary of English (2017). Well-being. Oxford Dictionaries
- Tschannen-Moran, M. (2013). Collaboration and the need for trust. *Journal of Educational Administration*, 308-331.
- Tschannedn-Moran, M., & Hoy, W. K. (2015). A Multidisciplinary Analysis of Nature, Meaning, and Measurement of Trust. *Review of Educational Study*, 70(4), 547-593.
- Tseng, F -C., & Kuo, F -Y. (2014). The way we share and learn: An exploratory study of the self-regulatory mechanisms in the professional online learning community. *Computers in Human Behavior*, 26(5), 1043-1053. <https://doi.org/10.1016/j.tate.2006.04.023>
- Ullah, H. (2015). *School Teaching as a Feminine Profession: The Legitimation and Naturalization Discourses in Pakistani Context*. Ullah PDF file. E-papers

- Valenta, R. L. (2017). Effect of teacher engagement and teacher effectiveness on student achievements. Ebscohost. Direct psych 2018-201490-368
- Vangen, S., & Huxham, C. (2013). The Tangled Web: Unraveling the Principle of Common Goals in Collaborations. *Journal of Public Administration Study*, 731-760.
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Study Review*, 15, 17-40. <https://doi.org/10.1016/j.edurev.2015.04.002>
- Vescio, V., Ross, D., & Adams, A. (2017). A review of study on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91
- Walker, A. (2016). Teams in Schools: Looking Below the Surface. *International Journal of Educational Management*, 8(7), 38-44.
- Watson, M. (2014). *Learning to Trust: Transforming Difficult Elementary Classrooms through Developmental Discipline*. San Francisco: Jossey-Bass
- Welch, M. (2017). Collaboration: Staying on the bandwagon. *Journal of Teacher Education*, 49(1), 26-37.
- Westheimer, J. (2018). Communities and consequences: an inquiry into ideology and practice in teachers' professional work. *Educational Administration Quarterly*, 35(1), pp71-105.
- West, J.F. (2013). Educational collaboration in the restructuring of schools. *Journal of Educational and Psychological Consultation*, 1, 23-40.
- Wohlstetter, P., Datnow, A., & Park, V. (2015). Creating a system for data-driven decisionmaking; applying the principal-agent framework. *School Effectiveness and School Improvement*, 19(3), 239-259.
- Wong, V. W., Ruble, L. A., Yu, Y., & mcgrew, J. H. (2017). Too stressed to teach? Teaching quality, student engagement, and IEP outcomes. *Exceptional Children*, 83(4), 412-427. Doi:10.1177/0014402917690729.
- Woolfolk, A. (2013). *Educational Psychology* (12th, New International Edition). London: Pearson.
- Woodland, R., Lee, M.K. & Randall, J. (2013). A validation study of the teacher collaboration assessment survey, educational study and evaluation. *An International Journal on Theory and Practice*, 19(5), pp442-460.
- Wraga, W. G. (2017). The Educational and Political Implication of Curriculum alignment and standards-based reform. *Journal of Curriculum and Supervision*, 15(1), 4-25.
- Yoon, J.S. (2013). Teacher characteristics as predictors of teacher-student relationships: stress, negative affect, and self-efficacy. *Social Behavior and Personality: an international journal*, 30(5), 485-493. DOI: 10.2224.2013.30.5.485
- Zwart, R. C., Wubbels, T., Bergen, T. C. M., & Bolhuis, S. (2016). Experienced teacher learning within the context of reciprocal peer coaching. *Teachers and Teaching: Theory and Practice*, 13(2), 165–187.

Affiliations and Corresponding Information

Reynalyn T. Lavadia

Schools Division of Nueva Ecija

Department of Education – Philippines